Nevada State Public Charter School Authority

Imagine Schools at Mountain View
Site Evaluation Report: April 29, 2025

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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.

The leadership team's focus on a "level up[1]" growth mindset
The 'level-up' philosophy, a term the school has adopted to underscore a culture of growth and improvement, has positively influenced the school's culture, fostering a sense of trust and a growth mindset. A strength of Imagine Schools at Mountain View was the leadership team's growth values, as observed by the SPCSA site evaluation team and indicated by leadership, which supported their level-up philosophy. This philosophy emphasized a development mindset to foster continuous improvement, and the leadership team employed this value system to facilitate productive conversations and a collaborative leadership approach.

Many faculty focus group members shared how the level-up mindset supported a positive philosophy facilitating productive discussions and school-wide collaboration. Several discussed when examining root causes for low academic achievement or areas for growth, the leadership's optimistic perspective in promoting a level-up approach supported influential dialogue that encouraged a growth mindset instead of a fixed mindset for improvement. The leadership team noted that they have embedded this philosophy when supporting teachers, especially those newer to the field. In the leadership presentation session, one leader highlighted using the level-up philosophy to increase teachers' skills in classroom management, lesson planning, data analysis, and unwrapping or reviewing grade-level standards. Several students noted that the approach aligned with the school's reward system, which was called the Bobcat Bling[2]. One student shared that the class received Bobcat Bling recognition for showing integrity and following school expectations, highlighting the value of a level-up attitude and a growth mindset.

An emphasis on fostering WIGs[3] or the school's improvement goals to promote accountability
A strength of Imagine Schools at Mountain View was its focus on fostering the school's Widely Important Goals (WIGs) to promote a high sense of accountability. According to the members of the leadership team and faculty focus group, the school's WIGs provided a compass for intentional goal setting to ensure the school's goals for improvement, explicitly increasing student academic proficiency rates in English Language Arts and math and reducing the overall chronic absenteeism rate, remained the central focus during the school's collaborative sessions such as professional learning communities[4] (PLCs) and weekly check-ins between teachers and school leaders.

Regarding PLC meetings, the faculty focus group members highlighted their accountability systems within their PLCs to support their students' needs and the school's WIGs. A few faculty shared that grade-level teams regularly examined educational standards and common assessments, reviewed student

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[1] Imagine Schools Mountain View has adopted the 'level-up' philosophy to emphasize a culture of growth and improvement.
[2] Bobcat Bling is a term the school uses to promote student and school goals through incentives and recognition awards.
[3] Widely Important Goals (WIGs) are the school's priority goals to support overall school improvement efforts documented on an accountability tracker.
[4] Professional learning communities (PLCs) are teams of educators who share ideas to enhance their teaching practice and create an environment where all students can reach their fullest potential. PLCs can be organized by grade level, content area, or entire teaching staff.

performance data, and utilized the information to identify learning gaps that needed additional emphasis, referring to their group's mindset to foster accountability. For instance, several staff members mentioned that their PLC meeting recently focused on increasing student stamina in reading and writing to support students' needs. Several students noted the school's goals in the student focus group, and one said, "We get rewards for finishing our WIGs."

The leadership team highlighted that their weekly check-ins with teachers offered a collaborative space for reflective discussions to review recent coaching conversations and instill a high sense of accountability to support the school's WIGs. The discussions included ensuring high teacher clarity[5] during classroom instruction and examining the accountability tracker on the school's WIGs. On the day of the site evaluation, the SPCSA personnel noticed the school's goals displayed on several bulletin boards throughout the campus.

Proactive communication between the school leadership and families
A strength of Imagine Schools at Mountain View is the school's leadership team's proactive approach to communication with families. According to the leadership and family focus groups, the school employs a robust communication system with its families, including detailed weekly newsletters, ensuring the school's website publishes up-to-date information and the effective use of the Bloomz[6] communication platform. All members of the family focus group cited the leadership team's ability to consistently keep families informed of all school matters, which supported opportunities for families to engage and volunteer for school-related events. One parent added, "We always know what is going on." Another parent shared, "The leadership is very transparent," referring to their proactive communication style.

Supportive governing board
A strength of Imagine Schools at Mountain View is its school board's supportive mindset on its journey toward school improvement. During the board focus group, one member deeply understood the school's goals, the leadership team's action steps, and school data. For instance, when discussing detailed information, the board members shared explicit components regarding student growth data and root causes that impacted academic outcomes. The board member elaborated that "Key things outlined in that plan and are still being followed through," further adding that the board's role is to understand important information to support the school leaders in maintaining a " growth-focused" mindset. The SPCSA site evaluation team observed recent school board meetings where the representatives supported the school and its leaders when reviewing school data. A participant noted that one member has served on the board for ten years, which enhanced the group's understanding of the school's history.

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[5] Teacher clarity requires that teachers know what students need to learn, communicate those expectations to students, and present lessons coherently.
[6] Bloomz was founded in 2013 to deliver a next-generation, easy-to-use, unified communication platform that propels districts and schools to redefine home-school communication.

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.

Notice of Breach for low academic performance in elementary school

A challenge at Imagine Schools at Mountain View was the low academic achievement in elementary school for the second consecutive year. According to the 2023-24 Nevada School Performance Framework[7] (NSPF) in the Academic Achievement Indicator section, the elementary pooled proficiency rate was 29 percent, significantly lower than the district rate of 48 percent, earning the school four points out of a possible 25. Thus, the school earned 21 points out of 100, falling into the one-star category, with five-star schools being the highest performing. The elementary school received a second consecutive one-star rating, which resulted in a Notice of Breach from the SPCSA Board at the SPCSA Board meeting on November 15, 2024, for academic performance for the 2023–24 school year.

Low English language[8] (EL) learner proficiency rate in the elementary school

A challenge at Imagine Schools at Mountain View was its low percentage of English language (EL) learner students who met their growth targets on the World-class Instructional Design and Assessment[9] (WIDA) Assessing Comprehension and Communication in English State-to-State for English Language Learners[10] (ACCESS). The school's rate of 27.8 percent of English language (EL) learner students meeting their growth targets was below the district rate of 48.4, according to the 2023-24 NSPF. Earning the school one point out of a possible ten in the English Language Proficiency Indicator of the NSPF.

Chronic absenteeism

Chronic absenteeism was a challenge at Imagine Schools at Mountain View. The elementary and middle school chronic absenteeism rates were above the district rates, according to the 2023-24 NSPF. The elementary rate of 21.9 exceeded the district rate of 20.7, while the middle school rate of 24.5 was above the 15.8 district rate. The school leadership team and the school board discussed reducing the number of chronically absent students as a priority. Action steps included follow-up communication with students and families, using incentives, and regularly monitoring attendance data.

Limited physical building space

A challenge at Imagine Schools at Mountain View is the limited physical building space for intervention groups and related service providers. On the day of the site evaluation, the SPCSA staff observed the school personnel doing their best to lead small intervention groups in shared spaces such as hallways. The school has taken proactive steps to address the challenge, including installing portable teaching equipment, specifically wall-mounted student seating and learning areas within the hallways. Additionally, the school leaders planned to add seven small portable structures, which were referred to

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[7] NSPF is Nevada's public school rating system designed by Nevadans and developed in accordance with the federal Every Student Succeeds Act (ESSA) per NRS 385A.600 and classifies schools within a five-star performance rating system.
[8] English language (EL) learners, or EL learners, are students learning to communicate fluently or effectively in English.
[9] WIDA is a comprehensive assessment measuring English language proficiency in four categories: identification, placement, progress, and achievement. The WIDA screener is used to determine ELL support services and when a student has developed proficiency to exit ELL school services.
[10] ACCESS for ELLs (ACCESS) is the collective name for WIDA's suite of summative English language proficiency assessments.

as containers, that would add teaching and office spaces. However, the project is currently on hold due to an easement issue noted by the city. The leaders reported continuing to work with the city to examine possible solutions.

Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

Increase support for elementary English language learners

The SPCSA recommends that Imagine Schools at Mountain View increase support for elementary English language learners. According to the 2023-24 NSPF, the elementary school earned one out of ten points on the English language proficiency indicator. The school may find helpful resources on the Nevada Department of Education (English Language Learners) website. For instance, resources include professional learning opportunities designed to help educators learn about Nevada's English learner students and ways they can provide instructional support for their diverse linguistic needs. Enhancing support for English learner students can lead to more profound learning experiences for students learning English.

Ensure evacuation signs are visibly displayed in classrooms and common areas

The SPCSA staff recommends that Imagine Schools at Mountain View ensure all classroom evacuation signs are visibly displayed in classrooms and common areas. On the day of the site evaluation, several evacuation signs were not displayed. The SPCSA request evacuation signs are visibly displayed by June 2, 2025.

Site Evaluation Findings: Strong Recommendations

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

Per the Site Evaluation Handbook, Imagine Schools at Mountain View will be required to create a Site Evaluation Response Plan, which the SPCSA must approve to address each of the strong recommendations listed below. The SPCSA and the school will work together to review and monitor the plan until the strong recommendation requirements have been fully implemented, and sufficient evidence has been provided that the Strong Recommendations have been fully satisfied.

Decrease chronic absenteeism rate
The SPCSA strongly recommends Imagine Schools at Mountain View decrease the rate of chronically absent students. The school may refer to the SPCSA resources (See Best Practices - https://spcsa.instructure.com/courses/72). Additionally, the school's leaders may find it helpful to examine the resources and information below when working with families and stakeholders on the effects of excessive absences:

Improving Attendance Matters Because It Reflects: (Attendance Works, 2014) For research, see: http://www.attendanceworks.org/research/

- Exposure to Language: Starting in kindergarten, attendance equals exposure to language-rich environments.
- Time on Task in Class: Students only benefit from classroom instruction if they are in class.
- On Track for Success: Chronic absence is a proven early sign of academic trouble and dropping out of school.
- College Readiness: Attendance patterns predict college enrollment and persistence.
- Engagement: Attendance reflects engagement in learning.

Site Evaluation Findings: Deficiencies

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

Increase student achievement in elementary school

Context	A. Per the Charter School Contract between the State Public Charter School Authority Board and Imagine Schools at Mountain View Governing Board, which was fully executed on 6/13/2017, renewed on 12/16/22, and took effect on 7/1/2023, 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. A procedure by which the positive results achieved by charter schools may be replicated, and the negative results may be identified and eliminated. B. 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) C. The Charter School Contract between the State Public Charter School Authority Board and Imagine Schools at Mountain View Governing Board was executed on 6/13/2017, renewed on 12/16/22, and took effect on 7/1/2023. Part 3: Education Program Element: Curriculum states that the charter school shall have control over and responsibility for delivering the educational program and attaining the performance standards set forth in the charter school performance framework.
Condition	According to the original contract executed on 6/13/2017, renewed on 12/16/22, and took effect on 7/1/2023, Imagine Schools at Mountain View has committed to (1) providing a sound education program for students to attain Nevada performance standards and (2), per the school's mission and vision of "developing character, enrich minds, and the belief that every student will reach their full potential and discover the pathways to life-long success." Current student learning and achievement levels at Imagine Schools at Mountain View Elementary School fell below expectations according to the 2023-24 NSPF data. Additionally, several students attending Imagine Schools at Mountain View Elementary School were not provided with the opportunity to learn to their greatest potential and are not having their student achievement maximized.

	On the day of the site evaluation, high-quality instruction was not consistently present in several classrooms. Tier one[11] and tier two[12] instruction are not providing acceptable academic achievement levels.
Causes	Imagine Schools at Mountain View School students were not offered a robust tier one and tier two instructional program, and the elementary school earned a one-star at the elementary school level for a second consecutive year, according to the 2022-23 and 2023-24 NSPF. Extensive learning gaps existed in elementary school student learning, and overall achievement levels were well below the district levels. The school must improve its tier one and tier two instruction. Regarding learning gaps, according to the 2023-24 NSPF, the school's data, which included math, English language art median growth percentile[13] (MGP), and adequate growth percentile[14] (AGP) measures, were well below the district rates, earning the school 10.5 points out of 35 in the Growth Indicator[15] section. Additionally, in the Closing Opportunity Gaps Indicator[16], the school earned three out of 20 points with measures well below the district rate. School leaders and staff are strongly recommended to improve academic achievement at the elementary school. According to classroom observations by the SPCSA staff on the day of the site evaluation, the following classroom elements were rarely observed by the SPCSA staff, which may contribute to the causes of low academic performance and student learning gaps. The rubric and the observation data can be referenced on pages 22-24 of this report. 1-Communicating with students: The teacher described strategies students might use and invited them to interpret approaches in their learning context. On the day of the site evaluation, nine out of 27 classrooms observed were rated in the approaching proficient category and one classroom was noted as not observed. 2-Using questioning and discussion techniques: The teacher used open-ended questions and invited students to think and/or offer multiple possible answers. The teacher asked students to justify their reasoning, and most attempted to do so.

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[11] Tier one instruction is the anchor of all tiered instruction. It is provided to all students every day. During tier one instruction, teachers use scientifically researched programs and evidence-based practices, curricula, and strategies that have been proven effective for most students.

[12] Tier two is the first level of intervention for students who do not show progress in tier one. Students receive tier two interventions when they need support to meet academic or behavioral goals.

[13] The Median Growth Percentile (MGP) summarizes a school's student growth percentiles (SGPs). It is determined by ranking all the SGPs in the school from the lowest to highest and finding the median or middle number.

[14] Adequate Growth Percentiles (AGPs) describe the amount of growth a student needs to remain or become proficient in the state assessment in three years.

[15] The Growth Indicator measures student achievement over time. Student growth is sometimes more generally referred to as student progress.

[16] The Closing Opportunity Gaps Indicator focuses explicitly on elementary and middle school students who need improvement to minimize educational learning gaps and become proficient with grade-level standards.

	On the day of the site evaluation, 11 out of 27 classrooms observed were rated in the approaching proficient category, two were unsatisfactory, and four classrooms were noted as not observed. 3-Engaging students in learning: Most learning tasks had multiple correct responses or approaches and/or encouraged higher-order thinking. The teacher invited students to explain their thoughts as part of completing the tasks. On the day of the site evaluation, 16 out of 27 classrooms observed were rated in the approaching proficient category and three were noted as unsatisfactory. 4-Using assessment in instruction: The teacher elicited evidence of student understanding. Students were invited to assess their work and make improvements; most of them did so. Feedback included specific and timely guidance, at least for groups of students. On the day of the site evaluation, 12 out of 27 classrooms observed were rated in the approaching proficient category, and three were noted as unsatisfactory.
Effect	In the elementary school, the most recent Nevada School Rating Report for the 2023-24 school year, as posted by the Nevada Department of Education in September 2024, indicated: • A one-star rating for the second consecutive year • An overall index score of 21 out of a possible 100 points • Overall, the pooled proficiency was 29 percent, and the school earned four out of 25 points in the Academic Achievement Indicator section • 10.5 out of 35 points in the Growth Indicator section • Three out of 20 points in the Closing Opportunity Gaps Indicator section A drop in index scores between the 2022-23 school year and the 2023-24 school year indicated: • Elementary: 2022-23 index score was 26.5, 2023-24 index score was 21. The school received a Notice of Breach from the SPCSA Board at the SPCSA Board meeting on November 15, 2024, for academic performance for the 2023-24 school year. The school must include an academic goal in its School Performance Plan. This academic goal should measurably impact student academic performance. Also, Imagine Schools at Mountain View was issued an academic Notice of Concern regarding its elementary school during the 2022-23 school year. It is also critical to note that NRS 388A.300 requires the SPCSA to terminate the charter contract of a school that receives a one-star rating three times within five

	consecutive years. Should the elementary school level receive a one-star rating within the next three years, the charter contract must be terminated for the elementary school (Kindergarten to five). Given the Notice of Breach, SPCSA staff ensured the school was scheduled for a site evaluation (4/29/25) for the 2024-25 school year to carefully review the school's performance for the 2024-25 school year. Additionally, per NRS 388A.367, any school rated one or two stars is required to mail a written notification to the parent or guardian of each pupil enrolled that includes information on the school's star rating and a list of other public schools to which a pupil may transfer if the charter school closes or adopts changes which a parent or legal guardian finds unacceptable. The school must also post a notification on their website. Finally, NRS 388A.367 requires the governing body of qualifying public charter schools to hold a public hearing within 30 days of sending out the notification necessary to allow stakeholders to discuss actions and solicit feedback for continued academic growth and improvement.
Deficiency Finding	SPCSA staff recommends continuing to focus on improving tier one instruction, and tier two targeted interventions, as noted in the school presentation to the SPCSA Board on 11/15/2024 in the challenges section of this report. According to the 2023-24 Nevada School Rating, Imagine Schools at Mountain View was a one-star rated school with a 21 total index score out of a possible 100. The Elementary School's pooled proficiency of 29 percent was well below the district rate of 48 percent. The SPCSA staff strongly recommends continued monitoring and strategic implementation to increase specific student academic skills and growth gains within grade levels and subgroups. Specifically: - Ensure all students are provided with rigorous, high-quality, standards-based tier one instruction. - Ensure high-quality data-based tier two instruction is implemented with regular monitoring of student progress and instructional effectiveness. The school is strongly encouraged to use the SMART[17] goals framework when creating and monitoring WIGS to address student learning gaps and increase student achievement. - Develop strong instructional practices that support differentiated instruction[18] for all students. - Continue to provide robust Professional Development (PD) and individual teacher support in interpreting data for curricular decisions. The school may

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[17] SMART is an acronym for Specific, Measurable, Achievable, Realistic, and Timely. SMART goals are used by school leaders to guide goal setting.

[18] Differentiated instruction is a teaching approach that tailor's instruction to students' different learning needs.

find it helpful to refer to resources such as *Driven by Data 2.0 and A Practical Guide to Improve Instruction*[19] by Paul Bambrick-Santoyo.

- Continue supporting novice teachers in improving their classroom instruction by providing coaching cycles with regular feedback to improve their practices. The leadership team may find it useful to refer to resources such as *Get Better Faster*[20] by Paul Bambrick-Santoyo. Also, the leadership team may find it beneficial to refer to the Nevada Educator Performance Framework[21] (NEPF) Teacher Instructional Practice Rubric and Teacher Professional Responsibilities Rubric when supporting teacher development of their instructional and professional practices.

  Teacher Instructional Practice Rubric
  Teacher Professional Responsibilities Rubric

- Consider using the SPCSA observational data found on pages 22-24 of this report to support teachers' instructional practices in moving toward highly proficient and distinguished techniques. For instance, increasing student engagement in the learning process should be emphasized.

- As teachers become more effective, students become more actively engaged, and they both become intentional learners. (Moss & Brookhart, 2019).

- Consider emphasizing enlisting families to further support their children at home by providing tools and practice materials.

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 action plan, including the documented steps and accompanying timeline.

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[19] Driven by Data offers valuable tips and general guidelines about data-based methods and the difficulties surrounding the implementation of data-driven instruction. Written by Paul Bambrick-Santoyo, a Chief School Officer for Uncommon Schools who has worked with over 1,000 schools nationwide, Bambrick-Santoyo offers vital tips, such as how to create a data culture and run a successful data analysis meeting.

[20] *Get Better Faster: A 90-Day Plan for Coaching New Teachers*, Paul Bambrick-Santoyo shares instructive tools of how school leaders can effectively guide new teachers to success.

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

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[22]	2
Family Members, Parents, and Guardians	6
Faculty and Staff	12
School Leadership	5
Students	10

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[22] Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two Imagine Schools at Mountain View Board members participated in the focus group. The members shared the board's background, including individuals with education, business, facilities, construction, and finance. One member has served on the board for over ten years, which provided the team with institutional knowledge of the school. The board is looking to add a sixth member, preferably someone with a background in legal topics. The board has no standing sub-committees but is actively considering the best approach for adding a new member, focusing on maintaining a diverse and knowledgeable board.

The board members highlighted their priority of supporting the school leaders' improvement efforts to increase student achievement in elementary school. One member discussed the importance of student growth data and the significance of ensuring students work to meet their projected academic targets to close learning gaps and improve educational outcomes. The board member referenced the importance of the school's level-up mindset, a strategy that encourages continuous improvement and growth, stating, "Level-up has been fun for staff and students," placing it in context with their efforts for improvement. The dialogue emphasized the collaborative approach in instructional coaching and weekly PLC meetings that the school leaders have led, fostering a growth mindset. Furthermore, the school's WIGs are noted on the accountability tracker, a tool used to monitor progress toward these goals, with a significant focus on student achievement.

Also discussed was the importance of reducing chronic absenteeism and meeting the goal of decreasing the rate to eleven percent. Another emphasis area was to retain staff and avoid high teacher turnover. The group shared the board-approved staff pay increases, incentive pay, and retention bonuses, stressing the difficulty of staff continuity and the importance of competing with the local school district. A member stated, "The newness of teachers has decreased," referencing the short-term goal of stabilizing the school's staff and supporting teachers new to the field of education.

The board formally reviews the school leader annually and works with the regional team to ensure the procedure is efficient. One member shared that the regional team leads the process and collaborates with the board to support the school leaders in meeting improvement goals. A member noted that the regional team has provided professional development for the school, including training focused on servicing a diverse student population.

A challenge the board members mentioned was the school's space limitations. The school leaders have actively implemented plans to add portables or office containers to provide teaching spaces and offices for service providers. However, the project stalled due to easement challenges found by the city. Thus, the leaders are working with the city to examine how the project can progress, including a new plan submission of its plan to meet the easement issue.

Focus Group Summary: Family Members, Parents, and Guardians

The family focus group participants shared their views regarding their children's recent learning experiences, including a lower elementary project on a planet that involved a student presentation element. One parent said, "I appreciate my child getting exposed to public speaking at an early age." The parents added that their children come home and talk about what they learned at school. Another parent shared that their child reads longer passages and that homework is correlated with daily work. A member added that their child was struggling with reading, and the teacher and the principal have gone above and beyond to get her child tutoring and extra help. Also mentioned was a student receiving the Bobcat Bling Award for going above and beyond.

The focus group discussed Imagine Schools at Mountain View's communication systems with families. Regarding communication from school leadership, participants remarked that the school's administrators are transparent and share school updates through emails, weekly newsletters, and electronic media, including the Bloomz communication platform. One parent said, "Good or bad, we always know what is going on." The group appreciated this transparency, making them feel informed and involved in the school's activities. Another parent shared that the school leader attends the Parent-Teacher Organization[23] (PTO) meetings and provides school-related updates. The group cited that efficient communication from the school's leader promotes family engagement in school events and volunteer opportunities. Communication from teachers was perceived as generally effective. However, there was mention of a situation where communication from a teacher could have improved to help solve a student's needs promptly.

Members of the focus group were keen to highlight their favorite aspects of Imagine Schools at Mountain View. Families expressed their appreciation for the engaging PTO events, such as the sock hop, harvest festival, and book fair. Several noted that these events provided valuable opportunities for parent engagement. A participant expressed appreciation for the teachers and staff, highlighting their efforts to develop personal relationships with the students, elaborating that "Teachers follow students from kindergarten throughout the grades." Another mentioned the school's resources for students, which included tutoring and staff who are "willing to do extra things to help the kids."

A few parents stressed that their children would perform better with smaller classes and that larger class sizes at Imagine Schools at Mountain View can sometimes interfere with their children's learning. However, one parent noted that teachers generally manage larger classes well. Another challenge mentioned was students who display behavioral concerns, sometimes leading to group punishments. The group viewed group punishment as less effective than working with students who did not follow school-wide behavioral expectations.

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[23] A Parent-Teacher Organization (PTO) is a volunteer-based group dedicated to supporting a school and its students. Its team consists of parents, teachers, and sometimes school staff. The primary goals of a PTO are to build strong connections between parents and teachers and create a learning environment where children can thrive.

Focus Group Summary: Faculty and Staff

Twelve staff members participated in the session. One topic discussed was their perspectives on the school's overall culture. A few noted the positive effect of the school's supportive culture of collaboration. One faculty member mentioned, "The staff is very supportive," and another stated receiving "support from others when I'm headed in the wrong direction." A participant shared, "I can go to anyone to solve problems and work together to do what's best for students." A member stated, "I feel a strong sense of trust amongst colleagues. General education teachers and exceptional student services personnel work well together." A few other staff members spoke positively about the school leadership team's transparent communication, which sustained a healthy collaborative culture.

The group discussed the school's improvement efforts and noted the school's WIGs and the level-up mindset as integral to their journey. One member shared that their PLC focused on examining grade-level standards, reviewing assessments, and analyzing student data to support student learning outcomes and the school's goals. A few members shared how the level-up or growth mindset helped them reflect better on their practices and aspirations for professional growth or, as some members termed, "leveling up" or improving. One teacher added that staff seemed to embrace the accountability for the school's goals and the growth mindset fostered by the school's leaders. Other members underscored the school's emphasis on accountability and mentioned the school's data accountability tracker and weekly check-in meetings with the school administrative team. The weekly sessions focused on a teacher's overall progress and provided a platform to discuss recent classroom observational trends, including growth areas and next steps to level up.

The participants shared their views on the root causes of the decline in elementary school academic achievement. A few members discussed staff turnover in testing grades and teachers new to the profession as a root cause. One faculty shared that those root causes led to lowered academic achievement, stating, "There was a lack of growth in math for grades three to six on the Nevada State Assessment." Additional root causes mentioned were several staff leaving midyear, people having the "COVID mindset," referring to students not attending school regularly, which added to the school's high chronic absenteeism rate, and "fewer resources," referring to reduced pandemic relief funds.

The SPCSA staff also asked the members to share their current challenges. Several discussed adjusting to a changing student demographic and an increased student population who met the free and reduced lunch criteria. A few stated that they engaged in professional development training to improve their skills in servicing a more diverse student population. Additional challenges noted were chronic absenteeism, supporting students with behavioral needs, large class sizes, and space challenges. Several staff members shared their action steps to level up and address these challenges, including allowing students to use hall passes to go to another teacher's classroom for a wellness break to reflect when supporting students' emotional needs and following up with chronically absent students to remind them of the importance of attending school regularly.

Focus Group Summary: School Leadership

Five school leaders participated in the session. They reviewed the school's focus and action steps to improve academic achievement, primarily in elementary school. The leaders emphasized the importance of the school's level-up mindset in instilling a growth philosophy for the staff to improve academic achievement. One leader shared the importance of transparency, responsibility, and accountability without overwhelming the new teachers, specifically in testing grades, to not create added pressure. Thus far, the leader noted, "data is showing they are getting results," and "I see growth in PLCs, unwrapping the standards, and looking at assessments," referencing teams are leveling up or improving their collaboration and instructional planning skills. Another leader noted that, generally, the staff's overall skills are more developed compared to the previous year, when many of them, who were in their first or second year of teaching, were adjusting to the profession and learning to manage their classrooms effectively. The group reiterated the importance of the level-up mindset for staff to celebrate their improvements and set further priorities for developing their teaching skills.

To emphasize school improvement, the leaders shared their priority on the school's WIGs, which noted the four main goals: increasing effective Tier one planning and instruction, increasing teacher retention, using data to inform instruction, and reducing chronic absenteeism. The leaders conveyed their belief in systems of accountability, which WIGs provided. For instance, one leader referenced the school's January Star Reading[24] assessment data to monitor progress, stating, "The January projections were elementary grades three to five projected at 35 percent for math for English language arts 40 percent." The group mentioned the high level of support they received from the school's board and their regional team, as evidenced by increased monthly visits to discuss types of support that can help the school. One team member noted the board supported increasing the staff salaries and pay incentives to support one of the school's goals of retaining staff members.

The team discussed the value of effective school-wide communication systems to ensure all stakeholders were well-informed. Methods of communication included a weekly newsletter posted on the school's website and using the Bloomz communication application. The newsletters and emails included explicit details of school events, volunteer opportunities, and updates on the school's WIGs, to name a few. One leader shared the importance of keeping families informed, which provided parent engagement opportunities.

The school leaders reflected on the root causes of the decreased academic performance in elementary school. A team member added that last year (2023-24), many teachers who joined the team were new to the profession, which was a significant factor; for instance, seven of the twelve taught in the elementary tested grade levels. Thus, to support them, the leadership team prioritized weekly check-in meetings, coaching cycles, and regular classroom walk-throughs designed to provide immediate feedback. Another factor cited was the need to help staff adjust to an increased population who met the free and reduced lunch criteria. A leader stated that "the percentage increased to above forty percent," and the staff required professional development on effective practices to meet students' needs. Another participant

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[24] Star Reading is an online assessment program developed by Renaissance Learning for students typically in grades K-12.

stressed the importance of understanding all families' unique needs and the school's adjusting student demographics. Lastly, the high chronic absenteeism rate was pivotal in diminishing academic achievement. The team reviewed their action steps, which included communicating with students and families, monitoring the daily attendance reports, and initiating incentive awards or Bobcat Bling recognition. The leaders noted their objective of improving the chronic absenteeism rate from over twenty percent to eleven. Thus far, the school leaders held an optimistic view of approaching their goals.

Focus Group Summary: Students

Students shared their current academic journey, which included learning fractions, decimals, and three-dimensional shapes and learning the art of quick writing (short informal writing), essays, and short stories. One student proudly mentioned their progress in building reading and writing stamina, while another celebrated their class's rewards for achieving their WIGs. A few other students acknowledged WIGs as positively impacting their learning outcomes. The session also highlighted recent achievements, such as a student's Bobcat Shining Award for academic improvement, the Bobcat Bling recognition for integrity, and a student's Most Valuable Player award in soccer. The students also expressed their fondness for activities like Fun Fridays, crochet and game clubs, school assemblies, and talent shows.

A portion of the session discussed factors that hinder students' learning. Participants noted that students who talk during the lesson distracted them from learning. Another student mentioned that a lack of clear teacher expectations can sometimes lead to inconsistent student performance. For instance, a few older students elaborated that sometimes they perceived that some teachers treated them like younger students and compared them to kindergarteners. Further, several students suggested clearer expectations would have led to better outcomes, and teachers using more positive praise to reinforce what students were doing well would have helped.

The SPCSA staff also asked students to share if they had a trusted adult on campus to go to should they need help, and all members noted that they did. All participants also shared that overall, they feel safe on campus emotionally and physically. A few students discussed their experiences of the school's lockdown drills, stressing the importance of the drill's purpose. However, a few commented on their discomfort of feeling a sense of space crowding during hard lockdown drills, specifically feeling bunched up in a small space near the teacher's desk area.

The students were also asked to share their ideas for enhancing their school experience. Some students pointed out the need for better bathroom cleanliness, highlighting instances of disrespect, such as students throwing soap on the wall and the resulting need for cleaning. Another student stressed the importance of increased supervision during lunch and in the school's hallways to manage student behavior. Also noted was that many focus group members suggested less use of group punishments. A few shared their views, specifically about fairness and being punished for other students' lack of responsibility. Additionally, several stressed the importance of longer recesses, citing the need for movement and socialization. Lastly, students recommended adding sports and club offerings to enhance their overall school experience.

Classroom Environment and Instruction Observation Rubric

A total of 23 elementary and 4 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Classroom Learning Environment is Conducive to Learning	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 0	**TOTAL: 21**	**TOTAL: 6**	**TOTAL: 0**	**TOTAL: 0**
Establishing a Culture for Learning	The teacher communicates passion for the subject. Students indicate through their questions and comments a desire to understand content. Students assist their classmates in understanding the content.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	The teachers' energy for the work is neutral. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to completing the work on their own. The teacher's primary concern appears to be to complete the task at hand.	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. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work.	This criterion was not observed or rated.
	TOTAL: 0	**TOTAL: 18**	**TOTAL: 9**	**TOTAL: 0**	**TOTAL: 0**

Classroom Environment and Instruction Observation Rubric

A total of 23 elementary and 4 middle 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	If asked, students can explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively. The teacher invites students to explain the content to their classmates. Students use academic language correctly.	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. Students engage with the learning task, indicating that they understand what they are to do.	The teacher provides little elaboration or explanation about what students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher may make minor content errors. The teacher must clarify the learning task.	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. Students indicate through their questions that they are confused about the learning task.	This criterion was not observed or rated.
	TOTAL: 1	TOTAL: 16	TOTAL: 9	TOTAL: 0	TOTAL: 1
Using Questioning and Discussion Strategies	Students initiate higher-order questions. The teacher builds on and uses student responses to questions to deepen student understanding. Students extend the discussion, enriching it. Virtually all students are engaged.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Discussions enable students to talk to one another without ongoing mediation by the teacher. Many students actively engage in the discussion.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number participate.	Questions are rapid-fire and convergent with a single correct answer. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion.	This criterion was not observed or rated.
	TOTAL: 1	TOTAL: 9	TOTAL: 11	TOTAL: 2	TOTAL: 4

Classroom Environment and Instruction Observation Rubric

A total of 23 elementary and 4 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Engaging Students in Learning	Virtually all students are engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. The pacing of the lesson provides students with the time needed to be intellectually engaged.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	Few students are intellectually engaged in the lesson. Learning tasks, activities, and materials require only recall or have a single correct response. The lesson drags on or is rushed.	This criterion was not observed or rated.
	TOTAL: 0	TOTAL: 8	TOTAL: 16	TOTAL: 3	TOTAL: 0
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 1	TOTAL: 10	TOTAL: 12	TOTAL: 3	TOTAL: 1

Classroom Observations and Additional Comments

In a lower elementary classroom, students were dismissed one table at a time to retrieve their math workbooks, which took six minutes. The teacher then announced they would have seven minutes to complete the math facts sprint quiz. While most students began the task independently, two did not have paper. The teacher promptly provided paper to each of them.

In a primary grade classroom, the teacher strongly focused on rigor in content and instruction. Students engaged in a first-grade unit reader, "In the Cave," exploring new vocabulary words. They read the words independently and discussed their meanings with a partner. To deepen understanding, the teacher encouraged them to draw a picture representing the word "peeks." During the observation, the classroom had a clear sense of urgency and focus.

In a lower elementary classroom, students learned about homophones. The teacher provided instructions and projected the worksheet on the screen while the students followed along on their worksheets. The tasks included filling out the correct homophones in a sentence through guided practice and, eventually, independent practice. The teacher included a student-to-student brief discussion during the observation, and all students appeared to be engaged and self-directed.

In a middle school math classroom, students learned about finding the volume. As part of the guided practice session, the teacher displayed the problems on the screen as the teacher guided the students through the procedures for solving them. The students followed along periodically, asking questions. As the teacher answered the questions, they emphasized key areas to solving the problem, including simplifying fractions and ensuring they could explain their thought process for solving the problem. Regarding using assessment in instruction, the teacher monitored understanding through a single method or with minimally eliciting evidence of understanding from students.

Students were loud, disengaged, and seemed unsure of their actions in one elementary classroom. Some students were putting laptops away; others were putting materials away and gathering other materials. Almost all the students were speaking loudly to other students, out of their seats, and off task. The teacher sat at their desk and called out to the students, telling them they were too loud and taking too long. The teacher's tone was not disrespectful or punitive. Classroom management was needed in this classroom. Students continued to talk and be off task even after the teacher transitioned students into the writing activity. Several student conversations consisted of calling each other names, making silly noises, and making noises at their seat.

Students in the secondary elementary classroom engaged in a brain break activity. The teacher displayed the classroom expectations for the activity, which was designed to provide a short opportunity to refresh and refocus. After the activity, the teacher transitioned the students to an English language arts lesson about homophones. When the teacher introduced the lesson, instruction was explicit, allowing students to talk with a classmate to share what they know or have learned about homophones. The classroom environment was conducive to student learning, and all students appeared engaged.

Students were working in their Core Knowledge Language Arts[25] (CKLA) workbooks, identifying the story's characters, setting, and events. The teacher called on one student at a time, and students recorded their responses in their workbooks. At one point, the teacher asked, "What kind of word is a color word?" prompting responses such as "A noun!" and "An adjective!" The teacher then instructed students to share with a partner, but the activity lacked structure, and many students appeared unsure of who their partner was or how to proceed.

In one elementary math lesson, the instructor led students through the lesson's objectives, using choral reading from the whole class. The teacher displayed the definition on the screen and read it first. Then, the students repeated the definition as an entire class. Students modeled the equivalence of tenths and hundredths using the area model and place value disks and practiced fluency. The instructor consistently asked students open-ended questions, and they responded eagerly.

Upper elementary students created music in the Chrome Music Lab[26] app in a music specials classroom. The students worked on their devices as the teacher walked around the room, monitoring their progress. The students were also allowed to use the song maker feature of the application software. The teacher provided a brief review of scale choices when creating songs.

Lower elementary students learned about garbage during a social studies lesson. The teacher showed a short video as the students viewed it from their desks. The teacher stopped the video periodically to emphasize vocabulary concepts such as recycling and the adverse effects of trash in streams and lakes. Students were provided with several discussion opportunities to share their thoughts.

Students worked with partners, completing independent work while the teacher interacted with a small group of students. Students were engaged and discussed the assignment, explaining the procedures and steps to complete math problems. Students were polite and cordial to each other and on-task. The instructor periodically walked around the room checking on student progress.

Students were independently working on math fact fluency while the teacher timed them. After three minutes, the teacher instructed them to mark their progress with a star on their paper. Students remained focused throughout the activity. The teacher offered encouragement and asked students to reflect on how their math fluency had improved over the past few weeks. The teacher said, "Yesterday, we were talking about key terms to transition into the next lesson. What are the key terms?" One student responded, "We were learning about pairs of two." The teacher briefly asked why that concept was important but moved on without addressing the response. The class then chanted in unison: "Two, four, six, eight," with students raising their hands to participate.

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[25] CKLA—Core Knowledge Language Arts is a comprehensive language arts curriculum created by Amplify for Grades pre-kindergarten through fifth grade. It combines a multi-sensory approach to phonics with rich texts carefully sequenced to build content knowledge.
[26] Chrome Music Lab is a website that makes learning music more accessible through fun, hands-on experiments.

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
The 2023 NSPF Star ratings report a one-star rating for elementary school, a reduction from the school's three-star status in 2019. Continued monitoring of student needs for specific academic skills and interventions within elementary grade levels is recommended.	The leadership team shared their monitoring system (an accountability tracker) for monitoring the elementary school's academic data and intervention programs. The team noted that progress is ongoing and that the school emphasized fostering a growth mindset.	The SPCSA acknowledges the school's efforts to monitor student needs and academic progress. However, the elementary school received a deficiency due to low academic performance as part of this site evaluation. As noted on pages 10 to 14 of this report, the school will complete a response plan.
SPCSA staff recommend Imagine Schools at Mountain View establish and cultivate a learning culture for increased student engagement.	The school's administrators shared their action steps to cultivate a learning culture, which included regular coaching cycles designed to develop teachers' overall classroom management to promote higher levels of student engagement.	The SPCSA recognizes the school's focus on increasing student engagement. However, the SPCSA recommends continued refinement to improve student engagement, which can lead to increased academic outcomes. Efforts in this area can be embedded within the school's plans for improvement.
Chronic absenteeism SPCSA staff recommend Imagine Schools at Mountain View continue strategizing ways in which to address chronic absenteeism.	Imagine Schools at Mountain View leaders provided their action steps to decrease chronic absenteeism, including parent communication and using incentives.	The SPCSA acknowledges the school's efforts to reduce chronic absenteeism and strongly recommends Imagine Schools at Mountain View continue its plans to reduce its chronic absenteeism rate. Limiting missed instructional opportunities can be paramount to the school's overall focus on advancement.
SPCSA staff recommend Imagine Schools at Mountain View continue to work on efforts to address staffing challenges.	The school shared its plans to address staffing challenges, including instituting pay increases, merit pay, and retention bonuses.	The SPCSA acknowledges the school's efforts to address staffing challenges and commends the school's proactive approach.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
SPCSA staff recommend Imagine Schools at Mountain View work on efforts to address spacing needs for pull out small group needs.	The leadership team shared the school's plans to add portables/containers to address the lack of space. However, the process has been on hold due to an easement concern noted by the city. Thus, the plans may not move forward soon. The school leaders said they were working with the city to find possible solutions.	The SPCSA acknowledges the school's efforts to address space challenges and encourages Imagine Schools at Mountain View to continue to work with the city on possible cost-effective solutions.

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.