



Nevada State Public Charter School Authority

# Imagine Schools at Mountain View

## Site Evaluation Report: March 23, 2026

State Public Charter School Authority

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**Links to Resources:**

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

# Executive Summary

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

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF)<sup>1</sup>, the [SPCSA Academic Performance Framework](#), and the [SPCSA Organizational Performance Framework](#).

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

SPCSA staff 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.

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

# Site Evaluation Findings: Strengths

A summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

## **Tutoring pathways**

A significant strength of Imagine Schools at Mountain View is the increased depth of implementation within its tutoring framework, which evolved in the 2025-26 school year from two pathways to four highly specialized tracks. By offering targeted Lexia<sup>2</sup> labs for students with an Individualized Education Program (IEP<sup>3</sup>) and English Learners (EL), along with dedicated support for students approaching SBAC<sup>4</sup> proficiency and those in the RTI<sup>5</sup> process, the school ensures that every student receives intervention tailored to their specific data profile. This robust system is seamlessly integrated into the weekly schedule through Bobcat Time<sup>6</sup>, providing a high-frequency mix of 40-minute and 20-minute sessions supplemented by after-school opportunities. Leadership reports that this strategic expansion has led to marked student success, demonstrating the school's commitment to tiered, accessible, and data-driven academic support.

## **Approachable leadership team**

The leadership team at Imagine Schools at Mountain View were consistently described as approachable and responsive by participants in the faculty and staff focus group and participants in the family members, parents, and guardians focus group. Students participating in the student focus group unanimously shared feeling safe and comfortable speaking with any adult within the school if they had a problem. During focus groups, faculty members specifically highlighted the effectiveness of the Professional Learning Community<sup>7</sup> process, noting that their professional voices are not only heard but used to systemize instructional adjustments that benefit student learning. Similarly, family members expressed a high level of accessibility, emphasizing that administrators are readily available for communication and often accommodate walk-in conversations without the need for a formal appointment.

## **Rise from one-star to three-star academic status in elementary grades**

Imagine Schools at Mountain View's academic performance for the 2024-25 year earned a three-star status for elementary school grades. At the elementary level, index scores increased from 21 in 2023-24 to 56.5, out of a total of 100 points. On the NSPF, student growth measures were rated at 27 out of a possible 35 points, up from 10.5 points out of 35 from the 2023-24 academic year. Imagine Schools at Mountain View also saw improved results in the closing opportunity gaps indicator in 2024-25, earning 16 out of 20 possible points, an increase from the three points out of 20 possible earned during the 2023-

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<sup>2</sup> Lexia is a software program supports emergent bilingual students' English language acquisition through academic conversations . The program integrates speaking, listening, and grammar in the subjects of math, science, social studies, general knowledge, and biographies through adaptive blended learning.

<sup>3</sup> IEP stands for Individual Education Program and is a legal document under US law that outlines the special education instructional supports, and services, a student with a disability needs to thrive in school.

<sup>4</sup> The Smarter Balanced assessments (SBAC) measure student progress in grades three through eight towards college and career success and are aligned with the Nevada Academic Content Standards in English language arts and mathematics. Results from the SBAC are included on the Nevada Report Card.

<sup>5</sup> RTI Response to Intervention is an educational framework that uses a multi-tiered system to identify students who are struggling academically or behaviorally, and provides them with increasingly intensive interventions based on their needs

<sup>6</sup> Bobcat Time is designated intervention time occurring 40 minutes twice a week.

<sup>7</sup> A professional learning community (PLC) is a team of educators who share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential.

24 academic year.

**Closing opportunity gaps in middle school grades**

Middle school at Imagine Schools at Mountain View earned a commendable 20 out of 20 possible points on the NSPF closing opportunity gaps indicator for the 2024-25 year. This rating increased from 13 out of 20 possible points during the 2023-24 year. On the NSPF student growth measures from 2024-25, middle school grades earned 24.5 points out of 30 possible points. This is a four-point increase from 2023-24, which was 20.5 out of 30 possible points.

# 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.

## **Chronic absenteeism**

Leadership at Imagine Schools at Mountain View declared chronic absenteeism as an ongoing challenge. Members of the leadership team indicated during the leadership presentation that an attendance team is in place that meets monthly to review attendance data. Imagine Schools at Mountain View maintains a tracking sheet. Leadership conducts weekly discussions of individual chronic cases for intervention and strategies. Chronic absenteeism for the 2024-25 school year was 23.5 percent for elementary grades and 23.8 percent for middle school. The SPCSA district rate for 2024-25 was 16.4 percent for elementary school grades and 13.7 percent for middle school grades. This is a 7.1 percent difference for elementary grades and a 10.1 percent variance for middle school.

## **Academic proficiency is a challenge**

While Imagine Schools at Mountain View earned a three-star NSPF rating for both elementary grades and middle school grades during the 2024-25 academic year, academic proficiency is a challenge. Elementary pooled proficiency on the NSPF *Academic Achievement Indicator* was 34.9 percent, earning elementary school grades seven out of a possible 25 points. The SPCSA district pooled proficiency for elementary grades was 53.2 percent. Elementary science pooled proficiency at Imagine Schools at Mountain View was 6.9 percent, English language arts (ELA) 40.3 percent, and math pooled proficiency 37.2 percent. Middle school pooled proficiency on the NSPF *Academic Achievement Indicator* was 36 percent, earning middle school grades 12 out of a possible 25 points. The SPCSA district pooled proficiency for middle school grades was 52 percent. Middle school ELA pooled proficiency was 45.9 percent, and math pooled proficiency, 26.2 percent. The SPCSA pooled proficiency was 43.6 percent in math and 60.7 percent in ELA. Increasing academic proficiency is a challenge as Imagine Schools at Mountain View strives to maintain their earned 2024-25 three-star NSPF status.

## **Opportunities for students to engage in higher-order thinking**

Uneven pacing and downtime between activities or distributing materials can detract from optimal classroom effectiveness. The site evaluation observed a number of classes in which the necessary sense of urgency for high-level achievement was diminished due to environmental distractions, such as unregulated student movement and external interruptions that disrupted the learning flow. While peer-to-peer and small group partner activities were observed to be frequent, cognitive depth was lacking; students rarely explained their thought processes or provided feedback to the larger class. The teacher frequently remains the final authority, often reducing the intellectual load by asking primarily factual recall questions, or providing one-right-answer questions, or overly simplified choices. The site evaluation team observed 26 classrooms during the site evaluation. SPCSA site evaluation staff observed most classrooms as being highly proficient or approaching proficient on the Classroom Environment and Instruction Observation Rubric (p. 21 of this report).

# 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.

## **Chronic absenteeism**

SPCSA staff recommend Imagine Schools at Mountain View continue to work on ways to address challenges regarding chronic absenteeism. Members of the leadership team said chronic absenteeism is an ongoing challenge. Imagine Schools at Mountain View received a strong recommendation for chronic absenteeism during the 2024-25 site evaluation cycle. This strong recommendation continues and is delineated on page 11 of this report.

## **Continue professional development of Title I populations**

SPCSA staff recommend Imagine Schools at Mountain View continue professional development of Title I student populations to reflect consistency with state and federal use. Leadership at Imagine Schools at Mountain View reported providing a three part professional development on Culturally and Linguistically Responsive Teaching and Learning based off of feedback from the prior SPCSA site evaluation visit. Moving forward, the school may want to consider developing a comprehensive professional development framework for Title I student populations that includes trauma-informed pedagogical practices. An established strand of professional development would allow school stakeholders to quickly adjust to changing student needs and remain current on best researched practices. Trauma-informed training may equip educators with the skills to recognize and respond to the physiological and emotional effects of chronic stress and adverse childhood experiences. By integrating self-regulation techniques, de-escalation strategies, and the creation of psychologically brave classroom environments into the daily curriculum, staff can further enhance the restorative support foundation of the school's discipline program. Fostering a trauma-sensitive culture is one way school's can dismantle emotional barriers to learning, allowing students to feel secure enough to engage deeply with rigorous academic content and achieve long-term success<sup>8</sup>.

## **Continue to improve student learning**

SPCSA staff recommend Imagine Schools at Mountain View continue providing student learning opportunities in which students contribute to their own learning. More in-depth questioning, discussion, and engaging strategies can provide greater depth for student learning and can advance the quality of classroom instruction, foster higher-level questioning and discussion techniques, and engage students more thoroughly in the learning process. In order for Imagine Schools at Mountain View to retain and bolster their NSPF star rating as well as address uneven pacing and increase a sense of urgency, please consider the following suggestions:

## ***Refine the Danielson Foundational Elements of domain 1<sup>9</sup>***

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<sup>8</sup> National Child Traumatic Stress Network, Schools Committee. (2017). *Creating, supporting, and sustaining trauma-informed schools: A system framework*. National Center for Child Traumatic Stress.  
Substance Abuse and Mental Health Services Administration. (2014). *SAMHSA's concept of trauma and guidance for a trauma-informed approach*. HHS Publication No. (SMA) 14-4884.

<sup>9</sup> Danielson Group. (2022). *The 2022 Framework for Teaching*. <https://danielsongroup.org/resources/framework-for-teaching/>.

Imagine Schools at Mountain View may benefit from refining and systematizing instructional practices that promote intellectual risk-taking and empower students to participate in defining measures of success. A shift from teacher-led modeling toward the design of tasks that require students to justify their reasoning could further support this outcome.

Prioritizing a tier one focus on teacher clarity and success criteria provides a structure in which teachers model the ‘what’ of a lesson as well as the ‘how’ through explicit think-alouds and the use of concrete exemplars. Success criteria should be shared at the start of every lesson, utilizing anchor charts and rubrics to make the path to proficiency visible. To strengthen lesson coherence, the "I Do, We Do, You Do"<sup>10</sup> progression must remain tightly aligned to the rigor of the standard, avoiding any reduction in complexity during independent work. Finally, promoting student ownership is essential; students should be encouraged to self-assess and reflect on their mastery of the objective, moving away from a model where the teacher provides the final say and toward one where students articulate their own conclusions and provide meaningful feedback to their peers.

### ***Increasing higher-order competencies***

Increasing higher-order competencies builds student agency, a strategic focus of Quest’s leadership team. “Successful learning experiences that focus on high-order competencies are critically important for students to improve their academic performance and thus narrow the achievement gap” (Yang, Y., van Aalst, J., & Chan, C. K. K., 2020). Some ideas to consider for building and maintaining consistency and cohesion with higher-order competencies include:

- Continuing targeted, differentiated interventions to further the gains in academic growth.
- Strategizing ways students can use academic language inside and outside the classroom.
- Continuing with strong instructional practices and close monitoring of student achievement.
- Improving classroom instruction by providing greater opportunities for students to reach higher levels of inquiry.
- Embedding practices in which students and families can practice academic skills at home.

### ***Teacher clarity***

Recent educational research underscores the critical importance of teacher clarity, which remains one of the most effective drivers of student achievement. Studies by Fisher and Frey (2023)<sup>11</sup> indicate that when teachers clearly articulate learning objectives in student-friendly language and explicitly connect them to content standards, student performance increases significantly. Furthermore, emerging research in Cognitive Load Theory (Mugisha & Arguel, 2025<sup>12</sup>) asserts that teachers should avoid "over-scaffolding," which lowers rigor. Instead, instruction should focus on reducing "the extraneous load, such as the classroom distractions and pacing issues, while maintaining the intrinsic load" of the academic standard (p. 127). To foster student agency, the Question Formulation Technique (Harvard GSE, 2024<sup>13</sup>) shifts the burden of inquiry from the teacher to the student, ensuring that learners are not just answering questions but generating them.

### ***Systemize student-led success criteria***

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<sup>10</sup> Fisher, D., & Frey, N. (2013). *Better learning through structured teaching: A framework for the gradual release of responsibility* (2nd ed.). ASCD.

<sup>11</sup> Fisher, D., & Frey, N. (2023). *Teacher clarity: The power of success criteria and learning intentions*. NECTFL Review, 91, 22–38.

<sup>12</sup> Mugisha, J., & Arguel, A. (2025). *Cognitive load theory in the digital age: Balancing intrinsic and extraneous load in K-12 environments*. MDPI Education Sciences, 15(2), 114–129. <https://doi.org/10.3390/educsci15020114>.

<sup>13</sup> Harvard Graduate School of Education. (2024). *The Question Formulation Technique: Stimulating student curiosity and agency*. Project Zero. <https://pz.harvard.edu/resources/the-question-formulation-technique>.

A Student-Led Success Criteria template may provide a practical framework to shift classroom authority from the teacher to the learner by co-constructing clear, measurable goals for each lesson. By unpacking exemplars and utilizing peer-to-peer feedback loops, Imagine Schools at Mountain View may want to design a tool that ensures that students not only understand the ‘what’ and the ‘how’ of their assignments but also take active ownership of their own academic progress.

# Site Evaluation Findings: Strong Recommendations

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

### Decrease chronic absenteeism rate

SPCSA staff strongly recommend that Imagine Schools at Mountain View strategize ways to address challenges regarding chronic absenteeism with families. Leadership may also want to consider formalizing a plan in conjunction with the governing board. Reducing the chronic absenteeism rate will improve the school’s star rating and index score. Chronic absenteeism was listed as a strong recommendation on the previous site evaluation report published during the 2024-2025 school year. Chronic absenteeism was a recommendation during the 2023-24 site evaluation cycle.

School Year	School	Chronic Absenteeism	SPCSA District Rate
2024-25 strong recommendation	elementary	23.5 percent	16.4 percent
2024-25 strong recommendation	middle school	23.8 percent	13.7 percent
2023-24 recommendation	elementary	21.9 percent	20.7 percent
2023-24 recommendation	middle school	24.5 percent	15.8 percent

Chronic absenteeism predicts low academic success and eventually is a predictor of students who may drop out of school (Sugrue, Zuel, & Laliberte, 2016). School personnel may want to access SPCSA’s [Canvas](#) repository containing updated information on Nevada state attendance laws, as well as best practices from schools within the SPCSA portfolio. Additionally, the school’s leaders may find it helpful to reference [Attendance Works](#).

# Site Evaluation Findings: Deficiencies

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

There were no deficiencies identified for Imagine Schools at Mountain View during this site evaluation.

# Focus Group Participation Data

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

Name of Focus Group	Number of Participants
Governing Board <sup>14</sup>	2
Family Members, Parents, and Guardians	3
Faculty and Staff	10
School Leadership	4
Students	8

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

# Focus Group Summary: Governing Board

The Imagine Schools at Mountain View Governing Board currently have five board members with one open seat. Two board members participated in the focus group. Current board members have experience in education, education administration, finance, and human resources. The governing board also contains parental and/or legal guardian representation. Board members with an educational background are currently licensed and experienced in classroom teaching. Imagine has no standing sub-committees or special board sub-committees. The governing board meets every two months and as needed. Each board member is current on open meeting law. The board recently underwent a shift in its composition, successfully filling a specialized seat for an educator in 2024-25 while simultaneously losing another member to business commitments. Although the board remains down by one member and has no active candidates to fill the vacancy, the existing members are soliciting applicants to fill the open seat.

Governing board participants stated they maintain a rigorous focus on their oversight responsibilities, balancing compliance and ethics through frequent consultations with legal counsel and proactive dialogue with the EMO<sup>15</sup>. On the compliance front, the board remained vigilant about correcting infractions and worked steadily on corrective action plans to ensure all requirements were met. Board members said Imagine Schools at Mountain View maintains a solid financial standing with healthy cash flow and improved reporting systems despite the challenges of transitioning between financial systems in recent years. Board members said the governing board benefits from a smooth approval cadence and detailed proposals regarding expenditures. Shifting demographics and the attainment of Title I status significantly influenced board meeting agendas earlier in the 2025-26 year, leading to a more structured approach to funding documents. These financial shifts allowed the school to adapt its budget to support increased faculty stipends for additional responsibilities, such as tutoring, coaching, and team leads. Board members said one of their roles is to ensure that resources are effectively aligned with the evolving needs of the student population. Participants in the focus group appreciated the tenacity of the staff in meeting the specific needs of individual students rather than viewing them as a collective.

Student academic achievement serves as the board's primary benchmark for success, and the board utilizes detailed data provided by the regional director and the school's leader to analyze student growth and school challenges with a high degree of transparency. Board members said strategic improvements were focused on addressing chronic absenteeism and physical space limitations, with construction for new portables recently underway. Board members shared they closely monitor attendance and hold frequent conversations with school leadership. Board members said they examine attendance data that is broken down by grade level and support the implementation of faculty accountability measures and student incentives. Board members noted that Imagine Schools at Mountain View excelled at family involvement, citing parent and family members volunteering for chaperoning school events such as festivals, assemblies, and field trips. Board member participants in the focus group also stated that many family members attended school events in large numbers.

Leadership and communication emerged as the school's most significant strengths according to board members participating in the governing board focus group. Governing board participants characterized

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<sup>15</sup> EMO is an acronym for Education Management Organization. These are for-profit organizations providing general services including management and maintenance of finance, staffing, human resource coordination, bookkeeping, budgeting, regulatory compliance, and financial forecasting the school facilities, as well as developing and distributing school curricula.

the school leader as having a "servant leader" approach to completing administrative responsibilities. While board members shared they had not yet formalized specific professional development funding for the school leader, they expressed a newfound interest in championing such initiatives. Regarding administrative performance, the board utilizes an instrument annually that requires the school leader to complete an annual self-evaluation. A regional metric from the EMO accompanies the self-assessment tool to measure leadership effectiveness. Board members expressed confidence in the current team's distribution of roles.

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

Families shared selecting Imagine Schools at Mountain View based on strong word-of-mouth recommendations that described the environment as a tight-knit and personalized community. Family members said the enrollment process was fluid and welcoming. Parents in the focus group reported having multiple children enrolled at the school, representing several grades. Parents said their children demonstrated a genuine enthusiasm for attending school. Family members said their children often share specific details about what they are learning. Parents recalled their children discussing topics ranging from phonics and the seasons in kindergarten to preparing Black History Month presentations and reading the *Harry Potter* novel series in older grades. Other parents noted their children are developing a growing interest in STEM<sup>16</sup>, space exploration, and the animal kingdom. Families appreciated being invited to campus to witness student presentations, saying this strengthened the bond between the classroom and the home.

Family members reported the school communicating upcoming school events, test dates, and information through a mix of automated texts, emails, and the Infinite Campus<sup>17</sup> portal. Some parents said they prefer text notifications, noting that this medium ensured important updates did not get buried in busy email inboxes. Family members said they feel welcome at the school and comfortable speaking with staff. One parent shared that on a few occasions, she requested to speak with the school leader, and the leader immediately responded. Overall, parents felt that their concerns were addressed quickly and positively by a responsive administration.

Families said they built respect for the school and teachers by reinforcing school rules and focusing on weekly character goals like accountability at home. Families said they routinely participated in school activities by volunteering to assist with such events as Nevada Reading Week, facilitating the holiday stores, and chaperoning school dances. Family members said they also attend assemblies, celebrations, open house, seasonal festivals, and parent-teacher conferences. Parents expressed feeling these interactions reinforced a sense of belonging.

Participants in the family focus group reported high levels of satisfaction with Imagine Schools at Mountain View and shared some thoughtful suggestions for operational ease and consistency. A few parents noted that different teachers used different communication platforms, such as Bloomz<sup>18</sup> or Infinite Campus, and requested a more unified approach. Parents mentioned that for families with students enrolled in multiple grades, one platform would be most conducive to families receiving information and be more helpful in planning. Additionally, parents identified a need for clearer, more centralized digital information regarding extracurricular sports and reading competitions. They felt that providing specific details on time commitments, financial requirements, and competition parameters earlier in the process would allow them to better support their children's success from home.

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<sup>16</sup> STEM, an acronym for science, technology, engineering, and mathematics represents an interdisciplinary approach that integrates these subjects to prepare students for future careers. STEM 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

<sup>17</sup> Infinite Campus is a web-based program providing families the ability to view academic information for their children.

<sup>18</sup> Bloomz is a learning and behavior management app and website that provides teachers with a simple way to effectively communicate between school and home. From the dashboard, teachers can share information in a variety of ways by creating posts, events, activities, assignments, and photo albums.

# Focus Group Summary: Faculty and Staff

Faculty and staff cited collaboration as the backbone of Imagine Schools at Mountain View's success in raising the NSPF rating from one star to three stars during the 2024-25 cycle. Teachers said decision-making is a reciprocal process facilitated through PLCs, grade-level meetings, and "WIGs" (Wildly Important Goals) sessions. These forums allow staff to share concerns and celebrations with a receptive leadership team. A few faculty members used the words intentionality and consistency to describe schoolwide systems that provided learning structures so students could improve their learning. Key drivers of performance included small-group instruction, efforts to implement high levels of student engagement, and a unified "common language" for lessons across grade levels. Teachers prioritized closing the learning gaps through software platforms such as Zearn<sup>19</sup>, MYON<sup>20</sup>, and Lexia, which allowed individuation tailored to optimize student learning growth. Intervention strategies were described as being integrated into the daily routine from the moment students enter the building. Teachers described utilizing student data to tailor intervention time and activities, as well as shifting core subjects like math to the morning when students are most focused.

Faculty members reported improving their teaching by observing colleagues as they taught, participating in grade-level meetings, and attending professional development (PD) that addressed specific classroom needs. Participants in the focus group said they often embedded student-led activities such as think-pair-share, turn-and-talk, and peer-to-peer teaching. These activities provide students with an opportunity to understand the "what" and the "why" of their learning. Teachers said cross-grade collaboration, such as partner reading between third and sixth graders, reinforced a sense of shared responsibility for student outcomes.

Staff characterized the culture at Imagine Schools at Mountain View as a family atmosphere where unique personalities are celebrated and supported. While teachers and staff said morale can fluctuate depending upon the day and time of year, faculty were quick to emphasize that leadership maintains a positive climate through consistent feedback, Bobcat Bling<sup>21</sup> recognition, and community-building activities like faculty holiday events, verbal and non-verbal affirmations, and catered occasions. Faculty said this support system is vital when navigating challenges, such as managing classroom interruptions or addressing shifting parent dynamics and student entitlement. Teachers remain motivated by the "light in the students' eyes" and a deep-seated commitment to ensuring every child is prepared for the next level of their education.

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<sup>19</sup> Zearn is a math learning platform that helps students explore concepts, discover meaning, and make sense of math through digital lessons.

<sup>20</sup> myON is a student-centered, personalized digital library that gives students access to more than 7,000 enhanced digital books in the core collection. Titles are dynamically matched to each individual student's interests, grade and reading level. Combined with a suite of close reading tools and embedded supports, myON fosters student engagement and achievement.

<sup>21</sup> Bobcat Bling is a term the school uses to promote student and school goals through incentives and recognition awards.

# Focus Group Summary: School Leadership

The leadership team at Imagine Schools at Mountain View discussed the strategic direction for the 2024–25 academic year, describing the theme for the year as "taking it to the next level", which utilizes videogaming motifs and healthy competition between classes and grades to drive student engagement. Each grade level was assigned a specific gaming character, such as Sonic or Pac-Man, to maintain consistency with initiatives and systems put into place during the 2024-25 year. School leaders said the depth of implementation on priority areas had increased, particularly within the tutoring framework. The previous tutoring system offered two pathways. In 2025-26, tutoring was expanded into four distinct paths, incorporating specialized Lexia labs for students with an IEP, students learning English (EL), students approaching SBAC proficiency, and RTI designated students. Students receive 40-minute Bobcat Time sessions twice a week, three 20-minute sessions per week, and two weekly opportunities after school tutoring through these four paths. Leadership reported marked student success with these four targeted pathways.

Members of the leadership team shared that PD and scheduling underwent significant restructuring to support the academic initiatives and goals. The master calendar was revised to include monthly staff meetings and bi-monthly quarterly planning sessions focused on pacing, assessments, and culturally responsive training. PD offerings for the 2025-26 included sessions designed to assist staff distinguish cultural behaviors from disciplinary issues, offerings facilitated by Franklin Covey frameworks. Additionally, Imagine Schools at Mountain View maintains their commitment to Wildly Important Goals (WIGS) and lead measures, utilizing weekly check-ins facilitated by Franklin Covey frameworks, and tips on classroom management. Data-driven decision-making was further refined through a shift in the RTI processes, with interventionists providing qualitative feedback prior to formalized meetings.

Members of the leadership team discussed chronic absenteeism. Leadership said analysis indicated a few challenges stem from medical exemptions that range from documents stating students should receive breathing treatments at home rather than the school to medical documents from physicians stating the student(s) should remain at home with generalized anxiety incidents. Such unusual documentation has created increased instances of chronic absenteeism at school. One member of the leadership team said there has been an uptick in families delaying enrollment with new schools following residential moves, which can leave student names lingering on the enrollment records. Further, this negatively impacts learning continuity for the student who moved and are not enrolled promptly with another school.

To protect instructional time, leadership said they systematized the distribution of flyers through weekly PLCs and established strict time limits for non-academic disruptions, in efforts to ensure classroom focus remained on student learning targets and state-aligned proficiency goals.

# Focus Group Summary: Students

Eight students participated in the student focus group, representing third through sixth grade. Students began the session describing concepts and activities they were currently learning in their classrooms. In math, multiplying with decimals, employing the associative property, and converting fractions were dominant topics. In ELA, students described working on structural writing, including biographies and multi-paragraph essays, alongside reading novels and learning literary elements. Students said they feel supported at Imagine Schools at Mountain View and often had opportunities to speak or work with a classmate about learning. Students appreciated working with peers, stating such activities allowed students to explain their thinking, solve problems aloud, and consider other ways of looking at things.

The relationship between students and faculty was defined by mutual respect and open communication. Students said they feel empowered when allowed to provide feedback to their teachers, noting that their opinions on lesson delivery are often solicited and taken into consideration. This sense of agency extended to their emotional well-being; students overwhelmingly identified the school as a safe space in which they can express their feelings or discuss personal problems with trusted staff. The most valued trait in a teacher, according to the students, is the ability to form a strong bond with their students, where students feel cared for, understood, and safe.

Students described social expectations and school culture as being largely reinforced through direct teacher mentorship rather than assemblies, handouts, or formal handbooks. Students said they understood the behavioral standards for common areas like hallways because teachers took the time to explain and model them. Students highlighted Imagine Schools at Mountain View as being welcoming. Several participants in the focus group described the staff and their peers as being kind and approachable. One student said, "We don't get yelled at when we make a mistake." Students also feel secure knowing that when they report an issue, it is taken seriously and resolved promptly.

When asked if students had any ideas in which the school could further enhance their learning experience, students suggested that teachers could provide more diverse instructional methods and even clearer explanations for difficult concepts to ensure no one is confused. Regarding attendance, students were aware of the high expectations for consistency. Students said teachers and staff reach out personally during absences to provide missed assignments and ask about their well-being. While students appreciate the ability to catch up on their studies, they noted that completing missed work during recess is a significant trade-off, underscoring the importance of being present for daily instruction.

# Classroom Environment and Instruction Observation Rubric

A total of 22 elementary and 4 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

<b>Classroom Environment</b>					
	<b>Distinguished</b>	<b>Highly Proficient</b>	<b>Approaching Proficient</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
<b>Classroom Learning Environment is Conducive to Learning</b>	<p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</p> <p>When necessary, students respectfully correct one another.</p> <p>Students participate without fear of put-downs or ridicule from either the teacher or other students.</p> <p>The teacher respects and encourages students' efforts.</p>	<p>Talk between the teacher and students and among students is uniformly respectful.</p> <p>The teacher successfully responds to disrespectful behavior among students.</p> <p>Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.</p> <p>The teacher makes general connections with individual students.</p>	<p>The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.</p> <p>The teacher attempts to respond to disrespectful behavior among students with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p>	<p>The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Students' body language indicates feelings of hurt, discomfort, or insecurity.</p> <p>The teacher displays no familiarity with, or care about, individual students.</p>	This criterion was not observed or rated.
	<b>TOTAL: 0</b>	<b>TOTAL: 20</b>	<b>TOTAL: 6</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>
<b>Establishing a Culture for Learning</b>	<p>The teacher communicates passion for the subject.</p> <p>Students indicate through their questions and comments a desire to understand content.</p> <p>Students assist their classmates in understanding the content.</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</p> <p>The teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>The teachers' energy for the work is neutral.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students exhibit a limited commitment to completing the work on their own.</p> <p>The teacher's primary concern appears to be to complete the task at hand.</p>	<p>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p>	This criterion was not observed or rated.
	<b>TOTAL: 0</b>	<b>TOTAL: 17</b>	<b>TOTAL: 9</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>

# Classroom Environment and Instruction Observation Rubric

A total of 22 elementary and 4 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

<b>Classroom Instruction</b>					
	<b>Distinguished</b>	<b>Highly Proficient</b>	<b>Approaching Proficient</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
<b>Communicating with Students</b>	<p>If asked, students can explain what they are learning and where it fits into the larger curriculum context.</p> <p>The teacher explains content clearly and imaginatively.</p> <p>The teacher invites students to explain the content to their classmates.</p> <p>Students use academic language correctly.</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>The teacher's explanation of content is clear and invites student participation and thinking.</p> <p>The teacher makes no content errors.</p> <p>Students engage with the learning task, indicating that they understand what they are to do.</p>	<p>The teacher provides little elaboration or explanation about what students will be learning.</p> <p>The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</p> <p>The teacher may make minor content errors.</p> <p>The teacher must clarify the learning task.</p>	<p>At no time during the lesson does the teacher convey to students what they will be learning.</p> <p>Students indicate through body language or questions that they don't understand the content being presented.</p> <p>Students indicate through their questions that they are confused about the learning task.</p>	This criterion was not observed or rated.
	<b>TOTAL: 0</b>	<b>TOTAL: 20</b>	<b>TOTAL: 5</b>	<b>TOTAL: 0</b>	<b>TOTAL: 1</b>
<b>Using Questioning and Discussion Strategies</b>	<p>Students initiate higher-order questions.</p> <p>The teacher builds on and uses student responses to questions to deepen student understanding.</p> <p>Students extend the discussion, enriching it.</p> <p>Virtually all students are engaged.</p>	<p>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</p> <p>Discussions enable students to talk to one another without ongoing mediation by the teacher.</p> <p>Many students actively engage in the discussion.</p>	<p>The teacher frames some questions designed to promote student thinking, but many have a single correct answer.</p> <p>The teacher invites students to respond directly to one another's ideas, but few students respond.</p> <p>The teacher calls on many students, but only a small number participate.</p>	<p>Questions are rapid-fire and convergent with a single correct answer.</p> <p>The teacher does not ask students to explain their thinking.</p> <p>Only a few students dominate the discussion.</p>	This criterion was not observed or rated.
	<b>TOTAL: 0</b>	<b>TOTAL: 9</b>	<b>TOTAL: 10</b>	<b>TOTAL: 0</b>	<b>TOTAL: 7</b>

# Classroom Environment and Instruction Observation Rubric

A total of 22 elementary and 4 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

<b>Classroom Instruction</b>					
	<b>Distinguished</b>	<b>Highly Proficient</b>	<b>Approaching Proficient</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
<b>Engaging Students in Learning</b>	<p>Virtually all students are engaged in the lesson.</p> <p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>Students are invited to explain their thinking as part of completing tasks.</p> <p>The pacing of the lesson provides students with the time needed to be intellectually engaged.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recall.</p> <p>Student engagement with the content is largely passive.</p> <p>The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</p>	<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks, activities, and materials require only recall or have a single correct response.</p> <p>The lesson drags on or is rushed.</p>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 0</b>	<b>TOTAL: 15</b>	<b>TOTAL: 11</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>
<b>Using Assessment in Instruction</b>	<p>Students indicate they clearly understand the characteristics of high-quality work.</p> <p>The teacher uses multiple strategies to monitor student understanding.</p> <p>Students monitor their own understanding.</p> <p>Feedback comes from many sources.</p>	<p>The teacher makes the standards of high-quality work clear to students.</p> <p>The teacher elicits evidence of student understanding.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance.</p>	<p>There is little evidence that the students understand how the work is evaluated.</p> <p>The teacher monitors understanding through a single method, without eliciting evidence of understanding from students.</p> <p>Feedback to students is vague.</p>	<p>The teacher does not indicate what quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Students receive no feedback, or feedback is global or directed to one student.</p>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 1</b>	<b>TOTAL: 12</b>	<b>TOTAL: 10</b>	<b>TOTAL: 0</b>	<b>TOTAL: 3</b>

# Classroom Observations and Additional Comments

Students reviewed how to represent a fraction on the first day back from spring break. Students shared the steps they took to represent fractions, define vocabulary, use playdough to physically demonstrate fractions, and define steps. Students used a worksheet to define the parts of a fraction, including the vinculum, the numerator, and the denominator. The teacher was positive and encouraging, saying things such as, "You are so smart," "good remembering," "let's use our most excited voice."

Elementary students engaged in a guided reading of chapter two of *Peter Pan*, with the teacher facilitating as students took turns reading aloud. Instruction emphasized key vocabulary and critical events, supporting both comprehension and fluency development. Students demonstrated active engagement throughout the lesson and completed a graphic organizer to capture story elements such as setting, characters, and sequence of events, which served as an effective scaffold for organizing their thinking. The teacher incorporated ongoing checks for understanding, prompting students to reference the text to justify their responses and reinforce text-based evidence. Opportunities for deeper learning could have included extending the lesson to incorporate inferencing, theme development, or text-to-self and text-to-world connections to further strengthen comprehension and critical thinking skills.

In one elementary math class, students used the associative property to solve equations in partners. Students were scattered across the room, some standing at tables and some huddled around desks. Students were engaged with each other, speaking about the work, sharing how they believed the problems should be solved. The teacher counted down the time for students to work and solve the problem. Once time was up, students checked their work, then switched partners to work on the next problem.

During Bobcat Time, middle school students focused on goal setting, with an emphasis on accountability and the development of adaptive and focus skills. The teacher presented instructions on the screen and reviewed expectations, highlighting the importance of not rushing and how performance impacts overall progress. Students used a structured worksheet to track whether they met their daily goals throughout the week, aiming for 80 percent or higher. Students appeared engaged and followed along as expectations were clarified. The lesson incorporated elements of self-monitoring and goal setting, supporting student ownership of learning and reflective practices. The structured tracking tool provided a concrete way for students to measure progress and build accountability over time. Opportunities to enhance the lesson could include incorporating student reflections on barriers to goal attainment and facilitating brief peer or small-group discussions to deepen ownership and reinforce goal-setting strategies.

In a middle school math classroom, students began the class session by answering how many days it takes to reach a particular number of miles. Students actively worked to make a prediction, and shortly, the teacher played a short video to share the answer as students took notes. The classroom was well structured, and the teacher provided explicit directions and incorporated a follow-up whiteboard activity. Students demonstrated engagement during the whiteboard activity, with most accurately applying the concept and showing their reasoning. The teacher circulated to monitor understanding, providing timely feedback and clarifying misconceptions as needed. Opportunities for student discourse were evident, as several students explained their thinking and compared strategies with peers.

Students in a middle school classroom focused on the components and elements of a statistical question in math. The teacher emphasized the use of a sentence starter and had the students engage in a short discussion with their table partners about how to answer the question. The teacher was also supported by a support professional, and they rotated around the classroom listening to responses. The students were then required to write their response to share with the class. Instruction was explicit, and the activity was well-paced. The use of structured academic language support and think-pair-share activities promoted student discourse and helped scaffold students' ability to construct complete statistical questions. Both educators utilized active monitoring and formative assessment practices to gauge understanding and provide immediate feedback. Students demonstrated accountability for their learning through written responses, reinforcing the connection between verbal discussion and written explanation. Opportunities to extend the lesson could include deeper analysis of student responses or the use of multiple representations to further strengthen conceptual understanding.

Students were selected by colored sticks to read what was projected onto the whiteboard one at a time. The other students sat passively as each student was called and read their selected word. Students applauded each other when the word was read correctly. Several students were somewhat engaged. Some had their heads down, others were humming, fidgeting with their chair, their hair, or any item in front of them. There were missed opportunities for all students to be engaged and working on the activity.

During academic choice time, an elementary teacher modeled solving a subtraction problem in the thousands place with zeros, demonstrating key steps and strategies. Following the modeling and guided practice, students were provided with independent work time to apply the skill. The teacher then facilitated a guided review, emphasizing critical steps and reinforcing procedural accuracy. This gradual release of responsibility (I do, we do, you do) supported student understanding and allowed for practice. The teacher incorporated checks for understanding during the review. Opportunities to further strengthen the lesson could include encouraging students to explain their reasoning to deepen conceptual understanding.

Students were engaged in reading two texts on the same topic in preparation for creating a Google Slides presentation project. The teacher clearly explained the project expectations and overall task. Following this, students transitioned to independent work; however, the transition lacked clarity, as evidenced by several students not promptly beginning the assignment and demonstrating uncertainty about how to access the task. While the teacher responded to individual clarifying questions, more structured transition routines and clear, step-by-step directions (*e.g.*, modeling how to access materials, posting directions visually, or using a checklist) could strengthen student independence and maximize instructional time. Strengthening procedures for technology access and incorporating a brief guided start or "launch" to the task would likely improve engagement and ensure all students begin work efficiently.

# Measures of Progress from Previous Site Evaluation

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

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
<p>Increase support for elementary English language learners.</p>	<p>The leadership team reported revising the tutoring program and implementing a Lexia Learning Lab.</p>	<p>The SPCSA acknowledges that school leadership has made efforts to increase support for elementary EL students by increasing tutoring pathways and targeted instructional time.</p>
<p>Ensure evacuation signs are visibly displayed in classrooms and common areas.</p>	<p>Leadership stated they conduct walkthroughs to ensure signs are posted and not blocked by other objects.</p>	<p>The SPCSA acknowledges Imagine Schools at Mountain View has placed evacuation plans in all classrooms. However, the school began construction on the date of the site evaluation, and updated evacuation plans had not yet been placed in the classroom. The SPCSA has written a recommendation to update the evacuation plans to reflect the revised routes during construction.</p>
<p>Strong recommendation to decrease chronic absenteeism rate.</p>	<p>The leadership team at Imagine Schools at Mountain View stated the attendance team meets monthly to review attendance data and maintain students’ tracking sheets. There is weekly discussion of individual cases for intervention and strategies during administrative check-in.</p>	<p>Imagine Schools at Mountain View received a strong recommendation for chronic absenteeism during the 2024-25 site evaluation. A strong recommendation is still in place.</p>

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

# Appendix A

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