



Nevada State Public Charter School Authority

Legacy Traditional Schools: Southwest Campus Site Evaluation and Risk Based Monitoring Report: October 27, 2025

State Public Charter School Authority

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Table of Contents

| | |
|--|-------|
| Links to Resources..... | 3 |
| Part 1 – Site Evaluation Report..... | 4-28 |
| Executive Summary | 5 |
| Site Evaluation Findings: Strengths..... | 6 |
| Site Evaluation Findings: Challenges | 9 |
| Site Evaluation Findings: Recommendations | 10 |
| Site Evaluation Findings: Strong Recommendations | 11 |
| Site Evaluation Findings: Deficiencies..... | 12 |
| Focus Group Participation Data..... | 13 |
| Focus Group Summary: Family Members, Parents, and Guardians..... | 16 |
| Focus Group Summary: Faculty and Staff..... | 17 |
| Focus Group Summary: School Leadership | 18 |
| Classroom Observations and Additional Comments | 24 |
| Measures of Progress from Previous Site Evaluation..... | 26 |
| Operational Compliance Checks..... | 28 |
| Appendix A | 47 |
| Part 2 – Risk Based Monitoring Report..... | 29-45 |
| Executive Summary..... | 30 |
| Risk Based Monitoring: (1) Visit Details..... | 31 |
| Risk Based Monitoring: (2) School Overview | 32 |
| Risk Based Monitoring: (3) Scope of Review/Methodology | 33 |
| Risk Based Monitoring: (4) Summary of Visit..... | 34 |
| (4.1) Area of Strength | 35 |
| (4.2) Area of Improvements/Recommendations..... | 36 |
| (4.3) Area of Noncompliance..... | 38 |
| Part 3 - School Response..... | 46-47 |
| Appendix A | 4747 |

Links to Resources:

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

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

Legacy Traditional Schools: Southwest Campus 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 a rubric based on the [Charlotte Danielson Framework for Teaching](#). All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

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

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

Site Evaluation Findings: Strengths

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

High star ratings in elementary and middle school

A key strength of Legacy Traditional School Southwest is the school's academic performance, reflected in the star ratings for both its elementary and middle schools. According to the 2024–25 Nevada School Performance Framework¹ (NSPF), the elementary school achieved a five-star rating with an index score of 93 out of 100 points, demonstrating consistently high levels of student achievement and growth across all indicators. The middle school also reached the five-star level, earning a perfect index score of 100 out of 100 points, representing the highest possible performance under the state's accountability system. Both the elementary and middle schools received 25 out of 25 points on the Academic Achievement Indicator², with a Pooled Proficiency³ of 60.3% in elementary and 64.9% in middle school, both of which are well above district averages. These results highlight the school's strong instructional systems, high expectations for student learning, and effective use of data to drive continuous improvement. Teachers and leaders at Legacy Traditional School Southwest demonstrate a shared commitment to academic excellence, supported by structured lesson planning, aligned curriculum implementation, and ongoing monitoring of student progress.

Low chronic absenteeism rates

Another key strength of Legacy Traditional School Southwest is its low chronic absenteeism⁴ rates. "Research shows that schools with low chronic absenteeism rates consistently outperform others academically, as regular attendance directly correlates with improved literacy, math achievement, and long-term graduation outcomes" (Balfanz & Byrnes, 2012). At Legacy Traditional School Southwest, the elementary chronic absenteeism rate is five percent, while the middle school rate is below five percent. Both are significantly lower than the SPCSA district averages of 16.4% and 13.7%, respectively. These rates represent a decline from the 2023–24 school year, when both levels were approximately seven percent. This continued reduction demonstrates the school's ongoing commitment to building a positive attendance culture through proactive communication with families, incentive programs that celebrate strong attendance, and targeted interventions to support students at risk of becoming chronically absent.

English language learner proficiency

In both elementary and middle school, Legacy Traditional School Southwest achieved ten out of ten points on the English Language Proficiency Indicator⁵ on the NSPF, demonstrating a high level of English language development among English language learner (ELL) students, which is another strength. The elementary school has 66.6% of its ELL students meeting their target growth, and the middle school has 54.1% of its ELL students meeting targets. This performance shows evidence of a

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 and classifies schools within a five-star performance rating system.

² The Academic Achievement Indicator is a measure of student performance based on a single administration of the state assessment.

³ Student pooled proficiency is determined by calculating the percentage of students in the school who met and exceeded standards on the state assessment.

⁴ Students are considered chronically absent when they miss 10% or more days in a school year.

⁵ English Language Proficiency is a measure of designated English Learners achieving English Language proficiency on the state English Language Proficiency assessment.

supportive learning environment with knowledgeable educators who propel student success in English language acquisition.

Closing Opportunity Gaps

Another strength of Legacy Traditional School Southwest is its commitment to meeting the needs of all learners and ensuring equitable academic outcomes. The school has demonstrated progress in closing opportunity gaps⁶ for students who previously did not meet proficiency standards in mathematics and English language arts. According to the 2024-25 NSPF, the elementary school earned 18 out of 20 points, while the middle school achieved a perfect 20 out of 20 points on this indicator, an exemplary accomplishment. These results underscore the school's leadership team's commitment to providing targeted instruction, individualized support, and a learning environment where every student, regardless of starting point, can make meaningful academic gains.

Learning targets are intentionally posted and reviewed during lessons

Throughout classroom observations conducted during the site evaluation, SPCSA staff observed that in most classrooms, lesson objectives and supporting learning targets aligned with the Nevada Academic Content Standards⁷ (NVACS) were clearly posted and easily visible to both teachers and students. In several classrooms, teachers intentionally referenced these targets at the start of instruction to establish the purpose of learning and revisited them throughout the lesson to check for understanding. As reflected on the classroom observation rubric on page 17 of this report, 14 of 19 classrooms were rated as highly proficient under the "Communicating with Students" indicator, further demonstrating this effective practice. This intentional focus supports student ownership of learning and helps ensure that instructional activities remain aligned to grade-level standards and desired learning outcomes.

Proactive executive leadership team

A key strength of the Legacy Traditional Schools network is the proactive and well-organized approach of its executive leadership team. The leadership team has implemented structured systems that promote continuous improvement across its three Nevada campuses. This team promotes a strong growth mindset and provides individualized support to each Nevada campus, fostering consistency, collaboration, and continuous improvement across the network. Some examples of the systems are:

- **Individualized campus support:** Each campus receives tailored assistance through dedicated EL⁸ specialists, deans, attendance supports for targeted schools, instructional coaching, and network-wide teacher collaborative sessions. The network has also prioritized hiring a Special Education Instructional Facilitator⁹ (SEIF) for all campuses and adjusting master schedules to meet each school's unique needs.
- **Differentiated professional development:** Professional learning is personalized for all staff, including principals, and includes book studies, targeted coaching, and calibration sessions among leaders to define and reinforce high-leverage instructional practices.

⁶ Closing the opportunity gap reflects the percentage of students who met their Adequate Growth Percentile (AGP) after not passing the state assessment in the prior year, highlighting the school's effectiveness in accelerating growth for students in grades four through eight.

⁷ Nevada Academic Content Standards (NVACS) are a set of grade-level standards intended to provide a focus for instruction each year. They are a framework for curriculum and instruction in the state of Nevada.

⁸ EL stands for English learner.

⁹ A Special Education Instructional Facilitator (SEIF) is a professional who supports special education initiatives within a school or group of schools.

- **Collaborative planning and instructional coherence:** The network has established a comprehensive instructional guide and a clearly defined Professional Learning Community¹⁰ (PLC) process, supported by a refined approach to unwrapping standards. These structures ensure instructional alignment with the NVACS, deepen teachers' content and curriculum understanding, and promote collaboration focused on improving student outcomes. Administrators closely monitor the fidelity of these processes, while teachers are trained as instructional leaders within their grade levels and content areas.
- **Proactive teacher recruitment:** The Legacy Traditional Schools network has developed strong partnerships with organizations such as Teach For America¹¹, Nevada State College, and Scoot Education¹² to attract and retain high-quality educators. These collaborations help ensure a pipeline of qualified candidates who align with the network's mission and instructional vision, supporting stability and excellence across all campuses.

¹⁰ A professional learning community (PLC) is a team of educators who share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential. PLCs can be organized by grade level, content area or an entire teaching staff.

¹¹ Teach For America is an American nonprofit organization whose stated mission is to "enlist, develop, and mobilize as many as possible of our nation's most promising future leaders to grow and strengthen the movement for educational excellence."

¹² Scoot Education is an online job portal for the education industry.

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.

Low science proficiency in elementary school

A challenge for Legacy Traditional School Southwest is improving science proficiency at the elementary level, where 22% of students demonstrated proficiency on the most recent state assessment, as compared to the SPCSA district average of 26.6%. Classroom observations and discussions with school leadership indicated limited opportunities for students to engage in hands-on science activities and write to expand on their learning experiences. Additionally, the school leaders reported a need for professional development to enhance teachers' understanding and improve the implementation of the Next Generation Science Standards¹³ (NGSS).

Recruitment and retention of experienced, highly qualified teachers

Another challenge for Legacy Traditional School Southwest is the recruitment and retention of experienced, highly qualified teachers. The school currently employs 12 new teachers, many of whom are in the early stages of their careers. While the network provides structured support systems, the high proportion of novice educators underscores the ongoing need for targeted mentoring, professional development, and retention strategies to build instructional capacity and sustain high-quality teaching across all classrooms. Additionally, fostering a strong staff culture and positive school climate will further support the retention of teachers.

Strengthening a consistent classroom culture school-wide

One ongoing challenge for Legacy Traditional School Southwest is the need to further refine and strengthen classroom culture across all grade levels. Classroom observations and feedback from the student focus group indicated variability in expectations, routines, and overall classroom management practices. While many classrooms demonstrated positive interactions and structured environments, others reflected inconsistent implementation of behavioral expectations. For example, on the classroom observation rubric on page 20 of this report, five out of 19 classrooms were rated as “approaching proficient” under the category “establishing a culture for learning”. Continued focus on school-wide consistency in classroom culture, including clear routines, proactive behavior supports, and student ownership of expectations, will help promote a more cohesive and productive learning environment for all students.

¹³ NGSS stands for Next Generation Science Standards, Nevada's basis for science instruction.

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 science proficiency in elementary school

One recommendation for Legacy Traditional School Southwest is to implement targeted professional development and curriculum alignment to strengthen inquiry-based instruction and deepen conceptual understanding in science. This recommendation is based on a downward trend in elementary science proficiency from 25.1% in the 2023–24 school year to 22.2% in 2024–25. Leadership can consider refining the pacing of informational text instruction within the Wonders¹⁴ curriculum and ensuring alignment with the NGSS to support improvement in this area.

Increase student engagement opportunities

Another recommendation is for Legacy Traditional School Southwest to increase opportunities for student engagement during instruction. While some students participated when called upon, there remains room for growth in promoting broader participation. According to the Classroom Observation Rubric under the section “Engaging Students in Learning,” most learning tasks should include multiple correct responses or approaches and encourage higher-order thinking. Students should also be invited to explain their reasoning as part of completing tasks. As noted on page 19 of this report, seven classrooms were rated as approaching proficient in this area, indicating a need for continued focus on engaging all students in meaningful learning experiences.

Allow students opportunities for metacognition, reflection, and closure on the lesson

It is recommended that teachers at Legacy Traditional School Southwest consistently provide students with opportunities for metacognition, reflection, and closure at the end of each lesson. Encouraging students to think about their learning, articulate the strategies that contributed to their success, and identify areas for improvement supports deeper understanding and greater ownership of learning outcomes. Incorporating structured reflection routines can also assist teachers in assessing comprehension and ensuring that key objectives are reinforced before moving on. Possible strategies include the use of exit tickets, partner discussions, or brief written reflections. Additionally, teachers are encouraged to revisit the Legacy network’s guiding questions: What am I learning? Why am I learning it? How will I know I have learned it? Both at the beginning and the end of lessons, to further strengthen student understanding of content.

Student teacher connectedness and Social Emotional Learning supports

A final recommendation for Legacy Traditional School Southwest is to continue to strengthen student teacher connectedness and enhance Social Emotional Learning¹⁵ (SEL) supports for students. Building a positive culture and climate that fosters meaningful relationships remains a key priority across all campuses, as reported by executive leadership. Ongoing efforts to cultivate trust, belonging, and emotional well-being will further support student engagement and overall school success.

¹⁴ Wonders is a comprehensive Kindergarten through fifth-grade literacy curriculum designed to enhance reading, writing, and critical thinking skills through evidence-based practices and a variety of engaging resources.

¹⁵ SEL stands for social and emotional learning, an integral part of human development in which students learn to develop healthy identities, manage emotions, and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Site Evaluation Findings: Strong Recommendations

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

There are no strong recommendations for Legacy Traditional School Southwest during this site visit.

Site Evaluation Findings: Deficiencies

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

There are no deficiencies for Legacy Traditional School Southwest during this site visit.

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 ¹⁶ | 2 |
| Family Members, Parents, and Guardians | Not applicable due to an abbreviated site visit. |
| Faculty and Staff | Not applicable due to an abbreviated site visit. |
| School Leadership | 9 |
| Students | 12 |

¹⁶ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two members of the Legacy Traditional Schools network board met in person at the Cadence campus on the day of that site evaluation. The board represents a diverse range of professional expertise, including law, finance, accounting, and education. Currently, seven members serve on the board, and all seats are filled. The board meets approximately six to eight times per year and maintains three active subcommittees: finance, legal, and curriculum.

Board members shared pride in the Legacy network's recent achievements, particularly the strong academic performance across multiple campuses. They noted that Legacy Traditional School Southwest Middle School earned a perfect index score of 100 and a five-star rating, while Legacy Traditional School North Valley demonstrated exceptional growth, improving from a one-star to a four-star rating in the elementary school, an accomplishment the board noted as unprecedented in the state of Nevada. One board member said, "Lessons learned from Legacy Traditional School North Valley's improvement process are now being applied to Legacy Traditional School Cadence. Efforts continue to move the school in a positive direction."

Board members also noted a high level of parent engagement across campuses, citing strong attendance at board meetings, even when discussions centered around practical matters like driveline logistics. The rotation of board meetings among the three campuses, as well as teacher participation, has further strengthened transparency and collaboration within the network.

The board discussed how increased student familiarity with technology has become a priority, recognizing that comfort with digital tools is essential for success on state assessments and in the workplace. "One major investment for Legacy Traditional Schools is our one-to-one technology initiative," shared a board member.

Board members expressed confidence in the current initiatives aligned with the executive leadership's three strategic pillars and priorities: academic achievement, professional practice, and culture and climate. They also shared appreciation for the executive leadership team's collaborative approach, highlighting their commitment to fully supporting board decisions, even when those decisions differ from their original viewpoints.

The board identified several ongoing challenges, including attendance and staffing. All campuses currently have waitlists, and while the board aims to expand access for families, it remains committed to maintaining a high-quality education across schools. Transportation continues to be an area of investment to support attendance and access. With new leadership transitions, some staff turnover has occurred, creating what board members described as "natural growing pains" as each campus refines its culture.

Board members are regularly present on campuses, with one member visiting the Southwest campus approximately every two weeks and actively participating in the PTO¹⁷. The board praised the Southwest campus for its high level of parent engagement, often recruiting 30 to 50 volunteers for school events such as Trunk or Treat and the Fun Run. They also noted a significant improvement in

¹⁷ PTO stands for Parent Teacher Organization, which is a school-based group made up of parents, teachers, and school staff who collaborate to support the school community.

parent communication through the adoption of the Parent Square¹⁸ platform and the introduction of “Data Universities,” where parents are guided through student performance data. Overall, the board expressed optimism about the direction of Legacy Traditional network of schools, emphasizing continued commitment to academic excellence, culture building, and strong family and community partnerships.

¹⁸ Parent Square is a communication tool for schools and parents. It offers two-way messaging, event reminders, attendance alerts and other benefits for communication.

Focus Group Summary: Family Members, Parents, and Guardians

Schools operating with a 4 or 5-star NSPF status and in good standing on all SPCSA issued frameworks within the third and fifth year of their charter undergo an abbreviated site evaluation. Or, in the case of Legacy Traditional School Southwest, the fourth year, as the charter contract is up for renewal this year.

1. Schools within this category will forego the focus group portion of the evaluation except for the student focus group. If the school has completed the Nevada Climate/Social Emotional Learning Survey and reviewed the NV-SCEL data, the data indicates acceptable levels of student satisfaction, this focus group will also be excluded from the process.

2. During the abbreviated site evaluation, the number of classroom observations will be about half as many as in a typical site evaluation (Nevada State Public Charter School Authority 2025-2026 Site Evaluation Handbook, p.14).

Legacy Traditional School Southwest fulfilled the criterion for an abbreviated site evaluation for the 2024-25 school year, so no staff focus group was held.

Focus Group Summary: Faculty and Staff

Schools operating with a 4 or 5-star NSPF status and in good standing on all SPCSA issued frameworks within the third and fifth year of their charter undergo an abbreviated site evaluation. Or, in the case of Legacy Traditional School Southwest, the fourth year, as the charter contract is up for renewal this year.

1. Schools within this category will forego the focus group portion of the evaluation except for the student focus group. If the school has completed the Nevada Climate/Social Emotional Learning Survey and reviewed the NV-SCEL data, the data indicates acceptable levels of student satisfaction, this focus group will also be excluded from the process.

2. During the abbreviated site evaluation, the number of classroom observations will be about half as many as in a typical site evaluation (Nevada State Public Charter School Authority 2025-2026 Site Evaluation Handbook, p.14).

Legacy Traditional School Southwest fulfilled the criterion for an abbreviated site evaluation for the 2024-25 school year, so no staff focus group was held.

Focus Group Summary: School Leadership

Nine school leaders met with the site evaluation team on the day of the visit and expressed pride in the school's five-star ratings for both the elementary and middle schools on the 2024–25 NSPF. Leaders attributed these achievements to several intentional practices, including differentiated professional development for staff, rigorous teacher observation and feedback cycles, and the use of video reflections that allow teachers to analyze and refine their own instruction.

Leaders also highlighted the role of structured lesson planning meetings, which are closely monitored by administrators to ensure high-quality instruction. As reported by school leadership, teachers are asked to plan for students who have already mastered the content and to identify strategies that extend learning and promote deeper understanding. Leaders emphasized that ongoing differentiation, targeted coaching, and a strong focus on building teacher capacity have been critical factors in sustaining the school's high academic performance.

Leaders at Legacy Traditional School Southwest discussed the school's strong focus on social-emotional learning and student safety, emphasizing the use of restorative practices to address behavior concerns. Rather than relying solely on consequences, it was reported that staff work to teach students interpersonal and problem-solving skills. For example, when a recently enrolled student experienced challenges with peers and teachers, the school facilitated restorative conversations and parent meetings, supported by The Harbor¹⁹ program, which provides peer support and adult mentoring. A school leader stated, "These efforts help students understand how their behavior affects others and promotes accountability in a supportive environment." Leaders noted that these practices are showing positive results, with noticeable improvements in student relationships and overall campus climate. Social-emotional learning is intentionally embedded into staff development as well. At every staff meeting, a "soft people skill" is introduced by school leadership and practiced by staff, such as how to have a difficult conversation with parents.

School leaders relayed that they utilize the Ellevation²⁰ program to support EL students by tracking WIDA²¹ scores and related assessment data, which has helped translate into positive results for students on the English language proficiency indicator on the NSPF. "The platform provides detailed language proficiency descriptors and offers translation features in multiple languages to support parent communication," said one school leader. Additionally, Individualized Language Plans (ILPs) are developed for each EL student, and progress monitoring surveys are conducted regularly, including for students who have recently exited EL status, to ensure continued academic growth and language development.

School leaders described ongoing efforts to build observation and feedback capacity among administrators. Principals and assistant principals participate in a book study of *Practice Perfect* by

¹⁹ The Harbor is a juvenile assessment center that was established with the primary objective of diverting young individuals away from the juvenile justice system through counseling and mental health services.

²⁰ Ellevation is an English language management tool that helps educators to make informed instructional decisions that improve outcomes for English learners.

²¹ 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 as well as determining when a student has developed proficiency to exit ELL school services.

Doug Lemov to deepen their understanding of effective feedback and develop a shared culture of continuous improvement. The focus is on fostering quick, meaningful coaching conversations that promote growth rather than compliance. During professional development days, leaders engage as learners rather than facilitators, allowing them to strengthen their instructional leadership skills and apply new feedback strategies within their own teams.

Focus Group Summary: Students

There were 12 students in the focus group at Legacy Traditional School Southwest who shared their favorite aspects of attending the school. Several students mentioned that they enjoy physical education because it allows them to be active, release energy, and interact with peers while meeting new friends. Others expressed appreciation for their teachers, noting that lessons are engaging, fun, and intellectually stimulating. One student remarked that their teacher “makes things complex and interesting,” while another shared that their teacher’s sense of humor makes learning enjoyable.

When asked what they are learning that is exciting, students enthusiastically shared a variety of examples across subjects. In math, they enjoy playing interactive games such as “Guess the Number,” where they use clues to identify the correct number, and “Number War,” a card game in which the student with the larger number wins the round. In science, students described conducting plant experiments, while in history, they are learning about World War I through engaging activities such as playing “telephone” and “would you rather” to reinforce content. In English language arts, students mentioned writing their own realistic fiction narratives inspired by the World War I era and connecting to characters in their literature studies.

Students in the focus group at Legacy Traditional School Southwest shared that the school offers a wide range of extracurricular activities that allow them to explore interests beyond the classroom and stay active. They listed several athletic teams, including cross country, basketball, track and field, bowling, flag football, soccer, and volleyball. In addition to sports, students mentioned a variety of enrichment opportunities, with one student stating, “I love musical theatre, chess club, and the writing club.” Students noted that sports opportunities currently begin in the upper elementary and middle school grades, typically from third through eighth grade. Younger students in kindergarten through second grade do not yet have access to athletic programs, and some sports do not begin until fifth or sixth grade, which they would like to see changed.

When asked for ideas to improve their school, students at Legacy Traditional School Southwest provided a few thoughtful suggestions. Several students mentioned that teachers could increase monitoring of classroom behavior to help ensure that all students stay on task and remain focused during lessons. A few students also expressed the perception that, in some situations, when bullying occurs, they would like teachers to take more immediate action rather than simply observe. Finally, students suggested improving the soundproofing in the music classroom so that lessons are less disruptive to nearby classes.

Classroom Environment and Instruction Observation Rubric

A total of 12 elementary and 7 middle high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

| Classroom Environment | | | | | |
|--|---|--|---|---|--|
| | Distinguished | Highly Proficient | Approaching Proficient | Unsatisfactory | Not Observed |
| Classroom Learning Environment is Conducive to Learning | <p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</p> <p>When necessary, students respectfully correct one another.</p> <p>Students participate without fear of put-downs or ridicule from either the teacher or other students.</p> <p>The teacher respects and encourages students' efforts.</p> | <p>Talk between the teacher and students and among students is uniformly respectful.</p> <p>The teacher successfully responds to disrespectful behavior among students.</p> <p>Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.</p> <p>The teacher makes general connections with individual students.</p> | <p>The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.</p> <p>The teacher attempts to respond to disrespectful behavior among students with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p> | <p>The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Students' body language indicates feelings of hurt, discomfort, or insecurity.</p> <p>The teacher displays no familiarity with, or care about, individual students.</p> | <p>This criterion was not observed or rated.</p> |
| | TOTAL: 1 | TOTAL: 15 | TOTAL: 3 | TOTAL: 0 | TOTAL: 0 |
| Establishing a Culture for Learning | <p>The teacher communicates passion for the subject.</p> <p>Students indicate through their questions and comments a desire to understand content.</p> <p>Students assist their classmates in understanding the content.</p> | <p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</p> <p>The teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p> | <p>The teachers' energy for the work is neutral.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students exhibit a limited commitment to completing the work on their own.</p> <p>The teacher's primary concern appears to be to complete the task at hand.</p> | <p>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p> | <p>This criterion was not observed or rated.</p> |
| | TOTAL: 2 | TOTAL: 12 | TOTAL: 5 | TOTAL: 0 | TOTAL: 0 |

Classroom Environment and Instruction Observation Rubric

A total of 12 elementary and 7 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 states clearly, at some point during the lesson, what the students will be learning. | The teacher provides little elaboration or explanation about what students will be learning. | At no time during the lesson does the teacher convey to students what they will be learning. | This criterion was not observed or rated. |
| | The teacher explains content clearly and imaginatively. | The teacher's explanation of content is clear and invites student participation and thinking. | The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. | Students indicate through body language or questions that they don't understand the content being presented. | |
| | The teacher invites students to explain the content to their classmates. | The teacher makes no content errors. | The teacher may make minor content errors. | Students indicate through their questions that they are confused about the learning task. | |
| | Students use academic language correctly. | Students engage with the learning task, indicating that they understand what they are to do. | The teacher must clarify the learning task. | | |
| | TOTAL: 0 | TOTAL: 14 | TOTAL: 5 | TOTAL: 0 | TOTAL: 0 |
| Using Questioning and Discussion Strategies | Students initiate higher-order questions. | The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. | The teacher frames some questions designed to promote student thinking, but many have a single correct answer. | Questions are rapid-fire and convergent with a single correct answer. | This criterion was not observed or rated. |
| | The teacher builds on and uses student responses to questions to deepen student understanding. | Discussions enable students to talk to one another without ongoing mediation by the teacher. | The teacher invites students to respond directly to one another's ideas, but few students respond. | The teacher does not ask students to explain their thinking. | |
| | Students extend the discussion, enriching it. | Many students actively engage in the discussion. | The teacher calls on many students, but only a small number participate. | Only a few students dominate the discussion. | |
| | Virtually all students are engaged. | | | | |
| | TOTAL: 0 | TOTAL: 13 | TOTAL: 1 | TOTAL: 0 | TOTAL: 5 |

Classroom Environment and Instruction Observation Rubric

A total of 12 elementary and 7 middle classrooms were observed for approximately 15 minutes on the day of the site evaluation.

| Classroom Instruction | | | | | |
|--|--|---|---|---|--|
| | Distinguished | Highly Proficient | Approaching Proficient | Unsatisfactory | Not Observed |
| Engaging Students in Learning | <p>Virtually all students are engaged in the lesson.</p> <p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p> | <p>Most students are intellectually engaged in the lesson.</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>Students are invited to explain their thinking as part of completing tasks.</p> <p>The pacing of the lesson provides students with the time needed to be intellectually engaged.</p> | <p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recall.</p> <p>Student engagement with the content is largely passive.</p> <p>The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</p> | <p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks, activities, and materials require only recall or have a single correct response.</p> <p>The lesson drags on or is rushed.</p> | <p>This criterion was not observed or rated.</p> |
| | TOTAL: 1 | TOTAL: 10 | TOTAL: 7 | TOTAL: 0 | TOTAL: 1 |
| Using Assessment in Instruction | <p>Students indicate they clearly understand the characteristics of high-quality work.</p> <p>The teacher uses multiple strategies to monitor student understanding.</p> <p>Students monitor their own understanding.</p> <p>Feedback comes from many sources.</p> | <p>The teacher makes the standards of high-quality work clear to students.</p> <p>The teacher elicits evidence of student understanding.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance.</p> | <p>There is little evidence that the students understand how the work is evaluated.</p> <p>The teacher monitors understanding through a single method, without eliciting evidence of understanding from students.</p> <p>Feedback to students is vague.</p> | <p>The teacher does not indicate what quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Students receive no feedback, or feedback is global or directed to one student.</p> | |
| | TOTAL: 0 | TOTAL: 11 | TOTAL: 5 | TOTAL: 0 | TOTAL: 3 |

Classroom Observations and Additional Comments

Students in a primary classroom listened to the fable "The Fox and the Crane." The teacher asked which character had an advantage and what that advantage was, calling on one student at a time to respond. For another fable the class had previously read, the teacher invited a student to give a quick retell that included the beginning, middle, and end of the story. The teacher also shared the learning target, and a video was used to read the story aloud. However, there was a missed opportunity to increase student engagement by having students work in pairs to discuss and answer questions together.

Students were working on drawing number lines to add three-digit numbers. As they read the problem displayed on the board, several students called out disrespectfully, and the teacher did not address the behavior. When one student asked, "Do I have to do this?" The teacher explained that the activity was necessary to practice the strategy. Students used whiteboards and markers to present their solutions and remained engaged in completing the task; however, there was an opportunity to foster student-to-student discussion and collaborative problem-solving.

There were 30 students and one teacher in this mid-elementary level classroom. Students were highly engaged and participated in math rotations. There were four groups: some worked on adding, others on math facts, others on word problems, and others on adding four 2-digit numbers. The teacher asked students to transition quietly, and students followed along with minimal distractions. The teacher used 'please' and 'thank you' to students and calmly encouraged the next steps. Students transitioned in less than two minutes. Students were productively learning.

In a middle-grade elementary classroom, there were two adults and 30 students. One adult sat in the corner and graded papers. First, the teacher worked with a few students. The teacher stopped and reminded the students that, as they read aloud, they should look for several causes and effects (2 in the story). The teacher asked students what types of words might indicate cause and effect, and students, one at a time, responded: since, therefore, because, and so on. What was exciting about this classroom was the above-average level of student engagement as they were all reading aloud, and the teacher reminded students what to do when they finished the reading—to write down those cause-and-effect relationships. The objective was also listed on the whiteboard, and students started and finished writing the causes and effects on their own whiteboards.

Students were solving the problem $497 \div 3$ on their whiteboards. The teacher praised those who used different strategies and checked their answers with multiplication. She invited one student to demonstrate their work on the board, but when the student encountered difficulty, another student joined to talk through the steps while the first student wrote. This collaborative approach allowed the class to see multiple ways to solve and verify the problem.

In a middle school math classroom, students learned about the meaning of the y-intercept and the constant rate of change on the x- and y-axes. Additional key terms, such as initial value and function b, were also introduced. The teacher led a guided practice segment to review the steps for solving related equations, providing explicit directions and periodically checking for student understanding. When errors occurred, the teacher took time to review common misconceptions and clarify each step of the problem-solving process. The focus on accuracy and proper labeling reinforced mathematical precision,

and students remained actively engaged throughout the lesson. There was a total of 16 students in the classroom.

A middle school social studies teacher began the lesson with positive energy and an animated approach, effectively capturing students' attention and setting a welcoming tone for learning. The learning intention, written on the board, referenced Chapter 4: All Quiet on the Western Front. To engage students in the text, the teacher facilitated a popcorn reading activity, allowing multiple students to participate and maintain focus throughout the passage. The teacher reviewed the concept of flashback, guiding students to analyze how the characters' actions reflected moments from the past, and also emphasized the idea of a cold opening to illustrate how authors immediately draw readers into a story. The lesson's pacing was well managed, transitions were smooth, and students remained highly engaged. Additionally, the teacher reinforced the analysis of character traits to help students develop a deeper understanding of the text and its themes.

In an upper elementary math class, a student identified a pattern during the lesson. The teacher asked, "How is that helpful?" and invited one student to share their thinking. She then showed a short video illustrating how recognizing patterns in division can deepen mathematical understanding. After the video, students worked with partners to identify similar patterns in sample problems. They engaged purposefully with one another, using whiteboards to write examples and equations that demonstrated and clarified their reasoning.

In a middle school English Language Arts classroom, students were working on writing an introductory paragraph for an essay arguing for the inclusion of pineapples on pizza. The teacher displayed on the screen a model that included a claim, a hook, background information, and a thesis statement, which served as a guide for students to reference. While this provided a strong structural example, student discourse could have been further enriched by intentionally connecting the topic to students' personal backgrounds and experiences with food preferences or cultural dishes. Encouraging students to share their viewpoints based on their own experiences would have deepened engagement and supported more authentic argument writing. Additionally, using an anchor chart to visually outline the components of a strong introduction—complete with key sentence stems and transition examples—could have provided a consistent reference point during peer discussions and independent writing, strengthening both comprehension and classroom dialogue.

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.

| Previous Recommendation | School Assessment of Progress | SPCSA Staff Assessment of Progress |
|--|---|--|
| SPCSA staff recommends Legacy Southwest continue working with faculty on improving classroom differentiated instruction and student engagement to raise student engagement and higher-order thinking skills. | School leaders reported they provided teachers with professional development on differentiation and student engagement, and that observation cycles emphasized questioning techniques and higher-order thinking. | There was satisfactory progress in providing differentiated instruction based on the elementary school earning 18 out of 20 points and the middle school earning 20 out of 20 on the Closing Opportunity Gaps Indicator ²² of the NSPF. During classroom observations, site evaluators observed one distinguished classroom, 10 highly proficient classrooms, and seven approach standards classrooms on the student engagement indicator, showing that more improvement is needed in student engagement. |
| SPCSA staff recommends that Legacy Southwest continue to enhance background knowledge for K-8 students by focusing on foundational knowledge. | Leaders indicated that informational text and writing standards were intentionally integrated into middle school instruction across science and social studies. This cross-curricular approach allows students to strengthen literacy skills while engaging with content-specific material. | The SPCSA site evaluation team finds that Legacy Traditional School Southwest has met this recommendation with satisfactory progress. |
| SPCSA staff recommends that Legacy Southwest increase the focus on number sense and mathematical processes in professional development and coaching. | School leaders reported an expanded use of performance task assessments in mathematics, allowing students to apply learned concepts to real-world scenarios. This approach encourages critical thinking, problem-solving, and a deeper understanding of | Student math proficiency in elementary school at Legacy Traditional School Southwest is 65.7% on the NSPF, indicating that this recommendation has been met with satisfactory progress. |

²² The Closing Opportunity Gaps Indicator determines the percentage of students meeting their annual growth percentile who did not achieve proficiency in the prior year's state-administered criterion-referenced tests in English language arts and mathematics assessments

| | | |
|---|---|---|
| | mathematical applications beyond procedural practice | |
| The SPCSA staff recommends Legacy Southwest leadership implement measures to foster trust between students and staff at the school. Some students in the focus group expressed feelings of distrust stemming from past interactions with teachers and administrators, a sentiment reflected in the social-emotional survey. | Leaders reported an increase in daily SEL practices, along with the refinement of restorative practices to strengthen school culture and student relationships. They also noted the launch of a student council, facilitated by counseling staff and teacher leaders, to promote student voice, leadership, and active participation in the school community. | According to 2024–25 Social Emotional Learning survey, elementary school students rated all areas (engagement, emotional safety, and physical safety) as adequate. In contrast, middle school students rated all three areas as needing improvement, indicating that more work is needed to improve school culture as well as staff and student relationships. During the student focus group, most students stated that they felt emotionally safe on campus. SPCSA staff recommend more improvement in this area. |
| SPCSA staff recommends that Legacy Southwest continue to work on improving the middle school English language learners (EL) adequate growth percentile (AGP). According to the 2023-24 NSPF, the school's AGP of 23.8% is below the district average of 27.2%. | School leaders reported providing professional development training that emphasized strategies for supporting ELLs, particularly in developing academic vocabulary and improving writing skills. | Legacy Traditional School Southwest received 10 out of 10 points on the NSPF under the English Language Proficiency Indicator, demonstrating strong growth for these students. The SPCSA site evaluation team finds that Legacy Traditional School Southwest has met this recommendation with satisfactory progress. |

Operational Compliance Checks

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

Part 2

Legacy Traditional Schools: Southwest Campus 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 | Legacy Traditional School – Southwest Las Vegas 7077 West Wigwam Avenue, Las Vegas, NV 89113 |
| Financial Period or Fiscal Years/ School Years Covered | 07/01/2024 – 06/30/2025 |
| Date(s) and time(s) of Monitoring | Monday, October 27, 2025 8:45AM – 12:15PM |
| Objectives | <ul style="list-style-type: none">• 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 | November 6, 2025 |

Risk Based Monitoring: (2) School Overview

- Total Number of Students: 1527
- Grade Levels: K - 8
- Grants with Active Subawards:
 - FY25 HCY Title I, Part A
 - FY25 McKinney-Vento
 - FY25 Special Education (IDEA, Part B)
 - FY25 Title I, Part A
 - FY25 Title II, Part A
 - FY26 Special Education (IDEA, Part B)
 - FY26 Title I, Part A
 - FY 26 Title IV, Part A
 - FY26 Transportation Funding
- Grants with Allocations (subaward pending):
 - N/A
- Total Federal Funds Expended in Previous FY (FY25): \$1,039,691.36
- Single Audit Required: Yes
- Current Risk Level: High
- Prior Risk Level: Yes
- Prior Corrective Action Plan (CAP): Yes

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

The following activities were completed during this monitoring visit:

- 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

Risk Based Monitoring: (4) Summary of Visit

The following tables identify areas of strength, recommendations, and issues identified during this monitoring visit. Areas of noncompliance are determined based on the school's preparation of supporting documentation and presentation of information. These findings are not exhaustive, and deficiencies 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.

- There are material deficiencies found. A CAP is required.

Monitoring Area: Program – Special Education

- During the monitoring visit, Legacy Traditional Schools – Southwest (LTS – SW) campus was observed to have established designated locations, staffing, and schedules for providing services to special education students. Although observations were limited to a brief walkthrough, there was evidence that services are organized and available to support student needs. LTS – SW has also demonstrated efforts to fill special education positions that became vacant during the school year, reflecting a commitment to maintaining service continuity.
- The school leader who facilitated the visit was knowledgeable about program implementation and provided helpful context and clarification when needed. Requested files were readily available for review, and during the debrief, the rest of the leadership team appeared receptive to feedback and open to strengthening special education compliance and practices.

Monitoring Area: Program – Special Education

1. 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 the names of staff 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 Present Levels of Academic and Functional Performance (PLAAFPs). Always provide a statement demonstrating whether the student does 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 (Limited English Proficient), 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 are provided in the PLAAFPs. Additionally, Special Factors #3 must be marked as "Yes." The Supplementary Aids and Services section must include accommodations/supports addressing the student's language development needs based on the most recent EL assessment scores.
- Include information on the areas in which the student will receive Specially Designed Instruction (SDI) and/or Related Services in the Intent to Implement form.
- Provide the first Prior Written Notice (PWN) of the meeting to the parent within a reasonable time-ten days prior to the meeting.
- Develop IEP goals that include both a rate/level of proficiency/mastery and a frequency or level of attainment to ensure measurable achievement/progress towards goals and 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 include all required areas for documentation. Staff must regularly complete service logs and either place copies in the student's confidential folder or uploaded them to Infinite Campus.
- Discuss appropriate transition services at the next annual IEP review for students 14 years and older. Review the required information for PWN, PLAAFP, and the transition area of the student's Individualized Education Plan (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 Individuals with Disabilities Education Act (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, NV Administrative Code (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.

Additional Area/s for Improvement specific to the 10/27/2025 Monitoring:

- During the monitoring visit, it was noted that the school maintains all special education folders at a central office rather than at the individual campuses. While this centralized system may support consistency in record keeping and provide a controlled environment for document storage, it also presents challenges. Specifically, staff at individual campuses may not have immediate access to student records when needed for reference, meetings, or compliance purposes.
- Additionally, some documents appeared to have not been filed in a timely manner. For example, the reviewed folder did not contain the most recent signed IEP, even though a current version was available in Infinite Campus.
- It is recommended that the school review its current process for collecting and filing special education records to ensure timely updates and accessibility for staff who need these documents to support students and maintain compliance.

Risk Based Monitoring: (4.3) Areas of Non- Compliance

Any areas of noncompliance will require a CAP. The information below describes the conditions found during this monitoring visit.

Monitoring Area: Program: Special Education

Issues Identified:

- **Conditions Found Not in Compliance:**

The Present Levels of Academic and Functional Performance (PLAAFP) section of the IEP did not include information from the school nurse regarding the student's current health status.

- **Cause of Deficiency:**

The cause of the deficiency of the deficiency is unknown.

- **Effect of Deficiency:**

Without a current health assessment or nurse's report on the student's health status, the IEP team lacks critical information about the student's medical or health related needs that may affect learning, attention, or participation in the educational environment. This information is essential for developing appropriate accommodations, supports, and services aligned with the student's OHI (Other Health Impairment) eligibility. The absence of this documentation limits the team's ability to fully understand the student's health-related challenges, which may impact the accuracy of the PLAAFP, the alignment of goals and services, and ultimately, the student's access to Free Appropriate Public Education (FAPE).

Criteria Used

- NAC 388.284
- 34 CFR 300.320(a)

Improvement Plan:

To strengthen IEP development practices and ensure consistency across staff, please complete and submit the following to the SPCSA:

1. A scanned copy of the next or revised IEP (with signatures from meeting participants) for the same student, reflecting the correction. The corrected IEP must include information in the PLAAFP section based on the school nurse's annual health assessment and a parent interview. An Effects Statement must also be included, explaining how the student's health-related condition impacts participation, performance, or access to the general education curriculum, and whether the student requires special education services or supports as a result.
2. 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. Training must be provided by appropriate personnel, and implementation of these practices must be monitored by the school leaders for consistency.

Monitoring Area: Program: Special Education

Issues Identified:**• Conditions Found Not in Compliance:**

An IEP goal does not include a frequency of attainment. One of the annual IEPs contains a level of proficiency/ accuracy (e.g., 80%) but lacks a corresponding frequency measure.

• Cause of Deficiency:

The cause of the deficiency is unknown

• Effect of Deficiency:

Without fully measurable goals, it becomes difficult for educators and parents to determine whether the student is making adequate progress. Measurable goals must include both quantifiable accuracy rate and frequency standard to provide a clear benchmark for success. Valid progress monitoring occurs when educators can objectively assess whether the student achieves a specific level of accuracy over multiple trials (e.g., 80% accuracy/ proficiency in 4/5 trials).

Criteria Used

- NAC 388.284
- 34 CFR 300.320

Improvement Plan:

To strengthen IEP development practices and ensure consistency across staff, please complete and submit the following to the SPCSA:

1. A scanned copy of the next or revised IEP (with signatures from meeting participants) for the same student, reflecting the correction. Each goal must specify both the expected level of proficiency or accuracy and the frequency with which the skill should be demonstrated. These details provide staff with clear criteria for monitoring student progress and determining whether goals have been met.
2. 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. Training must be provided by the appropriate personnel, and implementation of these practices must be monitored by the school leaders for consistency.

Monitoring Area: Program: Special Education**Issues Identified:****• Conditions Found Not in Compliance:**

The IEP reviewed identifies socio-emotional/behavioral functioning as an area impacted by the student's disability; however, there is no corresponding annual goal, Specially Designed Instruction (SDI), or Supplementary Aids and Services (SAAS) addressing this area of need. When a deficit area or disability impact is identified, the IEP must include goals and services that directly address that need.

• Cause of Deficiency:

The cause of the deficiency is unknown.

• Effect of Deficiency:

When socio-emotional or behavioral needs are identified but not supported through specific goals or services, the IEP team lacks a clear plan for addressing the student's behavioral challenges and monitoring progress. This can lead to inconsistent support,

unaddressed behavioral barriers to learning, and increased difficulty accessing the general education curriculum. It also limits the school's ability to demonstrate that it is providing a Free Appropriate Public Education (FAPE) in accordance with the student's identified needs.

Criteria Used

- NAC 388.284
- 34 CFR 300.320

Improvement Plan:

To strengthen IEP development practices and ensure consistency across staff, please complete and submit the following to the SPCSA:

1. A scanned copy of the next or revised IEP (with signatures from meeting participants) for the same student, reflecting the correction. Each identified area of need in the PLAAFPs must be addressed through at least one IEP goal with benchmarks and appropriate Specially Designed Instruction (SDI) services, or Supplementary Aids and Services. If the IEP team decides to address the area of need through supplementary aids and services, this must be explicitly stated in the Effects statement for that area.
2. 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. Training must be provided by appropriate personnel, and implementation of these practices must be monitored by school leadership to ensure consistency.

Monitoring Area: Program: Special Education

Issues Identified:

• **Conditions Found Not in Compliance:**

The IEP lists the frequency of Supplementary Aids and Services (SAAS) as "As needed to support student" which is not a clear or measurable description of how often the services or supports will be provided. IDEA and state regulations require that each service includes a specific frequency to ensure consistency implementation and accountability.

• **Cause of Deficiency:**

The cause of the deficiency is unknown

• **Effect of Deficiency:**

When SAAS frequency is documented as "As needed to support student" or any variation thereof, providers lack clear guidance on how often to deliver supports. This can lead to inconsistent implementation and inaccurate service records. The absence of a measurable frequency also limits the school's ability to demonstrate IEP implementation with fidelity and increases the risk of noncompliance.

Criteria Used

- NAC 388.284
- 34 CFR 300.320(a)(7)

Improvement Plan:

To strengthen IEP development practices and ensure consistency across staff, please complete and submit the following to the SPCSA:

1. A scanned copy of the next or revised IEP (with signatures from meeting participants) for the same student, reflecting the correction. Accurately identifying and documenting the frequency of Supplementary Aid and Services in the IEP is essential to ensure that support is implemented as intended and consistently across staff. When frequency is not specific, it can create confusion for service providers, hinder accurate recordkeeping, and limit the school's ability to demonstrate that the IEP is being implemented with fidelity.
2. 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. Training must be provided by appropriate personnel, and implementation of these practices must be monitored by school leadership to ensure consistency.

Monitoring Area: Program: Special Education

Issues Identified:

- **Conditions Found Not in Compliance:**

The IEP lists accommodations for statewide and/or districtwide assessments that are not included on the official list of approved accommodations issued by the NV Department of Education (NDE); for example, *Extended time & Graphic Organizers*.

- **Cause of Deficiency:**

The cause of the deficiency is unknown

- **Effect of Deficiency:**

When an IEP includes accommodations that are not on the official list of approved testing accommodation, students may receive supports that are not permitted on standardized assessments. This can invalidate test results, affect the accuracy of the performance data, and result in noncompliance with the state assessment guidelines and federal requirements for standardized testing participation.

Criteria Used

- NAC 388.284
- 34 CFR 300.320(a)(6)(i)

Improvement Plan:

To strengthen IEP development practices and ensure consistency across staff, please complete and submit the following to the SPCSA:

1. A scanned copy of the next or revised IEP (with signatures from meeting participants) for the same student, reflecting the correction. It is essential that all assessment accommodations listed in the IEP align with the Nevada Department of Education's current Statewide and Districtwide Testing Accommodations Guidance. Ensuring consistency between instructional and testing accommodation helps maintain test validity, supports equitable access for students with disabilities, and ensures compliance with IDEA and NAC requirements. Accurate documentation of approved accommodations also provides clarity for staff responsible for test administration and reduces the risk of procedural errors during testing.

2. 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. Training must be provided by appropriate personnel, and implementation of these practices must be monitored by school leadership to ensure consistency.

For guidance, a template of the IEP/504 Accommodations Form for Statewide/Districtwide Assessments and the 2025 Usability, Accessibility, and Accommodations Guide(UAAG) has been attached to this report.

Monitoring Area: Program: Special Education

Issues Identified:

- **Conditions Found Not in Compliance:**

The IEP does not include a compliant *Justification for Placement Involving Removal from Regular Education Environments*, which must include a Harmful Effect statement. The statement provided focuses on the student's cognitive profile and instructional needs but does not address why the IEP goals and objectives cannot be implemented within regular education settings.

- **Cause of Deficiency:**

The cause of the deficiency is unknown

- **Effect of Deficiency:**

When the placement justification does not clearly explain why services cannot be delivered within regular education settings, the IEP lacks documentation demonstrating that the Least Restrictive Environment (LRE) requirement was properly considered. This can lead to placements that are not adequately justified, reduce transparency for parents, and place the school at risk of noncompliance with IDEA and NAC requirements related to placement determination.

Criteria Used

- NAC 388.284
- 34 CFR 300.320(a)(5)

Improvement Plan:

To strengthen IEP development practices and ensure consistency across staff, please complete and submit the following to the SPCSA:

1. A scanned copy of the next or revised IEP (with signatures from meeting participants) for the same student, reflecting the correction.

The justification must include an individualized explanation describing the need for removal, the reasons less restrictive placements were considered and rejected, and a statement of any potential harmful effects of the placement on the student or others.

2. 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. Training must be provided by appropriate personnel, and implementation of these practices must be monitored by school leadership to ensure consistency.

For guidance, a template of the IEP/504 Accommodations Form for Statewide/Districtwide Assessments and the 2025 Usability, Accessibility, and Accommodations Guide (UAAG) has been attached to this report.

Additional Note for IEPs with 100% General Education Placements:

If the student receives all services within the general education setting (e.g., via push-in support, consultation, or embedded accommodations), the placement justification box must include a statement such as:

“No removal from the general education setting is needed. The student’s needs can be met with supports and services provided within the general education environment.”

Monitoring Area: Program: Special Education

Issues Identified:

• **Conditions Found Not in Compliance:**

The IEP did not include signatures from the parents or other IEP team participants, leaving no evidence that the parent attended or participated in the IEP meeting, was provided with a copy of the procedural safeguards, or received a finalized copy of the IEP. Additionally, no documentation (e.g., status logs, delivery confirmation, or parent communication records.) was found to verify that the IEP meeting was found to verify that the IEP meeting was held, which team members were present, or that a copy of the IEP was given to the parent.

• **Cause of Deficiency:**

The cause of the deficiency is unknown

• **Effect of Deficiency:**

When an IEP lacks signatures and there is no documentation confirming that the meeting occurred or that the parent received the procedural safeguards and finalized IEP, the school cannot demonstrate that the parent was informed of their rights or provided a meaningful opportunity to participate in the IEP process. This lack of documentation compromises transparency, limits parent engagement, and places the school at risk of noncompliance with procedural requirements under IDEA and NAC.

Criteria Used

- NAC 388.300
- NAC 388.281(5)(h)
- 34 CFR 300.504
- 34 CFR 300.322(f)

Improvement Plan:

To strengthen IEP development practices and ensure consistency across staff, please complete and submit the following to the SPCSA:

1. A scanned copy of the next or revised IEP (with signatures from meeting participants) for the same student, reflecting the correction.

The corrected IEP should demonstrate that all required IEP team members signed the IEP and that documentation confirms the parent received both the procedural safeguards and the finalized IEP. **In addition** to the copy of the next or revised IEP, please submit a copy of the status log that includes:

- Confirmation that the IEP meeting took place
 - Identification of which required IEP meeting participants attended
 - The date the parents were provided a copy of the Procedural Safeguards
 - The date the finalized IEP was sent to the parent
2. 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. Training must be provided by the appropriate personnel, and implementation of these practices must be monitored by the school leadership to ensure consistency.

Monitoring Area: Program: Special Education

Issues Identified:

• Conditions Found Not in Compliance:

No special education service logs were available for verification. Service logs are essential documentation used to verify that services are being provided as outlined in the student's IEP. This does not meet the requirements of IDEA and NAC, which mandate that services be implemented as written and that schools be able to verify delivery through appropriate records.

• Cause of Deficiency:

The cause of the deficiency is unknown

• Effect of Deficiency:

The absence of service logs prevents confirmation that Specially Designed Instruction (SDI) and related services were delivered according to the frequency, duration, and location specified in the IEP.

Criteria Used

- NAC 388.281
- NAC 388.284
- 34 CFR 300.323(a)
- 34 CFR 300.323(c)(2)

Improvement Plan:

To strengthen IEP development practices and ensure consistency across staff, please complete and submit the following to the SPCSA:

1. Submit scanned copies of the special education service logs for the student whose file was monitored, covering both the previous and current months. The submitted logs must accurately document service delivery in alignment with the IEP's specified frequency, duration, and location. Each time a service is provided, the service provider must record the session and sign the entry for that date and time to verify delivery.
2. 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. Training must be provided by the appropriate personnel, and implementation of these practices must be monitored by the school leadership to ensure consistency.

A copy of the SPCSA memo on required Service Log components has been included with this report.

Please utilize the following resources for additional guidance on service logs:

- September 2024 Partners for Inclusive Education Slides 9-15
- September 2024 Partners for Inclusive Education Recording (from 21:47-29:25)

Important Requirements:

- The service provider must record each session and sign the entry for that date and time to verify delivery
- Special education program leads (e.g., SEIF, Special Education Coordinator/Director) and school administrators are responsible for overseeing compliance with service log requirements to ensure accuracy and timeliness of documentation.
- Service logs must be printed and filed in the student's Confidential Folder or uploaded to Infinite Campus at least once per month to ensure timely and accurate documentation

Part 3

Legacy Traditional Schools: Southwest Campus School Response

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.