Nevada State Public Charter School Authority

Leadership Academy of Nevada
Site Evaluation Report: September 17, 2024

State Public Charter School Authority
775-687-9174
PO Box 19983
Carson City, Nevada 89721
2080 East Flamingo Road, Suite 230
Las Vegas, Nevada 89119

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Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to NRS 388A.223, 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 years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the Charlotte Danielson Framework for Teaching. All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conducts focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is 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 to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

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.

- Leadership Academy of Nevada (LANV) offers students and families a unique opportunity to simultaneously experience an online and classical education. Instruction takes place via Zoom[1] and assures that students are provided the chance to interact with their teachers and classmates in real-time. Students are encouraged to participate in Socratic Seminars[2], educational games, and collaborate with both their peers and teachers. It was noted that students are provided immediate feedback during the live online class sessions. The unique nature of the on-line and classical education model supports SPCSA's mission to sponsor dynamic and responsive charter schools that prepare students for academic, social, and economic success.

- LANV offers eligibly enrolled students the opportunity to attend LEAD[3] classes and expeditions at the school. These expeditions provide participating students with experiences that help them practice the characteristics of principled leadership through hands-on experiences. During the 2024-2025 school year, students in grades 9-12 are invited to attend a five-day trip to Pine Valley, Utah. Plans include hiking, yoga, and outdoor adventures, as well as time to journal, reflect, and set personal goals.

- A strong culture and climate were observed at LANV as strengths. Faculty, school leadership, families, the governing board, and students were noted by the SPCSA site evaluation team as working collaboratively, displaying respect for one another, and providing a positive place to work and go to school. LANV offers a staff retreat and displays high levels of teacher retention year after year. The school leader complemented the staff and said, "Our staff here is incredible, and we as a Leadership team are lucky to have them." The staff said that the school leaders are highly supportive of them both as educators, as well as people. For example, one member of the staff detailed his experience with a leader at the school who allowed him time to vent and work through a personal problem.

- The governing board at LANV is highly engaged and involved. The board holds two retreats each year. Additionally, board members take time to observe students learning in class and provide feedback to bolster instructional methods. An SPCSA site evaluation team member observed respectful board meeting discourse.

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[1]Zoom is a video conferencing platform.
[2] Socratic seminars are a structured discussion model intended to help students understand text by asking questions, sharing ideas, and listening to others. The method is named after the Greek philosopher Socrates.
[3] LEAD classes are classes designed to educate students in becoming leaders both now and in the future.

- Another strength at LANV is the thoughtful process in consideration of ideas to improve student learning and overall academic achievement. The Student Achievement Specialist sends personalized notes and cards to students, encouraging them to persevere in their virtual learning environment classes. The SPCSA site evaluation team noted several examples of student leadership, such as student ambassadors leading announcements and more experienced older students helping to facilitate learning in the student break-out rooms.

- The number of students with an Individual Education Program (IEP) is well above the SPCSA average. The school takes the initiative to provide testing for special education and specialized instruction dependent on student learning needs. Several family members said that they are very appreciative of what the school has done to meet the needs of their children.

- Another strength is the school's chronic absenteeism rate of under five percent, which is considered very low as compared to the national numbers. The school is to be commended for such a low rate, which speaks to high levels of student engagement and satisfaction with the learning program as stated in strength number five above.

- The school leader and the leadership team are another strength at LANV. The school leader and team were highly aware of staff needs for professional development (called continuous improvement). In addition, the emotional and personal needs of the staff are considered to be important. A caring and respectful nature between members of the leadership team and the rest of the staff, families, and board members was noted multiple times during the site evaluation. A 94% staff retention rate from year to year is another form of evidence supporting this strength at LANV.

Site Evaluation Findings: Challenges

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

- One challenge the LANV Leadership team noted is meeting the needs of English Language Learner students and families. The leadership team noted that it is difficult for staff to forge bonds with the parents/guardians when a family member does not speak English. "We do have a staff member who speaks Spanish but using a translator for all parent communication creates a type of wall that is difficult to scale."

- A second challenge noted is student retention from one school year to the next. School leaders note that according to most of the comments on the withdrawal form, families and students enjoyed the school but wanted something that would provide more socialization, such as sporting opportunities and/or a wider selection of courses. This challenge was noted in the previous site evaluation report published during the 2022- 2023 school year. It is important to note that the average retention rate for LANV has improved. According to school data the retention rate rose from 50.3% in the 2021-2022 school year to 54.4% during the 2022-2023 school year and 59.9% at the end of the most recent 2023-2024 school year.

- LANV is challenged to increase the number of Title I and second language learners enrolled at the school. Although LANV has increased marketing toward this population, overall numbers continue to be below average of SPCSA charter schools.

Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

- The SPCSA site evaluation team recommends LANV take extra precaution and planning to fully ensure that the annual ELP[4] assessment of all English Language Learner students in the domains of speaking, listening, reading, and writing take this school year and each year going forward. Because Leadership Academy of Nevada did not provide the WIDA[5] assessment to all eligible students, as required under the federal Every Student Succeeds Act (ESSA) during the 2024 Nevada WIDA administration window from early January to March 1, 2024, the WIDA data points used for the English Language Proficiency indicator, worth 10 points on the Nevada School Performance Framework, was impacted. The school had 10 eligible students enrolled and nine students did not begin any testing.

- It is recommended that LANV continue to attract and enroll students learning to speak English and students within the Title I[6] category. Continue to take steps to be more representative of the SPCSA schools. Consider outreach options such as attending community events and online marketing to bolster these numbers and to serve a more representative population.

- Consider working on the response rate on the parent survey to gather feedback from a larger portion of parents. The rate was lower than 50%. This is an important opportunity to let family members know that their thoughts are important, and that feedback is provided. It is suggested the school set a response rate goal of 50%.

- Continue to monitor and improve overall student retention rates from year to year. As noted in the challenge section of this report, most of the comments on the withdrawal form indicated families and students enjoyed the school but wanted something that would provide more socializing, sports, and/or a wider selection of courses.

- Consider steps to address increasing AGPs[7] in the closing opportunity gap indicator for middle school students. The math AGP is 11.6% as compared to the district average of 16%. The ELA AGP is 9% as compared to the district average of 26%. An improvement in AGP in math and ELA will have a strong effect on the NSPF index score.

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[4] ELP-English Language Proficiency
[5] WIDA: A test used to access four key language uses, narrate, inform, explain and argue, which appear across all content areas that teachers can use to prioritize and organize the integration of content language.
[6] Title I is a federally funded program that provides financial assistance to local education agencies to improve educational opportunities for educationally deprived children.
[7] AGP is the average growth percentile.

- Continue to develop further follow-up strategies and tools for students who may be at risk in self-care, and/or social and emotional wellness. Although the staff is highly perceptive and works to follow up with students displaying cause for concern, there may be a need for trauma informed practices and counseling services.

Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.

- There were no Strong Recommendations for Leadership Academy issued during this site evaluation.

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.

- There were no deficiencies issued to Leadership Academy during this site evaluation.

Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board[8]	2
Family Members, Parents, and Guardians	9
Faculty and Staff	14
School Leadership	7
Students	10

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[8] Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two members of the LANV governing board attended the focus group. One member said, "LANV provides an example to the community that charter school success doesn't look the same to all. There are numerous ways to provide solutions for students to be successful. I love being part of the school."

Board members responded to an inquiry about the incomplete status of WIDA testing during the 2023-2024 school year. One member explained, "We just spoke about that issue during the last two board meetings. We plan to revise the way our mentors (teachers) conduct the evaluation. We hired a new staff member for this purpose."

The board was asked if they have considered hiring Spanish speaking teachers. One member responded, "We have not discussed that, but we could talk to the school leader about that. Most of our hiring and student enrollment is done through word of mouth. We did hire a social media/marketing position, and we are starting to attract families we have not seen before. We are trying to get our demographic status within the areas of Title I and Special Education improved but realize this is happening in stages and we are working on it."

The board reported they are trying to get more responses to the end-of-year parent survey since the enrollment is about 300, and they would like at least 150 completed surveys. They plan to improve participation at the end of this school year by sending push notifications, emails, and through social media. One board member commented, "Students enrolling in every grade such, as sixth grade, need to get the improved training on how to be an online student. To improve success, students must be capable of self-governing. We want to provide additional handholding at all grade levels while students are getting used to the online environment. We believe the parent needs to be with the student for the increased success of the student and want the parent to learn what is expected of their student."

When speaking about the status of overall student achievement at LANV, one board member said, "So much comes back to something new. We ask ourselves, what should the school do when self-accountability fails? Knowing that part of the daily schedule includes study hall hours has been a newer change and is now an ongoing expectation is a good start. There is a mentor/teacher offered to each student for academic support if needed." Board members expressed that they believe this change will be a big help in supporting all students needing academic guidance on the spot. A board member commented, "The tenure of our staff, with very little turnover, is helpful. We have several students with IEPs and have allocated resources to bring in more one-on-one help."

In terms of the health and effectiveness of the board, Board members said they hold two board retreats each school year. During the retreats, members get to know one another, and work to review school policies, set goals and create plans. A member of the site evaluation team viewed two recent recordings of the LANV board meetings. The SPCSA staff member found that the board seems to be highly collaborative and able to talk differently on a variety of topics. A healthy respect for each person on the board as well as a general theme of putting the students and staff first was noted.

Focus Group Summary: Family Members, Parents, and Guardians

Nine family members participated virtually in the focus group. Families spoke about the ways they use the LANV Family Resource site. One parent stated, "I use the LANV app and find it easy to go back to the website and check the school announcements." A family member said, "I feel like the school can proactively communicate with us. For example, school events are listed, and I can keep up to date with everything." A third parent remarked, "I use the resource daily, if not every other day. I get notifications so I know what is going on." Several other family members stated they like having access to their child's mentors (teachers) and to Canvas[9]. Families said they feel they are kept up to date with their child's academic status and have access to the recorded class sessions if needed.

Family members stated they feel their children are highly supported at LANV. One parent explained, "My daughter was struggling at her previous school. Once I enrolled her at LANV, I was contacted within two weeks and told the staff noticed my daughter working hard. The school team asked what they could do to help my daughter to succeed. They provided transportation for her to the school, conducted testing, and created a plan which included her input and utilized my daughter's voice in her own education.

Parents spoke about the school's response to resolution. One family member said there were some glitches at the beginning of this school year with changes to the learning platform at the school. She said her three children were frustrated and upset because the online learning platform was not working efficiently. She said that once families and staff communicated the concerns to school leaders, the decision to go back to the previous platform was made very quickly.

Families were thankful for the outstanding communication between their children and the mentors. A parent commented, "My son will email his mentor and get a response very quickly." Another parent added, "My children have learned to advocate for themselves because when they reach out to teachers, they receive a response."

When missing school, families reported that the LANV staff is flexible. One person remarked, "Last week, our family had to travel for a necessary reason, and my child contacted her mentor before we left. Her mentor summarized what the class daughter to be proactive knowing she would not be too behind." A different parent added, "I would agree and say the mentors are willing to make accommodations. They respond to a variety of situations. The lessons are recorded would be doing and provided a plan to keep up. This helped my if needed and deadlines for assignments can be extended."

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[9] Canvas is a learning management system helping to connect students, families, and teachers with educational information.

Focus Group Summary: Faculty and Staff

Fourteen members of the faculty met and took part in the staff focus group. Staff explained the ways they teach in the virtual environment. Staff shared they use Open Up Math, a type of curriculum which has been approved by the Nevada Department of Education for online schools. They said they added some activities and lessons to the math curriculum to best meet the needs of each student. For middle school, teachers said they use STEMscopes[10], which aligns with the standards and connects to units from the State of Nevada. One teacher commented, "In my class, I have students take a pre-quiz prior to diving into the lesson to determine what students already know and then proceed forward." Another teacher added, "With the virtual environment, we use audio, and video to support our students to express what they have learned. It is a way for us to assess student learning in a new way, not just by pencil and paper." A different teacher remarked, "All the books we provide students to read are available in audio format so students have access and can select to have the books read to them." Teachers expressed other strategies: "One method we use is called National History Day. In tenth grade we ask students to begin to think like a historian. Then in eleventh grade, we ask students to choose their history assignment. It may be writing a paper, creating a documentary, or building a website."

Staff members said they have improved their ability to provide layers of support for students. Staff said that each of them meets every Friday. They talk about students who appear to be struggling either academically, emotionally or socially. Using a shared form called ASAP, staff will collaborate and note observations of students and possible methods of providing support. The form allows the staff to check in with each other over time and monitor levels of student improvement or a need to try something new.

In terms of individual professional development, teachers (mentors) meet with their supervisors each November and April. They set goals for themselves professionally and track progress. One staff member commented, "We talk about data, attendance, grades, and then ask our own questions. For example, this is my second year, and I talked with my supervisor about different strategies to increase student engagement in the classroom." Another staff member said, "One of the things, we do is conduct book studies. I think it helps us to form a community and get to know each other." One member of the staff commented, "I feel like this is the only school I've been treated as a person. The school leaders are willing to listen to our ideas and seem to understand that we, too, have social emotional needs. Last year, I was going through a rough time personally, and a leader suggested I take a day to mediate or try to go for a walk. This meant so much to me."

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[10] STEMscopes is an online comprehensive, online STEM curriculum for pre-K-12 students that was created by Accelerate Learning. It focuses on the development of STEM (Science Technology, Engineering and Math) skills as aligned with the Nevada next generation science standards.

Focus Group Summary: School Leadership

Seven members of the LANV leadership team met to discuss the school. They explained the types of supports offered to all students. The school leader commented, "Every student has a lead class they attend daily. During the lead class, students fill out a weekly planner by attending a 'planner party' each Friday. We believe this guides students to learn how to be self-directed."

The school leader spoke about methods the staff uses to track student success and monitor the progress of all sub-groups and individual students. One leader commented, "Everyone who works with middle school students gets together routinely and talks about students who may be struggling. Staff then shares information about what they noticed about a particular student, and the group makes suggestions for ways to support an individual student's success." School leaders said they have specific staff who track different groups of students, such as English language learners, new students, and students with an Individual Education Plan.

Members of the leadership team explained that the school started a new Response to Intervention (RTI) program last year called "Lost at Schools." This involves the process of talking about what may be lacking for a given student and a meeting is held with the student. Each Friday, a staff meeting is held.

Members of the school team decided to differentiate trainings by breaking staff into departments and providing more specifically needed types of training for that group. The school leader said, "We send staff to a classical education symposium each year, and staff will bring back a variety of ideas they would like to try to improve the school. For example, a staff member suggested we try something called Lunch and Mingle. This involves students meeting virtually online to eat and talk together." The school leader commented, "We call our professional development continuous improvement because it is always happening. The school leader shared, "Our board watches recordings of classroom sessions on a routine basis, and then the observations are discussed."

Focus Group Summary: Students

Ten students participated in the student focus group. They were asked what might prevent you from attending class or completing an assignment. One student commented, "Some days I have soccer practice right after my classes. I found that I can attend study hall, and the teacher (mentor) would be there to help be complete an assignment if needed. A different student said, "Last year I traveled with my family. I would email my teachers to determine what I was missing and what was going on in my classes. The mentors helped me catch up and I ended up with straight A's by the end the year."

Students spoke about some of the benefits of attending LANV. A student said, "I'm in National Honor Society and I like the opportunity to go see my teachers during office hours. I must earn service hours, and I can do so when I help our mentors in a classroom breakout room. This is a positive way for me to interact with other students and earn volunteer credit hours at the same time."

One of the questions students were asked to answer was, "If a friend of yours was thinking about attending this school, what would you tell them?" A student responded, and said, " I would encourage them to attend school here because the teachers are nice and are understanding." Another student added, "if you have a certain learning style, you will probably learn more than you used to. If you were homeschooled prior, you will like that we have time to get together." A third student remarked," I would recommend they go to this school because the students are great, and I've met my best friend through this school. If you work with the mentors, you will have a good chance at success." Another student remarked, "I would say the staff is accepting, friendly and fun. But it is still hard with many types of support to lead you to earn good grades."

Students had a few suggestions for improvement. Some students voiced concern about the LANV policy to have the camera turned on during class, even if a person is sick. She said, "I don't want to have my camera on with a tissue in my nose, yet I don't want to miss class either." Another student said, "Sometimes other students don't always follow the rules about cameras. This makes it hard if you go into a breakout room with a student and their camera is not on. I think we all need to work on this more."

Students said they have learned a great about the content and their abilities this year. One student shared, "Something I learned is multiple geometry, and this year, I got the extra support I needed, and I'm actually understanding the work better than last year." Another student said, "We have a student body group, and last year, I found it horrifying and shocking to realize I was responsible for a major school event. This year, I am doing an event, and I'm doing well with the planning." A third student commented, "I never thought I would pass all my classes, and now I believe I will have straight As."

Classroom Environment and Instruction Observation Rubric

A total of 16 middle and 16 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Classroom Learning Environment is Conducive to Learning	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 6	TOTAL: 15	TOTAL: 11	TOTAL: 0	TOTAL: 0
Establishing a Culture for Learning	The teacher communicates passion for the subject. Students indicate through their questions and comments a desire to understand content. Students assist their classmates in understanding the content.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	The teachers' energy for the work is neutral. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to completing the work on their own. The teacher's primary concern appears to be to complete the task at hand.	The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work.	This criterion was not observed or rated.
	TOTAL: 5	TOTAL: 13	TOTAL: 14	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction Observation Rubric

A total of 16 middle and 16 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively. The teacher invites students to explain the content to their classmates. Students use academic language correctly.	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. Students engage with the learning task, indicating that they understand what they are to do.	The teacher provides little elaboration or explanation about what students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher may make minor content errors. The teacher must clarify the learning task.	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. Students indicate through their questions that they are confused about the learning task.	This criterion was not observed or rated.
	TOTAL: 6	TOTAL: 15	TOTAL: 11	TOTAL: 0	TOTAL: 0
Using Questioning and Discussion Strategies	Students initiate higher-order questions. The teacher builds on and uses student responses to questions to deepen student understanding. Students extend the discussion, enriching it. Virtually all students are engaged.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Discussions enable students to talk to one another without ongoing mediation by the teacher. Many students actively engage in the discussion.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number participate.	Questions are rapid-fire and convergent with a single correct answer. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion.	This criterion was not observed or rated.
	TOTAL: 5	TOTAL: 13	TOTAL: 14	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction Observation Rubric

A total of 16 middle and 16 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Engaging Students in Learning	Virtually all students are engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. The pacing of the lesson provides students with the time needed to be intellectually engaged.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	Few students are intellectually engaged in the lesson. Learning tasks, activities, and materials require only recall or have a single correct response. The lesson drags on or is rushed.	This criterion was not observed or rated.
	TOTAL: 4	TOTAL: 13	TOTAL: 15	TOTAL: 0	TOTAL: 0
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 2	TOTAL: 13	TOTAL: 15	TOTAL: 0	TOTAL: 2

Classroom Observations and Additional Comments

In a LEAD 9 class, the students openly engaged in a discussion about why people don't see the good in things when they see the bad in things. The students demonstrated active listening skills and respectful behaviors.

The teacher elicited responses from students and asked one student to "Talk me through the problem" in math instruction, in a small breakout room.

In a middle grade math classroom, the students were working on basic math facts. The students were very engaged and self-motivated. The teacher then transitioned to a spelling sentence activity.

Students were highly engaged in this math classroom. The teacher placed students in breakout rooms to talk over the multiple ways to solve the problem. The teacher checked on each group and facilitated as needed.

In the upper grade classroom, students were intent on the subject matter and content. The students expressed their thoughts about the subject matter.

This was a middle grade classroom, and students were engaged in the topic, providing personal connections to the subject matter.

The teacher offered multiple forms of feedback to students during this learning session, including verbal comments in the chat and exemplary of student work to point out expectations.

In this classroom, students were called on by their first names. The teacher spoke in an animated calm voice and students appeared to be comfortable in their learning environment.

Measures of Progress from Previous Site Evaluation

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 Site Evaluation Team during the school's previous site evaluation.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
Continue to strategize ways to retain students each year. The site evaluation team recommends that LANV works on ways to increase its retention rate of 53%. Continue to analyze data from LANV's withdrawal forms and other measures, to determine ways to address student retention	To gather relevant data, LANV changed the Parent/Guardian Survey to get a better idea of the satisfaction level of parents/guardians with the school. The school leaders said they understand that the more students engage with the staff and other peers, the more invested they are in the school. The school has reinstated more in-person activities, increased the number and variety of clubs, and had more opportunities to connect with fellow students online. In addition, the school Registrar communicates earlier with parents who haven't re-enrolled at the end of the year for the following year.	The SPCSA Site Evaluation team agrees with the school's assessment of progress as noted.
Continue to work on ways to engage non-participatory parents and students. The site evaluation team recommends that LANV find ways to bolster engagement opportunities and communication in efforts to connect with non-participatory parents and students	During the 2023-24 school year, the LANV Management team began to hold Required Parent Conferences (RPCs) with parents/guardians and students who are not attending live classes and who are not turning in assignments. We work with the families to develop a Student Success Action Plan for the students and families to be more engaged. This fall, we also made it mandatory for parents/guardians to attend New Student Orientation so that we could train them on their responsibilities and educate them on what is required of their students. In addition to the New Student Orientation, we have included the Parent/Student Enrollment Contract that outlines an agreement between the parents, student, and the school as part of the enrollment process. We have developed and continue to add to a Family Resources Site where parents/guardians can get needed information. This year we have Special Services and Student Achievement staff pushing into classes, and we've added Study Hall to schedules, with the expectation that students attend Study Hall for additional help.	The SPCSA Site Evaluation team agrees with the school's assessment of progress as noted
Continue to work on efforts to serve a representative student population. LANV has the capacity to grow and increase the number of students receiving free or reduced-price lunch, English learners, and students with an IEP. It is recommended by the site evaluation team that LANV continues to develop a plan to serve a representative student population.	We have seen an increase in our SPED population and needed to hire an additional staff with SPED licensing/certification to work with our middle school families. We also hired an online marketing company specializing in charter schools, which has helped us reach more potential families overall. In addition, we have assigned an ESL-certified staff member to work specifically with our EL students.	The SPCSA Site Evaluation team agrees with the school's assessment of progress as noted

Operational Compliance Checks

Fire Extinguisher   ☒ YES   ☐ NO

Nurse's Station   ☒ YES   ☐ NO

Evacuation Plan in Classrooms   ☒ YES   ☐ NO

Food Permit   ☐ YES   ☐ NO   ☒ N/A

Elevator Permit   ☐ YES   ☐ NO   ☒ N/A

Appendix A

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.