



Nevada State Public Charter School Authority

**Site Evaluation Report:
Founders Classical Academy of Las Vegas
Evaluation Date: 9/22/2022
Initial Draft Report Date: 11/4/2022**

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Appendices

A: Nevada School Performance Framework

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

B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-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 9/22/2022 at Founders Classical Academy of Las Vegas (FCALV). 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 year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization. Schools identified as having a rating of a two-star or below, and those schools with a Notice of Concern, Notice of Breach, or Notice of Termination, will have a differentiated procedure for their site evaluation. FCALV is in year three of their charter contract thus meeting the criteria for a comprehensive site evaluation.

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.

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 Organizational 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

FCALV is located in Las Vegas, Nevada in a facility at 5730 W. Alexander Road. The school serves 900 students (as of the most recent Validation Day) in kindergarten through 12th grade¹. The mission of name of school is: "To train the minds and improve the hearts of young people through a rigorous, classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue."

¹ Because the FCALV site evaluation occurred before the enrollment count for 2022 – 2023 was finalized, this information may be dated at the time this report is released.

ACADEMIC PERFORMANCE

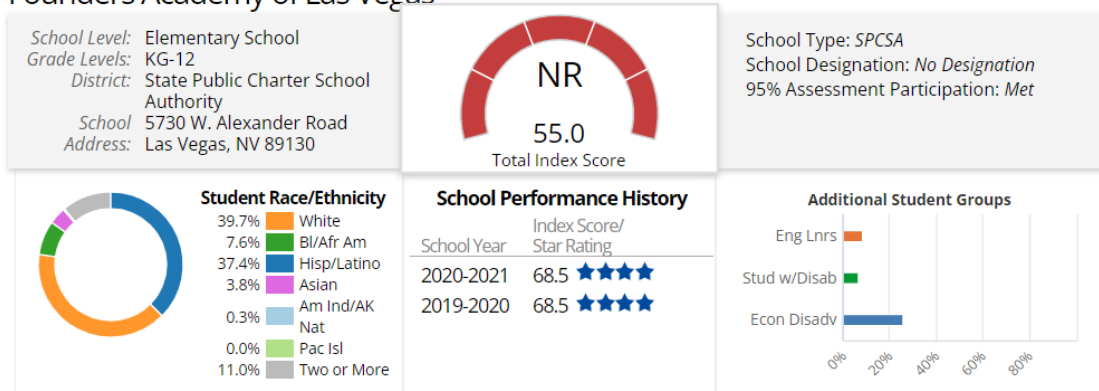
Nevada School Performance Framework 2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Elementary School

Founders Academy of Las Vegas

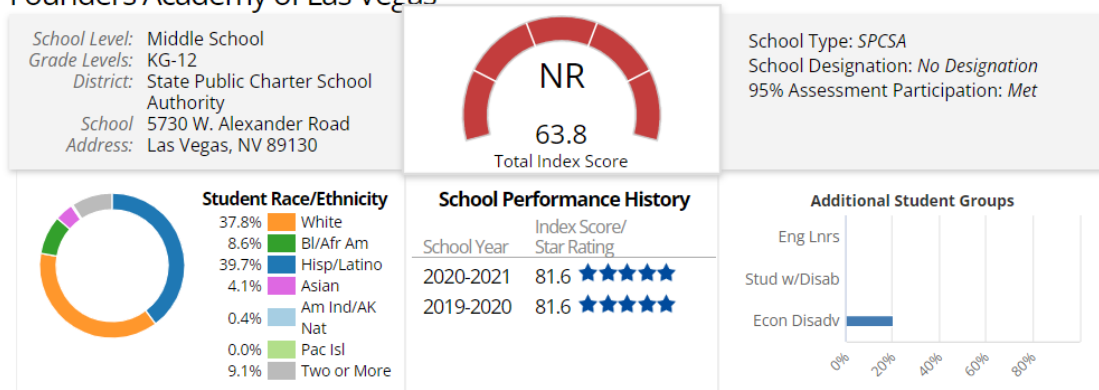
School Year 2021-2022 Nevada School Rating



Middle School

Founders Academy of Las Vegas

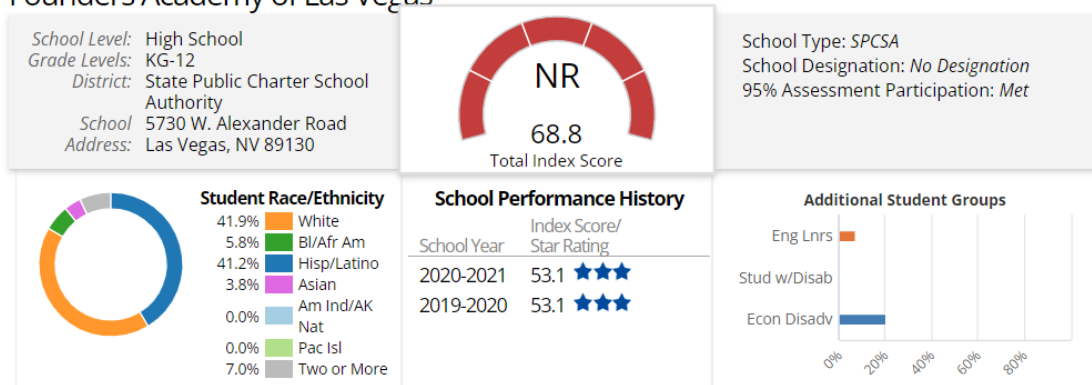
School Year 2021-2022 Nevada School Rating



High School

Founders Academy of Las Vegas

School Year 2021-2022 Nevada School Rating



Math and ELA Results Nevada School Performance Framework 2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Proficiency Rates

Elementary School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	46.1	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	-	72.8	70.4			
Black/African American	27.7	30.3	35.7			
Hispanic/Latino	31.5	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	64.0	55.6	57.5			
White/Caucasian	58.2	60.7	61.3			
Special Education	36.8	26.3	32.1			
English Learners Current + Former	27.1	34.9	39			
English Learners Current	25.8	25.5				
Economically Disadvantaged	35.5	35.6	42			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	42.9	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	-	74.9	76.7			
Black/African American	27.7	39.8	45.4			
Hispanic/Latino	34.7	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	48.0	61.5	66.2			
White/Caucasian	51.4	65.5	69			
Special Education	21.0	25.5	33.5			
English Learners Current + Former	10.1	37.4	44.4			
English Learners Current	9.6	24.4				
Economically Disadvantaged	28.8	42.8	49.4			

Middle School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	33.1	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	60.0	62.7	60.6			
Black/African American	5.2	18.2	27.3			
Hispanic/Latino	21.3	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	42.8	41.8	43.6			
White/Caucasian	47.5	48.1	49.8			
Special Education	-	9.7	22.7			
English Learners Current + Former	20.2	20.1	24.2			
English Learners Current	19.2	7.6				
Economically Disadvantaged	19.1	23.9	32.7			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	56.8	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	80.0	79.0	77.1			
Black/African American	31.5	41.1	40.9			
Hispanic/Latino	46.0	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	61.9	64.6	63.2			
White/Caucasian	70.0	67.2	68			
Special Education	-	18.0	25.8			
English Learners Current + Former	40.4	38.8	28.1			
English Learners Current	38.4	16.7				
Economically Disadvantaged	46.8	45.9	47.1			

High School

Math Proficient

Math Proficient Points Earned: 6.5/10

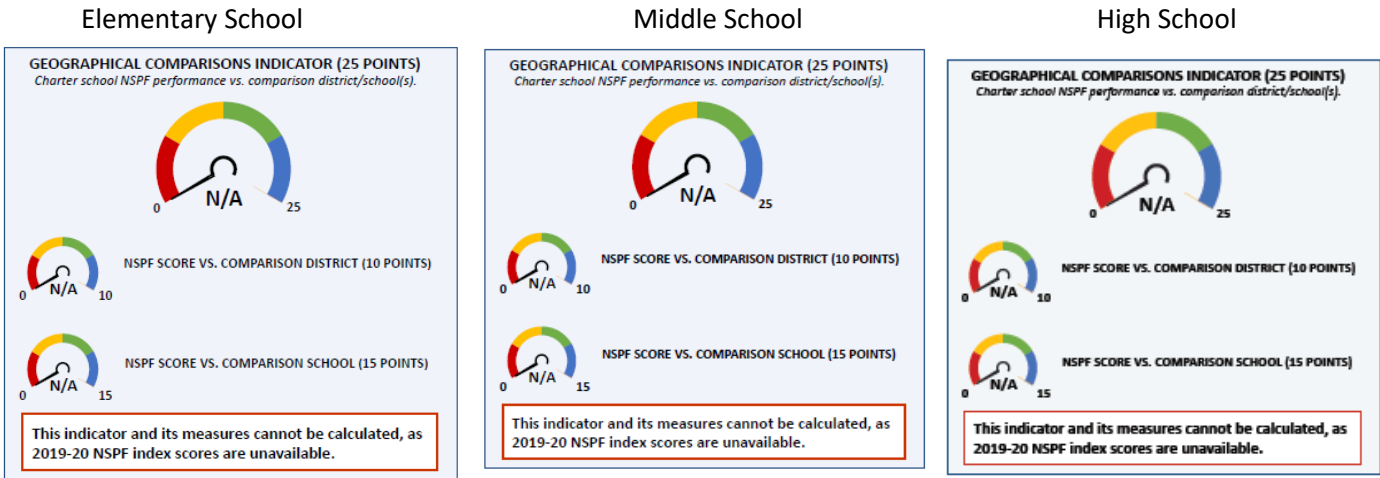
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	33.3	25.2	36.19			
American Indian/Alaska Native	-	-	26.96			
Asian	-	55.1	52.76			
Black/African American	-	10.2	22.5			
Hispanic/Latino	-	14.2	26.78			
Pacific Islander	-	23.0	32.8			
Two or More Races	-	31.9	40.11			
White/Caucasian	38.4	33.8	47.04			
Special Education	-	6.6	16.76			
English Learners Current + Former	-	<5	18.8			
English Learners Current	-	<5	16.04			
Economically Disadvantaged	-	14.6	27.8			

ELA Proficient

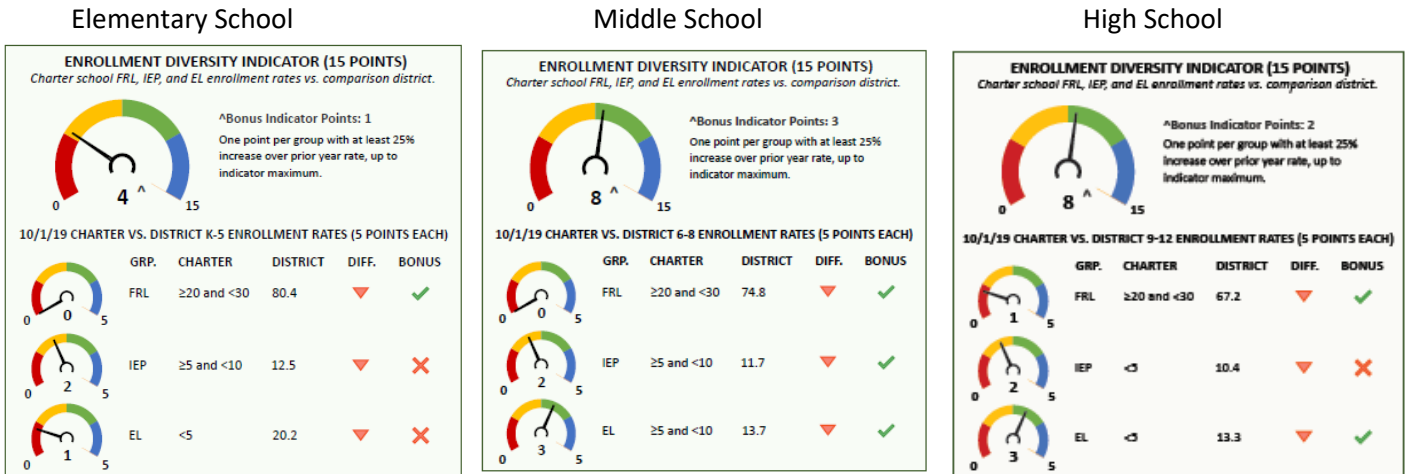
ELA Proficient Points Earned: 10/10

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	70.3	54.3	51.11			
American Indian/Alaska Native	-	-	39.92			
Asian	-	78.7	66.85			
Black/African American	-	40.6	34.82			
Hispanic/Latino	-	42.3	39.67			
Pacific Islander	-	35.8	51.31			
Two or More Races	-	60.5	60.16			
White/Caucasian	92.3	65.7	64.14			
Special Education	-	16.5	19.92			
English Learners Current + Former	-	12.5	21.64			
English Learners Current	-	9.2	15.98			
Economically Disadvantaged	-	43.4	40.77			

SPCSA Academic Performance Framework² Geographic Comparison Report



SPCSA Academic Performance Framework Diversity Comparison Results



²Because the FCALV site evaluation occurred before the adoption of 2021 – 2022 academic performance results by Authority, this may be dated at the time this report is released.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	30 minutes
Parents/Families	11	30 minutes
Students	11	30 minutes
School Leadership	5	30 minutes
Staff	9	30 minutes

Governing Board³:

- The FCALV governing board focus group participants reported they meet every month on the fourth Tuesday except for the months of December and July. Governing board members also said they convene as needed. School policies are created by the board. Most recently, the board said they created a gender identity policy to conform with Nevada state policy on gender. Members of the focus group said the principal reports to the board with demographics and academics at the board meetings every month. Governing board focus group participants said they see the board's primary role as policy making, hiring, and reviewing the school leader, and overseeing finances. The board explained they review items that have been forward from SPCSA or Hillsdale College⁴ and ensures those items are being met. The governing board said they also review the emergency plan, all expenditures over five dollars, and monitors student special awards and/or incentives. Members of the governing board indicated they attend and participate in school events, including Back to School night, and Parent Teacher Organization meetings.
- According to governing board focus group participants, the seven-member governing board of FCALV possesses expertise in many areas. Currently serving are two attorneys, a retired special education educator affiliated with a local homeowner's association, a tutoring centering director, a bank manager, a public relations specialist, and parents. Parental membership is limited to three members and each of those seats are filled. Two members are terming out at end of the 2022-2023 school year. Board members said they are actively recruiting to fill spaces for those terming out.
- The FCALV governing board focus group participants explained they have three regular committees, a governance committee, an audit committee, and a finance committee. One board member said, "Members of the finance and audit committee review school finances and assess risk management. The audit committee has two members that meet every month to review receivables and outgoing expenditures. This information is presented to the board monthly. The board knows when taxes are due, what is in the bond account, or if a special meeting is needed for an amendment, or when a large expenditure may be coming up. The finance and audit committee meet every other month, the other committees meet as needed." Another board member in the focus group said the governance committee reviews incoming applications for new board members and conducts the yearly principal's review. Board members said there is also an ad-hoc expansion committee that considers amendments to the charter and school expansion.

³ Three members of the seven member board participated. Quorum was not met, and Open Meeting Law was not violated.

⁴ FCALV is part of the Barney Charter School Initiative and has entered into a Memorandum of Understanding with Hillsdale College, which provides the school with curriculum, materials and training. FCALV has informed SPCSA staff that there is not cost to the school for these services.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Parents/Families:

- Families in the focus group were complimentary when discussing the school's curriculum. Focus group participants said elementary students learn to build confidence and speak aloud in class. Upper grades are prepared for the work beyond high school, whether that be university or the workforce. "The rigor is consistent, and parents are expected to be a part of the students' learning process," one parent said. Parents said FCALV offers families opportunities to participate in a parent math class so they can assist their child at home. Parents shared that FCALV instructs parents on how to edit student papers at home. Family dinner conversation centers around what was learned that day in school with the students using elevated vocabulary.
- Families in the focus group stated school-wide expectations are set by leadership. Administrative staff, teachers, school personnel, and students model expected and appropriate behaviors according to parents. "Behavior is communicated at the beginning of the school year and beginning of school events," one parent stated. Another parent explained, "FCALV follows eight pillars of character and four classical virtues." The pillars are infused throughout coursework and interactions between students and school personnel every day. Families indicated the eight pillars extend beyond the school and into students' habits and life beyond the schooling environment.
- Families shared with the site evaluation team they feel communication from FCALV personnel is very strong. Many parents in the focus group said teachers and staff know the children well and will readily reach out to parents throughout the day if needed. "Teachers will telephone if there is a need, for example, if the school uniform is missing something or if there is an academic or behavioral concern." Families said when they pick up their children after school, they often already know how the child's day went.

Students:

- Students in the focus group session said they know what they are expected to learn because the teachers provide assignment rubrics. Students explained that Socratic seminars⁵ are held every Friday and rubrics are provided indicating score breakdown rating student communication. Several students reported teachers detailing assignment expectations and included the score rating with the rubric and the assignment directions. Students indicated some teachers write very directed feedback on assignments, while others do not and just write a few words. According to students in the focus group, history and English language arts teachers write the most feedback. In science, students said they grade their own assignments or a peer's assignments, therefore feedback is not written by the instructor. A few students said some math teachers mark what is wrong and detail how to correct the error.
- Several students in the student focus group session mentioned being challenged to get from class to class during the three-minute passing period citing the hallways being crowded and loud. A few students mentioned many will push people out of the way to get to their next class.

⁵ The Socratic seminar, named after the Greek philosopher Socrates, is a formal discussion technique in which the facilitator asks open-ended questions. Students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. Students learn to work cooperatively and to question intelligently and civilly. The aim of a Socratic seminar is student understanding via active thinking and probing of ideas by all students.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- When students were asked what they would change at the school many students in the focus group indicated they would like lockers. Students cited the many books and notebooks they must carry for each class and having a locker would benefit students from carrying so many items throughout the day.

Leadership:

- During the leadership presentation, leadership stated FCALV communicates with families in multiple ways. The principal said he conducts tours of the school every Tuesday for prospective families. The principal further explained that the vice-principal and counselors update the website regularly with information on upcoming events, including open house, parent teacher conferences. “Email blasts, newsletters, postcards, and flyers are routinely sent to all families enrolled.” Leadership reported front office staff and special education teachers are bi-lingual. Printed information is also disseminated in Spanish as needed, according to the FCALV leadership team. Students which have an IEP and receive special education services have their progress reviewed quarterly by staff and reported to parents. Leadership said hard copies of these reports are placed in student folders.
- Leadership said robust onboarding and orientation for new teachers to the classical school model is the foundation of FCALV. Leadership explained, “FCALV is a member of the Barney Charter School Initiative (BCSI) affiliated with Hillsdale College. Teachers in their first or second year of teaching for FCALV attend professional development at the Hillsdale Learning Conference on the Hillsdale College campus in Michigan during the summer months. Additionally, new teachers also participate in two weeks of intentional training at the beginning of the school year.” Faculty engage in training aligned to implementation of the classical model, including classical teaching methodologies, Socratic seminars, and virtues training.
- During the leadership presentation, leadership reported Expectations for behavior are modeled from administration, staff, and faculty to create consistent school culture and climate. Leadership said, “Each person at the school builds capacity and mentors others by their behaviors and manners.” Administration believes their role is to “support people and let them do their job professionally in the best way that fits them.” Mentoring is enmeshed in school culture according to school leadership, and students in older grades model appropriate behavior for younger students in the common areas, serving as role-models for students in lower grades.

Staff:

- Teachers reported staff morale is good and they are happy to be working at FCALV. Several teachers said morale is worked on intentionally from all members of the faculty and staff. Support from administration is supportive and respectful of faculty expertise. Faculty feel very comfortable asking questions as administration is honest, open, and actively listens to their ideas and concerns.
- Faculty said they offer students feedback on their learning and progress through targeted praise that addresses the learning. For example, “Really nice job in displaying each step of the problem in detail.” Instructors also display student work on bulletin board and other class areas to showcase student work. Several teachers indicated promptly grading and returning assignments to students in a timely manner allowed students time to reflect on the feedback and implement the comments in the future. Teachers said feedback is written down as well as mentioned verbally when work is returned. Opportunities for students to participate in study hall or targeted intervention are built into the day where students can receive more in-depth learning.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- Faculty were asked about professional development (PD) opportunities and how they remain current in their content area. Faculty report first and second year teachers new to FCALV attend the summer Hillsdale College learning conference. Faculty indicated this experience was excellent and conducive to their teaching vocation. New teachers also participate in two weeks of intentional training at the beginning of the school year. Administration observes classrooms and provides mentoring feedback. The mentoring feedback is supportive, not punitive. FCALV has academic coaches who distribute information consistently throughout the year. Staff development days occur every three months.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 20 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines.	This criterion was not observed or rated.
	Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	
	Total: 0	Total: 20	Total: 0	Total: 0	Total: 0
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 2	Total: 17	Total: 0	Total: 0	Total: 1

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's 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 is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 2	Total: 18	Total: 0	Total: 0	Total: 0
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 2	Total: 17	Total: 1	Total: 0	Total: 0
Quality and purpose of questions	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: 0	Total: 17	Total: 1	Total: 0	Total: 2
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 2	Total: 15	Total: 0	Total: 1	Total: 2

Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and 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 differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 2	Total: 16	Total: 2	Total: 0	Total: 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 2	Total: 16	Total: 0	Total: 0	Total: 2

Additional information about the classroom observations shared here when applicable

- In one elementary classroom, students counted and identified numbers. Students shared their answers and explained their thinking with their peers and the teacher.
- In one chemistry class, students mathematically converted atoms to moles, moles to atoms, and mole mass to grams, practicing proficiency on a worksheet. The instructor responded to student questions as they arose and redirected the whole class if a student struggled. The class responded to the redirection offering suggestions to solving the conversion.
- In one elementary classroom, students came to the board to demonstrate their understanding of given math equations.
- In one high school English language arts class, the instructor reviewed a literary text with the students. The instructor often got lost where she was in the text. She often stopped mid-sentence, losing her thought. There was a noticeable loss of learning time as the instructor seemed disorganized and lost in communicating the information.
- In one high school science class, the teacher lectured on telescopes while students took notes.
- In one third grade classroom students reviews grammar rules and parts of speech. Students sang the parts of speech and the principal parts of a sentence. Students engaged in the recitation, singing, and clapping along.
- In one elementary grade classroom, students read aloud a text with a partner who shares the same Lexile level. Students took turns reading to each other and asking comprehension questions on the text.
- In one second grade classroom, students listened to the teacher read aloud and students responded to questions about vocabulary and comprehension.
- In one middle school English language arts class, students explicated a poetry selection. Students then volunteered to recite the poem from memory concentrating on enunciation and proper delivery.
- In one high school classroom, the teacher discussed the cytoskeleton and facilitated discussions.
- In one middle school classroom, students learned the conservation of momentum. Students asked and answered questions.
- In one middle school English language arts (ELA) classroom students watched a video on Joseph Campbell's "Hero's Journey" preparing to begin a literature unit where students will implement knowledge of the hero's journey.

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, visual inspection 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.

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	<p>Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p>Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	<p>FCALV implements the material terms of their educational program, including a classical model for education. Curricular materials align to Nevada Academic Content Standards. FCALV protects the rights of students by ensuring student files are kept in a secure location. Classroom observations indicated students with an Individualized Education Plan (IEP) or learning English as a new language have supports. Students were observed interacting with peers or supported one on one with an aide or a teacher. The Site Evaluation Team observed students participating in hands-on activities and verbalizing and practicing communication using their English language skills. The school protects the rights of students by ensuring student files are kept in a secure location. Classroom observations indicated students with an IEP or learning English as a new language have supports. Classroom observations confirmed that the educational program conforms with the charter and that curricula aligns to NVACS.</p>
Indicator 3: Governance and Reporting	<p>Measure 3a: The school complies with governance requirements. Ex: Board policies and oversight of Education Service Provider.</p>	<p>Per board focus group and leadership focus group sessions, the FCALV governing Board follows its own governing board policies.</p>
Indicator 4: Students and Employees	<p>Measure 4a: Student records under lock and key/stored appropriately</p> <p>Measure 4d: Personnel files are under lock and key/stored appropriately</p>	<p>Student and faculty records are stored under lock and key in secured offices.</p>
Indicator 5: School Environment	<p>Measure 5b: Evacuation plans for classrooms are posted The school has fire extinguishers on all floors which are tagged. Active permit for food service (if applicable). Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration.</p>	<p>The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas, as well as an active food service permit. The site evaluation team visually checked and located cots, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.</p>

Measures of Progress from Previous Site Evaluations

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 during the school's previous evaluation.

<p>Summary of recommendations from most recent Site Evaluation</p>	<ul style="list-style-type: none"> • Improve current levels of student engagement to an even higher level. • Consider ways to increase student voice during class. This may include having students explain concepts to a peer, participate in Socratic Seminars, or calling on a variety of students to respond to a question. • Continue current efforts to develop and expand the availability of college preparation and career pathways.
<p>School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations</p>	<ul style="list-style-type: none"> • Students demonstrate whole class engaged learning by demonstrating active listening skills through stand-to-speak (standing, restating the question in response, making connections to the prior speaker's commentary), focusing on the analysis (why? and how?) and synthesis (connection to previous learning). Formative assessment includes notetaking, notetaking checks, quizzes, pre- and post-lesson activities, and daily assignments. • Student voice is evidenced through stand-to-speak, labs, peer-to-peer interaction, and Socratic seminars. • FCALV offers a Career and Technical Education CTE Program in <i>Business Management</i>. Honors level courses in history and literature, Advanced Placement (AP) courses in biology and art are also offered. FCALV has an agreement with the College of Southern Nevada (CSN) to promote and accept college credit courses as students dual enroll/dual credit.
<p>SPCSA staff assessment based upon findings during site evaluation</p>	<p>FCALV leadership believes recommendations from the 2020- 2021 Site Evaluation have been addressed by the board, leadership team, and staff. FCALV routinely uses data to inform school-wide decisions.</p> <p>SPCSA staff agrees with this assessment, and concluded that the board, leadership team, and staff continue to diligently address the academic and social-emotional needs of students using data to inform decisions. The site evaluation team collected evidence of student engagement and student voice through multiple classroom observations and focus group responses.</p>

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 are described within the body of the report and summarized here.

- Expectations for academics and behavior at FCALV are clear, consistent, and frequently communicated through multiple electronic mediums. Students and families know academic and behavioral expectations as they are strongly aligned to FCALV's mission of civic virtues and manners undergirded by principles of moral character. FCALV's ability to stay true to its mission creates a sense of security for parents, students, and staff. Regular communication with families regarding student academic progress assist the school emphasize its high levels of rigor. The school also provides opportunities for families to participate in ways to assist their learners at home. The school has offered parents a math class and a class in editing essay papers for example.
- FCALV possesses a strong sense of professional community. The staff and family focus groups spoke highly of the support they receive from leadership and one another in building and maintaining school culture centered around the school's eight pillars (citizenship, cooperation, courage, honesty, integrity, perseverance, respect, and responsibility). In the early elementary grades, teachers work with students to define, understand, and implement the pillars within school as well as in their daily habits external from school. Family and staff focus groups indicated the adherence to the pillars assist with discipline. Discipline is focused on asking questions and helping students to reflect, with the eight pillars functioning as the anchor. As the school leader stated, "We do not refer to our community as a family as bad behavior is acceptable in a family. In a professional setting, inappropriate behavior is not acceptable. If there is a disagreement, both individuals must be present. We mentor and model that we do not talk behind someone's back."
- SPCSA staff observed civility and manners between adults and students modeled in the classrooms and the common areas. FCALV administration, faculty, and staff model the eight pillars when speaking and interacting with anyone on campus. Leadership leads by example with the belief that adults are "always a role model for children." As FCALV is housed in one building, students in older grades mentor younger grade students through modeling appropriate behavior and speech. Younger grades look up to those in upper grades. Students in upper grade levels have opportunity to engage with younger grades throughout the school day. When students in upper grades serve as student aides in younger grades, the younger students aspire to be like the older ones. Older students learn to be compassionate, helpful, patient, self-reflective, empathetic, and responsible. These engagements make the young students feel important and valued. The opportunities for older students to engage with younger students offer occasion to learn that their speech and behavior can have an impact on others.
- FCALV has an ethnically diverse staff. Administration, faculty, and staff closely resemble the neighborhood in which the school resides. A diverse teaching staff provides students an opportunity to learn from those with different backgrounds and experiences from their own. "Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society; it fosters mutual respect and teamwork, and it helps build communities whose members are judged by the quality of their character and their contributions" (American Council of Education, 2021).

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.

- Leadership report challenges in supporting second grade teachers and students with students' academic, behavioral, and social and emotional needs. The SPCSA site evaluation team observed second grade students struggle academically and behaviorally due to COVID learning loss. Respect toward peers and adults, following classroom routines, off-task behaviors, distracted learning, and more positive student behaviors are daily efforts in which teachers work diligently to provide an academic learning environment which challenges students to grow and recover from lost instruction over the last two years.
- Substitute staffing is a challenge. As a single charter, FCLAV staff step into multiple roles performing many different duties within the building. Teachers often prep for multiple classes across grade spans. In the event of an absence, faculty routinely substitute during their preparation period. Administration will also step in and substitute. FCLAV leadership is aware and concerned about teacher fatigue.
- Challenges exist with families completing the form for Free and Reduced Lunch (FRL). Ongoing conversations on how best to educate and inform families on the FRL program and completing the form will allow the school broader options in nutritionally supporting the students.

RECOMMENDATIONS

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

- SPCSA staff recommend FCALV continue its efforts to increase enrollment with special populations. Outreach and recruitment in neighborhoods that are under-resourced may not be aware that a charter school is nearby. Targeted information conveying the definition of a classical education to the community will assist in building a diverse student population that includes wider ethnic populations, students learning English as a new language(EL), recipients of free and reduced lunch (FRL), and students with an Individualized Education Plan (IEP).
- SPCSA staff recommend FCALV strategize ways to support those enrolled in second grade academically, social-emotionally, and behaviorally. Students currently enrolled in second grade are experiencing school in person for the first time. Their kindergarten and first grade years were virtual due to the global COVID pandemic. Second graders are learning how to be a student during the 22-23 academic year. This includes such social-emotional relationship skills as responsible decision making, self-management, and self-awareness. Academically, second graders are mastering foundational skills conventionally obtained during kindergarten and first grade. SPCSA staff recommend FCALV continue analyzing student achievement data to inform and create curricular decisions and instructional implementations. Continue supporting second grade students define and understand the eight foundational pillars (citizenship, cooperation, courage, honesty, integrity, perseverance, respect, and responsibility) to bolster their understanding of what it means to be a student and a member contributing to school culture.

STRONG RECOMMENDATIONS

There were no strong recommendations identified for FCALV during this site evaluation.

DEFICIENCIES

There were no deficiencies identified for FCALV during this site evaluation.