Nevada State Public Charter School Authority

Mater Academy – Cactus Park

Site Evaluation and Risk Based Monitoring Report: November 5, 2025

State Public Charter School Authority

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Table of Contents

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

Mater Academy – Cactus Park

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.

Highly committed Executive Director/Lead Principal
The Executive Director/Lead Principal of Mater Academy Cactus Park, along with her leadership team, has demonstrated a strong commitment to establishing a solid foundation for the school's inaugural year of operation, which serves as a strength. Their collaborative and strategic approach has been marked by actively engaging educational experts and experienced leaders from other Mater Academy Las Vegas campuses (East, Bonanza, Mountain Vista) to ensure the successful implementation of proven systems, structures, and instructional practices. According to the leadership team, this intentional partnership has allowed the team to leverage organizational expertise in curriculum design, data-driven instruction, and school culture development, fostering consistency on the Cactus Park campus while tailoring supports to meet the unique needs of each staff member. Through this shared leadership model, the Executive Director and her team have demonstrated a commitment to prioritizing professional growth, operational effectiveness, and the creation of a supportive learning environment that fosters both academic achievement and the social-emotional well-being of students and staff at the Mater Academy Cactus Park campus.

A focus on establishing a positive school culture
Another strength at Mater Academy Cactus Park is that the Executive Director/Lead Principal, together with other members of the leadership team, has placed a strong focus on establishing a positive and inclusive school culture during the school's first year of operation. Through intentional efforts to build student, family, and staff buy-in, the leadership team has created a sense of shared purpose and community that reflects the Mater Academy mission and values of a safe and respectful learning environment. The school leaders have prioritized establishing open communication, family engagement, and consistent expectations to foster trust and a sense of belonging among all stakeholders. The team has implemented strategies that support both academic and social-emotional development while reinforcing a culture of respect, accountability, and continuous improvement. This emphasis on creating a positive school culture and connection can serve as a foundation for success and potential long-term growth at Mater Academy Cactus Park. Many participants in the faculty focus group expressed appreciation for the leadership's investment in fostering a positive school culture.

A focus on ensuring standards-aligned lessons
Another strength highlighted by the staff and their school leaders is the focus on delivering standards-aligned lessons through the Backward Assessment Model (BAM). The backward assessment model, also called backward design, is a curriculum planning and assessment framework that involves planning a curriculum by first defining the desired learning outcomes that students should be able to demonstrate at the end of a lesson or unit. The school's leadership team stressed the importance of creating collaborative systems that enable teachers to use this framework to ensure quality, standards-aligned lessons for all students. Members of the faculty focus group discussed the school's emphasis on ensuring standards-aligned instruction and highlighted the support they receive from instructional coaches and

professional development opportunities concentrated on defining clear student learning outcomes for each lesson.

A priority to establish a data-driven culture

Creating a data-driven culture that puts student learning at the forefront of all decision-making is a strength for Mater Academy Cactus Park. Recognizing the importance of using evidence to inform instruction and improve outcomes, the leadership team has collaborated closely with curricular experts from other Mater Academy campuses to model and facilitate effective professional learning communities[1] (PLCs). These experts have provided hands-on coaching and guidance to teachers, helping them analyze student performance data, identify learning gaps, and design targeted interventions to address individual student needs. The faculty focus group shared their priority in using data to plan lessons for their students. Through this structured, collaborative approach, the leadership team has created and fostered a system for progress monitoring, reflection, and instructional adjustment, ensuring that teaching practices are both responsive and impactful. This ongoing commitment to data-driven collaboration can strengthen instructional coherence across grade levels and set a high standard for academic excellence at Mater Academy Cactus Park.

High level of support for novice teachers

A commitment to providing high levels of support for teachers who are new to the Mater Academy network or early in their professional careers is a strength for Mater Academy Cactus Park. Understanding that strong instructional capacity is built through intentional mentorship and coaching, the leadership team has established multiple layers of support to ensure teacher development. This includes pairing novice teachers with experienced mentors from other Mater Academy campuses, facilitating regular professional development sessions focused on instructional best practices, and modeling effective teaching and planning strategies. Additionally, the leadership team provides consistent feedback through classroom observations and collaborative reflection sessions. The school's leaders shared that this comprehensive support system not only builds teacher confidence and competence but also strengthens instructional consistency and fosters a collaborative, growth-oriented culture across the campus, thereby supporting teacher effectiveness. Several members of the faculty focus group discussed their appreciation for the support they have received, and many felt that the lessons modeled by expert teachers have helped them improve.

A focus on increasing campus safety

According to the leadership team, Mater Academy Cactus Park has made student safety a top priority, implementing proactive measures to ensure a secure and welcoming learning environment. Recognizing the school's location along a busy main road and the occasional transiency within the community, the leadership team has taken deliberate steps to enhance campus safety. These include installing new perimeter fencing, establishing a secure, locked entryway for controlled access, and reinforcing clear safety procedures for staff, students, and families. Additionally, the school leaders shared that they are

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[1] In education, PLCs stand for Professional Learning Communities, groups of educators who regularly collaborate to improve teaching practices and student outcomes.

working to add more security cameras. The leadership's commitment to maintaining a safe and orderly environment reflects their understanding that a sense of security is foundational to student learning and well-being. By addressing both physical and procedural safety measures, the team has fostered confidence among families and staff, reinforcing the message that student protection and care are central to the Mater Academy Cactus Park mission.

Diversity staff

Mater Academy Cactus Park benefits from a diverse staff representing a range of backgrounds, which serves as a strength. This diversity can enrich the school community, promote inclusivity, and enable staff to connect with students and families in meaningful, culturally responsive ways. The varied perspectives and experiences of the faculty can contribute to a welcoming and inclusive environment.

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 academic achievement inherited from the previous charter holder
A key challenge at Mater Academy Cactus Park is the low academic achievement inherited from the previous charter holder. According to data from the Nevada School Performance Framework[2] (NSPF), the school earned only 2 out of 25 points in the academic achievement indicator section, resulting in a two-star rating (32 index points out of 100) and highlighting significant learning gaps and low student proficiency levels that predate the current leadership team. Although the present leaders did not have direct responsibility for these results, they have fully embraced the challenge and demonstrated a sustained commitment to reversing this trend. The leadership team has strategically aligned the school's improvement efforts with Mater Academy's proven systems and structures. They have invested resources in targeted academic interventions, data-driven instructional practices, and ongoing professional development to strengthen teaching and learning. Through these intentional actions, the leadership team is laying the groundwork for possible academic growth and improved student outcomes in the years ahead.

The need to improve outcomes for English Language Learners (ELLs)
According to the 2024–25 NSPF data, Mater Academy Cactus Park scored 1 out of 10 points on the English Language Proficiency Indicator, which measures the growth of English Language Learners[3] (ELLs), highlighting an area of challenge for the school. Only 25 percent of ELLs met their growth targets on the World-Class Instructional Design and Assessment[4] (WIDA), compared to the SPCSA district's rate of 55 percent. In response, the school's leadership team has taken a proactive approach by designating a lead administrator with extensive experience in supporting ELLs to guide staff in implementing best practices, strengthening instructional strategies, and improving student outcomes.

Chronic absenteeism
Chronic absenteeism[5] is a challenge for Mater Academy Cactus Park. According to the 2024-25 NSPF data, the school's chronic absenteeism rate of 28 percent is higher than the SPCSA district's rate of 16 percent. When students miss many school days (more than 10 percent), they lose valuable instructional time, which leads to learning deficits. The leadership team has taken proactive accountability measures, including communicating with students and families about the importance of attending school regularly.

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[2] NSPF in Nevada stands for the Nevada School Performance Framework, a public school rating system that assigns a star rating (1-5) to schools based on their performance. This framework was created to comply with federal requirements under the Every Student Succeeds Act (ESSA) and includes indicators like English language proficiency, growth, and student engagement, which are evaluated through various academic and non-academic measures.
[3] 3 In education, ELL stands for English Language Learner, referring to students who are acquiring English alongside their native language(s). These are students who need specialized support to develop English fluency and succeed academically in an English-speaking environment.
[4] WIDA (World-Class Instructional Design and Assessment) is a consortium of states, territories, and federal agencies that creates standards, assessments, and professional development for teaching and assessing multilingual learners (English Language Learners)
[5] In Nevada, chronic absenteeism is when a student misses 10% or more of their scheduled school days for any reason, including excused and unexcused absences and suspensions.

Student behavioral needs

During its inaugural year, Mater Academy Cactus Park has experienced some student behavioral challenges, which the school's leaders attribute in part to the need to reestablish consistency, structure, and clear expectations following transitions in school leadership and operations. Additionally, some students may be exhibiting behaviors connected to prior trauma or disrupted learning experiences. The school's leadership team recognizes the importance of addressing these needs through the implementation of trauma-informed practices, positive behavioral supports, and a strong, schoolwide culture of care and accountability to promote student well-being and success.

New staff and staff turnover

Another challenge for Mater Academy Cactus Park has been addressing recent staff turnover and supporting the development of newer teachers. As the school continues to establish stability in its inaugural years, the leadership team recognizes that maintaining instructional consistency and alignment with Mater Academy's standards requires intentional onboarding and ongoing coaching. To strengthen instructional practices, the leadership team has prioritized professional learning opportunities, such as "Tune-Up Tuesdays," where staff engage in targeted training on best practices, including data analysis, instructional planning, effective lesson design, and collaborative feedback sessions with instructional coaches.

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.

Continue to improve academic achievement
The SPCSA staff recommends that Mater Academy Cactus Park continue to focus on improving academic achievement by strategically addressing student learning gaps and ensuring all students have access to grade-level, standards-aligned instruction. To accelerate growth, the school can maintain its emphasis on data-driven decision-making and differentiated supports that meet students where they are while guiding them toward mastery of rigorous academic standards. Continued professional development focused on lesson design, instructional rigor, and effective intervention strategies will be essential to deepen teacher capacity and promote consistent, high-quality instruction across classrooms. By aligning curriculum, assessment, and instruction to grade-level expectations and providing targeted support for struggling learners, Mater Academy Cactus Park can strengthen academic outcomes and sustain continuous improvement under the Mater network's systems and structures. Additionally, leveraging expert teachers and instructional strategists from other Mater network campuses can provide valuable coaching, modeling, and collaborative opportunities to further enhance instructional practices and support teacher growth. This collaborative approach can ensure that the school benefits from the network's collective expertise while promoting best practices across all classrooms.

Continue to refine and bolster the school's multi-tiered systems of support (MTSS) framework to support students' social and emotional needs.
The SPCSA staff recommends that Mater Academy Cactus Park continue refining and strengthening its multi-tiered systems of support[6] (MTSS) framework to ensure that students receive the academic, behavioral, and social-emotional support they need. The administration has expressed a commitment to investing in trauma-informed practices to enhance staff capacity to recognize and respond effectively to students experiencing adversity, such as homelessness or home-related stressors. Incorporating training on adverse childhood experiences[7] (ACEs), restorative practices[8], and de-escalation strategies will further equip teachers to create supportive, inclusive classroom environments that prioritize student well-being. The school's Tune-Up Tuesday is their professional development session, which provides an excellent opportunity to deliver this targeted training, enabling staff to build awareness, share best practices, and consistently apply trauma-informed approaches across the campus. By continuing to deepen its MTSS framework with a focus on whole-child support, Mater Academy Cactus Park can foster resilience, improve student engagement, and strengthen overall academic and behavioral outcomes.

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[6] MTSS stands for Multi-Tiered System of Supports, a framework in education that provides academic, behavioral, and social-emotional support to all students through data-based decision-making.
[7] Adverse Childhood Experiences (ACEs) are potentially traumatic events that occur in childhood and can include abuse, neglect, and household challenges like witnessing violence or having a household member with mental illness or substance abuse problems.
[8] Restorative practices are a set of strategies and philosophies used to build and maintain positive relationships and to repair harm when it occurs.

Continue efforts to decrease chronic absenteeism

The SPCSA staff recommends that Mater Academy Cactus Park School improve chronic absenteeism in elementary school. The school's Leadership may find helpful resources on the Nevada Department of Education website (Chronic Absenteeism) or the SPCSA Canvas Repository best practices (https://spcsa.instructure.com/courses/72). A continued decrease in the chronic absenteeism rate can improve students' access to instruction, positively impacting academic achievement and engagement rates.

Continue to enhance campus safety

The SPCSA staff recommends that Mater Academy Cactus Park continue to enhance school-wide safety measures to ensure a secure environment for students, staff, and families. Key initiatives include continued collaboration with local municipalities to implement traffic flow improvements, install school signal lights, and install clear zoning and safety signage near the campus. These measures, combined with existing secured entryways and perimeter fencing, will help manage vehicle and pedestrian traffic, reduce safety risks, and support an orderly campus environment. By proactively addressing both physical infrastructure and community partnerships, the leadership team can further strengthen a culture of safety that supports learning and reassures families that student well-being is a top priority.

Continue to build effective communication systems with all stakeholders

The SPCSA recommends that the leadership and staff of Mater Academy Cactus Park continue to build and refine effective communication systems designed to promote trust, transparency, and open dialogue among all stakeholders. Families who participated in focus groups highlighted the importance of clear and consistent communication, noting that it keeps them informed about day-to-day school operations and helps them feel valued as partners in their children's education. Strengthening these systems will foster a stronger sense of community, support collaborative decision-making, and ensure that students, families, and staff are all actively engaged in the school's mission and goals.

Site Evaluation Findings: Strong Recommendations

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

No strong recommendations were noted during this site evaluation.

Site Evaluation Findings: Deficiencies

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

No deficiencies were noted in this site evaluation.

Focus Group Participation Data

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

Name of Focus Group	Number of Participants
Governing Board[9]	2
Family Members, Parents, and Guardians	4
Faculty and Staff	8
School Leadership	2
Students	9

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

Focus Group Summary: Governing Board

The Board Focus Group, with two members of the governing board, shared their insights, highlighting strong pride and confidence in Mater Academy's school leadership on all campuses. Board members emphasized that the executive leadership and lead principals have cultivated a family-oriented culture where students, staff, and families feel valued and connected to a shared mission. They commended the leadership's philosophy, centered on developing their own talent and supporting paraprofessionals, substitutes, and even former students in earning teaching credentials, thereby strengthening staff loyalty and ensuring long-term investment in the Mater community.

The board praised the executive director/lead principal's commitment to positioning the Las Vegas Mater Academy Schools as a central resource hub for the community. They noted that these schools go beyond academics by providing wraparound support and access to critical services for families in need. Board members highlighted the school's safe, inclusive environment and celebrated its sustained positive climate and consistent leadership. Specific to Mater Academy East Las Vegas, they expressed pride in the school's ongoing success in college and career readiness, specifically the growth of the dual enrollment program that enables students to graduate with associate degrees while still in high school. This achievement, they stated, reflects both high academic expectations and the supportive systems that make such accomplishments possible. The board members also highlighted the success of the other campuses (Mountain Vista, Bonanza) and recognized the team approach to support the newest Mater Campus, Cactus Park.

Board members discussed the organization's data-driven decision-making culture and the alignment between executive leadership and school sites. They praised the school's focus on continuous improvement through professional development, instructional coaching, and formative assessments. The board expressed confidence that these systems, combined with Mater Academy's strong multi-tiered systems of support[10] (MTSS) framework, will sustain the high performance of the Mater network of schools and ensure that students at all academic and social-emotional levels are supported. They highlighted proactive efforts to address challenges in attracting highly qualified teachers, including developing internal pipelines and offering career growth pathways within the Mater network.

In acknowledging challenges such as serving a historically underserved community and limited funding, the board emphasized its role in strategic governance and advocacy. They expressed appreciation for the leadership's transparency in addressing these issues and for maintaining a focus on student outcomes for all campuses. The members also shared that the board is expanding from five to seven or eight members to enhance oversight, representation, and expertise, further strengthening the organization's governance capacity. Ultimately, the board members affirmed their belief that success stems from an unwavering commitment to people, students, families, and staff alike. They described the Mater Academy schools as a model of combining high expectations with high care.

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[10] MTSS stands for Multi-Tiered System of Supports, a framework in education that provides academic, behavioral, and social-emotional support to all students through data-based decision-making.

Focus Group Summary: Family Members, Parents, and Guardians

Families who participated in the focus group expressed satisfaction with Mater Academy Cactus Park, noting that their children have shown academic and behavioral improvement since enrolling. Several parents described noticeable growth in their children's focus, motivation, and engagement, particularly compared to their experiences in the local school district. One parent shared that her daughter is now more challenged academically and demonstrates greater confidence, while another highlighted that the school has provided meaningful support for her child with attention-deficit hyperactivity disorder (ADHD), including updated communication from teachers.

Parents consistently identified the school's structure, routines, and communication as major strengths. They appreciated the organized learning environment and the high level of teacher outreach, describing frequent updates through phone calls, emails, texts, and the PBIS app[11]. Families also praised the school's responsiveness, with one parent mentioning that her child needed tutoring; the program was initiated within two weeks. Parents reported that Mater Academy Cactus Park offers more academic support and enrichment opportunities than their previous district schools, resulting in noticeable progress in their children's learning.

In discussing academics, families noted that their children are learning key foundational skills across grade levels, such as subtraction with regrouping, multiplication and division, essay writing, grammar, and sentence structure. Parents of older students mentioned that teachers are preparing them for middle school expectations. Several families emphasized that individualized support, including one-on-one reading instruction, has been instrumental in helping their children reach grade-level proficiency. Families expressed confidence in the school's support for struggling students academically and emotionally. They cited the caring approach of teachers, who provide personalized help and ensure that students with learning needs receive appropriate interventions. Parents also appreciated open communication with administrators and staff, which helps them stay informed about student progress and school initiatives. Monthly parent meetings, social media updates, and upcoming plans for a YouTube channel featuring recorded sessions were highlighted as examples of strong family communication. practices.

Overall, parents described Mater Academy Cactus Park as a safe, structured, and welcoming environment. They noted improvements in safety protocols, including locked gates, controlled building access, and enhanced lighting around campus. While most feedback was positive, a few parents recommended adding more parking spaces and continuing to use multiple communication channels to keep families informed about events, policies, and attendance expectations.

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[11] The term "PBIS app" most commonly refers to the PBIS Rewards apps, a suite of mobile applications for students, parents, and teachers designed to support a school's Positive Behavioral Interventions and Supports (PBIS) program.

Focus Group Summary: Faculty and Staff

Staff members at Mater Academy Cactus Park expressed strong optimism and progress during the school's first year of transition. Returning teachers highlighted noticeable improvements in classroom management, curriculum resources, and overall school structure compared to the previous year. Several staff members reported that routines and expectations have become more consistent, and that instructional support from administration and coaches has been instrumental in improving teaching practices that utilize student performance data to support student learning outcomes. Staff described the leadership team as approachable, responsive, and proactive in addressing both instructional and behavioral challenges. Many noted that the school culture feels more stable, positive, and focused on growth.

Several staff members acknowledged that while student behavior remains a challenge, particularly as students adjust to increased academic rigor and school expectations, there has been progress in promoting positive behavior through clear rules, relationship-building, and reinforcement systems. Teachers also noted that some students and families are still adapting to the new behavioral expectations, but open communication and a focus on understanding student needs have helped foster a more supportive environment.

Collaboration and professional learning were identified as major strengths of the school. Participants described a strong sense of teamwork, with colleagues frequently checking in on one another and sharing instructional strategies. Professional development sessions on differentiated instruction, small-group math instruction, the use of artificial intelligence tools, and integrating rigor into lessons were noted as highly beneficial. Instructional coaches regularly model lessons, provide feedback, and help teachers analyze student data to plan instruction. Several staff members highlighted the benefits of modeled lessons from expert teachers, noting that they positively impact on their practices.

In discussing student support, staff described an evolving multi-tiered system of support (MTSS) framework that addresses both academic and behavioral needs. Teachers use data from i-Ready[12] diagnostics, classroom assessments, and behavioral observations to identify students who need additional interventions. The school has implemented targeted small-group instruction and individualized support for struggling students, both academically and socially and emotionally. Participants praised the administration's commitment to addressing students' and families' basic needs through initiatives such as a weekly food bank program that provides food to students each Friday to support families in need.

Overall, participants described staff morale as high. Members consistently expressed pride in their work and appreciation for the collaborative and supportive environment fostered by the leadership team. Staff members shared recommendations to further strengthen the school culture, including expanding extracurricular offerings such as sports, music, and dance, and creating more space for physical

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[12] i-Ready Learning is a digital instructional resource that assesses students with grade-level materials in reading and math.

education. Teachers agreed that the campus's small size, strong communication, and collective commitment to student success have been key factors in fostering a positive, cohesive school culture.

Focus Group Summary: School Leadership

The leadership team at Mater Academy Cactus Park described a strong commitment to establishing a culture of high expectations, accountability, and data-driven instruction. This year, the school introduced new, standards-aligned curricula across all elementary grade levels, including Wonders[13] for English Language Arts, i-Ready Classroom Mathematics[14], and Project Lead the Way for Science[15]. Leaders emphasized the importance of reconstructing mindsets to uphold rigor and maintain consistent instructional quality across classrooms. Professional development is strategically provided on Tuesdays, called Tune-up Tuesdays, focusing on curriculum implementation and data-driven instructional practices, while administrators and instructional coaches conduct ongoing monitoring to ensure instruction remains aligned with standards and pacing guides.

Collaboration and professional learning are foundational elements of the school's instructional approach. Teachers participate in weekly Professional Learning Communities (PLCs) on Thursdays or Fridays, often joined by system leads from other Mater campuses to model lesson strategies and share best practices. Tune-Up Tuesdays provide structured support sessions that help teachers analyze data, refine instructional strategies, and ensure consistent pacing. The school also implements a "double dose" instructional model to provide additional academic support for students performing below grade level, while promoting student ownership of learning through data binders and goal setting.

The leadership team described a comprehensive assessment system that includes quarterly performance tasks, curriculum-unit assessments, writing tasks aligned with Smarter Balanced Assessment Consortium[16] (SBAC) test questions, and regular i-Ready diagnostics and growth checks. Feedback is an integral part of instruction, and instructional coaches support teachers in providing actionable, standards-based feedback to students. Students are encouraged to understand and monitor their own progress, reinforcing the school's emphasis on developing independent, reflective learners.

Leaders identified several key strengths within the school community, including a positive climate and culture, strong community engagement, data-driven decision-making, and system-wide collaboration. The school also partners with Radical Innovations[17] to provide trauma-informed support for students who have experienced adversity. However, leaders acknowledged ongoing challenges, particularly student behavioral needs related to trauma and parent adjustment to the school's expectations. In response, staff are being trained to adopt a trauma-sensitive mindset that seeks to understand the root causes of behavior before addressing it, and to continue focusing on setting school-wide expectations.

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[13] Wonders is a comprehensive K-6 literacy curriculum by McGraw-Hill that aims to improve reading, writing, and communication skills through evidence-based instruction.

[14] i-Ready Classroom Mathematics is a comprehensive math curriculum for grades K–8 developed by Curriculum Associates that combines print and digital resources to support student learning.

[15] Project Lead the Way (PLTW) for science is a preK-12 curriculum that uses hands-on, project-based learning to engage students in STEM (science, technology, engineering, and math) fields.

[16] SBAC refers to the Smarter Balanced Assessment Consortium, a multi-state group that develops and administers standardized tests in English Language Arts (ELA) and mathematics for students in grades 3-8 and 11.

[17] Radical Elevation is a mental and behavioral health clinic in Las Vegas that offers outpatient services for children (age 5+) and adults, including therapy, psychosocial rehabilitation, and telehealth.

To ensure a safe and supportive environment, the school has invested in campus safety measures, including fencing, alarm systems, and classroom cameras, and has added a crossing guard for student safety on a major roadway. Leadership continues to work toward securing school zone speed signs to enhance traffic safety.

Focus Group Summary: Students

Students discussed their experiences at Mater Academy Cactus Park. Several shared that the school is a welcoming and supportive environment with kind teachers and helpful peers. Many students expressed appreciation for their teachers' dedication, noting that staff members "take time to help them understand lessons" and "feel comfortable asking questions". Several students mentioned that tutoring opportunities have been especially helpful, and some highlighted their enjoyment of extracurricular opportunities such as sports and cheerleading.

When discussing academics, students reported that they are currently learning a range of skills across subjects, including division, multiplication, decimals, fractions, and mixed numbers in math, as well as essay writing, reading comprehension, and grammar in English Language Arts. Several students mentioned that they focus on their learning goals and described how teachers assist them by answering questions, coming to their desks for one-on-one help, and providing guidance, such as sounding out words. They also acknowledged behavioral learning goals, such as practicing self-control and maintaining a respectful classroom environment.

Students described their teachers and staff as approachable and "caring", noting that when behavioral or emotional challenges arise, teachers typically respond with reminders, redirection, or conversations to help them make better choices. Most students indicated that they have at least one trusted adult on campus they can turn to for help, which supports a positive sense of safety and belonging. Although a few students mentioned occasional peer conflicts or teasing, they also reported that teachers are quick to address such issues when they occur.

Students expressed enthusiasm for school activities and events that promote engagement and school spirit. They enjoyed attending soccer games, cheerleading events, and other extracurricular activities, and they expressed interest in expanding these offerings to include additional sports such as baseball, soccer, and football. Several students suggested adding more "specials" like music, art, gardening, and a library space, which they felt would make school more enjoyable and enriching.

When reflecting on changes from the previous school year, returning students noted improvements in overall school structure, the learning environment, and overall student behavior. They mentioned that while last year involved more conflicts and distractions, this year feels more organized and academically focused, with new teachers contributing to a more positive and productive environment. Overall, students described Mater Academy Cactus Park as a fun, clean, and educational school with teachers and administrators who genuinely care about their success and well-being.

Classroom Environment and Instruction Observation Rubric

A total of 14 elementary school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Classroom Learning Environment is Conducive to Learning	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 0	TOTAL: 11	TOTAL: 3	TOTAL: 0	TOTAL: 0
Establishing a Culture for Learning	The teacher communicates passion for the subject. Students indicate through their questions and comments a desire to understand content. Students assist their classmates in understanding the content.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	The teachers' energy for the work is neutral. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to completing the work on their own. The teacher's primary concern appears to be to complete the task at hand.	The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work.	This criterion was not observed or rated.
	TOTAL: 0	TOTAL: 10	TOTAL: 4	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction Observation Rubric

A total of 14 elementary school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively. The teacher invites students to explain the content to their classmates. Students use academic language correctly.	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. Students engage with the learning task, indicating that they understand what they are to do.	The teacher provides little elaboration or explanation about what students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher may make minor content errors. The teacher must clarify the learning task.	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. Students indicate through their questions that they are confused about the learning task.	This criterion was not observed or rated.
	TOTAL: 0	TOTAL: 10	TOTAL: 4	TOTAL: 0	TOTAL: 0
Using Questioning and Discussion Strategies	Students initiate higher-order questions. The teacher builds on and uses student responses to questions to deepen student understanding. Students extend the discussion, enriching it. Virtually all students are engaged.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Discussions enable students to talk to one another without ongoing mediation by the teacher. Many students actively engage in the discussion.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number participate.	Questions are rapid-fire and convergent with a single correct answer. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion.	This criterion was not observed or rated.
	TOTAL: 0	TOTAL: 7	TOTAL: 6	TOTAL: 0	TOTAL: 1

Classroom Environment and Instruction Observation Rubric

A total of 14 elementary school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Engaging Students in Learning	Virtually all students are engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. The pacing of the lesson provides students with the time needed to be intellectually engaged.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	Few students are intellectually engaged in the lesson. Learning tasks, activities, and materials require only recall or have a single correct response. The lesson drags on or is rushed.	This criterion was not observed or rated.
	TOTAL: 0	TOTAL: 8	TOTAL: 6	TOTAL: 0	TOTAL: 0
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 0	TOTAL: 8	TOTAL: 3	TOTAL: 1	TOTAL: 2

Classroom Observations and Additional Comments

In a lower elementary mathematics classroom, students engaged in a lesson focused on addition and subtraction. The teacher began by gathering students on the carpet and clearly reviewing behavioral expectations using the CHAMPS[18] classroom management system, fostering a structured and positive learning environment. To activate prior knowledge, the teacher played an interactive video to review counting to 100, prompting students to sing and count along enthusiastically. The activity effectively reinforced number sense and set an engaging tone for the lesson, preparing students to apply foundational counting skills to addition and subtraction tasks.

In an upper elementary classroom, instruction was organized into small groups to provide targeted academic support in both English Language Arts and mathematics. Two adults facilitated small-group instruction, each working with approximately 5 students to deliver focused lessons aligned with individual learning goals. The small group sessions emphasized guided practice, immediate feedback, and opportunities for students to clarify misunderstandings. Meanwhile, the remaining students worked independently on their devices, engaging in personalized learning programs designed to reinforce key skills and extend their understanding in math and English Language Arts. The classroom environment was structured and productive, with students demonstrating on-task behavior and independence as teachers provided differentiated instruction tailored to individual needs.

In a middle-grade elementary classroom, 23 students were working on a writing prompt. Each student appeared to be intellectually engaged. The teacher successfully transitioned students from writing to Power Hour, the school's intervention block. The teacher raised her voice and used a few direct comments, such as "Sit down", and You are not supposed to be talking, not allowed back into the class after you leave for Power Hour." It was clear that the teacher cared about the students and used positive reinforcement. "I like this line; look at how this student is standing in line."

In an upper elementary mathematics classroom, students worked independently to complete a quiz focused on solving word problems involving multiplication and division. The assessment required students to apply problem-solving strategies and demonstrate conceptual understanding of operations within real-world contexts. As students worked, the teacher circulated throughout the classroom, providing proximity support, monitoring student progress, and offering clarification or redirection when needed. The classroom environment was calm and focused, allowing students to demonstrate their individual mastery of the lesson objectives.

In an early-grade classroom during Power Hour, there was 100% engagement. One set of students was working on i-Ready, wearing earphones, and actively learning at their own individual level. Another set of students (5) were working with an adult on the identification of the letter "O". Great questions from students kept them engaged. A third set of students sat with a teacher and practiced writing the uppercase and lowercase letter "O".

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[18] The CHAMPS behavior system is a proactive classroom management strategy that stands for Conversation, Help, Activity, Movement, and Participation.

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.

Mater Academy Cactus Park is in its first year of operation. Therefore, the information below is not applicable.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
Not applicable	Not applicable	Not applicable

Operational Compliance Checks

Fire Extinguisher	☒	YES		☐	NO			
Nurse's Station	☒	YES		☐	NO			
Evacuation Plan in Classrooms	☒	YES		☐	NO			
Food Permit	☒	YES		☐	NO		☐	N/A
Elevator Permit	☐	YES		☐	NO		☒	N/A

Part 2

Mater Academy – Cactus Park

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	Mater Academy – Cactus Park
	3115 Las Vegas Blvd, Las Vegas, Nevada 89115
Financial Period or Fiscal Years/ School Years Covered	07/01/2024 – 06/30/2025
Date(s) and time(s) of Monitoring	Wednesday, November 5, 2025
	12:00PM – 4:00PM
Objectives	• Review the capacity, performance, and compliance of a subrecipient charter school
	• Address high-risk and specific issues that need immediate attention
	• Determine fidelity of program delivery
	• Ensure that any subaward of federal funds is used for authorized purposes; in compliance with federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved
Date of Report	November 24, 2025

Risk Based Monitoring: (2) School Overview

- Total Number of Students: 429

- Grade Levels: K - 5

- Grants with Active Subawards:

  - FY24 HCY Title I, Part A

  - FY35 Title II, Part A

  - FY25 ESY Special Education (IDEA, Part B)

  - FY25 HCY Title I, Part A

  - FY25 Special Education EC (IDEA, Part B, Sec 619)

  - FY25 Title I, Part A

  - FY25 Title III English Learner

  - FY25 Title IV, Part A

  - FY26 Nevada Ready State Pre-K

  - FY26 Title II, Pary A Off Set- State

  - FY26 Title III English Learner

  - FY26 Title IV, Pary A

  - FY26 Transportation Funding

- Grants with Allocations (subaward pending): N/A

- Total Federal Funds Expended in Previous FY (FY25): $9,692,757.21

- Single Audit Required: Yes

- Current Risk Level: High

- Prior Risk Level: High

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

The following activities were completed during this monitoring visit:

- Scope of fiscal review:
  - Fiscal Administrative requirements, including:
    - Compliant system of internal controls
    - Compliant system to determine allowability of costs
    - Compliant financial management and accounting system
    - Compliant procurement system
    - Compliant plan for audit resolution
    - Compliant system for inventory management
    - Compliant system for records retention
  - Appropriate use of funds (Monitored in conjunction with review of program implementation)
- Scope of program review:
  - Special Education
    - IEP development, meeting and record maintenance process aligned to federal and state requirements
    - IEP(s) are fully implemented
    - Progress monitoring is regularly conducted in accordance with IEP, federal/state requirements and best practices
    - Ongoing parent communication, participation, and engagement
    - Special Education IEP/file review
  - Title IA
    - Program development included needs assessment, community outreach (parents, teachers, school staff, students) and alignment to School Performance Plan: Road Map to Success ("SPP")
    - Program implementation aligns to federal requirements and program plan

- School has worked to ensure effective involvement of parents and the community to improve student academic achievement
- School regularly collects data and monitors progress towards goals and intended outcomes
- For CSI, TSI, TSI/ATSI schools, evidence that the school is making progress towards exiting the designation
- Additional Areas
  - McKinney-Vento
  - Foster Care

Risk Based Monitoring: (4) Summary of Visit

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

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

Risk Based Monitoring: (4.1) Area of Strength

Monitoring Area: Fiscal

The leadership and fiscal team of Mater Academy of Nevada - Cactus Park, along with Academica staff, are all committed to using funds effectively to maximize academic outcomes for all students. Staff continue to identify areas for improvement and make necessary process modifications to strengthen effective and compliant grant management practices. The policies and procedures provided meet minimum federal requirements.

During the fiscal review, the SPCSA made suggestions for incorporation into the school's policies and Staff were transparent and provided evidence to the SPCSA, in accordance with NAC 387.775, resolving prior year findings (2023-2024 audit #2024-001), which were sufficiently corrected by the school. There were no findings in the June 30, 2025 audit. The school received board approval on November 19, 2025, and provided this documentation to the SPCSA immediately.

During the fiscal review, the SPCSA made suggestions for incorporation into the school's policies and procedures (P&Ps), for which Mater Academy of Nevada - Cactus Park promptly offered sustainable resolutions.

Staff were transparent and provided evidence to the SPCSA, in accordance with NAC 387.775, resolving prior year findings (2023-2024 audit #2024-001), which were sufficiently corrected by the school. There were no findings in the June 30, 2025, audit. The school received board approval on November 19, 2025, and provided this documentation to the SPCSA immediately.

Monitoring Area: Program – Special Education

During the monitoring visit, several positive practices were noted that reflect Mater Academy's early efforts to establish consistent and compliant special education systems at the newly acquired campus, Mater Academy-Cactus Park:

> • **Proactive Identification and Correction of Noncompliance:** Leadership reported that, upon assuming management of the campus, they immediately identified multiple noncompliant special education documents and took prompt action to address them. This included reorganizing existing and newly developed special education records into appropriate confidential folders and initiating corrective steps. Additionally, pending evaluations were immediately addressed to ensure that students are appropriately identified and, if eligible, provided services and supports.

> • **Staff Training and Capacity Building:** The special education director ensured that all staff received foundational training on special education procedures and instructional strategies for supporting students with disabilities. This demonstrates a clear commitment to improving staff readiness and implementing consistent practices across the campus.

• **Evidence of Service Delivery:** During the onsite visit, there was observable evidence that school personnel were actively providing special education services and supports to students in alignment with their roles. This reflects an operational focus on meeting students' needs despite the school's ongoing transition period.

• **Experienced and Collaborative Leadership:** Mater Academy's special education director brings extensive experience from maintaining compliance across the organization's existing campuses. During monitoring, she clearly articulated the steps already taken to stabilize special education operations at Mater-Cactus Park, as well as plans for continued improvement. Her depth of knowledge and collaborative approach appear to be key strengths supporting the ongoing efforts at the new campus to align with required standards.

The monitoring staff recognizes that the IEP reviewed during the visit was developed prior to Mater Academy assuming management of the campus and may not necessarily reflect the practices, procedures, or expectations currently being implemented by the new leadership team. While the identified areas of noncompliance must still be corrected, this context is acknowledged in the report and was discussed with school leadership during the debrief.

Monitoring Area: Program – Title IA

Students at the school were actively engaged in their work, and student work was visible throughout the campus. In addition, the school consistently provides updates to teachers, staff and parents on its performance using iReady testing results, SBAC scores and WIDA data. Mater Cactus Park also holds parent conferences to ensure that parents are informed and aligned with how students are performing.

Monitoring Area: Program – Title II

Mater Academy of Nevada strategically uses Title II funds to support high-quality, evidence-based professional development. Funding is aligned with school priorities and is used for instructional coaching, targeted training, and ongoing job-embedded support– ensuring that educators consistently build skills that directly improve classroom instruction.

Monitoring Area: Program – Title III

Mater Academy effectively leverages Title III resources to enhance language development and academic achievement for English Learners. Title III-funded supports include targeted language interventions, supplemental instructional tools, and professional development in sheltered instruction. These efforts have directly contributed to student growth, as evidenced by rising WIDA AGP rates, increased EL exits, and improved performance on interim assessments.

Monitoring Area: Program – Title IV

Mater Academy of Nevada strategically uses Title IV, Part A funds to support student well-being and engagement. The funding provides SEL supports, access to a Mental Health Advocate, and integrated counseling services, while also expanding CTE, STEM/STEAM, and arts programs that promote hands-on learning, creativity, and positive mental health.

Monitoring Area: Additional Areas: McKinney Vento and Foster Care

For students identified under McKinney-Vento and Foster Care, transportation is provided to ensure it is never a barrier to school access or attendance. Mater Academy also offers referrals to community providers, advocates, social-emotional support, food bags, school supplies, and other essential resources. In addition, the team reviews key student data including attendance on a monthly basis to ensure students stay on track and receive timely support when needed.

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

Monitoring Area: Fiscal

The SPCSA recommends that Mater Academy – Cactus Park make the following updates to its fiscal policies and procedures:

- Supplement, Not Supplant (SNS):
  - Explicitly include the phrase "*Supplement, not Supplant*" within the policies and procedures. While the current language on page 17 suggests that this policy is being followed, directly incorporating the phrase ensures clarity and demonstrates adherence to SNS federal regulations.
  - Certain grants require SNS language. Including "*Supplement, not Supplant*" in the school's policies and procedures ensures compliance across all applicable grants.
- Fringe Policy – meets the minimum standards for compliance.
  - Specifics around fringe benefit calculations are not included but are stated to be located in the Employee Handbook. The SPCSA advises incorporating these calculations into an appendix or a designated section for quick reference. During the on-site visit, Mater Academy indicated plans to add a hyperlink to its website to make this information more accessible and allow flexibility for easier updates.
- Health and Welfare Policy – meets the minimum standards for compliance.
  - It is recommended that the school detail procedures for determining cost allocations for each health and welfare benefit.

Monitoring Area: Program – Special Education

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 indicating whether the student does or does not need support and/or services in a particular area to show progress.
- The SPCSA recommends a consistent practice of discussing with parents or guardians whether an interpreter is needed for special education meetings when their child is identified as Limited English Proficient (LEP), even if English is listed as the student's primary language. Indicate whether the parent accepted or declined the interpreter by logging the information in the student's confidential folder status log.
- For EL students receiving special education services, ensure that the most recent WIDA ACCESS or screener scores are included in the PLAAFPs. Additionally, Special Factors #3

must be marked as "Yes." Supplementary Aids and Services must contain accommodations/supports addressing the student's language development needs based on the most recent EL assessment scores.

- Include information on the areas in which the student will receive 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 of level of attainment to ensure more measurable achievement/progress towards goals and to allow for replication 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 containing all the required documentation areas. Staff must regularly complete service logs and place copies in the student's confidential folder or uploaded to Infinite Campus.
- Discuss appropriate transition services at the next annual IEP review for students aged 14 years old and older. Review the required information for the 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, Nevada 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.

Monitoring Area: Program – Title IA

It is recommended that the school continue completing NDE Desktop Monitoring tasks for Title I by the due dates specified in Epicenter, once they become available.

It is expected that professional development will continue to be provided to all staff members to ensure they are well-equipped to effectively meet the needs of Title I students.

Monitoring Area: Program – Title II

It is recommended that the school continue completing NDE Desktop Monitoring tasks for Title II by the due dates specified in Epicenter, once they become available.
It is expected that professional development will continue to be provided to all staff members to ensure they are well-equipped to effectively meet the needs of students.

Monitoring Area: Program – Title III

It is expected that the school will continue completing NDE Desktop Monitoring tasks for Title III by the due dates specified in Epicenter, once they become available.

It is expected that professional development will continue to be provided for all staff members to ensure they are well-equipped to effectively meet the needs of EL students.

Monitoring Area: Program – Title IV

It is expected that the school will continue completing NDE Desktop Monitoring tasks for Title IV by the due dates specified in Epicenter, once they become available.

It is expected that professional development will continue to be provided for all staff members to ensure they are well-equipped to effectively meet student needs.

Additional Program Areas: McKinney Vento and Foster Care

It is expected that the school will continue completing NDE Desktop Monitoring tasks for McKinney-Vento (MKV) and Foster Care (FC) by the due dates specified in Epicenter, once they become available.

It is expected that professional development will continue to be provided for all staff members to ensure they are well-equipped to effectively meet the needs of MKV and FC students.

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:**
            No clear Effects statements (third column of PLAAFPs) were provided for areas that were not identified as deficient. Instead of documenting how or if the disability affects involvement and progress, staff defaulted to a blanket phrase ("No Effect"). Additionally, the Health Update section includes an effect statement that "proceed with evaluation" but it does not explain whether the results of the health assessment indicate that the student's disability impacts the education and functional performance.
        • **Cause of Deficiency:**
            The cause of the deficiency of the deficiency is unknown.
        • **Effect of Deficiency:**
            The lack of appropriate Effects Statements in the IEP does not fully meet federal requirements, which mandate that the PLAAFP describe how the child's disability affects their involvement and progress in the general education curriculum. The effects statement provides critical justification for the supports, accommodation, and specialized instruction outlined in the IEP. Without it, there may be no clear basis for determining appropriate goals, services and placement.
    Criteria Used
        • NAC 388.284
        • 34 CFR 300.320(a)(1)(i)

Improvement Plan:
        To strengthen the quality and compliance of IEP development, schools should ensure that all PLAAFP sections include individualized Effects/Impact statements that describe how the student's disability does (or does not) affect access to, progress in, and involvement in the general education curriculum/setting. Please avoid using generic phrases such as "No effects needed", "x," "none needed," "see above," or "see previous IEP".
        To improve IEP development practices and ensure consistency across staff, please fulfill and submit the following to the SPCSA:
           1. A scanned copy of the next/revised IEP (with meeting participants' signatures) reflecting the correction. The corrected IEP must include appropriate Effects Statements that explain whether each area is impacted by the student's disability and whether the student requires special education services/support in each area to access and progress in the general education curriculum.

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

Monitoring Area: Program: Special Education
    Issues Identified:
        • **Conditions Found Not in Compliance:**
            The student is coded as Limited English Proficient (LEP). WIDA test scores were not included in the Present Levels of Academic and Functional Performance (PLAAFP) section of the IEP.
        • **Cause of Deficiency:**
            The cause of the deficiency is unknown
        • **Effect of Deficiency:**
            Not including the most recent WIDA scores in the PLAAFP may result in an incomplete understanding of the student's abilities and needs, which can affect the overall effectiveness of the educational plan. The absence of these scores may lead to the selection of instructional strategies that are not aligned with the student's language proficiency level. This misalignment can hinder the student's academic progress and language development.

    Criteria Used
        • NAC 388.284

    Improvement Plan:
        To strengthen the quality and compliance of IEP development, it is essential that the PLAAFP for students identified as English Learners (ELs) includes their most recent WIDA ACCESS assessment scores. These data provide important information about the student's English language proficiency and help the IEP Team understand how language development may interact with the student's disability-related needs. Including WIDA scores ensures that instructional planning, goal development, and service delivery are informed by both disability and language proficiency considerations. This practice promotes equitable access to the general education curriculum and supports a comprehensive, individualized understanding of the student's learning needs.

        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/revised IEP (with meeting participants' signatures) reflecting correction of this deficiency. The corrected IEP must include the student's most recent WIDA ACCESS assessment scores and a summary of how the student's English language proficiency impacts access to and progress in the general education curriculum within the PLAAFP section.

2. An acknowledgement form, signed by all applicable staff (including contracted service providers, if applicable), confirming that they have received and reviewed training on the requirement to include current WIDA

ACCESS scores for English Learner (EL) students in the PLAAFP and to address how language proficiency affects instruction and service delivery in accordance with IDEA and NAC requirements.

Monitoring Area: Program: Special Education

Issues Identified:

- **Conditions Found Not in Compliance:**

  The annual Speech IEP goal did not include a frequency of attainment.

- **Cause of Deficiency:**

  The cause of the deficiency is unknown.

- **Effect of Deficiency:**

  Without the fully measurable goals, it becomes difficult for educators and parents to determine whether the student is making adequate progress. Measurable goals must include both a quantifiable accuracy rate and a frequency standard to provide a clear benchmark for success. Valid progress monitoring occurs when educators can objectively assess whether the students achieves a certain 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 the quality and compliance of IEP development, it is essential that all IEP goals include clear and measurable components. Each goal must specify both the level of proficiency or accuracy expected 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. When goals lack measurable components, it becomes difficult to track progress accurately, evaluate the effectiveness of instruction, or ensure accountability in service delivery. Strengthening this practice supports consistent implementation, compliance with IDEA and NAC requirements, and improved educational outcomes for students.

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

1. A scanned copy of the next/revised IEP (with meeting participants' signatures) for the same student, reflecting the correction. Each goal must specify both the level of proficiency or accuracy expected 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 staff, and implementation practices must be monitored by the school leaders for consistency.

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

The IEP does not accurately identify the required method for reporting progress on IEP goals. "Specialized Progress Report" is the required method for documenting and communicating student progress toward IEP goals. While the frequency of reporting was correctly identified as quarterly, the method selected does not align with the requirements for progress reporting specific to special education services.

            • **Cause of Deficiency:**

The cause of the deficiency is unknown

            • **Effect of Deficiency:**

When the IEP does not specify the correct method for reporting progress on IEP goals, parents may not receive meaningful updates on their child's progress toward individualized goals. This can lead to gaps in communication between the school and families, reduce the school's ability to monitor the effectiveness of IEP implementation, and result in noncompliance with IDEA requirements for reporting measurable progress.

Criteria Used
- NAC 388.284
- 34 CFR 300.320(a)(3)

Improvement Plan:

To strengthen the quality and compliance of IEP development, it is essential that both the method and frequency for reporting student progress are clearly and accurately documented. Selecting "Specialized Progress Report" ensures that parents receive progress updates specific to IEP goals. Consistent and accurate documentation of this information supports parent engagement, promotes accountability in service delivery, and ensures compliance with IDEA and NAC requirements for progress monitoring and reporting.

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

1. A scanned copy of the next/revised IEP (with meeting participants' signatures) reflecting the correction of the progress reporting method to "Specialized Progress Report," while maintaining the correct reporting frequency of quarterly. The revised IEP should demonstrate alignment with IDEA and NAC requirements for reporting progress on IEP goals.

2. An acknowledgement form, signed by all applicable staff (including contracted service providers, if applicable), confirming that they have received and reviewed training on the requirement to accurately document both the method and frequency of progress reporting for IEP goals.

Monitoring Area: Program: Special Education
    Issues Identified:
        • **Conditions Found Not in Compliance:**
            The IEP lists the frequency of Supplementary Aids and Services (SAAS) as "During instruction, activities and assessment" which is not a clear or measurable description of how often the services/supports will be provided. IDEA and state regulations require that each service include a specific frequency to ensure consistent implementation and accountability.
        • **Cause of Deficiency:**
            The cause of the deficiency is unknown
        • **Effect of Deficiency:**
            When the SAAS frequency is not precise, providers lack clear guidance on how often to deliver supports, which 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
- 34 CFR 300.320(a)(4)
- 34 CFR 300.320(a)(7)

Improvement Plan:
    To strengthen the quality and compliance of IEP development, it is essential that the frequency of each Supplementary Aid and Services (SAAS) be documented in clear and specific terms.

    Frequencies should describe how often the service or support will be provided in a way that allows staff to implement it consistently and document it accurately. This may include measurable terms (e.g., "2 times per week for 15 minutes" or "daily for 10 minutes") or clearly defined contextual terms (e.g., "during Math class" or "when reading assignments are provided"), as long as the description makes it evident when and how often the service will occur. Clear and specific frequencies provide actionable guidance to staff, promote consistency in service delivery, and ensure compliance with IDEA and NAC requirements

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

1. A scanned copy of the next/revised IEP (with meeting participants' signatures) reflecting correction of the frequency of Supplementary Aids and Services (SAAS). Each SAAS entry must include a clear and specific frequency that allows for consistent implementation and documentation. The frequency may be expressed in measurable terms (e.g., "2 times per week for 15 minutes" or "daily for 10 minutes") or in clearly defined contextual terms (e.g., "during Math class" or "when reading assignments are provided"), as long as it is evident when and how often the service will occur.

2. An acknowledgement form, signed by all applicable staff (including contracted service providers, if applicable), confirming that they have received and reviewed training on the

requirement to document clear and specific frequencies for Supplementary Aids and Services in alignment with IDEA and NAC requirements.

Monitoring Area: Program: Special Education

    Issues Identified:

        • Conditions Found Not in Compliance:

            The IEP does not include specific locations in the Supplementary Aids and Services (SAAS) section. Instead, it lists "General Education, Resource Room, School Setting" as the service location, which is not sufficiently precise. The location of each service must clearly indicate where the instruction or support will occur (e.g., regular/general education setting, special education, resource room, or another specific location).

        • Cause of Deficiency:

            The cause of the deficiency is unknown

        • Effect of Deficiency:

            When the IEP does not specify the exact location of services, staff may be uncertain about where instruction or supports should be delivered, leading to inconsistent implementation and inaccurate service documentation. This lack of clarity may also prevent the school from demonstrating that services and supports are being provided in the appropriate setting in accordance with the student's Least Restrictive Environment (LRE).

    Criteria Used

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

    Improvement Plan:

            To strengthen the quality and compliance of IEP development, it is essential that the location of each service be clearly defined within the SDI and Supplementary Aids and Services (SAAS) sections. Specifying whether a service occurs in the general education setting, special education setting, resource room, or another designated environment ensures accurate implementation, improves communication among staff, and supports compliance with IDEA and NAC requirements. Clear documentation of service locations also enhances transparency for parents and allows for accurate tracking of services aligned with the student's educational needs and placement.

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

1. A scanned copy of the next/revised IEP (with meeting participants' signatures) reflecting correction of the service locations in the Supplementary Aids and Services (SAAS) section. The revised IEP must specify each location clearly (e.g., regular education, special education, resource room, or other appropriate setting) rather than combining all locations into one.

2. An acknowledgement form, signed by all applicable staff (including contracted service providers, if applicable), confirming that they have

received and reviewed training on the requirement to clearly document the specific location of services within the IEP to ensure accurate implementation and compliance.

Monitoring Area: Program: Special Education
    Issues Identified:
        • **Conditions Found Not in Compliance:**
            The IEP, Prior Written Notice (PWN), or status log/record did not indicate that interpreter services were offered or provided to the parent whose primary language is not English. Additionally, there is no record showing that the parent formally declined interpreter services, if that is the reason why an interpreter was not present. IDEA and NAC requirements ensure that parents are provided with information and the opportunity to participate in IEP meetings in their native language or other mode of communication.
        • **Cause of Deficiency:**
            The cause of the deficiency is unknown
        • **Effect of Deficiency:**
            When interpreter services are not offered or documented for a parent whose primary language is not English, the parent may be unable to fully understand or participate in discussions about their child's educational program. This limits meaningful parental involvement in the IEP process, increases the risk of miscommunication, and may result in decisions that do not fully reflect the parent's input or understanding. Failure to provide or document interpreter services also places the school at risk of noncompliance with IDEA and NAC requirements related to parent participation and language accessibility.
    Criteria Used
      • NAC 388.281
      • 34 CFR 300.322(e)
    Improvement Plan:
            To strengthen the quality and compliance of IEP development and ensure equitable family participation, it is essential that parents whose primary language is not English are consistently offered interpreter services for all IEP meetings and communications. Providing and documenting interpreter services ensures that parents fully understand their child's educational program, can actively contribute to IEP decisions, and are meaningfully involved in the special education process. When this practice is not followed or documented, it may limit parental engagement and place the school at risk of noncompliance with IDEA and NAC requirements regarding parent participation and language access. Strengthening this practice promotes transparency, collaboration, and inclusive communication between the school and families.

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

          1. A scanned copy of the next/revised IEP (with meeting participants' signatures) reflecting documentation that interpreter services were offered and either

provided or formally declined by the parent, as appropriate. The documentation should clearly indicate the parent's preferred language and demonstrate compliance with requirements for meaningful parental participation.

2. An acknowledgement form, signed by all applicable staff (including contracted service providers, if applicable), confirming that they have received and reviewed training on the document interpreter services for parents whose primary language is not English, in accordance with IDEA and NAC provisions.

Part 3

Mater Academy – Cactus Park

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.