



Nevada State Public Charter School Authority

Do & Be Arts Academy of Excellence
Site Evaluation and Risk Based Monitoring
Report: January 22, 2026

State Public Charter School Authority

775-687-9174

3427 Goni Rd, suite 103

Carson City, Nevada 89706

702-486-8895

500 E. Warm Springs Rd, suite 116

Las Vegas, Nevada 89119

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Links to Resources

Links to Site Evaluation Resources:

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

Links to Risk Based Monitoring Resources:

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

Summary of School

Location 5355 Madre Mesa, Las Vegas, Nevada 89108

Date of Monitoring Thursday, January 22, 2026

Date of Report Friday, February 27, 2026

- Total Number of Students: 175
- Grade Levels: K - 8

Part 1

Do & Be Arts Academy of Excellence

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.

Mission and vision

The Do and Be Arts Academy of Excellence (DBAE) mission and vision reflect a commitment to a holistic, student-centered learning experience grounded in arts integration¹, project-based learning² (PBL), and social-emotional development, which serves as a strength. Across all focus group sessions, participants consistently highlighted these priorities as defining strengths of the school. Instructional practices intentionally integrate the arts into core content areas, enhancing creativity, engagement, and deeper conceptual understanding. Project-based learning was frequently cited by staff, students, and families as a meaningful approach that allows students to apply learning to authentic tasks while building collaboration, critical thinking, and problem-solving skills. Additionally, all focus groups emphasized the school's social-emotional learning³ (SEL) program, noting its positive impact on student well-being, relationships, and the overall school culture. Together, these elements, along with a committed leadership team, form a cohesive and clearly communicated mission and vision that are widely understood and supported by the school community.

Intentional professional development

DBAE demonstrates a strength in delivering professional development (PD) that is intentionally aligned with the needs of the staff and consistently monitored for effectiveness. Professional learning opportunities for staff are informed by data, staff feedback, and observed instructional priorities, ensuring relevance and practical application in classroom settings. Professional development sessions are designed to be focused and actionable, providing educators with strategies they can immediately implement to improve instruction and student outcomes. Implementation is actively monitored through classroom observations, follow-up coaching, and administrative walkthroughs, allowing leadership to assess impact and provide targeted support. Members of the faculty focus group recognized the positive impact that professional development sessions have had on their ability to perform their roles. This systematic approach fosters coherence, accountability, and continuous improvement, while reinforcing a culture of professional growth and instructional improvement across the school.

Student ambassador program

Another frequently highlighted strength across all focus group sessions was the student ambassador program⁴. Participants consistently described the program as a meaningful leadership opportunity that empowers students to serve as representatives of the school's mission and values. Student ambassadors

¹ Arts integration is a teaching method where students learn core subjects like math, science, or history by actively using an art form (like drama, music, or visual art) to create, explore, and demonstrate understanding, creating a deeper, more connected learning experience for both the arts and the other subjects.

² PBL in education typically stands for Project-Based Learning, a student-centered approach in which learners gain knowledge and skills by working overtime to investigate and respond to complex, real-world problems or challenges, fostering deep understanding and critical thinking rather than rote memorization.

³ Social-Emotional Learning (SEL) in education is the process by which students develop crucial skills to understand and manage emotions, build empathy, form positive relationships, set goals, and make responsible decisions.

⁴ The student ambassador program is a student leadership program in which students apply and are selected based on their academics, behavior, attitude, and leadership abilities, among other factors.

were noted for modeling positive behavior, supporting school events, welcoming visitors, and fostering a sense of belonging among peers. Staff, students, and families emphasized that the program promotes student voice, responsibility, and confidence while reinforcing leadership, communication, and social-emotional skills. On the day of the site evaluation, the SPCSA site evaluation team observed student ambassadors modeling positive behaviors in common areas and in classrooms. Overall, the student ambassador program was viewed as a valuable structure that strengthens school culture and provides students with authentic opportunities to contribute to the school community.

Restorative culture & social-emotional learning routines

Another strength for DBAE, as reported by the school's leadership team and emphasized by participants from the various focus groups, is the establishment of a restorative culture⁵ and the development of social-emotional learning (SEL) routines to support students' needs. The leadership team shared that practices such as daily morning and closing circles, repair-harm protocols, and structures that foster student voice contribute to a positive, inclusive school climate and support students' social, emotional, and behavioral growth. Notably, these systems have been implemented in the school's first year of operation, demonstrating consistent leadership and a clear commitment to building a supportive, student-centered environment from the outset. This foundation can help the school to sustain and expand these practices as it continues to establish systems to support student success.

⁵ A restorative culture in education is a school-wide approach focusing on building, maintaining, and repairing relationships rather than relying solely on punitive discipline.

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.

Systems maturity

A challenge for DBAE as noted by the school leaders, is the maturity of its systems. Establishing key systems and structures, including response-to-intervention⁶ (RTI) and multi-tiered systems of support⁷ (MTSS) frameworks, data routines, and behavior/restorative practices, is in its foundational implementation stages. Fully building and executing these systems at high levels can be critical to supporting targeted academic interventions, promoting positive student behavior, and ensuring that all staff have clear, coherent processes to guide instruction and student support. The leadership team has devoted significant effort to establishing key school-wide structures and needs time to allow these systems to develop and mature.

Financial sustainability and cash flow

A challenge for DBAE is financial sustainability and cash flow management. As presented by leadership, the school operates under tight budget constraints, with approximately 90 percent of funding dependent on reimbursements that can take up to 60 days to process. Slight fluctuating enrollment and high facility rent further impact financial stability. Additionally, the school experienced a significant disruption when funds were frozen for several months, requiring leadership to secure a loan to maintain operations. These factors, when combined, create financial strain that can affect long-term planning, staffing, and program implementation. Despite this challenge, the school leaders maintain a positive and proactive mindset.

Strengthening consistency in classroom management

An area of continued growth for DBAE is strengthening consistency in classroom management practices, as noted during classroom observations and addressed through several proactive coaching cycles designed to support teacher development. School leaders have focused on establishing expectations for student behavior and are intentional in providing guidance and professional learning to help teachers align their practices. While implementation is strong in many classrooms, a small percentage would benefit from additional support to ensure more consistent application of expectations, thereby further enhancing student experiences and instructional focus. The school's ongoing investment in coaching and professional development reflects a commitment to continuous improvement and to creating a more predictable, supportive learning environment for all students.

⁶ RTI or response to Intervention, is an educational framework that uses a multi-tiered system to identify students who are struggling academically or behaviorally and provides them with increasingly intensive interventions based on their needs.

⁷ MTSS stands for multi-tiered systems of support. It is a comprehensive educational framework that provides tiered academic, behavioral, and social-emotional support for all students, using data to identify needs and deliver early, targeted interventions to ensure everyone succeeds, preventing learning gaps before they become major problems.

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 provide quality professional development

SPCSA recommends that DBAE continue to develop staff capacity through high-quality, sustained PD that directly supports student learning and aligns with the school's philosophy as an arts-integrated, project-based, and social-emotional learning institution. Targeted professional learning can reinforce effective arts-integrated instructional practices, project-based learning design, and the intentional integration of visual and performing arts with rigorous academic content to ensure consistent, high-quality implementation across classrooms. Additionally, developing staff's ability to deliver high-quality SEL lessons is integral to supporting the school's mission. Dedicated efforts to build staff capacity can be instrumental to the school's short- and long-term success, thereby significantly supporting student outcomes.

Continued focus on small groups and individualized learning

SPCSA recommends that DBAE continue to place emphasis on small-group and individualized learning, as stated in its leadership presentation and school improvement plan, to better meet the diverse needs of its students. The school is encouraged to continue to provide systems and structures for teachers to collect and analyze data through interim assessments, grade-level assessments, and ongoing progress monitoring. Using this information, staff can provide targeted instruction, differentiate learning experiences, and design interventions that support both struggling students and those ready for enrichment, ensuring that all students can achieve at high levels.

Continue establishing the school's multi-tiered system of supports (MTSS) framework

It is recommended that DBAE continue to prioritize the establishment and refinement of its multi-tiered system of support (MTSS) to ensure schoolwide consistency in meeting students' academic, social, and emotional needs. The continued development of clear structures, defined systems, and documented protocols can be critical to ensuring timely identification of student needs. Additionally, clear structures can support consistent implementation of interventions and effective progress monitoring across all tiers of support. Establishing high-quality, staff-wide protocols and expectations can promote fidelity of implementation, reduce practice variability, and ensure that all students receive equitable, coordinated support aligned with their individual needs.

Establish internal systems to support continued growth and stability

As a newly established school, DBAE has made early progress in building its academic program and community presence. To support long-term stability and continued growth, the school should intentionally prioritize the development and refinement of internal systems, policies, and organizational structures. Particular attention to strengthening school culture and climate, including consistent expectations, communication practices, and student support systems, will help ensure alignment across staff, students, and families. Establishing clear operational routines, decision-making protocols, and sustainable internal processes at this stage can position DBAE for continued success as enrollment grows and programs mature.

Site Evaluation Findings: Strong Recommendations

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

No strong recommendations were identified during this site evaluation.

Site Evaluation Findings: Deficiencies

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

No deficiencies were identified during this site evaluation.

Focus Group Participation Data

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

Name of Focus Group	Number of Participants
Governing Board ⁸	4
Family Members, Parents, and Guardians	4
Faculty and Staff	6
School Leadership	3
Students	7

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

Focus Group Summary: Governing Board

Board members identified several key strengths that support the Do and Be Arts Academy of Excellence's (DBAE) mission and vision. Foremost among these is the school's strong focus on arts integration, project-based learning, and social-emotional learning, which board members consistently identified as central to the school's instructional model and student development. One board member summarized this approach by stating, "Students get to be creative and learn utilizing both sides of the brain." The board emphasized that intentional SEL practices, embedded in creative and academic learning, support students' holistic development and reinforce the school's educational philosophy. Additional strengths highlighted included the leadership team's dedication and expertise, the student ambassador program, staff commitment to implementing the school's mission and vision with fidelity, and the cultivation of a positive, student-centered school culture. Board members also underscored the school's family-centered approach, noting that "we cater to the families' needs since they are the focus of the school." Collectively, these assets were viewed as establishing a strong foundation for sustaining quality instruction during the school's inaugural year.

Recent successes celebrated by the board included the establishment of consistent arts-integrated instruction and project-based learning across classrooms, high levels of student engagement, and meaningful opportunities for students to demonstrate learning through visual and performing arts. Board members noted that early progress in building a collaborative staff culture has supported coherence in instructional practices. These accomplishments reflect the board's satisfaction with the school's progress in its first semester and reinforce confidence in the leadership team's ability to effectively implement the school's vision.

Board members also discussed challenges facing DBAE, particularly the need to establish systems and structures during the first year of operation. The board noted that leadership has taken proactive steps to address these challenges, including providing quality, targeted professional development for teachers. Additionally, board members emphasized the importance of aligning instructional practices with the school's mission to ensure that arts integration and project-based learning are implemented effectively and sustainably.

Regarding governance, board members described a structured process for evaluating the school leader that includes regular check-ins throughout the year, review of student achievement and operational data, and a formal annual evaluation. Board members reported frequent school visits, attendance at events, and ongoing engagement with staff and students to remain informed about school operations and culture. Overall, board members expressed confidence in the leadership team's commitment to high-quality arts education, social-emotional learning, family-centered practices, and continuous improvement to support long-term student success.

Focus Group Summary: Family Members, Parents, and Guardians

Families participating in the focus group shared several recent successes related to their children's experiences at the school. Many parents noted academic growth, increased student engagement, and improved confidence. One parent shared, "My son is excited to read, and it has improved, and he is excited to be at school," highlighting both academic progress and positive student motivation. Families also observed growth in students' social-emotional skills, including communication, collaboration, and responsibility. Parents expressed appreciation for how the school's mission and vision are reflected in daily practices and described feeling encouraged by the school's intentional focus on developing the whole child.

Families identified the school's greatest assets as its dedicated staff, positive school culture, and a clear focus on the school's mission and vision. Parents frequently referenced the school's mission and vision as guiding forces that shape academic expectations, student behavior, and relationships. Families emphasized the welcoming and supportive environment, noting that "Staff greets students every morning, making each student feel seen." Parents also highlighted the school's commitment to performing arts, project-based learning, and social-emotional development, sharing that these approaches help students make meaningful connections to their learning while fostering creativity and confidence.

Regarding classroom learning, families reported that students are engaged in instruction that emphasizes critical thinking, collaboration, and the real-world application of skills. Parents shared that students are learning through hands-on and interdisciplinary experiences, including painting, gardening, and culinary arts, alongside core academic subjects. These opportunities were viewed as enhancing student engagement, creativity, and practical skill development. Families also noted strong communication from teachers through emails, digital platforms, progress updates, and conferences, and expressed appreciation for teachers' responsiveness and willingness to partner with parents. School leaders were described as accessible and communicative, using newsletters, meetings, and schoolwide updates to keep families informed and connected.

While general feedback was positive, families recommended increasing special education support within classrooms to ensure students with diverse learning needs receive timely, embedded assistance. Additional recommendations included ongoing communication, sustained alignment with the school's mission and vision, and additional opportunities for parent workshops or informational sessions. Overall, families expressed appreciation for the school's leadership and staff and shared confidence in the school's direction and commitment to student success.

Focus Group Summary: Faculty and Staff

Staff shared several recent school-related successes, noting that the inaugural year has been marked by steady progress in establishing instructional routines, building strong relationships with students, and developing a shared understanding of the school's instructional model. Faculty reported increased confidence in delivering instruction aligned to the school's vision as they have become more familiar with arts integration strategies, project-based learning, and social-emotional learning expectations. Staff also cite growth in student engagement, collaboration, and ownership of learning as early indicators of success.

Focus group participants identified the school's greatest strengths as its clear mission, supportive leadership, the student ambassador program, and collaborative professional culture. Teachers described delivering standards-aligned instruction through arts-integrated strategies and project-based learning, connecting academic content to real-world applications, and intentionally embedding social-emotional learning practices to support student development.

Professional development was consistently described as a critical component of staff success, particularly within a new school setting. Staff emphasized the importance of ongoing, targeted professional learning to deepen understanding of the instructional model and promote consistency across classrooms. Professional development has focused on project-based learning design, instructional rigor, differentiation, classroom management, and social-emotional learning strategies. One staff member described the professional learning as "Very impactful for growth and development, it always pertains to me," highlighting its relevance and applicability to classroom practice. Many staff reported that coaching, modeling, and collaborative planning have positively impacted their instructional practice and strengthened alignment across grade levels and content areas.

Staff also highlighted structured collaboration through professional learning communities⁹ (PLCs), department meetings, and grade-level teams as essential to improving instruction. Teachers reported using formative assessments and student work to adjust instruction and incorporate higher-order questioning. Feedback to students is provided through written comments, conferences, and opportunities for revision. Communication with families occurs through regular updates, digital platforms, and direct outreach. Staff also identified the school's MTSS framework as an important system for addressing students' academic and social-emotional needs.

Overall, staff characterized the school culture as positive, collaborative, and growth-oriented, with leadership maintaining open communication through meetings, written updates, and accessible support. Recommendations for improvement included continued investment in professional development, protected time for collaboration, and enhancement of special education programs through additional in-class instructional support to better meet the needs of diverse learners and ensure equitable access to the school's instructional model.

⁹ Professional learning communities (PLCs) are teams of educators who share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential. PLCs can be organized by grade level, content area, or an entire teaching staff.

Focus Group Summary: School Leadership

Members of the DBAE leadership team reflected on the school's inaugural year of operation as a foundational period marked by intentional planning, collaboration, and a commitment to the school's mission and vision. Leadership emphasized that launching a new school required establishing systems, norms, and expectations while simultaneously building a cohesive culture. Throughout this first year, leaders worked closely with stakeholders to align academic programming, arts integration, and student support, ensuring a strong start for both students and staff.

Leadership identified DBAE's greatest assets as its dedicated staff, a positive and inclusive student culture, and an instructional model centered on quality arts-integrated academics, project-based learning (PBL), and meaningful social-emotional learning. Leaders highlighted arts integration and PBL as core strategies for engaging students in meaningful, interdisciplinary learning experiences that promote creativity, collaboration, and critical thinking. This approach, combined with a focus on social-emotional learning, was noted as a key driver of student engagement during the school's first year. Leadership also emphasized that social-emotional learning is embedded in daily routines and classroom instruction to support student self-awareness, relationship skills, and overall well-being.

At the same time, leadership acknowledged challenges commonly associated with a school's first year of operation, including addressing academic gaps in core content areas, particularly English Language Arts and mathematics, and ensuring consistency in instructional rigor as systems continue to be refined. Additionally, the school leadership team noted their focus on establishing policies and procedures, refining data-collection and monitoring practices, and providing targeted professional development to support the effective implementation of the school's educational model. Lastly, establishing financial sustainability was noted as a challenge with slightly fluctuating enrollment and high facility rent further impacting financial stability.

Leadership also emphasized a strong focus on communication, capacity-building, and sustainability. Intentional structures have been established to support staff through coaching, collaborative planning, and ongoing PD aligned to the school's educational model, underscoring the importance of transparent communication with both staff and families as the school continues to grow. Overall, the leadership team expressed confidence that the lessons learned during DBAE's inaugural year have laid a foundation for continuous improvement and long-term success aligned with the school's mission and vision. Lastly, leaders noted their commitment to completing all required compliance tasks accurately and in a timely manner; however, these responsibilities require significant administrative capacity and dedicated time, which leadership continues to address through thoughtful prioritization, systems development, and strategic resource allocation.

Focus Group Summary: Students

Students shared that their current learning includes grade-level academic content across subject areas, with a strong emphasis on arts integration and project-based learning. Students described participating in lessons that connect core subjects such as English Language Arts (ELA), mathematics, science, and social studies with visual and performing arts through project-based experiences. Projects frequently incorporate drawing, music, movement, performance, and creative presentations, which students reported help them better understand content and remain engaged. Several students noted that these experiences support the development of artistic skills alongside collaboration, communication, and problem-solving. One student expressed interest in learning about music production, while another shared that attending DBAE provides opportunities to learn about careers in the acting and music industries.

Students also identified the Student Ambassador Program as a notable strength and leadership opportunity within the school. Participants shared that serving as student ambassadors allows them to represent their school, support peers, and contribute to a positive school culture. Students expressed pride in being selected for this role and reported enjoying the leadership responsibilities, public speaking opportunities, and increased sense of belonging that the program provides. This program was viewed as an important avenue for student voice, leadership development, and engagement in the broader school community.

When asked what they like most about the school, students frequently highlighted the opportunity to learn through the arts. Students expressed appreciation for visual and performing arts instruction and shared that creativity is encouraged across classrooms, with individuality and self-expression valued. One student stated, “It’s a great way to learn.” Students also noted strong, supportive relationships with teachers and staff, describing feeling seen, encouraged, and supported both academically and creatively.

Students reported that teachers provide feedback through written comments, verbal explanations, and opportunities to revise work, particularly on projects and performances. Many students shared that this feedback helps them improve their academic work, projects, and artistic skills. Some students noted occasional behavioral distractions, classroom disruptions, and challenging assignments as barriers to learning. Despite these challenges, students reported feeling physically safe at school and, in general, emotionally safe, particularly when they have access to a trusted adult for support.

Students described participating in extracurricular activities such as crochet and arts-based clubs, school performances, and learning acceleration or tutoring opportunities, noting that these experiences build confidence and strengthen their connection to the school community. Recommendations for improvement included expanding arts-based extracurricular offerings, providing additional time for creative projects, and increasing course options in specials, school activities, and recess. Overall, students expressed strong appreciation for the school’s educational approach and its positive impact on their learning experience.

Classroom Environment and Instruction

Observation Rubric

A total of 16 elementary and 9 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation based on the following criteria.

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>	This criterion was not observed or rated.
	TOTAL: 5	TOTAL: 17	TOTAL: 3	TOTAL: 0	TOTAL: 0
Establishing a Culture for Learning	<p>The teacher communicates passion for the subject.</p> <p>Students indicate through their questions and comments a desire to understand content.</p> <p>Students assist their classmates in understanding the content.</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</p> <p>The teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>The teachers' energy for the work is neutral.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students exhibit a limited commitment to completing the work on their own.</p> <p>The teacher's primary concern appears to be to complete the task at hand.</p>	<p>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p>	This criterion was not observed or rated.
	TOTAL: 3	TOTAL: 18	TOTAL: 3	TOTAL: 1	TOTAL: 0

Classroom Environment and Instruction Observation Rubric

A total of 16 elementary and 9 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation based on the following criteria.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Communicating with Students	<p>If asked, students can explain what they are learning and where it fits into the larger curriculum context.</p> <p>The teacher explains content clearly and imaginatively.</p> <p>The teacher invites students to explain the content to their classmates.</p> <p>Students use academic language correctly.</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>The teacher's explanation of content is clear and invites student participation and thinking.</p> <p>The teacher makes no content errors.</p> <p>Students engage with the learning task, indicating that they understand what they are to do.</p>	<p>The teacher provides little elaboration or explanation about what students will be learning.</p> <p>The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</p> <p>The teacher may make minor content errors.</p> <p>The teacher must clarify the learning task.</p>	<p>At no time during the lesson does the teacher convey to students what they will be learning.</p> <p>Students indicate through body language or questions that they don't understand the content being presented.</p> <p>Students indicate through their questions that they are confused about the learning task.</p>	This criterion was not observed or rated.
	TOTAL: 6	TOTAL: 14	TOTAL: 4	TOTAL: 1	TOTAL: 0
Using Questioning and Discussion Strategies	<p>Students initiate higher-order questions.</p> <p>The teacher builds on and uses student responses to questions to deepen student understanding.</p> <p>Students extend the discussion, enriching it.</p> <p>Virtually all students are engaged.</p>	<p>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</p> <p>Discussions enable students to talk to one another without ongoing mediation by the teacher.</p> <p>Many students actively engage in the discussion.</p>	<p>The teacher frames some questions designed to promote student thinking, but many have a single correct answer.</p> <p>The teacher invites students to respond directly to one another's ideas, but few students respond.</p> <p>The teacher calls on many students, but only a small number participate.</p>	<p>Questions are rapid-fire and convergent with a single correct answer.</p> <p>The teacher does not ask students to explain their thinking.</p> <p>Only a few students dominate the discussion.</p>	This criterion was not observed or rated.
	TOTAL: 3	TOTAL: 15	TOTAL: 4	TOTAL: 0	TOTAL: 3

Classroom Environment and Instruction

Observation Rubric

A total of 16 elementary and 9 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation based on the following criteria.

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: 4	TOTAL: 17	TOTAL: 2	TOTAL: 0	TOTAL: 2
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>	<p>This criterion was not observed or rated.</p>
	TOTAL: 2	TOTAL: 18	TOTAL: 2	TOTAL: 0	TOTAL: 3

Classroom Observations and Additional Comments

The teacher effectively modeled literacy strategies and managed the classroom environment through the following actions: Skill Modeling: Provided clear guidelines for annotating text to improve comprehension. Collaborative Learning: Structured a 10-minute peer-supported reading block. Positive Reinforcement: Circulated the room, providing immediate verbal praise and rewards for procedural compliance. Targeted Intervention: Overheard a group struggling with complex vocabulary ("mythological") and provided immediate assistance, connecting the moment back to the annotation protocol. The lesson demonstrated a strong balance between direct instruction and student-led discovery. By providing a visible timer, the teacher fostered a sense of urgency and task focus during the group reading phase. The instructor's movement throughout the classroom allowed real-time intervention. This was evidenced when she assisted a group with the word "mythological," not only resolving the immediate hurdle but also instructing the students to "underline to revisit," thereby reinforcing the cognitive habit of identifying unknown vocabulary during the first read.

Students in an upper elementary math classroom worked independently to practice converting units through multiplication. Reference charts and models were available to support students as they solved problems. As students worked, the teacher circulated to answer questions, prompt thinking, and provided specific praise. After independent practice, one student demonstrated their solution on the board while classmates observed.

The instructor demonstrated effective classroom management by utilizing a targeted redirection technique. When addressing off-task behavior, the teacher engaged the student through reflective questioning, asking them to identify the current expectations versus their current actions, which led to immediate behavioral correction. The teacher further reinforced positive behavior by publicly acknowledging students who remained on task. Transitions back to the primary lesson were seamless, with students proceeding to a worksheet activity. The instructor used a pre-established nonverbal cue (hands on heads) to monitor completion, followed by a collaborative group discussion of the problem-solving strategies used.

Middle school students engaged in a lesson focused on effective test-taking strategies in a science class. The teacher prompted critical thinking by asking students to identify which strategies would be most beneficial during an assessment. Students shared a range of responses, including taking notes, seeking support from family members for test preparation, and ensuring a quiet testing environment. The teacher effectively extended the discussion by prompting students to elaborate on their choices and justify their reasoning, thereby deepening understanding and reinforcing metacognitive awareness.

During a daily debate activity, students were asked to choose between playing with a favorite character or writing a book. Students demonstrated high levels of engagement and enthusiasm, moving to the side that represented their chosen position. Students provided thoughtful responses and justified their opinions, demonstrating critical thinking and oral communication skills. Students expressed varying interpretations of the prompt. Some students on the "character" side interpreted characters as originating

from books or movies, while students on the “writer” side emphasized the ability to control the storyline and create the narrative as desired. This discussion reflected students’ ability to consider multiple perspectives. The debate concluded when a student on the character side asked, “How many people know the actual writer’s name?” This question influenced peers and led the group to be viewed as the winning argument. During the discussion, the teacher briefly responded to a student’s comment in a playful, yet exaggerated, manner. The teacher immediately acknowledged the response as inappropriate, identified it as a poor example, and redirected the class back to the task. This self-reflection modeled accountability and supported a respectful classroom environment.

Students in a primary classroom watched a science video about pushing and pulling objects in water. After the video, the teacher divided the class into three groups and selected the group with the strongest listening skills to go first. Students received two blocks to represent a tugboat and a cargo ship and experimented with moving the “tugboat” while pushing and pulling the “cargo ship.” The teacher maintained a calm demeanor throughout the activity, even as the noise level increased and some students became impatient while waiting for other groups to complete the experiment.

Upper elementary students participated in a mathematics lesson focused on breaking apart a factor and applying the distributive property to solve the multiplication problem 6×8 . The teacher effectively modeled the strategy using an “I Do” approach, providing clear, step-by-step instructions to demonstrate the process. This was followed by a guided “We Do” component, during which students actively contributed to solving a problem projected on the screen. Students remained attentive and engaged throughout the lesson and demonstrated understanding of both the instructional approach and the mathematical concept. The teacher consistently checked for student understanding by monitoring responses and providing immediate feedback.

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.

Do & Be Arts Academy of Excellence is in its inaugural year and has no prior recommendations. Thus, this section is not applicable (N/A).

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

Operational Compliance Checks

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

Part 2

Do & Be Arts Academy of Excellence

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: Visit Objectives

The purpose of the monitoring visit was to assess the capacity, performance, and compliance of a subrecipient charter school. Specific objectives included addressing high-risk issues requiring immediate attention, evaluating the fidelity of program delivery, and ensuring that any subaward of federal funds was used for authorized purposes in compliance with federal statutes, regulations, and the terms and conditions of the subaward. Additionally, the visit aimed to confirm that subaward performance goals were being met. The review identified areas of strength, recommendations, and issues based on the school's preparation of supporting documentation and presentation of information.

These findings are not exhaustive, and additional concerns may exist beyond those observed. It remains the responsibility of the school to maintain ongoing internal oversight of grants and grant management processes to ensure full compliance with all applicable federal and local statutes, regulations, and policy requirements. As areas for improvement have been identified, a School Support Plan is required to address these concerns.

Risk Based Monitoring: School Overview

Grants with Active Subawards:

- FY26 Special Education (IDEA, Part B)
- FY26 Transportation Funding

Grants with Allocations (subaward pending):

- FY26 Title I, Part A

Total Federal Funds Expended in Previous FY (FY25):

- N/A (School is new to SPCSA portfolio)

Single Audit Required:

- No

Current Risk Level:

- High

Prior Risk Level:

- N/A (School is new to SPCSA portfolio)

Risk Based Monitoring: 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: Area of Strength

Fiscal

The leadership and fiscal staff at **Do & Be Arts Academy of Excellence** demonstrated a warm, professional demeanor and fostered a welcoming, transparent atmosphere during interactions with SPCSA staff.

Do & Be Arts Academy of Excellence is dedicated to the responsible oversight and management of grant funding. Efforts are underway to clearly define the roles and responsibilities of both school personnel and board members. As requested, the school provided SPCSA staff with its current Policies and Procedures manual. Work is ongoing to establish and refine business processes at the school and charter levels to ensure compliance and effectiveness in grant administration.

Do & Be Arts Academy of Excellence's leadership emphasized their commitment to leveraging funds in ways that directly support and enhance student achievement. They aim to maximize the impact of grant resources to improve student learning outcomes.

Program – Special Education

Do & Be Arts Academy of Excellence opened its doors during SY2025-26 and has faced challenges typical of a newly opened school. In special education, the school has experienced difficulties with personnel transitions and ensuring that programming and documentation remain in compliance with federal and state requirements. During their presentation, the school leader and her team discussed lessons learned from these challenges, identifying needs, and outlined steps to address them.

The school is currently working with a special education contracting company that has experience in Nevada and with SPCSA charter schools. The school leader shared that this partnership has improved the organization of documentation and the provision of services for students with special needs. During the special education monitoring block, the school leader and special education teacher provided additional information about the school's special education program. The requested file and documents were readily available for review, and during the debrief, they appeared receptive to feedback and committed to strengthening special education compliance and practices.

Program – Title IA

The school consistently provides updates to teachers, staff, and parents on its performance using MAP testing results, iReady, World-Class Instructional Design and Assessment (WIDA), and attendance data. Do & Be Arts Academy of Excellence holds parent conferences to ensure parents understand and are aligned with how students are performing.

Program – Title II

Do & Be Arts Academy of Excellence offers Professional Development (PD) that begins with instructional data, classroom observations, and teacher feedback to identify high-leverage needs. PD is designed to be practical, skill-based, and immediately applicable, following a consistent cycle of modeling, practice, coaching, and classroom application. All PD is aligned with Nevada Professional Development Standards and monitored through walkthroughs, student performance data, and staff feedback to ensure strong implementation, instructional rigor, and student engagement.

Program – Title III

The school monitors English Language (EL) instruction through walkthroughs, lesson plan reviews, and coaching to ensure fidelity to expected language standards. Instruction is supported by research-based strategies, such as explicit vocabulary instruction, sentence stems, visual supports, structured academic talk, and sheltered instruction practices. Observation and student data are used to guide support and demonstrate growth in EL students' language development, comprehension, and engagement.

Program – Title IV

The school partners with local arts organizations, Wildflower, Opportunity 180, and Higher Ed and industry guest artists to align student supports around attendance, engagement, and achievement. Families are actively engaged through regular communication, workshops, “Muffins with Ms. Treadwell,” and restorative practices to support students' academic and social-emotional needs.

Additional Areas: McKinney-Vento and Foster Care

For McKinney-Vento and Foster Care, the school has a designated liaison coordinator. Students are provided with services including free meals, school supplies and uniforms, hygiene kits, tutoring and credit recovery, counseling referrals, access to devices and hotspots, and fee waivers for activities and testing. Families are connected to community resources for housing, healthcare, and food to support stability and student success.

Risk Based Monitoring: Area of Improvements/Recommendations

Fiscal

The SPCSA recommends strengthening the following areas within the school's written Policies and Procedures:

1. Format

Currently, Do & Be Arts Academy of Excellence's policies and procedures are segmented. It is strongly recommended to consolidate information into a single unified document as a best practice. When performing a CTRL+F search, users should be able to locate all requirements (Criteria Reference) outlined in the Policies and Procedures Checklist: FY2025-26 Fiscal RBM Policy-Procedure Checklist. A Policies and Procedures Criterion Tool is also attached, which provides an in-depth review of the needs for each policy and procedure requirement in the checklist.

Procedures should be written in a way that is easy to follow for all users, including new staff and contracted personnel. This will help protect business processes and maintain internal controls in the event of staff turnover or the expansion of grant programs. Additionally, detailed processes and procedures outlining the steps, the *how, who, and when* can serve as the foundation for internal training materials and should be reviewed annually by fiscal staff to identify and refine process gaps to improve efficiency and effectiveness.

An exemplar policies and procedures document is attached. Please use this as a guide for how Do & Be Arts Academy of Excellence clarifies and expands upon its policies and procedures.

2. Allowability of Costs

FY27 New Policies: Review and incorporate the two (2) new Fringe Benefits and Health and Welfare policies and procedures now, which will be required starting in FY27 (2026-2027 school year). Sample policies and procedure guides are available in the SPCSA Risk Based Monitoring Canvas repository:

- Health and Welfare P&P
- Fringe Benefits P&P
- Canvas Repository – Risk Based Monitoring Modules

3. Procurement

Criteria Reference: School Self Evaluation Checklist – Procurement #4 (Conflict of Interest)

It is suggested to incorporate the language below, including how “Immediate Family” is defined, rather than simply stating it:

- “No persons described in any functions or responsibilities with respect to activities with federal funds can be in a position to participate in a decision-making process or gain inside information regarding activities to obtain a financial interest in any contract, subcontract, or agreement for themselves or those with whom they have business or immediate family ties, during their tenure or for one year thereafter.”
- “Immediate family ties include (whether by blood, marriage, or adoption) the spouse, parent (including a stepparent), child (including a stepchild), brother, sister (including a stepbrother or stepsister), grandparent, grandchild, and in-laws of a covered person.”

4. Reporting

Regularly monitor and submit all required federal and state grant-related compliance reports in Epicenter by the assigned deadlines. Once grant funds are awarded, recipients are required to report information to federal and/or state agencies regarding the use of the federal grant funds. Financial and programmatic reporting provides key information about the overall financial status and program performance of the grant. These reporting requirements are set forth in the authorizing statutes and regulations for each individual grant program accepted by the charter school when the grant award was signed and executed. A list of known federal and state reporting requirements is available on the SPCSA's website: *Annual Reporting Requirements*.

5. Professional Learning

It is recommended that school and contracted staff responsible for grant management continue annual professional learning on Uniform Guidance topics based on industry best practices and federal regulations to strengthen subaward performance and compliance. This can be done through organizations such as:

- Brustein and Manasevit
- National Association of Federal Education Program Administrators (NAFEPA)
- National Grants Management Association (NGMA)

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 appropriate staff authorized to access the files.
- Ensure that all confidential folders contain a file access log.
- Refrain from using statements such as “No effect statement needed” or any of its variations in the third column of the Present Levels of Academic and Functional Performance (PLAAFPs). Always provide a statement demonstrating whether the student does or does not need any support and/or services in a particular area to show progress.
- Consistently discuss with parents or guardians whether an interpreter is needed for special education meetings when their child is identified as LEP, even if English is listed as the student's primary language. Indicate whether the parent accepted or declined the interpreter by logging the information in the student's confidential folder status log.
- For EL students receiving special education services, ensure that the most recent WIDA ACCESS or screener scores are provided in the PLAAFPs. Additionally, Special Factors #3 must be marked as “Yes.” Supplementary Aids and Services must include accommodations/supports addressing the student's language development needs based on the most recent EL assessment scores.
- Include information on which areas the student will 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 contain both a rate/level of proficiency/mastery and a frequency or level of attainment to ensure more measurable achievement/progress towards goals and to allow for replication of the proficiency/mastery. Example: *80% accuracy in 4/5 trials*.

- Review the SPCSA Memo from 9/9/2024 regarding compliant service logs and ensure that the school uses service logs containing all the required areas for documentation. Staff must regularly complete service logs and place copies in the student's confidential folder or upload them to Infinite Campus.
- Discuss appropriate transition services at the next annual IEP review for students 14+ years old. Review required information for PWN, PLAAFP, and the transition area of the student's 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 IDEA/IEP requirements and maintain compliance.
- Regularly monitor and track due dates for evaluations, IEP meetings, and required special education reports to ensure all timelines are met in accordance with IDEA, NV Administrative Codes (NAC), and SPCSA requirements.

Program – Title IA

In the future, ensure that free after-school tutoring is available to any student who is falling behind, so all students can participate and receive academic support. Currently, students must pay for after-school care to access tutoring services, which creates a barrier for some families.

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 and Title I Crate, 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 students.

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 and Title I Crate, 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.

Program – Title IV

There are no areas of improvement or recommendations at this time.

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 and Title I Crate, 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: New School Support Plan

The following issues were identified and require improvements as explained below.

Fiscal: Internal Controls

Conditions Found Not in Compliance:

The following required written policies and procedures are not in compliance with the Uniform Guidance and indicate deficiencies in internal controls:

1. Internal Controls
2. Allowability of Costs
3. Accounting & Financial Management Systems
4. Procurement Systems
5. Audit Resolution
6. Inventory Management
7. Records Retention

Cause of Deficiency:

The charter school was unable to provide compliant policies and procedures that demonstrate how internal controls are implemented. During the review, fiscal staff indicated that grant tracking and knowledge of grants were delegated to its EMO, Vertex. The school must establish its own baseline knowledge and cannot solely rely on its management organization.

Improvement Plan:

Develop appropriate written policies and procedures, document business processes for grants, and ensure all required internal controls are present within each policy. Include details on how the school monitors fiscal performance (e.g., through board presentations, staff evaluations, or alignment with SIP goals).

Criteria References & Resources:

- [2 CFR §200.303](#)
- [FY25-26 Fiscal Policies and Procedures Self-Evaluation Checklist](#)
- [SPCSA Grants Administration Canvas Training Modules](#)
- [SPCSA Risk-Based Monitoring Training Modules](#)

Fiscal: Allowability of Costs

Conditions Found Not in Compliance:

The written allowability policies and procedures are not fully compliant with Uniform Guidance.

Cause of Deficiency:

Policies do not sufficiently address how allowability will be determined throughout the grant management process. Staff may not be fully aware of roles and responsibilities.

Effect of Deficiency:

Lack of internal controls may lead to misuse of funds. Obligated costs may not be reasonable, necessary, or allocable, resulting in potential repayment to the federal government.

Improvement Plan:

Develop compliant written policies specifying:

- How and when allowability is determined
- Who approves costs
- Records retained for compliance

Include clear **Supplement, Not Supplant** language and detailed travel procedures with GSA rates.

Criteria References & Resources:

- [2 CFR §200.437](#)
- [Uniform Guidance Overview](#)
- [SPCSA Canvas Modules: Time & Effort, Risk-Based Monitoring](#)

Fiscal: Accounting & Financial Management Systems**Conditions Found Not in Compliance:**

Policies and procedures for fiscal management and accounting are incomplete and do not meet Uniform Guidance requirements.

Improvement Plan:

Include seven key components in accounting policies:

1. Identification of all federal awards (ALN, FAIN, year, pass-through agency)
2. Accurate disclosure of financial results
3. Maintenance of detailed records
4. Effective internal controls
5. Comparison of expenditures to budgets
6. Written payment procedures
7. Written allowability procedures

Resources:

- [2 CFR §200.302](#)
- [SPCSA Grants Administration Canvas Training Modules](#)

Fiscal: Procurement Systems**Conditions Found Not in Compliance:**

Procurement policies lack detail for informal, formal, and noncompetitive methods.

Improvement Plan:

Document processes for:

- Procurement method rationale
- Cost/price analysis
- Segregation of duties

- Record retention for compliance

References:

- [2 CFR §200.318–322](#)
- [SPCSA Risk-Based Monitoring Training Modules](#)

Fiscal: Audit Resolution

Conditions Found Not in Compliance:

Audit policies do not meet Uniform Guidance requirements.

Improvement Plan:

Include procedures for:

- Audit preparation and completion
- Corrective action plans
- SEFA reporting

References:

- [2 CFR Subpart F](#)
- [SPCSA Canvas Modules](#)

Fiscal: Inventory Management

Conditions Found Not in Compliance:

Inventory policies lack required components (e.g., ALN, FAIN, disposition details).

Improvement Plan:

Create detailed inventory procedures including safeguards against loss/theft and investigation protocols.

References:

- [2 CFR §200.313](#)
- [SPCSA Canvas Modules](#)

Fiscal: Records Retention

Conditions Found Not in Compliance:

Policies do not specify retention timelines or electronic safeguards.

Improvement Plan:

Ensure compliance with 2 CFR §200.334. Retain records for at least 3 years and include cybersecurity measures for electronic files.

References:

- [SPCSA Grants Administration Canvas Training Modules](#)
- [Risk-Based Monitoring Training Modules](#)

Program: Special Education

Conditions Found Not in Compliance:

IEPs list Supplementary Aids and Services frequency as “Daily,” which is not measurable.

Improvement Plan:

- Revise IEPs to include specific, measurable frequencies (e.g., “2 times per week for 15 minutes”)
- Train staff on documentation requirements
- Submit acknowledgment forms signed by all applicable staff

References:

- [IDEA Regulations](#)
- [NAC 388.284](#)
- [SPCSA Special Education Guidance](#)

Part 3
Do & Be Arts Academy of Excellence
School Response

School Response to Site Evaluation Team Findings

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.

School Response to Risk Based Monitoring Team Findings

The school may choose to submit a response to the SPCSA Risk Based Monitoring 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.