



Nevada State Public Charter School Authority

Site Evaluation Report: Beacon Academy of Nevada – East Campus

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State Public Charter School Authority
775-687-9174
1749 North Stewart Street Suite 40
Carson City, Nevada 89706
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89104

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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 April 28, 2022, at Beacon Academy of Nevada (BANV) East. 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

BANV is located in Las Vegas, Nevada in a facility at 1800 East Sahara. The charter school serves 355 students (as of the most recent Validation Day) in 9th through 12th grade across both campuses. The mission of name of school is: “To offer at-risk high school students the choice of an innovative and relevant education, which provides the flexibility and support to graduate from high school with concrete plans for their future.”

ACADEMIC PERFORMANCE

Nevada School Performance Framework

BANV East serves 355 students in grades 9 – 12.

N/A

BANV East Math and ELA Results Nevada School Performance Framework

Proficiency Rates

N/A

SPCSA Academic Performance Framework Geographic Comparison Report

N/A

SPCSA Academic Performance Framework Diversity Comparison Results

N/A

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	30 minutes
Parents/Families	2	30 minutes
Students	6	30 minutes
School Leadership	3	30 minutes
Staff	3	30 minutes

Governing Board¹:

1. BANV board members in the focus group stated the board meets on the third Tuesday of every month. The board consists of seven members with one open seat for a parent member. There is a budget subcommittee and a finance subcommittee according to focus group participants. Board members shared that current expertise consists of those with a background in education, education administration, and serving under-represented educational populations. Additionally, other board members bring expertise from the fields of real estate, architecture, and electrical engineering.
2. Board members stated that the principal is evaluated yearly by the board chair. An established rubric is used in the evaluation. The two school directors complete the rubric writing their strengths, opportunities for professional growth, and plans for the school. Once the rubric is complete, each director meets with the BANV board chair. The rubric is reviewed together, and a report is built from the rubric and the discussion. In the rubric section 'designated for growth' directors formally address their plans to create, manage, and grow the following academic year. Once the report is finalized, it is sent to the BANV board for approval.
3. Focus group participants shared that a weekly academic report is sent to the BANV board and families. Quarterly there is a comprehensive report built and provided to the governing board with detailed student data, including descriptive charts. The report includes data broken down by populations (male/female, ethnicity, special needs) along with credits earned that quarter. Board members stated that the quarterly academic report for the board also includes credits earned in which content areas (science, math, English language arts), how many students completed graduation requirements, and how many students graduated.
4. Board member focus group participants were asked to share what they perceived to be BANV's greatest strengths. Focus group participants mentioned Beacon's blended and in-person learning as a strength. "We offer at-risk students' ways to graduate. Our students come in and receive one-on-one instruction tailored to their academic needs," one board member explained. Another focus group participant cited BANV's ability to provide extra learning support to students. A board member stated, "We also have social workers assigned to each student supporting student's diverse needs." One board member said staff and faculty are active in sharing identified opportunities benefitting students. Another board member said, "We moved to a quarterly system because of a staff

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

recommendation. The second campus on East Sahara Avenue came from a recommendation to serve populations on the east side of the valley.”

Parents/Families:

1. Families in the focus group explained communication between BANV and the home is positive and regular. The school connects with families through telephone calls, text messages, and daily emails. Messages alert families to school events as well as the academic progress of the student(s). “There is a constant flow of communication,” one parent said. BANV also uses the course management system Canvas to provide student academic updates. Through Canvas, families shared they can adjust the settings indicating whether they would like to be notified daily, weekly, bi-weekly, or monthly. Each week, BANV disseminates an individual academic progress report for each student. Communication is very response. If I ever had a question, I received a response right away. One parent described a personal experience where she felt the school “went above and beyond” when their child considered quitting school. BANV worked with the family to stage an ‘intervention’ upon the request of the parent. The teachers, the social worker, and leadership “met with my son and had a talk with him, about his thoughts and goals. He decided to stay.”
2. Participants in the family focus group were asked about BANV’s ability to provide quality instruction. Families said teachers work with students at a high level. Fewer students in each class contributes and adds to the quality of the learning environment. “Teachers have time to work with students one-on-one and help students when they don’t understand.” Many families in the focus group indicated the teachers at BANV “are high quality because they bring the students up” academically. Lesson plans, positive, consistent communication, and caring about the students were also mentioned as descriptors of a quality learning environment. One parent said, “It’s the way they work with the kids. It’s amazing.” Several parents agreed, explaining teachers knew when to pull back and let students work on their own and when to step in and contribute more hands-on learning. One shared, “My child came in with not a very strong base. The teachers met him where he was and as he gained more and more skills with each class. They met him at every step, and he has flourished.” During the family focus group, one parent shared, “My child just hit the submit button on his last assignment to graduate. This only happened because the teachers are high quality.”
3. Families were asked to list the top three benefits of attending BANV. Several focus group participants indicated the availability of the teachers to the students, including the communication and individual attention were great advantages. Others mentioned the small class sizes and flexibility of the program. One family member appreciated the availability of snacks at the school. “Teachers provide snacks, so students are not distracted in their learning.”

Students:

1. Students in the focus group were asked to describe what they liked about attending BANV. Several students reported they felt comfortable asking for assistance from their teachers. “Teachers at Beacon are more patient.” One student articulated, “There was a lot of pressure and anxiety when I didn’t understand something at my previous school. At Beacon, the teacher explains things step-by-step. Teachers also check-in even when I don’t ask for help. They just want to see how I am doing.” Another student shared, “I really like that I get on-on-one time with my teachers every day. I can go to them without feeling embarrassed.” One student appreciated the fact he could work at a job and still attend school, working toward graduation. A few students in the focus group said interaction between teachers and students at Beacon is very different from previous schools they attended. “Everyone has that one teacher they can go to for help. It’s been a major progress in my learning abilities, and my ability to ask for help.” Students described prior school experiences where teachers did not have time to answer clarifying questions, “were short in their responses” or inferred

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

"I was not smart enough to do the work." A few of the students in the focus group said they stopped asking questions or stopped attending their previous schools. Another student in the focus group declared, "I feel like a person here."

2. Several students stated teacher student communication is strong at BANV. A student said, "Teachers communicate and telephone, email, or text even when I am not on campus." Another student agreed, contributing, "Teachers ask if I need help. Even when we are away from school they reach out." Another student replied, "Teachers go out of their way to communicate, even during a lesson. For example, they may be busy doing something with someone else, but the teacher will acknowledge me, saying, 'give me a minute and I will be right there.'" Another student said, "Teachers will tell me what I did well and then say, 'but here is something I want you to work on.'" Several students agreed with this statement, providing examples in which teachers recognized students' good work and encouraged them to do better, strengthening their skills in another area.
3. Students reported teachers often ask students how they are doing imparting information, asking "did I describe that well", "can I provide another example", or they inquire, "is there a way I can explain that better?" One student offered a personal experience, "A teacher asked me if she explained the lesson well. I told her no and she explained it again in a different way. I was surprised that the teacher took the time out to ask if the lesson was clear. I came from a traditional public school and usually teachers didn't do that. I like at this school that the teachers want to make sure that we understand."
4. Students in the focus group were asked what they might say to a friend to encourage them to consider enrolling at BANV. Participants in the focus group mentioned three specific items: flexibility in completing classes needed for graduation, personal attention to individual student learning needs, and positive communication between the school and the student. One student shared, "I have a friend that has very poor home life and lacks confidence. I would tell my friend that you get words of encouragement here that you may not receive at home." Another student nodded and quickly said, "It's the social, emotional, validation of your academic ability." One student declared, "Beacon does not hold me back. I can close classes quickly." Another student added, "I've been to all types of schools, I've never seen anything like this." One student offered an example of Beacon's ability to adapt to their individual learning needs; "Mid-terms helped me realize I can finish three classes this week and start new classes next week. I can be continuously working toward graduation." Another student agreed, saying, "My goal is to finish the math and history classes that I need to complete for graduation credit this week. I am on a plan to graduate in 2024, but my goal is to finish this year." Several students explained how the "loving, caring, nurturing environment" at BANV empowers them to continue striving toward graduation. A few students mentioned they receive printed 'shout-out forms' from teachers when they complete a class needed for graduation. Every recognition of accomplishment encourages students to continue their studies. Other students mentioned earning honor roll status. Many of the students in the focus group expressed they were surprised and encouraged when they received honor roll status multiple times. One student said the first time they said, "hey you're not stupid, you just haven't had the support you needed to be successful."

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:

1. BANV leadership was asked to describe their recruiting process as they specifically serve at-risk high school students. Leadership specified they recruit students through the Clark County of Nevada juvenile justice system, Clark County School District public schools and public-school counselors. “Recruitment is targeted to students who are credit deficient and/or at-risk for dropping out prior to high school graduation.” Leadership reported 85% of students attending the East Sahara campus have two or more multiple alternative education qualifiers, e.g., expulsion, foster-care, a year or more behind in deficiencies, etc. “Sometimes students will register but cannot enter at that moment due to life circumstances and the school will recommend and counsel students to enter in a few weeks. The most students have had to wait to enroll is three weeks due to rolling graduation.” BANV’s infrastructure allows students to enroll weekly due to the individuated nature of learning. Upon enrolling, students meet with an enrollment specialist and receive an individual graduation plan based upon the graduation credits they have successfully completed. Leadership said, “Classes are completed online with a requirement to attend in-person classes twice weekly. Students enroll in new courses every nine weeks.” Students are encouraged to complete four classes every nine weeks. Leadership said, “Most students complete two to three courses every nine weeks. Once students meet class competencies with a grade of C or higher, students obtain the credit for that course.” Students enrolled at BANV graduate weekly. Once students meet credit deficiencies and high school credit needs, they graduate according to school leadership.
2. Leadership was asked to describe how BANV delivers support and assistance to students having difficulty with learning or not making academic progress. Leadership said, “It is easy to identify students who are not making progress. Due to our small class size ratios, we run data processes real-time that are synced hourly for attendance and academic progress.” Leadership and faculty “see exactly what students are working on through GoGuardian².” BANV has a student success team for each student comprised of a teacher, a social worker, the special education (SPED) facilitator as well as the student or a family member, if needed. The student success team meets regularly to analyze student academic data, ensuring each student’s individuated academic plan and accommodations “contain the proper interventions and supports”. Leadership stated that Beacon is an evidence-based environment on Tier 2 support for academic and behavioral interventional supports. A “check-in-check out” system is in place. Students receive a step card indicating their goals for the day, week and quarter and where they are academically. Leadership explained, “Twenty-two percent of Beacon students have an Individualized Education Plan (IEP).” Teachers hold professional learning community (PLC) meetings weekly. Instructional staff review current implementation of IEP accommodations, student performance and feedback and adjust as needed. Leadership reported that all instructional staff at BANV are SIOP certified (Sheltered Instruction Observation Protocol). The literacy facilitator on staff is certified in English language arts, SPED and ELAD (English Language Acquisition and Development). The literacy facilitator provides ongoing training to staff on best practices for English Learners (EL). BANV is actively searching to fill a position for a psychologist. Leadership is aware not all students will ask for help when they are struggling academically, nor will they reach out for assistance in navigating credits and classes needed for graduation. Therefore, meeting with students one-on-one in class and communicating

² GoGuardian is a monitoring and teacher facilitator computer application that helps student focus and engagement. Features of GoGuardian include tab control, attention mode, screenshots, Google Classroom integration, link sharing, and content filtering.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

effectively through electronic means is built into the faculty, interventionists, and staff student services.

3. Leadership indicated BANV has a college and career readiness pathway to help facilitate and support students. BANV strives to embed conversations about the path beyond high school in every level of the students' school experience "so students think about life beyond school." Not all students will approach adults and talk about their options beyond high school, so BANV staff and interventionists embed conversations in classes and conversations with students and families to think about options beyond high school.
4. Leadership was asked if BANV saw challenges in student performance post COVID. Leadership said, "Students who enter Beacon with a history of behavioral issues do not repeat previous behaviors. Partially this is due to the Beacon construct as well as the climate and culture of the school environments. BANV has a low student teacher ratio and the consistent communication between teachers and students contribute to the overall school climate and culture. The school strives to engage families as an involved partner in their child's education. "The parents and the guardians understand that this school wants students to be successful. We are not about expelling the student. We've noticed that parents can be defensive because of the way they have been treated historically. We do a lot of repair and let families know we don't want to kick the student out. We want to repair and help the student fix behaviors and stay enrolled." Leadership reported there has been an increase in enrollment from students qualifying for assistance from McKinney-Vento. BANV has three social workers on staff who stay busy servicing student needs. BANV reports staff have completed "the signs of suicide twice this year." Leadership said in addition to challenges post-COVID, they have seen positives such as an increase in enrollment, improvements in attendance, an increase in student credits earned, and an increase in students earning a C or higher in their classes. "Attitudes are more positive as things are normalizing."

Staff:

1. Faculty were asked to describe classroom student supports for students learning English as well as students with an IEP. One teacher said, "In math, the Aleks³ curricula program offers an online Spanish option assisting students. Newsela⁴ also has different language options for text." BANV uses CANVAS as its course management system and CANVAS has a function to translate items into different languages. A few faculty members within the focus group said they include Google Translate⁵ in their classroom tool kit to assist in translating academic language for EL students. A few teachers said they create diagrams, visuals, samples, and other hands-on activities changing the academic vocabulary to align with the Spanish translation. For students who have IEP, teachers reported implementing sentence frames, writing prompts, interventions and supports based specifically on a student's individual IEP. Faculty and staff in the focus group explained each classroom has a co-teacher who is a certified SPED teacher. The co-teachers provide supports and

³ ALEKS is an artificially intelligent learning and assessment system used for math, chemistry, statistics, and accounting disciplines. Once the program determines each student's precise knowledge of a subject, ALEKS helps the student work on the topics they are ready to learn.

⁴ Newsela is an Instructional Content Platform with integrated assessments and insights for reading engagement and learning in every subject. Content connects to core curriculum and is aligned to standards.

⁵ Google Translate is a free online tool developed by Google that enables one to translate sentences, documents and websites from one language to another. Google Translate offers translations in 109 languages

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

interventions, modifying assignments as needed to assist students in meeting their academic goals.

Faculty indicated they recommend struggling students attend in-person classes four days a week. “We adjust the minimum requirement to meet the needs of the student.” The minimum requirement for in-person learning is twice a week. One faculty member articulated, “A lot of the students are adults, so it’s up to them to come based on their level of need, and they do. They want to graduate.”

2. Staff said they were motivated to work at BANV because the mission aligns with their personal reasons for entering education as a profession. One teacher affirmed the environment is conducive to student learning, “It’s exciting to actually teach. The one-on-one rapport between myself and the student is rewarding.” Another teacher said there is no differentiation between leadership and teachers. “There is not a hierarchy. Teachers are treated as equals.” Several teachers also explained it was personally rewarding to see students excited when they accomplished their academic goals. A teacher exclaimed, “We all have a student-first mindset, and learning is or primary importance. When everyone’s purpose is the same, there is a strong sense of community.”
3. Teachers described the school climate and culture as a “small town type of feel.” Faculty expressed appreciation for weekly staff meetings on Friday. Teachers reported the staff meetings are purposeful and professional development (PD) is teacher driven and offered in a timely manner. One teacher indicated, “The leadership team values our voice and input. They ask us what we want in PD and then leadership organizes it as quickly as possible.” Teachers stated when an organizational change or broad academic is being considered at BANV, leadership asks teachers directly what they think about the change; “consider how the change will affect you as you will be implementing the change and living with it daily.” Staff explained they have been educated on how to read data reports, interpret data, and implement instructional practices according to the information from the data. Teachers said they review data daily and use the data to adapt individualized student learning plans.

CLASSROOM OBSERVATION TOTALS

A total of 12 classrooms were observed for approximately 15 minutes on the day of the site 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: 12	Total: 0	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: 12	Total: 0	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: 12	Total: 0	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: 12	Total: 0	Total: 0	Total: 0	Total: 0

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<p>Area 5</p> <p>Purpose and Explanation of Content, Lesson, Unit or Classroom Activity</p>	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: 0	Total: 12	Total: 0	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<p>Area 6</p> <p>A</p> <p>Using Questioning and Discussion Techniques</p>	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	Total: 0	Total: 12	Total: 0	Total: 0	Total: 0
<p>B</p>	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: 0	Total: 12	Total: 0	Total: 0	Total: 0

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: 8	Total: 4	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: 12	Total: 0	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: 12	Total: 0	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: 12	Total: 0	Total: 0	Total: 0	Total: 0

Additional information about the classroom observations shared here when applicable:

1. In one English language arts classroom, students completed individualized goals toward competency mastery. Teachers walked the room and sat with students to guide them to completion of assignments. Teachers facilitated the learning by responding to student questions, focusing on student's individual academic goals, and validating what needed to be completed with the assignments.
2. In one classroom, co-teachers walked around to provide one-on-one support to students. Students worked on laptops to complete assignments needed to graduate. Laminated cards next to students indicated the subject in which each student was engaged: history, English 1, 2, 3, or 4, earth science, physical science, etc. This visual provided an easy way to identify what each student was completing without disrupting the learning flow.
3. In one biology high school classroom, co-teachers walked around to provide one-on-one support to students. One co-teacher passed out exit tickets to students. Students recorded what they learned and what assignments they worked on that day on the exit ticket.
4. One English assignment was to write an informal letter to a friend. The writing prompt was to describe graduation and what the author was doing after graduation. This assignment undergirds the schoolwide culture to encourage students to think about goals, choices, and pathways beyond high school.
5. In several high school classrooms, the classroom environments were observed to be positive and safe. Teachers displayed positive relationships with students. Teachers encouraged students to come to school, achieve goals, talk about their future, and plan. Teachers took an interest in the students' personal lives, encouraging them to share personal challenges students were experiencing.
6. In several classrooms, co-teachers provided individual support to students. Co-teachers monitored student progress, sat next to students and asked students about their current work, their progress, their goals, and their anticipated time to complete the course for credit. Co-teachers used white boards to convey and demonstrate information about the assignments.
7. In one earth science class, students independently completed mid-term assessments on their laptops and recorded their assessment on their "step card". They also recorded assignments to be completed and further goals on their "step card".
8. In class, students were reminded to check their email for a survey asking students if they intended to return to Beacon next academic year. Teachers encouraged students to complete the survey soon so advisement could begin on their course listing for the following year.
9. In one math classroom, student worked on laptops to complete pre-algebra/algebra assignments. Co-teachers provided interventions to individual students. The teachers worked through math equations on a white board with students. The teacher asked scaffolding questions to guide students to solve equations. The teachers provided timely feedback regarding the students understanding and demonstration of the learning target.
10. Classrooms displayed a 'to-do' list on the white board for each class. Each list contained items due that class period, items to complete that week, and items to complete for the school (sign up for summer school, check your school email, etc.)

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.</p> <p>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>Beacon has competency-based instruction that is aligned to Nevada Academic Content Standards (NVACS). Courses provide students with sequential lessons. All teaching assistants are licensed substitutes with college degrees.</p>
1b	<p>The school complies with applicable education requirements.</p> <p>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>Minimal staff turnover with recruitment through staff recommendations, advertising websites, and the school website. Efforts are made to attract and retain highly qualified licensed staff.</p>
1c	<p>The school protects the rights of students with disabilities.</p> <p>Examples: 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>22% of BANV students qualify for Special Education. Upon enrollment, student accommodations are identified by the case manager. At weekly PLC meetings, instructional staff review current implementation of accommodations, student performance and feedback.</p>
1d	<p>The school protects the rights of ELL students.</p> <p>Examples: 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>All Instructional Staff SIOP certified in 2019. Literacy Facilitator (English, Special Education & ELAD endorsement) provides ongoing training to staff on implementing best practices for all students, including ELs. Teachers evaluate individual student performance each term using gradebook and course analytics data to identify potential areas for improvement, additional scaffolding, modifications.</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 BANV Governing Board consists of seven (7) member board and holds ten meetings per year in accordance with Open Meeting Laws and the Code of Ethics. Annually, board members complete training in ethics, open meeting law, school finance, and other areas of school governance.</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>Students are invited and referred to Beacon, but still must go through the application process. Prospective students must meet one alternative education enrollment criteria: Severely Credit Deficient, Special Education Student, Suspension or Expulsion: (NRS 392.466), Habitual discipline problem (NRS 392.4655), being under court jurisdiction or adjudicated to be in need of supervision.</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 has a National Incident Management System (NIMS) and an Incident Command System (ICS) based Emergency Operations Plan (EOP) that is reviewed annually. BANV holds annual Faculty/Staff EOP Training. The East Sahara Campus Facility Site Threat Assessment was completed by Department of Homeland Security in March 2022. The majority of faculty and staff hold valid First Aid/CPR/AED (cardiopulmonary resuscitation/Automated External Defibrillator) certifications. The school has a nurse on staff to oversee the appropriate storage and distribution of medication.</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.

School staff ability to address previous recommendations	1. Not applicable as BANV Sahara campus was opened during the 2021-2022 academic year. This site evaluation report is the first evaluation BANV E. Sahara campus has completed.
Evidence the school can provide to support the implementation of previous recommendations.	1. Not applicable as BANV Sahara campus was opened during the 2021-2022 academic year. This site evaluation report is the first evaluation BANV E. Sahara campus has completed.
The reasons school will require additional time to fully address the recommended items.	1. Not applicable as BANV Sahara campus was opened during the 2021-2022 academic year. This site evaluation report is the first evaluation BANV E. Sahara campus has completed.

SITE EVALUATION FINDINGS

STRENGTHS

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

1. BANV offers high levels of individualized instruction. Students were observed to be comfortable within their learning environments, sharing concerns and thoughts with adults at the school regarding their personal learning goals, academic progress, as well as personal life experiences and challenges. The SPCSA evaluation team observed teachers, aides, and co-teachers working individually with students providing clear and timely formative feedback during lessons and motivating students. The relationships between the students and the adults were positive and respectful. Teachers were observed to be patient and helpful in their feedback to student progress. The SPCSA site evaluation team observed teachers had built strong relationships with students. Students felt comfortable asking for academic support in the classroom. Teachers were proactive in navigating around the room, asking students if they needed assistance. Teachers have cultivated an environment of trust. Leadership, faculty, and staff meet the individual learning needs of students in an alternative educational setting with fidelity and integrity. Relationships between adults and students are a strength, and the system of mentorship is evident.
2. BANV's use of data to make instructional and curricular decisions for individual learners is strong. BANV's student advocacy is evident as curricular specialists, interventionists, counselors, and advisors develop a student-centered approach to learning and instruction based on regular examination of academic student data. The SPCSA site evaluation team observed 12 classrooms across all content areas and senior high school grades. All classrooms observed were in the proficient or distinguished category on the Classroom Observation Totals (COT) SPCSA rubric. SPCSA staff applaud BANV for demonstrating a strong student-centered approach to instruction that is evident with exemplary proficient and distinguished marks on the COT.
2. BANV communicates regularly and consistently with students and families. Student and family focus groups specifically used the phrase 'strong communication' to describe clear, consistent, and informative contact between the school and families. The student and parent/family focus groups stated that daily communication provides positive relationships between the students and the adults at the school. School communication contributes to and benefits the learning environment as reported. Students and families reported that the genuine interest and personalized attention and communication from the school had a direct impact on students' engagement and interest in achieving academic goals.
3. BANV demonstrates high levels of safety consistently implemented throughout the school. To gain access to the office of the school, visitors must press an electronic button at the front entrance or have a card key to allow access. Office staff identifies visitors seeking admittance and their purpose for being on school grounds. Visitors gain access using this highly secure procedure. A key card is also needed to access the classroom section and leadership offices in the building.
4. BANV serves a high number of students receiving Free or Reduced-Price lunch (FRL), English Learners, and students and/or learners with special needs and have an IEP. According to the

SPCSA's student enrollment data for the 2021-22 school year, 67% of the student population qualify for FRL, 24.7% have an IEP, and 14.6% are English learners. All three categories are far above the SPCSA's average in serving diverse student populations. The school is to be commended for being representative of the community it serves.

5. BANV has joined the MTSS Cohort through the SPCSA to help provide interventions and supports to meet the needs of all students. MTSS provides supports and training to assist school leadership and staff address gaps in academic achievement as well as best practices in addressing challenging behaviors and regressive social skills. BANV has implemented Tier 1 and Tier 2 of MTSS supports and interventions with fidelity and has been recognized by the Nevada's MTSS Recognition System. MTSS fliers and posters for social emotional learning are visible in the common areas throughout the school. Suicide warning signs and support information is also visible throughout the common areas of the school. Leadership reports the MTSS implementation has helped to address behavioral and social emotional concerns post COVID. MTSS strategies and skills serve the needs of the specialized student population at Beacon. Additionally, BANV has implemented restorative practices school wide, and reviews restorative justice action plans/behavior plans regularly.
6. Professional development for faculty and staff is robust and timely. Annually, faculty and staff complete training and workshops regarding changes to the McKinney-Vento Act, Crisis prevention Intervention (CPI), Adaptive System of School Improvement Support Tools (ASSIST), diversity & equity restorative practices through Multi-Tiered System of Supports (MTSS), and the Sheltered Instruction Observation Protocol (SIOP). The Emergency Operations Plan (EOP) is also reviewed and updated annually. Emergency drills are conducted monthly. Biennially, the workplace violence prevention policy is reviewed following an employee security survey. Safety committee team meetings are held quarterly to review threat assessment. The majority of faculty and staff hold valid First Aid/CPR/AED certifications. Succession plan includes administrators and teacher-leaders engaging in Coaching and Leadership Competencies professional learning to promote talent from within.

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. School leadership reported the return to in-person learning during the 2021-2022 school year accentuated achievement level gaps due to in-person learning loss. BANV continues to address learning loss and normalizing the academic environment post COVID for students. Leadership shared hopes to regain consistency in student achievement as alternative education students were adversely affected during the pandemic.
2. Leadership reported on-going challenges exist when serving specialized populations. Specialized populations that BANV serves include students who may have one or more of the following circumstances; severely credit deficient, IEP, suspension or expulsion, habitual discipline challenges, and/or being under court jurisdiction or adjudicated. Some student enrolled at BANV are also recipients of the McKinney-Vento Act. Some of the challenges BANV encounters routinely include chronic absenteeism, growth in the number of students who earn two or more credits each term, improving the number of students who achieve a grade of C or higher in their coursework, and expanding the number of students graduating each term. Further, leadership shared opening and operating two campuses presents challenges in ensuring operational consistency across both campuses.

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. BANV students and staff are well acquainted with MTSS interventions and supports. Faculty have embedded social emotional communication in classroom lessons. BANV leadership, specialists, faculty, and staff model appropriate language and interactions school wide. BANV has provided a foundation to move to Tier 3 MTSS supports when deemed appropriate. Thoughtful and proactive scaffolded MTSS supports will further assist the specialists, interventionists, social workers, and teachers frame effective communication and instruction for further relationship building and student growth.
2. SPCSA site evaluation staff recommend formalizing a plan to address the on-going challenges leadership reported when serving specialized populations. Items to consider include:
 1. Increasing consistent student attendance.
 2. Growing the number of students who earn two or more credits each term.
 3. Improving the number students who achieve a grade of C or higher in their coursework.
 4. Expanding the number of students graduating each term.
 5. Ensuring policy, procedure, and operational consistency across both campuses.

DEFICIENCIES

There were no deficiencies identified for BANV - East campus during this site evaluation.