



# Nevada State Public Charter School Authority

## Beacon Academy of Nevada, East Campus Site Evaluation Report: February 18, 2025

State Public Charter School Authority  
775-687-9174  
3427 Goni Rd, suite 103  
Carson City, Nevada 89706  
702-486-8895  
500 East Warm Springs Suite 116  
Las Vegas, Nevada 89119

# Table of Contents

Executive Summary ..... 3

Site Evaluation Findings: Strengths..... 4

Site Evaluation Findings: Challenges ..... 5

Site Evaluation Findings: Recommendations ..... 7

Site Evaluation Findings: Strong Recommendations ..... 8

Site Evaluation Findings: Deficiencies ..... 9

Focus Group Participation Data..... 10

    Focus Group Summary: Governing Board .....11

    Focus Group Summary: Family Members, Parents, and Guardians..... 12

    Focus Group Summary: Faculty and Staff..... 13

    Focus Group Summary: School Leadership ..... 14

    Focus Group Summary: Students ..... 15

Classroom Environment and Instruction Observation Rubric ..... 16

Classroom Observations and Additional Comments ..... 19

Measures of Progress from Previous Site Evaluation..... 21

Operational Compliance Checks..... 22

Appendix A ..... 23

**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.

## **Academic and organizational alignment to the school's mission**

Beacon Academy of Nevada's mission is to offer at-risk high school students the choice of an innovative and relevant education that provides flexibility and support to graduate from high school with concrete plans for their future. The school's ability to consistently align its academic and organizational framework with its mission is a strength. Students and staff work together to support student success, focusing on quarterly data targets to ensure students earn a minimum of 1.5 credits per term and a C grade or higher in each course. They also emphasize increasing the percentage of students who re-enroll after being withdrawn.

The Organizational Performance Framework defines the operational standards to which a charter school should be accountable. This accountability is to its authorizer, who is responsible for ensuring that the school meets these standards, and to the public. The expectations set out in the organizational framework derive from state and federal law and the operating terms proposed by the school in the charter application. According to the 2023-24 SPCSA Organizational Performance Framework, Beacon Academy of Nevada earned the maximum points (100) for meeting all standards outlined in the framework, which comprises five categories, including educational programs, financial management, governing and reporting, student and employees, and school environment.

## **Implementation of their multi-tiered systems of support (MTSS) framework**

Beacon Academy of Nevada, in its fifth year of the Project AWARE<sup>1</sup> (Advancing Wellness and Resiliency in Education) Grant, has been awarded the Diamond Award (2023-24) and the Platinum Award (2022-23) for its successful implementation of the Multi-Tiered Systems of Support<sup>2</sup> (MTSS) framework, as noted by the school leaders. This achievement is a testament to the school's commitment and strength in implementing its MTSS framework. The school's MTSS framework, which promotes respectful relationships and implements Tier 1, 2, and 3<sup>3</sup> supports, has significantly reduced student behavior reports, as noted by the school's leadership team. The 2023-24 Nevada School Climate and Social-Emotional Learning Survey, completed by the students, further validates this success, with the school achieving an excellent range in physical and emotional safety. These positive survey results are a testament to the school's nurturing environment. Additionally, a theme that emerged in all focus groups was the school's ability to effectively implement its MTSS framework to support the academic, social, and emotional needs of at-risk students who might not otherwise graduate from high school.

---

<sup>1</sup> The purpose of the Project AWARE (Advancing Wellness and Resiliency in Education) program or grant is to develop a sustainable infrastructure for school-based mental health programs and services.

<sup>2</sup> MTSS-Multi-Tiered System of Supports is a framework schools use with a tiered (1,2,3) infrastructure that uses data to help match academic and social-emotional behavior and instructional resources to each student.

<sup>3</sup> Tiers 1, 2, and 3 include three tiers: universal support (Tier 1), targeted interventions (Tier 2), and intensive supports (Tier 3), each escalating in specificity and intensity within the Multi-Tiered System of Support (MTSS) framework.

**Low student-to-staff ratio in every classroom**

The low student-to-staff ratio in every classroom, a unique strength of Beacon Academy of Nevada, aligns with the school's core value of a personalized learning environment. The various focus groups highlighted the school's commitment to a low student-to-staff ratio, reinforcing the school's dedication to providing a personalized learning experience for every student. On the day of the site evaluation, the SPCSA site evaluation team observed classrooms led by three staff members and no more than fifteen students, highlighting the school's commitment to maintaining a low student-to-staff ratio in every classroom.

During the classroom observation portion of the site evaluation process, the school's measures were exceptional in the section rating a conducive classroom learning environment. The SPCSA site evaluators observed twelve classrooms; two were rated as distinguished, and ten were highly proficient. This excellent rating is a testament to the school's commitment to providing a supportive and conducive learning environment with a low student-to-staff ratio, reinforcing the quality of education at Beacon Academy of Nevada.

**Strong leadership team**

A strength of Beacon Academy of Nevada is the school's leadership team. One leader has been at the school for over ten years, and the other has been there for over seven years, providing stability and a deep understanding of the school's mission and vision. Leadership roles are clearly defined, with an Executive Director of Academics and an Executive Director of Operations and Finance allowing for a highly cohesive leadership structure to meet challenges, adapt, recruit, and retain staff that support the school's core values.

**Safe and secure campus**

A strength of the Beacon Academy of Nevada East campus is the school's safety and security features. The building was recently purchased, allowing the school the latitude and creativity to design security elements, including surveillance cameras and key cards that promote a highly secure school campus. For instance, the school has a secure single entry point that staff highly monitors. To enter the building, one must be admitted through the locked door by a staff member. Once in the building, accessing certain parts of the building requires key cards. On the site evaluation day, staff waited outside to greet their students and walked them into the building, promoting a welcoming yet safe environment.

# 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**

According to the school's leadership team, a challenge at Beacon Academy of Nevada is supporting the needs of vulnerable populations, specifically students with emotional challenges and adjudicated students. The school leaders shared that more adjudicated students are enrolling at the school, and they need high levels of wraparound services to ensure a quality, personalized transition to the campus. The school has emphasized the use of its social workers and mental health professionals to support students who are vulnerable and at-risk.

# 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.

## **Continue implementing their multi-tiered systems of support (MTSS) framework**

The SPCSA recommends that Beacon Academy of Nevada continue implementing its MTSS framework to provide support systems to its vulnerable student population, including adjudicated students. Building on the school's existing framework will enhance its ability to serve all students, including pupils with specialized needs. Serving the school's unique population sometimes requires a multidisciplinary team approach of experts to ensure multi-agency wraparound service planning and service delivery aligns with each student's individualized needs. The school's continued use of its social workers and mental health professionals is essential to implementing an effective MTSS framework. Additionally, the school's continued focus on assuring staff is highly trained in Trauma Informed Practices<sup>4</sup> (TIPs), Adverse Childhood Experiences<sup>5</sup> (ACEs), and using a Positive Behavioral Interventions and Support<sup>6</sup> (PBIS) mindset can be foundational to support the specialized needs of students at Beacon Academy of Nevada.

The Nevada Department of Education's (NDE) Office of Safe and Respectful Learning Environment may provide helpful resources for the school leadership team. The office works closely with the Nevada Positive Behavioral Interventions and Supports (PBIS) Technical Assistance Center, housed at the University of Nevada, to assist schools in deeply implementing a framework to support initiatives for school safety, restorative justice, mental health, trauma, climate, and social-emotional learning.

## **Use of a formal board self-evaluation and leadership evaluation tool and systems**

The SPCSA recommends that the Beacon Academy of Nevada Board use a formal board self-evaluation and a leadership evaluation tool and system at least once yearly. Building upon the board's existing practices will enhance the group's ability to be a highly effective team utilizing its assessment data to guide the school and its leaders. The board may contact the SPCSA for useful evaluation tools. Additionally, adding a member with a background in law will add an element to their existing team. The board comprises individuals with varied backgrounds and expertise who support the school's mission and vision. A member with knowledge of law can enhance the group's knowledge base.

---

<sup>4</sup> Trauma-Informed Practices (TIPs) are a set of policies and actions that help students who have experienced trauma and aim to prevent re-traumatization.

<sup>5</sup> Adverse Childhood Experiences (ACEs) are potentially traumatic events that can occur during a child's life, from 0 to 17 years old.

<sup>6</sup> PBIS-Positive Behavioral Interventions and Support is a systematic program designed to build a positive culture and community in classrooms and schools.

# Site Evaluation Findings: Strong Recommendations

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

There were no strong recommendations issued to Beacon Academy of Nevada East Campus 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 Beacon Academy of Nevada East Campus 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 <sup>7</sup>	2
Family Members, Parents, and Guardians	5
Faculty and Staff	9
School Leadership	4
Students	12

---

<sup>7</sup> Quorum was not met, and Open Meeting Law was not violated.

# Focus Group Summary: Governing Board

Two Beacon Academy of Nevada Board members participated in the focus group session. The discussion started by focusing on the school's recent successes, including purchasing a new building on East Sahara Avenue to establish its second campus and finalizing the closing sale of its current building on West Flamingo Avenue, scheduled to be finalized at the end of the month (February 2025). The members took pride in fulfilling a community need aligned with the school's mission and vision. One member shared that the board is proud of meeting its enrollment targets and seeing the school fulfill a community need for an alternative educational model to assist students to graduate from high school. The board members elaborated on the high registration percentage of students meeting the State's alternative education criteria for enrollment, which exceed ninety percent.

The session also focused on the school's current challenges. One member expressed concerns about a lack of funding and the board's proactive approach to designing a formal plan to seek additional funding from donors or community partners, including local colleges and universities. The board members elaborated on the importance of networking and highlighting the school's success, mission, and vision to potential donors as a worthy endeavor to support the needs of the greater community of Southern Nevada. Another challenge discussed was the school's increased enrollment of incarcerated youths. The members stated that the school leaders are proactive in supporting the needs of all students, including adjudicated students. They keep the board well-informed of action steps to help this population, including using social workers to provide additional services to support the transition of these youths to school. This proactive approach instills confidence in the board that the school's leadership can navigate challenges.

The participants shared their board members' diverse backgrounds, including expertise in business, finance, organizational change, enterprise management, technology, construction, real estate, foster care, and parenting. The members emphasized that the board and the school leaders consult with the school's attorney when legal matters arise. The members discussed the board's strategy for collaboration and decision-making, often relying on each member's areas of expertise to guide the board to do what is in the school's and its stakeholders' best interest.

Board self-evaluation was a key area of focus. The participants explained their process for evaluating the effectiveness of the board and the school leaders. The SPCSA staff mentioned and offered the resources available regarding board and leadership evaluation, such as performance metrics, peer reviews, and professional development opportunities, noting the importance of a formal and consistent evaluation system to ensure continuous improvement.

# Focus Group Summary: Family Members, Parents, and Guardians

Five parents, guardians, and family members representing both Beacon Academy of Nevada campuses participated in the family focus group session. The participants shared the school's strengths, highlighting the teachers' and staff's skills and positive attitudes. One parent said, "I like all of the teachers. They are supportive and friendly and don't rush you." The group supported this statement by sharing varied stories and experiences of their child or family member supported by the Beacon Academy of Nevada staff. A participant shared that the staff emphasizes establishing productive relationships that lead to positive interactions and a supportive classroom environment, thoroughly impacting student outcomes. This emphasis on effective communication is a cornerstone of the school's approach to transparency and trust. A parent shared that her son, who had an individualized educational program<sup>8</sup> (IEP), gained academic self-confidence because teachers took the time to get to know him and how best to communicate with him to support his learning style. The focus group members spoke with conviction that the staff at Beacon Academy of Nevada are highly committed to helping and encouraging students toward social, emotional, and academic growth.

The group highlighted additional strengths of the school, such as the low adult-to-student ratio (three or four adults in the classroom). The group valued that every classroom has at least three adults teaching the students, underscoring the school's commitment to individualized support and a personalized learning environment. A group member stated, "The teachers are willing to help them and make them feel safe and comfortable." With the added benefit of multiple adults serving the classroom, students often work one-to-one or in small groups with specialized assistance from teachers or staff to ensure assignments are completed. The group also placed a high value on the school's flexible scheduling and small class sizes. Group members stated the importance of flexible course scheduling, which allows students to have individualized support while working towards obtaining high school credits and maintaining their schedules to attend to family needs, including working part-time or caring for a family member. Regarding small class sizes, one parent shared the significance of smaller class sizes, saying that "most classes have less than fourteen students," a stark contrast from her son's previous school, where there were over thirty-five students in one classroom.

The session also discussed courses their family members were taking, including English, United States History, World History, physical and earth sciences, algebra, and geometry. The participants also suggested the school's leadership team include more student social opportunities. Lastly, when the site evaluation team asked the group to discuss what they would tell others interested in enrolling at the school, responses included a safe place to build student self-confidence and an encouraging staff that doesn't judge their students.

---

<sup>8</sup> Individualized Education Programs (IEPs) are a legal document provided under Federal law that is used for children in public schools who need special education.

# Focus Group Summary: Faculty and Staff

Nine Beacon Academy of Nevada East Campus faculty members participated in the focus group session and discussed the rewarding aspects of working there. A theme that emerged from their responses is their aspirations to connect with students and get to know them so they can help them work towards graduation and post-high school plans. One staff member said, "Helping students make a connection towards graduation and career plans" is the most rewarding aspect of teaching. Another staff member added, "Sitting and taking the time to work with kids that may be academically broken" is extremely rewarding and requires a sense of connection with students. She explained that her approach is not always academic but emphasizes a more personalized method. Her colleague said, "The kids feel different when they know they have an adult that will help them." Elaborating: "We let them know whatever happened in the past is the past."

Fostering a sense of success was another theme that emerged during the session. A staff member discussed that, as an academic counselor, she has witnessed some students never earning an A before enrolling at the school. The staff member explained, "If you change the environment, you change the outcome." a perspective shared by the group. A staff member highlighted the school's value of a personalized learning environment, referring to at least two teachers and one teacher assistant leading the classes, which rarely exceeds fourteen to fifteen students. A faculty member elaborated for his colleagues, stating the importance of instilling a sense of success in each student and conveying that a few team members are helping a student become the first student to graduate from her family.

The session also focused on barriers to student success, including attendance issues, a lack of connectedness, and the challenges associated with low socio-economic status (SES), specifically meeting basic needs. Staff shared that most of the school's population is low SES and struggles to meet basic needs. One faculty member discussed that getting students to school is a focus area, emphasizing that the school provides bus passes, and that food is always available to help meet students' basic needs. A faculty member noted the importance of connectedness: "When they don't have a connection, they can have a hard time coming to school." Sometimes, staff must contact their students to check on them after missing classes. Another mentioned that the staff focuses on breaking the cycle of failure, adding we don't judge our students but ensure we reach out to them to let them know they are important and need to attend classes to attain their goal of graduating.

The group also highlighted the school's commitment to professional development. They shared that the school's leadership team provides learning sessions for its staff every Friday, covering a range of topics, including Trauma-Informed practices (TIPs) designed to teach staff techniques and methods to respond appropriately to students who have experienced trauma-related events. This commitment to continuous learning was underscored by a few faculty members, who emphasized the importance of professional development in ensuring the school has an effective Multi-Tiered Systems of Support (MTSS) framework to help the school's unique population.

# Focus Group Summary: School Leadership

Four leaders of Beacon Academy of Nevada participated in the leadership focus group. They shared their insights and perspectives on leading Beacon Academy of Nevada. At the core of their belief system is the unwavering commitment to ensuring all students enrolled in the East and West campuses receive individualized support. One leader stated, "We approach every student with an individualized support mindset," emphasizing that every teacher has a system for understanding their students so they can be proactive and get to know them well. This proactive approach to supporting and becoming familiar with students is foundational for the school's implementation of its Multi-Tiered Systems of Support (MTSS) framework; reassuring stakeholders about its commitment to individualized education is a priority for the leadership team.

The school's MTSS framework provides the academy with systems and structures to support the school's vulnerable population, including the school's growing population of incarcerated youths. The leadership team shared that the Beacon Academy of Nevada is in its fifth year of participating in the Project AWARE (Advancing Wellness and Resiliency in Education) Grant and received the Diamond Award (2023-24) and the Platinum Award (2022-23) for successfully implementing its MTSS framework to support student's social and emotional wellness needs. The group took great pride in highlighting the use of the Panorama Social Emotional Survey<sup>9</sup> and the positive results of the Nevada Social Emotional Survey, emphasizing that the school's data showed that students generally feel safe at school. Also, a school leader shared the school's proactive approach to hiring three licensed social workers, clearly demonstrating the school's commitment to student wellness. Their plans for the next school year are to create a program where prospective social workers can shadow the school's mental health professionals and work as they complete their college requirements, further underscoring this commitment.

The team discussed the school's academic and organizational alignment with the school's mission in depth. The team shared that students and staff focus on quarterly data targets to ensure students earn a minimum of 1.5 credits per term and a C grade or higher in each course. They also emphasize increasing the percentage of students who re-enroll after being withdrawn. The group also highlighted the school's current enrollment percentage (94 percent) of students who meet the State's alternative education criteria, exceeding the Nevada Department of Education (NDE) requirement of 75 percent. The team also discussed chronic absenteeism and the importance of reducing the school's high rates.

Regarding organizational alignment and operational efficiency, the members shared the school's priority of ensuring sound financial and operational leadership to prepare for the recent expansion. The school recently purchased a building on East Flamingo Avenue and is scheduled to complete the purchase agreement for the West Sahara Avenue Building by the end of the month (February 2025). These strategic steps underline the school's vision for growth and its preparedness to meet the needs of its expanding student population.

---

<sup>9</sup> Panorama Survey provides information on students' social and emotional learning skills (social awareness, self-awareness, empathy, responsible decision-making, and self-management) and perceptions.

# Focus Group Summary: Students

The focus group consisted of ten Beacon Academy of Nevada East Campus students who were asked various questions, including what they liked about attending the school. Responses included the school's flexible scheduling, a feature the students appreciate. One student shared that the school's flexible scheduling allows her to attend classes, work towards her graduation requirements, maintain a part-time job, and assist with family needs. Many members agreed that the school's flexible scheduling supports their academic and personal schedules and that most schools don't offer that flexibility. A student discussed that her schedule at her previous high school was so rigid and had little flexibility. At Beacon Academy of Nevada East campus, flexible scheduling options allow her to attend sessions that best align to her personal weekly schedule.

The discussion also highlighted the crucial role of the school's staff in student success. A focus group participant also mentioned that smaller class sizes made a significant impact, but the supportive adults at Beacon Academy of Nevada truly made a difference. A student shared how she felt lost and unconnected at her previous school due to the large campus size and high enrollment. At Beacon Academy of Nevada, she has supportive adults who constantly check in on her progress to ensure courses are completed promptly and that she is learning the content. She added that teachers and staff try to get to know their students more profoundly.

During the session, a student mentioned that the school utilizes the step card, a proactive tool to monitor students' credit status. Teachers and students work collaboratively to fill out and update the form regularly, setting course schedules, goals, and a graduation target date. A student said, "We write down if we are on track, what percentage you are, and what week." One student added that you fill out the step card daily during class, ensuring that students are constantly aware of their progress and can modify the form as needed.

A portion of the session concentrated on the school's emphasis on ensuring students address their credit deficiency and work towards graduation requirements. A group member mentioned consistent communication with the staff is essential to learning and earning credits. One student shared that five of her peers recently graduated, which stirred positive emotions in the group. Witnessing several of her peers attain their goals after issues with obtaining high school credits have motivated her to meet her timeline for graduation—a sentiment shared by the group. This peer success appeared to motivate the students and inspired hope and optimism. Two students shared that they are graduating this year.

The group also mentioned that the school's use of social workers and mental health professionals is essential. A student discussed how these professionals help students who need additional assistance outside of classroom matters. Generally, the group conveyed they feel safe at school.

# Classroom Environment and Instruction Observation Rubric

A total of 12 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
<b>Classroom Learning Environment is Conducive to Learning</b>	<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>
	<b>TOTAL: 2</b>	<b>TOTAL: 10</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>
<b>Establishing a Culture for Learning</b>	<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>
	<b>TOTAL: 1</b>	<b>TOTAL: 11</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>



# Classroom Environment and Instruction Observation Rubric

A total of 12 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
<b>Communicating with Students</b>	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 in the learning task, indicating that they understand what they are to do.	The teacher must clarify the learning task.		
	<b>TOTAL: 4</b>	<b>TOTAL: 8</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>
<b>Using Questioning and Discussion Strategies</b>	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.				
	<b>TOTAL: 0</b>	<b>TOTAL: 12</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>

# Classroom Environment and Instruction Rubric

A total of 12 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
<b>Engaging Students in Learning</b>	<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>
	<b>TOTAL: 0</b>	<b>TOTAL: 12</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>
<b>Using Assessment in Instruction</b>	<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>	
	<b>TOTAL: 0</b>	<b>TOTAL: 12</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>

# Classroom Observations and Additional Comments

Teachers worked with students one-on-one, providing individualized support. One teacher explained the concept of relevance in relation to students' classes and graduation goals. Another communicated in Spanish with two students. A different teacher guided a student through writing an essay by discussing the setting and point of view. Throughout the observation, teachers spoke to students in calm, respectful tones. Also, the teachers used effective questioning techniques to solicit evidence of student learning.

Three teachers worked in a room with ten students, each providing one-on-one support. One teacher discussed an assignment with a student and reassured them, saying, "But if you get stuck, please let me know, and I will help you." Another teacher encouraged students to begin filling out their step cards (the school's form listing the students' classes and goals) and let them know she would be around to check them soon.

In a high school science class with fifteen students, a science teacher, a special education teacher, and an assistant teacher provided support as students worked on their science courses using their devices. The staff moved throughout the room, monitoring progress and helping students as needed. Students remained focused and actively engaged in completing their assignments.

After the bell signaled the transition to the next period, staff members filled the hallways, warmly greeting students and checking in on them. Teachers addressed students by name. Students worked on computers inside a classroom, accessing their courses. One teacher reminded them that only four weeks remained in the term and advised them on the percentage of their grade. The classroom maintained a calm and focused atmosphere despite ongoing one-on-one conversations and coaching.

A teacher calmly and kindly asked a student, "I know they closed out that class. What grade did they give you?" Another teacher expressed appreciation, saying, "Thank you, sir. You are appreciated." A third teacher encouraged a student, stating, "Let's figure this out together. This is for your future." One student walked into class late, and the teacher said hello to him quietly by name.

Students in a high school math class accessed the ALEKS online adaptive learning platform for their math assignments. The board noted the daily agenda, which included picking up step cards and notebooks, checking email and course announcements, completing attendance in all classes, and completing weekly math work listed in the announcement/pacing guide.

Several students worked on algebra and geometry assignments as the three staff members in the classroom assisted and monitored their progress. One student learned about triangles, while another studied area, and another student learned about angles. There were twelve students and three adults in the classroom. The learning environment was very structured and conducive to learning.

A Beacon Academy of Nevada Leader reviewed school rules, policies, and program details for three newly enrolled students. The information was presented on the screen, and the presenter was welcoming

and supportive. The graduate pledge, the bullying policy, and the restorative practices were also reviewed. The session concluded with an introductory lesson reviewing the details of the information presented.

The learning environment was calm, quiet, and respectful. Students worked on various assignments on their computers at their own pace as teachers talked with them about the content and their progress. The conversations were informal yet very inviting, with the teacher focusing on building strong relationships with all 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
SPCSA staff recommend that the school identify a way to help students to better visualize and understand their graduation timeline.	The school leaders provided an update on their action steps for assisting students in identifying their timeline for graduation. These included a counselor assisting students with their four-year academic plan and requiring them to submit quarterly forms.	The SPCSA recognizes the school's leadership's efforts in addressing the previous recommendation. Maintaining their system to support students with their academic plans and graduation timelines can serve as an effective measure to monitor and help students better understand their graduation timelines.
SPCSA staff recommend that leadership consider offering a snack machine that accepts debit cards. Also, consider scheduling an optional lunch or nutritional break for students.	The school leadership team shared that SPCSA's previous recommendation was addressed, and they have snack machines that accept debit cards. Additionally, students are provided with optional nutritional breaks.	The SPCSA acknowledges the school's efforts to address the previous recommendation regarding debit card snack machines and nutritional breaks.

# 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 type="checkbox"/> YES	<input type="checkbox"/> NO	<input checked="" type="checkbox"/> N/A
Elevator Permit	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input checked="" 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.