



Nevada State Public Charter School Authority

Innovations International Charter School Site Evaluation and Risk Based Monitoring Report: September 18, 2025

State Public Charter School Authority

775-687-9174

3427 Goni Rd, suite 103

Carson City, Nevada 89706

702-486-8895

500 E. Warm Springs Rd, suite 116

Las Vegas, Nevada 89119

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Links to State Public Charter School Authority (SPCSA) Resources:

- [NAC 388A – CHARTER SCHOOL](#)
- [NRS 388A](#)
- [SPCSA Canvas Updates](#)

Links to Site Evaluation Resources:

- [Nevada School Performance Framework \(NSPF\)](#)
- [SPCSA Academic Performance Framework Results](#)
- [SPCSA Organizational Performance Framework Results](#)
- [SPCSA Financial Performance Framework Results](#)
- [Best Practices](#)

Links to Risk Based Monitoring Resources:

- [Risk Based Monitoring Canvas](#)
- [Resource- Updated Policy Checklist: FY2025-2026 Policy and Procedure Checklist Fillable](#)
- [Grants Administration Canvas](#)
- [SPCSA Risk Based Monitoring Training Modules](#)

Part 1

Innovations International Charter School Site Evaluation Report

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 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.

Highly committed school leaders and board members

A strength of Innovations International Charter School was its committed school leaders and board members. Their passion and dedication to supporting both students' academic and social-emotional growth and the evolution of a positive school culture were evident during the site evaluation. It was a theme throughout all the focus groups. Families and staff members emphasized the high sense of community and family-like atmosphere. Various members of the faculty focus group underscored the value they placed on the school leaders and the board. Several faculty members highlighted the importance of the leader's devotion in fostering a strong sense of shared leadership. Members of the family focus group commented on the significance of the family-like feel of the school community, which supported their high levels of engagement in their child's education and involvement in school events. Several board members were on the original committee that created the school, and during the board focus group, they expressed their deep commitment to the school and its stakeholders.

Academic improvement in the elementary and middle schools

A reassuring aspect of Innovations International Charter School is its academic improvement in elementary and middle schools. As per the 2024-25 Nevada School Performance Framework¹ (NSPF), the elementary school's star rating ascended from one to two, with a commendable increase (24 index points to 47.5 index points) of 23.5 points in the index score. Middle school also showed significant progress, moving from one-star to a three-star rating (23 index points to 54 index points). These enhanced academic outcomes served as a testament to the school's commitment to continuous improvement, highlighting its strength and the pursuit of educational growth for its students.

High levels of support for novice teachers

A strength of Innovations International Charter School is the school's proactive support for novice teachers. During the leadership presentation, the school's leaders discussed the recent challenge of transitioning less experienced teachers to their campus. Weekly professional development is provided in cycles of eight weeks, designed to focus on supporting novice teachers. Learning objectives included classroom management, trauma-informed practices, lesson design, and delivery. The school's strategists regularly checked in with these teachers, modeled lessons, and provided coaching. Additionally, mentor teachers were assigned to assist them in ensuring they were connected to the fabric of the school's culture and overall understanding of the unique needs of their students.

Before and after school programs

A notable strength of Innovations International Charter School is that both campuses provide before and after-school, as well as summer tutorial programs, in reading, writing, and mathematics throughout the school year. The summer tutorial programs provided extended learning time to students who needed additional support. Students receive one-on-one or small group lessons weekly. The tutors also assisted

¹ 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, which classifies schools within a one to five-star performance rating system.

students with test-taking skills as they worked to close the achievement gaps at all grade levels. The school was fortunate to have its tutorial program paid for by the Title I Program.

Small class sizes

A notable strength of Innovations International Charter School is its small class sizes. On the day of the site evaluation, many classrooms observed contained fewer than seventeen students, often with a second staff member assigned to the classroom to provide additional assistance for the teacher and the students. Members of the family focus group shared their appreciation for the school's smaller class sizes.

Aviation program

The aviation program was highlighted in the various focus group sessions and served as a strength for Innovations International Charter School and its stakeholders. Students, families, faculty, board members, and the school leaders shared their positive experiences and the high quality of the aviation program. One student, whose life was changed by the program, shared his aspiration to become a pilot and plans to study engineering, a testament to the program's success in inspiring students' career aspirations.

Diversity of the staff and students

Innovations International Charter School takes pride in its diverse staff and student population, which serves as a strength and a testament to the school's commitment to inclusivity. The staff and the students come from diverse backgrounds, and the school's special education student population further adds to the diversity. During classroom observation, classrooms reflected diversity. The school's leadership team noted that their special education students represent close to twenty percent of the student population, a fact that underscored the school's dedication to providing an inclusive and supportive learning environment. This commitment to diversity not only made every member of the school community feel included and valued but also fostered a sense of belonging and acceptance.

Site Evaluation Findings: Challenges

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

Chronic absenteeism

According to the 2024-25 NSPF data, the school's rates of chronically absent² students decreased. However, chronic absenteeism continued to be a challenge for Innovations International Charter School. The elementary rate was 25 percent; the middle school rate was 23 percent, and the high school rate was 37 percent. The faculty focus group mentioned the challenge of students missing multiple school days, which leads to learning loss and difficulty with making up assignments. The school's leaders have prioritized improving in this area and understand the importance of students attending school regularly to limit learning gaps.

Decreased funding

Decreased funding was noted as a challenge for the Innovations International Charter School leadership team and its board members. The leadership team, in their unwavering dedication, shared that decreased enrollment and the increase in salaries have led to difficulties in funding. Additionally, operating two campuses has added to the challenge. The board members, with their steadfast commitment, stated their priority to seek additional community partners and explore additional funding streams.

Recent staff turnover

The recent increase in local school district salaries has created a challenge in retaining and recruiting quality staff. The leadership team and the school's recent board meeting minutes noted that twelve to fifteen staff members did not return from the previous year, primarily due to the local school districts' increased salary compensation packages. A mitigating measure employed by school leaders was to recruit teachers from abroad. The school's board has also actively discussed the challenge at recent meetings and recognizes it as an ongoing challenge.

² Students who are absent 10% or more of their enrolled school days are considered chronically absent.

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.

Strengthening the overall understanding of SPCSA Governance Standards and Performance Frameworks

The transition from Clark County School District to sponsorship by the Nevada State Public Charter School Authority (SPCSA) presents Innovations International Charter School with a valuable opportunity to align closely with statewide requirements and standards. It is recommended that the school's board and leadership team deepen their understanding of the SPCSA's Governance Standards, as well as the Academic, Financial, and Organizational Performance Frameworks. The [Governance Standards](#), developed in accordance with Section 3 of Assembly Bill 419 from the 81st Session of the Nevada Legislature, outline the characteristics of strong charter school governance. Additional information, including the full [Performance Frameworks](#), can be accessed on the SPCSA website. Referencing these frameworks can help ensure high compliance with required Epicenter tasks, as well as state and federal policies.

Participation in SPCSA trainings

It is recommended that leadership at Innovations International Charter School actively participate in monthly professional development sessions, including those focused on Canvas³, technology tools, and other instructional supports. Additionally, staff should regularly review asynchronous training modules available on Canvas to reinforce their learning and stay updated on key systems and practices. Lastly, referencing the weekly SPCSA update can ensure that the leadership team remains current with important information, including available grants and training opportunities.

Continue efforts to decrease chronic absenteeism

The SPCSA staff recommend that Innovations International Charter School improve chronic absenteeism in elementary, middle, and high school. The school's Leadership may find helpful resources on the Nevada Department of Education website ([Chronic Absenteeism](#)) or the SPCSA Canvas Repository best practices (<https://spcsa.instructure.com/courses/72>). A continued decrease in the chronic absenteeism rate can improve students' access to instruction, positively impacting academic achievement and engagement rates.

Continue to improve academic achievement

The SPCSA recommends that Innovations International Charter School continue its effort to improve academic achievement. The school's recent action steps to increase student achievement can serve as a foundation for future success, specifically by building its systems and structures to support high-quality professional learning communities⁴ (PLCs) focused on data-driven instructional planning to ensure relevant and rigorous lesson design and delivery. Additionally, continued focus on providing

³ Canvas is a web-based learning management system, or LMS. It is used by learning institutions, educators, and students to access and manage online course learning materials and communicate about skill development and learning achievement.

⁴ Professional learning communities (PLCs) are 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.

professional learning sessions for all staff can be instrumental in sustaining the development to foster mastery levels of teaching. The school's leadership team may find relevant professional training topics with the Nevada Regional Professional Development Program⁵. ([RPDP](#)). Lastly, the team can consider referencing "Get Better Faster" by Paul Bambrick-Santoyo⁶, a practical guide to new teacher development inspired by over two decades of working alongside highly effective school leaders.

Continue to seek increased funding and community partners

The SPCSA recommends that the Innovations International Charter School continue its efforts to seek funding opportunities and add prospective community partners. The school's leadership team and its board are also encouraged to work with Opportunity 180⁷ ([Opportunity 180](#)) to explore resources that may assist the school and its programs. Additionally, the leadership team may find it useful to review the weekly SPCSA update for available grant opportunities.

⁵ RPDP of Southern Nevada was established to offer professional development focused on the content teachers teach, how they teach it, student performance, and changes in instructional strategies that result in increased student achievement.

⁶ Paul Bambrick-Santoyo is the Chief Schools Officer, 9-12 and K-12 Content Development for Uncommon Schools and the Founder and Dean of the Leverage Leadership Institute, creating proof points of excellence in urban schools worldwide.

⁷ Opportunity 180 is a Las Vegas-based non-profit that is working to ensure an additional 25,000 students are in high-performing school seats by 2025.

Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.
There were no strong recommendations noted during this site evaluation.

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.
There were no deficiencies identified during this site evaluation.

Focus Group Participation Data

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

Name of Focus Group	Number of Participants
Governing Board ⁸	3
Family Members, Parents, and Guardians	5
Faculty and Staff	18
School Leadership	4
Students	14

⁸ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Three board members, each with a doctoral degree, participated in the focus group, bringing their unique perspectives and key insights into the school to support its leaders, students, and families. The session commenced with a member reflecting on the school's distinctive history, sharing the early years of securing a building lease and furniture to ensure a conducive environment for its students and staff.

A significant segment of the discussion focused on the strengths of the school, which included a strong sense of community and connectedness between all stakeholders. The members praised the school leaders for their steadfast commitment to promoting a positive school culture, heavily investing in relationships and personal connections. The members also recognized the school leaders for their organization and proactive mindset. They conveyed their appreciation for the thoroughness of the reports presented to the board, as well as the timely, detailed updates that enable the board to make informed decisions. Other notable strengths mentioned were the increased star status of the school, the high graduation rates, the focus on science, technology, engineering, and math (STEM⁹) education, and the diversity of the student population, specifically the high percentage of special education students, frequently surpassing twenty percent.

The members were candid in discussing the challenges of charter school funding and the creative approach the board has adopted, including a focus on increasing community partners for external funding sources. Current partners include Jim Marsh¹⁰, MGM Resorts International¹¹, the Nevada Commission on Postsecondary Education¹² (CPE), and the Las Vegas Aces¹³. The conversation highlighted the challenge of competing with the recent salary increase of the local school district, which makes it difficult to retain quality staff. The group shared several goals, including building up the school's fund reserve and increasing enrollment.

The system of evaluating the school's leaders was also discussed, and the members explained their process for collecting information in the form of surveys and self-reflection inquiries designed to provide the leaders with meaningful and constructive feedback aimed at continuous improvement. The group acknowledged that they would make it a yearly process. The board comprises eight members with backgrounds in education, law, finance, and business, and includes two parents.

⁹ STEM stands for science, technology, engineering, and math. STEM curriculum blends those subjects to teach “21st-century skills,” or tools students need to have if they wish to succeed in the workplace of the future.

¹⁰ Jim Marsh, a name synonymous with success and philanthropy in Las Vegas, has been a driving force in the city’s business landscape, including car dealerships for decades.

¹¹ MGM Resorts International is an American multinational hospitality, sports, and entertainment company.

¹² The Nevada Commission on Postsecondary Education provides licensing and regulatory oversight of private postsecondary educational institutions to ensure quality education and consumer protection for Nevada citizens.

¹³ The Las Vegas Aces are a women's American professional basketball team based in the Las Vegas metropolitan area.

Focus Group Summary: Family Members, Parents, and Guardians

Five individuals participated in the virtual family focus group. A valued aspect of the school is its high sense of community, which fosters a positive school culture where families and students generally feel supported and engaged. One member stated that the school feels like "A small community and your child does not get lost, and you get to know the teachers/staff on a personal level." The group expressed their appreciation for the smaller class sizes and the school leaders' and staff's dedication to fostering a high sense of belonging and community, which in turn leads to a more personalized education.

The conversation transitioned to success stories, which were a source of pride and inspiration for the group. The aviation program was praised for inspiring a participant's child to pursue a college education in engineering and aspirations to become a pilot. Another group member shared a heartwarming success story about their child's social and emotional growth, leading to academic excellence and leadership roles. A participant discussed her child's development, stating, "All teachers have given her self-confidence, and she isn't afraid to speak up. She is going to graduate with a general education diploma because of the support she is receiving."

Additional topics discussed included the school's overall systems of communication with families, which all members stated was effective in terms of clear, concise communication using multiple forms (ClassDojo¹⁴, Infinite Campus¹⁵, newsletters, phone calls), and the ability for families to efficiently access the staff or the school leaders to discuss any questions or concerns. Another area of focus was parent engagement, specifically how the school solicited their participation and involvement in their child's education, and to engage in school events such as STEM nights, cultural events, Christmas market etc.

The session concluded by discussing the group's perception of the current challenges that the school or their child is facing and recommendations they would like to share with the school's leader and its board. Current challenges noted were chronic absenteeism and the funding to maintain school programs. In the area of chronic absenteeism, a participant shared that the school seems to be actively addressing the issue, sending "A lot of messages go out on Dojo to emphasize chronic absenteeism," adding, "They call, they send flyers to remind parents." In terms of funding, the group acknowledged the challenges of securing sufficient funds to maintain the school and its programs. The issue of funding was related to the group's recommendation, which emphasized the importance of ensuring ongoing funding to support after-school activities and enhance parent involvement. Additionally, suggestions included maintaining the library, art, and music programs, with parent organizations focusing on fundraising efforts. Lastly, a few members shared their appreciation for maintaining security measures and emphasized that having a security guard last school year helped the kids feel safer on campus.

¹⁴ 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.

¹⁵ Infinite Campus is a web-based program that provides families with the ability to view academic information for their children.

Focus Group Summary: Faculty and Staff

The staff focus group included 18 participants, with the secondary personnel joining the session virtually. When asked about the most significant strengths/assets of Innovations International Charter School, several respondents noted that the staff's sense of empowerment by their school leaders served as a key factor. One staff member stated, "Leadership has been at school for the last twenty years, they empower the staff to do what they do". Several acknowledged the efforts of their colleagues in helping students and families. Others also highlighted the willingness of the staff to work together to support student success. A member noted, "The staff all want students to succeed behaviorally and academically," another added, "We put in extra time after school and in the morning," in terms of planning or working with students. Another conveyed that "Parent connection is stronger because they see students over several grade levels," supporting the school's value in promoting a family-like atmosphere. Furthermore, the group underscored the value of the family-like, positive school environment as a primary strength of Innovations International Charter School.

Conversations included a discussion regarding the school's professional learning communities' systems and structures, and how these collaborative planning sessions helped them deliver quality instruction. Several explained their process for examining data and the details of unpacking or understanding it to plan lessons that address the needs of their students. One member shared his team's approach to cross-teaching concepts across grade levels and subjects, supporting students in building background knowledge. A faculty member discussed the importance of using PLCs to help students prepare for the state summative assessments. One participant summarized these meetings as reflecting a team approach, stating, "The entire teaching community comes together to stay informed and be able to help," referring to high levels of collaboration.

The group was also asked to share recent success stories. The discussion centered around the successes of students who return to the school as employees. One shared, "I am a former student, and now I am a teacher at the school." Several in the group commented that this occurs regularly. One added, "Many former students work at the school. Sometimes they come just for games, because of the strong culture and community". A participant conveyed that several students come to the school to help former teachers, giving the group a sense of pride and inspiration for the impact of their work and positive relationships with their current and former students. Another success noted was the use of digital vision boards.

A portion of the session asked the group to share their insights into some challenges that they were facing. One mentioned the need for more books for the special education students. Another commented about the difficulty of supporting students' social and emotional needs, and another expressed the challenges of having two campuses when collaborating with colleagues. Chronic absenteeism was discussed and mentioned as a barrier to student success. A staff member outlined the school's action steps to address the issue, which include hiring additional staff to follow up with students and families who miss school, with a focus on making immediate phone calls, adding, "We keep track of our three, five, and six-day letters to families". A staff member explained that these steps are part of their strategy to improve student attendance and thereby enhance their learning outcomes.

Focus Group Summary: School Leadership

Four school leaders participated in the leadership focus group. They underscored the school's dedication to supporting not only academic but also social-emotional growth, a cornerstone of Innovations International Charter School. This commitment creates a safe learning environment where students feel valued, secure, and motivated to learn. The leaders emphasized that the people at Innovations International Charter School are the school's strength, with teachers helping each other, support staff assisting in welcoming new staff, families, and students, and all staff working together to help people feel safe, connected, and supported.

The session highlighted the school's improved academic achievement and star rating on the 2024-25 NSPF. While one leader expressed mixed emotions, celebrating the school's achievement and acknowledging some disappointment in missing a three-star rating by a few points for the elementary school, the group held optimism with their action steps to address student learning gaps. The school's proactive approach to challenges, particularly their continued focus on increasing students' median and adequate growth percentiles, was a key highlight. This approach demonstrates the school's commitment to improvement. Furthermore, a leader underscored the importance of early literacy and the use of student performance data to create skill level groups to address individual learning gaps of students below grade level.

The leaders discussed the challenge of transitioning approximately fifteen new staff members and the difficulties of losing numerous staff members to the local school district, primarily due to salary differences. The team provided details to support newer or novice teachers, including ongoing weekly professional development in areas such as classroom management, instructional design, and lesson delivery. A topic of discussion included the school's systems for supporting students' social and emotional needs. One leader stated, "We look at all things that affect student behavior". The group also shared the school's focus on ensuring staff are trained in best practices in areas such as trauma-informed practices and adverse childhood experiences, or ACEs,¹⁶ and investing in the Leader in Me¹⁷ program, which is now in year two of implementation. The school's commitment to understanding students and families in terms of where they are in their personal life circumstances helps to ensure an authentic knowledge of their situation, enabling the school to provide the best possible support.

A challenge noted by the leadership team is the difficulty in finding sufficient funding to maintain the school's programs. They conveyed their commitment to remain proactive in working with their board in seeking funding sources. Another challenge mentioned was operating two separate campuses. Lastly, chronic absenteeism was discussed, and the group shared that they have decreased the rates by ten percent at the elementary level and eight percent at the secondary level. The school has invested in two additional positions to assist in contacting and following up with students and parents on the importance of daily attendance.

¹⁶ Adverse childhood experiences (also known as ACEs) are stressful or traumatic events, such as neglect and/or violence. ACEs are strongly related to brain development and a wide range of health problems throughout a person's lifetime.

¹⁷ A PK–12 evidence-based model focused on Leadership, culture, and academics that equips students, educators, and families with the Leadership and life skills needed to thrive.

Focus Group Summary: Students

Students who participated in the focus group session shared that they are currently learning about drones, programming and coding, aviation, and the sun and earth in their science classes. Their teachers provide feedback on specific details regarding their assignments, as well as their work ethic and attitude. Two aspects of school that the students enjoy are their teachers and staff encouraging them to work through their assignments and building positive relationships with them. A few participants commented on their experiences with their teacher and staff members, who took the time to develop trusting relationships with them. One stated, "The teachers are involved, and they actually care; the teachers talk to students on a personal level". Many of the group members echoed the same sentiment, citing the feeling of acceptance and inclusion in the school environment, which the teachers, staff, and school leaders nurtured.

The group was asked to share barriers that interfere with or hinder their learning. One student shared that when other students talk too loudly or play when they need to be working, it can negatively impact the student's concentration and work performance. Another member of the group discussed the harmful impact of students talking down to their classmates as hampering the school environment. Several members of the group discussed that phones can be a distraction on campus and can cause unnecessary attention. The group did emphasize that recent changes to the phone policy have helped.

A portion of the discussion delved into suggestions for the school leaders to consider. One student stated, "The bigger kids need a playground," which, in the student's opinion, would give intermediate elementary students more to do during recess. Another shared aspiration is to have students refrain from using "bad words," and a desire to have less fighting on campus. Several participants highlighted the need for more activities for the secondary students. Others commented, "The school day is a bit too long." One added that "Eight classes take their toll on students," and another chimed in, stating that "Kids need more free time".

High school students shared their post-high school plans, which included plans to enroll at the University of Nevada, Las Vegas (UNLV), to study engineering and to become a pilot. Additionally, another student shared her aspirations to attend a four-year college to study ultrasound technology. Several members of the group highlighted the school's aviation program and its significant impact on their education.

A total of fourteen students participated in the focus group, with eight other family members also attending the school. All students reported having a trusted adult to whom they can turn for help or guidance. Several students elaborated that staff or teachers who have assisted them in the past continue to remain connected in their lives.

Classroom Environment and Instruction

Observation Rubric

A total of 17 elementary, 6 middle, and 10 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	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: 5	TOTAL: 20	TOTAL: 8	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: 4	TOTAL: 20	TOTAL: 9	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction

Observation Rubric

A total of 17 elementary, 6 middle, and 10 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Communicating with Students	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: 3	TOTAL: 23	TOTAL: 6	TOTAL: 0	TOTAL: 1
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: 2	TOTAL: 16	TOTAL: 10	TOTAL: 0	TOTAL: 5

Classroom Environment and Instruction

Observation Rubric

A total of 17 elementary, 6 middle, and 10 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Engaging Students in Learning	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: 5	TOTAL: 19	TOTAL: 8	TOTAL: 1	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: 2	TOTAL: 22	TOTAL: 8	TOTAL: 0	TOTAL: 1

Classroom Observations and Additional Comments

The teacher began the new lesson by introducing the topic of understanding motion. The teacher asked a student to define motion and then provided the correct definition. Students were instructed to write the learning objectives in their notebooks. To help students make connections, the teacher introduced an example involving Newton. The teacher then guided students through a fill-in-the-blank activity using academic vocabulary to support their understanding of gravity.

To help students understand how the geologic timescale is organized, the teacher asked, “What things in society are arranged in groups?” Students collaborated in small groups using one Chromebook per group to begin preparing a small presentation on the topic. The teacher clearly outlined specific roles for group members, such as researcher and presenter. Students were highly engaged, contributing meaningful and relevant information during their discussions. One student was observed checking in with peers, asking, “Do you understand what we are doing?” and offering encouragement to his teammates. After completing their group work, students presented their findings to the class. The teacher facilitated the presentations with respect, demonstrating a strong rapport and positive connection with the students.

In one high school math class, there were thirteen students, one teacher, and two other adults. Students receive one-on-one support while solving math equations. One adult spoke Spanish to explain to a student. As students got "stuck," there was an adult asking them questions and guiding them through the problem. Students were highly engaged, and rigorous thinking was taking place in this classroom.

In a primary elementary classroom, the teacher delivered English Language Arts instruction to approximately 17 students, assisted by a paraprofessional. The teacher presented a book focused on the letter N, which contained words such as "noodles" and "napkin" along with accompanying illustrations. The teacher needed to provide frequent redirection to the class to ensure they stayed on track with the lesson. The students engaged in short periods of instruction but required prompts and redirection during the activity's duration.

In this high school math class, several students were engaged at the main whiteboard, collaboratively solving problems to find the slope of various coordinate pairs. The atmosphere was relaxed, with students comfortably discussing the lesson and supporting one another's understanding. With two teachers present for a class of 14 students, both educators were actively involved by circulating the room, engaging with students about the content, and demonstrating strong relationship-building skills. The lead teacher encouraged students to think by polling the class and prompting them to input questions into their calculators to test and verify their predictions, fostering a student-centered and inquiry-based learning environment.

The teacher began class with a warm greeting, offering fist bumps to students before quickly transitioning into instruction. Students were given 10 minutes to complete a grammar warm-up, which they began promptly and approached with focus and effort. The day's learning objectives were clearly displayed on the board. During the main high school English lesson, the teacher engaged students in close reading by posing thought-provoking questions as they read a text together. For example, the teacher asked, “Why do you think people want to take a selfie in front of disasters or accidents?” When students responded that it was to remember the event, the teacher encouraged deeper analysis by asking,

“Do we really want a memory of that? Why else would we take the picture?” This prompted further reflection and meaningful discussion among the students.

Students were participating in a video activity that involved dancing and counting by twos, fives, and tens. The teacher occasionally used Spanish to communicate with students, thereby supporting their understanding. At times, students became off task, and the classroom grew noisy, prompting the teacher to redirect their behavior by reminding them of the expectations and appropriate activities during the lesson. The teacher paused the lesson and asked students to tell them why they came to school. The teacher reviewed the seven habits for Leader in Me with all students to refocus them.

Primary elementary students engaged in a close reading activity emphasizing plot elements. The teacher presented the text on the screen as the students followed along, referring to the text presented on the screen and their workbooks. The teacher asked questions to reinforce the plot elements, and students answered individually and as a class. The teacher then transitioned to referencing their weekly spelling words. The conversations between the teacher and students, as well as among students, were uniformly respectful, and the teacher frequently elicited evidence of student understanding.

Students were independently engaged in reading science articles and taking structured notes. For each article, they recorded the title, listed four key facts they learned, and drew a related illustration. Each student worked on a different article and switched to a new one upon completion. One student communicated with a teacher in Spanish to request support, although he completed his summary in English. All students demonstrated strong focus and effort throughout the task. However, the activity did not include opportunities for student-to-student discourse or collaboration.

In one high school science class, a small group of students (15) and one teacher collaborated on decisions about the assignment. The teacher gave students several choices, including what the end project would look like, how long they would work on the assignment, and who they would present the assignment to, after completion. The students were highly engaged in this part of the process and offered several thoughts and ideas. For example, one student suggested they share the product, which was to be a three-dimensional representation of human body organs, with the lower-grade health class.

In a high school aviation class, students listened to the teacher who lectured about the topic. The lecture was interesting, and the teacher involved students by asking them questions and using their first names. The teacher used real-life scenarios within the lecture and appeared to be relating well to individual students' lives. Students took notes as they listened.

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.

The school is in its first year with the SPCSA. Therefore, there are no previous recommendations.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
N/A	N/A	N/A

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.

Part 2

Innovations International Charter School Risk Based Monitoring Report

Executive Summary

Per NRS 388A.150, the SPCSA is responsible for providing oversight of the charter schools it sponsors. This includes conducting site evaluations during the first, third, and fifth years of the charter contract and, as needed, to follow up on strong recommendations or identified deficiencies. The SPCSA is committed to ensuring a smooth, meaningful, and timely process using a well-designed, intentional, research-based protocol.

Additionally, as a pass-through entity of federal funds, the SPCSA is required to conduct risk assessments of subrecipients in accordance with 2 C.F.R. §200.332(b). These assessments evaluate compliance with program and fiscal requirements but do not measure the quality or determine future eligibility.

Risk Based Monitoring: (1) Visit Details

Location	Innovations International Charter School of Nevada 950 East Sahara Avenue, Las Vegas, NV 89104
Financial Period or Fiscal Years/ School Years Covered	07/01/2024 – 06/30/2025
Date(s) and time(s) of Monitoring	Thursday, September 18, 2025 8:15AM – 12:15PM
Objectives	• Review the capacity, performance, and compliance of a subrecipient charter school • Address high-risk and specific issues that need immediate attention • Determine fidelity of program delivery • Ensure that any subaward of federal funds is used for authorized purposes; in compliance with federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved
Date of Report	October 6, 2025

Risk Based Monitoring: (2) School Overview

- Total Number of Students: 263
- Grade Levels: 6 - 12
- Grants with Active Subawards:
 - FY26 Special Education (IDEA, Part B)
 - FY26 Title I, Part A
- Grants with Allocations (subaward pending):
 - FY26 Title II Federal Funds
 - FY26 Title II Set Aside Funds (State Funding)
- Total Federal Funds Expended in Previous FY (FY25): Not applicable – not a part of the SPCSA portfolio
- Single Audit Required: N/A
- Current Risk Level: High
- Prior Risk Level: Not applicable – not a part of the SPCSA portfolio

Risk Based Monitoring: (3) Scope of Review/Methodology

The following activities were completed during this monitoring visit:

- Scope of fiscal review:
 - Fiscal Administrative requirements, including:
 - Compliant system of internal controls
 - Compliant system to determine allowability of costs
 - Compliant financial management and accounting system
 - Compliant procurement system
 - Compliant plan for audit resolution
 - Compliant system for inventory management
 - Compliant system for records retention
 - Appropriate use of funds (Monitored in conjunction with review of program implementation)
- Scope of program review:
 - Special Education
 - IEP development, meeting and record maintenance process aligned to federal and state requirements
 - IEP(s) are fully implemented
 - Progress monitoring is regularly conducted in accordance with IEP, federal/state requirements and best practices
 - Ongoing parent communication, participation, and engagement
 - Special Education IEP/file review
 - Title IA
 - Program development included needs assessment, community outreach (parents, teachers, school staff, students) and alignment to School Performance Plan: Road Map to Success (“SPP”)
 - Program implementation aligns to federal requirements and program plan
 - School has worked to ensure effective involvement of parents and the community to improve student academic achievement
 - School regularly collects data and monitors progress towards goals and intended outcomes
 - For CSI, TSI, TSI/ATSI schools, evidence that the school is making progress towards exiting the designation
 - Additional Areas
 - McKinney-Vento
 - Foster Care

Risk Based Monitoring: (4) Summary of Visit

The following tables identify areas of strength, recommendations, and issues identified during this monitoring visit. Issues identified are based on the school's preparation of supporting documentation and presentation of information. These findings are not exhaustive, and additional concerns may exist that were not observed during the review. It is the responsibility of the school to engage in ongoing internal oversight of grants and grant management processes to ensure compliance with all federal and local statutes, regulations, and policy requirements.

- Areas for improvement have been identified. A School Support Plan is required.

Risk Based Monitoring: (4.1) Area of Strength

Monitoring Area: Fiscal

- The principal, along with her staff, is committed to maximizing the use of available funds to enhance academic outcomes for all students. During the monitoring visit, SPCSA staff observed several creative and engaging classroom programs that were supported by grants the school sought out independently and state and/or federal funding. The school team are actively collaborating and implement effective, compliant business processes at both the campus and charter levels for grant management. SPCSA staff successfully conducted a random perpetual inventory check on site. The staff at the school are very friendly and welcoming, providing an engaging and transparent environment and promptly answering any questions posed by the SPCSA team. The SPCSA would like to thank the Innovations International Charter School of Nevada staff for their hospitality during the monitoring visit.

Monitoring Area: Special Education- Program

- The school leader at Innovations International Charter School was highly accommodating and provided valuable information about the school's history, its extracurricular activities that the school offers to its students in addition to academic learning, and the leader's willingness to accept feedback and support. She identified staff who support both teachers and students, which demonstrated the leadership team's intent to ensure that instruction and academic progress continue to improve.
- During the special education monitoring block, the required documents were easily accessible, and the special education instructional facilitator/teacher was prepared to provide additional information regarding the school's program implementation. A randomly selected student file was reviewed, and overall, document filing was found to be compliant. The Special Education Instructional Facilitator (SEIF) was attentive and receptive to feedback during debrief, demonstrating a commitment to improving their school's special education program.

Monitoring Area: Title IA - Program

- Innovations International Charter School of Nevada (IICSN) is new to the SPCSA portfolio and is actively working to complete Epicenter tasks. The school is utilizing Title IA funding to enhance student access for technology and to support the hiring of an interventionist to provide tiered academic and behavioral supports to students and staff.

Monitoring Area: Title II – Program

- The school does not receive Title II funding; not applicable.

Monitoring Area: Title III – Program

- The school does not receive Title IV funding; not applicable.

Monitoring Area: Title IV – Program

- The school does not receive Title IV funding; not applicable.

Monitoring Area: Additional Areas: McKinney Vento and Foster Care

- IICSN is in the process of completing its McKinney-Vento (MKV) and Foster Care (FC) Epicenter tasks. The school provides several supports to MKV and FC students, including uniforms, bus passes, and other essential resources.

Risk Based Monitoring: (4.2) Area of Improvements/Recommendations

Monitoring Area: Fiscal

General Recommendations:

- Regularly monitor Federal and State grant subaward spend down in the SPCSA's Grants Management System (GMS) to ensure that grant funds are used as intended and in accordance with the approved grant subaward. Grant spend-down tracking helps ensure accurate financial reporting and planning and helps prevent the need to return funds at the end of the period of performance.
- Please update the Audit Resolution Policy to reflect the revised threshold of \$1 million dollars.
- Please be aware of the 2 additional policies that will be required in FY26
 - Fringe Benefit Policy
 - Health and Welfare Policy

Monitoring Area: Special Education- Program

The SPCSA outlines the following requirements and best practices to strengthen the school's written policies, procedures, and program implementation:

- Ensure that the Records Access List is displayed and posted near the location where confidential special education folders are stored and that it is kept up-to-date with appropriate staff names authorized to access the files.
- Ensure that all confidential folders contain a file access log.
- Refrain from using statements such as "No effect statement needed" or any of its variations in the third column of the PLAAFPs. Always provide a statement demonstrating whether the student needs or does not need any support and/or services in a particular area to show progress.
- The SPCSA recommends consistent practice in discussing with parents or guardians whether an interpreter is needed for special education meetings when their child is identified as LEP, even if English is listed as the student's primary language. Indicate whether the parent accepted or declined the interpreter by logging the information in the student's confidential folder status log.
- For EL students receiving special education services, ensure to include the most recent WIDA ACCESS or screener scores is provided in the PLAAFPs. Additionally, Special Factors #3 must be marked as "Yes." Supplementary Aids and Services must contain accommodations/supports addressing the student's language development needs based on the most recent EL assessment scores.
- Include information on which areas the student will provide SDI and/or Related Services in the Intent to Implement form.
- Provide the first PWN to the parent within a reasonable time (ten days) prior to the meeting.
- Develop IEP goals that contain both a rate/level of proficiency/mastery and a frequency of level of attainment to ensure more measurable achievement/progress towards goals and to allow for replication of the proficiency/mastery. *Example: 80% accuracy in 4/5 trials*

- Review the SPCSA Memo from 9/9/2024 regarding compliant service logs and ensure that the school uses service logs that contain all the required areas for documentation. Staff must regularly complete service logs and place copies in the student's confidential folder or uploaded to Infinite Campus.
- Discuss appropriate transition services at the next annual IEP review for students 14+ years old. Review required information for PWN, PLAAFP, and the transition area of the student's IEP.
- Strengthen staff capacity through ongoing training and oversight on special education policies, procedures, and practices, while ensuring participation in SPCSA training opportunities.
- Ensure all staff have ready access to the school's Special Education Policies and Procedures Manual to reference IDEA/IEP requirements and maintain compliance.
- Regularly monitor and track due dates for evaluations, IEP meetings, and required special education reports to ensure all timelines are met in accordance with IDEA, NAC, and SPCSA requirements.
- A list of additional resources and links is provided in a separate document to support the school's special education program.

Monitoring Area: Title IA

It is recommended that IICSN continue to meet compliance deadlines in a timely and consistent manner.

Monitoring Area: Title II – Program

It is recommended that IICSN continue to meet compliance deadlines in a timely and consistent manner.

Monitoring Area: Title III – Program

It is recommended that IICSN continue to meet compliance deadlines in a timely and consistent manner.

Monitoring Area: Title IV – Program

It is recommended that IICSN continue to meet compliance deadlines in a timely and consistent manner.

Monitoring Area: Additional Areas: McKinney Vento and Foster Care

It is recommended that IICSN continue to meet compliance deadlines in a timely and consistent manner.

Risk Based Monitoring: (4.3) New School Support Plan

Any issues identified below require an improvement plan. The table below describes the conditions found during this monitoring visit.

Monitoring Area: Fiscal Internal Controls

- **Issues Identified:**

- **Conditions Found Not in Compliance:**

- The IEP Present Levels of Academic and Functional Performance (PLAAFP) does not reflect the most recent evaluation or re-evaluation results.

- **Cause of Deficiency:**

- The cause of deficiency is unknown.

- **Effect of Deficiency:**

- Without considering the most recent evaluation data, the PLAAFP may not accurately reflect the student's present levels, goals may be misaligned with the student's actual needs, and the services and supports may be inappropriate or insufficient.

- **Criteria Used**

- [34 CFR 300.324](#)

- **Improvement Plan:**

In upcoming IEPs, ensure that the PLAAFP includes a clear and concise summary of the most recent MDT evaluation results. This summary should directly connect the evaluation data to the student's current educational needs and include an Effects Statement that describes how the disability impacts the student's learning and participation in the general education curriculum. Doing so will help strengthen the alignment between evaluation data, goals, and services, ensuring the IEP continues to provide appropriate supports for student success.

The school should submit evidence of correction to the SPCSA:

1. **Specific to this File:** In the student's next IEP, please include a summary of the most recent Multi-Disciplinary Team MDT evaluation results within the PLAAFP. Be sure this summary connects the evaluation findings to the student's current needs by including an Effects Statement that explains how the student's disability continues to impact access to and progress in the general education curriculum, and why special education services and supports remain necessary. Submit this finalized IEP, with appropriate signatures of meeting participants, to the SPCSA.
2. Submit an acknowledgement form signed by all applicable staff (including contracted service providers, if applicable), confirming that they have received and reviewed training on this requirement.

Monitoring Area: Program: Special Education

- **Issues Identified:**

- **Conditions Found Not in Compliance:**
No clear Effects statements (third column of PLAAFPs) for areas that were not identified as deficient. Instead of documenting how or if the student’s disability affects involvement and progress, staff defaulted to a blanket phrase (“No Effects Statement Needed”).
- **Cause of Deficiency:**
The cause of the deficiency may be due to expectations or practices set by the school’s former district.
- **Effect of Deficiency:**
Including a clear Effects Statement in the PLAAFP is important as federal requirements specify that it should describe how the child’s disability impacts their involvement and progress in the general education curriculum. A well-written Effects Statement also provides the foundation for determining appropriate goals, supports, accommodations, and specialized instruction.
- **Criteria Used**
 - [NAC 388.284](#)
 - [34 CFR 300.320](#)
- **Improvement Plan:**
To strengthen the quality and compliance of IEP development, schools must ensure that all PLAAFP sections include individualized Effects/Impact Statements. These statements should clearly describe how the student’s disability does (or does not) affect access to, progress in, and involvement with the general education curriculum and setting. Please avoid the use of generic phrases such as “No effects needed,” “x,” “none needed,” “see above,” or “see previous IEP.”
If a particular area is not impacted by the student’s disability, the PLAAFP should include a clear statement indicating that the student is able to access the general education curriculum without the need for supplemental services or supports.
The school should submit evidence of correction to the SPCSA:
 1. **Specific to this File:** Submit the student’s next IEP, which must include corrected PLAAFP Effects Statements that meet the expectations outlined above. Submit the finalized IEP, with appropriate signatures of meeting participants, to the SPCSA.
 2. Submit an acknowledgement form, signed by all applicable staff (including contracted service providers, if applicable), confirming that they have received and reviewed training on this requirement.

Monitoring Area: Program: Special Education

- **Issues Identified:**
 - **Conditions Found Not in Compliance:**
No clear Effects statements (third column of PLAAFPs) for areas that were not identified as deficient. Instead of documenting how or if the student’s disability affects involvement and progress, staff defaulted to a blanket phrase (“No Effects Statement Needed”).
 - **Cause of Deficiency:**
The cause of the deficiency may be due to expectations or practices set by the school’s former district.

- **Effect of Deficiency:**

Including a clear Effects Statement in the PLAAFP is important as federal requirements specify that it should describe how the child's disability impacts their involvement and progress in the general education curriculum. A well-written Effects Statement also provides the foundation for determining appropriate goals, supports, accommodations, and specialized instruction.

- **Criteria Used**

- [NAC 388.284](#)
- [34 CFR 300.320](#)

- **Improvement Plan:**

To strengthen the quality and compliance of IEP development, schools must ensure that all PLAAFP sections include individualized Effects/Impact Statements. These statements should clearly describe how the student's disability does (or does not) affect access to, progress in, and involvement with the general education curriculum and setting. Please avoid the use of generic phrases such as "No effects needed," "x," "none needed," "see above," or "see previous IEP."

If a particular area is not impacted by the student's disability, the PLAAFP should include a clear statement indicating that the student is able to access the general education curriculum without the need for supplemental services or supports.

The school should submit evidence of correction to the SPCSA:

1. **Specific to this File:** Submit the student's next IEP, which must include corrected PLAAFP Effects Statements that meet the expectations outlined above. Submit the finalized IEP, with appropriate signatures of meeting participants, to the SPCSA.
2. Submit an acknowledgement form, signed by all applicable staff (including contracted service providers, if applicable), confirming that they have received and reviewed training on this requirement.

Monitoring Area: Program: Special Education

- **Issues Identified:**

- **Conditions Found Not in Compliance:**

The reviewed IEP indicated combined locations of services for Specially Designed Instruction (SDI): *General Education Classroom/Special Ed. Class.*

- **Cause of Deficiency:**

The cause of the deficiency is unknown.

- **Effect of Deficiency:** Not specifying the location of service for Specially Designed Instruction in an IEP can lead to confusion and inconsistency in service delivery. Educators and support staff may not have clear guidance on where the instruction should occur.

- Criteria Used**

- [NAC 388.284](#)
 - [34 CFR 300.320\(a\)\(7\)](#)

Improvement Plan:

- Without clear distinctions in the IEP, the school may be unable to provide precise records of when and where services occurred, which affects both compliance and the school's ability to demonstrate that the student's needs are being met. Correcting this practice ensures clarity for staff, accuracy in reporting, and reliable documentation that protects the school and supports the student's educational progress.
- To strengthen IEP development practices and ensure consistency across staff, the school is asked to provide the following:
 1. **Specific to this File:** The school should submit evidence of correction to the SPCSA by providing the student's next IEP, with appropriate signatures of meeting participants, which must include corrected **Specially Designed Instruction (SDI) locations of service** (listed on separate lines).
 2. Submit an acknowledgement form, signed by all applicable staff (including contracted service providers, if applicable), confirming that they have received and reviewed training on this requirement.

Monitoring Area: Program: Special Education

- **Issues Identified:**

- Conditions Found Not in Compliance:**

- The reviewed IEP indicated combined locations of services for Supplementary Aids and Services (SAAS): *General Education Class/Special Education Class when appropriate.*

- **Cause of Deficiency:**

- The cause of the deficiency is unknown.

- **Effect of Deficiency:** When the IEP combines locations for Supplementary Aids and Services (SAAS) into a single entry, rather than listing each setting separately, staff do not have clear guidance on where the supports are to be provided. This lack of specificity can lead to confusion, inconsistent implementation, and inaccurate service records. It also limits the school's ability to demonstrate to parents, staff, and monitors whether the SAAS were delivered in both the general education and special education settings as intended. Ultimately, this can impact the student's access to supports across settings and create gaps in accountability.

- **Criteria Used**

- [NAC 388.284](#)
 - [34 CFR 300.320\(a\)\(7\)](#)

- **Improvement Plan:**

- 1. Without clear distinctions in the IEP, the school may be unable to provide precise records of when and where services occurred, which affects both compliance and the school's ability to demonstrate that the student's needs are being met. Correcting this practice ensures clarity for staff, accuracy in reporting, and reliable documentation that protects the school and supports the student's educational progress.
 2. To strengthen IEP development practices and ensure consistency across staff, the school is asked to provide the following:
 3. **Specific to this File:** The school must submit evidence of correction to the SPCSA by providing the student's next IEP, which must include corrected **Supplementary Aids and**

- Services (SAAS)** locations of service (list each location on a separate line). Submit the finalized IEP, with appropriate signatures from meeting participants, to the SPCSA.
4. Submit an acknowledgment form, signed by all applicable staff (including contracted service providers, if applicable), confirming that they have received and reviewed training on this requirement.

Monitoring Area: Program: Special Education

- **Issues Identified:**

- **Conditions Found Not in Compliance:**

- The Extended School Year (ESY) requirement was marked as “Yes,” but no alignment was found in the PLAAFPs, no goals were selected for ESY, and no ESY Specially Designed Instruction (SDI) was provided.

- **Cause of Deficiency:**

- The cause of the deficiency is unknown.

- **Effect of Deficiency:**

- When Extended School Year (ESY) is marked as “Yes” on the IEP, but there is no alignment in the PLAAFPs, no goals identified for ESY, and no Specially Designed Instruction (SDI) specified, the IEP fails to provide clear guidance on what services are to be delivered. This creates a risk that the student will not receive the ESY supports the team determined were necessary, which can result in regression of skills during school breaks and limit the student’s ability to maintain progress toward IEP goals. It also prevents the school from accurately documenting and demonstrating that ESY services are being implemented as required under IDEA, placing the school out of compliance and reducing accountability in programming.

- **Criteria Used**

- [NAC 388.284](#)
 - [34 CFR 300.106](#)
 - [34 CFR 300.320\(a\)\(7\)](#)
 -

- **Improvement Plan:**

- Clearly documenting Extended School Year (ESY) services in the IEP is essential to ensure that students receive the supports determined necessary to maintain progress and prevent regression. When ESY is marked as required but is not aligned with PLAAFP data, goals, and specially designed instruction, staff lack the direction needed to provide consistent services and maintain accurate records. Strengthening this practice ensures that IEPs reflect the team’s decisions, support compliance with IDEA and NAC requirements, and—most importantly—promote continuity of learning for students.

- To strengthen IEP development practices and ensure consistency across staff, the school is asked to provide the following:

- Specific to this file:**

1. The school must submit evidence of correction to the SPCSA by providing the student’s next IEP, which must include corrected alignment of ESY components:
 - ESY PLAAFP information/data
 - Identified ESY goal(s) aligned with the ESY PLAAFP

- ESY SDI aligned with ESY goals
- ESY requirement marked as “Yes”

Submit the finalized IEP, with appropriate signatures from meeting participants, to the SPCSA.

Note: If the IEP team determines at the next meeting that the student no longer requires ESY, then the ESY box must be checked as “No,” and no other ESY components are required.

2. Submit an acknowledgment form, signed by all applicable staff (including contracted service providers, if applicable), confirming that they have received and reviewed training on this requirement.

Monitoring Area: Program: Special Education

- **Issues Identified:**

Conditions Found Not in Compliance:

The placement page must accurately reflect the student’s percentage of time in the regular education environment **after** the SDI locations have been separated.

- **Cause of Deficiency:**

The cause of the deficiency is unknown.

- **Effect of Deficiency:**

If the placement page is not updated to reflect the adjusted SDI minutes by location, the percentage of time the student spends in the regular education setting may be miscalculated or inaccurately recorded. This creates a risk of noncompliance with IDEA and NAC requirements for documenting placement and Least Restrictive Environment (LRE). It also reduces transparency for parents and can lead to misunderstandings about how much of the student’s education occurs in general versus special education settings, which may result in inconsistent implementation and inaccurate service records.

Criteria Used

- [NAC 388.245](#)
- [34 CFR 300.114](#)
- [34 CFR 300.116](#)

Improvement Plan:

Accurately recording the percentage of time a student spends in the regular education setting is critical to ensuring that the IEP reflects the student’s true level of inclusion and access to general education. When Specially Designed Instruction (SDI) is clarified by separating locations, the placement page must also be updated so that service minutes in general and special education settings are accurately reflected. This adjustment ensures transparency for parents, provides staff with clear guidance on service delivery, and supports compliance with IDEA and NAC requirements related to placement decisions and the Least Restrictive Environment (LRE).

To strengthen IEP development practices and ensure consistency across staff, the school is asked to provide the following:

1. **Specific to this File:** The school must submit evidence of correction to the SPCSA by providing the student’s next IEP, which must include the adjusted placement

page reflecting the percentage of time in the regular education environment. Submit the finalized IEP, with appropriate signatures from meeting participants, to the SPCSA.

2. Submit an acknowledgment form, signed by all applicable staff (including contracted service providers, if applicable), confirming that they have received and reviewed training on this requirement.

Part 3

Innovations International Charter School School Response



Re: On-Site Risk Based Monitoring Preliminary Report/Potential Inaccuracies

1. Section 1: Visit Details

2. Section 2: School Overview

Grade Levels: 6-12

New grade levels to be: K - 12

Sincerely,

Sh

Innovations International Charter School
September 18, 2025
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