



Nevada State Public Charter School Authority

Site Evaluation Report: Alpine Academy **Evaluation Date: 1/9/2024**

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 89119

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Appendices

A: Nevada School Performance Framework

<https://doe.nv.gov/accountability/nspf/>

B: SPCSA Academic Framework

https://charterschools.nv.gov/Performance_Reports/2020-2021_Academic_Reports/

C: SPCSA Organizational Framework

https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_8-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 1/9/2024 at Alpine Academy. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

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

In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric that 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 staff will note additional information regarding the classroom observations on one page of this report. This page will be located on the page immediately following the classroom rubric readings. Using information from 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 regularly to provide schools with a consistent set of expectations leading up to renewal.

SCHOOL BACKGROUND



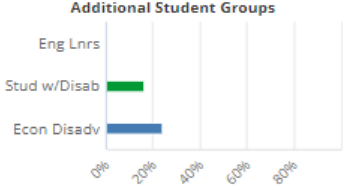
Alpine Academy is located in Sparks, Nevada, in a facility at 605 Boxington, Suite 112. The school serves 157 students (as of the most recent Validation Day) in 9th – 12th grades. The mission of Alpine Academy is “to ensure students receive a quality education and obtain the necessary skills to progress in life. Alpine Academy's educators strongly believe in the idea that our school must provide a motivating and safe environment for students to be successful socially and academically.”

ACADEMIC PERFORMANCE

Nevada School Performance Framework 2023

High School

Alpine Academy High School School Year 2022-2023 Nevada School Rating

<p><i>School Level:</i> High School <i>Grade:</i> 09-12 <i>Levels:</i> <i>District:</i> State Public Charter School Authority <i>School:</i> 605 Boxington Way Ste 112 <i>Address:</i> Sparks, NV 89434</p>	 <p>65.0 Total Index Score</p>	<p>School Type: <i>SPCSA</i> School Designation: <i>No Designation</i> 95% Assessment Participation: <i>Met</i></p>														
 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 61.9% White 2.8% Bl/Afr Am 26.0% Hisp/Latino 0.7% Asian 2.8% Am Ind/AK Nat 0.0% Pac Isl 5.6% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>63.8 NR</td> </tr> <tr> <td>2020-2021</td> <td>66.1 ★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2021-2022	63.8 NR	2020-2021	66.1 ★★	<p>Additional Student Groups</p>  <table border="1"> <thead> <tr> <th>Group</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Eng Lnrs</td> <td>0%</td> </tr> <tr> <td>Stud w/Disab</td> <td>~15%</td> </tr> <tr> <td>Econ Disadv</td> <td>~25%</td> </tr> </tbody> </table>	Group	Percentage	Eng Lnrs	0%	Stud w/Disab	~15%	Econ Disadv	~25%
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Math and ELA Results

Nevada School Performance Framework

2023

Proficiency Rates

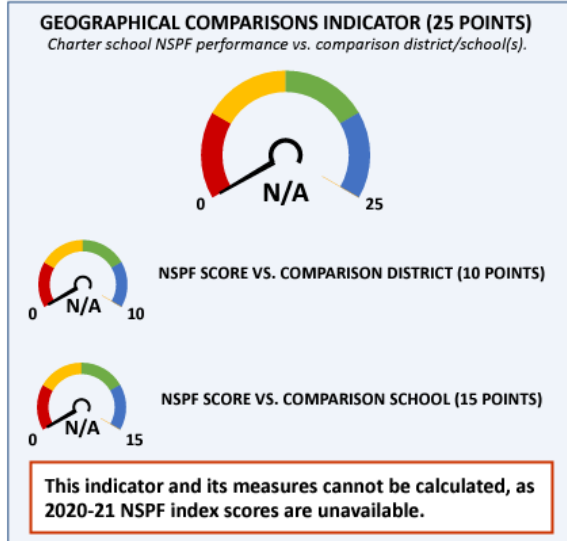
High School

Math Proficient		Math Proficient Points Earned: 3/10				
Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	18.9	25.7	39.38	8.6	25.2	36.19
American Indian/Alaska Native	-	20.0	30.62	-	-	26.96
Asian	-	50.2	55.12	-	55.1	52.76
Black/African American	-	11.0	26.37	-	10.2	22.5
Hispanic/Latino	20.0	16.0	30.44	-	14.2	26.78
Pacific Islander	-	28.0	36.16	-	23.0	32.8
Two or More Races	-	35.5	43.1	-	31.9	40.11
White/Caucasian	13.0	33.6	49.68	14.2	33.8	47.04
Special Education	-	6.2	20.93	-	6.6	16.76
English Learners Current + Former	-	<5	22.86	-	<5	18.8
English Learners Current	-	<5	20.23	-	<5	16.04
Economically Disadvantaged	-	14.5	31.41	-	14.6	27.8

ELA Proficient		ELA Proficient Points Earned: 5.5/10				
Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	47.2	54.0	53.55	39.1	54.3	51.11
American Indian/Alaska Native	-	70.0	42.92	-	-	39.92
Asian	-	75.2	68.51	-	78.7	66.85
Black/African American	-	34.6	38.08	-	40.6	34.82
Hispanic/Latino	40.0	43.8	42.69	-	42.3	39.67
Pacific Islander	-	56.1	53.74	-	35.8	51.31
Two or More Races	-	65.5	62.16	-	60.5	60.16
White/Caucasian	52.1	64.6	65.93	35.7	65.7	64.14
Special Education	-	19.2	23.93	-	16.5	19.92
English Learners Current + Former	-	10.9	25.56	-	12.5	21.64
English Learners Current	-	6.0	20.18	-	9.2	15.98
Economically Disadvantaged	-	41.8	43.73	-	43.4	40.77

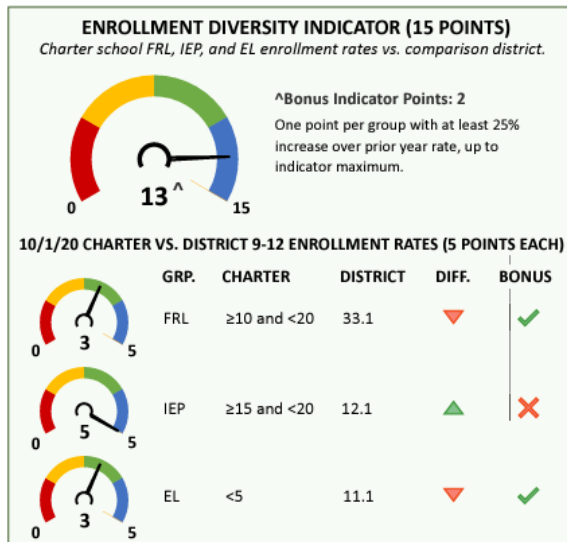
SPCSA Academic Performance Framework Geographic Comparison Report

High School



SPCSA Academic Performance Framework Diversity Comparison Results

High School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	45 minutes
Parents/Families	5	45 minutes
Students	9	45 minutes
School Leadership	1	45 minutes
Staff	7	45 minutes

Governing Board¹

- Two members of the Alpine board met with the site evaluation team and confirmed there are currently five members on the governing board. Members reported that they meet monthly and are looking to add two more individuals to the board. This would extend the board to having seven seats. Board members said they are specifically looking for a person with expertise in the legal field. Board members said they receive training about governance and open meeting law when they volunteer to be on the board.
- Of the five board members, there are several areas represented. These include those with experience in accounting, parenting, human resources, business, and education. Board members shared their thoughts regarding strengths at Alpine. “The size of the school is small, and everyone knows everyone,” said one board member. Another person added, “We have small class sizes. My high schoolers got to know their teachers quickly. I think the Truckee Meadows Community College (TMCC) connection which includes the opportunity to earn an associate degree while attending high school is a big plus.” Board members reported they are excited about the Teacher Post Projects². In addition, the board members mentioned the “Kindness Project.” This involved a schoolwide assembly to encourage students and staff to be kind to one another.
- Board members reported they evaluate the school leader at the end of the school year. A board member explained, “Our school leader presents information to the board as a part of their evaluation. We review the information with the school leader as a group.”

Parents/Families:

- A total of five family members met with the SPCSA evaluation team and reported several positive aspects of the school. One family member said, “The school provides students a unique high school experience which includes the opportunity to graduate with both a high school diploma and an associate degree from TMCC.” A second parent commented, “Our family appreciates the small size of the school as well as a safe environment.” A third parent said, “We commute here from Fernley, Nevada because my high schoolers want to be challenged and at the same time, attend a school with small class sizes.”

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

² Teacher Post Project is a type of fund-raising allowing donors to read about a project of an educator and make the donation based on the project concept.

FOCUS GROUP SUMMARY continued

- Family members reported positive relationships taking place at Alpine. One person spoke about the new school leader, “Our new school leader is friendly. He has been willing to make changes and at the same time learn about Alpine.” A second family member said, “I know I can ask for help from school personnel and get a quick response.” Family members spoke about their high school student’s relationships with adults at the school. “My senior has great personal relationships with his teachers. He is duly enrolled and takes classes here at Alpine in the morning and then participates in Honor Choir at the nearby high school. He recently had a musical performance and was ecstatic to see five different Alpine teachers in the audience.”
- Parents agreed that their sons’ and daughters’ academic and social needs are being met at Alpine High School. A family member explained, “My boys are rowdy and outspoken, but the teachers here are patient with them. I see students who are allowed to excuse themselves from the classroom to go and calm down.” Another parent commented about the social aspect of the school and said, “Alpine holds assemblies, and provides positive incentives for good behavior such as going to a movie or going roller skating. My high school student enjoys this.”
- Family members said communication at Alpine is good, and they are well-informed regarding their child’s academic progress. “I get a proficiency score and my kids tell me I have access to an online system to view grades,” said one parent. Another person added, “I use Infinite Campus³ to find current grades and the status of assignments. In addition, I know I can e-mail teachers and get a quick response. I think this is pretty amazing.” A third parent pointed out, “My daughter stays on top of grades and assignments, so I try to stay out of it and let my kid manage it while I watch from a distance.”

Students:

- Nine students participated in the focus group. The majority of students shared positive experiences at Alpine. One student said, “I like Alpine because it is small, and we have a four-day school week. I wasn’t challenged at my prior high school and felt like I could get straight A’s with my eyes closed. Here, I have an opportunity to learn.” Another student said, “I like earning my Associate’s degree through Truckee Meadows Community College. My old high school wouldn’t take the time to check and see if I was struggling but here, they do.” There were a few students who view the school in sharp contrast. One of these students stated, “I am not one of the ‘favorites’ at this school. I had the experience of not understanding something in class and had a teacher get genuinely mad at me. One time a teacher said, ‘Think, just think!’ And then when I didn’t know, the teacher said they would dock my citizenship grade because I was not listening. I think some students are highly favored over others. I get the feeling that if you are not in the inner circle, you are treated like an outsider.”
- Students were asked to share their perception of the schoolwide rules. One student said, “The rules are important and help keep people safe. We share the values of being nice and patient. The values are posted all around the school.”

³ Infinite Campus is an on-line program allowing families, students, and teachers the ability to review academic information about students including grades, attendance, and the status of class assignments.

FOCUS GROUP SUMMARY continued

Another student commented, "One thing I like here is that the rules are better enforced than in other schools, and you can't get away with things here. There is a smaller student to staff ratio." A third student explained, "At least bad behavior will be acknowledged here. Someone will notice and do something to make it better."

- Students were asked if they felt supported by the adults at the school. A student replied, "One teacher understands that I am autistic and sensitive to sounds. She asked me if a loud sound was going to bother me. The fact that she asked really touched me." Another student commented, "I have one teacher for many subjects and I will ask her questions about all subjects. Any time I need help she is there for me." Some of the students felt differently about adult support. One student said, "A few teachers are not accommodating to students with mental disabilities. I'm getting yelled at. I'm not sure I feel like our school leader is doing a good job to keep kids safe." Another student commented, "Our school leader needs to realize that students and teachers need help. There are a lot of newer teachers here."
- Students spoke about a variety of learning experiences at Alpine. Students reported learning about right triangles, and the Pythagorean theorem. One student remarked, "In world history, I learned about world religions including Hinduism, Buddhism, Islam, Christianity, and Judaism." Students said they participate in learning in most classes. One student commented, "In one class when we finish, we don't have anything to do and the projects are big. The teacher gives us more work if we finish and will layer more work on that. Then other students are expected to do that additional assignment. The teacher then asks students to make- up the extra work during lunch or after school. But not all people can come after school due to transportation. This is frustrating!"
- When students were asked about speaking up and asking questions, there were a variety of responses. One student shared, "I speak up a lot, especially in some classes. I feel I can ask questions and get support during the seminar period." Another student remarked, "I feel it can be intimidating to ask out loud but individually I am more comfortable. If you don't want to ask in front of the class, the teachers encourage us to ask privately and teachers offer after school tutoring." A different student said, "The comfort level of asking questions depends on the teacher. One of the teachers has not been the best toward supporting her students. To me personally she does not help me much. She scares me and I don't ask her for help."

Leadership:

- Alpine hired a new school leader this summer. When asked about his experience at Alpine, he commented, "One of the first things I did as a leader, was to take everyone to an escape room experience. I think that was a positive experience, and it is important that people feel they belong. I am working to be proactive in regard to hiring and retaining teachers. I let people know during the teacher interview process that this is a small school and they may be the only person teaching a particular subject. Since half our staff is new this school year, it is important to make sure everyone on staff feels cared about." The leader explained that he is staying up to date with regard to staff intention for staying at the school during the next school year.
- The school leader reported that he does not have enough time to conduct regular classroom walk-throughs. In order to balance this, he implemented a project named, "Donors Choose" and through this fund raising, collected funds to purchase an artificial Intelligence robot for school use.

FOCUS GROUP SUMMARY continued

This can be used to record teaching within a classroom and then allows time for reflective conversations about teaching. The school leader added, "I have also created the opportunity for educators at Alpine to go and observe each other teaching."

- The school leader reported using Vector Solutions which is an online professional development resource. He commented, "I am limited as to what I can offer for professional development due to our varied prep periods. Using this system, teachers have the opportunity to log on and complete training themselves. It is better than nothing. This is an area of growth for me and I want to improve."
- The new school leader pointed out that he has a great deal to learn, however, he has three things he is thankful for as this position unfolds. "I have our College and Career Ready coach who supports me with behavior issues and seems to know everything. I also have a great relationship with our office manager, and we work well together. Finally, I have a leader mentor at Pinecrest Academy of Northern Nevada, and we meet for about one hour per week to collaborate and problem-solve. The school leader added, "I have several board members who are willing to offer support, and this is appreciated because there are so many responsibilities here."

Staff:

- Seven members of the staff participated in the focus group and shared reasons they chose to work at Alpine. A teacher with over twenty years of experience commented, "This is my second year at Alpine. I was previously teaching in Scotland, and when I returned to the United States, I had not planned on going back to teaching. When I noticed the advertisement, I realized that I wanted to work at Alpine due to the small school and class sizes." A different educator said, "I used to work as a remote teacher and then I interviewed for a job at Alpine. This is my fifth year here. I like the flexibility of my job and I have young kids at home." Another person explained, "I have been in education for 20 years. I teach archery, and we are the only high school in the Reno area that offers Archery. I came here with the previous leader, and I decided to get back into the classroom and stay here."
- Members of the teaching staff were asked to discuss their thoughts on providing feedback to students. One staff member said, "I provide feedback all the time. I do summative and formative assessments." Another person said, "I have high expectations and students may not get the concept at first. I provide feedback and allow students to re-do assignments. This leads to improved understanding and higher grades." One person within the group, a Special Education Coordinator remarked, "When regular education teachers give students feedback, I'll provide even more support by going over the feedback with the students individually."
- Student achievement data is used and monitored at Alpine. According to one educator, "I use a lot of data. I have a sign that says 'Gains' and students score themselves and record progress. I think this helps students notice their academic growth." Another person said, "We recently switched to i-Ready⁴ as we were previously using MAP.⁵"

⁴ i-Ready is an online program for reading and math designed to determine student needs, personalize learning, and monitor progress throughout the school year.

⁵ MAP is a Measure of Academic Performance usually given to students three times per year.

FOCUS GROUP SUMMARY continued

I like i-ready much more as it allows a more targeted approach and is easier to administer. With both tests taking place three times per year, individual conversations with our students regarding growth take place on a routine basis.”

- Teachers spoke about some of the challenges at Alpine. One person remarked, “We have many different single-person departments here and several folks are teaching outside of their discipline, such as math or science.” Another person commented, “Our Special Education teacher has a large caseload. The caseload is made up of students with several types of disabilities.” Another teacher said, “To see such diversity of the special education issues that are coming up in a small school and to be able to provide a sound education for each student is awesome. But this can be a blessing and a curse because there is only one special educator to help inside and outside the classroom.” Another educator commented, “This is why I love the staff because they try to take the load of this one person by working collaboratively.”

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 12 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	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. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	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. Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; and ask for support when appropriate. Learning time is sometimes maximized.	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. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; and ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	Total: 1	Total: 10	Total: 0	Total: 0	Total: 1
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	The teacher responds appropriately when conflicts arise and demonstrates respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	The teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 1	Total: 10	Total: 0	Total: 0	Total: 1

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with the 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 of the lesson or learning activity is clear. The teacher's explanation of the 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 are 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: 3	Total: 7	Total: 0	Total: 0	Total: 2
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: 8	Total: 0	Total: 0	Total: 1
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.	The 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: 6	Total: 2	Total: 0	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 with opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There are some attempts by the teacher to encourage the use of academic language. Students are provided with limited opportunities for discourse. There are some attempts 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: 7	Total: 1	Total: 0	Total: 3

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 are differentiated and allow high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson are differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson are somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson are not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 1	Total: 7	Total: 3	Total: 0	Total: 1
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback regarding 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: 7	Total: 2	Total: 0	Total: 2

Additional information about the classroom observations shared here when applicable.

1. This was a small, special education pull out class with twelve students. Students were primarily completing independent work from other classes with the support of their teacher. The teacher worked with students one on one as they had questions or needed help. About three quarters of the students were working on independent work either from binders or on laptops. About a quarter of students did not have any work pulled out.
2. In this classroom there were twelve students and one teacher. There was very little individual feedback to students during this time frame.
3. This was Spanish class with 11 students. The students were working on a handout, and as they worked, the teacher asked them questions to guide them through the work. The teacher asked in Spanish, and the students responded in Spanish. The teacher provided guidance as necessary, and it was evident students felt comfortable responding even if they seemed unsure about their answer. The teacher called on students randomly, and it was evident that all students were comfortable speaking and learning in this class.
4. There were 19 students in this classroom. The teacher reviewed content from the previous semester and asked probing questions. The teacher engaged students in what was to be learned in the coming semester. The teacher had a hands-on project for students to begin today.
5. There were eleven students and one teacher. The teacher asked questions verbally in another language and had students write the answers on their white boards. The teacher checked each student's written response on the white board and then offered immediate feedback.
6. This was an archery class were with twelve students and one teacher. The teacher had students doing a variety of activities with rotations. Some students were fixing bows; others were decorating their archery case.
7. This will be an English 101 Dual Credit/TMCC class in the coming weeks. At the time of the evaluation, TMCC had not begun yet and the time was used as a study skills class.
8. This was a math class which began with a challenging problem. Students seemed to like their teacher, and one student hugged the teacher as she entered the classroom. Students seemed interested in the math problem and talked among themselves to solve it.

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
<p>Indicator 1: Education Program</p>	<p>Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p>Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	<p>Evidence gathered during focus groups indicates the school is implementing the material terms of its educational program as stated in the charter. Students with an Individual Education Plan received individualized instruction.</p>
<p>Indicator 3: Governance and Reporting</p>	<p>Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	<p>Members of the Alpine board comply with government requirements and spoke to holding regular board meetings. Board members are comprised of people with a vast range of experience in the fields of education, accounting, and business.</p>
<p>Indicator 4: Students and Employees</p>	<p>Measure 4a: Student records under lock and key/stored appropriately Measure 4d: Personnel files are under lock and key/stored appropriately</p>	<p>Student records were observed to be housed in a safe and secure setting. Personnel files are secured in the same manner.</p>
<p>Indicator 5: School Environment</p>	<p>Measure 5b:</p> <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 the health office, disposal of sharps, cot, refrigeration 	<p>Classrooms were observed to have evacuation plans posted near the doors and include a map. Fire extinguishers on all floors were tagged with appropriate dates. The nursing station contained a refrigerator and a container for sharp objects. A cot was missing. SPCSA recommends a cot be secured within the nurse's area within 14 days of this report or sooner.</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.

Prior recommendations by SPCSA staff

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

School Assessment of progress made against recommendations and evidence provided, or reasons school believes the additional time may be necessary to fully address past recommendations

Regarding recommendation number one above, as reported by the school leader:

- Alpine Academy is seeking opportunities to improve our delivery of Multiple Tiered Systems of Support and Positive Behavior support for our students. We will be seeking opportunities to provide training for our staff and will also seek out candidates for vacant positions who have experience or knowledge in these areas to strengthen the abilities of our team.
- Alpine Academy is working to bring in a Social Emotional Learning curriculum to provide support and instruction for students during homeroom and advisory periods.
- The school leader has recently implemented the 'Alpine Principal's Advisory Committee,' a group of students from all grade levels who meet regularly with the school leader to discuss issues occurring at the school that are not apparent to staff or administration. Additionally, Mr. Perlin seeks advice from this student advisory group regarding initiatives, ideas, and concerns. The group regularly discusses the book *7 Habits of Highly Effective Teens*.
- Alpine Academy lacks the funding to employ a full-time counselor or social worker but recognizes the need to provide access to experts via a community partnership or contracted individual.
- Alpine Academy brought in a unique program called, Breaking Down the Walls on December 13th and 14th. This program provides

	<p>opportunities for students and staff to connect. to our school. This program provided an all-day workshop on building connections between individuals and understanding their inner struggles.</p> <p>Regarding recommendation number two:</p> <ul style="list-style-type: none"> • Alpine Academy has accepted the SPCSA recommendation to translate promotional materials into Spanish to support and include the local Spanish-speaking community. • Alpine Academy has established relationships with local feeder schools to encourage the promotion of our monthly Open Houses, as well as visits to our campus via field trips and outreach presentations at other schools. Outreach includes local charter, public, private, and religious Middle Schools and High Schools. Outreach is also extended to Parent Groups and Homeschool groups via Facebook. • Alpine will explore the possibilities of targeted promotion to subgroups in FRL and EL categories such as direct mail or presentations/pop-ups at community centers or grocery stores. <p>Regarding recommendation number three:</p> <ul style="list-style-type: none"> • Alpine works to extend the days of substitute teachers to be available for “reflective practice,” enabling teachers to observe in other classrooms or invite other teachers in to observe. Oftentimes, a teacher will only require sub coverage for a half day of Professional Development so Alpine will ensure the sub will stay for a whole day. • Alpine is seeking to hire an additional staff member to manage Special Education cases as well as work as a half-day reflective practice staff member. • Alpine has acquired three observation robots that can be used to record lessons and playback for teachers to observe together.
<p>SPCSA staff assessment based upon findings during site evaluation</p>	<p>The SPCSA site evaluation team agrees with the school’s analysis of progress made as indicated by classroom observations and focus group notes. Documentation of the above is found throughout this report.</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.

- **Strong Achievement Measures**
Alpine Academy posted strong achievement measures as reflected in the 2022-2023 index score and star rating information found on page four of this report. An index score of 65 is 5 index points away from a four-star school, which would begin with an index score of 70.
- **Low Chronic Absenteeism**
Alpine Academy has a very low chronic absenteeism rate of 2.9%. This is a strength at Alpine and the school leaders and staff are to be commended for this achievement.
- **Strong Graduation Rate**
As a smaller high school located in Sparks, Nevada, Alpine Academy has a strong graduation rate of 97% for the four-year cohort and 96.2% for the 5-year graduation rate. This is another area of strength for Alpine Academy.
- **High numbers of Advanced Diplomas**
Within the area of earning an advanced diploma, Alpine Academy has 33.2% of students within this category. In addition, the CCR, or College and Career Ready completion rate, is 21% with a College and Career Ready participation rate of 47.2%. These are areas of strength at Alpine to be celebrated as they are well above the Washoe County School District averages and Nevada State averages.
- **Small school and class sizes**
Alpine Academy stakeholders including the school board, leadership, staff, students, and family members reported the school has small class sizes and the ability to offer strong one-to-one support to high school students. Along these lines, several students who have been attending Alpine for more than one year reported strong relationships with their teachers. Family members were unanimous in their appreciation for improved communication at the school.
- **Support for the new school leader**
The new school leader has access to a mentor from a different charter school in the Sparks area which is helpful as he navigates through this initial year as the Alpine Executive Director. The new school leader reports having some highly supportive and dedicated staff members. These members of the staff have been reported as helping with some of the many new tasks the school leader is required to perform. This assistance helps allow the new school leader to learn to have the capacity to fulfill his new position.

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.

- **New School Leader**

One of the challenges at Alpine Academy toward the end of the 2022-2023 school year and the beginning of the 2023-2024 school year has been the impact of a new school leader. Because principals play a major role in ensuring student success and maintaining a positive school climate, this is a common challenge within schools having a new school leader.

- **Staff Turnover**

Research notes that principal turnover may result in higher turnover in staff, which can ultimately lead to lower gains in student achievement. Turnover rates for principals are a serious issue across the country. Alpine Academy has experienced several instances of school leader turnover during the past four years with three different school leaders. This is a challenge at Alpine Academy.

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.

- The SPCSA recommends the Alpine Academy members of the board consider implementing the following strategies to strengthen their responsibility to provide school oversight, promote retention and growth of the new Alpine school leader, and improve academic outcomes:
 - The school board chair is encouraged to offer high levels of support to the new school leader by providing regularly scheduled check-ins with the school leader. This might entail discussing something positive and then moving on to talk about problems that worry the school leader the most. This collaborative effort may help to send a message to the school leader that the board chair cares about the school leader as a professional and as an individual.
 - Board members are encouraged to model the importance of visiting the school outside of board meetings and attend some school presentations, plays, or community meetings.
 - Consider scheduling and planning a board retreat. Retreats may help the board focus on long-term strategy, encourage innovation, and strengthen relationships that improve team effectiveness.
 - Follow through with stated plans to secure a new board member with a background in the legal field. In addition, it is suggested the board move forward with their intention to increase from five to seven members.
 - As stated by board members, ensure follow-through with board training, and provide disclosure statements and background checks to the SPCSA for those persons who have recently joined the Alpine Academy Governing Board.

- It is recommended that Alpine Academy reduce teacher turnover and retain adequate teaching staff to effectively address students' needs. Recruiting, retaining, and ensuring staffing stability among highly qualified and high-performing teachers is needed to continue to improve student and school outcomes. It is recommended the Alpine school leader engage in the following three behaviors and practices to reduce teacher turnover:
 - Provide support for staff by providing meaningful professional development, coaching within the scope of effective teaching, and strong opportunities for mentorship among teachers.
 - Improve student discipline in terms of school-wide expectations for behavior and discipline. All staff should encounter a healthy working environment that ensures security and safety for students and staff alike.
 - Build positive relationships centered on effective communication, fairness, and respect. One way to strengthen personal connections is to recognize employees for their contributions and allow time for collegial collaboration.

- Alpine leadership is encouraged to apply to MTSS through the SPCSA. The MTSS program through the SPCSA has school support and resources that Alpine can utilize without cost. Training for staff and schoolwide SEL support through MTSS opportunities have the potential to provide staff access to Tier 1, 2, and 3 training and resources to reinforce social-emotional lessons and restorative justice practices.

- It is recommended that the school leader and staff work collaboratively to improve the school culture. Although several students reported having strong relationships with teachers, a few students described their experiences differently. Concerns included the perception of feeling singled out or ostracized by a few members of the teaching staff.
 - As a staff, it is suggested Alpine discuss culture during the hiring process and make space for professional development in this area.
 - Embrace honesty and communicate examples of what a positive culture will look like.
 - Encourage engagement for all students by continuing to form connections, identify those who aren't connecting, understand why, and adjust accordingly.
 - A strong school culture can help guard against the negative impacts of social media, increase students' interest in learning, improve academic outcomes, and reduce problematic and risky behavior.
 - Since COVID, some students are now struggling with anger, isolation, reduced ability to self-regulate, separation issues, and lack of socialization.

- As noted during the day of the site evaluation, it is necessary for the Alpine school leader to secure a cot within the nurse's area within 14 days of this report.

STRONG RECOMMENDATIONS

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

DEFICIENCIES

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