



# Nevada State Public Charter School Authority

## Site Evaluation Report: **Somerset Academy Lone Mountain**

Evaluation Date: 1/24/2023

Initial Draft Report Date: Click or tap to enter a date.

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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

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## INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 1/24/2023 at Somerset Academy Lone Mountain (Lone Mountain). 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.

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 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

Somerset Academy Lone Mountain (Lone Mountain) is located in Las Vegas, Nevada in a facility at 4491 N. Rainbow. The school serves 1,012 students (as of the most recent Validation Day) in kindergarten through 8<sup>th</sup> grade. The mission of name of school is. "We prepare students to excel in academics and attain knowledge through life-long learning by dedicating ourselves to providing equitable, high-quality education for all students. We promote a culture that maximizes student achievement and fosters development of accountable 21<sup>st</sup> century learners in a safe and enriching environment."

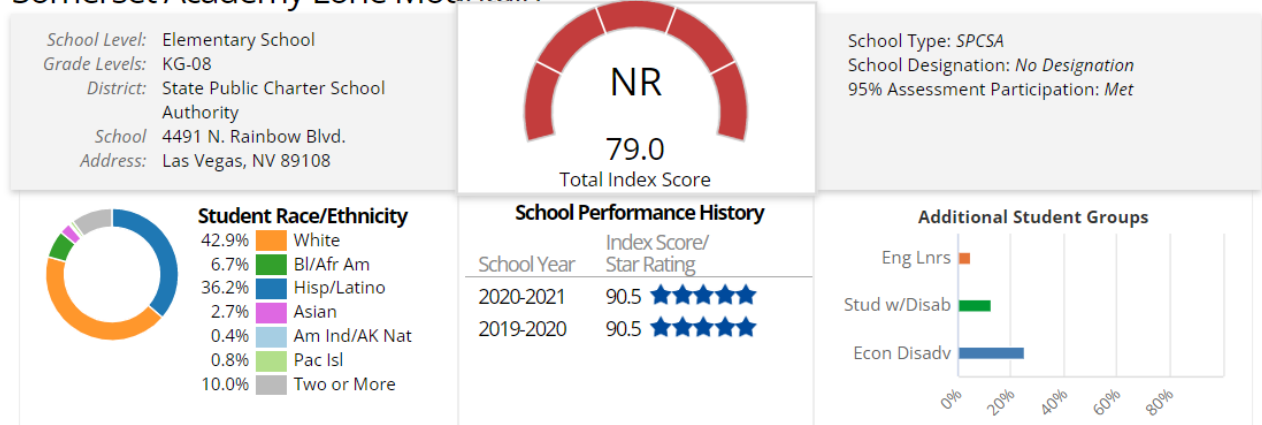
# ACADEMIC PERFORMANCE

## Nevada School Performance Framework 2022

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

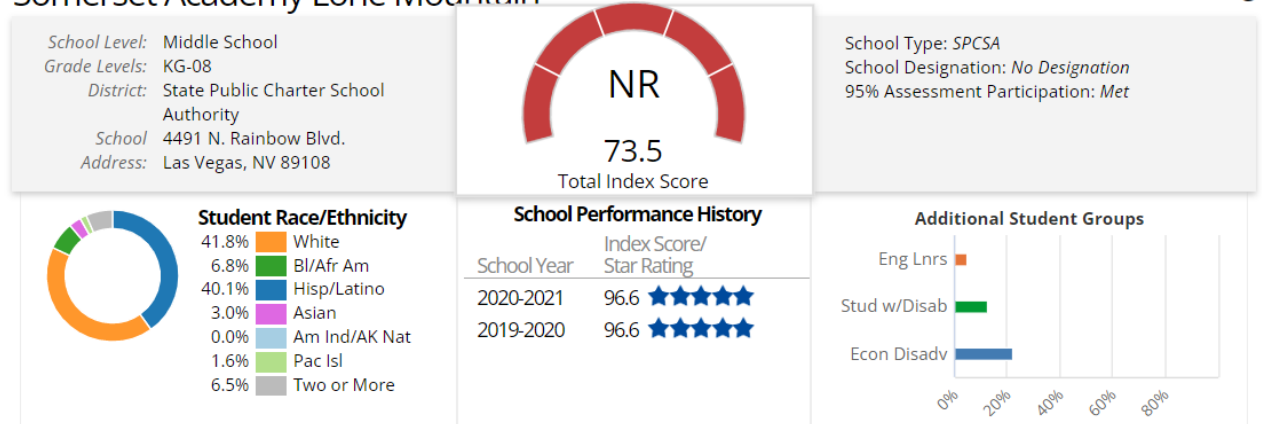
### Elementary School Somerset Academy Lone Mountain

School Year 2021-2022 Nevada School Rating



### Middle School Somerset Academy Lone Mountain

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	54.7	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	72.7	72.8	70.4			
Black/African American	25.0	30.3	35.7			
Hispanic/Latino	45.7	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	60.7	55.6	57.5			
White/Caucasian	64.9	60.7	61.3			
Special Education	21.0	26.3	32.1			
English Learners Current + Former	48.2	34.9	39			
English Learners Current	35.2	25.5				
Economically Disadvantaged	34.6	35.6	42			

##### ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	57.6	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	81.8	74.9	76.7			
Black/African American	33.3	39.8	45.4			
Hispanic/Latino	44.8	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	64.2	61.5	66.2			
White/Caucasian	67.9	65.5	69			
Special Education	18.4	25.5	33.5			
English Learners Current + Former	43.8	37.4	44.4			
English Learners Current	23.5	24.4				
Economically Disadvantaged	38.4	42.8	49.4			

#### Middle School

##### Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	54.7	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	72.7	72.8	70.4			
Black/African American	25.0	30.3	35.7			
Hispanic/Latino	45.7	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	60.7	55.6	57.5			
White/Caucasian	64.9	60.7	61.3			
Special Education	21.0	26.3	32.1			
English Learners Current + Former	48.2	34.9	39			
English Learners Current	35.2	25.5				
Economically Disadvantaged	34.6	35.6	42			

##### ELA Proficient

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American Indian/Alaska Native	-	40.8	45.4			
Asian	81.8	74.9	76.7			
Black/African American	33.3	39.8	45.4			
Hispanic/Latino	44.8	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	64.2	61.5	66.2			
White/Caucasian	67.9	65.5	69			
Special Education	18.4	25.5	33.5			
English Learners Current + Former	43.8	37.4	44.4			
English Learners Current	23.5	24.4				
Economically Disadvantaged	38.4	42.8	49.4			

# SPCSA Academic Performance Framework Geographic Comparison Report

## Elementary School

**GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)**  
SPCSA school NSPF performance vs. comparison district/school(s).

**25/25** 15 automatic points in indicator.  
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

**NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)**

**10/10** NSPF score difference of 29.9 between school (79 points) and comparison district (49.1 points).

**NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)**

**15/15** NSPF score difference of 36.5 between school (79 points) and comparison school (42.5 points).

## Middle School

**GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)**  
SPCSA school NSPF performance vs. comparison district/school(s).

**25/25** 15 automatic points in indicator.  
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

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**NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)**

**15/15** NSPF score difference of 36.5 between school (79 points) and comparison school (42.5 points).

# SPCSA Academic Performance Framework Diversity Comparison Results

## Elementary School

**ENROLLMENT DIVERSITY INDICATOR (15 POINTS)**  
SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

**8/15** 0 bonus points in indicator.  
One bonus point per group with 25%+ increase over prior year.

**ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)**

**1/5** School FRL rate of  $\geq 20$  to  $< 30\%$  compared to district GrK-5 FRL rate of  $> 95\%$ .

**5/5** School IEP rate of  $\geq 10$  to  $< 15\%$  compared to district GrK-5 IEP rate of 11.9%.

**2/5** School EL rate of  $< 5\%$  compared to district GrK-5 EL rate of 19.3%.

## Middle School

**ENROLLMENT DIVERSITY INDICATOR (15 POINTS)**  
SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

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One bonus point per group with 25%+ increase over prior year.

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**2/5** School EL rate of  $< 5\%$  compared to district GrK-5 EL rate of 19.3%.

# FOCUS GROUP SUMMARIES

## FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30 minutes
Parents/Families	10	30 minutes
Students	11	30 minutes
School Leadership	5	30 minutes
Staff	13	30 minutes

### Governing Board<sup>1</sup>:

- The board of directors for Somerset Academy of Las Vegas hold meetings once every other month and as often as needed to execute” their role<sup>2</sup>. Board members reported their responsibilities include:
  - Setting the strategic direction for Somerset Charter Schools
  - Ensuring compliance with applicable laws, bylaws, and the charter,
  - Approving and overseeing the annual budget,
  - Approving management, operational, and service contracts,
  - Ensuring the financial health of the school through careful monitoring and proactive action,
  - Hiring an independent auditor,
  - Hiring, setting compensation for, and evaluating the principal of each Somerset Charter school,
  - Evaluating the support and services of any educational service providers through regular correspondence and annual review of their performance
- According to governing board focus group participants, addressing chronic absenteeism is a topic at each board meeting. The board and school leadership continually discuss ways in which to manage attendance challenges along with each school’s ability to self-govern. The board is current on each school’s initiatives. One board member said, “Some schools have designated personnel who contact parents, some schools have personnel that will email home, others have created incentives at school.” Another board member indicated one approach the board has taken. “We have strategically moved certain dates, like instead of a data day being on a Thursday, we moved it to Friday.”
- Governing board members said there are no open seats on their seven-member board. Governing board focus group participants explained they have a finance sub-committee. The finance sub-committee meets a week prior to the general board meeting. The governing board receives an income statement, overall balance sheets, the projected and day-to-day data, as well as the daily attendance of each Somerset school. The board also reviews cash on hand.
- Board members reported how their Educational Management Organization (EMO), Academica Nevada, is evaluated yearly. “The lead principal for Somerset Academy of Las Vegas develops survey questions alongside his team. The survey is then distributed to all Somerset schools.” The lead principal and his

<sup>1</sup> Two members of the seven member board participated. Quorum was not met, and Open Meeting Law was not violated.

<sup>2</sup> The Somerset Governing Board of Directors oversees seven schools within the Somerset Academy of Las Vegas system: Somerset Academy of Las Vegas- Aliante, Somerset Academy of Las Vegas – Lone Mountain, Somerset Academy of Las Vegas – Losee, Somerset Academy of Las Vegas- Lone Mountain, Somerset Academy of Las Vegas – North Las Vegas, Somerset Academy of Las Vegas – Skye Canyon, Somerset Academy of Las Vegas Sky Pointe, and Somerset Academy of Las Vegas – Stephanie.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

team obtain the results, compile the results, and present the results in a report. “The governing board receives the report, and we examine the data. We then inform the EMO of our evaluation.”

### Parents/Families:

- Families shared many adults at Lone Mountain know the students by name. “I was surprised and impressed that adults who don’t even teach my children know my children by name.” Parents indicated the adults at the school know students by name including their interests, and where they are going to school once they go to high school. One parent said, “they make it their mission to personalize and make people feel welcome.” The word *amazing* was used often during the focus group to describe faculty, staff, and administration.
- Parents shared their child/ren frequently brings home the language of the classroom in the form of new vocabulary, concepts, or questions. Several parents shared how students are excited to talk about their learning when they are excited about the learning. One parent said her child packed her backpack, her lunch, and her homework claiming, “I am being proactive. She was mirroring the language of the mission statement; ‘be proactive, think with the end in mind, and put first things first.’ I was impressed.”
- Parents explained Lone Mountain teachers are good at communicating school events and information about their children’s academic progress. Electronic communication such as email, software applications, and the school’s website compliment hard copies of information that are brought home for families to review. Parents of elementary students indicated a weekly folder comes home containing important dates, spelling words, tests, quizzes, and other class information. Parents went on to explain that beginning in fourth grade, “students are weaned off of relying on teachers communicating with parents. They make students responsible for knowing when projects are due and advocating for themselves. So, when the children begin middle school, they are taking responsibility for their learning and when things are due.” Another parent explained fifth grade students have planners and students write down what is due each week. “The students are supposed to reach out to the teacher when they are absent, ask for what they will be missing, what is due, etc.” Parents receive mails regarding student performance and ways to support students in their academic work. One parent reported, “The teacher called home on a Sunday and let us know our child was on a streak with her i-Ready program but was falling a bit behind. The teacher said she didn’t want my child to lose her streak and wanted to communicate with the family.” The parent appreciated the personal touch.

### Students:

- Students said their teachers know them very well. A few students indicated some of the teachers attend the students’ extracurricular activities. Students shared that they enjoy the efforts that teachers take in “knowing our names, our families, what we like, and what we don’t like.” One student explained the principal and teachers “get to know our interests and they will share that on the school’s social media.” Several students described teachers being glad when students return from being absent. One student said, “When we travel and come back, teachers and the principal know where we went and ask about our travels. That’s pretty cool.”
- Students feel respected when they receive focused attention from the teacher. Students appreciate, “when the teacher works with us one-on-one.” Students value small group instruction and



# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

intervention time, as well as being “told what we did well academically.” Several students mentioned receiving compliments on their academic logic and thinking. Elementary students especially enjoy their teacher reading to them.

- Students reported knowing how assignments and projects will be graded prior to completing the assignment. One student indicated, “Sometimes we get checklists. On some assignments we just know how many points the assignment or quiz will be.” Projects can extend to school-wide events. For example, middle school students are preparing for a history fair and will invite families. “Sixth grade is focusing on ancient civilizations. Seventh grade is doing colonial America, and eighth grade is researching American history since World War I.” Students said they were provided grading rubrics in advance so they know precisely how they will be scored.

### **Leadership:**

- Leadership shared a few challenges at the Lone Mountain campus. During the focus group, participants shared, “One challenge our school has struggled with is reaching our vulnerable students: English Learners, students with an Individualized Education Plan (IEP), or students on a free and reduced lunch program (FRL). With our vulnerable student population continuing to grow, we have had to provide our teachers and staff members with the tools and resources necessary to best support this student population.” Resources to support the specialized populations enrolled at Lone Mountain have been challenging.
- The leadership team explained their English language learner (EL) population has grown from <5% to 5.4%. “EL students work closely with the EL Coordinator during designated time slots throughout the week.” As the EL population has grown, focused attention to the EL population has become a priority according to Lone Mountain leadership. “We have an emphasis on literacy and writing. Intentional activities allowing students to practice speaking proficiency is now included in instruction.” Leadership went on, stating that students record their speaking and listen to their voice as part of their speaking practice. Instructional strategies are beneficial for both the EL population and general education students include activating prior knowledge on a unit, sentence frames, and graphic organizers. According to leadership, all teachers at Lone Mountain have received professional development (PD) on EL strategies.” PD on WIDA<sup>3</sup> has included implementation of the WIDA domain rubrics and the “can do language descriptors<sup>4</sup>.” Finally, it was shared that teachers at Lone Mountain use the WIDA language descriptors as a tool for common language. Leadership closely monitors math and language growth this year, targeting where students are growing and where students are challenged.
- School leadership provided details on services to support students with an IEP. It was explained that students who have an Individualized Education Plan (IEP) participate in modified inclusion, push-in and push-out services, and that there is intensive intervention for students three to four academic levels below grade level. Intensive intervention takes the place of students’ electives. The special education (SPED) department created an IEP at a glance to assist general education teachers in streamlining

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<sup>3</sup> World-Class Instructional Design and Assessment (WIDA) is a series of English language proficiency assessments for Kindergarten through Grade 12.

<sup>4</sup> Can Do Descriptors describe what learners can do with language across different content areas.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

accommodations. SPED teachers meet with general education teachers and conduct a sixth month review of student progress toward IEP goals and objectives. Families receive quarterly progress reports.

- Leadership described efforts to connect with families and explain why completing the FRL application is important to obtaining school funding, school resources, and how these resources help students. Efforts to connect with families has assisted in greater numbers of the FRL application form being returned to the school. The application is provided in English and Spanish with sections highlighted that need to be filled out. School personnel will telephone families if portions of the application are left incomplete or not completed properly.
- Leadership reported quickly pivoting to meet students' need, adjusting instruction, lessons, and individualized academic attention as needed. The school meets students where they are and focuses on growth. "Every student is on an intervention program and receives targeted instruction during intervention time. Middle school students are supported in mathematics during the intervention and enrichment block titled WIN (What I Need) time. During WIN, students are placed with peers who are at a similar academic level. "We extended the school day by 15 minutes to build in an extended WIN time from 30 minutes to 45 minutes."
- Chronic absenteeism has been a concern for a few years at Lone Mountain according to leadership. COVID added to attendance challenges. There is attention to boosting attendance and addressing chronic absenteeism. Family communication and contact is of primary importance according to school leadership. The registrar provides administration a list of who has been absent and telephone calls are made to families. School personnel speak with parents about the correlation between in-class time and success in learning. "We ask parents to come up with an action plan to address the connection between attendance and learning." Prior to the COVID pandemic, attendance was a school-wide goal. Now that COVID lock-down has been lifted, leadership shared that the school is considering making attendance a school-wide goal again.

### **Staff:**

- Staff reported using formative feedback with students daily. Faculty said they use Kagan strategies to reinforce "discussion norms and reinforce good behavior" in class and in the common areas. One teacher said, "I model conflict-resolution when I can. We listen to other people's feelings in class. 90% of the time it's a misunderstanding. Teachers said they work diligently in their classes for students to understand why a behavior may not be appropriate rather than just saying they are sorry. Several teachers conveyed encouraging positive behavior response by providing stickers, check marks, house points.
- Staff described using formative feedback with students daily. Several instructors said during math classes, assignments are graded as a class "so students can see where their error was in the moment." Students can then volunteer to write their thinking on the whiteboard, showing their work and receiving feedback from peers and the instructor. If the class is below 75% on a quiz, "we will revisit and then take another quiz." Teachers offered several examples of utilizing formative assessment in their daily classes. One teacher said if an activity or assignment did not go so well, "I ask the whole class, 'what happened?' Students are honest and forthcoming as to what they think happened." Another teacher asks students to repeat or restate the question allows him/her to know if the students are understanding the task.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

Several teachers said restating someone else's comments is a good life skill. "It reinforces active listening." Other teachers shared they find it helpful to relate academic concepts to outside the classroom. A few faculty in the focus group shared students use portfolios to collect their classwork over time. Students are then asked to reflect on their efforts and growth in a particular academic area in writing. "I ask them questions such as, 'what grade would you give yourself and why?' or 'what you would change and why?' I also ask them to review their peers' portfolios ask and answer the prompt 'what did you see that a peer did that you would add next time to your own work?'" One teacher said, "It is important to stay positive and encouraging. For example, I like to say, 'that was a great answer' or 'that was a good effort.'" Another teacher agreed and said, "I like to model appropriate feedback and good verbal responses. For example, 'that was a good topic sentence.'" Faculty said WIN time in particular allows targeted feedback on student growth.

- Students have the opportunity to provide feedback to their peers regarding their work and academic understanding. Teachers reported implementing activities such as think-pair-share, should partners, table groups, and popcorning so students can speak to each other about the learning and explain concepts. One teacher explained, "I also wait for students to ask for help rather than run over and assist them." Several teachers agreed with this statement, indicating it was a good way to teach students to problem-solve and trust in their own abilities before asking for help.
- Morale is high amongst faculty and staff at Lone Mountain. Faculty said they genuinely respect and like each other. "We receive notes of encouragement that are heartfelt and appreciated from school leaders." Teachers shared they especially appreciate the "Woot-Woot wagon" that comes around with treats just for teachers. Teachers feel that each person on staff will help them as needed. Faculty reported feeling very comfortable speaking with administration. The principal was commended for being a good leader from those in the focus group. "He is a leader, not a boss. Teacher retention is strong because teachers are supported and appreciated. We work together as a team." Many said the principal was the best principal in which they have worked. "He is a good communicator. He does everything in the best interest of kids, He listens to teachers." One teacher said, "I have seen 93% growth in my students' math skills from the beginning of the year. It is because administration supports teachers." Several teachers agreed with this statement indicating, "Teachers are autonomous and respected." Teachers explained leadership is very good at providing PD. PD is reimbursed if teachers have to pay out of pocket for a particular workshop or training session. Teacher led PD is also offered. "A teacher may say, 'hey, this is what is working in my classroom. Come on over and watch and we can talk about it.'" Several teachers indicated the Ron Clark Academy (RCA)<sup>5</sup> Approach undergirds much of the philosophy at the school. "Leadership makes RCA a priority." Teachers said their participation in RCA PD "was life changing. It was very emotional."

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<sup>5</sup> The Ron Clark Academy is a non-profit school known for its success in creating a loving, dynamic learning environment that promotes academic excellence and fosters leadership (Ronclarkacademy.com).

# CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 28 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Classroom Learning Environment is Conducive to Learning</b>	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.	
	<b>Total: 15</b>	<b>Total: 12</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Establishing a Culture for Learning</b>	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.
	<b>Total: 15</b>	<b>Total: 12</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 1</b>

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Purpose and Explanation of Content, Lesson, Unit or Classroom Activity</b>	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.
	<b>Total: 12</b>	<b>Total: 14</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 1</b>
<b>Students' Cognitive Awareness of Learning Goals/Targets</b>	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.
	<b>Total: 14</b>	<b>Total: 13</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 1</b>
<b>Quality and purpose of questions</b>	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.
	<b>Total: 4</b>	<b>Total: 17</b>	<b>Total: 3</b>	<b>Total: 0</b>	<b>Total: 4</b>
<b>Opportunities for student discourse and student use of academic language</b>	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.
	<b>Total: 8</b>	<b>Total: 17</b>	<b>Total: 2</b>	<b>Total: 0</b>	<b>Total: 1</b>

Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Intellectual Engagement in Learning</b>	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.
	<b>Total: 12</b>	<b>Total: 12</b>	<b>Total: 4</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Using Formative Assessment in Instruction</b>	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.
	<b>Total: 9</b>	<b>Total: 16</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 2</b>

Additional information about the classroom observations shared here when applicable.

1. In one sixth grade math class, students divided fractions. The teacher emphasized mathematic vocabulary. Students were asked to explain their reasoning orally. The teacher made connections between the vocabulary and solving equations. The teacher explained how this knowledge would assist in taking the SBAC.
2. In one middle level science class, students watched a video on erosion. The instructor asked students to stand and state one item they learned from the video. The teacher confirmed or re-directed the student statements. A student then reviewed the objectives and the class responded as to where and when the class addressed the objectives.
3. In one upper elementary math class, students explained how they solved multiplication equations using mathematical vocabulary. While some students were at the board writing out their solutions, the rest of the class worked in their math workbooks. Students were partially engaged and there was a lot of down time for those who were not writing on the white board.
4. In one upper elementary math class, student read word problems and created mathematical equations to solve the word problem. Students worked with partners. Then students were randomly selected to come to the board, show their work, and explain their logic in solving the problem. The instructor then explained how to solve the equation to the whole class.
5. In one middle school math class, students independently created explicit equations for a quadratic function. Students were also provided an opportunity to speak with a shoulder partner about their work and understanding of how to create the explicit equation with the information provided. The teacher then asked student volunteers to show and explain their work on the white board. Students encouraged volunteers and celebrated their explanations.
6. In one early elementary classroom, students rotated through four centers; i-Ready, math, partner read, and writing sentences on whiteboards. Students were engaged and clearly understood classroom expectations. Students asked for assistance from peers prior to asking for assistance from the instructor. The teacher circulated the room, checking for understanding, and monitoring student progress.
7. In one English language arts middle school classroom, students presented research on a topic for the class. The presenter created questions to ask the audience at the end of the presentation. Students also critiqued the presentation, highlighting critical feedback on resources used, information provided, voice inflection, eye contact, and pacing.

# 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
<b>Indicator 1:</b> Education Program	<p><b>Measures 1a and 1b:</b> 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><b>Measures 1c and 1d:</b> 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>	Lone Mountain implements the material terms of their educational program. Curricular materials align to Nevada Academic Content Standards (NVACS). Lone Mountain protects the rights of students by ensuring student files are kept in a secure location. Classroom observations confirmed that the educational program conforms with the charter and that curriculum aligns to NVACS.
<b>Indicator 3:</b> Governance and Reporting	<p><b>Measure 3a:</b> The school complies with governance requirements            Ex: Board policies and oversight of Education Service Provider</p>	Per the governing board and leadership focus group sessions, the Somerset Charter School Governing Board is following governing board policies.
<b>Indicator 4:</b> Students and Employees	<p><b>Measure 4a:</b> Student records under lock and key/stored appropriately</p> <p><b>Measure 4d:</b> Personnel files are under lock and key/stored appropriately</p>	Student files are digitized in infinite campus. Hard files have been sent to Academica for storage. SPED files are kept under lock and key in the special education facilitator's office.
<b>Indicator 5:</b> School Environment	<p><b>Measure 5b:</b></p> <ul style="list-style-type: none"> <li>• Evacuation plans for classrooms are posted</li> <li>• The school has fire extinguishers on all floors which are tagged</li> <li>• Active permit for food service (if applicable)</li> <li>• Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration</li> </ul>	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 a cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.



## 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>Self-Assessment of the implementation of prior recommendations by school staff</p>	<ul style="list-style-type: none"> <li>• Continue to focus on increasing the number of students within the FRL category at both the elementary and the middle school levels. The population of English Language Learners at the elementary level should also be a focus of improvement.</li> <li>• Consider making an operational change to the lunch system. Students voiced a request during the student focus group regarding the House system, saying they would like to eat lunch as a whole school instead of eating with only their houses during lunch time.</li> <li>• It is recommended that the Somerset Board examine their current method of evaluating the EMO, Academica.</li> </ul>
<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"> <li>• Lone Mountain uses a weighted lottery, giving priority to students identified as a member of a special population category (FRL, IEP, or EL). This school year, Lone Mountain hired an EL Coordinator/Interventionist and her main responsibility to closely monitor the EL students.</li> <li>• Students now sit with their class, not with their house.</li> <li>• A new evaluation system for Lone Mountain's management company, Academica Nevada, has been developed and put into practice. Yearly, the Somerset lead principal and staff develop a questionnaire, distribute it to Somerset schools, collect the results, and compile the responses. This data is then coordinated and presented to the governing board.</li> </ul>
<p>SPCSA staff assessment based upon findings during site evaluation</p>	<p>Lone Mountain leadership believes that recommendations from the 2020- 2021 site evaluation have been addressed by leadership, the governing board, and staff. Intentional strategies to address specialized populations is ongoing.</p> <p>SPCSA staff agrees with this assessment, and concluded that the board, leadership team, and staff continue to diligently address growing the specialized needs population to align with the SPCSA's mission "ensuring equitable access for students from all backgrounds and value the voices of all members of our community."</p>

# SITE EVALUATION FINDINGS

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## 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.

- The leadership at Lone Mountain is perceived to be a strength by SPCSA staff. Lone Mountain ability to address the recommendations from the previous site evaluation demonstrates effective leadership. Leadership reported they are working to address academic growth and proficiency scores. Leadership reported student academic growth is a primary focus this academic year. Intentional emphasis on math skills through concentrated training, PD, and PLC time this year undergird student academic growth. “Principal support positively influences both professional learning communities and collective responsibility, which in turn, affects student math achievement via group-level teacher expectations” (Park, Lee, Cook, 2018). Leadership shared they are addressing chronic absenteeism by educating families on the correlation between in-class attendance and academic success. Leadership explained they utilize multiple media platforms to communicate with families concerning student progress and school events. These include computer applications such as Class Dojo, Infinite Campus, as well as email, text messages, the school newsletter, and the school website. Effective leadership is demonstrated by Lone Mountain’s leadership team as they consistently and purposefully utilize data to inform instructional and curricular decisions.
- Lone Mountain’s use of data to make instructional and curricular decisions is a strength observed by SPCSA staff. Lone Mountain’s attention to student academic growth is evident with the interventions observed throughout the site evaluation classroom observation process. The site evaluation team observed push-in and push-out activities, and small group instructions throughout classroom observations. Lone Mountain’s support personnel include an EL coordinator, a SPED coordinator, and restorative justice coordinator. A one-page “SPED snapshot” was designed and applied school-wide for those teaching students with an IEP. The “SPED snapshot” provides a quick reference of student’s education plan and accommodations for ease of implementation.
- Lone Mountain strives for a student-centered approach to learning and instruction aligned with Ron Clark Academy (RCA), including the use of school-wide accountable talk and the house system. SPCSA staff observed student voice, student confidence, and student leadership modeled during the site evaluation. Examples of students taking leadership roles include second grade students leading morning announcements and the pledge of allegiance. Announcements include a portion of the mission statement to focus on for the day. Students are also highlighted by name and receive house points during the morning announcements. There are numerous opportunities for students to practice leadership skills, including Leadership Day in which students lead and manage the school. Adults are present and assist when necessary.
- Lone Mountain has strong family engagement. The school communicates regularly and consistently with the message that “parents are partners in student learning.” The family focus group described frequent contact between the school and families. The student and family focus groups reported the school takes a genuine interest in the students and their families and this builds morale. Strong family engagement allowed the school day an extension by 15 minutes to incorporate WIN time. As leadership said, “A strong family culture has been established. We have a high level of parent involvement. Our Parent University program has provided families with essential information they can

benefit from to further support their student at home. Having a strong partnership with parents allows our school to best support students to the highest degree.” Parent University brings parents to the school and orients families with at home instructional strategies. Parent University also introduces parents to with standards-based instruction, common school-wide vocabulary, and the assessments students will take that academic year. Parent university is designed to really allow families to support their students.

## 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 indicated chronic absenteeism is an ongoing challenge. Leadership has increased efforts to educate families on the correlation with in-class seat time and student success. Leadership and the governing board continue to communicate and strategize ways in which to lesson chronic absenteeism.
- Leadership reported Lone Mountain has challenges increasing the number of diverse students who receive free and reduced lunch (FRL), are English learners, and/or learners with special needs. Lone Mountain continues to strategize ways in which to address this challenge. School leadership indicated, “One challenge our school has struggled with is reaching our vulnerable students: with proper resources. With our vulnerable student population continuing to grow, we have had to provide our teachers and staff members with the tools and resources necessary to best support this student population. Finding the funding to provide these resources is challenging.”
- School leadership indicated school-wide math proficiency rates are a concern and an area of focus this year. “44% of our elementary students are considered proficient in mathematics based on our i-Ready winter diagnostic assessment. 40.5% of our middle school students are considered proficient in mathematics based on our i-Ready winter diagnostic assessment.” Leadership strives to provide an academic learning environment which challenges students to demonstrate academic growth. Leadership reported teachers collaborate and develop ways to improve student achievement through structured intervention time and WIN time to meet the needs of 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.

- According to the SPCSA’s student enrollment data, FRL has increased at Lone Mountain from 21.4% in academic year 2021-2022 to 28.4% in the 2022-2023 year. Although Lone Mountain has increased their FRL enrollment numbers, they are below the SPCSA’s average of 46.4%. While IEP student enrollment has grown from 12.5% to 14.1%. Lone Mountain has increased their EL enrollment numbers from <5% to 5.4% but is still below the SPCSA average of 9.2%. The SPCSA’s strategic plan includes “access to high-quality schools for all of Nevada’s students”. There is a commitment to “ensuring equitable access for students from all backgrounds and value the voices of all members of our community” within the SPCSA’s mission and vision statement. The SPCSA site evaluation team recommend Lone Mountain continue efforts to increase enrollment of diverse student groups who receive free and reduced lunch (FRL), are English learners (EL), and/or learners with individualized education plans (IEP). SPCSA staff can be available to discuss next steps with school leadership and the governing board if desired. As many schools in the SPCSA portfolio are prioritizing this work.

- SPCSA staff recommend Lone Mountain continue efforts in addressing chronic absenteeism. Create a formalized plan to address chronic absenteeism and continue educating parents on the correlation between attendance and learning success. Chronic absenteeism for elementary school is 8% and 12% at middle-school. Chronic absenteeism predicts low academic success and eventually is a predictor of students who may drop out of school (Sugrue, Zuel, & Laliberte, 2016).
- SPCSA staff recommend Lone Mountain continue building methods and strategies that increase student performance and achievement. Strategies such as Total Physical Response (TPR), increased student voice during the learning process, and raising Depth of Knowledge (DOK) Questions, as well as increasing the use of accountable talk during class time will build student agency. Increase intentional interventions to under-resourced communities, and continue to build undergirding for EL scaffolds, writing, and speaking skills. “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).

## **STRONG RECOMMENDATIONS**

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

## **DEFICIENCIES**

There were no deficiencies identified for Lone Mountain during this site evaluation.