



Nevada State Public Charter School Authority

Legacy Traditional Schools: North Valley Campus Site Evaluation Report: October 8, 2024

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Links to Resources:

- [Nevada School Performance Framework \(NSPF\)](#)
- [SPCSA Academic Performance Framework Results](#)
- [SPCSA Organizational Performance Framework Results](#)
- [SPCSA Financial Performance Framework Results](#)
- [Best Practices](#)

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.

Improving parent involvement

According to the leadership team, parent involvement has improved at the Legacy North Valley Campus. The introduction of monthly Parent University¹ classes have been well-received, and there has been a significant increase in signups for the Parent Volunteer Organization² (PVO). This surge in PVO signups is a promising sign of a growing and active parent community. The families in the focus group spoke about feeling welcomed, and communication levels have improved. Leadership team members have enhanced parent involvement, paying for badges, fingerprints, and background checks for volunteers.

Creation of the instructional guide

The creation of an Instructional Guide is another strength for Legacy North Valley. This comprehensive tool provides teachers with the essential standards road mapped for the school year in grades K-8 for reading, writing, and math. Each essential standard contains a document for the standard, which includes supporting standards, academic vocabulary, content limits, recommendations for curriculum and other instructional resources, unwrapping of the standard, learning targets, testing criteria, and grading criteria.

- The Instructional Guide was developed by a team of teachers, Instructional Coaches, Interventionists, and administrators, utilizing various resources, including archived resources from previous years' work.
- The Instructional Guide and its components are utilized in weekly Professional Learning Community (PLC) meetings led by the administration to support teachers. These meetings focus on standards-based instruction, specific learning targets, and formative assessment planning.
- This is the first year of implementing the Instructional Guide, which is reviewed weekly for improvement and revisions as needed. Legacy North Valley anticipates improving the content of the guide each year.

Supplemental core curriculum

A strength at Legacy North Valley was that the school's leaders had focused on supplementing the core English Language Arts (ELA) curriculum K-2 to improve teaching until the school purchases a

¹ Parent University seeks to educate and empower families as partners, advocates, and lifelong educators in their student's education through free courses, resources, events, and activities.

² Parent Volunteer Organization (PVO) supports and advances the work of parent volunteers.

new ELA curriculum next year. The school will use the Wonders curriculum³ for the 2025-26 school year. Currently, they use Spalding⁴, Journeys⁵, and StudySync⁶ curriculums.

Use of learning targets

In the 2024-25 school year, Legacy North Valley has emphasized posting learning targets in classrooms, which is a strength. On the day of the site evaluation, learning targets were seen in several classrooms. Learning targets help students understand the lesson's purpose, what they are expected to learn, and how they will demonstrate their learning.

Focus on tracking summative assessments

The site evaluation team observed teachers having grade-level summative assessments aligned with NVACS⁷. Summative data was displayed throughout the school, including on bulletin boards.

Collaborative team meetings

Legacy North Valley continues to focus on implementing Collaborative Team Meetings (CTMs) designed to improve teachers' overall capacity to deliver quality standards-based differentiated lessons that align with the rigor of grade-level expectations and the State's Criterion Reference Test⁸ (CRT). Leadership team members sometimes lead CTMs to ensure the expectations are modeled and communicated.

Well-secured and well-maintained building

The school continues to be a well-secured, clean, and inviting learning environment. The families in the focus group shared that the building is very well-maintained. Their website notes that the campus is well planned and the gold standard in cleanliness and safety. The school has an indoor turf football field, a high school-quality gym, a commercial cook-from-scratch kitchen, music labs, innovative classroom technology, and more.

³ The Wonders curriculum is a literacy program for grades K–6 that helps students develop reading, writing, and other skills.

⁴ Spalding is a language arts program that applies the science of reading principles such as phonemic awareness and systematic phonics instruction.

⁵ Journeys is a comprehensive K-6 English language arts program that provides an instructional system for reading both literature and informational texts, acquiring foundational reading skills, and developing mastery of speaking, listening, and writing.

⁶ StudySync is a comprehensive English Language Arts (ELA) curriculum for grades 6–12 from McGraw Hill that provides teachers and schools with a variety of resources for literature instruction.

⁷ Nevada Academic Content Standards (NVACS) are a set of standards that outline the core concepts and information that should be taught in Nevada's public schools.

⁸ A criterion-referenced test (CRT) is a type of assessment that measures a student's performance against a predetermined standard or criteria.

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.

Academic proficiency

Academic proficiency remains a challenge at Legacy North Valley. Legacy North Valley's index scores, as measured by the NSPF⁹ (Nevada School Performance Framework) for elementary school, the 2023-24 index score of 14 and 38 for middle school, out of 100 points. The index scores place the elementary school at a 1-star rating and the middle school at a 2-star rating. Legacy North Valley has been on a downward trend for the 2021, 2022, and 2023 site evaluations.

Chronic absenteeism

Chronic absenteeism remains an ongoing challenge. Attendance information from the most recent NSPF data indicates chronic absenteeism of 18.7% for elementary school grades and 15.6% for middle school grades. Members of the leadership team expressed efforts to improve communication with families about the excessive and impactful negatives of missing school, which have assisted in reducing chronic absenteeism with ongoing efforts in place.

High numbers of long-term substitute teachers teaching in permanent positions

Leadership reported that many teaching personnel at Legacy North Valley possess a long-term substitute teaching license. Leadership has several faculty members in Alternate Route to Licensure (ARL) programs. The leadership team indicated they recognize the importance of supporting and encouraging the development of long-term substitutes working towards teacher licensure. The leadership team emphasized that retention of the school's long-term substitutes will help mitigate the challenge of teacher and staff turnover.

Staff burnout

Staff reported that the significant teaching demands have made some feel overwhelmed, exhausted, and burned out. Teachers overwhelmed by stress use less effective teaching strategies, which affects the clarity of their instruction and classroom management and results in less stimulating classroom environments.

⁹ The Nevada School Performance Framework (NSPF) is Nevada's public-school rating system designed by Nevadans for Nevada public schools and developed in accordance with the federal Every Student Succeeds Act (ESSA).

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.

Professional development

SPCSA staff recommend Legacy North Valley prioritize job-embedded Professional Development (PD). This approach may significantly enhance the efficiency and fluidity of middle school classrooms. PD can effectively boost academic proficiency by focusing on bell-to-bell instructional time, streamlining paperwork procedures, transitioning between activities, and utilizing student assistance.

Measurable objectives

SPCSA staff observed that although most classrooms had posted learning objectives, they often lacked measurability and relied too heavily on the subjective term "understanding." To promote a more goal-oriented approach, SPCSA staff recommends that the school focus on helping teachers improve in writing clear, quantifiable objectives that effectively assess student mastery.

Closure activities in classes

At Legacy Traditional North Valley, it is important that each lesson ends with a closing activity. This practice helps students consolidate and internalize key information. SPCSA staff observed that many classes lacked this essential component, with students often packing up or chatting with friends during the last few minutes of class. By implementing closing activities, valuable instructional time may be maximized, and learning can be strengthened. Some suggestions include a two-minute reflection, summaries of lessons with a partner, a gallery walk or journaling a lesson reflection.

Adequate growth percentiles of English language learners

SPCSA staff recommend Legacy North Valley leadership team create an action plan to improve the Adequate Growth Percentiles (AGPs) of English Language Learners in Elementary and Middle Schools. According to the 2023-24 Nevada Report Card, the Elementary school rate of 34.3 is below the district rate of 48.4, and the Middle School rate of 5.5 is well below the district rate of 27.2. Increasing the AGPs of English Language Learners will support students' progress toward becoming proficient in English. It will contribute to points earned on the English Language Proficiency Indicator on the school's Nevada Report Card.

Chronic absenteeism

SPCSA staff recommend Legacy Traditional North Valley continue refining a plan to improve chronic absenteeism at both elementary and middle schools. The leadership team may find helpful strategies on the Nevada Department of Education website. Additionally, communicate regularly to all staff, students, and their families about the importance of daily attendance and the availability of any support services that can help keep students in school and on track to success. Lastly, accurate reporting regarding Senate Bill 249 is crucial. It's the leadership team's responsibility to ensure that students absent for behavioral

health-related reasons are excused from attendance, preventing them from being counted against the school's chronic absenteeism rate.

Provide home support options

SPCSA recommend that school leaders and teachers continue to communicate ways in which family members, as integral partners in their child's education, can assist their students at home. In the family focus group, families mentioned that consistent communication helps ensure they can support their child at home. It was also noted that additional tools or strategies that families can implement at home to help their child would be beneficial and are needed.

Site Evaluation Findings: Strong Recommendations

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

There are no strong recommendations issued at Legacy North Valley for this site evaluation.

Site Evaluation Findings: Deficiencies

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

Context	<p>A. Per the Charter School Contract between the State Public Charter School Authority and Legacy North Valley Academy which was fully executed on 7/1/2022, the considerations of the legislature in enacting legislation to authorize charter schools is to serve the best interests of all pupils, including pupils who may be at-risk; and a procedure by which the positive results achieved by charter schools may be replicated and the negative results may be identified and eliminated.</p> <p>B. Consistent with any oversight practices set out in the Charter School Performance Framework, The Authority shall follow a progressive system of notification and calls for corrective action on the part of the Charter School. (7.5.1)</p> <p>C. The Charter School Contract between the State Public Charter School authority and Legacy North Valley Schools executed on 7/1/2022: Part 3: Education Program Element: Curriculum: the charter school shall have control over and responsibility for delivery of the educational program and for attainment of the performance standards as set forth in the charter school performance framework.</p>
Condition	<ul style="list-style-type: none">• According to the original contract executed on 7/1/2022, Legacy North Valley has committed to (1), providing a sound education program for students to attain Nevada performance standards and (2), per the school's mission in providing all students with opportunity, leadership, guidance, and support to achieve academic excellence in a safe, neotraditional learning environment, with instruction from caring, knowledgeable and highly effective educators and in cooperation with supportive, involved families.• Current levels of student learning and achievement at Legacy North Valley fall well-below expectations. Additionally, several of the students attending Legacy North Valley are not provided the opportunity to learn to their greatest potential and are not having their student achievement maximized, as observed during the site evaluation. High-quality instruction is not present in several of the classrooms. Tier-1 instruction is not providing acceptable levels of academic achievement.
Causes	<p>Legacy North Valley students are not offered a robust tier-1 instructional program. There are extensive gaps in student learning and overall achievement levels at elementary and middle schools. Tier-1 instruction must be improved. School leaders and staff are strongly encouraged to improve academic achievement at the school.</p>

	School leaders and staff must take action to improve academic achievement because this school earned a one-star in the elementary school level. As teachers become more effective, students become more actively engaged, and they both become intentional learners (Moss & Brookhart, 2019).
Effect	<p>In the Elementary and Middle Schools, the most recent Nevada School Rating Report for the 2023-24 school year, as posted by the Nevada Department of Education in September 2024, indicates:</p> <ul style="list-style-type: none"> • Elementary: An overall index score of 14 out of a possible 100 points. • Middle: An overall index score of 38 out of a possible 100 points. <p>Significant drop in index scores between the 2022-23 school year and the 2023-24 school year indicates:</p> <ul style="list-style-type: none"> • Elementary: 2022-23 index score 34, 2023-24 index score 14. • Middle: 2022-2023 index score 54, 2023-24 index score 38.
Deficiency Finding	<p>SPCSA staff recommend continuing to focus on improving tier-1 instruction, and tier-2 targeted interventions, as noted in the school presentation in the challenges section. According to the 2023-24 Nevada School Rating, Legacy North Valley Elementary School is a one-star rated school with a 14 total index score. The Elementary School's pooled proficiency of 23.5 percent is below the district rate of 48.3 percent. The Middle School is a two-star rated school with a 38 total index score. The Middle School's pooled proficiency of 28 percent is below the district rate of 47.3 percent.</p> <p>As the Legacy North Valley, the Leadership Team concentrates efforts on improving tier-1 instruction, they should consider specific areas needing improvement within their Traditional Educational Philosophy, also known as the back-to-basic educational approach. SPCSA staff recommend continued monitoring and strategic implementation to increase specific student academic skills and growth gains within grade levels and subgroups. Specifically:</p> <ul style="list-style-type: none"> • Consider strategizing ways students can practice using academic language inside and outside the classroom. • Develop strong instructional practices in tier one by developing bell-to-bell teaching incorporating evidence-based initiating activities with robust student voice throughout the lessons and culminating with closing activities. • Provide robust Professional Development (PD) and individual teacher support in interpreting data for curricular decisions.

	<ul style="list-style-type: none"> • Coach novice teachers on improving classroom instruction by providing more significant opportunities for students to reach higher levels of inquiry. • Consider emphasizing enlisting families to further support their children at home by providing tools and practice materials.
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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 ¹⁰	2
Family Members, Parents, and Guardians	8
Faculty and Staff	11
School Leadership	7
Students	12

¹⁰ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two Legacy Governing Board members met virtually on the day of the site evaluation and participated in the focus group. The board members said the board was well-rounded and explained the types of expertise of persons serving on the board. These included a business owner, an attorney, a real estate professional, a finance expert, a business owner, and parents. The board has special committees, including a Finance Committee, an Expansion Committee, and a Risk Management Committee. The board members said that they provide opportunities for families to attend all board meetings and publicly offer their emails.

Board members said they evaluate the superintendent annually each spring. One member reported, "We review the goals she has attained and the existing goals and why she has them." The board stated they evaluate their EMO¹¹, Vertex, yearly. They reported, "We do an evaluation once per year; our last one was just completed last week. We look at what they are doing great and how they can improve. This was achieved through a survey with a series of questions supplied by Vertex."

The board members in attendance at Legacy were asked to describe what they consider to be the most pressing matters from the board's perspective. One member said, "As far as the board and the initiatives, we are working on the star ratings, being very specific and being intentional about how that is done." In addition to completing regular site visits, board members reported receiving weekly updates on campus initiatives concerning the star rating status from the site principals. They also received monthly reports from Vertex.

Board members indicated they believe they have a good idea about charter schools, reporting, "Having a school of choice is really important." In response to being asked what else the board is considering for school improvement, one board member stated, "We are looking at bringing in additional assistance by hiring new teacher aides and having more volunteers come into the school." They mentioned other issues that need their attention, including being able to provide resources for the students having behavior issues so that other students don't get distracted. They also mentioned emphasizing integrating reading, writing, and math with the learning and looking at using it through whatever subject students are learning, instead of in isolation.

Board members at Legacy reported that staff morale was a pressing concern. One board member said, "There are staffing and pay concerns among the teachers. We want to acknowledge teachers' passion for what they do and want them to feel like they are making a difference".

¹¹ Education management organizations (EMOs) are for profit entities that start and manage charter schools.

Focus Group Summary: Family Members, Parents, and Guardians

Family focus group participants commented that were provided with the school improvement outline, and ongoing communication with their child's teacher through ClassDojo¹² is helpful. Several parents highlighted the value of parent-teacher conferences, but a common concern was the lack of timely academic updates. Group members expressed a strong desire for more comprehensive and frequent academic details about their child's progress, emphasizing the importance of this information in supporting their child's learning journey. One parent shared that sometimes, the communication from the teacher was too late for them to help their child improve a grade.

Parents in the focus group pointed out the positive changes in the school atmosphere this year. They appreciated the streamlined leadership and the principal's effort to delegate duties, which has led to a more supportive and attentive staff. The improved welcoming atmosphere and the secure and clean facility were a point of pride for the group. Several parents shared that they feel welcome to volunteer, especially this year. One parent shared that "staff is more supportive and attentive to students." Another participant added seeing an "improvement in being a welcoming atmosphere; everyone is smiling." Additionally, several members expressed their appreciation for the Parent Volunteer Organization (PVO). The Legacy North Valley Leadership Team noted that the last PVO meeting had over seventy parents who attended. Furthermore, parent universities have been well attended.

Teacher change and turnover were concerns that many participants commented on during the focus group session. One parent discussed needing to know why specific staff are let go and why some are kept. Some parents were disgruntled because of the teacher change, explicitly moving certain teachers to different grade levels. A parent shared, "I think it is a great idea to change teachers to new positions, but the administration did not communicate it to parents." Another parent added that a new teacher reached out to introduce themselves, but the parent was not informed by the administration ahead of time. Some parents mentioned that because of teacher changes, sometimes there were no grades in the gradebook. One parent shared that it is sad because everything she loves about the school is non-academic. Another parent said, "Large class sizes can prevent teachers from getting to all students."

Additional comments from the focus group members included value for spelling words, book reports, and poems. Members of the focus group shared that they were able to have good conversations with their kids about the book report. Several participants also commented on their appreciation for the after-school tutoring program. Emphasizing the benefits of additional help for their child and the convenience of pick up after the session. Lastly, several participants mentioned they would appreciate resources from the school to help them better assist their children at home.

¹² ClassDojo is a platform that connects teachers, families, and kids to share and celebrate their learning experiences in school and at home.

Focus Group Summary: Faculty and Staff

Members of the focus group said they share learning targets at the beginning of the lesson by writing them on the board, stating the learning target, and asking students to restate it. One focus group member said, "I review the learning target at the end of the lesson." When asked how feedback is provided to students regarding their learning assignments, one staff member shared, "I have success criteria that are shared with all students." Another staff member commented that quick checks or quizzes ensure students learn the content. Also mentioned were using thumbs up and thumbs down to signal yes or no for their understanding, utilizing data notebooks and data chats, and offering corrections when errors occur. Several staff members shared that data notebooks are used because teachers want students to understand the data. They want students to understand their goals and why they have them, allowing students to track their progress.

The focus group members shared details of the school's Collaboration Team Meetings (CTMs) system and structure, stating that they meet once per week, and the grade-level lead prepares the agenda. Topics include lesson plans and pacing guides, and some meetings explicitly focus on data to examine learning trends. The sharing of ideas was also emphasized. Teachers with excellent scores will share specific effective teaching strategies with the group. A middle school teacher shared that CTMs meet with other Legacy Middle Schools, and the districtwide data person leads them. Group members recognize the value of CTM; however, a few mentioned that teachers are highly pressured to achieve. One commented, "I think there is a struggle with time. Timelines are tight." Other group members shared that the English Language Arts teaching block is 90 minutes, and the whole-group instruction seems limited. Several staff members mentioned that a lot of time is devoted to students below the 25th percentile. One parent shared that it feels like we have 20 students below the 25th percentile per classroom. One member stated, "It is exhausting with everything we must do, like lesson planning and tracking data." Additionally, a member shared that we lack relationships with the students because of the intense focus on academics. The group shared that grade-level leads and other team members have met with the administration to express their thoughts and feelings and discussed the need for more balance and planning time.

Focus Group Summary: School Leadership

During the leadership focus group, the Legacy North Valley Leadership Team discussed their emphasis on filling vacant positions, including recently hiring ten new paraprofessionals. The principal shared, "We recognized the Legacy Values and are working on improving the staff culture and building a like-minded staff." To enhance recruitment, the principal emphasized increasing teacher pay to compete with the local school district and encouraging substitute teachers to work towards their teacher licensure. A leadership team member stressed the importance of reducing class sizes, stating we reduced the cap to twenty-eight students to ensure smaller class sizes. Further adding, "I like the idea of small classes which can help with staff culture." Also, the discussion included hiring a director of operations to lead the campus's daily operations. This will allow the principal and other team members to focus on supporting teachers and staff to improve the quality of instruction. One member stated, "We have reworked our administrative responsibilities to focus on one grade level per week." For example, one leader will focus on fourth grade this week, provide feedback to teachers, and then focus on 5th grade next week.

The Legacy North Valley leadership team focuses on improving overall instruction to raise student academic performance. One team member stated that the master schedule focused on Tier-1 and 2 instruction. Another member of the leadership team shared that the school has a walk to reading and a walk to math model. An emphasis area is their afterschool tutoring program, designed to target specific students who need additional academic support. A portion of the session discussed the leadership team's effort to refocus on teaching the Nevada Academic Content Standards. A team of Legacy Instructional Leaders devoted much time to creating a system to document and highlight each essential standard. This guidance document includes supporting standards, academic vocabulary, content limits, curriculum and other instructional resource recommendations, standard unwrapping, learning targets, testing, and grading criteria.

A portion of the session discussed the leadership team's effort to refocus on teaching the Nevada Academic Content Standards. A team of Legacy Instructional Leaders devoted much time to creating a system to document and highlight each essential standard. This guidance document includes supporting standards, academic vocabulary, content limits, curriculum and other instructional resource recommendations, standard unwrapping, learning targets, testing, and grading criteria.

The Legacy North Valley leadership team discussed its focus on improving parent engagement and chronic absenteeism. Regarding parent engagement, the leadership team shared a significant increase in the Parent Volunteer Organization (PVO). One member stated, "Our families feel more connected and engaged than ever." The team mentioned paying for volunteers to obtain badges and fingerprinting background checks. The families participating in the family focus group appreciated the support.

Focus Group Summary: Students

When asked to share personal learning goals or what they are learning about, student responses included learning about area models, adding, subtracting, multiplying, dividing, and learning about arrays. Also mentioned were learning about cause and effect, chronological order, writing persuasive and narrative essays, and creating thesis statements. When asked about classroom activities, a student said, "We have fun with reading and writing in most classes. We use group work." Another stated, "Our teacher will make our assignments like movies, and we will raise our hands to answer questions." One student mentioned that the teacher shows a problem on the board and then erases it, pretending he is the student, and we must provide the steps to get the answer. Another student shared that the teacher helps students with their essays and lets them know when they are successful.

Some students shared that most staff are easy to talk to. One student said, "They make you feel welcome, and they are very understanding." A second student shared that one teacher told students they were leaders and needed to help the team. A third student shared that she instantly felt that her class was a family. Students said teachers shared the rules with each class and discussed what it meant to be respectful and responsible in the classroom. One student said, "The teacher welcomed us and made us feel like a part of things. She explained the simple things."

When students were asked about additional comments or concerns, responses included:

"My teacher pulls kids back at the table to help teach a math skill if we don't understand it."

"My middle school teacher only uses some of the instructional time to help us."

"Sometimes, we don't understand, and they don't teach us how to do it."

"My teacher keeps switching. I need a stable teacher who stays in the classroom the whole year. This upsets me and affects my learning."

"I have been to afterschool tutoring, and the teacher gave me notes and worksheets to do during that time, which helped me."

"I know I have learned something because my teacher goes over it many times."

"The teacher asked us to provide text evidence to prove our answers."

Classroom Environment and Instruction Observation Rubric

A total of 34 elementary, and 10 middle 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	<p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</p> <p>When necessary, students respectfully correct one another.</p> <p>Students participate without fear of put-downs or ridicule from either the teacher or other students.</p> <p>The teacher respects and encourages students' efforts.</p>	<p>Talk between the teacher and students and among students is uniformly respectful.</p> <p>The teacher successfully responds to disrespectful behavior among students.</p> <p>Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.</p> <p>The teacher makes general connections with individual students.</p>	<p>The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.</p> <p>The teacher attempts to respond to disrespectful behavior among students with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p>	<p>The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Students' body language indicates feelings of hurt, discomfort, or insecurity.</p> <p>The teacher displays no familiarity with, or care about, individual students.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 0	TOTAL: 20	TOTAL: 23	TOTAL: 1	TOTAL: 0
Establishing a Culture for Learning	<p>The teacher communicates passion for the subject.</p> <p>Students indicate through their questions and comments a desire to understand content.</p> <p>Students assist their classmates in understanding the content.</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</p> <p>The teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>The teachers' energy for the work is neutral.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students exhibit a limited commitment to completing the work on their own.</p> <p>The teacher's primary concern appears to be to complete the task at hand.</p>	<p>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.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 0	TOTAL: 24	TOTAL: 19	TOTAL: 1	TOTAL: 0

Classroom Environment and Instruction Observation Rubric

A total of 34 elementary, and 10 middle 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 states clearly, at some point during the lesson, what the students will be learning.	The teacher provides little elaboration or explanation about what students will be learning.	At no time during the lesson does the teacher convey to students what they will be learning.	This criterion was not observed or rated.
	The teacher explains content clearly and imaginatively.	The teacher's explanation of content is clear and invites student participation and thinking.	The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.	Students indicate through body language or questions that they don't understand the content being presented.	
	The teacher invites students to explain the content to their classmates.	The teacher makes no content errors.	The teacher may make minor content errors.	Students indicate through their questions that they are confused about the learning task.	
	Students use academic language correctly.	Students engage with the learning task, indicating that they understand what they are to do.	The teacher must clarify the learning task.		
	TOTAL: 1	TOTAL: 18	TOTAL: 23	TOTAL: 1	TOTAL: 1
Using Questioning and Discussion Strategies	Students initiate higher-order questions.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer.	Questions are rapid-fire and convergent with a single correct answer.	This criterion was not observed or rated.
	The teacher builds on and uses student responses to questions to deepen student understanding.	Discussions enable students to talk to one another without ongoing mediation by the teacher.	The teacher invites students to respond directly to one another's ideas, but few students respond.	The teacher does not ask students to explain their thinking.	
	Students extend the discussion, enriching it.	Many students actively engage in the discussion.	The teacher calls on many students, but only a small number participate.	Only a few students dominate the discussion.	
	Virtually all students are engaged.				
	TOTAL: 3	TOTAL: 11	TOTAL: 23	TOTAL: 3	TOTAL: 4

Classroom Environment and Instruction Observation Rubric

A total of 34 elementary, and 10 middle 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	<p>Virtually all students are engaged in the lesson.</p> <p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>Students are invited to explain their thinking as part of completing tasks.</p> <p>The pacing of the lesson provides students with the time needed to be intellectually engaged.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recall.</p> <p>Student engagement with the content is largely passive.</p> <p>The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</p>	<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks, activities, and materials require only recall or have a single correct response.</p> <p>The lesson drags on or is rushed.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 2	TOTAL: 12	TOTAL: 29	TOTAL: 1	TOTAL: 0
Using Assessment in Instruction	<p>Students indicate they clearly understand the characteristics of high-quality work.</p> <p>The teacher uses multiple strategies to monitor student understanding.</p> <p>Students monitor their own understanding.</p> <p>Feedback comes from many sources.</p>	<p>The teacher makes the standards of high-quality work clear to students.</p> <p>The teacher elicits evidence of student understanding.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance.</p>	<p>There is little evidence that the students understand how the work is evaluated.</p> <p>The teacher monitors understanding through a single method, without eliciting evidence of understanding from students.</p> <p>Feedback to students is vague.</p>	<p>The teacher does not indicate what quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Students receive no feedback, or feedback is global or directed to one student.</p>	
	TOTAL: 0	TOTAL: 8	TOTAL: 29	TOTAL: 0	TOTAL: 7

Classroom Observations Additional Comments

During the Daily Five block, students in one lower elementary class were independently working on writing letters and sounds from their silent reading book in a notebook. The teacher pulled a small group to work on writing letters based on their sound. The instructional aide worked with a different, targeted small group on explicit phonics instruction. The teacher quickly paused the class to talk about what they could do when another student was bothering them. She named specific strategies, and students were engaged in the conversation.

In an upper elementary grade classroom focused on tier-two math small groups, the students were engaged in completing their work while the teacher met with individual students. The teacher described specific strategies students might use, inviting students to interpret them in their learning context.

In a middle-grade classroom with 27 students and one teacher. All students seemed to be working productively on the same assignment with a partner. The teacher worked with one student at a time, checking on test results with students.

This upper elementary classroom had one adult and 28 students. Once the students settled down, the teacher asked a good question and said, "Who can tell me what compare, and contrast means?" One student raised her hand and explained it quietly. The teacher repeated what the student said.

In one middle-grade science classroom, students completed an exam. The teacher walked the room answering questions as students raised their hands if they had a question. The teacher answered the students' questions respectfully and with kindness but did not give them any answers but guided them in their learning.

In an upper elementary grade ELA classroom, the teacher expected high student effort when teaching, comparing, and contrasting characters in their text. The teacher explained the content clearly and invited students to participate and think. Most students were intellectually engaged in the lesson.

In a middle school ELA classroom, the teacher introduced SBAC questions and the lesson's objective. The teacher communicated the importance of the content and the conviction that with hard work, all students can master the material. The teacher displayed the question on the screen and provided explicit instructions on specific strategies to write a response. The teacher monitored understanding through a single method or without eliciting evidence of knowledge from students.

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
Improve the chronic absenteeism rate.	North Valley lowered its chronic absenteeism percentage from 26.3% in ES to 18.7% and from 24.9% in MS to 15.6%. This improvement earned the ES 3 points and the MS 4.5 points on the 2023-24 NSPF.	The SPCSA recognizes North Valley's efforts to decrease its chronic absenteeism rates at both the Elementary and Middle Schools. The North Valley Leadership Team has also improved communication with families regarding excessive absences and examines attendance data regularly. Although improvement is noted, the SPCSA encourages Legacy North Valley to continue lowering chronic absenteeism levels.
Implement a Multi-Tiered System of Support.	A schoolwide MTSS has been established for academic and behavioral concerns. A behavior interventionist supports North Valley three days per week. Teams meet for targeted professional learning every other week based on individual team and student needs.	A continued focus on developing a high-level Multi-Tiered System of Support (MTSS) aligned with Positive Behavior Interventions and Supports (PBIS) and the school's mission of providing a safe and neotraditional learning environment can be the foundation for North Valley's aim of supporting students' multi-tiered needs. Hiring a behavioral interventionist can enhance the implementation of MTSS and assist the Response to Intervention Team in designing specific supports for students. Although some progress is noted in this area, continued efforts are necessary.
Add adult presence within classrooms.	Paraprofessionals and aides are regularly present in classrooms to help answer student questions, pass out supplies, and monitor students' independent work. This	Although Legacy North Valley's plans emphasized adding paraprofessionals and aides, the SPCSA team did not consistently note this adult support in

	<p>additional adult support has enabled teachers to provide higher-level small group and one-on-one tier-2, and tier-3 support in both ELA and math. Legacy North Valley has an enrollment cap and has worked actively to reduce class sizes.</p>	<p>classroom observations. They must continue hiring qualified paraprofessionals and continue to commit to training and development. Ongoing professional development to ensure paraprofessionals deliver scientifically based instructional practices to support the learning needs of Legacy North Valley students will be essential to high effectiveness.</p>
<p>Place a strong emphasis on improving the overall culture of the school.</p>	<p>Staff culture and climate-building activities are held each quarter of the school year, and regular parent volunteer and school activities are held throughout the year to increase parent involvement and support.</p> <p>Daily social and emotional lessons school-wide are to improve students' social-emotional health and enjoyment of coming to school and learning.</p>	<p>The SPCSA recognizes the challenge of improving Legacy North Valley's overall school culture. The school leadership team and the board know the urgency of improving academic achievement and ensuring support is provided to their teachers, staff, students, and families. The team has emphasized involving parents in the process. Effective communication with all stakeholders and ensuring feedback is embedded when creating or evaluating existing plans will be essential to balancing improvement efforts and staff burnout.</p>

Operational Compliance Checks

Fire Extinguisher	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Nurse's Station	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Evacuation Plan in Classrooms	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Food Permit	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A
Elevator Permit	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> 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.