



Nevada State Public Charter School Authority

Site Evaluation Report: Alpine Academy
Evaluation Date: 11/9/2021
Report Date: 11/29/2021

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Appendices

A: Nevada State Performance Framework

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

B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-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 November 9, 2021, at Alpine Academy. 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

Alpine Academy is in Sparks, Nevada in a facility at 605 Boxington Way. The school serves 116 students (as of the most recent Validation Day) in 9th through 12th grade. The mission of Alpine Academy is: "To ensure students receive a quality education and obtain the necessary skills and knowledge needed to progress in life."

ACADEMIC PERFORMANCE

Nevada School Performance Framework 2019

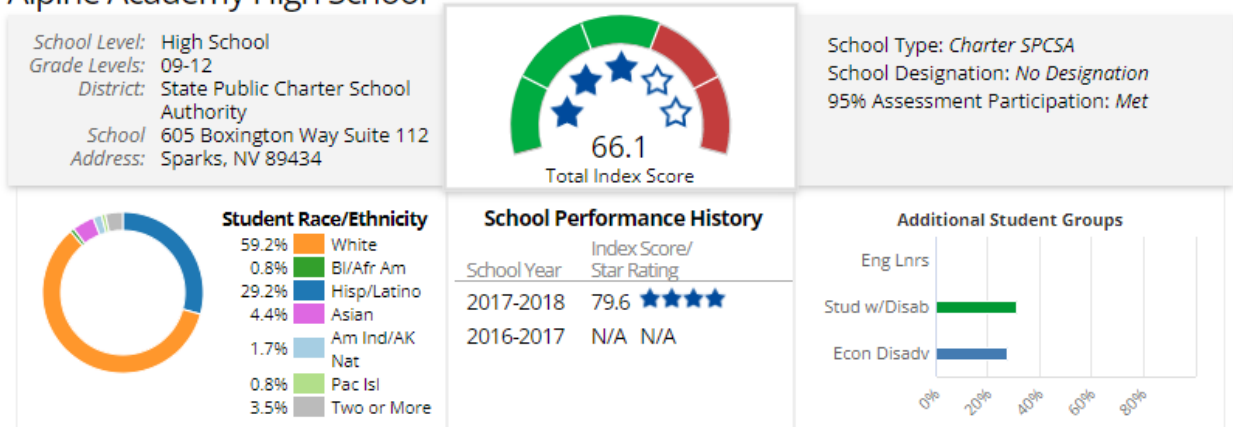
Note: context for data sets where data are incomplete. This information is provided to assist in understanding the data sets impacted by the pandemic.

Alpine Academy serves 116 students in grades 9 through 12.

High School

Alpine Academy High School

School Year 2018-2019 Nevada School Rating



Alpine Academy
Math and ELA Results
Nevada School Performance Framework
2019

Note: context for data sets where data are incomplete. This information is provided to assist in understanding the data sets impacted by the pandemic.

Proficiency Rates

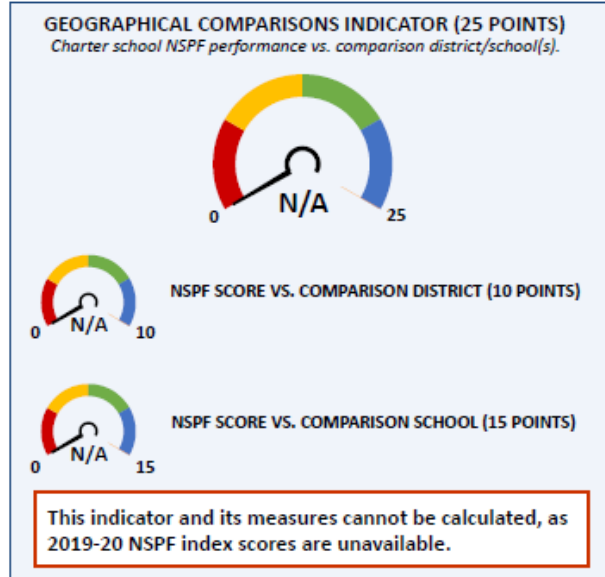
High School

Math Proficient				Math Proficient Points Earned: 10/10		
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	45.0	25.8	32.83	31.5	23.8	29.29
American Indian/Alaska Native	-	-	23.12	-	16.6	19.07
Asian	-	50.0	50.27	-	54.7	47.65
Black/African American	-	7.5	18.42	-	6.2	14.12
Hispanic/Latino	-	18.5	22.93	-	17.5	18.87
Pacific Islander	-	16.0	29.26	-	6.2	25.54
Two or More Races	-	26.0	36.96	-	26.1	33.64
White/Caucasian	58.3	32.0	44.25	37.5	28.4	41.31
Special Education	-	6.1	12.38	20.0	2.2	7.77
English Learners Current + Former	-	5.0	14.52	-	10.9	10.02
English Learners Current	-	0.0	-	-	2.4	6.96
Economically Disadvantaged	-	14.6	24	9.0	13.3	20.01

ELA Proficient				ELA Proficient Points Earned: 10/10		
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	70.0	53.9	48.54	55.2	44.5	45.83
American Indian/Alaska Native	-	-	36.76	-	36.3	33.43
Asian	-	71.0	65.11	-	68.4	63.27
Black/African American	-	32.8	31.39	-	21.6	27.78
Hispanic/Latino	-	47.3	36.5	-	39.5	33.15
Pacific Islander	-	52.0	48.75	-	37.5	46.05
Two or More Races	-	62.5	58.07	-	46.9	55.86
White/Caucasian	75.0	59.7	62.25	66.6	50.0	60.26
Special Education	-	18.8	15.71	20.0	9.0	11.27
English Learners Current + Former	-	18.1	17.52	-	21.8	13.18
English Learners Current	-	10.6	-	-	9.7	6.9
Economically Disadvantaged	-	41.9	37.66	27.2	31.2	34.37

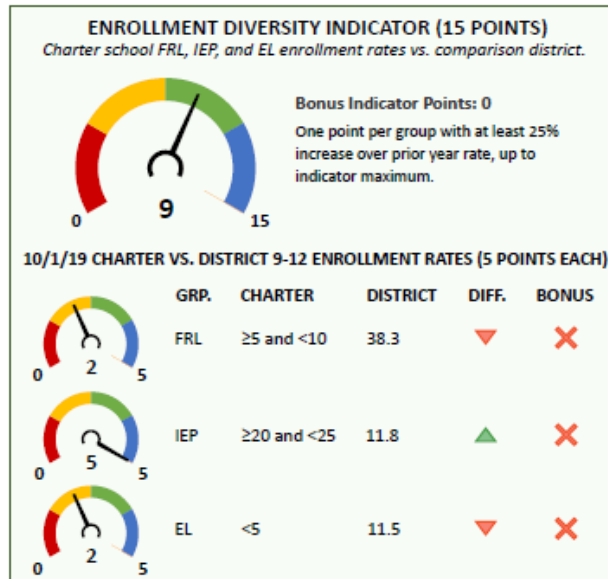
SPCSA Academic Performance Framework Geographic Comparison Report

High School



SPCSA Academic Performance Framework Diversity Comparison Results

High School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board ¹	2	30 minutes
Parents/Families	4	30 minutes
Students	8	30 minutes
School Leadership	2	30 minutes
Staff	7	30 minutes

Governing Board¹

1. The board explained that they are aware of several unique qualities Alpine Academy has to offer. For one, the school has smaller class sizes. In addition, the school leader is well-liked, persistent, and has a great deal of background knowledge about the campus because she taught there several years ago. According to the board members, the school leader has been instrumental in the school's success and is very responsive to parents and board members. Board members went on to say that having a smaller student body has allowed the school to ensure that each student is heard and made to feel welcome and safe.
2. The school board meetings have been streamlined which has allowed the board to have a better understanding of what is going on the school according to focus group participants. Board members said there is a high level of dedication from staff and leadership to the mission of the school, and the school is doing a great job preparing students for post-high school success. The Board meets monthly and recently returned to having some meetings in person. Focus group members stated that the meetings are well-structured, and members receive regular reports for academics, finances, and operations. The board has recently added working groups and subcommittees to allow for detailed discussions. The board has also added new members who are qualified and bring experience from serving on other public boards.
3. The school board members have encouraged students to attend the board meetings so they can have input with how the school operates. The board and school have had discussions to add student government which would allow for more student feedback and encourage civic engagement amongst students. The board members hope more participation by students at meetings will increase engagement across the entire student body.

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Parents/Families:

1. Families said their children have excelled since starting at Alpine. Focus group participants shared that they have seen improvements in their child's enthusiasm for learning. The families said they like the small classroom sizes which have worked well for their children. Families said that their children love going to school to the point that one parent said their child asks them, "Why is there a fall break?" The family members explained that their high schoolers are happier during the school year than when school is out of session and the young people look forward to going to Alpine every day.
2. When families were asked about updates to their student's progress, they said that the school will send reports home and allow the families time to understand where their children are in the levels of learning. Families added that teachers and staff will use email, text messages, and phone calls to stay in touch.
3. The parents did say their children hoped the school would add an additional stall in the men's restroom because there is only one and that is not enough for the number of boys at the school. Families expressed great appreciation for Alpine staff as they always do their best to make students feel comfortable. One parent described how the staff at Alpine encouraged a student to do an art presentation instead of giving her valedictorian speech because the student did not like public speaking. All families complimented the school on the support their children receive and said they were grateful their children could receive the consistent individual support. Families said they feel welcome when they come to the school, and anytime there may be a concern, it is quickly resolved. Families said Alpine is a valuable resource for the community and they have all been pleased to see enrollment growth that has been happening.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

1. According to students, the return to in person learning has been good. Some students said that remote learning last year went well also, but that the school has done a good job welcoming the students back into the class. Students said they really like being in person with their classmates again. The school also maintained constant contact with students while online last year. Alpine has also revisited lessons that may not have been learned in online classes last year. Students said the teachers really care about how well they do in school. Students who have attended Alpine for multiple years complimented the school on the growth it has had over the past year.
2. The students said one of the most important things a teacher can do is to be able to recognize their face and remember their name. Students said that having that positive interaction at school makes them feel like the teachers care about them, and they went on to explain how the teachers at Alpine do this by learning tidbits about them during the beginning of the year. The students said they also have appreciated how their teachers are passionate about the subjects taught and that passion gives them more enthusiasm to learn too. Students said the school ensures they are enrolled into classes that push them, and that the school is very intentional in placing them at levels that meet their needs. According to students, Alpine staff have high expectations for students, but they also help them meet those expectations. Students explained that if they don't feel challenged, Alpine offers honors courses that allow them to be more challenged with the subject matter. Students said they also participate in the dual credit program. Staff at the school have worked with students to ensure they are ready to take college level courses. Students explained how they enjoyed seeing what it would be like to learn in a college setting, which in turn has helped them gain a better understanding of what they would like to study at college.
3. Students shared that Alpine teacher communicate well with them and will adapt teaching methods based on student feedback. Students also noted that they enjoy when teachers have more open discussions in their classes which allowed them to discuss topics with their classmates that may not be directly associated with the lesson plan. Overall, teachers are very attentive to the needs of the students at Alpine according to focus group participants, which stated that teachers take the time to make sure students feel respected and heard by their teachers. Students said this gives them a sense of security but also accountability because they are unable to hide things from their teachers or the leaders at the school. The focus group did note that some students at the school appear to get away with things they shouldn't be doing, and those students can make it difficult for others to learn and remain focused in class. Students said they hope the school promotes resources for classmates who may be struggling with substance abuse or mental health issues or by providing more counselors for students to speak with. Students said they would recommend having group activities such as "Belong" that would be support groups for students. The pandemic may have caused some of these social and emotional learning challenges and the student focus group encouraged the leaders and staff at the school to not lose focus on those issues. Students said they were aware of Safe Voice but said the school may need to do more to promote it across the campus.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:

1. The school leader shared several important updates about the school, including the 2021 – 22 school year being the first time Alpine will have implemented MAP testing three times per year. In addition, the school leader has been proactively following the recommendations from the most recent site evaluation which took place about 18 months ago. These have included the school leadership possessing a stronger understanding of the workings of a charter school as evidenced by working with an outside vendor, Achievement Network. ANet is a nonprofit school improvement organization dedicated to the idea that every child deserves an excellent education. In addition, the school leader noted that Alpine has contracted with a back-office support company as well as a janitorial services company per the previous recommendations for the Alpine Board to consider. The school leader also noted that another recommendation centered on improved communication, and the school has worked to address this through the “State of Alpine” which the school leader uses to communicate progress toward school goals via board meetings, monthly newsletters, updated website, data sessions with staff. According to the school leader, this has resulted in more involvement from board members taking part in the school improvement process.
2. The school leader noted that Alpine has expanded the TMCC Dual Credit Program and offers offsite and onsite opportunities to gain high school/college credit. Alpine has 35 out of 135 students enrolled in this program. Additionally, leaders have expanded the College and Career Readiness to include 9th grade students whereby if students test to a certain degree, they can enroll as a dual student with TMCC. To make sure these students receive extra support the school has created TMCC Advanced Archer Seminars where students can check in with educational staff at the school and receive assistance as needed according to the school leader. Additionally, the school offers individualized instruction and tiered intervention assistance through small class sizes, caring and highly qualified teachers, and interventions. The school leader went on to share that the interventions help track assignments and ensures quality academic work. Alpine also offers subject specific help which is scheduled every Friday.
3. The school leader and instructional coach have implemented several tools to improve school instruction and overall operations. These tools include google classroom for teachers, Teacher Toolbox, Interventions, Student Support Strategies, and an Article of the Week. The school leader said that with the hiring of the Instructional Coach, there is another person to lead the professional development at the school. Alpine Academy has reviewed the governing bylaws and implemented workgroups in efforts to engage board members as well as other stakeholders in the development of policies and procedures that affect the school’s programs. An annual training is a priority and includes Alpine Academy Code of Ethics, Conflict of Interest, and Open Meeting Law. The school leader has improved the facility to a great extent with fresh paint on the inside, new carpet, a new library area, and a new larger and improved teacher lounge which includes a professional library. Hallways now showcase examples of student work and framed posters of the 5-character traits. In the student lunchroom there is one wall dedicated to students writing about why they attend Alpine. Another wall contains information about the several clubs provided at the school and how a student may go about starting a club themselves.

Staff:

1. Alpine staff explained that the small class sizes are a major reason why students attend Alpine. Staff said that students have strong relationships with their teachers which is different than a larger school. The dual credit and jumpstart program are also highly valued by students and families. One teacher commented, "Since the school is smaller, students feel more comfortable being involved in clubs or speaking up in class. Students also get to know one another really well because they stay in cohorts from their freshmen through senior year and they form close bonds."
2. Staff members stated that they are aware of the importance of developing trust with students. One teacher remarked, "Students who attend Alpine are more likely to have had a bad experience at their previous school, so we really try to build the relationship with students when they first enroll." Teachers said that they ensure they know all students in the school and not just the students who are in their class. A staff member said, "On Fridays, Alpine offers interventions from 9 a.m. to 12 p.m. This time allows students to make up assignments and receive extra help in subjects in which they need additional support. Staff members noted that having the set Friday times also makes it easier on students because they don't have to go out of their way to set up meetings with each of their teachers."
3. Small class sizes and student/staff relationships are some of the top strengths the staff mentioned. The school implemented home rooms during the 2nd semester of the 2020-21 school year and staff has seen improvement and increased engagement with students as a result. Staff discussed that they would like to see continued growth at the school while still maintaining the overall small community offered at Alpine. Staff would like to see some growth in their departments because it would allow them to do more teacher collaborating on lesson plans. Staff also expressed interest in collaborating with other schools if possible. One person suggested: "Increasing some of the support staff would assist teachers in their day-to-day operations." All staff members complimented the school leadership but said they would love for the leaders to have additional help. According to staff, the instructional coach has also been working with teachers and they have been using that arrangement to create more cross collaboration. Additionally, the instructional coach has also provided some assistance to the school leader as well, which was perceived as a positive by staff.

CLASSROOM OBSERVATION TOTALS

A total of 10 classrooms were observed for approximately 20 minutes on the day of the evaluation.

I. Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 1 & 2 Creating an Environment of Respect and Rapport Establishing a Culture for Learning	Classroom interactions are highly respectful, and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	Total: 4	Total: 6	Total: 0	Total: 0	Total: 0
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total: 2	Total: 8	Total: 0	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 3 & 4 Managing Classroom Procedures	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	Total: 5	Total: 5	Total: 0	Total: 0	Total: 0
Managing Student Behavior	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total: 5	Total: 5	Total: 0	Total: 0	Total: 0

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 5 Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's real-life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose for the lesson, learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	Total: 4	Total: 6	Total: 0	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 6 A Using Questioning and Discussion Techniques	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: 2	Total: 5	Total: 0	Total: 0	Total: 3
B	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	Total: 3	Total: 5	Total: 0	Total: 0	Total: 2

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 7 A Engaging Students in Learning	Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	Total: 5	Total: 5	Total: 0	Total: 0	Total: 0
	Students make contributions to the representation of content.	There are appropriate activities, and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content, or lack of lesson structure/pacing.	This criterion was not observed or rated.
B	Total: 4	Total: 6	Total: 0	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 8 A	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	Total: 4	Total: 6	Total: 0	Total: 0	Total: 0
Using Formative Assessment in Instruction B	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observe where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 4	Total: 6	Total: 0	Total: 0	Total: 0

Additional information about the classroom observations shared here when applicable:

1. Students were observed to be leading classroom discussions and teaching fellow classmates. This class was engaged, and a robust discussion was ongoing.
2. Students were observed speaking Spanish to each other in pairs, practicing conversations in Spanish with teacher support. This was a small class size of six students.
3. In an English class, nine students watched a movie about Lewis and Clark and the teacher paired it with text to help students learn Modern Language Association (MLA) formatting. The teacher stopped the movie and engaged the students in discussion as they moved forward.
4. In Art Class, students were observed to be highly engaged in drawing on a black paper with white colored pencil, a swirl of ice cream. The teacher walked around and provided high levels of feedback. The teacher asked questions of students such as, "What else would you like to include?"
5. In music class, students were observed to be engaged in playing ukuleles together. All students were seen participating.

ORGANIZATIONAL PERFORMANCE

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

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

Measure	Description	Evidence Collected
1a	<p>The school implements material terms of the education program. Examples of evidence: The scope and sequence of curricular materials have been vetted to align with the Nevada Academic Content Standards and a plan has been mapped by date to ensure the completion of each standard within the grade or content area.</p> <p>The educational program offered by the school is consistent with the program proposed within the charter application. Ex: math science focus, extended day, arts integrated.</p>	<p>The school leader has shared that every instructional staff member meets with the instructional coach at the end of the year to beginning of the year to discuss their course curriculum/curriculum resource needs. In addition, periodic spot checks/surveys of materials in class are essential processes of Alpine’s vetting curriculum. While no formal processes exist currently, this is a 2021-2022 goal for instructional leadership. With Character Education, Alpine Academy works to establish a culture of integrity and citizenship. They do this by having high standards of conduct and by stressing their five values: Respect, Positivity, Safety, and Perseverance. The school is taking part in the MTSS Project AWARE Grant. Alpine has “Archer tickets” at the front of the school that are part of the PBIS system that are linked to the demonstration of these values.</p>
1b	<p>The school complies with applicable education requirements. Examples: Completing the submission of required items to epicenter in a complete and timely manner. (Licensing of staff, Special Education and ELL Handbook and all others) Assessments/Data requirements</p>	<p>Alpine Academy’s recruitment (both professional and student recruitment) relies heavily on referrals. The school leader believes that referrals produce the following results: students stay longer, and the school retains staff at a higher percentage. Alpine has relationships with University of Nevada – Reno for prospective teaching staff and a great number of staff are UNR alumni. Alpine hopes to recruit highly qualified staff to help diversify the instructional staff. Alpine Academy will help support those staff looking to certify through Alternative Routes to Licensure or continuing degree programs as funds are available and/or qualified staff apply. In the future, Alpine seeks to establish an after-school club for prospective future educators.</p>

1c	<p>The school protects the rights of students with disabilities.</p> <p>Examples:</p> <p>A narrative of processes in place to ensure decisions made by the IEP Team are communicated to all staff who work with the student.</p> <p>A narrative of how the school/campus documents the delivery of service and progress toward achieving the IEP goals.</p>	<p>Due to the small size of Alpine Academy, all staff are asked to attend each student's IEP meeting if they have or will have the student that year. If a staff member cannot make the meeting, the case manager will review accommodations, goals, and necessary information with that staff member. Goals in the IEP are standards based and written with teacher consideration. Accommodations are also reviewed to help define what those will look like in a particular class. Alpine Academy has a tracking system for special education to track the goals and instruction time for students. Progress reports for the goals set in the IEP are sent home on a quarterly basis in addition to report cards and grade progress reports. Goals are assessed each quarter and a meeting is held if any goals need to be adjusted, removed, or added. Goals are also changed each year to reflect what a student is learning, and progress made towards previous goals.</p>
1d	<p>The school protects the rights of ELL students.</p> <p>Examples:</p> <p>A narrative explaining how content teachers are trained in specific methodologies to provide EL students with meaningful access to content.</p> <p>A description of how EL students are acquiring English language skills in all four domains (e.g., listening, speaking, reading, and writing)</p> <p>A description of how EL student progress within the four domains is monitored.</p>	<p>Methodologies such as providing visuals and other nonlinguistic representations with instruction, graphic organizers, group work where appropriate, and applauding effort are all key elements of small group instructional design (based on Marzano research). In addition, building strong relationships with ELL students and being mindful of speed of speech and wait time are also skills that have been discussed and are regularly reinforced.</p>

ORGANIZATIONAL PERFORMANCE

Measure	Description	Evidence Collected
3a	<p>The school complies with governance requirements.</p> <p>Examples: Board policies, including those related to oversight of an Education Service Provider, state open meeting law, code of ethics, conflicts of interest, board composition, routine meetings.</p>	<p>The school leader has shared that they conduct yearly evaluations of the back-office vendor. The back-office vendor assists the school leader in presenting monthly, quarterly, and yearly reports for board review and/or approval. Governing Board approved the contract between the school and the vendor.</p>
4a	<p>The school protects the rights of all students.</p> <p>Examples: Admissions, waiting lists, fair and open recruitment, enrollment, due process protections, conduct of discipline- (discipline hearings, suspension and expulsion policies and practices, protects student information.</p>	<p>Alpine Academy is working to more closely resemble the community the school serves, and as such, has submitted a weighted lottery amendment to the SPCSA for consideration given that the school is not within 5% of neighboring/comparable school and/or district. Should this new policy be approved, the school will need to conduct targeted marketing and outreach to ensure comparable demographics with Washoe County School District.</p>
5b	<p>The school complies with health and safety requirements.</p> <p>Examples: Timely and accurate submission of epicenter documents: (Crisis/Emergency Response Plan Emergency Operation Plan Certificate of Occupancy) Appropriate nursing services and dispensing of pharmaceuticals, food service, and other health and safety services.</p>	<p>The school leader shared that the school has a bell that requires parents, students, and vendors to be buzzed in. There is also a tablet with the Ring app on it to speak to someone that is at the door before buzzing in. There are cameras installed throughout the school. The camera app is also up on the front desk computer all the times during the school day.</p> <p>There are vape sensors installed in both the girls and boy's bathroom. The vape sensors can hear cries for help and gunshots along with sensing vape. The school conducts monthly fire drills on the last day of each month during the school year. The school also conducts an earthquake drill, a few codes prior to the yellow drills and a couple of code red drills throughout the school year. Every period there are office aides. Each day there are task that they must do which involves cleaning and sanitizing various parts of the school on a daily basis. The school has a fogger machine that is used weekly on Fridays to spray down the school, and a cleaning crew comes in twice per week Students have access to SafeVoice and have been instructed on how to access this resource. Posters are displayed throughout classrooms and hallways. Other Mental Health Resources include students given referrals for services not offered at the school. TMCC Dual Credit students are given a tour of the resources offered by the college including counseling. The school also has access to a school psychologist. Every student is assigned a mentor. All staff addresses the social and emotional needs of our students.</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>School staff ability to address previous recommendations</p>	<p>Alpine school leaders have been able to remediate grant performance and maintain high compliance rates for reporting. Nearly every policy or procedure was updated during the 2020-2021 school year to accurately reflect the compliance requirements as well as the current needs of the stakeholders involved.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. NDE Low Risk grant monitoring final assessment 2. Updated Governing Board policies, Bylaws, and Code of Ethics as well as training protocols 3. Various policies 4. Renewed contract with SPCSA 5. Increased overall attendance 6. Increased college and career readiness (i.e. advanced, CCR diplomas, dual credit participation/completion)
<p>Evidence the school can provide to support the implementation of previous recommendations.</p>	<p>Alpine Academy has contracted with CSMC (Back-office Support) and a janitorial services company per the recommendations from 2020 site evaluation. CSMC helps to provide board training and multiple efforts have been made to train the board, offer opportunities for involvement, and formalize processes (i.e. regular and in-depth review of school policies). New school leadership has been involved in a wide array of professional development to better understand the workings of charter school management (ANet, PD, grant monitoring process, creating partnerships with other charter schools).</p>
<p>The reasons school will require additional time to fully address the recommended items.</p>	<p>The school leader, board and staff have taken each previous recommendation seriously and have implemented all. Additional time will enhance the levels of implementation.</p>

SITE EVALUATION FINDINGS

STRENGTHS

Summary of strengths: Academic, Classroom, Focus Groups, and Organizational Performance Evidence.

1. Alpine Academy offers students in grades 9-12, high levels of engagement with small ratios of students to adults in all classes. Several instances of positive relationships and hands-on learning were observed at the school. Examples include small group discussion, independent art creation, and student led discussion in classrooms. There is a clear focus on subject matter relevance within classrooms and students have opportunities to take part in a rigorous learning environment which is highly personalized.
2. Alpine Academy prides themselves on excellent communication with all stakeholders by providing frequent and quality messaging. Evidence of this includes monthly newsletters, updated- student run website, active social media, data sessions with staff, and the involvement of board members and parents in the school improvement process, and crisis management plan development. All of these are evidenced by the Executive Director report during each board meeting.
3. Another highlight at the school has been the addition of an interventionist and a part time instructional coach. Every instructional staff member meets with the instructional coach prior to the beginning of the new school year to discuss their course curriculum/curriculum resource needs. Along with the school leader, the instructional coach has created an online resource which offers one place for teachers to access valuable information.
4. Alpine has a character education program that has helped establish a culture of integrity and citizenship. Alpine has high standards of conduct, as seen on posters in the hallways of the school which display conduct expectations and by stressing the values of Respect, Positivity, Safety, Perseverance, and Responsibly. During the student focus group, the young people explained that they feel very respected at the school, and named four teachers who consistently say hello, get to know them, and notice if they are down or if something seems off. Students indicated that the levels of respect at this school are high and they go both between teachers and students and students to teachers.
5. The school has recently implemented MTSS Project AWARE. The have implemented “Archer tickets” at the front of the school. The school is part of cohort two and have been open to fully implementing everything that will help the school and link to their core values. The students (“Archers”) can also earn various levels of rewards including (but not limited to):
 - Daily - Recognition of specific demonstrations of core values
 - Weekly - Periodic challenges within Homeroom (Mentor program)
 - Weekly - Maximizing learning time - passes = free dress
 - Monthly - Awesome Archer Award field trip
 - Semester - Archer Awards Recognition Ceremony

6. There have been several improvements over the last 18 months at the school. The school is in their first year of implementing MAP assessments in grades 9-12. Students are tested in English, math, and reading. The school administered the first of three tests this fall. The results were analyzed by staff and are currently being used to help differentiate instruction, plan to address gaps in learning, and better anticipate the instructional needs of students. Students are using the data to set learning goals and monitor progress toward these goals.
7. Alpine Academy has worked to address each of the recommendations from the previous site evaluation. Results indicate that school administration and CSMC provide training and support for governing board member development. CSMC helps to provide board training and formalize processes (i.e., regular, and in-depth review of school policies). Additional training is being vetted to further develop the board of directors. School administration has implemented school board governance workgroups (Governance, Academic, and Outreach) with successful participation including board members as well as school staff. CSMC staff have varied expertise and share charter school practices with the board. The governing board has been involved in a variety of activities including School Performance Plan/School Improvement Plan creation, Crisis Management Plan development, Board Workgroup participation and more. The board is working on planning a board retreat which would provide the opportunity to review by law.

CHALLENGES

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

1. For several high school students, the return to school this year has been challenging. In some cases, students returning to the classroom are displaying high levels of anxiety and depression. Leaders, staff, students, and parents all expressed concern for these students.
2. It has been determined that the special population of students within the Free and Reduced Lunch category and the number of EL students is well below that of the local district and the SPCSA. The school is in the process of considering a change to their current lottery policies, including the possibility of a weighted lottery. Additionally, Alpine staff is trying to reach out to families at nearby schools to improve this situation but acknowledged that this remains a challenge.
3. Staff members shared that there is a shortage of substitute teachers in the greater Reno – Sparks area. This has resulted in staff members working through their high school prep periods. When it is necessary for a teacher to be out or leave early, this may cause them to feel guilty of placing extra pressure on their peers.

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.

1. It is recommended that the school staff continue to work with the SPCSA MTSS team to realize and develop additional methods to support those high school students who are experiencing anxiety, depression. Work to refine ways through PBIS to meet varied needs of these students' population. The students attending the focus group expressed great concern for their peers who may be struggling with substance abuse or mental health issues. The students in the focus group recommended activities to support one another by means of discussion, student collaborative groups and additional counseling support.
2. SPCSA recommends the school team prioritize improving the special population of students within the Free and Reduced Lunch category and the number of EL students to be more representative of the local district and the SPCSA. The school team should pay particular attention to targeted marketing efforts to increase the likelihood of enrolling more students within the Free and Reduced Lunch and EL categories. The idea of working with Sparks Middle School to promote the school to families is a great start.
3. It is recommended that the school create and implement a plan to have the teachers at the school observe each other while teaching. In addition, it is suggested that leaders create authentic opportunities for educators to observe classrooms in other schools in the area.

DEFICIENCIES

There were no deficiencies identified for Alpine Academy during this evaluation.