Nevada State Public Charter School Authority

Somerset Academy of Las Vegas: Lone Mountain Campus

Site Evaluation Report: November 19, 2024

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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.

Excellence in teaching and learning
Academic achievement is a strength at Somerset Academy Lone Mountain. According to the 2023-24 Nevada School Performance Framework[1] (NSPF) Report, Somerset Academy Lone Mountain middle school is a five-star rated school with a 98 index score, and the elementary school is a four-star rated school with an 81index score. These ratings indicate that the school is performing well compared to other schools in the state, reflecting their commitment to academic excellence. Somerset Academy Lone Mountain's leadership team has prioritized high-quality education with a strong focus on teacher development and high-quality curricular resources, specifically adopting four new curricula, serving as a strength for Somerset Academy Lone Mountain.

Student-Centered Learning
The leadership team reported Somerset Academy Lone Mountain's has successfully focused on personalized education. The school provided opportunities like WIN[2] (What I Need) Time for tailored academic support in areas such as Leader in Me[3] and i-Ready[4] lessons, catering to students' needs. Implementing Leader in Me programs have equipped students with social and emotional skills, fostering engagement and accountability. The leadership team provided examples of students requesting to teach lessons within the classroom and teachers respecting those requests. This student-led instruction has been a success, with students demonstrating proficiency and pride in leading the classes, allowing teachers to facilitate lessons. The site evaluation team members observed student-centered classrooms in which students directed the learning, a testament to the school's effective educational strategies.

Leadership and building human capacity
The school leader is a human capacity builder, and the SPCSA site evaluation team recognizes this as a strength. Strategically knowing how to build culture and climate through human capital illustrates creative governance for student-centered learning, which is a robust leadership skill. The leader's efforts have significantly improved the school's culture and climate, fostering a more inclusive and supportive environment for student-centered learning. Human capital is needed to train, coach, and support personnel, along with time and effort to coach and support personnel. Building a talent pool from within allows the organization to invest in personnel who value the same mission and vision and choose to grow with that organization professionally. Somerset Academy Lone Mountain should be commended for developing a consistent student-centered culture and climate in which students can thrive in their

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[1] 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).
[2] WIN (What I Need) Time is the allotted Somerset Academy Lone Mountain dedicated intervention and enrichment block time.
[3] Founded on the belief that everyone has the potential to lead, *Leader in Me* is a comprehensive PK–12 framework that nurtures student leadership, fosters a culture of trust, and boosts academic success.
[4] i-Ready provides individualized interactive lessons that address the learning needs of each student.

learning. The leadership at Somerset Academy Lone Mountain demonstrates a high level of commitment and professionalism, an area of strength.

Promotion of a supportive teaching culture
According to the leadership team, Somerset Academy Lone Mountain has an approximate 97% teacher retention rate. Those who leave have left due to moving out of state. Somerset Academy Lone Mountain reported strong teacher mentorship coaching, providing non-evaluative conversation and coaching that permits teachers to feel genuinely supported and their voices heard. The leadership team conducts weekly walk-through classroom observation rotations.

Strong teacher-student relationships
The school has promoted strong relationships between teachers and students, focusing on professional development for staff that emphasizes improving engagement, building rapport, and increasing academic success, as reported by the school leadership.

Community engagement and citizenship
Somerset Academy Lone Mountain's area of strength is community engagement and citizenship. According to the leadership team, the school has actively involved students in community service and citizenship through various programs and leadership opportunities, which align with the school's vision of cultivating influential leaders, good character, and a desire to render service.

Robust board support
Robust board support at Somerset Academy Lone Mountain is exemplified by a dedicated liaison who ensures personalized attention and consistent communication. This long-standing commitment from the board provides the school with tailored resources, guidance, and support that meet its unique needs. The board's active involvement fosters a strong partnership with school leadership, offering insights and solutions that reflect an understanding of the school's distinct culture and challenges.

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.

Supporting vulnerable students

Somerset Academy Lone Mountain continues to be challenged in effectively supporting vulnerable students, including English language[5] (EL) learners, students with Individualized Education Programs[6] (IEPs), and those with 504 Plans[7]. The school's populations of students with IEPs increased from 14% to 18% over the past school year.

Increasing math proficiency rates

The Somerset Academy Lone Mountain leadership team reported that the school-wide math proficiency rates decreased in grades four and eight, according to the Smarter Balanced Assessment Consortium[8] (SBAC) data. To address the challenge, the leadership team stated that targeted supports have been implemented for all students during What-I-Need (WIN) Time[9] to improve mathematical skills. Math blocks have also been restructured in the elementary school to transition to a more student-centered, small-group format.

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[5] English language (EL) learners, or EL learners, are students who are not yet able to communicate fluently or learn effectively in English.

[6] An Individualized Education Program (IEP) is a legal document provided under Federal law that is used for children in public schools who need special education.

[7] A 504 plan is part of an antidiscrimination law in the United States.[1] It helps provide resources for children with disabilities.

[8] SBAC stands for Smarter Balanced Assessment Consortium, a group of states that created online tests to measure student progress in English language arts (ELA) and math.

[9] WIN Time is the allotted Somerset Academy Lone Mountain dedicated intervention and enrichment block time.

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.

Evacuation plans in all classrooms
On the day of the site evaluation, a few classrooms did not display the evacuation plan. The SPCSA recommends that Somerset Academy Lone Mountain ensure all classrooms have the evacuation plan displayed in clear view near the classroom exit door.

Sustaining and improving performance
SPCSA staff strongly recommends that Somerset Academy Lone Mountain concentrate on growth, increasing the star rating in the elementary grades, and maintaining the five-star rating in middle school. The significance of maintaining these high ratings cannot be overstated, as it is a testament to the school's commitment to excellence. Continued improvement requires innovation in curriculum, instruction, teacher preparedness and training, and student support systems. As stated in their leadership presentation, the school must maintain the level of excellence that helped the elementary school achieve a high four-star rating, and the middle school to sustain a five-star rating. A specific area of focus can be the continued support and development of staff to maintain high performance. Coaching cycles organized to ensure rigorous lessons and classroom observations designed to provide meaningful teacher feedback can serve as a foundation for teacher development.

Foundational to continuous innovation will be a regular reflection on instructional practices and a steadfast commitment to staying ahead of educational trends. This commitment is crucial as it reassures that the school is prepared for continued growth. Addressing the needs of all students is essential. Within their growing vulnerable population, the challenge is ensuring that all students benefit equally from the school's success. Continuous efforts in differentiated instruction, interventions, student-led classrooms, and personalized learning are essential to sustaining and improving performance.

Increase enrollment diversity
The SPCSA aims to increase the diversity of sponsored schools, specifically historically underserved student groups- free and reduced lunch[10] (FRL), English learners (EL), and students with individualized education programs (IEP). The SPCSA site evaluation team recommends Lone Mountain continue efforts to increase enrollment of diverse student groups.

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[10] FRL-a designation given to students in the United States who are eligible to receive either free or reduced-price school meals based on their family income falling below certain federal poverty guidelines.

Site Evaluation Findings: Strong Recommendations

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

There were no strong recommendations for Somerset Academy Lone Mountain during this site evaluation.

Site Evaluation Findings: Deficiencies

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

No deficiencies were identified for Somerset Academy Lone Mountain 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[11]	2
Family Members, Parents, and Guardians	N/A
Faculty and Staff	N/A
School Leadership	7
Students	12

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

Focus Group Summary: Governing Board

Two members of the Somerset Academy School Board participated in the session. One member has served for over eight years, and the other recently joined the board six months ago. The participants underscored the school board's unwavering focus on meeting compliance and contractual agreements. A member shared, "We ensure compliance with Open Meeting Laws by providing public notices with detailed minutes." Further, the code of ethics is a cornerstone of the governance board. One board member stated, "It is emphasized through regular training for staff and board members, ensuring all parties understand their obligations to act with integrity."

Evaluating Academica, the charter network's Educational Management Organization[12] (EMO), and school leaders is a board function. The members discussed their process, which consists of evaluation surveys completed by school leaders and board members rating Academica's effectiveness. A member shared that the governance board is pleased with their EMO overall, stating that when there are any concerns, school leaders report that communication is efficient and streamlined. Regarding school leader evaluation, the board examines school data and meets with each campus leader at least once yearly to discuss goals and improvement plans. A board member highlighted that regular evaluations and performance reviews are aligned with the school's goals and contractual agreements.

The board members reiterated their unwavering commitment to ensuring all Somerset schools receive the necessary support for continuous improvement. One member emphasized that the ultimate goal is for every school to achieve a five-star rating, as per the Nevada School Performance Framework (NSPF). Another member stressed the importance of providing all school leaders with the necessary support to reach this goal. Each board member is assigned to be the lead liaison for a particular school, often visiting and communicating with its leaders to ensure each school is supported.

The discussion then shifted to the significance of expanding and developing school programs on each campus, particularly enhancing high school and middle school sports and extracurricular programs. A member emphasized increasing student sports and extracurricular activities as a testament to their board's commitment to providing a holistic learning experience for Somerset Academy students, eliminating the need for them to commute to the neighboring local district schools to participate.

The backgrounds of the governing board members include finance, law, education, business, school administration, and parents as explained by the focus group members. One member conveyed that this diverse range of expertise ensures the board is well-equipped to make well-informed decisions that benefit the schools and their students. The board also has a finance committee and a committee to evaluate school leaders. When a particular project arises, the board forms committees to oversee these endeavors.

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[12] An Education Management Organization (EMO) is a term of art describing a for-profit entity that manages schools.

Focus Group Summary: Family Members, Parents, and Guardians

Schools operating with a four or five-star NSPF status and in good standing on all SPCSA-issued frameworks within their charter's third and fifth years undergo an abbreviated site evaluation.

1. Schools within this category will forego the focus group portion of the evaluation except for the student focus group. If the school has completed the Nevada Climate/Social Emotional Learning Survey and reviewed the NV-SCEL data, the data indicates acceptable levels of student satisfaction, this focus group will also be excluded from the process.

2. During the abbreviated site evaluation, the number of classroom observations will have about half as many as a typical site evaluation (*Nevada State Public Charter School Authority 2024-2025 Site Evaluation Handbook*, p. 8).

Somerset Academy Lone Mountain fulfilled the criterion for an abbreviated site evaluation for the 2024-25 school year, so no family focus group was held.

Focus Group Summary: Faculty and Staff

Schools operating with a four or five-star NSPF status and in good standing on all SPCSA-issued frameworks within their charter's third and fifth years undergo an abbreviated site evaluation.

1. Schools within this category will forego the focus group portion of the evaluation except for the student focus group. If the school has completed the Nevada Climate/Social Emotional Learning Survey and reviewed the NV-SCEL data, the data indicates acceptable levels of student satisfaction, this focus group will also be excluded from the process.

2. During the abbreviated site evaluation, the number of classroom observations will have about half as many as a typical site evaluation (*Nevada State Public Charter School Authority 2024-2025 Site Evaluation Handbook*, p. 8).

Somerset Academy Lone Mountain fulfilled the criterion for an abbreviated site evaluation for the 2024-25 school year, so no faculty and staff focus group was held.

Focus Group Summary: School Leadership

The principal and his leadership team provided a detailed overview of the site evaluation presentation and the status of their school's focus on growth and sustainability, noting the school's strengths and challenges. Regarding strengths, the team emphasized that much of the school's success is attributed to Somerset Academy Lone Mountain's strong culture and climate. One team member shared that 97 % of the teachers returned despite the newly adjusted pay scale of the local school district. The teachers who did not return moved out of state. A member shared that trust, and an open-door philosophy are essential to teacher retention and sustaining a strong culture and climate. The principal and his team further elaborated that the leadership team values listening to the teacher's voice. They reiterated the school's commitment to open communication, which has been evident in the process of adopting new curricula and other critical decisions. This commitment to open communication has been essential in the school's positive culture, keeping everyone informed and involved in the school's operations, and ensuring that all stakeholders feel included.

Central to ensuring a strong culture and climate is the team's commitment to developing staff capacity. They do this through coaching cycles involving instructional leaders supporting teacher development through observation, feedback, setting personalized goals, model teaching practices, and opportunities for observation of exemplary teachers. The team commented on the importance of providing individualized support to develop teachers' instructional practices. For instance, a few members stated that delivering customized professional development sessions to address a specific teacher's needs is foundational so teachers can provide high-quality instruction to meet the needs of all students.

The team has concentrated on meeting the school's challenges, particularly students' unique learning needs. Team members explicitly discuss WIN Time, the school's dedicated intervention block to address students individualized academic needs. One leader stated that there is a continual focus on using data to provide the necessary instruction for each student. For instance, the team reviews data trends and adjusts student groupings or curricular delivery methods. The group's emphasis on using individualized support to address their challenges in supporting vulnerable students and increasing math proficiency rates is a testament to our confidence in our data-driven approach to student learning.

Focus Group Summary: Students

Twelve students from grades three to eight compromised the student focus group. The group was asked to share recent successes at the school. One student said she felt good when they received good grades, and another shared that he completed the SBAC at a Level 3 (proficient) but didn't think he was going to do that well. Other responses mentioned included improved skills in long division, completing a science project, and receiving exemplary marks on a recent project.

The group was asked how their teachers and staff helped them become better students. One shared that he had difficulty in third grade, but his teachers helped him by placing him in a specialized classroom, which helped him with transitioning and small group work. Many members emphasized how their teachers helped them complete difficult tasks by breaking down the assignment. One student said, "I had a complex project due, and I talked to the teacher, and she broke it down in ways that my friends and I could understand." Another shared how an administrator helped him calm down when he got angry, which made him do better in completing his assignments.

Many of the group members shared that they feel safe at school, and all participants said they have a staff member they can go to if they have any problems or concerns. Students gave examples of teachers with whom they felt comfortable speaking and who listened empathetically to their personal concerns.

The participants were asked to share what challenges, if any, hinder their learning. One student said that sometimes, extraneous talking from classmates impedes the teacher's teaching. Another shared that sometimes, there is a group of students who like to talk and disrupt class, and that gets annoying after a while.

The discussion concluded by asking students to share their recommendations for the school leaders. Several students shared that they like i-Ready, but the lessons could be shorter and sometimes too easy. One student discussed surveying the students for their feedback. Another said she would like to see the teachers supported with a short break when they are having a "rough moment." One student shared how he would like to have sports equipment updated.

Classroom Environment and Instruction Observation Rubric

A total of 17 elementary and 12 middle 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: 4	**TOTAL: 23**	**TOTAL: 1**	**TOTAL: 0**	**TOTAL: 1**
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: 3	**TOTAL: 22**	**TOTAL: 2**	**TOTAL: 0**	**TOTAL: 2**

Classroom Environment and Instruction Observation Rubric

A total of 17 elementary and 12 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 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: 5	TOTAL: 23	TOTAL: 0	TOTAL: 0	TOTAL: 1
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: 2	TOTAL: 17	TOTAL: 5	TOTAL: 0	TOTAL: 5

Classroom Environment and Instruction Observation Rubric

A total of 17 elementary and 12 middle 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: 8	TOTAL: 19	TOTAL: 2	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: 4	TOTAL: 21	TOTAL: 1	TOTAL: 0	TOTAL: 3

Classroom Observations and Additional Comments

In a lower elementary classroom, students changed one letter in a consonant-vowel-consonant (CVC) word to create a new word. They were chosen one at a time to move the letter on a board in front of the class. There was a missed opportunity for all students to participate in the activity with whiteboards.

In one middle-level science class, students reviewed for a test on rocketry, including usage of academic vocabulary such as apogee, tangent, adjacent, and hypotenuse. Other concepts that were reviewed included how to determine altitude, use tangent tables, use trigonometry tables, and determine how high the rocket flew.

In a middle school academic development class for students with individualized educational programs, the students worked in a small, guided reading group focused on progressing through their chapter book. The teacher asked the group text-dependent comprehension questions on the story's details. The students took turns reading.

The students worked in small groups in an upper elementary classroom focused on WIN Time. Two adults led two small groups while other students worked on Amply vocabulary or IXL[13] unit five. Students were highly engaged and on task. The classroom environment was well structured.

In a middle school math class, the students learned how to construct functions to model linear relationships. They were highly engaged in referencing the slide presentation and their notebooks. Students were allowed to display their thinking by going up to the board.

In an upper elementary ELA classroom, the students answered text-dependent questions facilitated by the teacher. The students were given many opportunities to discuss their responses with the class as the teacher asked clarifying questions. The instruction was well-paced, with high student engagement levels.

One student led the class in multiplication and division problems, while the teacher acted as a facilitator. All other students participated by counting with her and using their hands. They also referred to charts to help them around the room.

Students in a leadership class created posters and flyers to display schoolwide for December events in small groups. They worked in small groups of three to four on laptops and poster paper, paying attention to spelling, color, dates, timeframes, contact information, communication with team members, accuracy, and readability. The instructor walked through the classroom, providing feedback and encouragement.

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[13] The IXL platform is a personalized digital learning space that covers K-12 curriculum and is used by more than 14 million 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
The SPCSA site evaluation team recommend Somerset Academy Lone Mountain continue efforts to increase enrollment of diverse student groups who receive free and reduced lunch (FRL), are English learners (EL), and/or learners with individualized education programs (IEPs).	The administration reported that the Community Eligibility Provision (CEP)[14] had recognized schools as 100% eligible for free lunch and breakfast. Our EL population is currently 5.7% due to students testing out and a large 8th-grade population departure. Current IEP enrollment is 18%, an increase of 3.9%.	The SPCSA recognizes the efforts of the school's leadership team and its board to continue increasing the enrollment of diverse student groups. The school increased enrollment of students with individualized education plans. Continued efforts will require a team approach with all stakeholders.
SPCSA staff recommend Somerset Academy Lone Mountain continue efforts in addressing chronic absenteeism. Create a formalized plan to address chronic absenteeism and continue educating parents on the correlation between attendance and learning success.	The administration is working with the registrar to communicate with parents of students with absences, and the school has made absenteeism % a wildly important goal monitored monthly. In the 2023-24 school year, it was 5.4%.	The SPCSA acknowledges the school's dedication to reducing chronic absenteeism rates, as demonstrated by current NSPF data. The school's commitment to a data-based approach and transparent communication with the school community is crucial for ongoing improvement, ensuring everyone is involved and informed.
SPCSA staff recommend Somerset Academy Lone Mountain continue building methods and strategies that increase student performance and achievement.	The school has created two Leader-in-Me classes and emphasized achieving Lighthouse status across all grades. These programs inherently increase student voice, impacting student achievement, and teachers are evaluated on classroom leadership roles.	The SPCSA commends the school's effort to refine methods and strategies to support increased student performance and achievement. The leadership team's capacity to support teacher efficacy and maintain a positive school culture will be essential for continuous improvement.

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[14] The Community Eligibility Provision (CEP) allows eligible schools to serve free breakfast and lunch to all students regardless of income. CEP has been shown to increase participation in school meals and supports a whole child approach to learning.

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.