



Nevada State Public Charter School Authority

Equipo Academy

Site Evaluation Report: January 16, 2025

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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.

95% or above graduation rate

One notable strength of Equipo Academy is its impressive 95% or above graduation rate, higher than the SPCSA average of 83%. Furthermore, according to leadership, every graduating student from Equipo Academy is accepted into college, and over 60% of these graduates pursue college degrees. Equipo Academy actively track their students' progress and provide ongoing support throughout their college journey, helping ensure their success and ultimate graduation from higher education institutions.

Dedication to low rates of chronic absenteeism

The leadership and staff at Equipo Academy are dedicated to low chronic absenteeism rates. Chronic absenteeism rates are less than 5% in both middle and high school, compared with district averages of 15.8% in middle school and 19.9% in high school, according to the 2023-24 Nevada State Performance Framework¹ (NSPF). One strategy that Equipo Academy has implemented to help with the low rates is making daily attendance calls promptly to ensure timely communication with families, supported by a clear attendance process outlined in a flowchart. In addition, meetings with families are scheduled once a student has been absent three times. Equipo Academy offers educational workshops to support targeted families, and attendance codes are consistently updated and accurately applied. A staff member contacts students daily, adding a personalized touch. Additionally, attendance tracking and data are made visible within the building to promote awareness and accountability.

Student teacher relationships

The SPCSA site evaluation team noted the presence of strong and positive student-teacher relationships in classrooms at Equipo Academy, which contribute significantly to academic success and foster a sense of self-motivation among students. According to the classroom observation rubric referenced on page 16 of this document, two classrooms received a distinguished rating under the category "Communicating with Students," while nineteen were rated highly proficient. Additionally, students expressed feeling a sense of safety and trust, indicating they can comfortably approach at least one staff member when they need support or have a problem to discuss.

Student-centered focus

A school with a strong student-centered focus creates an environment where students are actively engaged in their learning and feel empowered to contribute to their educational experience. As evidenced by the SPCSA team, this is another strength for Equipo Academy. SPCSA staff members observed that Equipo Academy staff foster a culture of respect, trust, and mutual support, where students are encouraged to take ownership of their education. One student commented, "The best part of our school is the education and how much attention teachers give to us."

¹ The Nevada School Performance Framework (NSPF) is Nevada's public-school rating system designed by Nevadans for Nevada public schools and developed in accordance with the federal Every Student Succeeds Act (ESSA).

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

Mental health challenges facing students

Leadership reports increased instances of mental health issues facing students; for example, more students are showing signs of Oppositional Defiance Disorder². Faculty, staff, and leadership are unprepared for and untrained for some of these challenges. They have reached out for SPCSA resource support. There is a growing recognition of the urgent need for specialized resources and training to build capacity among educators, ensuring leaders and staff can effectively manage and support students with mental health needs.

Teacher retention

One challenge for Equipo Academy has been losing qualified teachers to other schools that can offer a more attractive salary. As a result, the school faces the ongoing challenge of maintaining a stable and experienced teaching staff, which can impact the consistency and quality of education provided to students.

Low academic achievement in middle school

Equipo Academy's low academic achievement in middle school is a challenge. According to the 2023-24 Nevada School Performance Framework (NSPF), in the Academic Achievement Indicator section, the middle school's pooled proficiency rate of 22.4% is well below the district rate of 47.3%.

² Oppositional Defiant Disorder (ODD) is a behavior condition in which a child displays a continuing pattern of uncooperative, defiant, and sometimes hostile behavior toward people in authority.

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.

Professional development on trauma-informed best practices

SPCSA recommends that leadership continue to provide in-depth professional development in trauma-informed practices centered around strategic ways to address classroom emotional and mental health concerns to support students with learning. A focus on trauma-informed practices may assist in addressing challenges leadership reported in undiagnosed examples of Oppositional Defiance Disorder and other emergent disciplinary mental and emotional health concerns disrupting classroom learning. Leadership reports that staff has “received multiple hours of training on Trust-Based Relationship Interventions (TBRI), as a strong research-based method for addressing student behavior.”

Submit compliance items accurately and on time

SPCSA recommends that leadership continue to submit routine submissions on time and correctly. When the site evaluation report was written, leadership submitted 45% of Epicenter tasks on time and 82% of current tasks for the 2024-25 academic year. The site evaluation team recognizes this improvement and recommends that the leadership team continue efforts to submit requested items on time and correctly to improve the accuracy and timing of submitting routine compliance requests.

Communication between administration and staff

The SPCSA staff recommend that the school leadership increase regular communication with staff regarding human resources topics, as there was perceptual data to indicate this is a concern. Equipo Academy could create a committee of staff members that regularly meets with the administration to discuss school-related concerns and review policies and procedures, such as Family and Medical Leave and other staff benefit details.

Repair elevator

SPCSA staff members recommend that the elevator be repaired to ensure accessibility and convenience for all students and staff on campus.

Site Evaluation Findings: Strong Recommendations

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

There are no strong recommendations for Equipo Academy during this site evaluation.

Site Evaluation Findings: Deficiencies

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

There are no deficiencies for Equipo Academy during this site evaluation.

Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board ³	2
Family Members, Parents, and Guardians	6
Faculty and Staff	5
School Leadership	4
Students	6

³ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two board members met with the SPCSA team during the site evaluation and provided insights into the board's operations and perspectives. They shared that the board convenes every few months, leveraging its members' diverse expertise, including professionals from law, school administration, nonprofit organizations, parents, and a student representative. All board positions for Equipo Academy are currently filled. All board members reported having a personal connection to the school's mission and vision.

Board members highlighted several of the school's key strengths, including its Sunrise test prep program, advanced courses, college preparation initiatives, and the seamless transition from high school to college. They also emphasized the strong relationships between administration and teachers and the school's holistic approach to ensuring college access for all students. Reflecting on the enduring values of the institution, one board member remarked, "As a former teacher at Equipo Academy, I love that the same culture and vision for Equipo Academy still exists years later."

The school actively engages board members by inviting them to participate in meaningful events. For example, one member was invited to speak on a panel in the common space, addressing all students about the college experience and the transition process. Board members also attend high school graduation, with some participating consistently over several years. Additionally, school leadership shares information about quarterly events, providing opportunities for board members to stay connected and involved with the campus community.

Focus Group Summary: Family Members, Parents, and Guardians

Several family members participating in the Equipo Academy focus group shared aspects they appreciate most about the school. They highlighted the dedication and approachability of the teachers, effective communication, and the individualized attention provided to students. Families expressed gratitude for the after-school tutoring opportunities, which support academic success, and the proactive communication from the school, ensuring they are informed when a student's academic performance needs attention. They also commended the school's prompt response to issues, including swiftly and efficiently addressing concerns. Parents noted the careful monitoring of restrooms to minimize class time disruptions and the school's efforts to accommodate students with special needs, fostering an inclusive and supportive environment.

Family members at Equipo Academy reported feeling welcome at the school. One family member said, "The staff makes it feel like family. They make my child feel good and supported." Another parent shared, "The staff really listens to what we have to say and works with us. The teachers reach out right away if students aren't doing well academically. They even call if they notice the child is going through something. They're so in tune with the students' emotional well-being."

Family members at Equipo Academy were asked what the school could do to improve. They expressed a desire for more sports programs that run throughout the entire school year, improved sports facilities, and the implementation of uniforms. They also highlighted the need for additional parental resources, such as educational classes. Recognizing that not all students are college-bound, they suggested offering more options for trade-related careers, including introducing preparatory classes focusing on trades.

Parents at Equipo Academy indicated that when a child is absent, the entire staff—teachers and office personnel—actively communicates with families to ensure they are informed. Parents receive a call every time their student is not at school. One parent commented, "Students themselves take notice of these attendance calls, which often motivates them to prioritize attendance." The school uses various communication methods, including Remind messages, texts, emails, phone calls, and in-person reminders from staff when parents visit the campus.

Focus Group Summary: Faculty and Staff

When the four staff members at Equipo Academy were asked, they indicated that staff morale is notably high, with several factors contributing to the positive environment. Staff members mentioned that everyone knows each other's names and roles, creating a sense of belonging and camaraderie that surpasses what you might find in other districts. If help is needed, staff members feel comfortable contacting one another, even across different subject areas, to share strategies and advice. One staff member commented, "This openness fosters a positive atmosphere where collaboration thrives." Staff members noted that the 6th-grade team exemplifies excellent teamwork by working in harmony to address student needs and behavior concerns. They appreciate the leadership's flexibility, which allows them to implement ideas effectively and maintain a supportive and united front. Staff also mentioned that while there was once a sense of implicit trust in how things were managed, recent shifts toward micromanagement—such as detailed lesson plan requirements—have added some challenges.

Several focus group participants echoed that while Equipo Academy has good intentions in addressing major behavior issues, sometimes there are concerns about how these efforts are perceived and implemented. While staff may have some voice in handling these matters, the problem is a challenge that affects the school. Staff reported that students could misinterpret the process, especially Tier 2 behaviors, as an opportunity to leave class, impacting the school culture. Staff members stated that this can lead to frustration among students who feel little is being done despite leadership's efforts to improve. Staff members at Equipo Academy openly reflected that sometimes a lack of transparency may contribute to these perceptions, as staff and students are unclear about what happens behind the scenes.

The staff at Equipo Academy spoke about setting high expectations for students by fostering a culture of success, consistency, and collaboration. "Success is celebrated, reinforcing the idea that hard work and achievement feel rewarding for both staff and students," one staff member said. Vertical alignment across grade levels and content ensures teachers understand what students need at every stage, creating a seamless progression of skills and knowledge. Clear routines and structure help all students follow the same expectations, providing a strong foundation for learning and growth. By creating this cohesive and supportive environment, staff empower students to rise to high standards and achieve their best.

The Equipo Academy staff discussed changes at the school under the new leader. They noted that while the mission and vision remain unchanged, they are now communicated more clearly and implemented more effectively. Additionally, staff highlighted that the school leader invests time in one-on-one meetings with teachers, offering personalized feedback and fostering stronger relationships.

Focus Group Summary: School Leadership

School leadership at Equipo Academy discussed how the school has implemented several changes since last year to establish consistent student behavior expectations. Restorative justice practices, including Trust-Based Relational Intervention² (TBRI), have been adopted to build trust and address behavior by understanding student emotions and coping skills. Role-playing exercises help students practice managing emotions, addressing problems, and restoring mistakes. A social worker supports Tier 1 and Tier 2 behaviors through one-on-one check-ins, while the dean manages Tier 3 behaviors. Additional strategies, such as pressure passes and teacher check-ins, provide further support for both staff and students. Discipline work is now closely aligned with Special Education efforts to create a unified approach. Teachers and parents are educated on Adverse Childhood Experiences (ACEs) to understand student needs and behaviors better, and parents are guided through the entire restorative justice process to build a shared understanding and collaborative support system. These changes aim to create a supportive environment prioritizing understanding, accountability, and growth.

When asked about strategies to improve middle and high school proficiency scores, leaders at Equipo Academy highlighted several efforts. In high school, they implemented an intervention class for ninth and 10th graders, focusing on "double-dipping" in math to reinforce skills. For middle school, they prioritized placing the strongest math teachers in key positions, including one who had strong performance data from a different role last school year. Teachers received RPD⁴ training focused on CRT⁵ preparation, and the school worked to strengthen collaboration with the special education team. Leaders acknowledged a staff turnover a few years ago that may have impacted progress and noted ongoing efforts to implement small group instruction despite challenges consistently. Additionally, a sixth-grade teacher emphasized computation skills as a key focus area. For the first time, a dedicated middle school administrator was assigned to monitor data and support these initiatives.

Leaders at Equipo Academy discussed their successful efforts to reduce chronic absenteeism rates through a comprehensive approach. They implemented timely daily attendance calls and established clear attendance procedures supported by a flow chart. Families are contacted for meetings once students have three absences and targeted educational workshops are offered to address specific needs. The school collaborates with families to address mental health concerns that contribute to absences. Staff members ensure attendance codes are current and maintain daily communication with a personalized touch. Attendance tracking and data are made visible throughout the building, and their efforts have been effective, with only one out of nine hundred students losing credit due to attendance issues.

⁴ RPD⁴ stands for the Regional Professional Development Program of Southern Nevada.

⁵ A criterion-referenced test (CRT) is a type of assessment that measures a student's performance against a predetermined standard or criteria.

Focus Group Summary: Students

Students at Equipo Academy shared their excitement about their current learning experiences across various subjects. One student reported that they worked in groups to build speakers using wires and batteries in physics. Another spoke about how, in science class, they studied cells and their internal structures. Students also explored heat energy, the water cycle, and how ecosystems work together to maintain harmony. During the senior seminar, students focused on the college application process, creating lists of schools they wished to attend. Staff members encouraged them to include at least one in-state institution on their lists. One senior commented, “I have already been accepted into a medical program.”

Students at Equipo Academy shared that the best part of their school is the quality of education and the attention they receive from teachers. They mentioned feeling respected by their teachers, who prioritize students and work hard to ensure their lessons are understood. Everyone is treated equally, creating a supportive environment. Students also emphasized the strong sense of community, with one student noting, “Everyone gets along and helps each other. I feel comfortable asking for help from anyone without hesitation.”

Students at Equipo Academy shared that they feel both emotionally and physically safe, noting that they have at least one staff member they trust and can turn to for support when needed. They expressed appreciation for the attention and care teachers provide and the strong bonds teachers build with them. However, some students acknowledged that there are times when their peers do not show respect to teachers, such as by goofing around, staying on their computers, or using phones during classes, particularly with substitutes.

When asked what they would change about their school, students suggested a few ideas. Some expressed a desire for longer transition times to have more time to get to class. Some wanted permission to use phones during lunch to combat feelings of loneliness. One student said, “I would like to participate in more hands-on projects and opportunities for group work.”

Classroom Environment and Instruction Observation Rubric

A total of 9 middle and 16 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	<p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</p> <p>When necessary, students respectfully correct one another.</p> <p>Students participate without fear of put-downs or ridicule from either the teacher or other students.</p> <p>The teacher respects and encourages students' efforts.</p>	<p>Talk between the teacher and students and among students is uniformly respectful.</p> <p>The teacher successfully responds to disrespectful behavior among students.</p> <p>Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.</p> <p>The teacher makes general connections with individual students.</p>	<p>The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.</p> <p>The teacher attempts to respond to disrespectful behavior among students with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p>	<p>The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Students' body language indicates feelings of hurt, discomfort, or insecurity.</p> <p>The teacher displays no familiarity with, or care about, individual students.</p>	This criterion was not observed or rated.
	TOTAL: 2	TOTAL: 19	TOTAL: 1	TOTAL: 1	TOTAL: 2
Establishing a Culture for Learning	<p>The teacher communicates passion for the subject.</p> <p>Students indicate through their questions and comments a desire to understand content.</p> <p>Students assist their classmates in understanding the content.</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</p> <p>The teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>The teachers' energy for the work is neutral.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students exhibit a limited commitment to completing the work on their own.</p> <p>The teacher's primary concern appears to be to complete the task at hand.</p>	<p>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p>	This criterion was not observed or rated.
	TOTAL: 0	TOTAL: 22	TOTAL: 3	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction

Observation Rubric

A total of 9 middle and 16 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Communicating with Students	<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.
	TOTAL: 2	TOTAL: 19	TOTAL: 1	TOTAL: 1	TOTAL: 2
Using Questioning and Discussion Strategies	<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.
	TOTAL: 2	TOTAL: 16	TOTAL: 2	TOTAL: 1	TOTAL: 4

Classroom Environment and Instruction

Observation Rubric

A total of 9 middle and 16 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Engaging Students in Learning	<p>Virtually all students are engaged in the lesson.</p> <p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>Students are invited to explain their thinking as part of completing tasks.</p> <p>The pacing of the lesson provides students with the time needed to be intellectually engaged.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recall.</p> <p>Student engagement with the content is largely passive.</p> <p>The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</p>	<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks, activities, and materials require only recall or have a single correct response.</p> <p>The lesson drags on or is rushed.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 3	TOTAL: 16	TOTAL: 5	TOTAL: 1	TOTAL: 0
Using Assessment in Instruction	<p>Students indicate they clearly understand the characteristics of high-quality work.</p> <p>The teacher uses multiple strategies to monitor student understanding.</p> <p>Students monitor their own understanding.</p> <p>Feedback comes from many sources.</p>	<p>The teacher makes the standards of high-quality work clear to students.</p> <p>The teacher elicits evidence of student understanding.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance.</p>	<p>There is little evidence that the students understand how the work is evaluated.</p> <p>The teacher monitors understanding through a single method, without eliciting evidence of understanding from students.</p> <p>Feedback to students is vague.</p>	<p>The teacher does not indicate what quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Students receive no feedback, or feedback is global or directed to one student.</p>	
	TOTAL: 3	TOTAL: 18	TOTAL: 2	TOTAL: 1	TOTAL: 1

Classroom Observations and Additional Comments

Students in a biology class were paired in partnerships to collaboratively read and analyze a text on evolution. To support the diverse language needs of second-language learners, the teacher provided text in Spanish and paired with English-proficient peers. Together, they engaged in productive dialogue, working to comprehend the material and created detailed notes that reflected their understanding of the content.

The students learned about the periodic table in a high school science class. The teacher provided direct instruction and then transitioned to a periodic table challenge in which students were required to use their devices to answer questions related to the class content. The students were very engaged, and the teacher actively monitored the classroom.

In one middle school social science classroom, students gathered materials to create a vision board, identifying their goals. Examples on the whiteboard included career, family, success, and goals. Students were engaged and worked quietly in small groups using laptops and multi-media materials such as poster boards, scissors, glue, magazines, markers, and photographs to complete the project. The teacher and aides walked the room to assist.

As a closure activity, students completed a quick graphic organizer outlining the motivations behind the expansion of various Ancient Empires. This activity encouraged students to synthesize their learning, identify key themes, and draw connections between the empires' goals and actions.

In a high school health class, the students learned about personal wellness, and the activity included a portion of the lesson focusing on students' metacognition.

As students entered an English class, they began working on the "Do Now" activity displayed on the board. The task required them to write a sentence incorporating at least two vocabulary words from their list. The teacher had prominently displayed a clearly defined Nevada Academic Content Standard, ensuring alignment with the lesson objective. Following this activity, students engaged in a task using sentence frames to connect additional vocabulary words. They participated in a Think-Pair-Share activity to deepen their understanding, discussing their chosen words and sentences with a partner.

In a high school English class, the students participated in a four-cornered discourse strategy to answer the question regarding the possible TikTok⁶ ban. The students were very engaged as the teacher facilitated the discussion.

⁶ Tik Tok is a social media platform.

In a high school health class, the students learned about getting a job while in high school and the factors to consider. The students actively participated and took notes while the teacher discussed the different factors to consider.

The teacher led a discussion on the x and y axes while guiding students on constructing a graph based on data presented in a table. Some students struggled to provide accurate answers, prompting the teacher to emphasize the need for independent study to review how to build equations. Most of the lesson followed a "stand and deliver" approach, where the teacher primarily provided instruction and called on individual students to supply answers.

The teacher-reviewed classroom expectations and procedures in a high school guitar class and then transitioned to using a turn-and-talk activity for students to discuss the parts of a guitar.

In a middle school financial literacy class, the students engaged in an activity where they used their devices to complete money transactions using their fictional scholar dollars. The students were engaged, and the teacher provided explicit directions with ample thinking time for students to process the directions.

In one Spanish class, students worked independently on an assignment with all content, including the instructions, entirely in Spanish. This immersive approach encouraged students to practice their language skills in a real-world context, and most students were actively engaged.

Students in a middle school science class learned about air pressure. The teacher displayed the text on the screen in English and Spanish. The students answered questions on their devices as the teacher presented the lesson. One question was how solid, liquid, and gas states relate to precipitation. The students actively participated, and the teacher engagingly presented the material.

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
Improve star rating in middle school to 3-star.	The middle school is rated 3-star on the 2023-24 Nevada School Performance Framework.	SPCSA staff finds that Equipo Academy has met this recommendation with satisfactory progress.
Fill open governing board position.	The governing board is full (five members) and has a pool of four potential candidates for future positions.	SPCSA staff finds that Equipo Academy has met this recommendation with satisfactory progress.
Extend high levels of support to the new school leader.	The new school leader was trained and continues to receive support from the previous leader. All leadership team members, except for the school leader, have remained in place for consistent support. SPCSA staff members observed that the school's mission and vision were upheld during the site evaluation.	SPCSA staff finds that Equipo Academy continues to meet this recommendation with satisfactory progress.

Operational Compliance Checks

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

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.