



Nevada State Public Charter School Authority

Site Evaluation Report: **Battle Born Academy**
Evaluation Date: 11/15/2022
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Appendices

A: Nevada School Performance Framework

<http://www.doe.nv.gov/Accountability/NSPF/>

B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-OPF-Att-1-Ratings-Scorecard.pdf>

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on November 15, 2022 at Battle Born Academy (BBA). 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 year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization. Schools identified as having a rating of a two-star or below, and those schools with a Notice of Concern, Notice of Breach, or Notice of Termination, will have a differentiated procedure for their site evaluation. BBA is in year one of their charter contract thus meeting the criteria for a comprehensive site evaluation.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (Appendix A) and the State Public Charter School Authority Academic Framework (Appendix B) as well as the Organizational Framework (Appendix C).

In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day.

SPCSA staff will track "best practices", using a checklist and a summary of best practices observed, and will be contained within the report. Using information from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA Organizational Framework.

This evaluation has been 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 on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

SCHOOL BACKGROUND

Battle Born Academy is located in Las Vegas, Nevada in a facility at 4201 E. Bonanza Rd. The school serves 144 students (as of the most recent Validation Day) in kindergarten, first, fifth, and sixth grades. The school's mission is: "Battle Born Academy cultivates a community of joyful students who lead their own learning., care for themselves and their community, and actively contribute to a better world."

ACADEMIC PERFORMANCE

Nevada School Performance Framework 2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Elementary School

Middle School

N/A

Math and ELA Results
Nevada School Performance Framework
2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Proficiency Rates

Elementary School

Middle School

N/A

SPCSA Academic Performance Framework
Geographic Comparison Report

Elementary School

Middle School

N/A

SPCSA Academic Performance Framework
Diversity Comparison Results

Elementary School

Middle School

N/A

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	30 minutes
Parents/Families	6	30 minutes
Students	6	30 minutes
School Leadership	2	30 minutes
Staff	8	30 minutes

Governing Board¹:

- Governing board members discussed plans for future recruitment and enrollment. One governing board member expressed, “The COVID transition is still a real challenge to work-around. We are hoping to recruit more siblings. One challenge has been that the startup grades (kindergarten- first and fifth- sixth) is a large gap in which to have siblings. Many families have come to BBA that are cousins. Families prefer to have all of their children at one school, so the start-up grades have not been the most conducive to garnering siblings from one family.” Another board member stated, “Leadership has strong community outreach for recruitment. A recruitment person has been hired to strategize for next year.”
- Governing board members discussed training they’ve had thus far in their role as board members. A governing board member explained, “We had an all-day training on how to be a board member and received a handbook. Additionally, we had a board retreat in the fall of 2021 and met with the school’s attorney who discussed the legal requirements of the board and obligations of the board. We were also provided with Open Meeting Law training.”
- It was reported by governing board members that the mission of the school is being implemented. One governing board member shared, “There is a joy and love of learning!” Governing board members reported they have volunteered to assist in classrooms and see joy throughout the school with the interactions between the teachers and the students.

Parents/Families:

- Families shared how they learned about BBA. It was reported by several families that they researched different charter schools through search engines and social media and found BBA. One parent shared, “I specifically wanted a school that specializes in project-based learning (PBL). Another parent said, “My child has special needs and did not do well at other schools. Someone recommended BBA and my child is doing so much better now.” A third family member shared, “PBL resonated with my family, and I felt BBA was conducive to my family’s needs.”
- Families shared ways their child is learning to deal with their emotions. One parent said,

¹ Three members of the nine member board participated. Quorum was not met, and Open Meeting Law was not violated.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

“My child was bullied at her former school. It led to very serious mental health concerns for her. Since moving to BBA, she is thriving.” Another family member said, “The morning circle has been very helpful for my child. The peer-to-peer conversations during SEL lessons and morning circles are very helpful.” Another parent explained, “My child has experienced trauma and is undergoing therapy outside of school as well as receiving a lot of support at school.”

- Family members communicated their knowledge of BBA’s school-wide restorative practices model. One family member shared, “The school-wide restorative practices model was included in the handbook, emailed information, and mentioned during orientation.” Another parent said, “If a student is really behaving badly, the school gets the mental health staff person involved to have a conversation with the child to find out what is troubling the child. This helps get to the root of the problem.” Some parents reported that they have never heard of the school-wide restorative justice model.

Students:

- Students shared how they learned about BBA. One student said, “My cousin recommended it as a good school.” Another student said, “My grandma received a letter in the mail, a day before school started. I was set to go to another school, and I switched to come to BBA.” Another student explained, “My siblings attend Equipo, and I saw an advertisement for BBA.” A student said, “I was going to attend Mater, but my parent liked BBA because of the small class sizes, how well students behaved, and how nice the teachers were.”
- Several students described the academic projects they’ve worked on this year. One student said, “We have completed a project on Rome and culture. It focused on the war in Rome and my classmates wrote a book.” Another student shared, “We wrote and acted in a play, as well as worked in small groups to perform at BBA night.” A student explained, “Fifth grade completed a play on women’s rights and lack of education.” Many students reported that students are given options to complete a display board, book, art, film, or play for their projects. One student said, “The teacher provides the parameters, and we choose the project. Groups are assigned, but the group members have to agree on what project to complete.”
- Students informed SPCSA site evaluators of lessons they’ve received regarding social-emotional learning. One student shared, “On Wednesdays, we have weekly circles and discuss things, such as apologies, being compassionate, dealing with conflicts, home life, and positive acknowledgments.” Another student explained, “We have student shine days where we get to say something positive about the student receiving the shine.”

Leadership:

- Leadership reported safety precautions and measures put in place to address concerns. One member of leadership explained, “Initial concerns were that the building was initially built for adults. We added two new gates for the entrance and exit. In addition, the building did not have cameras and we had to add those.” Another member of leadership

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

said, “The building is in good condition. However, the second floor is not ADA² compliant and only has one bathroom. Due to this, students are not on the second floor unless they are accompanied by an adult for safety precautions.” Leadership reported they would like to use the building fully, but during the inaugural year that is not yet possible.

- Members of leadership elaborated on BBA’s extensive professional development (PD) for staff on school initiatives, such as social-emotional learning (SEL), restorative practices, and project-based learning (PBL). A member of leadership explained, “Three weeks before the school year began, we provided staff with a full-day immersive of SEL and restorative practices in the woods at Mt. Charleston. We hired people with an explicit mindset for SEL. We conducted book studies in SEL.” Another member of leadership shared, “We discuss restorative practices daily with staff and Wednesday morning meetings are intentional for SEL.” One member of leadership said, “Students have three weeks off during winter break and teachers have PD for two days during that break. Additionally, spring break is two weeks for BBA so teachers will have PD for one week and will be off one week.”
- Leadership members reported challenges with the demands of BBA. A member of leadership said, “ We are prioritizing teacher coaching and teacher support. Compliance with submissions to Epicenter³ has me drowning at the moment. We only have two people in leadership; two co-principals. Funding reimbursements and juggling the timing of finances is challenging.” One member of leadership explained, “Operations is not our greatest strength as it is not the way our minds tick. We do not have an operations person so splitting that work has been challenging.”

Staff:

- Staff shared how project-based learning resulted in students gaining the opportunity to have student-led discussions. One staff member explained, “The first-semester focus was on identity and culture in the primary grade levels. This culminated in a project that was highlighted at BBA night. This was a six-week project.” Another staff member said, “The first semester was on human rights in the intermediate grade levels. Students read the Geneva Conventions as the primary document. Students were given the opportunity to create their own project.” A staff member shared, “Students who are really shy, performed on stage with confidence. Students who normally don’t do well in conventional classroom settings successfully participated and completed assignments and activities.” A staff member shared, “The students did the talking at the school showcase. Kids were excited to share what they had learned.”
- Several teachers shared what motivated them to work at BBA. One teacher said, “The beautiful vision of BBA is what appealed to me.” Another teacher agreed and added onto

² ADA compliance requires employers, state and local governments, and businesses to provide equal access and opportunities for people with disabilities.

³ Epicenter is a web-based platform used by the SPCSA and aims to streamline school operations, board governance, and school-compliance activities. Sponsored schools are required to submit routine tasks into the platform throughout the year.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

that comment, “The community, equity, and the creativity for the teachers”. Multiple teachers said they appreciate the focus on teacher sustainability. “BBA is taking a direction in education that is long overdue.” Two teachers said, “The small classes support the teacher sustainability. There is attention to wellness, mentally and emotionally for teachers.”

- Teachers shared how the implementation of social-emotional learning has been going for staff and students. One teacher said, “We have community circles that occur twice a day. We teach gratitude, conflict resolution, how to utilize feeling charts, and provide group therapy with the mental health person.” Staff reported that BBA has Mental Health Mondays and Wellness Wednesdays. Another staff member said, “We really dig into students’ emotions. We let them know it’s okay and we teach them how to regulate their emotions.” A staff member shared, “Morning meeting circles are focused on SEL. We have action cards that we carry with our ID cards which provide prompts to ask students. There is a support dog named Hudson on campus. There are designated calming areas.” Teachers reported they have conversations with families regarding trauma and how to implement coping skills and strategies at home.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 21 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	<p>Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines.</p> <p>Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.</p>	<p>The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines.</p> <p>Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.</p>	<p>The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines.</p> <p>Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.</p>	<p>The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines.</p> <p>Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.</p>	This criterion was not observed or rated.
	Total: 9	Total: 9	Total: 3	Total: 0	Total: 0
Establishing a Culture for Learning	<p>Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.</p>	<p>Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.</p>	<p>Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.</p>	<p>Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.</p>	This criterion was not observed or rated.
	Total: 9	Total: 8	Total: 2	Total: 0	Total: 2

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 6	Total: 14	Total: 0	Total: 0	Total: 1
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 6	Total: 10	Total: 1	Total: 0	Total: 4
Quality and purpose of questions	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	Total: 3	Total: 12	Total: 1	Total: 0	Total: 5
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 5	Total: 9	Total: 3	Total: 0	Total: 4

Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 7	Total: 13	Total: 1	Total: 0	Total: 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 5	Total: 12	Total: 0	Total: 0	Total: 4

Additional information about the classroom observations shared here when applicable

1. During classroom observations in an upper elementary classroom, the teacher led a restorative circle. Students were actively engaged and took turns sharing out their thoughts on the given topics.
2. While observing an English learning (EL) pull-out classroom, students of mixed grades read sight words and sight pictures identifying the beginning sounds and spellings of the items. Students were engaged and eager to help each other and participate.
3. In one elementary classroom, one co-teacher provided targeted interventions to EL students in a small group. Another co-teacher worked with a small group on targeted interventions. Another co-teacher worked on supporting students with completing activities.
4. In one special education (SPED) pull-out classroom, students rotated through stations to work on phonics skills. At one station, students traced and wrote letters, at another station students matched a picture to the letter the picture begins with, at another station students pronounced the letters the teacher held up. The teacher and the assistant rotated among the stations.

ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations and to make high-stakes decisions, including: renewal, non-renewal, possible revocation, expansion, or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed, visual inspection and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	<p>Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p>Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	BBA's core programming consists of Project-Based Learning, Social Emotional Learning, and Restorative Practices. World-Class Instructional Design and Assessment (WIDA) testing is used to create individualized EL support plans that are carried out by EL teachers, in conjunction with Gen Ed & Response to Intervention (RTI) staff. SPED service delivery is kept track of in a monthly spreadsheet, housed in google drive. Students have an individual tab; delivery of minutes is tracked by date and area of content. Logged minutes are updated daily.
Indicator 3: Governance and Reporting	<p>Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	At BBA, the racial backgrounds of the governing board are 70 percent black, indigenous, (and) people of color (BIPOC) and 30 percent are White. The BBA Board of Directors has oversight policies including governing bylaws, code of ethics, financial policies, conflict of interest disclosures, and yearly training.
Indicator 4: Students and Employees	<p>Measure 4a: Student records under lock and key/stored appropriately</p> <p>Measure 4d: Personnel files are under lock and key/stored appropriately</p>	Student and faculty records are stored under lock and key in secured

		offices.
Indicator 5: School Environment	Measure 5b: <ul style="list-style-type: none"> • Evacuation plans for classrooms are posted • The school has fire extinguishers on all floors which are tagged • Active permit for food service (if applicable) • Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration 	The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas, as well as an active food service and elevator permit. The site evaluation team visually checked and located a cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.

Measures of Progress from Previous Site Evaluations

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 during the school's previous evaluation.

Summary of recommendations from most recent site evaluation.	This is not applicable to BBA for the 2022-2023 site evaluation as BBA is in year one of its charter.
School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations	This is not applicable to BBA for the 2022-2023 site evaluation as BBA is in year one of its charter.
SPCSA staff assessment based upon findings during site evaluation	This is not applicable to BBA for the 2022-2023 site evaluation as BBA is in year one of its charter.

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 are described within the body of the report and summarized here.

- SPCSA site evaluators observed BBA's core programming to be a strength. BBA's core programming provides students with several opportunities for student voice. Below is BBA's core programming:
 - Project-Based Learning: BBA integrates all subjects into student-led opportunities.
 - Social Emotional Learning: BBA builds strong foundational inter- and intra-personal skills in all learners.
 - Restorative Practices: BBA utilizes daily practices to build community, address needs, repair harm, and deepen relationships.
- Community engagement is a strength at BBA. Leadership reported that more than 300 family members attended a BBA Night for a student exhibition. Eighty-two percent of families have attended a family conference. One member of leadership shared, "Community partners have presented in the school."
- The focus on teacher sustainability has been observed as a strength by SPCSA staff. Staff reported that BBA gives teachers time to plan efficiently. Leadership reported they provide several opportunities to staff for coaching and professional development. SPCSA staff observed BBA leadership to be highly attentive to the mental and emotional well-being of staff.

CHALLENGES

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Framework Evidence are described within the body of the report and summarized here.

- Members of leadership shared challenges with completing Epicenter tasks on time. One leadership member said, "Compliance with submissions to Epicenter has me drowning at the moment. Funding reimbursements and juggling the timing of finances are challenging. Another leadership member said, "Operations are not our greatest strength as it is not the way our mind ticks. We do not have an operations person so splitting that work has been challenging." Leadership reported they are behind on Epicenter tasks and plans to add a position to support operational tasks. However, this remains a challenge during the school's inaugural year.
- Low student enrollment is a challenge for BBA. Leadership reported their enrollment cap is 240 during the site evaluation. According to the SPCSA's student enrollment data for the 2022-23 school year, BBA is under-enrolled and currently has 140 students. As a result, the school submitted a charter school amendment which was approved by the SPCSA at a subsequent meeting. Nevertheless, the school is addressing this loss of revenues during the current school year.

RECOMMENDATIONS

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success. Authorizing Team members will follow up on each listed recommendation.

- SPCSA staff recommends that BBA continue to work on efforts to build capacity within leadership to support operational needs. Leadership reported they are behind on meeting compliance deadlines. Members of leadership reported plans to fill a position to support the operational needs of BBA. SPCSA staff can be available to provide support as needed and suggest that the school reach out to other small, independent charter schools sponsored by the SPCSA as possible resources and thought partners on this front.
- It is recommended by SPCSA staff that BBA continue to work on its student onboarding and enculturation processes. Participants from the student and family focus group expressed confusion regarding the school's focus on SEL, restorative practices, and grading. SPCSA staff observed inconsistencies in understanding grading practices and initiatives between leadership, students, and parents. This may include the development of a school-wide common language and expectations to create consistency among leadership, students, and families.
- SPCSA staff recommends BBA continue to work on increasing student enrollment numbers. SPCSA staff advises BBA to monitor the slow expansion and maintain capacity for hiring and training staff, addressing the needs of the population of students, and closing opportunity gaps exacerbated by COVID learning loss. This could include creating a strategic plan for growing student enrollment and improving academic performance.
- It is recommended that BBA updates Epicenter and ensures that all required paperwork, such as board member disclosures are on file with the SPCSA and in Epicenter. This includes updating the BBA website to reflect the correct number of governing board members. SPCSA staff is happy to work with the school to ensure all required documentation is complete and BBA staff should reach out for assistance and guidance when new board members are added, or changes in membership occur. SPCSA staff observed BBA to have inconsistent reporting regarding the number of governing board members on Epicenter, BBA's website, and in the leadership focus group.

STRONG RECOMMENDATIONS

There were no strong recommendations identified for BBA during this site evaluation.

DEFICIENCIES

There were no deficiencies identified for BBA during this site evaluation.