



Nevada State Public Charter School Authority

pilotED Cactus Park

Site Evaluation Report: February 4, 2025

State Public Charter School Authority

775-687-9174

PO Box 19983

Carson City, Nevada 89721

500 E. Warm Springs Road, Suite 116

Las Vegas, Nevada 89119

Table of Contents

Executive Summary	3
Site Evaluation Findings: Strengths	4
Site Evaluation Findings: Challenges	5
Site Evaluation Findings: Recommendations	6
Site Evaluation Findings: Strong Recommendations	7
Site Evaluation Findings: Deficiencies	8
Focus Group Participation Data	14
Focus Group Summary: Governing Board	15
Focus Group Summary: Family Members, Parents, and Guardians	16
Focus Group Summary: Faculty and Staff.....	17
Focus Group Summary: School Leadership	18
Focus Group Summary: Students	20
Classroom Environment and Instruction Observation Rubric	21
Classroom Observations and Additional Comments	24
Measures of Progress from Previous Site Evaluation	26
Operational Compliance Checks	27
Appendix A	28

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

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

Site Evaluation Findings: Strengths

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

Diverse student, staff, governing board

pilotEd Cactus Park was observed to have an ethnically diverse student population, an ethnically diverse faculty and staff, and an ethnically diverse governing board that closely resembles the neighborhood in which the school resides. A diverse staff provides students with an opportunity to learn from those with different backgrounds and experiences from their own. “Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society: it fosters mutual respect and teamwork, and it helps build communities whose members are judged by the quality of their character and their contributions” (American Council of Education, 2021).

Resilient leader

The principal at pilotEd Cactus Park is a resilient leader, demonstrating exceptional resilience and adaptability in the face of significant challenges. Challenges included a change in the CMO¹, issues with enrollment, and severe chronic absenteeism. In response to significant organizational challenges, the school leader exhibited strong management skills by being adaptive and resourceful, communicating in a calm and level-headed manner with stakeholders, swiftly establishing routines for schooling, and coordinating with families, students, and staff to ensure continuity in education. Additionally, the principal’s adept handling of administrative tasks, such as managing day-to-day routine scheduling, writing and filing state and federally required compliance reports, staff evaluations, and budgets, underscores her capability to navigate complex situations effectively.

Student-to-teacher ratio

pilotEd Cactus Park was observed to have a small student-to-teacher ratio in several classrooms. The low student-to-teacher ratio provides space for building relationships between the students and the teacher, allowing the teacher to build trust and rapport within the classroom stakeholders. Teachers have a greater opportunity to identify how students learn best and differentiate lessons for optimal learning and engagement.

¹ Charter Management Organization (CMO) is a non-profit educational organization that operates a charter school in the United States. CMO’s may write the charter application, file for grants, or shop for vendors, as well as manage facets of back office and routine compliance maintenance.

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.

Lower-than-anticipated enrollment

The school is experiencing lower-than-anticipated enrollment figures, affecting budgetary planning and staffing decisions. The low enrollment impacts the overall financial security of the school and is a top challenge. According to the school leadership, increasing student enrollment rates remain at the forefront of priorities for pilotED Cactus Park, when considering the lease is 30% of the school's budget.

Chronic absenteeism

School leadership acknowledged that chronic absenteeism is an ongoing challenge. Attendance information from the most recent data indicates chronic absenteeism at 36.8%. The school leader expressed that efforts to improve communication with families about the excessive and impactful negatives of chronic absenteeism have assisted in reducing chronic absenteeism, and ongoing efforts are in place.

Disruption and loss of CMO

The abrupt separation from pilotED Cactus Park and the former CMO tasked the school's leadership team and governing board with significant organizational tasks. These included fiduciary oversight such as completing the yearly audit, planning and completing the income and expense reports for stakeholders, and managing daily funding and accounting operations. Marketing and enrollment became additional responsibilities of the governing board and leadership. Pivoting quickly and re-organizing the human capacity of available personnel remains a challenge as the school figures out a path forward.

Lack of adequate and licensed personnel

Leadership reported all but two members of the teaching staff are on substitute licensure. Further, due to budgetary constraints, hiring adequate staff to meet specialized personnel needs such as aides, support staff, and administration has been challenging.

Lack of consistent high-quality Tier-1 instruction:

Leadership reported inconsistent classroom practice and mentioned several possibilities:

- Educators did not consistently communicate learning objectives.
- Higher-level questions were not consistently asked.
- Positive feedback to students was not consistent.
- Newer and less experienced teachers are getting used to the curriculum.
- At times, student misbehavior may disrupt classroom learning.

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.

Teacher professionalism

SPCSA staff recommend pilotEd Cactus Park to consider ways to bolster teacher professionalism. Teachers are often the first to encounter the professional working world with students. How teachers speak, dress, and interact with others demonstrate to students how one should conduct oneself in the professional working world. “Interacting with students, colleagues, administrators, parents, and other members of the community in an appropriate and respectful way establishes an instructor's ability to act with integrity” (Meador, 2019).

One consideration when framing ways to strengthen teacher professionalism is to consider the manner in which teachers speak with their students. Site evaluation team members observed some teachers in the classroom exhibiting disrespectful behaviors, such as talking angrily and raising their voices aggressively with no perceived intent to teach the students the expected behavior proactively. For detailed examples, please see the Classroom Observations and Additional Notes. The school may find it helpful to review strategies that align with the Positive Behavior Intervention and Support (PBIS)² tiered framework for supporting students' behavioral, social, emotional, and academic growth.

Adult presence within classrooms

SPCSA staff recommend that pilotEd Cactus Park consider opportunities to provide additional adult support to teachers in the classroom. This may include parental volunteers, student teachers, or instructional aides. Teachers might be more successful in close monitoring of students and have more opportunities for improved levels of student engagement with additional adults in classrooms assisting students with questions regarding their learning, passing out supplies, and/or monitoring independent student work, enabling classroom teachers to have higher levels of small group and one-to-one Tier-2, and Tier-3 instructional outcomes.

Parental representation on the governing board

SPCSA staff recommend the governing board consider having parental representation as part of the board membership when a membership position becomes available. Having a parent with a child enrolled at pilotEd Cactus Park as part of the membership would provide added depth and perspective when the board gathers information to provide oversight and guidance to school leadership.

Increase capacity to support English language learners (EL) students

According to the 2023-24 Nevada School Performance Framework (NSPF), the school earned one point out of 10 in the English Language Proficiency Indicator section. The school's rate of English Learner (EL) students meeting their adequate growth percentiles (AGPs) is 13%, compared to the district rate of 48%. The SPCSA recommends that pilotED Cactus Park to improve its instructional support for its EL students. The school leadership team may find helpful resources with the Nevada Department of Education ([English Language Learners](#)) and the Southern Regional Professional Development Program (RPDP).

² [Center on PBIS | What is PBIS?](#)

Site Evaluation Findings: Strong Recommendations

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

There were no strong recommendations identified for pilotEd Cactus Park during this site evaluation.

Site Evaluation Findings: Deficiencies

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

Two deficiencies have been identified for pilotEd Cactus Park. One is for low levels of academic school performance beginning on page eight. The second deficiency is for high levels of chronic absenteeism beginning on page eleven.

pilotEd Cactus Park deficiency for low level of academic school performance

Context	<p>Per the Charter School Contract between the State Public Charter School Authority and pilotEd Cactus Park, which was most recently amended on December 16, 2024, pursuant to NRS 388A.255, the consideration of the legislature in enacting legislation to authorize charter schools is to serve the best interests of all pupils, including pupils who may be at risk; and a procedure by which the positive results achieved by charter schools may be replicated and the negative results may be identified and eliminated.</p> <p>Consistent with any oversight practices set out in the Charter School Performance Framework, the Authority shall follow a progressive system of notification and calls for corrective action on the part of the Charter School. (7.5.1)</p> <p>The Charter School Contract between the State Public Charter School authority and pilotEd Cactus Park Schools which was most recently amended on December 16, 2024: Part 3: Education Program Element: Curriculum: the charter school shall have control over and responsibility for delivery of the educational program and for attainment of the performance standards as set forth in the charter school performance framework.</p>
Condition	<p>According to the original contract executed: pilotEd Cactus Park has committed to first, provide a sound education program for students to attain the Nevada Performance standards and second, per the school’s mission, “empower the way students see themselves and the world around them using a model steeped in social identity development, civic engagement, and academic excellence.”</p> <p>Current levels of student learning and achievement in the elementary grades at pilotEd Cactus Park fall well below expectations. The school’s pooled proficiency for the 2023-24 academic year was 14 percent. Several of the students attending pilotEd Cactus Park are not provided with the opportunity to learn to their greatest potential and are not having their student achievement maximized as observed during the most recent site evaluation. High-quality instruction was not present in several of the observed classrooms. Tier-1 instruction is not providing acceptable levels of academic achievement.</p>
Causes	<p>pilotEd Cactus Park students are not offered a robust Tier-1 instructional program. There are extensive gaps in student learning and overall achievement levels at the elementary level. Tier-1 instruction must be improved. School leaders and staff are strongly encouraged to improve academic achievement at the elementary level grades. As teachers become more effective, students become more actively engaged, and they both become intentional learners. (Moss &</p>

	<p>Brookhart, 2019). The following elements were rarely observed by the site evaluation team during classroom observations:</p> <ul style="list-style-type: none"> • Rigorous pacing and sense of urgency to utilize time productively. • Teachers prepared materials at the beginning of an activity. • Positive feedback to students was inconsistent. • Rigorous teaching techniques. • Higher-level questioning. • Formative checks for student understanding. • Opportunities for students to explain their thinking and reasoning. • Students engaged with their learning. <p>Student engagement with the content was largely passive. The learning consisted primarily of students completing procedural tasks. Students were not invited to speak to one another or to the teacher. Learning tasks/activities required a single correct response or method. Only one type of instructional group was observed.</p> <ul style="list-style-type: none"> • Educators did not consistently communicate learning objectives. <p>This may speak to a need for a systemic school-wide lesson preparation conversation.</p> <p>The site evaluation report for the 2022-23 year noted a need to clarify instructional learning targets for students during the 2022-23 site evaluation: “It is recommended that the school develop clarity around instructional learning targets. This might include students being asked to explain in their own words what they are going to learn about on a given day. This might include the students and teachers acknowledging that they have achieved a learning target or objective. A learning log might provide a good way for students to put into writing what they are learning and to celebrate what they have learned.”</p> <p>Leadership reflected on the root causes for having 1-star NSPF rating. Causes mentioned by leadership include high rates of chronic absenteeism, under enrollment, and high percentage of teachers who are earning their teaching license and currently hold a substitute teaching license. The principal reported only two members of the teaching faculty hold a teaching license. The lack of financial stability due to the abrupt departure of the former Charter Management Organization (CMO) was a significant contributing factor to the school’s planning and performance capacity.</p>
Effect	<p>According to the 2023-24 NSPF, pilotEd Cactus Park's overall pooled proficiency for the 2023-24 academic year was 14%. Students' proficiency rates in ELA were 18%, 13% in math, and less than 5% in science. Additionally, the Read-by-Grade-3 Proficiency rate was 18%. All measures were well below the district average.</p> <p>pilotEd Cactus Park received a Notice of Concern from the SPCSA Board at the SPCSA Board meeting on November 15, 2024, for academic performance for the 2023–2024 school year pursuant to NRS 388A.273.</p> <p>“Any school(s) demonstrating underperformance that has the potential to trigger revocation proceedings in the next three to five years should academic performance not improve should be issued a formal Notice to ensure the school and its governing board are aware of the concerns (NRS 388A.300 and 388A.330). Underperformance is defined by NAC 388A.350 as any</p>

	school receiving a rating below three stars in the NSPF or schools that have not consistently complied with the SPCSA Academic Performance Framework.”
Deficiency Finding	<p>The expectation is that pilotEd Cactus Park will provide a sound educational program for students to maximize student achievement. According to the Policy Achievement Level Descriptors within the Nevada School Performance Framework technical guide, a three-star school identifies an adequate school that has met the state’s performance standards.</p> <p>pilotEd Cactus Park has been identified as a one-star school at the elementary school level. pilotEd Cactus Park has not met Nevada state's standard of performance and urgently needs to address areas that are significantly below standard. Students and subgroups are inconsistent in achieving performance standards. The school must submit an improvement plan that specifically identifies tailored supports to subgroups and indicators that are below standard. The school is subject to state inventions.</p> <p>Monitoring students’ needs for specific academic skills and interventions is critical at this time. As pilotEd Cactus Park considers ways to immediately increase student academic skills and growth gains, the governing board and leadership may want to emphasize the following areas:</p> <ul style="list-style-type: none"> • <i>Shared learning targets</i>- Have teachers share their learning goals for students' learning, both by telling and writing the goals and by giving assignments and activities that embody them. Consider checking for students' understanding of learning targets by using strategies that help assess students' comprehension of the degree to which they have mastered a learning goal. Teachers may use this information to affirm understanding of a target, and to clarify misconceptions during lessons. • <i>Objectives that are quantifiable</i>- SPCSA staff observed the majority of classrooms displayed objectives clearly for students. The objectives written were not quantifiable and often used the word understand, which is subjective. Consider PD assisting teachers in how to write clear, measurable objectives that truly gauge student mastery. • <i>Closure activities in classes</i>- To support and reinforce student learning, each lesson should have a closing activity to assess what students have learned. Having an activity to reinforce teaching is helpful to learners, particularly if students can explain what they learned. SPCSA staff observed many classes with no closing activity, a component of any lesson plan. Many classes just ended. Students packed up or chatted with friends during the last few minutes of class, missing valuable instructional time to strengthen learning. • <i>Shared criteria for student success</i>- Consider ways to help students envision the learning target more clearly. This might include showing students examples and having them discuss why they were good examples. Using rubrics with specific descriptions could help with this and would be a worthy default strategy if examples are unavailable. • <i>Increased levels of strategic teacher questioning</i>- Consider methods to increase the number of teachers with expertise in using High-level classroom discussion and questioning techniques. By building in time for students to discuss concepts with the teacher in whole group, small group, and paired up in most of the lessons, the engagement and learning levels will most

	<p>likely rise. Professional development in Depth of Knowledge Questions (DOK)³ or Kagan⁴ structures may assist in this arena.</p> <ul style="list-style-type: none"> • <i>Maximize learning time-</i> In schools with high levels of student academic outcomes, there is usually an urgency to learn and make the best use of instructional time, maximizing learning time from the beginning of the lesson until the close of the lesson. Teachers are ready with classroom materials and/or already have them available for students to utilize the moment class begins to minimize student disengagement and off-task behaviors. Efficiency in streamlining procedures for turning in paperwork, transitioning from one activity to another, and employing student assistance, can assist in maximizing academic proficiency <p>A deficiency is considered highly serious and in urgent need of immediate attention. Once issued, school leaders are asked to complete a Site Evaluation Response Plan within four (4) weeks of the school board and the school leader receives the site evaluation report. The school may request an extension in writing if needed. The site evaluation team will review the Response Plan, meet with school leadership, and provide feedback to the school. The site evaluation team and the school leadership will agree upon the plan of action, including the documented steps and accompanying timeline.</p>
--	--

pilotEd Cactus Park deficiency for chronic absenteeism

Context	<p>Per the Charter School Contract between the State Public Charter School Authority and pilotEd Cactus Park, which was re-negotiated and most recently amended on December 16, 2024, pursuant to NRS 388A.255:</p> <p>2.5.2 The Charter School shall adopt and adhere to a Truancy and Absence Policy pursuant to NAC 388A.160(5).</p> <p>3.1.2 In determining whether or not the Charter School complies with the essential terms of the educational program, the Authority will use the Charter Application (initial or as amended) as the basis to assess fidelity.</p> <p>3.3.1 The Charter School shall be subject to and comply with all requirements related to the state assessment and accountability system for public schools.</p> <p>3.3.2 Nothing in this section prohibits the Charter School or the Authority from assessing student learning outside of and in addition to the state’s testing program.</p>
Condition	<p>According to contract renegotiated and most recently amended on December 16, 2024, pursuant to NRS 388A.255: pilotEd Cactus Park has committed to first, provide a sound education program for students to attain the Nevada Performance standards and second, per the school’s mission, “empower the way students see themselves and the world around them using a model steeped in social identity development, civic engagement, and academic excellence.”</p>

³ Depth of knowledge (DOK) questioning is a scale that measures how well students understand and use what they're learning to answer questions or solve problems. DOK categorizes tasks by the complexity of thinking required to complete them, not the difficulty. DOK has four levels, and aligning questions to different levels can help students develop higher-order thinking and deeper learning.

⁴ Kagan instructional strategies are designed to promote cooperation and communication in the classroom, boost students' confidence, and retain their interest in classroom interaction.

	<p>At this time the current levels indicate chronic absenteeism for elementary grades is 36.8% at pilotEd Cactus Park. Chronic absenteeism is linked as a condition to poor academic achievement and defined as a student missing at least 10% of days in school per year for any reason, including excused and unexcused absences.</p> <p>Students at the elementary level at pilotEd Cactus Park have earned a pooled proficiency one-star NSPF rating for two consecutive years corroborating the correlation between chronic absenteeism and low-performing academic achievement.</p>																																																
Causes	<p>According to NSPF data, chronic absenteeism was 53.2% for the 2022-23 academic year and 47.1% for 2023-24. The site evaluation report completed from the SPCSA dated December 2022 noted chronic absenteeism as a challenge.</p> <p>Attendance information from the most recent data indicates chronic absenteeism is 36.8 % for the 2024-25 academic year. The absenteeism rate has a direct effect on the NSPF index scores. The Nevada State Point Attribution Table (PAT) for chronic absenteeism rates has been provided:</p> <table><tr><th>Rate</th><th>Points</th><th>Rate</th><th>Points</th><th>Rate</th><th>Points</th></tr><tr><td><5</td><td>10</td><td>≥ 11 and < 12</td><td>6.5</td><td>≥18 and <19</td><td>3</td></tr><tr><td>≥ 5 and <6</td><td>9.5</td><td>≥ 12 and < 13</td><td>6</td><td>≥ 19 and < 20</td><td>2.5</td></tr><tr><td>≥ 6 and <7</td><td>9</td><td>≥ 13 and < 14</td><td>5.5</td><td>≥ 20 and < 21</td><td>2</td></tr><tr><td>≥ 7 and <8</td><td>8.5</td><td>≥ 14 and < 15</td><td>5</td><td>≥ 21 and < 22</td><td>1.5</td></tr><tr><td>≥ 8 and <9</td><td>8</td><td>≥ 15 and < 16</td><td>4.5</td><td>≥ 22 and < 23</td><td>1</td></tr><tr><td>≥ 9 and <10</td><td>7.5</td><td>≥ 16 and < 17</td><td>4</td><td>≥ 23 and < 24</td><td>0.5</td></tr><tr><td>≥ 10 and <11</td><td>7</td><td>≥ 17 and < 18</td><td>3.5</td><td>≥ 24</td><td></td></tr></table>	Rate	Points	Rate	Points	Rate	Points	<5	10	≥ 11 and < 12	6.5	≥18 and <19	3	≥ 5 and <6	9.5	≥ 12 and < 13	6	≥ 19 and < 20	2.5	≥ 6 and <7	9	≥ 13 and < 14	5.5	≥ 20 and < 21	2	≥ 7 and <8	8.5	≥ 14 and < 15	5	≥ 21 and < 22	1.5	≥ 8 and <9	8	≥ 15 and < 16	4.5	≥ 22 and < 23	1	≥ 9 and <10	7.5	≥ 16 and < 17	4	≥ 23 and < 24	0.5	≥ 10 and <11	7	≥ 17 and < 18	3.5	≥ 24	
Rate	Points	Rate	Points	Rate	Points																																												
<5	10	≥ 11 and < 12	6.5	≥18 and <19	3																																												
≥ 5 and <6	9.5	≥ 12 and < 13	6	≥ 19 and < 20	2.5																																												
≥ 6 and <7	9	≥ 13 and < 14	5.5	≥ 20 and < 21	2																																												
≥ 7 and <8	8.5	≥ 14 and < 15	5	≥ 21 and < 22	1.5																																												
≥ 8 and <9	8	≥ 15 and < 16	4.5	≥ 22 and < 23	1																																												
≥ 9 and <10	7.5	≥ 16 and < 17	4	≥ 23 and < 24	0.5																																												
≥ 10 and <11	7	≥ 17 and < 18	3.5	≥ 24																																													
Effect	<p>Chronic absenteeism impacts learning, academic performance, social development, and the overall educational progress of a student (Pini, 2022). Students who are chronically absent often fall behind in coursework, struggle to grasp concepts, and experience difficulty keeping up with their peers due to missed instruction time.</p> <p>Chronic absenteeism is a strong indicator of potential academic failure and an increased risk of dropping out of school. Missing school regularly can disrupt a student's social connections with classmates and contribute to feelings of isolation or disengagement (McKenzie, 2022).</p>																																																
Deficiency Finding	<p>The expectation is that pilotEd Cactus Park will immediately create and implement a chronic absenteeism plan to ameliorate chronic absentee rates school-wide.</p>																																																

	<p>A critical plan may want to consider the best practices in combined partnership with leadership and pilotEd Cactus Park’s Governing Board. Best practices include:</p> <ul style="list-style-type: none"> • Focus on empathy: How can the school help families? What specific things can families do? Avoid focusing on punitive messages that leave parents feeling blamed. • Include printed personalized postcards or letters about the individual child rather than just generalized texts. • Provide precise, personalized information rather than generic messages that could apply to anyone. • Send repeated communication throughout the year. • Send positive notes home when students are on time or remain in school for the entire day. • Designate one school person who telephones home, the second a student is tardy or absent and find out the cause of the absence. • Plan home visits. • Engage families through texts, email, mail, or in person—requires good contact information. • Determine the barrier- is it acute illness, trauma, housing or food insecurity, lack of predictable scheduling, transportation, inequitable access to services, a home situation, undiagnosed disability, anxiety, or miseducation about attendance? <p>A deficiency is considered highly serious and in urgent need of immediate attention. Once issued, school leaders are asked to complete a Site Evaluation Response Plan within four (4) weeks of the school board and the school leader receives the site evaluation report. The school may request an extension in writing if needed. The site evaluation team will review the Response Plan, meet with School leadership, and provide feedback to the school. Both the site evaluation team and the school leadership will agree upon the plan of action which will include the documented steps and accompanying timeline.</p>
--	---

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 ⁵	2
Family Members, Parents, and Guardians	4
Faculty and Staff	6
School Leadership	1
Students	6

⁵ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two members of the six-member governing board participated in the board focus group. Board members reported meeting monthly and sometimes more frequently as needed. While the board has no standing sub-committees, membership expertise includes people with expertise from the professional fields of finance, government, human resources, education, and legal, as well as parental representation. Board members were candid in sharing with SPCSA personnel that the landscape has been dynamic since the former CMO of pilotEd Cactus Park left and the board prepared new documentation with the SPCSA for selecting a new CMO. Board members were grateful that pilotEd Cactus Park leadership has been consistent since opening the school, as have some board members through the process. As one board member stated, “We feel we have been very objective and thorough and spent a lot of time and gone into this with a lot of eyes wide open as to who can provide the greatest assistance. Evaluation and due diligence allowed us to be comprehensive. We feel informed as a board.” A new CMO selection for pilotEd Cactus Park will be determined within the next one or two governing board meetings.

Board members indicated they are very aware of the academic standing, financial standing, and attendance percentages of pilotEd Cactus Park. One board member said, “We receive monthly reports and review them at the board meetings. We are grateful to have a board member in finance to assist in answering questions in that area.” Board members said the transition to a new CMO has taken up a lot of the board’s focus energy, however, they have been in discussion with Opportunity 180⁶ for granting prospects. A board member said, “We need to decide what path we are going down. We do not want to duplicate efforts. We need to see what our new partner will be bringing. We are concerned about organizational support and prioritizing needs.” Another board member said, “We recognize the board provides guidance but not direct action. We talk about opportunities, how extra dollars may be spent, some staffing changes with realignment and guidance for the school to do what the school needs to do. We paid additional monies in September for consultancy.”

Board members said they recently visited the school and observed some classrooms, indicating board members are familiar with instruction, the school day, and the feel of the campus. Board members reported participating in school experiences a few times a year, including events before school starts in the summer and family events such as the Fall Festival. Focus group participants said all governing board officers had visited the school.

⁶ Opportunity 180 is a non-profit organization that works throughout Nevada’s communities to ensure students have access to quality schools in their neighborhoods. Opportunity 180 provides resources and data to community stakeholders and decision-makers.

Focus Group Summary: Family Members, Parents, and Guardians

Participants in the family focus group said school communications are frequent, with a family newsletter that is published in English and Spanish. School opportunities and events are listed in the school newsletter and include such items as the Foodie Fest, the Fall Festival, the Ruby Bridges Civil Rights Walk, dance team performances, parent nights, and any upcoming concert dates. Parents said the events are well attended, with lots of family engagement, and often full. Parents in the focus group also mentioned an active Parent Teacher Organization (PTO) that has a teacher advisor. Meetings are held virtually after 5:00 p.m. monthly for working families. One parent said, “We talk about the students and events at the school. Right now, we are talking about Black History Month, Valentine grams, and the monthly activities, and how we will execute the events for that month, and how we will get more parents involved with collaboration and cooperation. We put our meetings/recruitment in the Class Dojo⁷.”

Parents said they feel welcome when they come to pilotEd Cactus Park. One parent said they have been with pilotEd since they opened the doors. “Leadership and teachers often request for feedback and always ask about programs, such as the chickens, the Spanish speaking programs. My child enjoys the farm animals and dance.” Parents said they are informed about attendance and chronic absenteeism issues. One parent said, “We are educated on how to get doctor’s excuses. The school sends emails every month to let families know how many days our child has been absent.” Another parent said there are challenges if a child is in two different households, “My child was diagnosed with pneumonia, and it was misdiagnosed as a form of COVID. My child is in two different households, and the other household doesn’t always talk to the other. The school called the parent, the parent of the other household. The school doesn’t know that. It can be challenging.”

Parents were mixed in talking about how their children communicated with them about what they were learning at school. One parent said, “I have to actually ask my child how they are doing. She will show me, but I have to ask. i-Ready⁸ is completed at home. Reading we work on at home as she needs a little more fluency.” A second parent said, “My third grader tells me everything. She is learning multiplication. She struggled at first, now she caught on. My younger one, I have to pry a little more. She is in kindergarten, and she is learning sounds and letters. My fourth grader is special needs, and she participates in class and her teacher communicates well with me as a parent. My child likes to participate and enjoys class.” A third parent said her child was left in a classroom without a teacher after a student hit a teacher, and the teacher left the classroom. The parent said, “My child says he just watches movies. I asked the teacher about math, and I didn’t hear anything back. My child says he only understands i-Ready.”

⁷ ClassDojo is an online classroom management platform where teachers can record and track student behavior, facilitate classroom activities, curate student portfolios, and engage in school-to-home communication in over 35 languages through photos and videos and direct messaging directly to parents and students.

⁸ *i-Ready Learning* is a digital instructional resource assessing students with grade-level materials in reading and math.

Focus Group Summary: Faculty and Staff

Faculty were asked to describe practices they have put in place to increase student achievement. One teacher said she applied a class behavior chart and moved students up or down on the chart based on their daily behavioral actions. She also used class incentives for i-Ready. Another teacher said she incentivized parental involvement by sending messages to parents through Class Dojo regarding student behaviors. A third teacher said he employed 'play money' in his class and a class store in which students could use the money to purchase snacks for good citizenship. "Until we had a rodent problem, and I had to stop selling snacks." A fourth teacher taught parents how to assist their students at home. "I put a vocabulary word or a reading passage up daily, and the parents read or work with their children every day."

Faculty said morale was high at the beginning of the year and has dwindled as the year has progressed. Another said on a scale from one to 10, it was sitting at about a five. One teacher said, "We have a lot to do, and the factors that impact our workload impact morale. We have students that are behind two or more grade levels, disengaged parents, and things keep getting added to our workload." Another teacher said, "Sometimes it's not just things being added, it's just altering how we were doing things." One teacher provided a very specific example, "I have a student who frequently just gets up and leaves class or comes to class late. I have to leave class daily to go take care of or track down this kid. Am I here to teach or chase this student?" Teachers explained pilotEd Cactus Park does not have a self-contained special education classroom. One teacher said, "Every classroom has at least one student that needs an extra adult with appropriate personnel support." Faculty said a staff survey was conducted, asking teachers about how they felt about changes, but there was no follow-up or change regarding the survey.

The faculty was excited to suggest some improvements for pilotEd Cactus Park. One faculty member said it would be very helpful for all faculty to have a handout that contained a reference guide for all the initialisms and acronyms used in United States and Nevada Education because not all teachers were readily familiar with such terminology. Faculty would very much like to have the have appropriate personnel resources. As one teacher said, "more adults less children; we don't have enough desks or books for all of the students, let alone new students." Teachers would also like to be compensated for the work they do. Many cited they advise after-school clubs or tutors and are not paid for this time. Teachers also commented that it is very uncomfortable to ask parents to give or donate to clubs when the school already operated in a very impoverished neighborhood. Finally, teachers indicated they would like to know what their summer professional development will entail beforehand.

Focus Group Summary: School Leadership

School leadership was candid in sharing with the site evaluation team the current human resource challenges pilotEd Cactus Park has faced in the past year. The school's CMO abruptly terminated their contract in the summer of 2024, necessitating an immediate adjustment in reorganizing organizational personnel to accommodate compliance responsibilities, budgetary duties, and a July audit deadline. Members of the governing board sought and were granted an audit extension with the SPCSA. Leadership reports a new CMO search has been successful, stating "We have it narrowed it down to two candidates, and the board will make a decision at the next meeting. I am optimistic about getting good support. We had an independent rater who assisted us in providing feedback for due diligence." Leadership further stated the on-site manager and pilotEd Cactus Park parted ways, freeing up a budget line. A part-time person was hired to submit routine submissions required for state and federal compliance items as well as Epicenter⁹ items required by the SPCSA Agency.

To address chronic absenteeism, pilotEd Cactus Park has put forth several measures since opening its doors. Leadership explained, "In year one, absenteeism was 65%. We needed enrollment. In year two, we put forth several measures to reduce absenteeism, we put forth a team and met with every single family. Last year we met with each family that had chronically absent students and asked about root causes. It was time-intensive, but worth it. We dropped absenteeism rates by 20%." For the 2024-25 academic year, leadership has disseminated more educational information to families on why being at school is important. Family workshops have been planned throughout the year, with another one planned for the last week of February. According to the school leader, the front office person calls home, and the principal calls home and asks, "What can I do to help?" Members of the leadership team have participated in-home visits. Faculty also receive a daily attendance report and communicate with front office staff, conveying family information if they have pertinent information. Leadership wanted to point out, "We have had a big drop in attendance since the federal announcement in immigration post inauguration. There are many students who have over 10 absences, and we can't find the students or their families. Several of our families are part of a transient population."

Academic proficiency is critical at pilotEd Cactus Park, with proficiency rates at 18% in ELA, 13% in math, less than 5% in science, and an index score of 11, ranking the school with a 1-star NSPF rating. Leadership pointed to heavy challenges in the loss of the CMO and some faculty. The school leader has been completing the tasks of the CMO while the board is searching for a new CMO. The assistant principal conducts weekly PLCs¹⁰, and teachers utilize a lesson internalization template to unwrap state standards. Tier-1 instruction to remediate students who are two or more grades below levels is a school-wide concentrated focus.

⁹ Epicenter is a web-based performance management system used by the State Public Charter School Authority to streamline the collection of routine state and charter authority documentation for board governance and school compliance.

¹⁰ A professional learning community (PLC) is a team of educators who share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential.

Leadership reported receiving a Nevada Department of Agriculture (NDA) Farm to School grant. There is one employee who manages the farm. Parent and student volunteers assist by completing a variety of tasks from planting seeds to testing hydroponic systems to feeding animals and weekend animal care. Leadership said, “This community-driven approach has proven highly effective, as our volunteers take pride in maintaining the farm’s success and learning with the students.” The school’s environmental arts teacher leads a program in which students interact directly with gardens and animals and learn about agricultural science, the value of sustainable practices, and the connection between food systems and community health. In addition, a daily morning meeting focuses on social-emotional learning, identity, and cultural appreciation, connecting food and farming with broader themes of personal and community well-being. With the NDA grant, pilotEd Cactus Park plans to 1) expand the productive capacity of the garden, 2) implement a mobile kitchen unit that will allow students to participate in food preparation and culinary education, 3) partner with small local farmers to source additional ingredients, providing students with nutritious, farm-fresh meals. Proceeds from the grant will specifically allow the school to obtain the following:

- Equipment to expand the hydroponic garden and purchase the mobile kitchen
- Tables for the outdoor kitchen
- Prep sink and installation
- Auxiliary hydroponic and cooking supplies

The produce grown in the school’s garden will be served on a regular basis for the entire student body. Leadership said school personnel were very excited to be teaching students how to grow and prepare their own food. The school has expanded its initial farm to now include goats, chickens, raised beds, hydroponics, and the environmental art class.

Focus Group Summary: Students

Students were proud to share the many things they had learned so far during the 2024-25 year. One student recounted being excited to learn the legend of Romulus and Remus and how they founded Rome. A second student said he was excited to learn long division and then how he could check his accuracy by using multiplication. A third student beamed when she said, “I was proud of myself when I learned how to add decimals. I didn’t think I could do it and when I could, I was really happy.” Several students in the focus group mentioned adding and multiplying fractions was a struggle and frustration when they first began the unit on them, but as they worked with the concepts more, they were pleased when they could master and demonstrate how to complete the procedures for multiplying fractions properly.

Students participating in the focus group said they felt safe at the school because the front doors and gates are locked and only the front office staff can unlock them. Students also said the teachers were kind and made the students feel safe. Students indicated if they had a problem, they felt they could speak to an adult at the school, whether that be an assistant principal, a teacher or the therapist. One student explained, “I can make an appointment to meet with someone after math or reading time.”

Students reported they mostly work independently on classroom tasks and seldom work in groups or with a peer. One student said, “We help when someone just asks or if we see someone struggling.” Another student said he did assist a student learn the steps of long division, but it was just helping another student and not part of a structured classroom activity. Students shared that tutoring opportunities occur on Tuesday afternoons and parents can register students. Students can also participate in such after-school activities as cheering, dancing, sports, and Lego clubs.

Classroom Environment and Instruction

Observation Rubric

A total of 25 elementary 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>	<p>This criterion was not observed or rated.</p>
	TOTAL: 1	TOTAL: 14	TOTAL: 9	TOTAL: 1	TOTAL: 0
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>	<p>This criterion was not observed or rated.</p>
	TOTAL: 0	TOTAL: 13	TOTAL: 12	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction

Observation Rubric

A total of 25 elementary classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context.	The teacher states clearly, at some point during the lesson, what the students will be learning.	The teacher provides little elaboration or explanation about what students will be learning.	At no time during the lesson does the teacher convey to students what they will be learning.	This criterion was not observed or rated.
	The teacher explains content clearly and imaginatively.	The teacher's explanation of content is clear and invites student participation and thinking.	The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.	Students indicate through body language or questions that they don't understand the content being presented.	
	The teacher invites students to explain the content to their classmates.	The teacher makes no content errors.	The teacher may make minor content errors.	Students indicate through their questions that they are confused about the learning task.	
	Students use academic language correctly.	Students engage with the learning task, indicating that they understand what they are to do.	The teacher must clarify the learning task.		
	TOTAL: 0	TOTAL: 11	TOTAL: 11	TOTAL: 1	TOTAL: 2
Using Questioning and Discussion Strategies	Students initiate higher-order questions.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer.	Questions are rapid-fire and convergent with a single correct answer.	This criterion was not observed or rated.
	The teacher builds on and uses student responses to questions to deepen student understanding.	Discussions enable students to talk to one another without ongoing mediation by the teacher.	The teacher invites students to respond directly to one another's ideas, but few students respond.	The teacher does not ask students to explain their thinking.	
	Students extend the discussion, enriching it.	Many students actively engage in the discussion.	The teacher calls on many students, but only a small number participate.	Only a few students dominate the discussion.	
	Virtually all students are engaged.				
	TOTAL: 0	TOTAL: 7	TOTAL: 11	TOTAL: 2	TOTAL: 5

Classroom Environment and Instruction

Observation Rubric

A total of 25 elementary 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: 0	TOTAL: 6	TOTAL: 15	TOTAL: 3	TOTAL: 1
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: 0	TOTAL: 9	TOTAL: 14	TOTAL: 0	TOTAL: 2

Classroom Observations and Additional Comments

In one specials class, students were off task as the teacher set up materials for the activity. Students wanted to participate but were given little explanation as to the purpose or how they would be evaluated. They completed the activity with some confusion as the teacher just called out 'no' or 'yes' when they were doing things correctly or incorrectly. Properly orienting students to the what, why, and how of the lesson would allow for greater student engagement and student ownership of the learning. It would also provide an opportunity to build in student discourse and reflection activities.

Secondary elementary grade students were reading about Don Quixote's characteristics using their Amplify Core Language Arts textbooks. The teacher summarized what they had learned from the previous day's lesson and asked students' questions about the persuasive essay they had read. Several students shared their responses. The teacher also shared the learning goals for the lesson's focus, including making inferences about a character's personality and summarizing key events that add to the plot's development. The teacher's explanations of content were purely procedural, with no indication of how students can think strategically. Only some students were intellectually engaged in the lesson.

In one classroom, the teacher instructed students to draw connected cubes based on a reference image and determine whether they were equal or not, explaining their reasoning. However, drawing the cubes was unnecessary and was time consuming, as students could have reached the same conclusion through observation and discussion.

In a secondary English Language Arts classroom, students read *Back to La Mancha* using their *Adventures of Don Quixote* textbooks. The teacher read the text aloud while the students followed along using their textbooks. When the teacher explained the content to the students, there was minimal participation or intellectual engagement by students. The teacher invited students to respond directly to one another's ideas or questions, but only a few students responded. During the guided portion of the lesson, which required students to answer text-dependent questions, the teacher actively monitored student progress and provided help to students who needed assistance.

In one class students practiced i-Ready exercises on their laptops. Many students were fidgety, chatty and disengaged. There was a lot of movement in the classroom. One student would get up to go to the restroom, another would get up and put something in the garbage. As soon as one person sat down, another would stand up and go the backpacks. There were two adults in the room, each walking around the room assisting students. The students seemed very detached.

Students worked independently on using decimals to determine unknown integers. The teacher circulated the room, assisting students as needed, and also demonstrated a quick example on the board. There was a noticeable sense of urgency as students focused on completing their work. There was an interruption to the class to spin an incentive wheel for prizes for reaching their goals on i-Ready usage and pass rate.

Upper elementary students learned about the earth's surface and plate tectonics. A portion of the lesson required students to chorally read their text, with the teacher leading the choral reading. The teacher asked comprehension questions; however, the questions did not require students to explain their answers, and there were limited discourse opportunities for students to engage in the content. In a primary-grade classroom, the students logged onto their devices to access i-Ready. They actively worked on their devices while the teacher worked with a small group of students focused on equations and whether or not the equations were equal. The students in the small group used their whiteboards to write equations while the teacher provided explicit directions, feedback, and guided practice opportunities. After a few minutes the teacher called up another group of students to work with.

In one lower elementary class the teacher kept repeating, "Write down your name and the date". One student asked, "why do you keep repeating that?" The teacher replied, "Because you don't listen and I have to repeat myself eight billion times, so write down your name and the date, name and the date. name and the date." When the activity began, the students were asked to complete each task individually and then the teacher asked the students to share out their answers. When a student answered, s/he immediately said "no" and then provided the answer. Overall, the teacher was disrespectful in tone to students, "I see _____ is not paying attention;" " _____ the answers are not on your neighbor's paper." The entire time the observer was in this classroom, the observer did not hear any positive comments from the teacher to the students.

Students were completing a lesson on Rosa Parks, filling in the correct academic vocabulary word in a sentence using the teacher's clues. The teacher provided clear and consistent definitions each time she introduced a word. However, several students struggled to place the words correctly, and the teacher did not move around the room to observe and assist them.

In a special education resource room, two adults led a small math group instruction. A teacher-led five students focusing on fractions, and another staff member led a group of four who learned about multiplication facts. Both groups were on kidney-shaped tables, and both groups were actively engaged in completing the assignments.

Students were reading from their picture readers, listening to one student at a time while following along. The activity lacked rigor and urgency, as only one student was actively reading at a time, limiting engagement and practice for the rest of the group.

Students worked on addition and subtraction story problems while the teacher guided them step by step. The teacher maintained a positive approach and took the lead in facilitating the learning process, doing the majority of the heavy lifting for the students.

In a primary classroom, the teacher worked one-on-one with a student, saying a consonant-vowel-consonant word and having the student circle the correct word from a list of choices while the other students in the room were coloring. There was a missed opportunity for the students coloring to be working on an academic task.

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
It is recommended that the members of the school board continue and increase their training as new board members. It is suggested the board move forward with their intention to increase from 5 to 7 members. It is suggested that the board create a timeline to become more intentional and successful by both adding two members and securing training for all board members.	The school leader shared that all original board members have rolled off, and new Board members have been trained. The board size did reach seven members but is currently at six and looking to grow.	The SPCSA acknowledges the school's response.
Because enrollment numbers must increase by such a large number and at a very quick rate, it is suggested that the members of the governing board develop a plan for success which includes a timeline and benchmarks. This may help to know if the school is on track to meet the goals. Since the school will be adding another grade level for the 2023-2024 school year and bring enrollment numbers from 115 to 430, it is highly suggested the governing board and school leader are aggressive with goals and be ready to begin this work immediately. This work likely entails the school establishing student application target counts for each month to ensure that numbers are met for the upcoming school year.	The school leader shared the plan to increase enrollment from 100 students in year one to 300 in year two with success despite no previous precedent. Enrollment increased from 300 to 350 from year two to year three. Enrollment continues to be volatile but remains steady.	The SPCSA acknowledges the school's effort to address the previous recommendation but recognizes that more work remains to be done to address the recommendation.
It is recommended that the school develop clarity around instructional learning targets. This might include students being asked to explain in their own words what they are going to learn about on a given day. This might include the students and teachers acknowledging that they have achieved a learning target or objective. A learning log might provide a good way for students to put into writing what they are learning and to celebrate what they have learned.	The school leader provided an update to develop clarity around instructional learning targets which include: <ul style="list-style-type: none"> Utilization of i-Ready to track progress on all standards Utilization of data chats + data trackers to make learning transparent + conversational Increase in PD for teachers on curricular best practices. 	The SPCSA acknowledges the school's effort to address the previous recommendation and appreciates its school's initiatives and continuous efforts to address the recommendation.

Operational Compliance Checks

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

Appendix A

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