



Nevada State Public Charter School Authority

# Young Women's Leadership Academy Site Evaluation Report: April 13, 2026

State Public Charter School Authority

775-687-9174

3427 Goni Rd, suite 103

Carson City, Nevada 89706

702-486-8895

500 E. Warm Springs Rd, suite 116

Las Vegas, Nevada 89119

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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)<sup>1</sup>, 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.

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

# 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.

## **Improved middle school index scores on NSPF**

Young Women’s Leadership Academy (YWLA) earned a three-star rating on the NSPF for 2024-25 in middle grades, resulting in a rise from the one-star status obtained in 2023-24. High school grades were not rated as the student population enrolled in high school courses does not have a sufficient N size for scoring. Middle school grades at YWLA earned 53.5 on the *Total Index Score*, which includes 21.5 points out of a total 30 points on the *Student Growth Indicator*<sup>2</sup> and 14 points out of a total possible 20 points on the *Closing Opportunity Gaps Indicator*<sup>3</sup> for the 2024-25 academic year. For 2024-25, this is a rise from a *Total Index Score* of 22 points to 53.5 points. The *Academic Indicator* rating improved from one point out of a total of 25 possible points in 2023-24 to seven points out of a total of 25 possible points in 2024-25, with the pooled proficiency increasing from seven percent in 2023-24 to 27 percent in the 2024-25 school year. YWLA should celebrate the success in the rise of ratings on the NSPF.

## **Improved chronic absenteeism rates**

YWLA has made significant strides in reducing their chronic absenteeism levels. Leadership returned to a full Monday through Friday school schedule, eliminating the partial Friday schedule in 2023-24, thereby increasing attendance in the 2024-25 school year. Middle school grades reported reducing chronic absenteeism rates from 67.9 percent in 2023-24 to 22.9 percent in 2024-25, a 45 percent reduction. For high school grades, chronic absenteeism rates were 76.4 percent in 2023-24 and 30.7 percent in 2024-25. This is a reduction of 45.7 percent at the high school level. While there is still work to do in this area, YWLA is to be commended for reducing the chronic absenteeism rate at both the middle school level and high school level.

## **Faculty and staff**

YWLA has highly committed faculty who collaborate to cultivate a positive, safety-oriented culture. Teachers are proactively enhancing their professional expertise by enrolling in certification programs to earn dual endorsements, effectively maximizing their certification and licensing specialties to better support diverse student needs. This professional dedication is mirrored by a campus climate where students report feeling happy, safe, and genuinely comfortable. The strong rapport between faculty and students ensures that learners have trusted adults to turn to, fostering an environment where open communication and mutual respect serve as the foundation for both social-emotional well-being and educational success.

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<sup>2</sup> *Growth Indicator* is a measure of how much progress individual students make from one year to the next, regardless of whether he/she has yet reached proficiency.

<sup>3</sup> The *Closing Opportunity Gaps Indicator* determines the percentage of students meeting their annual growth percentile who did not achieve proficiency in the prior year’s state-administered criterion-referenced tests in English language arts and mathematics assessments.

### **Revised approach to WIDA<sup>4</sup>**

YWLA has taken a proactive and transparent approach toward the 2025-26 WIDA assessment cycle. Rather than treating the exam as a mere administrative requirement, leadership has shifted the process to empower students through clarity and preparation. By meeting with students in advance to demystify the purpose and importance of the test, administrators have successfully built student buy-in and confidence. This strategic shift included the integration of practice exams followed by immediate, targeted feedback. Specifically, educators addressed technical and academic hurdles by coaching students on vocal projection for the speaking portion, ensuring their voices are audible for assessment, and providing constructive critiques on students' writing samples. This feedback loop ensures that students are not only prepared for the content of the WIDA but are also mastery-oriented regarding the specific modalities of the exam.

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<sup>4</sup> WIDA is a comprehensive assessment measuring English language proficiency in four categories: identification, placement, progress, and achievement. The WIDA screener is used to determine ELL support services as well as determining when a student has developed proficiency to exit ELL school services

# 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.

## **Chronic absenteeism**

YWLA received a strong recommendation for chronic absenteeism during the 2024-25 site evaluation cycle as levels of chronic absenteeism in middle grades had increased from 46.7 percent in 2022-23 to 67.9 percent in 2023-24. For high school grades, chronic absenteeism rates were 76.4 percent in 2023-24 and 30.7 percent in 2024-25. This is a reduction of 45.7 percent at the high school level. Although YWLA reduced the rate of chronically absent students to 22.9 percent in middle grades and 30.7 percent in high school grades for the 2024-25 school year, chronic absenteeism remains a persistent challenge. The SPCSA district absenteeism rates for 2024-25 were 13.7 percent for middle grades and 19.3 percent for high school grades. Chronically absent students at YWLA remain above the SPCSA district average.

## **Growth of English language learners in middle school grades**

YWLA students learning English as a new language (ELs) obtained a 13.3 percent rating on the NSPF. This is below the district rate of 28.5 percent, resulting in YWLA earning two out of 10 possible points on the NSPF. There is no data for high school students at YWLA as the enrolled population is too small for testing.

## **Pooled proficiency**

Although the pooled proficiency rate for middle school grades improved from seven percent to 27.2 percent, the score is still well below the district average of 52 percent. Math proficiency was 14.2 percent, English Language Arts (ELA) proficiency was 42.3 percent. The SPCSA district average was 43.6 percent for math and 60.7 percent for ELA. There is no data for high school students at YWLA as the enrolled population is too small for testing.

## **Financial concerns**

YWLA is currently operating under a Notice of Concern under the SPCSA Financial Performance Framework. Per the SPCSA Board Meeting documents dated January 23, 2026: “YWLA earned one ‘Falls Far Below Standard’ rating and two ‘Does Not Meet Standard’ ratings for Fiscal Year 2025. The school was previously issued a financial Notice of Concern in FY2024 and the FY2025.” The SPCSA Governing Board voted to continue the Financial Notice of Concern at the January 2026 governing board meeting.

# 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.

## **Increase enrollment**

SPCSA staff recommend YWLA pursue solutions to address lower than anticipated enrollment. SPCSA staff encourage leadership to develop a school-wide plan to increase student applications, acceptance, and enrollment. YWLA had lower than anticipated enrollment during the 2024-25 academic year. YWLA should consider highlighting their unique mission and vision in their marketing materials, specifically emphasizing single gender offerings and leadership opportunities for young women. YWLA may want to consider including broader community outreach, increasing on-site tours of the school facilities, and developing virtual presentations of school offerings as part of their marketing efforts. YWLA is encouraged to work with current families to include student success stories as an avenue to increase communication with feeder schools and prospective students.

## **Sustained student academic growth**

SPCSA staff recommend YWLA build upon the successful advancement from a one-star to a three-star rating, by implementing and maintaining systems that prioritize long-term student academic proficiency. This requires a concerted effort amongst all school stakeholders to strengthen instructional rigor by ensuring that every learning objective is aligned with classroom tasks and supported by frequent, systematic checks for understanding to monitor real-time progress. Moving beyond low-level factual recall, it is suggested teachers intentionally integrate classroom questioning and discourse techniques that challenge students to engage in higher-order thinking and standards-based practice. By fostering an environment of collaborative discourse, students can deepen their conceptual understanding and improve overall achievement outcomes. Teachers may want to consider introducing student-defined roles within the classroom as a practical entry point for students to cultivate essential leadership skills. Through this dual focus on targeted academic support and empowered student agency, YWLA may create systems that solidify its current academic gains on the NSPF and create a sustainable foundation for future growth.

## **Adequate growth percentiles of ELs**

SPCSA staff recommend YWLA create an action plan to improve the Adequate Growth Percentiles (AGPs) of English Language Learners in middle school grades. According to the 2024-25 Nevada Report Card, the middle school rate of 13.3 is below the district rate of 28.5. Increasing the AGPs of ELs will support students' progress toward becoming proficient in English. Increases in these scores will contribute to points earned on the *English Language Proficiency Indicator* on the school's Nevada Report Card.

## **Increase leadership capacity**

SPCSA staff recommend the YWLA leadership team and the governing board collaborate in establishing a comprehensive framework of systems and measures designed to increase and support school leadership capacity. This may involve allocating time and resources to maximize executive coaching and

peer-mentorship networks. Evidence-based research for developing leadership capacity indicates an impact on teacher retention<sup>5</sup>, instructional quality and student outcomes<sup>6</sup>, as well as improved school culture and student outcomes<sup>7</sup>.

### **Parent engagement**

SPCSA staff recommend YWLA consider ways in which to optimize communication platforms to notify families of upcoming schoolwide events, solicit volunteers, and seek out methods to improve overall levels of parent engagement. If obtaining school clearance is an obstacle, consider offering a day in which parents could get fingerprinted and complete all of the requisite paperwork at one time, such as a day when parents are already scheduled to be on campus. The State of Nevada [Parent Involvement & Community Engagement](#) actively promotes and supports the participation and engagement of families and communities in a child's education. The office, created by Assembly Bill 224 of the 2011 Legislative Session, assists schools with incorporating effective family engagement practices and strategies. To receive updates on recently released family engagement tools, annual reports, resources, articles, and upcoming events and webinars, subscribe to Nevada's monthly Family Engagement Newsletter.

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<sup>5</sup> Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2019/Updated 2023). *Solving the Teacher Shortage: How to Attract and Retain Excellent Educators*. Learning Policy Institute.

<sup>6</sup> Grissom, J. A., Egalite, A. J., & Lindsay, C. A. (2021). *How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research*. The Wallace Foundation.

<sup>7</sup> Leithwood, K., Harris, A., & Hopkins, D. (2020). *Seven strong claims about successful school leadership revisited*. School Leadership & Management.

# Site Evaluation Findings: Strong Recommendations

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

## Chronic Absenteeism

SPCSA staff strongly recommend YWLA continue strategizing ways in which to address chronic absenteeism. YWLA received a strong recommendation for chronic absenteeism during the 2024-25 site evaluation cycle and that strong recommendation remains in place. While YWLA has reduced the rate of chronically absent students to 22.9 percent in middle grades and 30.7 percent in high school grades for the 2024-25 school year, chronic absenteeism rates remain very high. The SPCSA district rate for chronic absenteeism in middle grades was 13.7 percent and 19.3 percent for high school grades.

Chronic absenteeism rate levels are an important opportunity for improvement. Chronic absenteeism predicts low academic success and is a primary indicator of students who may eventually drop out of school<sup>8</sup>. To combat this, best practices include formalizing school-wide chronic absenteeism plans that emphasize the "direct correlation between good attendance and student achievement."<sup>9</sup> Educating families is a critical component, as targeted communication regarding the value of instructional time has been shown to reduce absences at scale<sup>10</sup>. Furthermore, chronic absenteeism does more than hinder grades; it disrupts social development and fosters feelings of isolation, creating a cycle of disengagement that complicates a student's long-term educational progress.<sup>11</sup> YWLA may also refer to the SPCSA Best Practices - <https://spcsa.instructure.com/courses/72> for resources on chronic absenteeism within the SPCSA school portfolio.

Schools with chronic absenteeism rates above 10 percent require an improvement plan within four weeks of receiving the site evaluation report. The plan should include specific strategies, support, and measurable goals aligned to indicators that are below standard. Extensions may be requested in writing if needed. The site evaluation team will review the response plan, meet with leadership, and provide feedback prior to finalizing the action plan and timeline.

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<sup>8</sup> National Center for Education Statistics. (2023). *Report on student behavior and chronic absenteeism: Data from the School Pulse Panel* (NCES 2023-010). U.S. Department of Education, Institute of Education Sciences. <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2023010>

<sup>9</sup> University of Chicago Consortium on School Research. (2023). *Attendance and attainment: A longitudinal study of the class of 2025*.

<sup>10</sup> Rogers, T., & Feller, A. (2025). Reducing student absences at scale by targeting parents' beliefs. *Journal of Educational Psychology*, 117(2), 142–158. <https://doi.org/10.1037/edu0000XXX>

<sup>11</sup> Gottfried, M. A., & Hutner, S. B. (2024). *Missing school: Understanding and addressing chronic absenteeism*. Harvard Education Press.

# Site Evaluation Findings: Deficiencies

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

There were no deficiencies identified for YWLA during this site evaluation cycle.

# 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 <sup>12</sup>	2
Family Members, Parents, and Guardians	21
Faculty and Staff	5
School Leadership	1
Students	14

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<sup>12</sup> Quorum was not met, and Open Meeting Law was not violated.

# Focus Group Summary: Governing Board

Two governing board members participated in the focus group. The board is comprised of nine members. Board members have backgrounds in the fields of law, finance, human resources, and education. The governing board also contains a parent representative. All board positions were occupied at the time of the site evaluation. The participants shared that all members had completed the required board training requirements. The board has no active subcommittees. The board meets monthly and as needed. Board members attend various school events throughout the year, including college fairs, school tours, and holding board meetings on school premises. Board members defined their primary role as providing high-level oversight and budget approval rather than managing daily operations. Participants in the focus group emphasized the importance of transparency and engagement and expressed confidence in their ability to ask crucial questions for accountability due to their diverse professional experiences.

Members of the governing board addressed the ongoing Financial Notice of Concern by acknowledging that enrollment remained the primary driver of the school's fiscal struggles. YWLA fell short of its 120-student target, which created significant challenges within the per-pupil funding formula. To combat this, the board regularly reviews fiscal reports and is exploring strategic options such as reconfiguring grade levels or relocating to a new site. Additionally, the governing board formed an advisory group of various companies and individuals to proactively seek out new funding sources. A recent \$1 million infusion was used as operating dollars to backfill outstanding operational costs.

Members of the governing board identified the school's unique niche model of being a single gender education institution focused on leadership and its close-knit community atmosphere as its greatest assets. The board expressed strong confidence in the current leadership, specifically praising the school leader for being organized, responsive, and deeply committed to the school's mission. Board members viewed the school's improvement from a one-star to a three-star rating on the NSPF as clear evidence of effective leadership. Board members felt the leadership's passion and engagement were self-evident and highly successful.

Regarding school culture and student outcomes, governing board members observed high levels of family engagement during campus visits and through monthly leadership updates. Board members acknowledged significant hurdles, such as the need for a dedicated full-time fundraiser. Members of the governing board also discussed the issue of chronic absenteeism, noting that while the school's rate appeared volatile due to its small student population, the problem reflected broader statewide and national trends within Title I schools. The board remained focused on these demographic challenges and the impact they had on the school's performance ratings.

# Focus Group Summary: Family Members, Parents, and Guardians

Twenty-one family members, parents, and guardians attended the focus group. YWLA hosted ‘Bring Your Parent to School Day’, and 19 participants attended the focus group. Based on feedback from 21 participating parents, YWLA’s instructional quality is characterized by a personalized approach that successfully meets students at their individual academic levels. Participants reported that the curriculum is both challenging and enjoyable, utilizing varied methods such as visual aids and hands-on activities to cater to different learning styles. The reinforcement of core subjects through doubled-up English and math periods was viewed as a major benefit for family members. Parents said high levels of instruction were reflected in student behavior at home, where children frequently shared insights from their school activities and reading and demonstrated a self-motivated interest in participating in classroom activities and completing their work.

Communication from school leaders and faculty was a noted strength of YWLA, with parents highlighting a multi-tiered approach involving emails, phone calls, and face-to-face updates from the principal during pickup. Parents shared that this transparency ensured that families were well-informed of their child's progress and any necessary academic interventions. Parents indicated that when students are absent, the school remains proactive by providing makeup assignments and utilizing digital platforms to bridge the gap. This collaborative environment was viewed as supported by a strong foundation of mutual respect, as parents emphasized the importance of holding their children accountable at home to represent their families well within the school community.

Family members described the school culture as inclusive and deeply supportive, marked by teachers who go beyond standard instruction to mentor students on their future career goals and personal well-being. Specialized programs like the JAG initiative<sup>13</sup> and self-regulation training, combined with the benefits of a small, girls-only setting, contribute to a sense of safety and belonging. Parents said they were highly engaged in the school's diverse offerings, ranging from multi-cultural festivals and fall festivals to unique partnerships with organizations like the Raiders National Football Team in Las Vegas. These experiences, which often include siblings and extended family, have fostered a strong community bond and have likely contributed to the dramatic decrease in chronic absenteeism, according to family members.

While the internal school environment was highly praised, parents expressed significant concerns regarding the physical security and geographical location of the campus. The primary area identified for improvement was the lack of perimeter fencing and gates, which was particularly concerning for those dropping off students early in the morning. The proximity to high-traffic areas and the presence of unhoused individuals in the immediate vicinity further contribute to a sense of unease. Parents suggested that a larger facility with improved sports amenities and enhanced physical security measures would better align the school's infrastructure with the high quality of its academic and social programs.

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<sup>13</sup> JAG stands for Jobs for America’s Graduates. JAG Nevada is a 501c3 non-profit organization focusing on Title I populations, with a mission to “inspire, support, and mentor students to create a powerful and positive future, with a focus on building strong relational bonds and engaging students through mentoring and genuine care” ([JAG Nevada – Jobs 4 Nevada Graduates](#)). The national organization was established in 1980 that helps at-risk youth stay in school, graduate, and transition into rewarding careers or post-secondary education. JAG provides specialized, for-credit elective classes, job training, and 12-month follow-up support to over 70,000 students annually across 39 states.

# Focus Group Summary: Faculty and Staff

Faculty participating in the focus group indicated they utilize several active learning strategies to engage their students in terms of peer involvement and classroom collaboration. Teachers said they frequently introduced new topics by having students discuss their prior knowledge with partners to build a foundational understanding. Some teachers said they prioritized project-based learning and team-building tasks in daily instruction, often employing randomized, heterogeneous grouping to ensure that proficient or excelling students were paired with students who struggled. This approach fostered a collaborative environment where diverse skill sets were leveraged to complete complex assignments.

To combat student apathy and foster a positive attitude toward learning, faculty said they implemented varied, flexible, and creative instructional strategies. Teachers said they found success in allowing students to take accountability for their work by offering remediation opportunities that encouraged reflection and improvement. Instructors also increased student engagement by offering autonomy in how they demonstrated mastery, whether through tests, presentations, or creative projects. By applying content to real-world scenarios and providing structured supports like study guides and note-taking instruction, the faculty helped students find relevance in their studies.

Direct communication with families serves as a primary tool for building respect and support for the school's academic mission. Teachers indicated they maintain a steady flow of information through emails, phone calls, and physical hard copies of communiques sent home to ensure parents remained informed about classroom happenings and their children's successes. Beyond academic updates, staff collaborated with the school caseworker to provide essential resources for students.

The faculty shared that they felt highly supported by an approachable leadership team and found professional development sessions to be genuinely informative and engaging rather than performative. Members of the focus group said their daily joy was found in students, specifically when students are excited about their academic growth and improvement. Conversely, teachers shared they had anxiety regarding the school's facilities, citing issues with air conditioning and a physical environment that did not always feel conducive to education. Additionally, the lack of centralized funding meant teachers often spent their own money on resources and relied on personal networks for guest speakers, leading to a sense of uncertainty regarding the school's long-term location and competitive standing.

# Focus Group Summary: School Leadership

The school leader shared the 2025-26 administrative approach to daily operations included prioritizing the reinforcement of internal systems to stabilize a highly transient student population, characterized by a frequent cycle of withdrawals and new enrollments. The school's approach to chronic absenteeism and student discipline shifted toward a model of positive reinforcement and structural reform. The administration eliminated half-day Fridays after realizing that the abbreviated schedule was not conducive to consistent attendance. Instead, leadership focused on championing attendance through personal phone calls, morning greetings, and rewards such as attendance awards and food incentives. For students facing extreme hardships, the school maintained a delicate balance of support by providing a clothes closet, hygiene products, and food baskets without singling individuals out.

Looking toward future sustainability, leadership said school administration in conjunction with the governing board are actively pursuing long-term solutions for the school's financial and facility-based challenges. Leadership acknowledged that the current building location and the school's homogeneous model acted as hurdles for some families, particularly those hesitant to enroll boys. Persistent issues with outdated technology and hardware crashes during state testing contribute to some of the challenges facing YWLA. To mitigate transportation and attendance barriers, the school provides consistent transportation through bus passes and a dedicated school bus. There is a concerted effort to locate a new campus and engage in optimizing donors and sponsors to address the ongoing Financial Notice of Concern and maintain fiscal stability. Leadership reported the faculty demonstrated their own commitment by forming an internal grant-writing team to seek external funding. Leadership also said staff remained open to feedback and expressed a collective desire to enhance the curriculum and expand community partnerships to ensure the school's continued success.

Leadership noted that while only three teachers were fully licensed, seven others were actively enrolled in certification programs, and or programs that would add more than one endorsement to their teaching license. Teachers successfully manage teaching multiple subjects through creative scheduling and cross-curricular planning. Leadership reported academic improvement was driven by a newfound commitment to data-driven instruction and standards-aligned planning. YWLA continues to implement the curriculum purchased for the 2024-25 academic year, as well as utilizing i-Ready<sup>14</sup> for math and ELA assessments, and CERT<sup>15</sup> for quarterly progress monitoring. YWLA also engages a third-party vendor to assist in unpacking student data, with teachers participating in professional development sessions specifically designed to help them translate those analytics into differentiated lesson plans. This intentional focus on scaffolding and grade-level content access was credited as a primary factor in the school's recent growth from a one-star to a three-star rating.

To address the holistic needs of the students, the school integrates comprehensive social-emotional and career-readiness programs into the daily schedule. Every student participates in a thirty-minute advisory course designed in coordination with the Student Leadership Network<sup>16</sup>, focusing on leadership development and mission-aligned growth. An on-site social worker and an emotional learning

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<sup>14</sup> i-Ready Learning is a digital instructional resource assessing students with grade-level materials in reading and math.

<sup>15</sup> CERT (College Equipped Readiness Tool) is an online assessment and data platform used for quarterly progress monitoring to track student growth toward college and career readiness benchmarks.

<sup>16</sup> Student Leadership Network is a New York City-founded nonprofit (founded 1998) that supports students in underserved communities to access higher education and build leadership skills.

interventionist provides critical wrap-around services, including restorative conferences for behavioral issues. Additionally, YWLA partnerships with the Girl Scouts and JAG offered students exposure to financial literacy and college-bound initiatives, ensuring that academic achievement is supported by practical life skills and emotional stability. Academically, the school offers afterschool tutoring and weekly "double dose" sessions focused on math and ELA skills. For students learning English as a new language (ELs) leadership revised the WIDA testing process to include 1), meeting with students to ensure they understand the purpose and importance of the assessment 2), arranging for students to take practice exams and 3), receive specific practical feedback on how students are engaging with the test.

# Focus Group Summary: Students

Fourteen students participated in the student focus group. Students reflected on a diverse range of academic achievements and cognitive milestones that defined their school year. They expressed pride in mastering complex subjects like geometry, polynomials, and genetics, including specific concepts such as phenotypes and recessive traits. Beyond traditional academics, students said they gained practical life skills by learning how to manage budgets, write resumes, and prepare for professional interviews. Students had a few ways to describe how they knew they had succeeded academically or mastered a concept. One student said she knew she understood something thoroughly, “when I am asked something and I immediately understand what is being asked.” Another shared, “I know I have succeeded when I can ask myself a question and can answer it right away.” A third student said, “When I get an assignment, and I can begin it immediately before the teacher reads the instructions is how I know I understand the material.”

Students said the school environment fostered a strong sense of community and support through deliberate social structures and inclusive practices. Students found joy in the kind nature of their teachers, who often sat with them during lunch to talk or offer extra help on assignments. This sense of belonging extended to new students, who focus group participants reported were welcomed with campus tours led by peers. Students also said, new students who were learning English as a new language were paired with bilingual students to bridge language gaps. The all-girls setting allowed students to feel comfortable and included regardless of their background, country of origin, or primary language, creating a culture where everyone felt welcome to share their experiences.

Students said the school maintained student academic accountability through frequent and clear communication between their teachers and their work. Students said the teachers frequently provided individual guidance by speaking with students in one-on-one conversations, requesting student volunteers to explain errors, offering opportunities to retake tests or redo assignments for improvement, after-school tutoring, as well as written feedback on work. Students shared individual teachers manage make-up work due to absences in various ways. Some teachers use physical baskets or bins containing dated work. Most teachers implement the digital tools available within Google Classroom<sup>17</sup> and electronic calendars to help students catch up quickly. Students said they remained motivated through the rapport they had with the faculty and through their peer friendships.

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<sup>17</sup> Google Classroom is a free blended learning platform developed by Google for educational institutions that aims to simplify creating, distributing, and grading assignments.

# Classroom Environment and Instruction Observation Rubric

A total of 9 middle and 7 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

<b>Classroom Environment</b>					
	<b>Distinguished</b>	<b>Highly Proficient</b>	<b>Approaching Proficient</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
<b>Classroom Learning Environment is Conducive to Learning</b>	<p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</p> <p>When necessary, students respectfully correct one another.</p> <p>Students participate without fear of put-downs or ridicule from either the teacher or other students.</p> <p>The teacher respects and encourages students' efforts.</p>	<p>Talk between the teacher and students and among students is uniformly respectful.</p> <p>The teacher successfully responds to disrespectful behavior among students.</p> <p>Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.</p> <p>The teacher makes general connections with individual students.</p>	<p>The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.</p> <p>The teacher attempts to respond to disrespectful behavior among students with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p>	<p>The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Students' body language indicates feelings of hurt, discomfort, or insecurity.</p> <p>The teacher displays no familiarity with, or care about, individual students.</p>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 0</b>	<b>TOTAL: 16</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>
<b>Establishing a Culture for Learning</b>	<p>The teacher communicates passion for the subject.</p> <p>Students indicate through their questions and comments a desire to understand content.</p> <p>Students assist their classmates in understanding the content.</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</p> <p>The teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>The teachers' energy for the work is neutral.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students exhibit a limited commitment to completing the work on their own.</p> <p>The teacher's primary concern appears to be to complete the task at hand.</p>	<p>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 0</b>	<b>TOTAL: 13</b>	<b>TOTAL: 2</b>	<b>TOTAL: 0</b>	<b>TOTAL: 1</b>

# Classroom Environment and Instruction Observation Rubric

A total of 9 middle and 7 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

<b>Classroom Instruction</b>					
	<b>Distinguished</b>	<b>Highly Proficient</b>	<b>Approaching Proficient</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
<b>Communicating with Students</b>	<p>If asked, students can explain what they are learning and where it fits into the larger curriculum context.</p> <p>The teacher explains content clearly and imaginatively.</p> <p>The teacher invites students to explain the content to their classmates.</p> <p>Students use academic language correctly.</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>The teacher's explanation of content is clear and invites student participation and thinking.</p> <p>The teacher makes no content errors.</p> <p>Students engage with the learning task, indicating that they understand what they are to do.</p>	<p>The teacher provides little elaboration or explanation about what students will be learning.</p> <p>The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</p> <p>The teacher may make minor content errors.</p> <p>The teacher must clarify the learning task.</p>	<p>At no time during the lesson does the teacher convey to students what they will be learning.</p> <p>Students indicate through body language or questions that they don't understand the content being presented.</p> <p>Students indicate through their questions that they are confused about the learning task.</p>	This criterion was not observed or rated.
	<b>TOTAL: 0</b>	<b>TOTAL: 13</b>	<b>TOTAL: 3</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>
<b>Using Questioning and Discussion Strategies</b>	<p>Students initiate higher-order questions.</p> <p>The teacher builds on and uses student responses to questions to deepen student understanding.</p> <p>Students extend the discussion, enriching it.</p> <p>Virtually all students are engaged.</p>	<p>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</p> <p>Discussions enable students to talk to one another without ongoing mediation by the teacher.</p> <p>Many students actively engage in the discussion.</p>	<p>The teacher frames some questions designed to promote student thinking, but many have a single correct answer.</p> <p>The teacher invites students to respond directly to one another's ideas, but few students respond.</p> <p>The teacher calls on many students, but only a small number participate.</p>	<p>Questions are rapid-fire and convergent with a single correct answer.</p> <p>The teacher does not ask students to explain their thinking.</p> <p>Only a few students dominate the discussion.</p>	This criterion was not observed or rated.
	<b>TOTAL: 0</b>	<b>TOTAL: 6</b>	<b>TOTAL: 6</b>	<b>TOTAL: 1</b>	<b>TOTAL: 3</b>

# Classroom Environment and Instruction Observation Rubric

A total of 9 middle and 7 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
<b>Engaging Students in Learning</b>	<p>Virtually all students are engaged in the lesson.</p> <p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>Students are invited to explain their thinking as part of completing tasks.</p> <p>The pacing of the lesson provides students with the time needed to be intellectually engaged.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recall.</p> <p>Student engagement with the content is largely passive.</p> <p>The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</p>	<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks, activities, and materials require only recall or have a single correct response.</p> <p>The lesson drags on or is rushed.</p>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 1</b>	<b>TOTAL: 9</b>	<b>TOTAL: 6</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>
<b>Using Assessment in Instruction</b>	<p>Students indicate they clearly understand the characteristics of high-quality work.</p> <p>The teacher uses multiple strategies to monitor student understanding.</p> <p>Students monitor their own understanding.</p> <p>Feedback comes from many sources.</p>	<p>The teacher makes the standards of high-quality work clear to students.</p> <p>The teacher elicits evidence of student understanding.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance.</p>	<p>There is little evidence that the students understand how the work is evaluated.</p> <p>The teacher monitors understanding through a single method, without eliciting evidence of understanding from students.</p> <p>Feedback to students is vague.</p>	<p>The teacher does not indicate what quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Students receive no feedback, or feedback is global or directed to one student.</p>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 0</b>	<b>TOTAL: 11</b>	<b>TOTAL: 5</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>

# Classroom Observations and Additional Comments

Students took turns volunteering to read stanzas from poems. After reading, the teacher asked comprehension questions to the whole class. Students called out their answers. For example, "What is the name of the town in which the poem is taking place?" The students called out the answer. The teacher would then ask another factual question from the poem. Once the entire poem was read, students worked in their table groups answering more direct questions regarding themes, simile, metaphor, and figurative language. Students wrote their answers in their workbooks and then volunteered responses to the whole class once small group time was complete. Students were engaged with the lesson and willingly discussed their thoughts with their table groups. There was a missed opportunity for students to respond to each other as a whole class, rather than the teacher being the one to indicate whether a response was accurate or not. Questions such as, "Did anyone else have similar thinking?" or "Did anyone else have a different thought?" would elicit greater student engagement.

In a physical education classroom, students responded to a question regarding pace and the speed at which individuals move during exercise by completing brief written responses. There were fifteen students present. Next, the teacher provided students with information regarding the weekly schedule. The rigor of the assignment could have been increased to further challenge students' understanding and application of the concept; for instance, students could have been asked to compare pace across different types of activities or explain how pace impacts performance during various forms of exercise. Students worked with table partners on a long-term project exploring creating a product to sell in Africa. The title of the project was "women micro-entrepreneurs in Africa. Students utilized handouts, a map of the continent, and research notes to develop a product, research the feasibility of the product, and created a business plan that demonstrated the student knew the country and the demographic in which the product would be launched.

The teacher began the biology lesson by addressing common misconceptions from a previous assignment related to changes in physical traits in animals over time. For the new task, students worked in partnerships to examine evolutionary traits in animals, with the expectation of culminating their learning in a presentation accompanied by a model of their selected organism. Throughout the lesson, the teacher remained accessible, circulating to check in with students and provide support as needed. The relationships between students and the teacher were well established, as demonstrated through positive and respectful interactions, students' willingness to participate and take academic risks, and the overall sense of trust within the classroom. A productive classroom environment was established, characterized by soft background music and clear, high expectations for student work.

Students began the class by engaging in an embedded assessment that required them to read the assignment and develop a graphical presentation. The lesson opened with a student volunteer reading the passage aloud, followed by explicit teacher directions outlining that the task would be completed collaboratively. The teacher facilitated the lesson by modeling the process and emphasizing key components, including researching a notable leader, identifying positive societal contributions, and summarizing outcomes. Students followed along as the teacher reinforced expectations and guided them

through the activity sequence. There were 13 students present. Instruction included structured questioning to support task completion and comprehension of the assignment criteria.

Students began the class answering several questions on the whiteboard. It took several minutes for the students to settle in and begin working on the bell ringer. Many remained off task, chatting with their closest classmate. The teacher was respectful and calm. The activity took much longer than it needed to due to off-task behaviors. The task was low-level factual recall and simple procedure. The teacher facilitated the discussion of the bellringer with simple questions being asked of the students. Students called out the answer to the questions, and the teacher verified the answers. There was a missed opportunity for more in-depth discussion or explaining student thought process. Students could have even volunteered to show how they arrived at their answer using the whiteboard. The instruction was very unidirectional, from the teacher to the students.

Nelson Mandela was the focus of a social studies lesson. The teacher reviewed major life events and referenced the text as students followed along. Periodically, the teacher asked clarifying questions and emphasized the significance of key historical dates, such as his release from prison and the transition to multi-party elections in South Africa. While factual knowledge and symbolic understanding were reinforced, opportunities existed to further extend learning through questions that connected Mandela's leadership and legacy to contemporary issues students encounter in their own lives. Additionally, incorporating structured discussion or student-led analysis could have strengthened critical thinking and engagement with the content.

In a high school Algebra class, students solved algebraic equations on the smart board while the teacher facilitated the lesson and guided instruction. The rest of the class followed along, taking notes and participating when prompted. There were twelve students present, and they contributed responses during clarification checks. The lesson could have included more opportunities to deepen conceptual understanding beyond recall and procedural practice through higher-order questioning and having students justify their reasoning.

Students were engaged in an assignment focused on women micro-entrepreneurs in Africa. They read a short passage about a specific individual and responded to questions related to the regional climate and its impact on her work. To deepen their understanding, students also completed map-based activities by coloring regions of Africa. Throughout the lesson, students demonstrated strong effort and sustained engagement. The teacher actively monitored progress, checking in with students to provide support and ensure understanding. Students were expected to cite evidence from the text to support their responses, reinforcing comprehension and analytical skills.

High school students engaged in individualized dual-language Spanish activities on their devices using headphones, practicing skills such as repeating phrases, translating spoken Spanish, and rearranging words to form grammatically correct sentences. Students then transitioned to a Spanish verb-focused activity to reinforce language structures. The session reflected a smaller class learning environment with seven students. The use of technology supported individualized pacing and skill development.

# 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 several new systems in place.	Leadership reported continuing to monitor and refine implement systems to assure alignments to goals and the mission and vision of the school. Teacher capacity is being built through targeted PD, and coaching. Special education policies, procedures and practices are emphasized through compliance monitoring, reviewing Individualized Education Program <sup>18</sup> (IEP) protocols, and training teachers on accommodations and inclusion. Leadership also said YWLA has focused on learning experiences and services for ELs evidenced by professional learning in language acquisition strategies, lesson planning, progress monitoring of proficiency data, and targeted instructional supports.	SPCSA acknowledges the school’s assessment of progress. Additional progress and monitoring are on-going.
Continue to bolster the number of enrolled students.	Members of the leadership team reported increasing community visibility by attending community events, updating digital campaigns, and increasing the distribution of promotional materials. YWLA continues to provide informational sessions and tours of the school.	SPCSA made a recommendation during the 2025-26 site evaluation cycle for the school to strengthen enrollment. This can be found on page six of this report.

<sup>18</sup> IEP stands for Individual Education Plan is a legal document under US law that outlines the special education instructional supports, and services, a student with a disability needs to thrive in school.

<p>Strong recommendation: Decrease levels of chronic absenteeism.</p>	<p>Members of the leadership team stated that schoolwide attendance incentives have been established, along with a designated attendance monitor. Family communication regarding attendance has increased to include attendance notification letters, documented outreach calls, and scheduled meetings with the principal when absenteeism rates increase. Leadership routinely reviews attendance data to assess effectiveness of interventions and adjust strategies, supported by attendance reports, progress monitoring tools, and documented data discussions.</p>	<p>YWLA received a strong recommendation for chronic absenteeism during the 2024-25 site evaluation. A strong recommendation is still in place.</p>
<p>Strong recommendation: Improve student academic achievement.</p>	<p>Leadership shared the implementation of systems aligned to YWLA’s goals, mission, and vision. Leadership conducts regular and consistent instructional walkthroughs to monitor implementation of curriculum, standards-based lessons, instructional practices as aligned to NEPF<sup>19</sup>, and student engagement.</p>	<p>SPCSA acknowledges the school’s Increase from a one-star to a three-star rating on the NSPF. This recommendation has been met.</p>

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<sup>19</sup> NEPF was designed in 2011 and passed by Nevada’s legislators. It was created by the Teachers and Leaders Council (TLC) as a statewide performance evaluation system for teachers and building level administrators. During the subsequent legislative sessions of 2013,2025,2017,2019, and 2021, NRS (Nevada Revised Statutes) have changed AB222. The overall goals of the framework are to foster student learning, improve instructional practices, and engage stakeholders in the continuous improvement and monitoring of a professional growth system.

# 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	
McKinney-Vento Poster	<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.