



Nevada State Public Charter School Authority

Oasis Academy

Site Evaluation Report: October 14, 2025

State Public Charter School Authority

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Links to Resources:

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

Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to [NRS 388A.223](#), the State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the [Charlotte Danielson Framework for Teaching](#). All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff 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.

High levels of student achievement at the elementary, middle, and high schools

The Nevada School Performance Framework¹ (NSPF) ratings are a critical measurement of school performance. Oasis Academy has high levels of student achievement at elementary, middle, and high school levels, and this is a strength for several reasons. First, this indicates effective teaching, strong curriculum implementation, and successful student engagement. Second, this achievement fosters a positive school reputation, attracts new families, enhances student confidence, and improves overall school morale. All of this contributes to a thriving educational environment. A summary of ratings has been included below.

High School (5-star rating): This indicates exemplary performance in areas such as academic performance, growth, graduation rates, and other key metrics. This school excels in student readiness for college and career paths as well as overall student outcomes.

Middle School (5-star rating): Achieving a 5-star rating at the middle school level suggests that the academic programs and support systems in place are highly effective. It indicates that students are successfully transitioning from elementary to high school and making significant progress.

Elementary School (4-star rating): A 4-star rating is also commendable and reflects solid performance, though there may be areas for improvement compared to 5-star schools. This rating indicates that the school provides quality education with a focus on foundational skills.

Low staff turnover within the high school

Low staff turnover is a school strength. This promotes consistency, expertise, and a positive school culture. A stable staff leads to better student performance, increased teacher retention, and provides stronger connections and support, and a more effective and cohesive school environment.

Strong diversity: high numbers of English Language Learners and Special Education Population

Oasis Academy has continued to increase the number of enrolled English Language Learners and students with special needs. The SPCSA encourages high diversity in charter schools to promote educational equity, improve academic achievement, and better prepare students for a diverse world.

Increased use of data to address learning gaps at the elementary level with the addition of i-Ready²

The school has increased its use of data as it strives to become a five-star school at the Elementary level. The school conducted a data analysis of the Wonders³ curriculum and discovered that some educators would benefit from increasing confidence and fine-tuning the use of the Wonders curriculum. Math and English Language Arts specialists are focused on third and fourth-grade classrooms and model using the Wonders curriculum. The school has increased its use of I-ready and is using the program to more specifically assign interventions within the i-ready program to meet the individual needs of each student.

¹ NSPF-The Nevada School Performance Framework is Nevada's public schools rating system designed by Nevadans for public school in accordance with the Federal Student Succeeds Act (ESSA) and classifies schools within a five-star performance rating system.

² i-Ready is an online learning program for K-8 students that uses adaptive diagnostics to assess their reading and math skills, then provides personalized, digital lessons to meet their individual needs.

³ Wonders is a comprehensive K-6 literacy curriculum developed by McGraw-Hill that integrates reading, writing, and language arts. It is grounded in the Science of Reading, foundational skills like phonics, along with components for narrative, argumentative, and expository writing.

Additionally, the school is looking at new strategies to front-load information for students prior to the main lesson to improve academic outcomes.

Cohesion and teamwork at the leadership level

Oasis Academy has exceptional collaboration among the leadership team, including the Vice Principal, Director of Academics, and K-12 School Leader. Leaders are actively engaged with staff throughout the school day. For example, leaders reported that they go into individual classrooms daily. Teachers are coached to support students to “generalize information and apply it.” The reading and math specialists go into classrooms and model best practices within the subject matter to engage teachers and students in higher levels of closing learning gaps. The leadership team makes decisions through shared input and valuing diverse perspectives, with all team members working together on planning, problem-solving, and implementing school-wide initiatives.

Low levels of chronic absenteeism

Oasis Academy is to be commended for chronic absenteeism levels below eight percent. The Nevada state average is sixteen percent, and Oasis is half of that. The school has a strong system in place for implementing counseling services as well as communicating clearly when a student is absent. One of the strong components which contribute to low levels of chronic absenteeism is family engagement. Oasis Academy maintains high levels of family engagement by sending home teacher letters, a school-wide newsletter for the kindergarten through eighth-grade students, as well as a separate letter for high school families. The school is present on several social media platforms and invites families to attend many events at the school.

Continued strong educational experiences for special population students

A strength to highlight at Oasis Academy is the strong levels of support and outcomes for the school’s English Language learners and for students with an Individual Education Plan⁴. Oasis Academy has adopted Elevations, which is a platform that includes the World-Class Instructional Design and Assessment⁵ (WIDA) Can-Do Descriptors⁶. Several teachers at the school are fully endorsed to teach EL learners, and there is an emphasis on front-loading vocabulary in a different way than in the past, which benefits all students. The school has fully implemented a Multi-Tiered System of Supports⁷ (MTSS) Framework, Response to Interventions⁸ (RTI) programs, and created a child study team, which is a multidisciplinary group of school professionals that supports students facing academic, behavioral, or emotional challenges. The team has been capable of identifying students needing more than academic Tier 2 or 3⁹, and students are not over-identified. The school is fully staffed with five special education teachers and ensures training within all aspects of Special Education, such as using a service log.

⁴ An IEP, or Individualized Education Program, is a legal document that outlines the special education services, support, and goals for a student with a disability to ensure they receive a quality education.

⁵ WIDA (World-Class Instructional Design and Assessment) is a consortium of U.S. states that creates language development standards, assessments, and resources for K-12 English language learners (multilingual learners)

⁶ Can Do Descriptors is a tool that provides educators with specific examples of what English language learners can do with language across different proficiency levels, grade levels, and subject areas.

⁷ MTSS, or Multi-Tiered System of Supports, is an educational framework that provides academic, social-emotional, and behavioral support to all students through a tiered system of interventions.

⁸ RTI, or Response to Intervention, is a multi-tiered framework in education to support students with learning and behavior challenges.

⁹ Tier 2 and 3 instruction provide targeted, small-group interventions for students who are not succeeding with Tier 1 (core curriculum)

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.

Strengthening the leadership team

Oasis Academy has a new leadership team for the 2025-26 school year, tasked with managing stakeholder expectations and building trust among staff, students, parents, and themselves. The new leaders are challenged to adapt quickly to the school's unique and complex culture while developing a fresh perspective as leaders rather than classroom teachers.

Recruiting and retaining quality teachers

Oasis Academy faces challenges in recruiting and retaining high-quality teachers due to its rural location. A compounding issue is that the nearby school district offers signing bonuses, making it more attractive for educators to join them instead.

Work towards improving the Science proficiency rate

A challenge, as observed through the Nevada Department of Education's Nevada Report Card, is the pooled proficiency in Science at the Elementary level. The elementary school's proficiency rate is 21.1 percent, and the district rate is 26.6 percent.

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.

Strengthen the Oasis Academy leadership team

SPCSA recommends that the leadership team at Oasis Academy continue to build and strengthen the newly established administrative team. During this 2025-2026 school year and as the leadership team takes place, continue to foster trust, establish clear goals, prioritize tasks, and communicate openly to drive student achievement as well as a positive school culture.

Identify and utilize SPCSA resources

It is recommended that the Oasis Academy leadership team identify resources that SPCSA offers, such as training programs, funding opportunities, and network connections with other charter school leaders. Recognize that the school's achievements also reflect on SPCSA. Consider reviewing past site evaluation reports as you reflect on this report to better understand what has worked in the past and use that information to inform current strategies.

Continue to work toward a 5-star elementary school rating

For the elementary school, consider analyzing specific data points that contributed to the 4-star rating. Implement targeted intervention/s to enhance student outcomes and aim for a 5-star rating. As noted in the challenges section, the Science proficiency scores at the elementary level were at 21.1percent and there is room for improvement. The school team may want to review the science curriculum, provide teacher training focused on effective science instruction, and identify specific areas of weakness within the science standards and tailor instruction accordingly.

Strengthen the school leadership's understanding of the Nevada State Public Charter School Authority expectations

The transition from the administrative team is new and still in the learning phase. 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 full [Performance Frameworks](#) can be accessed on the SPCSA website. Referencing these frameworks can help ensure high compliance with required Epicenter tasks and policies.

Participate in SPCSA training

It is recommended that the new leadership at Oasis Academy actively participate in professional development sessions, including those focused on Canvas, technology tools, and other instructional supports as well as technical assistance. Staff should regularly view [asynchronous training modules](#) available on Canvas to reinforce learning and stay updated on key systems and practices.

Site Evaluation Findings: Strong Recommendations

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

There were no strong recommendations identified for Oasis Academy 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 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 ¹⁰	N/A
Family Members, Parents, and Guardians	N/A
Faculty and Staff	N/A
School Leadership	8
Students	N/A

¹⁰ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

This was an abbreviated site evaluation; therefore, there was not a governing board focus group on the day of the evaluation.

Focus Group Summary: Family Members, Parents, and Guardians

This was an abbreviated site evaluation; therefore, there was no family focus group on the day of the evaluation.

Focus Group Summary: Faculty and Staff

This was an abbreviated site evaluation; therefore, there was not a faculty and staff focus group on the day of the evaluation.

Focus Group Summary: School Leadership

During a recent focus group, school leaders engaged in a productive dialogue, highlighting several notable achievements within Oasis. The school proudly holds a Purple Star designation¹¹, reflecting its commitment to excellence in education. A key component of the school's success is the continued implementation of the I-ready program, which effectively identifies the most appropriate academic interventions for students in both reading and math. School leaders expressed their appreciation for this tool, noting its crucial role in addressing learning gaps promptly.

Over the past two years, the school has successfully implemented Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI) frameworks. One leader remarked on the efficacy of their Child Study Team, stating, "Now we do a better job of referring students for testing, not over-identifying students. This proactive approach has enhanced the school's referral process and improved support for individual student needs.

Leaders reported a strong focus on vocabulary development and the importance of re-teaching concepts when necessary. They shared that all English Language Learner (ELL) students demonstrated growth on their WIDA scores. Additionally, one leader expressed gratitude for the board approval of the Elevations program, stating, "I think we can better support our ELL students in both push-in and pull-out settings. This multi-faceted approach underscores the school's dedication to fostering an inclusive and supportive learning environment for all students.

School leaders emphasized their commitment to being present in classrooms throughout the day, highlighting the importance of fostering a dynamic learning environment. They expressed a desire to witness robust questioning and engaging discussions among students. One leader noted, "I believe good discussion impacts student learning, and we all want to set Oasis apart from other schools. This approach helps students generalize information and apply it effectively."

Leaders explained that new teachers will receive coaching, and school leaders will model best teaching practices to support their professional growth. Regarding teachers currently pursuing a teaching license, leaders encourage these individuals to work toward becoming fully licensed and maintain regular communication with them for guidance and support. This collaborative approach reflects the school's dedication to enhancing instructional quality and promoting teacher development.

¹¹ A Purple Star school is a designation for public or charter schools that commit to supporting military-connected children by addressing their unique social-emotional and educational needs.

Focus Group Summary: Students

This was an abbreviated evaluation; therefore, there was no student focus group on the day of the evaluation.

Classroom Environment and Instruction

Observation Rubric

A total of 10 elementary, 5 middle, and 4 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: 3	TOTAL: 15	TOTAL: 1	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: 15	TOTAL: 2	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction

Observation Rubric

A total of 10 elementary, 5 middle, and 4 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: 12	TOTAL: 3	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: 0	TOTAL: 16	TOTAL: 2	TOTAL: 0	TOTAL: 1

Classroom Environment and Instruction

Observation Rubric

A total of 10 elementary, 5 middle, and 4 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Engaging Students in Learning	<p>Virtually all students are engaged in the lesson.</p> <p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>Students are invited to explain their thinking as part of completing tasks.</p> <p>The pacing of the lesson provides students with the time needed to be intellectually engaged.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recall.</p> <p>Student engagement with the content is largely passive.</p> <p>The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</p>	<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks, activities, and materials require only recall or have a single correct response.</p> <p>The lesson drags on or is rushed.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 2	TOTAL: 15	TOTAL: 2	TOTAL: 0	TOTAL: 0
Using Assessment in Instruction	<p>Students indicate they clearly understand the characteristics of high-quality work.</p> <p>The teacher uses multiple strategies to monitor student understanding.</p> <p>Students monitor their own understanding.</p> <p>Feedback comes from many sources.</p>	<p>The teacher makes the standards of high-quality work clear to students.</p> <p>The teacher elicits evidence of student understanding.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance.</p>	<p>There is little evidence that the students understand how the work is evaluated.</p> <p>The teacher monitors understanding through a single method, without eliciting evidence of understanding from students.</p> <p>Feedback to students is vague.</p>	<p>The teacher does not indicate what quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Students receive no feedback, or feedback is global or directed to one student.</p>	
	TOTAL: 0	TOTAL: 16	TOTAL: 1	TOTAL: 0	TOTAL: 2

Classroom Observations and Additional Comments

Secondary elementary students engaged in multiplication bingo. The teacher led the activity, and the students actively participated by using their math bingo cards, checking their responses before placing a bingo chip on their card. The teacher then transitioned the class to a multi-digit multiplication activity, posted the learning intention on the screen, and introduced the lesson's goal. The students demonstrated an efficient transition from one activity to another.

A middle school teacher led a lesson on teaching students proper noun usage. The students worked actively at their desks, writing in their journals and filling out the worksheet, while the teacher walked around the room, checking each student's progress. Additionally, another staff member was in the class assisting other students. The teacher provided two charts to support the learning process, specifically for students to refer to important details. The students actively referenced the charts to assist them with the assignment.

A counselor pushed into a lower-grade classroom. She conducted an SEL learning activity. She was highly interactive with the students, and there were strong levels of participation.

A mid-level elementary classroom had one teacher and 22 students. The teacher used time effectively to introduce the science lesson, and prepped students for an activity they would be doing after they go to specials. Students had opportunities to share individual stories with the class.

High school students learned about speed. Some used their devices to answer questions independently, while others worked to complete problems on their worksheets. Also, several students were studying questions involving square roots, with the teacher reviewing key concepts and step-by-step methods to ensure the problems were solved correctly. The students were engaged and were self-directed.

Elementary students learned about forces in motion in a science class. The teacher displayed the text on the screen as she asked the student for evidence of what they see when objects start or stop moving, reinforcing the concept of force. The students were actively engaged because the questions focused on what happens to the train. The teacher asked questions such as, explain what you're thinking about the forces? The teacher also referred to the vocabulary terms magnetic force and repel, reinforcing the investigative science process. The students were highly engaged, and the lesson's pacing was excellent, with frequent checks for understanding, repetition, and the use of key vocabulary terms.

In a secondary elementary-grade classroom, 22 students and one teacher were present. At first, all students were working on i-Ready on the computers, and the teacher was conducting a competition among three classes to see how many lessons could be completed. The teacher then pulled one student aside for one-on-one help and asked several questions to guide the student toward success.

Measures of Progress from Previous Site Evaluation

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA Site Evaluation Team during the school's previous site evaluation.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
Active Executive Director Search	Recommendation met	Oasis has been successful in hiring an Executive Director.
Diversity Enhancement	Recommendation met	Oasis has become more diverse over the last two years. The Free and Reduced Lunch totals are 33percent at the elementary level, 29.5 percent at the middle level, and 22.3 percent at the high school level. The number of students with an Individual Education Plan (IEP) has increased, and 16.7 percent are at the elementary level.
Facility Renovations and Playground Expansion	Recommendation met	Oasis successfully opened an additional campus for high school students. The playground has been expanded.
Purple Star School Designation	Recommendation met	Oasis is officially a Purple Star school as appointed by the Nevada Department of Education in April 2025.

Operational Compliance Checks

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

Appendix A

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