



# Nevada State Public Charter School Authority

## Equipo Academy

## Site Evaluation and Risk Based Monitoring Report: January 14, 2026

State Public Charter School Authority

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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** 4131 East Bonanza Road, Las Vegas, Nevada  
89110

**Date of Monitoring** Wednesday, January 14, 2026

**Date of Report** March 5, 2026

- Total Number of Students: 935
- Grade Levels: 6-12

Part 1  
Equipo Academy  
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)<sup>1</sup>, [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.

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<sup>1</sup> NSPF is Nevada's public school rating system designed by Nevadans and developed in accordance with the federal Every Student Succeeds Act (ESSA) per NRS 385A.600 and classifies schools within a five-star performance rating system.

# 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.

## **Advisory/homeroom structure**

A noted strength of Equipo Academy is its advisory/homeroom structure, which was consistently identified across all focus groups, including staff, families, leadership, board members, and student participants. Advisory provides dedicated time for reviewing progress reports, monitoring attendance, and addressing academic and behavioral needs in a timely manner. Advisors play a central role in advising opportunities such as goal setting, educational planning, and postsecondary readiness, while also serving as the primary point of connection and contact for students and families. Families emphasized their appreciation for the timely communication and regular updates on student progress and assignments, noting that advisors and teachers proactively share both concerns and successes. The emphasis on relationship-building within advisory was repeatedly highlighted, with participants citing the positive, trusting relationships that develop between students and their advisory teachers. Collectively, feedback from all focus groups underscored advisory as a foundational system that effectively integrates academic monitoring, social-emotional support, and consistent, responsive communication.

## **Improvement in student culture**

Another noted strength of Equipo Academy is the continued improvement in student behavior and overall student culture across both middle school and high school, particularly when compared to prior years. Across focus groups, participants described an improved, generally respectful learning environment with fewer behavioral disruptions and greater emphasis on student accountability. Stakeholders observed measurable progress in student reflection, clearer expectations, and more consistent use of behavior supports and restorative practices. Students reported feeling physically and emotionally safe on campus, and staff noted that strengthened relationships between students and adults have contributed to a more supportive and inclusive culture. Collectively, this feedback reflects the school's intentional efforts to improve student culture over time and demonstrates meaningful progress in establishing a positive, respectful learning environment for all students.

## **Commitment to providing families with resources**

A key strength of Equipo Academy is its commitment to providing families with resources and support that extend beyond the classroom. Families highlighted the value of regular communication, workshops, and informational events that help them engage with their child's learning and navigate academic, social, and emotional needs. Monthly parent workshops, data nights, and community resource sessions equip families with practical tools and knowledge to support student success at home. This emphasis on family engagement ensures that parents and guardians are informed, involved, and empowered partners in their child's education, fostering stronger connections between school and home and supporting overall student achievement and well-being.

## **High graduation rates**

High graduation rates are a strength for the Equipo Academy. According to the 2024-25 Nevada School Performance Framework<sup>2</sup> (NSPF), the school's four-year graduation rate is 94 percent, surpassing the SPCSA's district average of 83 percent, and the five-year graduation rate exceeds 95 percent, above the district rate of 86 percent, earning the maximum 30 points in the graduation rates indicator. The leadership team emphasized the importance of supporting their students in meeting graduation requirements and has created school-wide systems to monitor students' progress toward graduation.

## **College and career readiness**

Another notable strength of Equipo Academy is its strong performance on the college and career readiness indicator<sup>3</sup> of the 2024–25 NSPF, where the school earned the full 25 possible points. This achievement reflects the school's sustained emphasis on preparing students for success beyond high school and aligns closely with its mission to empower students to meet high expectations and persist through college or post-high-school opportunities. During the family focus group, participants expressed appreciation for the school's intentional focus on college preparation and postsecondary planning. Additionally, the leadership team highlighted that 100 percent of the school's 12th-grade students have received at least one college acceptance, underscoring the effectiveness of the school's college-focused culture.

## **Low chronic absenteeism**

The low chronic absenteeism<sup>4</sup> rates of less than five percent for middle school and five-point one percent for high school are a strength for Equipo Academy and earned the middle and high school five out of five points on the SPCSA Academic Performance Framework<sup>5</sup> (APF) in the chronic absenteeism reduction measure. Members of the student and family focus groups expressed the importance of attending school regularly. The leadership team highlighted the importance of students wanting to be in school and the power of keeping them engaged and connected. Members of the faculty focus group emphasized the importance of encouraging students to attend school regularly and of establishing communication systems with families.

## **Strategic board composition**

A strength of Equipo Academy is the strategic composition and growth of its board, which has been structured to enhance governance, oversight, and support for the school's mission. The board has recently added members with expertise in finance, education, law, and business, enabling the creation of additional subcommittees to focus on key areas such as curriculum, finance, and strategic planning. This expansion supports more robust oversight, deeper engagement in school initiatives, and specialized attention to critical priorities. Additionally, the board maintains a strong financial position, with a 60-day cash-on-hand reserve, reflecting its commitment to responsible fiscal management and fostering stability to support ongoing programs and student success.

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<sup>2</sup> Nevada School Performance Framework (NSPF) is Nevada's public school rating system, designed by Nevadans and developed in accordance with the federal Every Student Succeeds Act (ESSA), per NRS 385A.600, and classifies schools into a five-star performance rating system.

<sup>3</sup> The College and Career Readiness (CCR) Indicator for high schools consists of three measures: Postsecondary Preparation Participation, Postsecondary Preparation Completion, and the percentage of graduates earning an Advanced Diploma.

<sup>4</sup> 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.

<sup>5</sup> The Academic Performance Framework (APF) incorporates corresponding school year NSPF school ratings under the NSPF Index Score indicator, as the NSPF includes key performance measures such as academic achievement and proficiency, academic growth, English Learner (EL) growth, opportunity gaps, graduation rates, and chronic absenteeism, which address the requirements of NRS 388A.273.

# 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 proficiency rate**

Low academic proficiency rates, as measured by the 2024–25 NSPF academic indicators, continue to be a challenge for Equipo Academy. Across all assessed content areas, including mathematics, English Language Arts (ELA), and science, student performance falls below SPCSA district averages. Thus, middle school’s pooled proficiency rate of 29 percent is below the SPCSA district average of 52 percent, and the high school’s pooled proficiency rate of eight percent is below the district average of 25 percent. The leadership team acknowledged persistent academic learning gaps, particularly in mathematics, and reported that targeted strategies are currently being implemented to address these gaps and improve student educational outcomes.

## **Low growth of English Language Learners (ELLs) in the middle school**

A challenge for Equipo Academy is the low percentage of English Language Learners<sup>6</sup> (ELLs) meeting their annual growth targets in the middle school, as measured by the World-Class Instructional Design and Assessment<sup>7</sup> (WIDA). Currently, 11 percent of middle school ELL students are meeting their growth goals, compared to the district average of 28 percent. Consequently, the school earned one out of a possible 10 points on the English Language Proficiency indicator<sup>8</sup> in the 2024–25 NSPF. The leadership team identified this as a priority area and outlined action steps to improve ELL outcomes, including targeted support with test-taking strategies and strategic scheduling to ensure students receive appropriate and consistent language development services.

## **Mental health challenges facing students**

The Equipo Academy leadership team identified student mental health as a challenge, impacting teaching and learning across the school. While leaders noted overall improvements in student culture, they reported that increasing social-emotional needs among students continue to affect engagement, behavior, and academic progress. Addressing these mental health challenges was identified as essential to supporting student well-being and establishing the conditions necessary for supporting academic improvement.

## **Meeting compliance rating on SPCSA’s Organizational Performance Framework**

A challenge at Equipo Academy is meeting the standards set by the SPCSA Organizational Performance Framework<sup>9</sup> (OPF). According to the most recent results released in October 2025, the school did not meet standards in the following areas: Governance, Educational Programs, Special Education, Health and Safety, Educational Requirements, and Operations, resulting in an overall rating of out of compliance, initiating a Notice of Concern issued by the SPCSA Board on October 10, 2025, Board Meeting.

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<sup>6</sup> In school, ELLs stand for English Language Learners, referring to students whose native language isn't English and who need specialized support to develop English proficiency in speaking, listening, reading, and writing to succeed academically.

<sup>7</sup> WIDA stands for World-Class Instructional Design and Assessment and refers to a consortium that develops standards, assessments, and resources to support multilingual learners in K-12 education.

<sup>8</sup> The English Language Proficiency (ELP) indicator in the Nevada School Performance Framework (NSPF) measures the progress of English Learner (EL) students using the World-Class Instructional Design and Assessment.

<sup>9</sup> The SPCSA’s Organizational Performance Framework (OPF) is used to monitor and evaluate the organizational health, compliance, and legal obligations of the public charter schools they sponsor.

# 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.

## **Improve student academic proficiency**

The SPCSA recommends that Equipo Academy continue to prioritize improving student academic proficiency by strengthening high-quality Tier 1<sup>10</sup> core instruction and enhancing the effectiveness and consistency of Tier 2<sup>11</sup> targeted interventions. A sustained focus on rigorous, standards-aligned instruction across all classrooms is essential to ensure that all students have access to grade-level content and effective instructional practices. In addition, the SPCSA recommends that the school continue to refine its professional learning community<sup>12</sup> (PLC) structures to ensure the regular and purposeful use of student data to inform instructional decisions. Effective PLCs should focus on analyzing assessment data, identifying specific student learning gaps, monitoring the impact of instructional strategies and interventions, and adjusting instruction accordingly. Strengthening these systems can support instructional coherence, improve targeted student support, and drive measurable gains in academic achievement.

## **Continue to address the needs of English Language Learners**

To address the low growth of English Language Learners (ELLs) in middle school, Equipo Academy should strengthen its support systems for multilingual learners. It is recommended that the school implement targeted language development interventions, enhance progress-monitoring practices, and ensure consistent use of research-based instructional strategies designed for ELLs. Strengthening these structures can improve student growth outcomes and close language proficiency gaps over time.

## **Enhancing student engagement through structured peer discourse**

The SPCSA recommends Equipo Academy continue to develop and implement more defined student engagement structures that intentionally incorporate opportunities for student-to-student discourse. Clearly outlining and communicating expectations for these interactions will help ensure that all students actively participate and understand their role in collaborative learning. Structured peer discussions not only enhance engagement but also foster critical thinking, problem-solving, and communication skills. By providing consistent guidance and modeling for effective discourse, the school can create a learning environment where students learn from one another, build confidence in expressing ideas, deepen their understanding of academic content, and support the outcomes of all students, including those learning English.

## **Continue to support students' social and emotional needs**

SPCSA staff recommend that the Equipo Academy continue to prioritize students' social and emotional health by implementing proactive strategies and supports. This includes aligning school-wide systems, such as behavior expectations, tiered interventions, and consistent routines, to address students'

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<sup>10</sup> Tier 1 instruction is the anchor of all tiered instruction. It is provided to all students every day. During Tier 1 instruction, teachers use scientifically researched programs and evidence-based practices, curricula, and strategies that have been proven effective for most students.

<sup>11</sup> Tier 2 instruction in education refers to supplemental, small-group interventions for students who aren't making sufficient progress in the general classroom.

<sup>12</sup> A professional learning community (PLC) is a team of educators who share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential. PLCs can be organized by grade level, content area, or an entire teaching staff.

behavioral and emotional needs. The school is encouraged to continue providing staff with ongoing professional development in social-emotional learning<sup>13</sup> (SEL) practices, to use data to monitor student well-being, and to foster a positive school climate that promotes resilience, self-regulation, and healthy relationships.

**Improve the completion of required Epicenter compliance tasks**

The SPCSA recommends that Equipo Academy improve its overall rating on the SPCSA Organizational Performance Framework (OPF), particularly in the areas of governance, operations, education personnel, special education, health and safety, and education requirements, which did not meet the most recent OPF criteria. Progress in these areas will support stronger organizational systems and help ensure compliance with the framework’s standards. As part of this improvement effort, the school is encouraged to attend available SPCSA training sessions to build capacity, strengthen compliance practices, and support continuous improvement across identified OPF domains.

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<sup>13</sup> 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, which supports success in school and life.

# Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.  
No strong recommendations were noted as part of this site evaluation.

# Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.  
No deficiencies were identified as part of 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 <sup>14</sup>	2
Family Members, Parents, and Guardians	6
Faculty and Staff	13
School Leadership	6
Students	6

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<sup>14</sup> Quorum was not met, and Open Meeting Law was not violated.

# Focus Group Summary: Governing Board

Board members described a strengthened sense of cohesion and effectiveness over the past year, citing improved communication and transparency between the school leader and the board. Regular updates regarding finances, staffing, student issues, and compliance requirements have helped ensure members remain informed and aligned. The board noted that recently revised regulations created an opportunity for reflection and recalibration, resulting in clearer expectations and more consistent governance practices. Board members also emphasized their personal connection to the school community, with many having direct ties as parents, educators, or long-standing supporters, thereby reinforcing their commitment to the mission and vision. Overall, the board has three subcommittees, including governance, finance, and academics, and brings a broad range of professional backgrounds, including law, finance, education, nonprofit leadership, and family advocacy.

When reflecting on the school's greatest assets, the board highlighted leadership's student-centered decision-making and long-term planning. Members consistently noted that school leaders prioritize what is best for students while maintaining strong relationships with staff. The completion of a five-year plan and the school's stable financial position, including sufficient cash on hand, were cited as indicators of responsible stewardship. Family inclusion was also identified as a core strength, with board meetings intentionally incorporating family voices, testimonials, and language accommodations to ensure meaningful participation and transparency.

The board acknowledged that the school is currently navigating a period of growth, which presents both opportunities and challenges. One key decision was to increase ninth-grade enrollment to 150 students, driven by family demand and a desire to reduce attrition between middle and high school. While this transition has required adjustment and generated differing perspectives, board members agreed it reflects the school's strong reputation and community trust. The board also discussed the balance required when adding new members who align with the school's vision but may not yet have historical context, noting recent efforts to strengthen expertise by adding members with financial backgrounds.

In terms of school improvement and accountability, board members described a clear focus on academics and instructional rigor as key strategies to improve ratings under the SPCSA organizational performance framework. Actions include investing in curriculum, emphasizing classroom rigor, and closely monitoring the American College Test<sup>15</sup> (ACT) performance through practice assessments and data reviews. Board members demonstrated awareness of current performance challenges, particularly regarding college-readiness benchmarks, and emphasized the importance of aligning instructional efforts with measurable academic outcomes.

Finally, the board outlined its structured process for evaluating the school leader, which will be supported by an external organization beginning in February 2026. The evaluation framework incorporates multiple measures, including family engagement, financial health, academic performance, and staff input, to ensure a comprehensive and fair assessment. Recent board updates included maintaining approximately 60 days of cash on hand, approving two new board members with financial expertise, and celebrating the milestone that 100 percent of seniors have been accepted into postsecondary institutions.

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<sup>15</sup> The ACT, or American College Test, is a curriculum-based education and career-planning tool for high school students that assesses mastery of college-readiness standards.

# Focus Group Summary: Family Members, Parents, and Guardians

Families shared multiple examples of recent successes that demonstrated meaningful growth for their children, particularly for students who had previously struggled in other settings. Parents described significant academic and social-emotional improvements following adjustments to their students' educational plans and increased collaboration with school staff. One parent shared that after revising an individual education program<sup>16</sup> (IEP), their child moved from failing multiple classes to showing clear academic improvement, noting the “great communication with the IEP team.” Other families highlighted successful re-enrollment after leaving the local school district, citing stronger teacher involvement, higher expectations, and more consistent advisory support at Equipo Academy.

When asked about the school’s greatest strengths, families overwhelmingly emphasized the advisory program and communication systems. Parents reported frequent, proactive outreach from advisors and teachers, including updates when students are struggling and succeeding. Tools such as Remind, a communication platform; weekly Friday reports; classroom links; and data nights were cited as especially helpful in keeping families informed and engaged. As one parent stated, “They text you when she is doing bad and when she is doing great, and I love that.” Monthly parent workshops and access to community resources were also considered valuable support.

College preparation emerged as a major asset across family responses. Parents described the college access program as highly visible, intentional, and impactful, beginning early in students’ academic careers. Families appreciated opportunities for campus visits, exposure to different career pathways, tutoring supports, and out-of-state college experiences. Several parents shared that these opportunities helped their children become more confident about postsecondary options, with one noting that students are encouraged “from day one” to think about their futures and explore what they want to pursue.

Families also discussed what students are currently learning and experiencing in the classroom, noting a strong emphasis on reading and goal setting. Parents reported that teachers care deeply about students, staffing feels relatively stable, and events such as College Day provided meaningful exposure to higher education opportunities. Many families commented positively on how approachable teachers are and how easy it is to reach out for clarification or support related to coursework.

While communication was consistently described as a strength, families identified that addressing behavior infractions is an area for improvement. Parents acknowledged that staff generally follow required protocols, create safety plans, and respond to concerns, but some expressed a desire for more consistency, clarity, and firmness in addressing behavioral incidents. Recommendations for enhancement included expanding extracurricular offerings such as sports, clubs, music, and hands-on activities. Overall, families expressed trust in the school and appreciation for its responsiveness, while offering constructive feedback to further strengthen student experiences.

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<sup>16</sup> An IEP, or Individual Education Program, is a written plan in education that details the specific special education services, goals, and supports a student with a disability needs to succeed in school, ensuring they receive a Free Appropriate Public Education (FAPE) alongside their peers.

# Focus Group Summary: Faculty and Staff

Staff members identified several recent successes, including strong Advanced Placement (AP) exam performance and expanded access to concurrent enrollment courses through the University of Nevada, Las Vegas (UNLV). Staff also noted increased student focus in science and effective collaboration between WIDA and IEP teams to improve assessment outcomes. At the middle school level, staff reported that over 90 percent of 8th-grade students passed Algebra I, which the group viewed as a significant accomplishment. Teachers also expressed optimism about increased access to high-quality curriculum materials, emphasizing that these resources “will make a big difference for our students”.

When discussing the school’s greatest assets, staff consistently pointed to collaboration and a supportive team culture. Grade-level and departmental teams were described as collegial and student-centered, with a shared commitment to holding students accountable while providing access to rigorous coursework, including AP classes. Family engagement was cited as a major strength, supported by frequent events and a strong cultural focus. Staff also highlighted the value of the school team that supports students' learning English, as well as the systems in place for students with IEPs, noting that these structures help ensure students receive targeted and inclusive supports.

Staff reflections on student culture were more focused at the middle school level. While high school staff reported fewer peer-to-peer issues, middle school teachers acknowledged that they sometimes deal with ongoing student interpersonal challenges, though they noted gradual improvement in students' self-reflection and behavior. Staff observed that disciplinary follow-up and communication can sometimes feel inconsistent, especially following recent changes in the administrative team’s discipline leadership roles. As a result, some staff reported uncertainty about roles and responsibilities and indicated that clearer communication would strengthen overall coherence.

Staff expressed mixed feedback regarding professional development and collaboration structures. While professional development sessions address rigor and instructional strategies, staff indicated that additional follow-up and coaching are needed to ensure high-quality implementation. PLCs were described as heavily data-focused, sometimes at the expense of meaningful discussion and actionable next steps, with one staff member noting that conversations can feel “focused on data without clear action steps.”

Communication with families was identified as a clear strength, with staff emphasizing regular outreach through advisory structures and direct teacher contact. Advisors are expected to communicate with families at least once or twice per month, and multiple staff members reiterated that “parent communication is something we take very seriously.” Multi-Tiered Systems of Supports<sup>17</sup> (MTSS) and behavioral response to intervention<sup>18</sup> (RTI) systems were described as active and data-driven, with teams reviewing student progress and implementing targeted supports, including behavior trackers that have led to improvements. Recommendations for enhancement centered on staffing and capacity, including increased compensation, additional paraprofessional support for special education programs, and expanded services for bilingual students to better meet growing needs.

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<sup>17</sup> Multi-Tiered System of Support (MTSS) is a proactive academic and behavioral framework. The MTSS framework provides schools and teachers with onboarding and ongoing training and resources for tiered interventions and supports.

<sup>18</sup> RTI, or Response to Intervention, is a multi-tiered educational framework that provides early, data-driven support for struggling students in academics or behavior, using high-quality instruction, universal screening, progress monitoring, and increasingly intensive interventions to ensure that all learners succeed before they fall significantly behind.

# Focus Group Summary: School Leadership

The leadership focus group for Equipo Academy highlighted the school’s positive student culture and postsecondary outcomes. Leaders emphasized the school’s strong positive student culture, supported by an advisory model that serves as the primary structure for social-emotional learning, communication, and family engagement. The leaders shared that the advisory or homeroom teachers serve as the primary point of contact for families, resulting in an 84 percent family contact rate and consistent weekly progress reports. Additional structures, including student council, schoolwide surveys, and restorative practices such as mediation and student summits, designed to support student discussion of behavioral infractions, function as feedback loops and proactive supports for students. As one leader shared, “Our advisory model is really the heartbeat of how we support students and families.”

The leadership team also highlighted targeted professional development and instructional coaching as areas of focus. Professional development (PD) is intentionally ongoing with weekly Wednesday sessions, quarterly PD weeks, and differentiated offerings for teachers and leaders. Current focus areas include trauma-informed practices, Sheltered Instruction Observation Protocol<sup>19</sup> (SIOP), differentiated instruction, and progress monitoring for ACT readiness. Instructional coaching is led by the school’s leaders and supported by a team of teacher-leaders, with an emphasis on consistent expectations, purposeful planning, and actionable feedback. Leaders noted that these systems have helped focus on coherence across classrooms and reinforce instructional priorities.

While celebrating high graduation rates, low chronic absenteeism, and 100 percent of seniors accepted to a college or university, leaders were candid about persistent challenges. Academic gaps, particularly in math and at the middle school level, remain a concern, alongside mental health challenges sometimes rooted in family, economic, and home circumstances. In response, the school has strengthened partnerships with community organizations, expanded training in restorative and trust-based interventions, and prioritized greater focus on its response-to-intervention (RTI) systems. Teams meet regularly to review student progress, with administrative participation to ensure accountability and timely support.

Finally, the leadership team described concrete action steps to improve instructional rigor and overall school achievement. The school is prioritizing high-quality instructional materials, with *Reading Reconsidered*<sup>20</sup> already in use and a structured process underway to adopt a standards-aligned math curriculum informed by EdReports<sup>21</sup>. Resources have been allocated for curriculum adoption and professional development, and the Measure of Academic Progress<sup>22</sup> (MAP) assessments are administered three times a year to inform instructional decisions. Leaders also discussed enrollment and transition challenges, particularly student transition from 8th to 9th grade, and shared plans to expand 9th-grade capacity to better serve students. Overall, the focus group reflected a leadership team that is reflective and committed to continuous improvement in the service of student outcomes.

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<sup>19</sup> In education, SIOP stands for the Sheltered Instruction Observation Protocol, a research-based framework for teaching English Language Learners (ELLs) that integrates language development with academic content, makes lessons comprehensible, and benefits all students in diverse classrooms.

<sup>20</sup> *Reading Reconsidered* refers to both a highly influential book and an accompanying curriculum by Doug Lemov, Colleen Driggs, and Erica Woolway, offering practical strategies for rigorous literacy instruction focused on teaching students to read complex texts, conduct close readings, engage with non-fiction, and write in response to reading.

<sup>21</sup> EdReports is an independent nonprofit that provides free, evidence-based reviews of K–12 instructional materials (math, ELA, science) for educators, helping them find high-quality, standards-aligned curriculum through a rigorous process led by expert teachers.

<sup>22</sup> In education, MAP most commonly stands for Measures of Academic Progress, a series of computer-adaptive tests by Northwest Evaluation Association that assess K-12 student growth in Math, Reading, Language Usage, and Science, helping teachers tailor instruction to individual student needs.

# Focus Group Summary: Students

Students reported being engaged in a wide range of academic content across core and elective courses. Learning experiences included science topics such as evolution and density, history and social studies lessons focused on writing stronger essays, and examining issues of justice through texts like *Just Mercy*<sup>23</sup>, and English language arts projects centered on creative writing. Students also described learning basic Spanish phrases, coding and programming in computer science, and participating in electives such as photography and media. Overall, students conveyed that their coursework is varied, structured, and intellectually engaging.

When describing what they like most about the school, students emphasized the organization of classes, exposure to different peers, and the school's emphasis on accountability and future planning. Several students appreciated changing classes and interacting with students across grade levels, noting a strong sense of community where "Everyone talks to each other even from different grade levels." Students also shared that teachers consistently encourage them to maintain strong grades and regularly discuss postsecondary goals, which helps them stay focused and motivated.

Students described multiple ways teachers and advisors provide feedback and academic support. Teachers offer written notes, samples of strong work, and guiding questions to help students improve. Advisory was identified as a key support structure, occurring every morning and providing time to review progress reports, discuss attendance, and receive help with assignments. Students also referenced structured reading time and the use of tools such as the Beanstack app<sup>24</sup> to track reading goals, noting that reviewing progress reports "helps me a lot in understanding how to improve".

In discussing challenges to learning, students shared that peer behavior can occasionally be disruptive. Students reported that when issues are raised, the school responds through assemblies, behavior trackers, and alternative classroom settings to address concerns. Despite these challenges, students consistently reported feeling physically and emotionally safe on campus. Many shared that they feel comfortable taking academic risks and that teachers are available and supportive when students are feeling overwhelmed or need someone to talk to. Recommendations included expanding sports, clubs, and community-based activities.

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<sup>23</sup> *Just Mercy: A Story of Justice and Redemption* (2014) is a memoir by American attorney Bryan Stevenson that documents his career defending clients from disadvantaged backgrounds.

<sup>24</sup> Beanstack is a popular app and web platform that makes reading fun and engaging, primarily through customizable challenges, gamification (badges, leaderboards), and easy tracking for schools, libraries, and families to encourage reading for all ages.

# Classroom Environment and Instruction Observation Rubric

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

<b>Classroom Environment</b>					
	<b>Distinguished</b>	<b>Highly Proficient</b>	<b>Approaching Proficient</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
<b>Classroom Learning Environment is Conducive to Learning</b>	<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.
	<b>TOTAL: 0</b>	<b>TOTAL: 23</b>	<b>TOTAL: 4</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>
<b>Establishing a Culture for Learning</b>	<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.
	<b>TOTAL: 2</b>	<b>TOTAL: 20</b>	<b>TOTAL: 5</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>

# Classroom Environment and Instruction Observation Rubric

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

<b>Classroom Instruction</b>					
	<b>Distinguished</b>	<b>Highly Proficient</b>	<b>Approaching Proficient</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
<b>Communicating with Students</b>	<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.
	<b>TOTAL: 0</b>	<b>TOTAL: 18</b>	<b>TOTAL: 8</b>	<b>TOTAL: 0</b>	<b>TOTAL: 1</b>
<b>Using Questioning and Discussion Strategies</b>	<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.
	<b>TOTAL: 0</b>	<b>TOTAL: 18</b>	<b>TOTAL: 8</b>	<b>TOTAL: 0</b>	<b>TOTAL: 1</b>

# Classroom Environment and Instruction Observation Rubric

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

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
<b>Engaging Students in Learning</b>	<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>
	<b>TOTAL: 0</b>	<b>TOTAL: 18</b>	<b>TOTAL: 8</b>	<b>TOTAL: 0</b>	<b>TOTAL: 1</b>
<b>Using Assessment in Instruction</b>	<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>
	<b>TOTAL: 0</b>	<b>TOTAL: 18</b>	<b>TOTAL: 7</b>	<b>TOTAL: 0</b>	<b>TOTAL: 2</b>

# Classroom Observations and Additional Comments

In a high school math class, the teacher guided students through problems focused on the average rate. Students were prompted to compare problems and analyze what each question was asking them to solve. They then discussed the same prompt with their table groups, engaging in meaningful conversations about the content and the reasoning required to determine solutions.

In a middle school math classroom, students worked online to solve equations and were permitted to collaborate with a partner. The teacher reviewed several problems on the board and shared how many students answered correctly versus incorrectly before providing an exit ticket activity aligned to the day's content. Throughout the lesson, the teacher maintained a high sense of urgency, offering specific praise and redirecting students as needed.

In a middle school social studies classroom, students engaged in an exit ticket activity to identify and explain the mathematical systems used by the Mayan civilization. The teacher established a clear learning objective and provided concise directions to ensure students understood the expectations for the task. During the activity, the teacher actively monitored student progress through purposeful circulation, periodically checking for understanding and providing timely, specific feedback to support student learning. Students remained engaged and on task, demonstrating active participation and independent problem-solving. The use of formative assessment through exit tickets allowed the teacher to gauge students' learning in real time.

In a high school English Language Arts classroom, the teacher welcomed students and clearly introduced the daily learning objective: writing a mini essay addressing school dress codes and developing a claim either in support of or in opposition to a school's authority to establish such policies. The teacher delivered instruction in both English and Spanish, fostering equitable access to content and supporting the needs of multilingual learners. The lesson was well-paced, allowing sufficient time for modeling expectations, student writing, and independent thinking. Throughout the lesson, the teacher reinforced academic language and clarified expectations, thereby supporting students' understanding and engagement.

In a foreign-language classroom, instruction and student responses were conducted exclusively in the target language, fostering an immersive learning environment. After introducing the lesson, the teacher incorporated a short video that contextualized the use of reflexive verbs across three different cultures and civilizations. Students actively engaged and shared their thoughts and observations in the target language.

In one middle school class, the instructor asked students, "What makes a good reader?" Students offered several ideas orally in response. Students were engaged and thoughtful in their responses. Some student examples included "pausing for commas, inflecting voice, pronunciation, and re-reading the sentence if it is confusing." The teacher and the students then took turns reading the text. The teacher paused and asked the students comprehension questions during the reading. Students were engaged, respectful of each other, and readily responded to questions.

In a history class, students took on the roles of different states and voted for or against a new tax law after brief research on their assigned state. This simulation mirrored key aspects of U.S. history and deepened student engagement with the content. Students collaborated and discussed their reasoning with one another before making decisions on behalf of their states.

In a high school special education resource room, nine students participated in a poetry lesson focused on understanding rhythm. The teacher began with a targeted review of poetic rhythm, projecting a poem on the board and engaging students in a multisensory activity by having them clap along to the rhythm. This approach supported varied learning needs and reinforced conceptual understanding. Students then worked collaboratively in small groups to analyze assigned verses and develop a rhythmic performance, promoting peer interaction and active learning. Throughout the lesson, the teacher provided structured guidance, clear expectations, and supportive feedback, which contributed to high levels of student engagement and a positive, inclusive learning environment.

In a Spanish classroom, the teacher communicated exclusively in Spanish. Students were tasked with writing a Yelp-style<sup>25</sup> restaurant review in Spanish. As they worked, several students collaborated with peers to brainstorm ideas and clarify vocabulary. The teacher circulated throughout the room, providing individualized support and feedback on students' drafts.

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<sup>25</sup> A Yelp-style review is a user-generated, first-person account of a local business experience.

# Measures of Progress from Previous Site Evaluation

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

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
<p>SPCSA recommends that leadership continue to provide in-depth professional development on trauma-informed practices, focusing on strategic ways to address classroom emotional and mental health concerns to support students' learning.</p>	<p>The leadership team provided an update on their efforts to deliver trauma-informed professional development training to staff.</p>	<p>The SPCSA acknowledges the school's efforts to provide trauma-informed training for the staff. Continued staff development in this area can support the needs of their diverse student population and foster a continuous improvement mindset.</p>
<p>SPCSA recommends that leadership continue to submit routine submissions on time and correctly.</p>	<p>The school's leaders discussed their efforts to improve the accuracy and timeliness of compliance submissions.</p>	<p>The SPCSA continues to recommend that Equipo Academy improve its systems to ensure compliance tasks are submitted accurately and on time. Ensuring high compliance rates can help the school meet standards in the SPCSA Organizational Performance Framework.</p>
<p>The SPCSA staff recommends that the school leadership increase regular communication with staff regarding human resources topics, as there was perceptual data to indicate this is a concern.</p>	<p>The school's leadership team highlighted its efforts to improve communication with staff on human resources topics, including regular updates on pertinent issues.</p>	<p>The SPCSA acknowledges the school's efforts to improve communication with staff on human resources topics. A continued commitment to fostering timely communication with staff can support school-wide continuity.</p>
<p>SPCSA staff members recommend that the elevator be repaired to ensure accessibility and convenience for all students and staff on campus.</p>	<p>The leadership team provided an update on the elevator repair status, which has been resolved, and the elevator is fully operational.</p>	<p>The SPCSA recognizes the school's efforts to repair the elevators. The recommendation has been resolved.</p>

# Operational Compliance Checks

- Fire Extinguisher                     YES                     NO
- Nurse's Station                     YES                     NO
- McKinney-Vento Poster             YES                     NO
- Evacuation Plan in Classrooms    YES                     NO
- Food Permit                         YES                     NO                     N/A
- Elevator Permit                     YES                     NO                     N/A

Part 2  
Equipo Academy  
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:

- o FY26 Title I, Part A

Grants with Allocations (subaward pending):

- o FY26 Special Education (IDEA, Part B)
- o FY26 Title II, Part A
- o FY26 Title II, Part A, Off Set – State
- o FY26 Title III English Learner
- o FY26 Title IV, Part A

Total Federal Funds Expended in Previous FY (FY25): \$1,010,775.34

Single Audit Required: Yes

Current Risk Level: High

Prior Risk Level: High

Prior Corrective Action Plan (CAP): Yes

# Risk Based Monitoring: Scope of Review/Methodology

The following activities were completed during this monitoring visit:

- Scope of program review:
  - o Special Education
    - IEP development, meeting and record maintenance process aligned to federal and state requirements
    - IEP(s) are fully implemented
    - Progress monitoring is regularly conducted in accordance with IEP, federal/state requirements and best practices
    - Ongoing parent communication, participation, and engagement
    - Special Education IEP/file review

# Risk Based Monitoring: Area of Strength

## **Program – Special Education**

The school leader and special education program leaders at Equipo Academy were accommodating and receptive to feedback throughout the visit. There was clear evidence of systems in place to support the delivery of services to students with special needs, including designated staff and established processes. Additionally, the special education lead staff demonstrated an ongoing effort to reflect on current practices and identify opportunities to strengthen and improve the school's special education programs.

# Risk Based Monitoring: Area of Improvements/Recommendations

**Note:** The following findings require a Corrective Action Plan. For each item, incorporate detailed procedures, responsible roles, approvals, records to retain, and training plans.

## **A) Fiscal — Internal Controls**

- Conditions: Missing/insufficient written P&Ps for internal controls, allowability, accounting/financial systems, procurement, audit resolution, inventory, and records retention.
- Cause: Inadequate documentation of *how* program/fiscal/admin staff execute processes aligned to policy; unclear roles/responsibilities.
- Effect: Risk of loss/theft/misuse; inefficient controls leading to budget surplus/deficit.
- Criteria: 2 CFR §200.303; School Self-Eval — Internal Controls #4 (Segregation of Duties), #6 (Authorizations/Approvals), #7 (Cybersecurity).
- Corrective Action: Develop compliant written P&Ps and business-process documentation; list all financial positions/segregation of duties; include cybersecurity measures to protect PII/sensitive data.

## **B) Fiscal — Allowability of Costs**

- Conditions: Written allowability P&Ps are incomplete; unclear determination points/roles.
- Cause: Processes for assessing allowability (who/when/how/records) not adequately documented.
- Effect: Potential misuse; non-reasonable/necessary/allocable costs; risk of repayment.
- Criteria: 2 CFR 200.303(b)(7); Supplement, Not Supplant (e.g., 20 U.S.C. §6321(b)(1)); Selected cost items 2 CFR 200.437 & 200.431; School Self-Eval — Allowability #5 (Time & Effort), #6 (SNS), #7 (Travel).
- Corrective Action: Define allowability determinations and approvals; include SNS language; expand Time & Effort guidance (PAR vs. semi-annual certifications, who submits/when); expand Travel policy to include GSA rates, request/approval forms, and cost categories.

## **C) Fiscal — Accounting & Financial Management Systems**

- Conditions: P&Ps for fiscal management/accounting do not meet Uniform Guidance; key processes under-documented (grant tracking, reconciliations, procurement, reimbursements, cash management).
- Cause/Effect: May result in inadequate internal controls over critical grant/accounting processes.
- Criteria: 2 CFR §200.302 (including 200.302(b)(1)); §200.328; School Self-Eval — Accounting & FM #3 (7 standards), #5 (Grant Tracking), #6 (Segregation of Duties), #7 (Cash Mgmt), #8 (Checks).
- Corrective Action: Include the 7 required components (ALN, FAIN, award year, pass-through, NV COA coding; disclosure of results; records identifying source/amount/expenditures with source docs; controls/accountability; budget-to-actual comparison; payment procedures; allowability procedures). Add a documented grant-tracking system; clarify cash management roles; require two signatures on checks.

#### **D) Fiscal — Procurement Systems**

- Conditions: P&Ps lack complete procedures for informal, formal, and noncompetitive methods; cost analysis steps/roles are vague.
- Effect: Use of informal methods without proper documentation/justification may lead to compliance risks.
- Criteria: 2 CFR §200.318–322; School Self-Eval — Procurement #5 (Informal Purchases), #6 (Cost Analysis).
- Corrective Action: Document all three procurement methods (micro  $\leq$ \$10K; small  $>$ \$10K– $<$ \$250K; formal  $\geq$ \$250K; plus noncompetitive/sole-source/emergency/SPCSA authorization); retain rationale, contract type, vendor selection/rejection, and price basis; define staff/approvals; detail cost analysis steps and documentation (e.g., three quotes or sole-source justification above thresholds).

#### **E) Fiscal — Audit Resolution**

- Conditions: Audit-related P&Ps (prep, completion, resolution) are insufficient.
- Criteria: 2 CFR Subpart F §§200.501, 200.507(c)(1), 200.512; §200.510; School Self-Eval — Audit Resolution #3 (new UG requirement).
- Corrective Action: Add P&Ps summarizing audit requirements and submission timelines: threshold  $\geq$ \$1M in federal awards; submit to SPCSA by Feb 28 and to the Federal Audit Clearinghouse by Mar 31 (or next business day).

#### **F) Fiscal — Inventory Management**

- Conditions: Inventory records and safeguards incomplete; investigation/disposition practices under-documented.
- Criteria: 2 CFR §200.313(d)(1); School Self-Eval — Inventory #5 (procedures/safeguards), #6 (maintenance, physical inventory, fair market value  $>$ \$10,000).
- Corrective Action: Document detailed inventory steps, roles, and security measures (e.g., cameras); conduct physical inventory at least biennially with reconciliation; request disposition instructions when FMV  $>$ \$10,000 for equipment no longer needed; define sales procedures; clarify retention for items  $\leq$ \$10,000 FMV.

#### **G) Fiscal — Records Retention**

- Conditions: Records-retention P&Ps are incomplete (accuracy/access, duration, types of records, storage/conversion, restricted access).
- Criteria: 2 CFR §§200.334, 200.337–338; §200.303(e); School Self-Eval — Records Retention #4 (Storage/Conversion/Access), #5 (Restricted Access).
- Corrective Action: Define retention  $\geq$ 3 years (GEPA/UG); recommend  $\geq$ 3 years for all grant records to account for False Claims Act and ongoing audits/monitoring; specify formats (open/machine-readable), conversion safeguards, storage locations, role-based access, and cybersecurity controls; ensure federal/pass-through/IG/Comptroller/authorized reps have access per law while protecting PII/sensitive data.

## **H) Program — Special Education (IEP Documentation)**

1. PLAAFP Effects Statements Cross-Referencing: At least one area said “See IXL Reading effect statement” (similar wording for Math/Writing); each area must include its own effects statement.
  - a. Criteria: NAC 388.284; 34 CFR 300.320(a)(1)(i).
  - b. Corrective Action: Provide the revised IEP (same student) with full effects statements in each area, plus staff acknowledgement of training.
2. “No Effect Statement Needed” Usage: Blanket phrase used in PLAAFP third column for areas not identified as deficient; must still document whether disability affects the area.
  - a. Criteria: NAC 388.284; 34 CFR 300.320(a)(1)(i).
  - b. Corrective Action: Revise IEP to include appropriate effects statements (e.g., “Student does not require special education services/support in this area to make progress in the general education curriculum.”) and staff acknowledgement of training.
3. SAAS Locations: SAAS listed as combined “General Education Class and Special Education Classroom”; locations must be listed separately.
  - a. Criteria: NAC 388.284; 34 CFR 300.320(a)(7).
  - b. Corrective Action: Revise IEP to list each SAAS location on separate lines; staff acknowledgement of training.

# Risk Based Monitoring: Areas of Non-Compliance

Note: The following findings require a Corrective Action Plan (CAP). For each item, incorporate detailed procedures, responsible roles, approvals, records to retain, and training plans in the school's written Policies & Procedures (P&Ps) and in the CAP submission.

## **Program — Special Education (IEP Documentation)**

### **Statement of Rights — Annual Notification (Procedural Safeguards)**

**Conditions:** The IEP included a parent signature; however, the Statement of Rights Annual Notification indicator was not marked, resulting in incomplete documentation that fails to demonstrate delivery of required procedural safeguards. (*Student: JM-R*)

**Cause:** Unknown.

**Effect:** Limits the school's ability to verify parents were informed of their rights; risks noncompliance with procedural requirements.

**Criteria:** NAC 388.300; 34 CFR 300.504(a).

#### **Corrective Action:**

- **Procedures:**

1. Require case managers to provide and document annual procedural safeguards at every IEP meeting; 2) Mandate completion of the "Statement of Rights Annual Notification" field (no blanks) before meeting closure; 3) Include a step to upload the procedural safeguards receipt/acknowledgment to the confidential folder and Infinite Campus.
- Responsible Roles: SpEd Case Manager (execution & documentation); Director of Special Education (oversight); Registrar/Records Clerk (record retention).
  - Approvals: Director of Special Education verifies the safeguards section is marked prior to IEP finalization; Principal signs the CAP implementation summary.
  - Records to Retain: Revised IEP with the annual notification properly indicated; parent receipt/acknowledgment; meeting notes; status log entry. Keep in confidential folder and/or Infinite Campus.
  - Training Plan: Annual refresher on procedural safeguards documentation; onboarding module for new staff; sign-off acknowledgment collected from all relevant staff (including contracted providers).

## **Program — Special Education (IEP Documentation)**

### **Agency Participation in Transition Planning)**

**Conditions:** IEP files lacked evidence that outside agency participation was considered, consented, and/or invited when transition services were planned; no documentation in IEP, status logs, or PWN. (*Student: JM-R*)

**Cause:** Unknown.

**Effect:** Missed opportunities to coordinate transition services; limits transparency for parents; risk of noncompliance with IDEA/NAC for coordinated transition services.

**Criteria:** NAC 388.281; 34 CFR 300.321(b)(3).

#### **Corrective Action:**

- **Procedures:**

1. Add a pre-meeting checklist that prompts discussion of agency participation; 2) Obtain parent consent (documented) before inviting agency reps; 3) Record decisions (considered/appropriate/not appropriate/invited/not invited) in the IEP narrative and status log; 4) Reflect agency decisions in the PWN.
- Responsible Roles: Transition Coordinator (lead); SpEd Case Manager (documentation); Director of Special Education (quality review).
  - Approvals: Director of Special Education confirms agency documentation is complete prior to IEP finalization.
  - Records to Retain: Parent consent forms; IEP narrative; PWN; status log entries; invitation letters/emails when applicable.
  - Training Plan: Quarterly training on coordinated transition planning, consent requirements, and documentation standards; sign-off acknowledgment from all staff.

### **Program — Special Education**

#### **PLAAFP Effects Statements — “No Effects Statement Needed” is Noncompliant**

**Conditions:** PLAAFP third-column effects statements were missing or replaced with a blanket phrase (e.g., “No effect statement needed”) rather than describing how the disability affects involvement/progress; guidance requires a clear statement for each area—even if the impact is “no impact.” (*Student: JM-R*)

**Cause:** Unknown.

**Effect:** Fails to meet IDEA/NAC requirements; weakens justification for goals, services, accommodations, and placement.

**Criteria:** NAC 388.284; 34 CFR 300.320.

#### **Corrective Action:**

- **Procedures:**

1. Require each PLAAFP area to include its own effects statement (impact or “no impact” narrative—not blanks); 2) Implement a standardized template with prompts for effect on general curriculum participation/progress; 3) Include an example phrase when no deficiency exists: “Student does not require special education services/support in this area to make progress in the general education curriculum.”
- Responsible Roles: SpEd Case Manager (completion); IEP Team Lead (review); Director of Special Education (final compliance check).
  - Approvals: Director of Special Education approval required for any IEP finalized with “no impact” statements.
  - Records to Retain: Revised IEP showing corrected effects statements; meeting notes; staff acknowledgments of training.
  - Training Plan: Focused workshop on PLAAFP narrative quality; exemplars; periodic audits with feedback loops; staff sign-off.

### **Program — Special Education**

#### **Student Vision — Must Reflect the Student’s Voice**

**Conditions:** The IEP Student Vision statement did not reflect the student’s own preferences/interests in the student’s voice; it was described in third-person general terms.

(*Student: JM-R*)

**Cause:** Unknown.

**Effect:** Transition plan may not align with student preferences; weakens foundation for postsecondary goals and student participation.

**Criteria:** NAC 388.284.

**Corrective Action:**

- **Procedures:**
  1. Capture Student Vision using direct quotes or first-person statements obtained through a student interview or form; 2) Document date/method of elicitation (interview, survey, transition questionnaire).
- **Responsible Roles:** Transition Coordinator/SpEd Case Manager (elicitation & documentation); IEP Team Lead (review).
- **Approvals:** Director of Special Education signs off on corrected Student Vision language for students age 14+.
- **Records to Retain:** Student vision form/interview notes; revised IEP; meeting minutes.
- **Training Plan:** Training on student-centered transition planning and capturing authentic student voice.

**Program — Special Education**

**Transition Services — Instruction Section Must Connect SDI to Postsecondary Goals**

**Conditions:** For a student age 15+, the Transition Services – Instruction section lacked a description of how Specially Designed Instruction (SDI) supports the student’s postsecondary goals; sections were left blank instead of stating “none needed” when inapplicable. (*Student: JM-R*)

**Cause:** Unknown.

**Effect:** Weakens clarity on how instruction prepares the student for life after high school; risks noncompliance.

**Criteria:** NAC 388.284.

**Corrective Action:**

- **Procedures:**
  1. Require explicit linkage from SDI areas (e.g., reading, writing, math, study skills) to postsecondary goals in the Transition Services – Instruction section; 2) If not applicable, enter “none needed”—no blanks; 3) Add a pre-finalization check to ensure this section is complete.
- **Responsible Roles:** SpEd Case Manager (draft); Transition Coordinator (alignment check); Director of Special Education (final review).
- **Approvals:** Director of Special Education approval required for all transition IEPs.
- **Records to Retain:** Revised IEP; transition planning notes; staff training acknowledgment.
- **Training Plan:** Targeted training on aligning SDI to postsecondary outcomes and avoiding blank entries; quarterly quality audits.

**Program — Special Education**

**SDI Must Be Specific and Aligned to Goals (Not Broad “ELA”)**

**Conditions:** IEP listed separate Reading and Writing goals, but SDI was recorded broadly as “English Language Arts (ELA)”, which didn’t clearly specify whether instruction addressed Reading, Writing, or both. (*Student: JM-R*)

**Cause:** Unknown.

**Effect:** Ambiguity in service delivery; difficulty documenting whether Reading or Writing goals were addressed; limits accurate progress monitoring.

**Criteria:** NAC 388.284; 34 CFR 300.320(a)(4).

**Corrective Action:**

- **Procedures:**

1. Require SDI entries to name specific skill areas (e.g., “Reading – decoding/fluency,” “Writing – organization/mechanics”) aligned to each goal; 2) Prohibit umbrella “ELA” SDI entries when distinct Reading/Writing goals exist; 3) Update service logs to tag the specific goal area addressed.
- Responsible Roles: SpEd Case Manager (IEP specificity); Service Providers (accurate logging); Director of Special Education (compliance audit).
  - Approvals: Director of Special Education signs off on SDI alignment prior to finalizing IEPs.
  - Records to Retain: Revised IEP specifying SDI by skill area; service logs reflecting the goal targeted; staff training acknowledgment.
  - Training Plan: Workshop on writing specific SDI aligned to measurable goals; monthly log reviews with feedback.

**Program — Special Education**

**Placement Justification — No Blank Fields (Even at 100% Gen Ed)**

**Conditions:** The IEP did not include a completed Justification for Placement statement; although placement was 100% general education, the justification field was left blank. (*Student: JM-R*)

**Cause:** Unknown.

**Effect:** Creates ambiguity regarding team consideration of placement; limits transparency; risks noncompliance.

**Criteria:** NAC 388.284; 34 CFR 300.320(a)(5).

**Corrective Action:**

- **Procedures:**

1. Require a completed placement justification statement for all IEPs; 2) When the student is fully in gen ed, include explicit language (e.g., “No removal from the general education setting is needed”).
- Responsible Roles: SpEd Case Manager (entry); IEP Team Lead (verification); Director of Special Education (final review).
  - Approvals: Director of Special Education approval on placement justification prior to IEP finalization.
  - Records to Retain: Revised IEP; meeting notes documenting placement discussion; staff training acknowledgment.
  - Training Plan: Refresher on Least Restrictive Environment documentation and required IEP fields (no blanks).

**Program — Special Education**

**Parent Communication — “Interpreter Required” & Language Fields Must Be Completed**

**Conditions:** The IEP “Parent Understanding: Interpreters Required” section had blank fields for “Primary language spoken at home” and “Interpreter or other accommodations needed.”

(*Student: BR*)

**Cause:** Unknown.

**Effect:** Cannot demonstrate communication in parent’s native language; risks denial of meaningful participation; undermines informed consent validity.

**Criteria:** 34 CFR §300.322; NAC §388.281.

**Corrective Action:**

- **Procedures:**
  1. Mandate completion of both fields for every IEP; 2) Include an interpreter assessment step during scheduling; 3) Log acceptance/decline of interpreter services in the status log and PWN.
- **Responsible Roles:** SpEd Case Manager (screening & documentation); Interpreter Coordinator/EL Lead (service provision); Director of Special Education (compliance review).
- **Approvals:** Director of Special Education confirms completion of language and accommodation fields prior to IEP finalization.
- **Records to Retain:** Revised IEP; interpreter acceptance/decline record; PWN noting interpreter decision; status log entry.
- **Training Plan:** Training on parent communication in native language; documentation standards; sign-off acknowledgment for staff.

**Program — Special Education**

**PLAAFP Effects Statements — Clarity & Individualization Required**

**Conditions:** PLAAFP effects statements included phrases such as “No effect statement required/needed” and did not clearly explain the impact of the student’s disabilities on participation/progress in general education. (*Student: BR*)

**Cause:** Unknown.

**Effect:** Fails to establish the connection between disability and need for special education services; undermines Endrew F. individualization standard; legal insufficiency.

**Criteria:** NAC 388.284; 34 CFR 300.320(a)(1)(i).

**Corrective Action:**

- **Procedures:**
  1. Require individualized, meaningful effects statements in each PLAAFP area; 2) Prohibit “not required”/blank entries; 3) Use exemplar language when there is no impact (see H.3 example).
- **Responsible Roles:** SpEd Case Manager (author); IEP Team Lead (quality control); Director of Special Education (final approval).
- **Approvals:** Director of Special Education must approve PLAAFP effects statements before IEP finalization.
- **Records to Retain:** Corrected IEP; staff training acknowledgments.
- **Training Plan:** Session on writing individualized PLAAFP narratives with examples and peer review exercises.

**Program — Special Education**

**Transition Services — Course of Study Must Be Documented**

**Conditions:** The “Statement of Transition Services: Course of Study” lacked a description of the student’s course of study. (*Student: BR*)

**Cause:** Unknown.

**Effect:** In Nevada, transition planning is substantive to FAPE. Without a defined course of study, there is no evidence of enrollment in classes required for diploma pathways (NRS §389.018), risking credit sufficiency and coordinated activities to improve achievement.

**Criteria:** NAC 388.284; 34 CFR §300.43.

**Corrective Action:**

- **Procedures:**
  1. Document the student's planned sequence of courses aligned to postsecondary goals and diploma requirements; 2) Update annually and when goals change; 3) Link course selections to transition services and SDI supports.
- **Responsible Roles:** Transition Coordinator (course planning); School Counselor (diploma pathway alignment); SpEd Case Manager (IEP documentation); Director of Special Education (oversight).
- **Approvals:** Counselor and Director of Special Education co-sign off on course of study in the IEP.
- **Records to Retain:** Revised IEP; course planning sheet; credit audit; meeting notes.
- **Training Plan:** Annual training on Nevada diploma requirements and integrating course of study into transition planning.

**Program — Special Education**

**Implementation of SDI — Service Logs Must Be Complete & Authentic**

**Conditions:** Documentation did not accurately reflect delivery/implementation of SDI; logs/progress evidence insufficient. (*Student: BR*)

**Cause:** Unknown.

**Effect:** Potential substantive denial of FAPE; progress reports cannot be based on objective data; legal vulnerability if logs cannot be produced.

**Criteria:** NAC §388.284; NAC §388.281; 34 CFR §300.320; SPCSA Memo 09/09/2024 (compliant service logs).

**Corrective Action:**

- **Procedures:**
  1. Require service logs for every SDI session that include: (a) date, (b) type of IEP service, (c) amount/duration, (d) location, and (e) provider name with wet or authenticated electronic signature; 2) Cross-reference logs with progress monitoring and upload copies to the confidential folder or Infinite Campus; 3) Establish monthly reconciliation between service logs and IEP SDI schedule.
- **Responsible Roles:** Service Providers (log completion & signature); SpEd Case Manager (collection & reconciliation); Director of Special Education (spot audits).
- **Approvals:** Director of Special Education approves log format; Principal acknowledges monthly compliance status in CAP tracking.
- **Records to Retain:** Updated service logs; progress monitoring reports; reconciliation sheets; staff training acknowledgments.
- **Training Plan:** Immediate training on the SPCSA 09/09/2024 log requirements; quarterly refreshers; corrective coaching for incomplete/missing logs.

Part 3  
Equipo Academy  
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.