



Nevada State Public Charter School Authority

Doral Academy of Nevada – Fire Mesa Site Evaluation and Risk Based Monitoring Report: March 3, 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 Fiscal Monitoring Resources:

- [Code of Federal Regulations Part 200](#)
- [Risk Based Monitoring Canvas](#)
- [Resource- Updated Policy Checklist: FY2025-2026 Policy and Procedure Checklist Fillable](#)
- [Grants Administration Canvas](#)
- [SPCSA Risk Based Monitoring Training Modules](#)

Links to Program Monitoring Resources:

- [Code of Federal Regulations Part 200](#)
- [Risk Based Monitoring Canvas](#)
- [Resource- Updated Policy Checklist: FY2025-2026 Policy and Procedure Checklist Fillable](#)
- [Grants Administration Canvas](#)
- [SPCSA Risk Based Monitoring Training Modules](#)

Part 1

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)¹, the [SPCSA Academic Performance Framework](#), and the [SPCSA Organizational Performance Framework](#).

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

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

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

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

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.

Strong use of data

One strength at Doral Academy of Nevada – Fire Mesa is the school’s systems and structures designed to support student growth, as evidenced by the school’s growth indicator and closing-the-gaps indicator, with all measures above the district average. According to the 2024-25 Nevada School Performance Framework (NSPF), the elementary school earned 50 out of 55 points in those two indicators, and the middle school earned 50 out of 50 points. The leadership team created and implemented structures and systems based off of multiple data points to set clear goals and plan meaningful professional development at a differentiated level based on teacher knowledge and strengths to better support student success. The teachers, in turn, work together to plan strong Tier-one instruction, using student benchmark data along with curriculum and pacing guides to make sure lessons stay aligned and meet student needs. For example, Doral Academy of Nevada – Fire Mesa piloted i-Ready² for the Doral campuses and are now in their third year of using the platform. Teachers examine students’ data and use that information to plan for small group differentiated lessons.

Arts integrated national partnership

Doral Academy of Nevada – Fire Mesa continues to distinguish itself as a national leader in arts-integrated education through its prestigious partnership with the John F. Kennedy Center for the Performing Arts in Washington, D.C. through a grant-funded partnership titled Changing Education through the Arts (CETA). As one of only four schools nationwide selected for this collaboration, Doral Academy of Nevada – Fire Mesa holds the unique distinction of being the only partner that is fully arts-integrated, with the arts deeply embedded in its mission, vision, and pedagogical model. This partnership brings a Kennedy Center Artist in Residence to the campus three to four times per year to provide high-level instructional support. To ensure sustainable excellence, six leadership team members attended the national arts integration conference, with the school funding an additional six faculty members to attend. This investment fosters a culture of continuous specialized growth across the entire staff. The hallmark of the 2025-26 year led to classrooms being reimaged as professional museums on Arts Integration Night³. The partnership Doral Academy of Nevada – Fire Mesa and CETA allowed students to master complex skills, including curation, cataloging, and exhibition design. Working with Kennedy Center Teaching Artist Peg Koetch, students across all primary levels have now engaged deeply with the Students as Curators" concept, proving the scalability and impact of the Doral Academy of Nevada – Fire Mesa arts integration model. For the 2024–2025 school year, the initiative focused on grades three through five, while the 2025–2026 school year successfully expanded this focus to kindergarten through second grade.

² i-Ready Learning is a digital instructional resource assessing students with grade-level materials in reading and math.

³ Arts Integration Night at Doral Academy of Nevada combines the arts with other core subjects to create a rich and engaging educational experience. This event is designed to enhance students' learning by providing multiple modes for demonstrating learning and competency. It also enlivens the teaching and learning experience for the entire school community, fostering a transformative environment for students, teachers, and the community at large.

English learner (EL) Intervention

Doral Academy of Nevada – Fire Mesa hired an EL intervention specialist for the 2025-26 year. The interventionist examined multi-year WIDA⁴ performance trends and built strategic, data-driven support services for learners. Doral Academy of Nevada – Fire Mesa currently serves 64 students, with 37 students receiving intensive small-group instruction three times per week for 30-minute sessions. These targeted interventions focus on building robust academic vocabulary and strengthening the core domains of reading, writing, listening, and speaking, ultimately empowering students to think deeply and articulate complex ideas. The remaining 25 EL students are provided specialized phonics instruction, comprehension interventions, and/or special education services to ensure no learner is left without a tailored pathway to success. Doral Academy of Nevada – Fire Mesa has extended EL student assessment and digital enrichment, as evidenced by a structured small-group administration of the WIDA. This intentional testing environment has successfully reduced barriers to entry, improved student focus, and strengthened overall performance outcomes. Furthermore, the program incorporates a data-driven extension, where learners engage in individualized skill reinforcement and ongoing progress monitoring.

Strong student support systems

Doral Academy of Nevada – Fire Mesa has cultivated strong student support systems, characterized by a high-quality Multi-Tiered System of Supports (MTSS) framework that leverages data-driven mental health initiatives. The efficacy of this proactive approach is evidenced by a significant reduction in disciplinary actions; total behavioral events decreased from 115 in 2024-25 to 90 in 2025-26, with 95 percent of the student body maintaining a record of zero behavioral incidents. Strategic shifts in the school's disciplinary philosophy have resulted in a 200 percent increase in non-suspension conferences, leading to a 68 percent reduction in Required Parent Conferences (RPCs) and a 94 percent decrease in total school suspensions. These outcomes reflect a successful transition from punitive measures to restorative, intervention-based solutions.

Five-star academic status

Doral Academy of Nevada – Fire Mesa's academic performance for the 2024-25 year earned a five-star status for both elementary grades and middle school grades. At the elementary level, index scores increased from 60.5 in 2023-24 to 84.5, out of a total of 100 points. Middle school performance was 91.5 in 2023-24, earning a five-star status. In 2024-25, middle school increased to an impressive 99 out of a total 100 points.

Reduction in chronic absenteeism

Doral Academy of Nevada – Fire Mesa is to be commended for reducing chronic absenteeism rates to seven-point-seven percent in elementary grades and eight percent in middle school grades for the 2024-25 school year. The SPCSA district average was 16.4 percent for elementary grades and 13.7 percent for middle grades in 2024-25. To place this in perspective, for the academic year 2023-24, Doral Academy of Nevada – Fire Mesa recorded an 18.5 percent chronic absenteeism improvement rate for elementary grades and 11 percent for middle school grades. For 2024-25, this is a 10.8 percent drop from the prior year for elementary grades and three percent change for middle school grades.

⁴ WIDA is a comprehensive assessment measuring English language proficiency in four categories: identification, placement, progress, and achievement. The WIDA screener is used to determine EL support services as well as determining when a student has developed proficiency to exit EL school services.

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.

Consistent implementation of instructional strategies

Doral Academy of Nevada – Fire Mesa faces a challenge regarding the consistent implementation of differentiated instructional strategies across all grade bands. While high-quality differentiation is present within the many classrooms, a lack of uniformity in how strategies are applied from classroom to classroom was observed on the day of the site evaluation. This variance suggests that while the pedagogical model is understood, the execution of tailored instruction requires further alignment to ensure every student, regardless of their specific grade level or assigned teacher, receives the same caliber of data-driven, individualized support.

English learner proficiency rates

A challenge for Doral Academy of Nevada – Fire Mesa is the English language learner (EL) proficiency rates. The elementary school earned four out of 10 points in elementary grades on the NSPF for the 2024-25 school year. Elementary EL students at Doral Academy of Nevada – Fire Mesa earned a 41.1 percent on the ‘English Language Proficiency Indicator’ portion of the NSPF, which is below the SPCSA charter average of 55.3 percent. While Doral Academy of Nevada – Fire Mesa has been trending upward with EL students, this area remains a challenge.

Science proficiency in elementary grades

Science proficiency in the elementary grades is a challenge at Doral Academy of Nevada – Fire Mesa. Elementary grades did improve science proficiency for the 2024-25 academic year, with elementary grades scoring 16.3 percent over the 11.7 percent earned for the 2023-24 year. Science proficiency still remains a challenge compared to the SPCSA district average of 26.6 percent.

Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

Consider ways in which to connect teachers and parent volunteers

SPCSA staff recommend that Doral Academy of Nevada – Fire Mesa consider ways in which to connect parents desiring to volunteer at the school with teachers who would like to have another adult presence in the classroom. Members of the faculty focus group expressed a desire to have more parental engagement and involvement with the school, and parents in the family focus group expressed a desire to volunteer where needed. Family members said they would like to participate in classrooms regardless of whether their child was a student in that classroom, they wanted to be of use. Communicating with both groups and making the process smooth for connection.

Consider implementing classroom instructional consistency

SPCSA staff recommend Doral Academy of Nevada – Fire Mesa consider ways in which to build classroom consistency of instruction across grade bands within the current school's systems and structures. Leadership may want to consider a vertical alignment framework that synchronizes pedagogical language and instructional routines, ensuring that as students progress, the "how" of learning remains predictable even as content complexity increases. Recent evidence indicates that such alignment significantly reduces student cognitive load and anxiety by eliminating the need for students to navigate a different "hidden curriculum" of unwritten social and organizational rules in every new classroom (UNESCO, 2025). Institutional consistency is best achieved by fostering collective teacher efficacy, which remains the top predictor of student success in 2026 research (Hattie, 2024; Benson et al., 2025). To operationalize this, the school may want to consider High-Quality Instructional Materials (HQIM) and Anchor Routines⁵, which have been shown to improve student outcomes by providing a coherent, spiraling scope and sequence across grade levels (IES, 2026; Council for Exceptional Children, 2025). By establishing a common instructional language for critical thinking skills and universal routines, educators create a seamless, equitable educational experience that supports both social-emotional stability and long-term academic mastery (Goodwin, 2024; Studies Weekly, 2026)⁶.

One way to build instructional consistency across classrooms is to build upon the common language framework of Doral Academy of Nevada – Fire Mesa. The school may want to consider developing a Relational Literacy⁷ protocol to add to the current school's systems and structures. This may bridge the gap between observed successes and institutional expectations. Relational Literacy may ensure that the

⁵ Anchor routines are standardized, evidence-based practices for high-frequency activities like peer discourse and retrieval practice.

⁶ Benson, L. T., Miller, K. J., & Rigsby, D. (2025). *Collective efficacy in the modern classroom: A longitudinal study of K-12 achievement*. Academic Press. Council for Exceptional Children. (2025). *High-leverage practices for instructional consistency and inclusive excellence*. CEC Publications. Goodwin, B. (2024). *The power of predictability: Why common instructional language works*. ASCD Professional Books. Hattie, J. (2024). *Visible learning: The 2024 update on what works best for student success*. Routledge. Institute of Education Sciences (IES). (2026). *Structuring for success: Evidence-based routines for grade-band transitions*. U.S. Department of Education. Studies Weekly. (2026). *Consistency across the curriculum: The impact of HQIM on student outcomes*. Educational Research Series. UNESCO. (2025). *Global education monitoring report: Building equitable systems through instructional coherence*. UNESCO Publishing.

⁷ Relational literacy is the ability to understand and practice healthy, constructive ways of relating to oneself, others, and the world. It involves decoding nonverbal cues, exercising empathy, maintaining integrity, setting boundaries, and resolving conflict effectively. This skill fosters secure connections, reduces interpersonal dysfunction, and promotes social-emotional health.

language of empathy, boundaries, and conflict resolution remain a constant thread from early childhood through graduation.

Move from highly proficient to distinguished

SPCSA staff recommend that Doral Academy of Nevada – Fire Mesa consider ways in which to utilize student-led activities, discussion, and voice intentionally and meaningfully in all classrooms to be distinguished. On the *Classroom Environment and Instructional Observation Rubric* (p. 23 of this report), the majority of the observed classrooms were found to be highly proficient. Distinguished is the highest category with highly proficient, approaching proficient, and unsatisfactory following. Overall, distinguished classrooms readily contain student-led instruction, students assisting classmates in the learning, validating peer answers, offering different ways of thinking or solving a problem. In distinguished classrooms, students articulate what they are learning with ease and can explain why they are learning the content. Students vocalize strategies that support their learning and describe how they will use these strategies in the future. Doral Academy of Nevada – Fire Mesa may want to examine ways in which to increase peer-to-peer conversations, students lead classroom discussions, and students learning how to ask and respond to high-level questions (Bloom’s taxonomy, Costa’s levels of Questioning).

Improve English learner proficiency rates in elementary school

SPCSA staff recommend Doral Academy of Nevada – Fire Mesa strategize and implement ways in which to improve EL proficiency rates at the elementary grade level. For the 2024-25 school year, the elementary school earned four out of 10 points on the NSPF. Elementary students learning English as a new language earned a 41.1 percent on the English Language Proficiency Indicator, which is below the SPCSA charter average of 55.3 percent. Students meeting their growth targets are more on track to become proficient in English and exit EL programs. Signature Preparatory may want to use the ‘Can Do Descriptors’ on the WIDA⁸ to assist students.

Feminine hygiene products

SPCSA staff recommend Doral Academy of Nevada – Fire Mesa consider ensuring an operable and stocked feminine hygiene product dispenser in the women’s restroom facilities. Students in the student focus group reported products often being unavailable. Students said they could go to the nurse’s area for items but were embarrassed if other students were in the area, and the area is not always private. Students said they could also go to the counselors, but sometimes the counselors were unavailable.

⁸ WIDA is a comprehensive assessment measuring English language proficiency in four categories: identification, placement, progress, and achievement. The WIDA screener is used to determine ELL support services as well as determining when a student has developed proficiency to exit ELL school services.

Site Evaluation Findings: Strong Recommendations

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

There were no strong recommendations for Doral Academy of Nevada - Fire Mesa for this site evaluation.

Site Evaluation Findings: Deficiencies

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

There were no deficiencies identified for Doral Academy of Nevada – Fire Mesa this site evaluation cycle.

Focus Group Participation Data

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

Name of Focus Group	Number of Participants
Governing Board ⁹	3
Family Members, Parents, and Guardians	5
Faculty and Staff	13
School Leadership	12
Students	12

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

Focus Group Summary: Governing Board

The Doral Academy of Nevada Network Governing Board includes members with diverse professional backgrounds in law, finance, education, parent leadership, and communication, representing multiple campuses across the network. Three board members participated in the focus group and emphasized that their breadth of expertise strengthens governance and decision-making by incorporating varied professional and community perspectives. Board members expressed a shared commitment to advancing the network’s mission through strong oversight, fostering a positive organizational culture that emphasizes staff development, and prioritizing student safety, wellness, academic success, human capital, and meaningful engagement with families and the broader community.

Board members identified several key strengths of the Doral Academy network. They highlighted the network’s commitment to providing a well-rounded educational experience that integrates the arts, career and technical education opportunities, and strong academic programming from kindergarten through high school. Members emphasized that the schools foster a love of learning while preparing students for postsecondary success. The board also noted the strong relationships between schools and families, as well as a culture of accountability and collaboration among board members, administrators, staff, and students. Board members described the school environment as safe, inclusive, and supportive, which they believe contributes to strong academic achievement and student engagement.

Participants also discussed recent successes across the network. Board members celebrated that 13 schools earned five-star ratings, with several campuses improving their performance ratings in recent years. They attributed these outcomes to strong leadership, collaboration between the board and school administration, and a willingness to address challenges directly when they arise. Additional school/campus accomplishments included recognition in the community, such as being named to the “Best of Las Vegas¹⁰,” and the executive director being recognized as the Central Office Administrator of the Year by the Nevada Association for School Administrators (NASA). Continued enrollment growth is driven by the network’s strong reputation. Board members also referenced a recent land purchase that will support future expansion, noting that the favorable opportunity reflected the organization’s positive standing within the broader community.

Despite these successes, board members acknowledged several challenges and areas that require continued attention. They discussed the importance of maintaining innovation and avoiding complacency as the network continues to grow. Safety and student well-being were identified as ongoing priorities, including addressing and supporting students’ mental health, and ensuring that appropriate expectations for behavior are clearly communicated to both students and families. Board members also noted emerging issues, including the impact of artificial intelligence on academic accountability. Additional concerns included logistical challenges associated with expansion and the need to remain responsive to evolving educational and societal trends.

Looking ahead, board members emphasized the importance of data-informed decision-making and responsible governance practices. They reported regularly reviewing academic performance data, enrollment trends, financial reports, and climate indicators to guide strategic planning. The board also

¹⁰ The Best of Las Vegas, primarily presented by the Las Vegas Review-Journal, is a premier annual reader-choice recognition program honoring top local businesses, entertainers, restaurants, and attractions.

highlighted its commitment to financial discipline, investment in facilities and programs, and a strong focus on human capital, including recruiting and retaining high-quality teachers. While the network offers a supportive, well-resourced environment, members acknowledged that teacher compensation remains a challenge due to statewide funding constraints. The board described ongoing efforts to strengthen communication with families, continued support for professional development, and ensuring the Doral brand of excellence as the foundation for continuous improvement and accountability across the organization.

Focus Group Summary: Family Members, Parents, and Guardians

Families participating in the focus group stated they primarily selected Doral Academy of Nevada – Fire Mesa due to a combination of a welcoming environment and a curriculum that prioritized creative expression. Many parents reported that their first impressions of the school were powerful, noting a "happy vibe" upon entering the building that stood out compared to their neighborhood schools. The school's focus on arts integration and its commitment to letting children learn at their own pace were decisive factors in selecting Doral Academy of Nevada – Fire Mesa in which to enroll their child(ren). Parents observed that this flexibility significantly improved their children's overall happiness and reduced the academic stress they had experienced in previous schools, which they described as more traditional and restrictive.

Doral Academy of Nevada – Fire Mesa utilizes a multi-tiered communication strategy to keep families informed about both grade-level activities and school-wide developments, according to family members. Parents receive weekly newsletters detailing specific grade-band updates, supplemented by monthly reports for the broader school community and digital platforms that track individual student progress and assignments. To ensure transparency regarding school funding and operations, administration held Title 1¹¹ meetings, that included explaining what Title 1 is, how the school used Title 1 monies, and how families could also apply for school resources. Families noted that transitioning these sessions to a virtual format significantly increased attendance and accessibility.

Parents reported that feedback from their children served as a primary indicator of high-quality instruction at Doral Academy of Nevada – Fire Mesa. Several family members noted that their children felt comfortable sharing both their academic triumphs and their struggles at home. Families cited the school's arts-integrated mission as being extended into the home through various creative projects, dioramas, and performance rehearsals. One parent described the rapport between teachers and students "as a cornerstone of the learning experience," fostering an environment where children felt safe to demonstrate problem-solving abilities or discuss their daily activities. Several family members in the focus group were active in the Parent Teacher Student Organization (PTSO) at Doral Academy of Nevada – Fire Mesa and volunteered often for classroom activities. Several family members said their participation in PTSO, attendance at school events, and volunteerism supports and reinforces to their children that education was a shared family priority.

Family members did have some suggestions, several for school growth, specifically regarding the timing of communications for school events and the duration of student breaks. Family members indicated they would like to know when the first day of school is and at least the first month's activities, even if tentatively, for planning purposes. Parents advocated for earlier notice regarding themed dress-up days and requested extended time for lunch and recess to ensure students had sufficient opportunities to finish their meals and engage in physical movement.

¹¹ Title I of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA) provides financial assistance to local educational agencies for children from low-income families to help ensure that all children meet challenging state academic standards. Title I is the largest federally funded educational program.

Focus Group Summary: Faculty and Staff

Staff members at Doral Academy of Nevada – Fire Mesa reported significant success in fostering both academic growth and emotional resilience among their students. Teachers highlighted instances where tailored encouragement helped students recognize their personal strengths, leading to marked improvements in reading fluency and emotional regulation. Several faculty members stated they believed a core component of this success was the sophisticated integration of the arts into traditional subjects. For example, one middle school mathematics teacher said she had students compose music to represent equations, another employed "pixel art"¹² to reveal answers to problems. In humanities and science, teachers utilized "tableau"¹³ techniques to reinforce vocabulary, "character walks" to deepen literary analysis, and metaphorical landform models to explain the biological processes of the brain.

Doral Academy of Nevada – Fire Mesa possesses a collaborative culture between the leadership team and staff. Participants in the faculty focus group said the school maintains a robust culture of reciprocal accountability and collective decision-making. Several teachers described how the school's leadership team invites staff voice using various digital channels and formal meetings. Faculty said this exchange often led to tangible institutional changes, such as streamlined, school-wide lesson plan templates. Administrative support was also evidenced by the provision of professional development resources, including purchasing books for departmental studies and implementing new writing curricula. To acknowledge outstanding performance, leaders employed both formal and informal recognition strategies. Staff appreciated the transparency of the observation process, where they could sign up for feedback on specific professional goals, such as improving questioning techniques. Successes were celebrated publicly during staff meetings and through school-wide commendations following major events like Arts Integration Night, while individual motivation was bolstered through informal "shoutouts" and appreciation raffles.

Elementary teams utilize common preparatory periods weekly to synchronize lesson plans, conduct book studies, and share strategies for increasing family engagement. While middle school staff lacked a synchronized break, they said they maintain a daily, dynamic, and continuous flow of communication. Teachers new to the school indicated this collaborative spirit was particularly beneficial. New teachers said they had frequent opportunities to observe veteran colleagues and acquire new classroom management and instructional skills.

To ensure every student felt a sense of belonging at Doral Academy of Nevada – Fire Mesa, staff described implementing structured social-emotional practices such as weekly "connection circles" and morning meetings where students share personal thoughts and experiences. The school's "House System" served as a primary vehicle for long-term community building, allowing students to form lasting bonds and engage in healthy competition. Teachers also said they leverage peer-to-peer mentorship by having older students assist younger ones with academic content. Several teachers also said they encourage group-based competitions where "everyone must know the answer," creating a classroom environment where students are responsible for one another's learning success.

¹² Pixel art is a form of digital art drawn built with graphical software where images are built using pixels as the only building block. Pixel art is widely associated with the low-resolution graphics from eight-bit and 16-bit era computers, arcade gaming machines and video gaming consoles which have a limited number of pixels and colors.

¹³ A tableau in art is a carefully composed scene in which people, objects, or characters are arranged to create a visually striking, often frozen moment that conveys a story, mood, or dramatic effect.

Focus Group Summary: School Leadership

The leadership team at Doral Academy of Nevada – Fire Mesa has implemented a sophisticated, three-tiered counseling and behavioral model designed to address the multifaceted needs of the student body. At the foundational level, all elementary students engage in monthly social skills lessons, with a specific focus on highlighting family and student successes. For those requiring more targeted assistance, Tier-two small-group interventions provide support for sensitive topics such as grief, divorce, and anxiety. The impact of these services is significant, with nearly 250 students receiving individual counseling during the 2025-26 year to address issues ranging from emotional dysregulation to post-pandemic stamina. The school is in process of refining its approach to 504 plans¹⁴ by increasing the specificity of accommodations to ensure they provide high-impact, individualized support. While a recent climate survey indicated that some students perceived peers as "disrespectful," leadership noted that this often stemmed from a misunderstanding of healthy conflict, prompting further educational efforts to define and model respectful interpersonal boundaries.

According to members of the leadership team, central to the Doral Academy of Nevada – Fire Mesa's student support services is a commitment to restorative justice, overseen by a dedicated coordinator. The school has adopted a model in which students are asked to identify who was harmed by their actions and how to rectify the situation. This approach rather than punitive measure leads to more positive outcomes for all students. Data provided by the leadership team indicates 25 fewer major incidents in 2025-26 as compared to 2024-25. Total suspensions plummeted by 9 percent, dropping from 70 to just four incidents. This culture of accountability is reinforced by a 200 percent increase in student-initiated conference requests, signifying that students are proactively seeking help to resolve conflicts. Participation in a network-wide restorative practices task force ensure that these strategies remain aligned with Doral Academy of Nevada – Fire Mesa's best practices, promoting a campus environment where "I'm sorry" is defined by meaningful action rather than just words. At the elementary level, Tier-one supports were bolstered by the 'Dragon Code'¹⁵ character program. Leadership reported targeted Tier-two and Tier-three interventions reached 248 students, addressing complex needs such as anxiety, grief, and emotional regulation through both small-group and individualized counseling. One member of the leadership team shared that while the current School Improvement Plan identifies a need to improve the Peer Relationships domain, aiming to increase social-emotional competence from 69 percent to 80 percent by 2028, the school has already laid the groundwork by refining 504 plans to ensure accommodations are high-impact and specific to each student's academic success. The middle school program utilizes Tier-one as a career-focused backward planning. Targeted Tier-two mentorship and Tier-three mental health interventions specifically address prevalent issues such as anxiety and low perseverance, helping students build academic stamina. Despite identifying specific self-management growth opportunities for seventh grade students and those identifying as two or more races, the school remains at the forefront of holistic education, successfully reintegrating students after inpatient stays and providing one-on-one academic planning for the entire 368 student middle school population.

¹⁴ A 504 plan provides accommodations for students with disabilities in general education classrooms, ensures equal access to education without requiring specialized instruction like an IEP.

¹⁵ The "Dragon Code" at Doral Academy of Nevada in Las Vegas refers to a set of core values and behavioral expectations designed to foster a, supportive, and academically focused environment. It is built upon principles of perseverance, intelligence, and boldness.

Members of the leadership team explained that Doral Academy of Nevada – Fire Mesa also operates as a community resource hub. Doral Academy of Nevada – Fire Mesa is the only school within the Doral network that holds Title 1 status. Providing support for families in need is of primary importance to the leadership team. In conjunction with the PTSO and staff counselors, a list of community resources is readily available for families. Additionally, families have access to a clothes closet, a uniform exchange, and occasionally gift cards through the PTSO. Leadership said chronic absenteeism remains a challenge due to the school's commuter-heavy status and the economic pressures on working families.

When speaking about academic performance and using student data for academic decision-making purposes, leadership identified the long-term use of the i-Ready¹⁶ program at the Doral Academy of Nevada – Fire Mesa campus as a cornerstone of the school's academic success. Doral Academy of Nevada – Fire Mesa served as a pilot for i-Ready for the entire Doral network. By leveraging detailed data, leadership said teachers and tutors were able to "unpack" student performance and frame effective small-group instruction. The school leader said this led to an 82 percent growth rate among students from fall to winter in 2025-26. This data-driven approach extends to targeted tutoring for grades three through six, where teachers provide extra student support based on specific identified learning gaps. To prepare students for the demands of state testing and future careers, Doral Academy of Nevada – Fire Mesa emphasizes building academic stamina and perseverance. Leadership created a new EL interventionist position for 2025-26 to provide small-group instruction for 63 identified students, focusing on deepening academic vocabulary and critical thinking. Leadership also reported improving the testing experience for ELs by moving assessments to smaller, quieter environments, which significantly reduced performance barriers.

¹⁶ i-Ready Learning is a digital instructional resource assessing students with grade-level materials in reading and math.

Focus Group Summary: Students

Students at Doral Academy of Nevada – Fire Mesa report a high level of enthusiasm for their learning, which spans a diverse range of subjects from humanities to STEM¹⁷. Focus group participants expressed excitement over recently mastering fundamental literacy skills, such as complex essay composition and the nuances of punctuation and grammar. This intellectual curiosity extends into the sciences and mathematics, where students are engaging with topics like meteorological development and the conceptual proportionality of fractions. Students said they appreciated the school’s pedagogical approach and seamless integration of the arts into core academic disciplines. Students described frequently utilizing creative mediums to reinforce their understanding, such as creating "sketch notes" in science, using food to model molecular structures, and performing theatrical adaptations of literary texts. According to students participating in the focus group, this multi-sensory approach not only aids them in retaining complex information but also builds self-confidence.

Focus group participants demonstrated a sophisticated understanding of their own metacognitive learning processes and the markers of academic mastery. Students readily provided instances in which they could apply classroom knowledge to circumstances beyond the classroom, such as using mathematical measurements while baking. Such examples serve as a primary indicator of successful learning. Beyond practical application, students recognized mastery through their performance on formal assessments and, perhaps most significantly, their ability to teach a concept to others without relying on external references.

Students said Doral Academy of Nevada – Fire Mesa provides a welcoming and inclusive atmosphere that prioritizes social and emotional well-being. Students in the focus group described how the school welcomes new students by integrating them and their families through intentional teacher introductions, peer-led tours, and collaborative group activities that ensure no one is left isolated. This sense of community is further strengthened by robust family involvement, evidenced by the school’s mission, fondly referred to as the ‘Dragon Code’ breakfasts for high-achieving students, PTSO events, and various arts showcases that bring families onto the campus. When students face personal challenges, the institution provides clear support structures, including a counselor’s "mailbox" for anonymous communication and safety resources printed directly on student lanyards.

When reflecting on the school's unique value, students highlighted the abundance of specialized electives, such as violin, theater, and orchestra, and the prevalence of hands-on learning as key differentiators from nearby schools. Students appreciate the comfortable learning environment and the inclusion of recess for upper school students, which supports physical health and social interaction. Students also offered thoughtful ideas to further enhance the educational experience. These suggestions include expanding the athletic program to include a wider variety of sports and indoor facilities, increasing the duration of foreign language instruction, and implementing a peer-mentorship program between elementary and middle school students. Additionally, female students identified a need for better communication regarding student medical needs and more consistent access to hygiene products in restrooms to ensure a dignified and uninterrupted school day.

¹⁷ STEM represents an interdisciplinary approach that integrates these subjects to prepare students for future careers. It emphasizes real-world applications and problem-solving skills, aiming to create a workforce adept in these critical areas. STEM education is hands-on, often project-based, and encourages meaningful, practical learning experiences.

Classroom Environment and Instruction Observation Rubric

A total of 33 elementary and 10 middle classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	<p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</p> <p>When necessary, students respectfully correct one another.</p> <p>Students participate without fear of put-downs or ridicule from either the teacher or other students.</p> <p>The teacher respects and encourages students' efforts.</p>	<p>Talk between the teacher and students and among students is uniformly respectful.</p> <p>The teacher successfully responds to disrespectful behavior among students.</p> <p>Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.</p> <p>The teacher makes general connections with individual students.</p>	<p>The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.</p> <p>The teacher attempts to respond to disrespectful behavior among students with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p>	<p>The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Students' body language indicates feelings of hurt, discomfort, or insecurity.</p> <p>The teacher displays no familiarity with, or care about, individual students.</p>	This criterion was not observed or rated.
	TOTAL: 8	TOTAL: 31	TOTAL: 4	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: 6	TOTAL: 31	TOTAL: 6	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction Observation Rubric

A total of 33 elementary and 10 middle classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
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: 4	TOTAL: 33	TOTAL: 6	TOTAL: 0	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: 35	TOTAL: 3	TOTAL: 1	TOTAL: 1

Classroom Environment and Instruction Observation Rubric

A total of 33 elementary and 10 middle classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Engaging Students in Learning	<p>Virtually all students are engaged in the lesson.</p> <p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>Students are invited to explain their thinking as part of completing tasks.</p> <p>The pacing of the lesson provides students with the time needed to be intellectually engaged.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recall.</p> <p>Student engagement with the content is largely passive.</p> <p>The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</p>	<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks, activities, and materials require only recall or have a single correct response.</p> <p>The lesson drags on or is rushed.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 12	TOTAL: 27	TOTAL: 3	TOTAL: 1	TOTAL: 0
Using Assessment in Instruction	<p>Students indicate they clearly understand the characteristics of high-quality work.</p> <p>The teacher uses multiple strategies to monitor student understanding.</p> <p>Students monitor their own understanding.</p> <p>Feedback comes from many sources.</p>	<p>The teacher makes the standards of high-quality work clear to students.</p> <p>The teacher elicits evidence of student understanding.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance.</p>	<p>There is little evidence that the students understand how the work is evaluated.</p> <p>The teacher monitors understanding through a single method, without eliciting evidence of understanding from students.</p> <p>Feedback to students is vague.</p>	<p>The teacher does not indicate what quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Students receive no feedback, or feedback is global or directed to one student.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 0	TOTAL: 39	TOTAL: 2	TOTAL: 0	TOTAL: 2

Classroom Observations and Additional Comments

In a middle school art class, students engaged in a discussion comparing and contrasting two artworks, focusing on elements such as backgrounds, colors, details, lines, and forms. The teacher guided students to analyze how each element contributed to the overall composition and meaning of the works. Through structured dialogue, students practiced critical observation, articulated their interpretations, and supported their ideas with specific visual evidence. The lesson fostered visual literacy, analytical thinking, and collaborative discussion skills within a thoughtfully structured classroom environment.

In a primary-grade classroom, the teacher began the lesson by clearly reviewing the learning intentions and success criteria, which focused on identifying adjectives that describe the senses and quantifying nouns, aligned with the “I can” statement: I can find an adjective that tells how many. Directions were explicit, and the lesson was paced appropriately to ensure student understanding. Students were guided through examples and prompted to apply their knowledge independently, reinforcing both vocabulary skills and comprehension of descriptive language. The structured approach supported engagement, clarity, and work towards mastery of the targeted learning objective.

In one elementary math lesson, students were largely disengaged while the teacher spoke at the front of the room and wrote on the whiteboard. Several students were crawling on the floor, talking, humming, or walking around the room. The teacher asked students questions, but did not ask students to explain their thinking or indicate whether their responses were correct or incorrect. The teacher would pause periodically and say, "I will wait," yet the teacher did not redirect student focus, or gather them collectively to 'shake the energy out,' or employ a management technique to re-focus the students. There was a noticeable loss of learning time.

A middle school math class began with a warm-up activity exploring relationships among angles, including complementary, supplementary, and vertical angles. The teacher guided students through quick practice problems to activate prior knowledge and reinforce foundational concepts. This starter activity prepared students for the lesson’s main content by engaging them in critical thinking and problem-solving, while promoting active participation and readiness for more complex applications. In one upper-grades class, the teacher led a discussion about Nevada history and geography. The instructor asks probing questions while sitting among the students. When students volunteered to respond, the teacher followed up with "Why do you think that?" Students were eager to share their thoughts. Often the students had to turn to their texts to find the answers.

Middle school students explored a poetic form originating in 15th-century Malay literature, examining its unique structure, rhythm, and thematic elements. The teacher facilitated discussions that encouraged students to analyze the length, pattern, and stylistic features of specific poems, promoting a deeper understanding of form and cultural context. Through guided questioning and peer dialogue, students reflected on how structure influences meaning and expression in poetry. The lesson fostered literary analysis skills while supporting engagement with historical and cross-cultural perspectives.

Middle school students participated in a lesson that used scientific concepts, specifically volcanoes and water molecules, as metaphors to explore emotional regulation. The teacher guided students in examining how pressure builds within a volcano and how molecules move at varying speeds, drawing

parallels to how emotions can intensify when not managed effectively. Through discussion and structured reflection, students analyzed how understanding these scientific models can support strategies for self-regulation and impulse control. The interdisciplinary approach connected science content to social-emotional learning, reinforcing both conceptual understanding and practical application.

In one upper elementary grades class, the instructor asked students questions about the content, in which students shared their responses with their table partners, then volunteered responses to the whole class. The teacher followed up questions by asking students to assess the level of the question on the DOK¹⁸ scale and explain why students believed the question was at that level. For the observed lesson, students repeatedly used 'comparison,' and explained DOK level two questions use comparison.

In an elementary special education classroom, the teacher facilitated a small-group lesson with four students focused on reviewing and reinforcing targeted sight words. Instruction included repetition, guided reading, and immediate corrective feedback to strengthen automaticity and recognition. Concurrently, another adult provided individualized one-to-one support to a student, practicing a set of ten sight words with focused prompting and reinforcement. The small-group structure and differentiated support allowed for targeted intervention, increased opportunities to respond, and close monitoring of student progress.

In this early-grade classroom, students were invited to read the math problem that was displayed on the white smart screen. The teacher asked students to solve a group and asked step-by-step questions, inviting students to come to the screen and mark the chart- the teacher coached them along. One student went up and explained why he marked the chart the way he did. This teacher smiled, used students' first names, and when students answered a question, such as 'why do we have to mark as we count?' - the teacher re-stated what the student said and affirmed the correct response.

Elementary students engaged in a lesson focused on identifying and using textual evidence in an expository passage, specifically maps and captions as key informational text features. As students transitioned into the informational text, the teacher explicitly introduced and reviewed common nonfiction text features, emphasizing how these elements support comprehension and help readers locate relevant evidence. Direct instruction included modeling how to analyze a map, interpret captions, and connecting those features to the text's main idea.

Students read independently in a middle school classroom. Students then turned to a peer and explained what they read to their classmates. Once they summarized what they read, students sang a commercial jingle to introduce a literary motif. Students wrote about one motif they found in the novel about 'eyesight.' The instructor introduced literary motifs and how an author uses motifs to bring depth to a novel through metaphor, symbolism, and motif.

In the theatre classroom, elementary students began with a kinesthetic warm-up in which they embodied various animals, strengthening body control, spatial awareness, and expressive movement. The lesson then transitioned to the book, *Where the Wild Things Are*, where the teacher reviewed targeted vocabulary and guided students in discussing a specific event from the story. Instruction was well-paced,

¹⁸ Depth of knowledge (DOK) questioning is a scale that measures how well students understand and use what they're learning to answer questions or solve problems. DOK categorizes tasks by the complexity of thinking required to complete them, not the difficulty. DOK has four levels, and aligning questions to different levels can help students develop higher-order thinking and deeper learning.

intentionally shifting from high-energy movement to focused text analysis while reinforcing elements of the actor's toolbox: voice, imagination, and controlled physical expression. The integration of movement and literacy supported engagement and deepened students' comprehension through arts-integration.

Elementary students utilized their devices to access a writing assignment through Google Classroom, where they were tasked with composing a blog post. The teacher provided explicit directions, clearly outlining assignment criteria and expectations prior to independent work time. Students demonstrated strong task persistence, independence, and sustained engagement as they drafted and developed their blog posts. The structured guidance, combined with digital platform integration, supported accountability and fostered student ownership of the writing process.

Adages and proverbs were the focus of instruction, with students engaging in partner discussions to interpret phrases such as "two heads are better than one" and "out of sight, out of mind." Students actively collaborated with their shoulder partners, analyzing the figurative meaning of each expression and sharing their interpretations. The teacher then facilitated a whole-group discussion, strategically extending student responses to clarify misconceptions and deepen conceptual understanding. Sentence frames and guided questioning helped students articulate their thinking with complete responses. The structured partner-to-whole-group format promoted academic discourse, critical thinking, and meaningful engagement with figurative language.

Elementary-grade students engaged in a mathematics lesson focused on applying multiple strategies to solve multiplication problems involving fractional side lengths in order to determine the area of rectangles. During guided practice, the teacher explicitly modeled problem-solving strategies, verbalizing mathematical reasoning and demonstrating how to connect visual models to numerical expressions. The classroom environment was orderly and conducive to learning, with students demonstrating sustained engagement and attentiveness as they followed the modeled procedures and applied strategies to practice problems.

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
Boost Student Performance	Leadership reported continued development of a comprehensive student performance plan. Efforts include raising the median growth percentiles for fourth and fifth grades students in math and ELA, increasing the proficiency in ELA and math for students with special needs, and ensuring continued professional development for the 95 Percent Core Phonics Program ¹⁹ for kindergarten through grade four. Doral Academy of Nevada – Fire Mesa obtained a five-star rating on the NSPF at both the elementary grades as well as in the middle grades.	The SPCSA acknowledges that school leadership has made strong efforts and strong outcomes as noted in Strengths portion of the report to improve student performance. Leadership indicates this will be an ongoing effort. The SPCSA recognized the school’s efforts as evidenced by the most recent validation day data, in which Doral Academy of Nevada – Fire Mesa obtained a five-star rating on the NSPF at both the elementary grades as well as in the middle grades.

¹⁹The 95 Percent Phonics Core Program is structured literacy solution designed to support kindergarten through grade five students in developing essential phonic skills through explicit instructions.

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 type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	<input type="checkbox"/> N/A

Part 2

Fiscal Monitoring Report

Executive Summary

As mandated by [Title 2 of the Code of Federal Regulations \(2 C.F.R. § 200\)](#), these monitoring activities verify that federal and state funds are utilized with the highest level of integrity. By evaluating the fiscal, administrative, and programmatic activities of our schools, the State Public Charter School Authority (SPCSA) ensures that public resources directly support the intended educational outcomes for Nevada's students.

The On-Site Monitoring Process

To provide a complete and transparent assessment, the SPCSA conducts intensive on-site evaluations. This fieldwork includes:

- **Document Reviews:** A detailed examination of financial records, policy manuals, and programmatic data.
- **Stakeholder Interviews:** Discussions conducted directly in the workspaces of key personnel to evaluate administrative workflows and internal controls.
- **Direct Observations:** Physical walkthroughs of classrooms, other instructional spaces, and inventory storage areas to ensure resources are being used as intended.

The Monitoring Framework

The RBM process is designed to assess three critical pillars of school health:

- **Capacity:** The school's internal ability to manage resources and operations effectively.
- **Performance:** The actual execution of grant-funded programs and initiatives.
- **Compliance:** Adherence to strict federal, state, and specific grant-related requirements.

Risk Assessment and Quality

As a pass-through entity for federal funds, the SPCSA conducts formal risk assessments under [2 C.F.R. §200.332\(c\)](#). It is important to note that these assessments are specifically designed to measure compliance and fiscal accountability. While they are essential for identifying areas where a school may need additional technical assistance or oversight, they are not a subjective measure of instructional quality or a determination of future funding eligibility.

Commitment to Accountability

Ultimately, this report serves as a transparent record of a school's commitment to sound governance. Through proactive monitoring, the SPCSA partners with school leaders to mitigate risks, protect taxpayer investments, and maintain a high standard of accountability across all sponsored institutions.

Fiscal Monitoring: Visit Objectives

Core Objectives

The primary purpose of the monitoring visit is to evaluate the capacity, performance, and compliance of the charter school as a subrecipient²⁰ of public funds. To ensure the school is positioned for success, the SPCSA focused on four specific objectives:

- **Immediate Risk Mitigation:** Identifying and addressing high-risk issues that require urgent attention.
- **Programmatic Fidelity:** Evaluating how closely the school’s actual program delivery aligns with its intended design.
- **Fiscal Integrity:** Confirming that federal funds are used exclusively for authorized purposes in accordance with federal statutes and subaward terms.
- **Goal Achievement:** Assessing whether the school is meeting the specific performance goals outlined in its subaward.

Methodology and Findings

The insights in this report are based on a comprehensive review of the school’s documentation and formal presentations provided to the SPCSA team. This process highlights:

1. **Areas of Strength:** Noteworthy practices and successful implementations.
2. **Recommendations:** Professional guidance to optimize existing systems.
3. **Required Actions:** Specific issues that must be addressed to remain in compliance.

Note on Scope: While this review is rigorous, it is not exhaustive. The absence of a finding in a particular area does not absolve the school of its ongoing responsibility to maintain internal oversight. Continuous self-monitoring is essential to ensure long-term compliance with all federal and local regulations.

Path Forward: The New School Support Plan

As this review identified specific areas for improvement, the school is required to develop and implement a New School Support Plan or, when appropriate, a Corrective Action Plan. The New School Support Plan is designed to provide additional support to schools that are new to the SPCSA portfolio, helping them strengthen foundational practices as they align with state expectations. The Corrective Action Plan, by contrast, is used for all other schools and is implemented when more significant or urgent concerns are identified and more targeted corrective steps are required.

Both plans are intended to guide the school in addressing specified areas of improvement. Each serve as a roadmap outlining the actions the school will take to resolve identified concerns, return to full compliance, and continue providing a stable, high-quality environment for students and staff.

²⁰ 2 CFR 200 states *Subrecipient* means an entity that receives a subaward from a pass-through entity to carry out part of a Federal award. The term subrecipient does not include a beneficiary or participant. A subrecipient may also be a recipient of other Federal awards directly from a Federal agency.

Fiscal Monitoring: Scope of Review/Methodology

The following activities were completed during this monitoring visit:

1. Financial Documentation: Proof that every dollar spent can be traced back to an allowable activity in approved budget.

- **Using:**
 - General Ledger (GL)
 - Source Documentation
 - Time and Effort Records

2. Procurement: Federal rules ([2 CFR 200.318 - 327](#)) are very strict about how schools buy things by following a competitive process.

- **Using:**
 - Written Procurement Policy.
 - For large purchases: Evidence of bids or quotes collected from multiple vendors.
 - Contracts: Any signed agreements with outside consultants or vendors.

3. Equipment & Inventory: If the school used grant funds to buy equipment, there are logged access tags on item.

- **Using:**
 - The school's Equipment Inventory List.
 - Confirmation that there is physical access to the items.

4. Programmatic Performance: Proof that grant funds are used for intended purposes.

- **Using:**
 - Program records: Student attendance logs, lesson plans, or workshop agendas.
 - Performance Reports: Copies of the reports.

Summary of School & Fiscal Overview

Location 2568 Fire Mesa Street, Las Vegas, Nevada 89128

Date of Monitoring March 3, 2026

Date of Report April 14, 2026

- Total Number of Students: 996
- Grade Levels: K - 7

Fiscal Administrative:

- Grants with Active Subawards:
 - FY25 HCY Title I, Part A
 - FY26 CTE Special Education (IDEA, Part B)
 - FY26 EXN Special Education (IDEA, Part B)
 - FY26 McKinney- Vento
 - FY26 Special Education (IDEA, Part B)
 - FY26 State CTE Allocation
 - FY26 State CTE Competitive
 - FY26 Title I, Part A
 - FY26 Title II, Part A
 - FY26 Title II, Part A, Off Set – State
 - FY26 Title III Immigrant
- Grants with Allocations (subaward pending):
 - FY26 HCY Title I, Part A
 - FY26 Title IV, Part A
 - FY27 McKinney-Vento
 - FY27 Special Education (IDEA, Part B)
 - FY27 State CTE Allocation
 - FY27 Title I, Part A
 - FY27 Title II, Part A
 - FY27 Title II, Part A – State Off Set
- Total Federal Funds Expended in Previous FY (FY25):
 - \$1,268,346.77
- Single Audit Required:
 - Yes
- Current Risk Level:
 - High
- Prior Risk Level:
 - High

Fiscal Monitoring: Area of Strength

Dedication to using funds to maximize academic outcome

The leadership team and Academics staff are dedicated to using funds to maximize academic outcomes for all Doral Fire Mesa students. They ensure that continuous improvement practices are in place. Staff members continue to identify areas for improvement and make necessary modifications to strengthen effective and compliant grant management practices. The policies and procedures provided meet the minimum federal requirements.

Doral Fire Mesa's leadership team and Academics staff were well prepared with documentation of grant management processes. They answered all questions posed and provided supporting documentation and evidence upon request to demonstrate current business practices and compliance. All Single Audit material findings outlined in the Corrective Action Plan (CAP) were reviewed and resolved prior to the virtual monitoring visit.

Please ensure that all policies and procedures are followed to prevent future audit findings. No further action is required.

Fiscal Monitoring: Area of Improvements/Recommendations

Allowability of Costs

The SPCSA recommends strengthening the school’s written Policies and Procedures for fiscal internal controls. “Criteria Reference” refers to the FY25–26 Fiscal Policies and Procedures Self-Evaluation Checklist, which schools used to build their Fiscal Policies and Procedures in alignment with Uniform Guidance. For Allowability of Costs, the school should incorporate direct “supplement, not supplant” (SNS) language within its policies and procedures to ensure adherence to federal SNS regulations.

Procedures must demonstrate that the school’s allocation method for funds supplements, rather than supplants, services that would otherwise be funded through state or local sources. Supplanting must be avoided, as it is presumed when federal grant funds are used to provide services required under other federal, state, or local laws, services previously provided with non-federal funds, or services the school would otherwise provide without federal funds. Although SNS requirements vary by grant program, schools are encouraged to embed this language within their policies and procedures as a best practice to prevent violations.

Fiscal Year 27 New Policies

Regarding FY27 new policies, the school must review and incorporate the required Health and Welfare and Fringe Benefits policies beginning in the 2026–2027 school year. The Health and Welfare policy should clearly define the school’s health and welfare costs in compliance with federal regulations, state the policy’s objectives and scope, and outline the types of employee health and welfare programs covered. The Fringe Benefits policy should outline employee eligibility criteria for various fringe benefits, define the school’s approach in compliance with federal regulations and state laws, and describe the benefits offered, eligibility and enrollment processes, contributions, leave policies, allocation methodologies, and cost-accounting procedures. Comprehensive guidance, forms, and resources to support the development of these policies are available in the SPCSA’s Canvas Risk Based Monitoring Repository.

Additionally, the SPCSA recommends the continuation of strong fiscal practices, including the regular monitoring and submission of all required federal and state grant-related compliance reports in Epicenter by assigned deadlines, consistent with the reporting requirements set forth in the authorizing statutes and regulations for each accepted grant program. Known federal and state reporting requirements are available on the SPCSA website under Annual Reporting Requirements.

School and contracted staff responsible for grant management should also continue annual professional development on Uniform Guidance topics, aligned with industry best practices and federal regulations, to strengthen subrecipient performance and compliance; recommended organizations include Brustein & Manasevit, the National Association of Federal Education Program Administrators (NAFEPA), and the National Grants Management Association (NGMA).

Fiscal Monitoring: Areas of Non-Compliance/ New School Support Plan

There were no areas of non-compliance identified for Doral Academy of Nevada – Fire Mesa this Risk Based Monitoring Visit.

Part 3

Program Monitoring Report

Executive Summary

The State Public Charter School Authority (SPCSA) utilizes a **Risk-Based Monitoring** approach to determine the depth of oversight:

Desktop Monitoring: Annual review of data submissions, financial tracking tools, and policy manuals.

Onsite Monitoring: A more intensive review conducted on a **three-year cycle** (or more frequently for "High Risk" schools). This includes staff interviews, classroom observations, and detailed file audits.

Organizational Performance Framework (OPF): A standardized "report card" that rates schools as *Meets Standard, Approaches Standard, or Does Not Meet Standard* based on these compliance areas.

1. Special Education (IDEA)

The SPCSA monitors schools to ensure a **Free Appropriate Public Education (FAPE)** is provided to students with disabilities under the **Individuals with Disabilities Education Act (IDEA)**.

- **Key Focus:** Identification (Child Find), evaluation timelines, and the development and implementation of **Individualized Education Programs (IEPs)**.
- **Monitoring Activity:** Review of IEP records, specialized instruction minutes, and ensuring personnel hold proper Nevada special education licensure.

2. Elementary and Secondary Education Act (ESEA) Titles

These titles represent formula-based federal grants aimed at specific student needs and school improvements.

- **Title I, Part A (Improving Basic Programs):** Funds for schools with high percentages of children from low-income families. Monitoring ensures funds "supplement, not supplant" state/local funding and focus on closing achievement gaps.
- **Title II, Part A (Supporting Effective Instruction):** Focuses on teacher and principal recruitment, training, and professional development. SPCSA reviews how these funds improve educator quality and student outcomes.
- **Title III (English Learners & Immigrant Students):** Ensures schools provide equitable access and appropriate language instruction for **English Learners (ELs)**. Monitoring includes home language surveys, screening tests, and proper exiting/monitoring of EL students.
- **Title IV, Part A (Student Support & Academic Enrichment):** Aimed at providing a well-rounded education, improving school conditions for learning (school safety/mental health), and increasing access to personalized learning through technology.

3. Additional Support Areas

- **McKinney-Vento (Homeless Assistance):** Schools must remove barriers to enrollment, attendance, and success for students experiencing housing instability. SPCSA monitors for the presence of a **Homeless Liaison**, immediate enrollment practices (even without documentation), and transportation to the "school of origin."
- **Foster Care Monitoring:** Similar to McKinney-Vento, this ensures "educational stability" for students in foster care. Monitoring focuses on clear points of contact, immediate enrollment, and coordination between the school and child welfare agencies.

Risk Based Monitoring: Visit Objectives

Core Compliance & Legal Integrity

- Validate Procedural Adherence: Verify that the school's day-to-day operations align with the specific legal requirements of the Individuals with Disabilities Education Act (IDEA) and the Every Student Succeeds Act (ESSA).
- Audit "Supplement, Not Supplant": Confirm that federal funds (Titles I–IV) are being used to provide *additional* services rather than replacing basic state-funded educational requirements.
- Cross-Reference Data: Ensure that the data reported in the state's student information system (e.g., Infinite Campus) matches the physical records maintained at the school site.

Special Education (IDEA)

- Confirm IEP Fidelity: Verify through classroom observation and file audits that the specialized instruction and "Related Services" (e.g., speech, OT) listed in student IEPs are actually being delivered as scheduled.
- Assess LRE (Least Restrictive Environment): Evaluate how the school integrates students with disabilities into general education settings and ensure that the "continuum of services" is available.
- Monitor Licensure: Confirm that all staff providing special education services or overseeing IEP meetings hold the appropriate Nevada Department of Education (NDE) endorsements.

Title I, II, III, & IV Programs

- Title I (At-Risk Support): Evaluate the effectiveness of academic interventions (like reading specialists or after-school programs) funded by Title I in closing achievement gaps.
- Title II (Staff Quality): Review the impact of professional development activities to ensure they are high-quality, evidence-based, and directly improving teacher practice.
- Title III (English Learners): Observe the delivery of English Language Development (ELD) services and ensure EL students have meaningful access to the core curriculum.
- Title IV (Well-Rounded Education): Verify that funds are used appropriately for student safety, mental health, or technology initiatives as outlined in the approved grant application.

Vulnerable Student Populations (McKinney-Vento & Foster Care)

- Identify Liaisons: Confirm the school has a designated, trained liaison for both McKinney-Vento and Foster Care who is accessible to families and staff.
- Verify Barrier Removal: Ensure that enrollment procedures allow for immediate entry of students in transition, even if they lack typical documentation (e.g., birth certificates, immunization records).
- Audit Service Coordination: Check for evidence of collaboration between the school and local child welfare agencies to ensure transportation and educational stability.

Path Forward: The New School Support Plan (if applicable)

As this review identified specific areas for improvement, the school is required to develop and implement a New School Support Plan or, when appropriate, a Corrective Action Plan. The New School Support Plan is designed to provide additional support to schools that are new to the SPCSA portfolio, helping them strengthen foundational practices as they align with state expectations. The Corrective

Action Plan, by contrast, is used for all other schools and is implemented when more significant or urgent concerns are identified and more targeted corrective steps are required.

Both plans are intended to guide the school in addressing specified areas of improvement. Each serves as a roadmap outlining the actions the school will take to resolve identified concerns, return to full compliance, and continue providing a stable, high-quality environment for students and staff.

Risk Based Monitoring: Scope of Review/Methodology

The following activities were completed during this monitoring visit:

Program Review:

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

Risk Based Monitoring: Areas of Strength

Schools' readiness to implement special education services

During the monitoring visit, the school leader at Doral Academy Fire Mesa Campus provided information regarding the school's special education program and the systems in place to support students with disabilities. The school shared evidence demonstrating readiness to implement special education services, including staffing, service-delivery arrangements, and designated locations for the provision of services. This information helped establish the school's operational capacity to provide special education supports and services in accordance with student needs.

During the special education file-monitoring portion of the visit, the special education facilitator and the special education director for Doral Academy of Nevada were actively engaged in the review process. They provided additional context regarding the implementation of the school's special education program and offered clarification when needed to support an accurate understanding of the records and practices reviewed. Both staff members were receptive to feedback and demonstrated a commitment to continued improvement and ongoing compliance with special education requirements. The special education files were maintained in a secure location, and overall, the reviewed file was generally compliant.

Risk Based Monitoring: Areas of Improvements/Recommendations

Following requirements and best practices to strengthen schools written policies and procedures and program implementation

The SPCSA outlines the following requirements and best practices to strengthen the school's written policies, procedures, and program implementation. Ensure that the Records Access List is displayed and posted near the location where confidential special education folders are stored, and that it is kept up to date with the names of staff authorized to access the files. Ensure that all confidential folders contain a file access log. Refrain from using statements such as "No effect statement needed" or any variation of that phrase in the third column of the Present Levels of Academic and Functional Performance (PLAAFPs). Always provide a statement indicating whether the student does or does not need support and/or services in a particular area to show progress. The SPCSA recommends consistent practice in discussing 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, and the school should indicate whether the parent accepted or declined an interpreter by logging this information in the student's confidential folder status log. For EL students receiving special education services, ensure that the most recent WIDA ACCESS or screener scores are included in the PLAAFPs, that Special Factors #3 is marked "Yes," and that Supplementary Aids and Services include accommodations and supports addressing the student's language-development needs based on their most recent assessment results. Include information identifying the areas in which the student will receive specially designed instruction (SDI) and/or related services on the Intent to Implement form. Provide the initial Prior Written Notice (PWN) to the parent within a reasonable timeframe, typically ten days prior to the meeting. Develop IEP goals that include both a rate or level of proficiency or mastery and a frequency or level of attainment to ensure the goals are measurable and that progress can be replicated, such as "80% accuracy in 4 out of 5 trials." Review the SPCSA memo dated September 9, 2024, regarding compliant service logs, and ensure that the school uses logs containing all required documentation elements. Staff must regularly complete service logs and place copies in the student's confidential folder or upload them to Infinite Campus. At the next annual IEP review, discuss appropriate transition services for students 14 years and older and ensure that required information is included in the PWN, PLAAFP, and transition section of the IEP. Strengthen staff capacity through ongoing training and oversight on special education policies, procedures, and practices, while also ensuring participation in SPCSA training opportunities. Ensure all staff have ready access to the school's Special Education Policies and Procedures Manual to support compliance with IDEA and IEP requirements. Regularly monitor and track due dates for evaluations, IEP meetings, and required special education reports to ensure all timelines are met in accordance with IDEA, Nevada Administrative Code (NAC), and SPCSA requirements.

Specific to the file reviewed during the visit

Specific to the file reviewed during the visit, the justification statement should use the phrase "potential harmful effect," which is the term used in federal regulations (CFR §300.116) and carries a specific legal meaning that requires the IEP team to consider whether the proposed placement could negatively impact the student's academic progress, social-emotional well-being, or quality of services. The phrase "potential drawback," while conversational, does not convey this legal standard. For compliance

purposes, the term “potential harmful effect” must be used to ensure alignment with regulatory requirements and to reflect the team’s obligation to thoughtfully evaluate placement decisions. While not a requirement, when the IEP team marks “Yes” for Special Factors #1—indicating that behavior impacts learning—the team should consider whether a Functional Behavior Assessment (FBA) or Behavior Intervention Plan (BIP) is needed. Regardless of the decision, the determination must be recorded in the status log, PWN, and/or IEP. Please contact the SPCSA to provide documents supporting the school’s special education program.

Risk Based Monitoring: Areas of Non-Compliance/ New School Support Plan

Present Levels of Academic and Functional Performance statement did not adequately explain disability

The Present Levels of Academic and Functional Performance (PLAAFP) section included Effects Statements for several areas; however, the statements did not adequately explain how the student's disability impacts their ability to access, participate in, or make progress in the general education curriculum. Instead of describing the educational impact of the disability, the statements focused on skills the student needs to learn, such as reading fluency, applying phonics skills, or solving word problems. Effects Statements must clearly describe the relationship between the student's disability and their educational performance within each identified area of need.

The cause of this deficiency is unknown. When Effects Statements do not clearly explain how the student's disability affects their access to and progress in the general education curriculum, the IEP team may lack an accurate understanding of the student's educational needs. This can make it more challenging to develop appropriately aligned goals, services, and supports, potentially impacting the team's ability to design an individualized program that effectively addresses the disability-related needs.

The reviewed IEP indicates student receiving speech therapy as a related service

Another condition found not in compliance involved Special Factors Question #5. The reviewed IEP indicated that the student is receiving speech therapy as a related service; however, Special Factors Question #5 ("Does the IEP reflect consideration of communication needs that require IEP services?") was marked "No," which is incorrect. The cause of this deficiency is also unknown. Marking incorrect responses to Special Factors items may result in the IEP team inaccurately identifying the supports and services the student requires. Relevant criteria include NAC 388.284 and 34 CFR 300.320.

Corrective Action Required:

To strengthen IEP development practices and promote consistency across staff, the school must submit to the SPCSA a scanned copy of the next or revised IEP for the same student, including signatures of all meeting participants. The revised IEP must include corrected Effects Statements that indicate whether each area is impacted by the student's disability and whether the student requires special education services or supports to access and make progress in the general education curriculum. Additionally, the corrected IEP must reflect the accurate response to Special Factors Question #5. If the student receives speech-related services, the response must be marked "Yes."

The school must also submit an acknowledgment form signed by all applicable staff, including contracted service providers if applicable, confirming that they have received and reviewed training on these requirements. Training must be provided by appropriate staff, and school leadership must monitor practices to ensure consistent implementation.

Part 4

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 Fiscal Monitoring Team Findings

The school may choose to submit a response to the SPCSA Fiscal 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 Program Monitoring Team Findings

The school may choose to submit a response to the SPCSA Program 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.