![Nevada State Public Charter School Authority logo]

Site Evaluation Report
Pinecrest Academy of Northern Nevada
Evaluation Date: 11/05/2020
Report Date: 12/9/2020

Contents

Appendices

A: Nevada State Performance Framework

http://www.doe.nv.gov/Accountability/NSPF/

B: SPCSA Academic Framework

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062 8-Academic-Performance-Framework-Guidance-Document.pdf

C: SPCSA Organizational Framework

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062 8-OPF-Att-1-Ratings-Scorecard.pdf

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on November 5, 2020 at Pinecrest Academy of Northern Nevada. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the 1st, 3rd, and 5th year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (Appendix A) and the State Public Charter School Authority Academic Framework (Appendix B) as well as the Organizational Framework (Appendix C).

In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day.

SPCSA staff will track "best practices", using a checklist and a summary of best practices observed, and will be contained within the report. Using information from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA operational framework.

This evaluation has been 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 on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

SCHOOL BACKGROUND

Pinecrest Academy of Northern Nevada is located in Sparks, Nevada in a facility at 1150 Silent Sparrow Drive. The school serves 685 students (as of the most recent Validation Day in October 2020) in Kindergarten through seventh grade. The mission of Pinecrest Academy of Northern Nevada is: "To provide an innovative challenging curriculum in a loving environment that furthers a philosophy of respect and high expectations for all students."

ACADEMIC PERFORMANCE

Pinecrest Academy of Northern Nevada
Nevada School Performance Framework
2019

Pinecrest Academy of Northern Nevada is a newly opened campus. There are no performance ratings at this time.

Pinecrest Academy of Northern Nevada
Math and ELA Results
Nevada School Performance Framework
2019

N/A

SPCSA Academic Performance Framework
Geographic Comparison Report

N/A

SPCSA Academic Performance Framework
Diversity Comparison Result

N/A

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board[1]	3	30 minutes
Parents/Families	6	30 minutes
Students	7	30 minutes
School Leadership	3	30 minutes
Staff	5	30 minutes

Governing Board:

- When asked about the school's key design elements, board members said they want to prepare their students for college and a career. They said they support their school leader in meeting this mission by assisting the leadership team where they can. Board members also said the instructional model is data driven and the school incorporates the STEAM model to connect with the core content. The school is cognizant of the Nevada Academic Content Standards and as a board, they ensure the school continues to focus on meeting those standards. Board members said they toured the Pinecrest schools in Las Vegas and came away impressed and wanted to bring that type of model to the northern Nevada area.

- Board members said they also spend time ensuring the mission of the school is consistent with the culture they would like to set. They work with the leadership team to ensure this culture meets the standards the board expects through constant communication with leaders at the school. Furthermore, the board shared that the school leader was intentionally hired because the leader had the same vision as board members of what PANN would like in operation.

- When board members were asked how much they were kept up-to-date regarding the academic progress of the school, they responded that they meet at least monthly and there is a standing item on the agenda to discuss the academic progress of the school. Board members further explained that the school leader provides an explanation about how the school has taken steps to ensure students don't lose academic progress during the pandemic. Board members said the school leader is open to feedback and works with them to identify strengths and weaknesses that need to be addressed at the school level.

- Board members spoke about both the experience they brought to this board by serving on other charter school boards and training to take place in December in which they plan to participate. The board members also said they went through their bylaws, policies and procedures, and other board documents meticulously in the first months before the school had even opened. Board members said they recently completed an initial evaluation of their EMO and the process went smoothly. Board members shared that their EMO is very responsive to the needs of the school and that they have been impressed with the results thus far. Board members also spoke about the evaluation process that is detailed in their charter contract for the school leader as well. Board members went on to say that the evaluation rubric is tied to the school's mission, student achievement, organizational leaders, and the ethical standards of the leader.

[1]Three members of the seven-member board participated. Quorum was not met, and Open Meeting Law was not violated.

FOCUS GROUP SUMMARY continued

- One member of the board said that the Free and Reduced Lunch population was not where they wanted it to be and this is a challenge that they continue to work on and try and meet. Board members said they are continuing to reach out and work with the community to increase their special populations. Board members said the pandemic had disrupted their outreach and made it more difficult to engage these communities, but they look forward to continuing that in-person engagement once the COVID situation improves. They spoke about their partnership with the Boys and Girls Club and how important that partnership is, and will continue to be, to effectively draw families from other areas of the city. Board members also spoke about the partnerships they have had with the Reno Sparks Indian Colony and Hungry Valley Reservation and how that has been beneficial to both parties.

- The focus group board members spoke about losing some students when Washoe County School District decided to have full, in-person instruction. However, now that PANN can allow more in-person instruction, the board shared that they have been able to reenroll students who had left at the beginning of the year. Board members went on to say that it was exciting to see that students still had interest in PANN once PANN was able to facilitate the families' schedules with more in-person instruction. Board members also said they were excited to see PANN is becoming more and more a part of the community in Spanish Springs and they look forward to seeing future growth.

Parents/Families:
- Parents were asked about the relationships between the teachers and students, and how they felt about that aspect of the school. One parent said, "The relationships are very positive, and the teachers have gone above and beyond to help my children out even in the unique circumstances everyone is experiencing right now." Another parent said, "I have really appreciated the connection my students have with their teachers. They didn't experience that at schools they previously attended."

- The family group reported that PANN has done a great job ensuring the teachers create a bond with the students. One parent spoke about how teachers worked with her child, whereas in another school they just said it was a behavioral issue. One parent did say that one of the teachers is too quick to mute the students and felt as if their child's questions weren't being answered because they were muted. Another parent added that overall, the relationships have been wonderful and, while there may have been issues at the beginning of the year with the virtual aspect of the school, the school has done a great job addressing the issues and since then things have been going much smoother.

- When parents were asked about activities the school had done since the beginning of the year, parents spoke about the October Trunk or Treat event. Parents said the school did a great job and ensured the safety of the students by providing hand sanitizer, face masks, and other items. One parent said their child had a great time and they were very pleased with the event. Parents said that overall communication between themselves and the school has been really great, going on to say that the school is very responsive which has been appreciated. One parent said they would like to get communication via email instead of having to scroll through social media to find the information for which they are looking.

- Parents said they appreciate that the school is very welcoming, and they have found that to be refreshing. They said the school truly cares about their wellbeing of all children which isn't always the case at other schools. The pick-up and drop-offs are run very well and organized. Another parent said the special class offerings have been great. Those offerings were one of the main reasons they chose to have their child attend the school.

Students:

- Students were asked what they liked about PANN considering the ongoing COVID-19 pandemic. Students said they like a lot of things about the school, including how organized the schedule is for the students. Students indicated that they can still interact with their classmates even though some of their peers are participating virtually. Students said they really like the math and reading classes. Students were also asked what they liked about PANN being a new school and they spoke about how nice everyone is. Students said they enjoyed being able to play with their friends and being able to socialize with their friends after being stuck at home for so long. Another student said they like that the school has P.E. every day. Students also said they like that there is a Spanish class and they enjoy learning a new language. Students complimented the teachers and their ability to teach students both virtually and in person at the same time. Students were asked what makes them excited about coming to school and they said they like being able to come to the school a few days per week. They spoke highly of the online aspect of the school and they said it was much better than what they did at the end of last year.

- Students were then asked about the academics of the school and how aware they were of their progression through their lessons. Students said that some assessments give them their grade right away which helps them know how they did. Other students said Infinite Campus is a good way to know how well they are doing in classes. They can log in and see their grades right away, even if they aren't physically at the school. If a student doesn't do well the first time around, some of the assignments can be made up. Teachers also help when students don't understand something. Students said that Stemscopes enable them to see their grades through that system. It helps them see in real-time how well they are doing, and it allows them to make-up some assignments to bring their grade up.

- When asked if they felt they were learning this year, students said they felt like they are. Some students have seen their grades go up compared to their old school which has been exciting. Other students said they are seeing improvement in their Algebra class and are beginning to understand the rules of math. Students also talked about some of the specific things they were learning, ranging from Spanish and math to history and landmarks. Students were asked about how classroom discussions were at PANN. Students said they have had good discussions even using Zoom. They tried using virtual whiteboards and "Draw" through Zoom which has helped kids who are learning at home be a part of the class, as if they were there physically. Students also said they help one another a lot and they like being there for their classmates if they can't make it to a class.

- When students were asked if they felt respected in their classrooms, they said they felt respected and teachers don't let other students be rude to one another. One student said that sometimes their class can be a little "chatty," but they aren't mean to one another.

- When asked if there was anything students wanted the SPCSA to know, they spoke about the safety of the school and how everyone had to wear masks except during lunch and P.E. One student did say that, in certain classes, they wished the grades were made available more quickly for them to be able to see. Another student said they would like to see Zoom lessons at a slower pace. They said they feel rushed and it is more difficult to learn sometimes. Instead of going through a lot of lessons, they would like to see each lesson slow down so they can better understand it. Another student said they would like to see a few more breaks in the classes because it is hard to concentrate. They said the 90-minute classes were especially hard to stay focused the entire time.

FOCUS GROUP SUMMARY continued

Leadership:

- The leadership team explained that they use a variety of curriculum which are all standards based. In addition, they are monitoring growth and supplement learning with individualized, digital instruction called i-Ready. The i-Ready data is collected and assists the school in meeting the needs of all students because the data helps determine the academic programming. The inclusive model requires the school to support students with special needs in a variety of ways. For this reason, each grade level of general education and SPED team use the same academic platforms via Clever[1] to bridge gaps for each student while still delivering the Tier 1 and modified instruction.

- School leaders reported that they have designed and implemented several culturally responsive practices. These include Spanish informational sessions for parents, a Spanish speaking parent liaison, a dedicated ELL coordinator, and a culturally responsive, teacher training approach to instruction for Native American cultural awareness using NK 360[2].

- The school leader provided a summary of the professional learning taking place at PANN this year. This includes i-Ready, the Pinecrest Instructional Model, best practices in virtual learning, SEL and mental health, Leader in Me, FERPA, as well as PLC meetings. School leaders said that the Pinecrest sister schools have supported them and work closely with leaders from the Las Vegas schools. This includes putting together checklists to help with the opening of the new school, sharing instructional documents, and helping the PANN leaders prepare for the new year. When asked about the specific training that had been completed for online instruction, the leadership team said they participated in training and focused a lot on the operational aspects of distance learning. Leaders coached for teachers in the hybrid model in order to help simultaneously teach their students virtually and in the classroom.

- The leadership team shared that they see many strengths at the school. Some of these included experienced school leaders, flexible hybrid and in-person learning schedule, highly adaptive and responsive staff, involved parent community and well designed, daily SEL components embedded into daily instruction.

Staff:

- Staff was asked about how they have adapted their teaching to the online setting through COVID-19. Staff said it has provided them with new opportunities to use technology with the students. They also said the Google Classroom has worked well, and they have been able to stay connected with the students virtually. Another staff member said the new environment has helped them specialize their teaching for the day. It has allowed them to focus on the "meat" of what the lesson is and that has allowed them to specialize exactly what the students need to learn with each new lesson. Staff was asked how engagement has been in the online platform and they said it has actually been pretty good. According to staff, sometimes it can be difficult when trying to manage a whole class virtually, especially when trying to ensure there is 100% engagement. There is a lack of control about what is going on at the student's home during the lessons and that can be difficult at times.

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[1] Clever is a personalized learning platform that has been designed to use technology to save teachers time and personalize learning. The software has been created to empower the teacher and create new ways to learn by offering a single sign-on portal.
[2] NK 360 is an education initiative created to transform teaching and learning about Native Americans. This is a program implemented through the Smithsonian and in partnership with the National Museum of the American Indian.

FOCUS GROUP SUMMARY continued

- Staff was asked how leadership has engaged them for feedback and they said that leadership is doing the best they can. Staff shared that they understand opening a new school during a pandemic is rough on any administrator, and the administrators have been working hard. Staff also noticed the leadership of the school is how calm they have remained throughout all of the different stresses that have presented themselves, and that has helped staff maintain their own calm. The administrators have an "open door policy" and staff also communicate via Slack, Whats App, and phone calls. According to staff, the leadership team is also very responsive to staff ideas and implement new ideas when approached. Another staff member said they did not receive this type of support at their previous school, and it has been much appreciated in this new position.

- When asked about their understanding of high-quality instruction and frequent monitoring of students, staff said that, during COVID, trying to maintain focus on foundational skills is really important. This is done through formative assessments and focusing on the social and emotional needs of the students. Staff also said they have been trying to catch students up who have lost instruction through the pandemic which has been a challenge. They are using "Kahoot" which is a type of formative assessment technology. There are some limitations with technology though and staff said they do miss being able to use physical items like paper, pencil, and whiteboards to help guide students through lessons. Staff also said they try to use hand signals to gauge understanding in the online environment.

- Staff was asked if they administered the MAP test at the beginning of the year and they confirmed the MAP testing had been implemented at the beginning of the year. Students were given the choice to come to the school or to take the test virtually. Staff was able to proctor the exam through innovative ways using different computers to ensure students took the tests themselves and did not get help from their parents. Staff also said that 5th grade took the i-Ready at the beginning of the year for math and reading.

- Staff was asked about students with special needs and what ways the school supports those students this year. Staff said giving special needs students the option to come to the school four days a week has been instrumental in helping address those student's needs. Students are able to keep track of their work better and stay on course with their lessons. The staff also complimented the SPED liaisons who have really helped the general education teachers immensely. Differentiated instruction was also mentioned, and this is something staff has done to help special needs students. The SPED teacher meets with students via Zoom frequently and sends items home with the students who may not have those items at home. Staff said they are all provided copies of the IEP's and they work with the SPED team to help track the goals contained within the IEP's. Overall, staff said they are enjoying working at PANN and are extremely happy to be part of the team. They have received the help and support they need, and, from the beginning, leadership has always reinforced to staff to make sure that whatever they are doing, to first ensure that it is for the students.

CLASSROOM OBSERVATION TOTALS

A total of 12 classrooms were observed for approximately 25 minutes each on the day of the evaluation.

I. CLASSROOM ENVIRONMENT

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 1 & 2 Creating an Environment of Respect and Rapport Establishing a Culture for Learning	Classroom interactions are highly respectful and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	Total: 5	Total: 7	Total:	Total:	Total:
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total: 4	Total: 8	Total:	Total:	Total:

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 3 & 4 Managing Classroom Procedures	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	Total: 4	Total: 6	Total: 2	Total:	Total:
Managing Student Behavior	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total: 2	Total: 8	Total:	Total:	Total: 2

II. CLASSROOM INSTRUCTION

Area 5 Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	The purpose of the lesson or unit is clear and connects with student's real- life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate and connects with students.	The teacher attempts to explain the instructional purpose with limited success. The explanation of the content is uneven. Some explanations are done skillfully, but other portions are difficult to follow.	The purpose for the lesson learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	Total: 3	Total: 6	Total:	Total:	Total: 3

Area 6 A Using Questioning and Discussion Techniques B	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	Total:	Total: 6	Total: 2	Total:	Total: 4
	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	Total:	Total: 8	Total:	Total:	Total: 4

II. CLASSROOM INSTRUCTION (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 7 **A** **Engaging Students in Learning**	Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	Total: 4	Total: 8	Total:	Total:	Total:
B	Students make contributions to the representation of content.	There are appropriate activities and materials and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content or lack of lesson structure/ pacing.	This criterion was not observed or rated.
	Total: 4	Total: 7	Total:	Total:	Total: 1

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 8 **A** **Using Formative Assessment in Instruction** **B**	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	Total: 2	Total: 7	Total:	Total:	Total: 3
	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observing where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 2	Total: 7	Total:	Total:	Total: 3

The purpose of this portion of the report is to provide a numerical value to the total number of best practices seen during the classroom observational portion as a whole. This number is indicated at the end of each best practice descriptor/line.

Evidence of adapted materials/assessments: Area # 5

☒ Lessons are designed to encourage student curiosity and learning beyond classroom time: 5
☒ The explanation of the content is imaginative: 6

Evidence of questioning and discussion techniques: Area # 6

☒ Questions are planned ahead of time and tied to learning target(s): 6
☒ Teacher questions are open ended: 7
☒ Teacher allows time for students to answer — 3 seconds or more: 4
☒ Teacher extends the thinking and discussion by encouraging students to say more, restate or summarize: 8
☒ Teacher purposefully signals to entire group of students to wait/think before volunteering a response: 1
☒ Teacher provides the opportunity for all students to answer the question (think, pair, share, written response): 7

Evidence of engaging students in learning area: Area # 7

☒ Active learning is taking place (rather than just listening or viewing): 4
☒ Students are using reasoning and critical thinking: 6
☒ The lesson is rigorous and includes cognitively complex tasks: 1
☒ Students engage in several types of activities during the lesson including:
   ☒ Speaking ☒ Writing ☒ Reading ☒ Listening ☐ Discussing ☐ Creating ☐ Problem Solving
☐ Cooperative groups:
☐ Student-led classroom:
☒ Technology is integrated into learning/outcomes: 7
☐ Project-based learning:

Evidence of Formative Assessment During Instruction: Area # 8

☒ Teachers provide the students feedback about their learning referring to examples taking anecdotal notes: 5
☒ Students incorporate the feedback by revising their work: 4
☒ Students receive frequent and meaningful feedback regarding their work: 4
☒ A wide range of instructional practices that are likely to motivate and engage most students are used during the lesson: 5

Other:

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ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations and to make high-stakes decisions, including: renewal, non-renewal, possible revocation, expansion or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Measure	Description	Evidence Collected Through	Takeaways
1a	The school implements material terms of the education program.	School Presentation Classroom Observations	Pinecrest Academy of Northern Nevada is a newly opened K-7th grade school with about 710 students. The school leaders and instructional staff make a point of upholding the mission statement through implementation of quality curriculum, and by providing all learners a respectful and challenging school environment.
1b	The school complies with applicable education requirements.	School Presentation Classroom Observations	PANN complies with applicable education requirements such as teaching the NVACS and maintaining high expectations of all students for high levels of academic performance.
1c	The school protects the rights of students with disabilities.	School Presentation Classroom Observations	PANN offers a full continuum of Special Education services with a full inclusion mode. Sped and General Ed teachers work together to monitor progress toward IEP goals and objectives.
1d	The school protects the rights of ELL students.	School Presentation Classroom Observations	The school offers sheltered instruction strategies across all classrooms.

Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Classroom Observations	The school conducts safety checks on a routine basis and makes improvements as the need demands. Virtual learning participation is monitored closely, and on-line aspect is maintained in a confidential manner.
3b	The school holds management accountable.	School Presentation	All school leaders are evaluated on a yearly basis.
4a	The school protects the rights of all students.	School Presentation Classroom Observations	PANN has implemented several culturally responsive practices with an effort to protect the rights of all students. Some examples include making personal connections, soliciting opinions, celebrating each other, culturally inclusive curricular content, and restorative justice practices.
5b	The school complies with health and safety requirements.	School Presentation Classroom Observations	PANN takes proactive measures such as routine drills for safety, safe voice, and secure monitoring of virtual classrooms.

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 Evidence are found within the body of the report and summarized here.

1. Although the Pinecrest Academy of Northern Nevada staff has opened its school during a challenging time, the leaders, instructional staff, and support staff, have made a point of working collaboratively with each other and with each student to meet the needs of all learners on a very individual basis. Some examples include thoughtful hybrid instruction, Implementation of Power Hour, looking into fine-tuned support for 8 students with Dyslexia, meeting with the Hungry Valley Tribe and working with students with special needs. In addition, EL learners are specifically supported by testing, monitoring, and adjusting instructional strategies to best teach in the areas of speaking, listening, reading, and writing. The school employs a Spanish speaker-liaison who works to connect with families and to gain information about their background knowledge to best build and sustain relationships. There are 13 Students with Special Needs who are each being educated in the full inclusion model.

2. Another wide-spread challenge at many schools at this time relates to how school's respond when students struggle and lag behind due to barriers with distance and hybrid learning platforms. For this newly opened school, it appears as if the teachers are focused on creating relevant lessons that relate to student's backgrounds. In addition, the instructional staff appeared to be passionate about what they were teaching and clearly communicated enthusiasm for both students and lessons. In both the observed lessons and the student, teacher, and family focus groups, there was a pattern of trust. Students vocalized that their teachers really care about them as individuals. During observations teachers appeared calm, believable, convincing, and capable of persuading students that they- the students-can be successful. For example, when students struggle with understanding material or need a boost of confidence, the teachers were right there to guide students and give encouragement. This positive bond between the teacher and student promotes a supportive classroom which nurtures learning and growth in students. The outcome at PANN has resulted in teachers and classroom environments that offer students and families a personalized and flexible approach to learning. There is a friendly, home-like environment at PANN. School staff appears to have worked hard to be positive and think about things from the viewpoint of students using, humor, caring, and thoughtfulness.

3. In the necessary and rapid move to distance and remote learning this school year, the PANN staff has worked tirelessly to find ways to re-create classrooms and implement best practices at the school. The tasks students complete, whether synchronously or asynchronously, should foster learning and the staff at PANN seem to have tapped into the importance of providing students a rationale for why the learning is happening. This has resulted in student's and family members ability to clearly explain higher level concepts after the lesson has taken place. This became most apparent during the Family Focus Group, when parents shared their joy at witnessing their student talking about a concept as it relates to real life. During observations of virtual classrooms, the SPCSA team made note of several best practices taking place during instructional time. These include instructors giving scholars meaningful feedback, active learning taking place, and students using critical thinking. It is clear that the distance learning format has an emphasis on making sure the reason for the learning is well-known by students, a very important best practice.

4. The leadership team at PANN has high expectations for themselves and all staff and as experience in opening and developing a charter school. They appear to put a focus on building relationships with parents, community members, staff, and students. Leaders collaborate with the Pinecrest Academy of Nevada schools located in the southern part of the state. The leadership team has established several high expectations for all staff at the school including school-wide vision, putting students first, ensuring the needs of GATE and Students with Special Needs are met, being reflective and ensuring all instruction is standards based. Although the school is newly opened, the staff is expected to track behavioral and academic data for any struggling student and respond accordingly.

CHALLENGES

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Framework Evidence are described within the body of the report and summarized here.

1. PANN is in its' first year of operation with 705 currently enrolled students in grades K-7 transferred from 72 different public, private, homeschool and charter schools.

2. The school is operating under a hybrid learning model due to the COVID-19 pandemic.

3. The school is operating with new staff and has the challenge of creating new cultural norms and operational shifts, all within the current COVID 19 pandemic.

4. According to board members, the school is not serving the number of students eligible for Free and Reduced lunch that it had intended. Board members said they are continuing to reach out, and work with, the community to increase their special populations. It is important to note that board members said the pandemic has disrupted their outreach and made it more difficult to engage communities, but they look forward to continuing that in-person engagement once the COVID situation improves.

RECOMMENDATIONS

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success. SPCSA School Support Team members will follow up on each listed recommendation.

1. Prioritize improving student diversity so as to be more representative of the local district and the SPCSA. With regard to student populations, the school should pay particular attention to these special populations: FRL, Special Education, and English Language Learners. Validation Day numbers indicate that the school serves only 17.2% of students that qualify for Free or Reduced Lunch, and only 3.2% of students that are classified as English Language Learners, well below the averages for Washoe County, SPCSA as well as the state. These also fall short of the commitments made by the PANN Board at the time of authorization. The PANN Board should continue to focus on strategic methods to increase these numbers during the 21-22 school year through the already-approved Weighted Lottery. PANN should also continue to take efforts to ensure that the school faculty and staff are also representative of the communities they serve.

2. The SPCSA recommends taking time to build upon the variety of distance learning practices to become even more skilled, purposeful, and intentional with this platform. We suggest continuing your outstanding efforts to use what has been learned in both face-to-face and distance learning environments to leverage what works best to impact student achievement. In both settings, research has shown *(Fisher, Frey & Hattie, 2020)* that the following best practices apply.

   - Fostering student self-regulation is crucial for moving learning to deep and transfer levels.
   - Learning accelerates when the student, not the teacher, is taught to be in control of learning.
   - There needs to be a diversity of instructional approaches
   - Well-designed peer learning impacts understanding.
   - Feedback in a high-trust environment must be integrated into the learning cycle.
     (Fisher et al.,2020)

   This recommendation is provided so that PANN would consider using newly published materials based on Hattie's 2020 research to strengthen the on-line instruction even more than it is now.

DEFICIENCIES

There were no deficiencies for Pinecrest Academy of Northern Nevada identified during this evaluation.