



Nevada State Public Charter School Authority

Site Evaluation Report: Futuro Academy
Evaluation Date: 12/8/2022
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Appendices

A: Nevada School Performance Framework

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

B: SPCSA Academic Framework

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

C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-OPF-Att-1-Ratings-Scorecard.pdf>

D: Optional School Response

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 12/8/2022 at Futuro 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. Schools identified as having a rating of a two-star or below, and those schools with a Notice of Concern, Notice of Breach, or Notice of Termination, will have a differentiated procedure for their site evaluation or a Targeted evaluation. Futuro Academy is in year three of their charter contract thus meeting the criteria for a comprehensive site evaluation.

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

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

Members of the SPCSA evaluation team will note additional information regarding the classroom observations on one page of this report. This page will be located on the page immediately after the final classroom rubric ratings. Using information obtained from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will summarize results for schools within the report. Observations and take-aways regarding some of the Organizational Framework components will be summarized and outlined in this site evaluation report.

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

Futuro Academy is located in Las Vegas, Nevada in a facility at 920 N. Lamb Blvd. The school serves 462 students (as of the most recent Validation Day) in kindergarten through 5th grade. The mission of Futuro Academy is: "Through rigorous academics and personal excellence, Futuro Academy educates all K-5 scholars to excel through middle school into high school, and to the university of their choice."

ACADEMIC PERFORMANCE

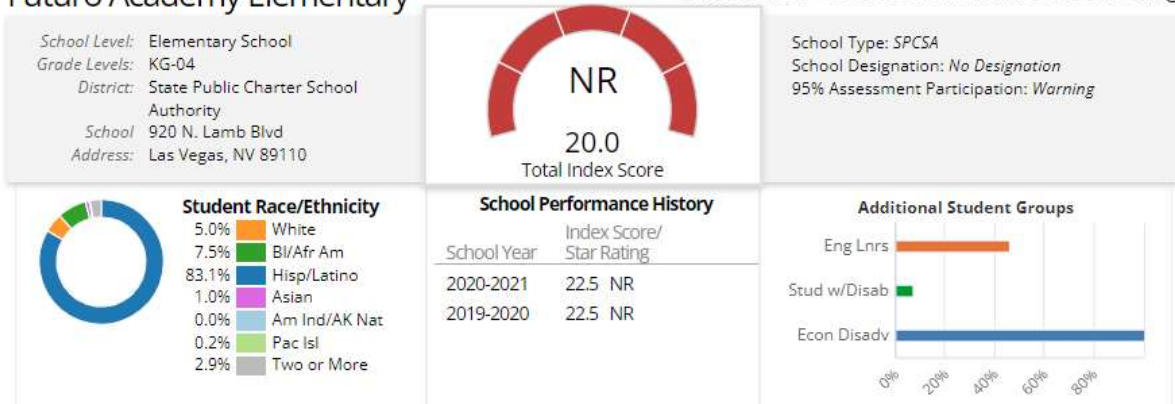
Nevada School Performance Framework 2022

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

Elementary School

Futuro Academy Elementary

School Year 2021-2022 Nevada School Rating



Math and ELA Results Nevada School Performance Framework 2022

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

Proficiency Rates

Elementary School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	12.7	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	-	72.8	70.4			
Black/African American	5.2	30.3	35.7			
Hispanic/Latino	11.6	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	-	55.6	57.5			
White/Caucasian	-	60.7	61.3			
Special Education	<5	26.3	32.1			
English Learners Current + Former	11.8	34.9	39			
English Learners Current	9.9	25.5				
Economically Disadvantaged	12.7	35.6	42			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	23.0	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	-	74.9	76.7			
Black/African American	21.0	39.8	45.4			
Hispanic/Latino	20.7	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	-	61.5	66.2			
White/Caucasian	-	65.5	69			
Special Education	11.1	25.5	33.5			
English Learners Current + Former	19.5	37.4	44.4			
English Learners Current	13.5	24.4				
Economically Disadvantaged	23.0	42.8	49.4			

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

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

0/25 0 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

0/10 NSPF score difference of -29.1 between school (20 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

0/15 NSPF score difference of -27.5 between school (20 points) and comparison school (47.5 points).

SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School

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

13/15 0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5 School FRL rate of $\geq 95\%$ compared to district GrK-5 FRL rate of $>95\%$.

3/5 School IEP rate of ≥ 5 to $<10\%$ compared to district GrK-5 IEP rate of 11.9%.

5/5 School EL rate of ≥ 45 to $<50\%$ compared to district GrK-5 EL rate of 19.3%.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30 minutes
Parents/Families	4	30 minutes
Students	12	30 minutes
School Leadership	3	30 minutes
Staff	9	30 minutes

Governing Board¹:

- Governing board members discussed the expertise that each board member brings to Futuro’s governing board. One board member said, “We have a parent, an educator, finance, multiple attorneys, marketing specialist, and an operations specialist. In addition, we just voted on an appointed position for education administration.”
- Members of the governing board provided a high-level overview of the financial reports that the board reviews each month. One governing board member explained, “The finance sub-committee only meets when there is something outlying or if there needs to be a decision made. We set the budget every year and discuss adjustments. Additionally, we review finance reports every month.”
- Governing board members discussed some areas of opportunity for school improvement according to their perspectives. Board members elaborated, “Coming back from distance learning and getting back on track with improving academic performance is our focus and what we continue to work on improving. This is an issue that is nationwide. Mitigating certain circumstances is beyond our control. Not everyone learns from an online setting.”

Parents/Families:

- Several family members reported that Futuro has created a positive and welcoming school community. One family member shared, “I feel very welcome and comfortable at Futuro. We are treated like family.” Another parent said, “Administration and staff know the names of our family members, and they are aware of what is going on at home. For example, we recently lost a family member, and my child had a hard time with that. The faculty was very good with him and supportive.” A family member explained, “They are attentive to our needs. They make my concerns feel important and take the time to address my questions.”
- Families reported that teachers at Futuro are good at communicating and keeping families up to date on the progress their children are making in each subject. One parent said, “I hear how each day went from my child and the teacher. I get emails regarding information about testing dates and test results.” Another parent said, “If I do need to reach out to my child’s teacher, I can easily make contact.” One more parent said, “We

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

get weekly messages as to what happened that week. At the beginning of school, families received email and phone numbers for each teacher.”

- Families reported one area of opportunity for improvement at Futuro. Several families affirmed the need to have space for a physical education (PE) class. One parent said, “There is currently no PE class. Students only get a 15-minute recess. Students receive one week of art and then one week of music, but adding PE would be really good for them.” Another parent elaborated, “We would like the school to build in more active time for brain breaks. Some teachers provide brain breaks but not all teachers do, and they are not that frequent.”

Students:

- Students reported several opportunities to participate in student-led activities in the classroom. One student shared, “We get to talk to our shoulder partner and work in groups.” Another student said, “We have opportunities to work with our peers in math class.”
- Students reported ways Futuro creates a positive and safe school environment. A student explained, “We have community meetings every week. We talk about focused expectations and character traits for the month.” Another student shared, “At the end of the month we have ceremonies for the student of the month and class of the month. It’s a time for us to come together as a community and our families are invited.”
- Several students reported challenges with adhering to Futuro’s uniform dress code. One student said his family has been struggling economically and washing clothes is a problem. Another student explained he is growing fast, and his mom can’t keep up with buying clothes. Multiple students shared they would like Futuro to have a place in the school where students can donate clothes they have to help alleviate this problem for other students and families.

Leadership:

- Leadership explained how they have supported teachers in increasing student voice in classrooms. One member of leadership shared, “We support teachers to make sure there is a certain amount of student-to-student interaction and the ratio to adult voice and student voice is balanced.” Another leadership member said, “We are making some changes to some of our curricular structures. We are piloting student-led sections of the community meeting.”
- Leadership shared how they are creating a positive school environment. Leadership members explained, “Students meet once a week for community meetings in the multipurpose room. Three days of the month are focused on core values and community building and the fourth day is dedicated to acknowledging the student of the month. Families are invited and encouraged to attend community meetings. Teachers also have morning meetings which are student lead.”

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- Leadership explained their process for utilizing data from assessments to drive instructional and curricular decisions. Leadership shared, “Teachers meet every week to discuss how to use the data to guide our next steps in how to benefit the lessons and skills for the students. We spend a lot of time on the data to assist in guiding tiered interventions to meet the needs of our students.”

Staff:

- Several staff members shared some challenges in providing targeted support to students in efforts to close opportunity gaps. One staff member shared, “It’s very challenging when we have large class sizes and little to no additional adult support in the classroom.” One teacher said she has reached out to administration asking for extra assistance in the classroom but has not received a response. Staff members explained, “Greater communication from the administration regarding assistance would be welcome and appreciated.” Staff reported that they never hear anything about students who have been absent for consecutive days. Staff elaborated, “We don’t know why they are out, how long they are out, or what is going on.”
- Staff shared some areas of opportunity for improvement at Futuro. Several staff members reported they would like smaller class sizes. Staff also reported that there is a strong need for PE class and a field for students to be able to play. Additionally, staff reported they would like to use a curriculum that is more culturally responsive. One staff member shared, “We should use a curriculum that let students read text that represents their voices and their experiences. For example, we are reading Peter Pan and I’m confused about the text selection. Our students don’t understand British words and experiences. We should be reading text that allows our students to make greater connections in efforts to build comprehension skills.” In addition, staff reported they would like to see improvement in the support provided to staff, such as parenting classes for families, teacher assistants, and improved staff access to enter the building. One staff member explained, “Futuro could benefit from implementing a parenting class on best practices for parenting, behavioral and academic expectations, and community resources.” A staff member shared, “We would like teacher assistants in every classroom. Teacher assistants do push-ins and pull-outs, but there are no teacher assistants for each classroom.” Another staff member shared, “I miss having parent volunteers assist in my classroom. I have to request someone to volunteer. We would like to see parent volunteers back in the school.”
- Staff discussed ways they provide targeted support and services to students in efforts to close opportunity gaps. One staff member said, “The reading and writing teacher pull small groups and provides targeted intervention.” Another staff explained. “We have weekly training to review and discuss special education (SPED) and English learner services. We have a SPED team that provides services. We also have staff who are bilingual to provide services and supports.”

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

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

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	<p>Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines.</p> <p>Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.</p>	<p>The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines.</p> <p>Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.</p>	<p>The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines.</p> <p>Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.</p>	<p>The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines.</p> <p>Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.</p>	This criterion was not observed or rated.
	Total: 7	Total: 7	Total: 5	Total: 1	
Establishing a Culture for Learning	<p>Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.</p>	<p>Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.</p>	<p>Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.</p>	<p>Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.</p>	This criterion was not observed or rated.
	Total: 7	Total: 8	Total: 4	Total: 1	

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 5	Total: 9	Total: 3	Total: 0	Total: 3
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 3	Total: 12	Total: 3	Total: 0	Total: 2
Quality and purpose of questions	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	Total: 1	Total: 11	Total: 3	Total: 2	Total: 3
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 1	Total: 11	Total: 6	Total: 1	Total: 1

Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 1	Total: 10	Total: 8	Total: 1	Total: 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 1	Total: 13	Total: 3	Total: 2	Total: 1

Additional information about the classroom observations shared here when applicable

- In one lower elementary classroom, the teacher provided one-on-one targeted interventions. The other students worked in small groups to complete skilled activities. The teacher set up clear routines and expectations for students to follow.
- In one lower elementary classroom, the teacher explained the purpose of the lesson. The teacher discussed the academic vocabulary needed to understand the learning target and make real-world connections to the words.
- In one elementary classroom, students displayed off-task behaviors while working on independent activities. The teacher made attempts to redirect and reinforce expectations.
- Students used textual evidence from a novel to answer questions posed by the teacher. Students raised their hands to respond. The teacher read the novel aloud, and students followed along quietly.
- Students completed a worksheet on the life cycle of a frog in an elementary science classroom. The teacher sat at her desk and guided the students with a projected copy of the worksheet. Students were disengaged and off task. The teacher reminded the students several times to not throw crayons and to "get in star position."

ORGANIZATIONAL PERFORMANCE

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

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

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	<p>Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p>Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	Through rigorous academics and personal excellence, Futuro Academy educates all K-5 scholars to excel through middle school into high school, and to the university of their choice. Futuro focuses on CORE Values and character development. All minutes and services provided are reported in the Infinite Campus Service Log section. Goals are tracked by the Special Education Teacher. English learners students are tested to measure their English language proficiency. Their scores are uploaded on My Education Data for staff and families to access.
Indicator 3: Governance and Reporting	<p>Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	The Futuro Academy Board of Trustees is compliant and maintains policies that meet requirements that are reviewed annually for potential edits, additions, or improvements. requirements through new laws or regulations.
Indicator 4: Students and Employees	<p>Measure 4a: Student records under lock and key/stored appropriately</p> <p>Measure 4d: Personnel files are under lock and key/stored appropriately</p>	Student and Personnel files were observed to be locked and stored in a secure location.
Indicator 5: School	<p>Measure 5b:</p>	The site evaluation team saw evacuation plans in

Environment	<ul style="list-style-type: none"> • Evacuation plans for classrooms are posted • The school has fire extinguishers on all floors which are tagged • Active permit for food service (if applicable) • Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration 	classrooms and tagged fire extinguishers throughout the building and common areas. The site evaluation team visually checked and located one cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.
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Measures of Progress from Previous Site Evaluations

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school’s previous evaluation.

<p>Summary of recommendations from most recent site evaluation.</p>	<ol style="list-style-type: none"> 1. Continue with strong instructional practices and closely monitor the implementation of new curriculum in both writing and math. Reevaluate the outcomes of using these newer programs. Closely monitor levels of student achievement in response to newer curriculum. Continue the thoughtful use of technology to strengthen classroom learning environments and levels of student engagement. 2. To increase the levels of “learning relevance” with students, consider making a point of communicating the “why” for each learner. Consider allowing time to have students talk about and share the relevance of the learning to their real situations in life. 3. It is recommended that school staff continue to work on a variety of distance learning practices to become more schooled, purposeful, and intentional with this platform.
<p>School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations</p>	<ol style="list-style-type: none"> 1. Curriculum monitoring has taken place. 2. Learning relevance through student ownership has taken place. 3. Futuro has returned to in person learning
<p>SPCSA staff assessment based upon findings during site evaluation</p>	<p>Recommendations from the 2021- 2022 Site Evaluation have been addressed. The board, leadership team, and staff continue to diligently address the academic and social-emotional needs of students using data to inform decisions.</p>

SITE EVALUATION FINDINGS

STRENGTHS

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

- Futuro was observed by SPCSA site evaluators to have a strong school community. At Futuro, the faculty and the student body represent the community in which they serve. Leadership reported that parent engagement is high. One member of leadership explained, “We have a high turnout of families attending school events.” A staff member shared, “Futuro has a high retention with families in the community.” Several family members reported that their kids have been attending Futuro since it opened and have no plans of leaving. Overall, SPCSA staff found the community the school has created to be an asset to the school.
- SPCSA evaluators observed strong academic tiered levels of support to meet the needs of specialized populations. Leadership reported that data is utilized at a high level to inform decisions for the school. Leadership and staff communicated several evidence-based interventions and supports implemented to support academic growth. Additionally, Futuro’s catalog of professional development offerings is observed as a strength by SPCSA evaluators.
- It was observed by SPCSA site evaluators that Futuro’s drop-off and pick-up lines ran smoothly. Several family members responded positively regarding the effectiveness of Futuro's drop-off and pick-up lines. Students also reported that arriving and departing school is a smooth transition.

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.

- School leaders, family members, students, and staff reported that the school has undergone significant staff turnover. Family members reported, “Many staff members are new to the teaching profession.” Family members voiced concerns about some staff members being able to meet the needs of their children.
- The math, science, and English language arts (ELA) student proficiency is a challenge for Futuro Academy. According to the 2021 - 22 NSPF, Futuro’s student proficiency is 12.6 in math, 23 percent in ELA, and 1.6 percent in science. As a result, Futuro’s index score is 20 and does not meet the standard as the school would have been rated as a 1-star school had ratings been issued. Without dramatic improvement during the 2022 – 23 school year, this puts the school at an increased risk for SPCSA intervention.
- Chronic absenteeism is a challenge for Futuro Academy. According to the 2021 - 22 NSPF, Futuro’s chronic absenteeism is 51.7 percent. Leadership reported that they are still struggling

SITE EVALUATION FINDINGS

Site Evaluation Findings continued

with the aftermath of the COVID-19 pandemic. Leadership shared several ways they are working to improve chronic absenteeism, such as calling parents and families to explain the importance of bringing their children to school.

- Staff reported very vocally during the staff focus group feelings of being overwhelmed and under-resourced in meeting the needs of specialized student groups. One staff member shared, “We have a large caseload of students in need of services and targeted interventions. It has become extremely overwhelming while trying to provide services and interventions to meet all of our student’s needs.” Given the impacts of the COVID-19 pandemic, this represents a challenge for Futuro.

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.

- It is recommended elementary school staff become more purposeful and intentional with in-person instructional best practices and develop a common language for school-wide expectations. SPCSA staff noticed several disengaged students and loss of learning time during instruction. According to the SPCSA's Classroom Observation Rubric on page 12 of this report, eight classrooms were scored as basic in the Intellectual Engagement in Learning category. Members of the leadership team reported behavioral and loss of learning challenges resulting from the ongoing COVID-19 pandemic. Staff also indicated the return to in-person learning has illustrated student difficulty in self-regulation within the classroom environment. It is recommended that Futuro consider ways in which to encourage student interaction during lessons. Consider ways in which students can direct their own learning, share explanations of content, or connect to students' individual lived experiences.
- SPCSA evaluators recommend Futuro utilizes greater communication channels with faculty and staff regarding student support and resources. For example, students reported they do not have consistent access to clean uniforms and could benefit from receiving additional uniforms as they grow out of their old uniforms. SPCSA staff believes the Futuro community could benefit from implementing a clothes closet for gently worn uniforms. Leadership reported they have a laundry facility and are working on a way to bolster the communication to let parents know they can bring uniforms to wash. One member of leadership explained, "We have the infrastructure in place to provide tier-three services. We have a parent swap for gently used uniforms on Facebook." SPCSA staff can be available to assist with these efforts by connecting the school with other schools that have a closet, or perhaps helping the school find a community partner to provide additional resources.
- It is recommended by SPCSA staff that Futuro finalize a desired amount of board seats to be in place by the 2023 - 2024 school year and ensure that Epicenter always reflects the current amount. Governing board members explained, "Futuro started with 12 board members when we opened. Currently, we only have 9 board members now that we are more established." It is recommended by SPCSA staff that Futuro keeps Epicenter updated and notify the SPCSA when a seat becomes vacant due to board resignation. Additionally, SPCSA staff recommends that Futuro review its current bylaws at least annually to make sure they reflect the desires of the board.
- SPCSA staff recommends that Futuro creates a robust plan to increase student proficiency rates. As mentioned in the challenges section on page 18 of the report, Futuro's ELA, math, and science proficiency rates are far below the standard. As a result, Futuro's NSPF index score has been negatively impacted and does not meet the standard. Futuro earned an index score of 20 for the 2021 - 2022 school year, which is the equivalent of a 1-star rating. SPCSA staff can be available to assist as needed.
- Futuro continues to face challenges with staff retention. Several family member focus group participants raised concerns about the inconsistency in staffing at Futuro. It was also reported in Futuro's School Performance Plan (SPP) that only 67 percent of teaching staff returned from the prior year. It is recommended that Futuro develops a plan to address staffing concerns. The plan may include an analysis of staffing deficits, marketing, recruitment, staffing agencies, and staffing pay adjustments. If support is needed, SPCSA staff can be available to assist.

STRONG RECOMMENDATIONS

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

DEFICIENCIES

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

Appendix D

Futuro Academy's Optional Response

February 14, 2023

Feedback / Comment For Consideration for Inclusion in SPCSA report as a response:

In general, Futuro Academy accepts the majority of the quantitative and qualitative observations, summaries of focus groups, and other instruments and measurements from the Site Visit which occurred on December 8, 2022, and did not find any substantial errors or misrepresentations in the report.

The feedback for inclusion we would like to present is that in isolation, this report may give a limited or inaccurate sense of the current status of similarly positioned schools within the SPCSA portfolio of schools. The original communication below is provided below for inclusion as part of our response if it is deemed appropriate to provide that context. This communication was initially shared with SPCSA staff in anticipation of additional monitoring approved by the SPCSA board on November 18, 2023.

Substance and Concerns with Over-Identification of Title 1 Elementary Schools for Additional Monitoring and Intervention:

1. Statistical over-representation of elementary schools

A. In the SPCSA in 2021-22, there were 131 schools that received ratings, 40% of which are elementary schools (52 campuses). 80% of schools that qualify under the 1-star criteria here are Elementary Schools (double representation approximately). I cannot run the correlation on schools with notices of concern or breach as that is not a field in the Nevada Report Card, but believe it it's critical to be transparent about this obvious pattern when presenting to the board, and to produce the percentage of elementary schools under notices of concern or breach.

B. In the SPCSA in 2021-22, 6 of the 10 schools who qualify under the 1-star criteria are Elementary Schools attached to a network or larger campus with an affiliated or attached Middle School. 5 of those had complete ratings for both ES and MS campuses. When an Elementary School qualified under the 1 star criteria, its corresponding middle school had an average delta of 37 more index points. No attached middle school had less than twice the index points of its elementary school.

2. Statistical over-representation of Title I schools

A. In the SPCSA in 2021-22, there were 131 schools that received ratings, 28% of which are Title 1 schools (37 campuses). 60% of schools that qualify under the 1-star criteria here are Title 1 Schools (double representation approximately). I cannot run the correlation on schools with notices of concern or breach as that is not a field in the Nevada Report Card, but believe it it's critical to be transparent about this obvious pattern when presenting to the board, and to produce the percentage of elementary schools under notices of concern or breach.

B. There is a compounding effect of both variables (elementary school, Title 1 school). 9% of SPCSA schools are Title 1 elementary schools (12 campuses), yet they represent 50% of schools to qualify under 1 star criteria (quintuple representation), and in aggregate 28% of schools receiving less than 50 index points (triple representation). Again, I cannot figure out the notices of concern as that's not a field in the data exported from the NV Report Card.