



Nevada State Public Charter School Authority

Futuro Academy

Site Evaluation Report: February 20, 2025

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

Table of Contents

Executive Summary 3

Site Evaluation Findings: Strengths..... 4

Site Evaluation Findings: Challenges 7

Site Evaluation Findings: Recommendations 8

Site Evaluation Findings: Strong Recommendations 9

Site Evaluation Findings: Deficiencies 10

Focus Group Participation Data..... 11

 Focus Group Summary: Governing Board 12

 Focus Group Summary: Family Members, Parents, and Guardians..... 13

 Focus Group Summary: Faculty and Staff..... 14

 Focus Group Summary: School Leadership 15

 Focus Group Summary: Students 16

Classroom Environment and Instruction Observation Rubric 17

Classroom Observations and Additional Comments 20

Measures of Progress from Previous Site Evaluation..... 24

Operational Compliance Checks..... 26

Appendix A 27

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.

Classroom environment

Futuro classroom observation results indicate that on the day of the site evaluation, there were “Distinguished” ratings within both classroom environment sections on the Classroom Observation and Instructional Learning Rubric (p. 16 of this report). In the first rubric category, “Classroom Environment is Conducive to Learning,” six of the 28 classrooms observed rated in the “Distinguished” category. Classrooms rated in this area indicate students felt free to share their ideas and take risks in learning. Learning experiences guide students to identify their strengths and interests, problem-solve, and ask for support when appropriate. In the second category, “Establishing a Culture for Learning,” six of the 28 classrooms were rated “distinguished.” This rating indicates that students and teachers responded appropriately when conflicts arose and demonstrated respect for their own and others’ differences related to background, identity, language, strengths, and challenges.

Improvement in the English language proficiency indicator

A strength of Futuro Academy is its recent improvement of its Nevada Report Card in the English Language Proficiency Indicator. On the 2023-24 Nevada School Performance Framework (NSPF), the school improved from one of ten points from the previous year to seven of ten points. The school's adequate growth percentiles of students meeting their growth targets are at 49 percent, exceeding the State average of 48 percent.

Intentional instructional model

The leadership team at Futuro Academy dedicated a focus to professionally developing faculty with an intentional teaching model to support students learning English (EL) in reading, listening, and comprehension¹ immediately following COVID. Futuro Academy’s student population is 44 percent EL. Each Futuro faculty member became WIDA² certificated.³ During classroom observations, members of the site evaluation team regularly observed:

- Students participated in turn-and-talk activities for every 10 minutes of classroom instruction.
- Teachers employed sufficient wait time for students to respond to inquiries.
- Students and teachers used accountable talk⁴ with fidelity.
- Students and teachers used academic vocabulary regularly.
- Students were asked higher-order thinking questions beyond factual recall.

¹ The school’s State Performance Plan goal (SPP).

² WIDA is a comprehensive assessment measuring English language proficiency in four categories: identification, placement, progress, and achievement. The WIDA screener is used to determine ELL support services as well as determining when a student has developed proficiency to exit ELL school services.

³ To become WIDA certified, educators in the WIDA Consortium must complete the required training and pass the relevant quizzes for the WIDA assessments or screener they will be administering.

⁴ Accountable talk is a strategy that promotes meaningful and respectful classroom discussions by encouraging students to build upon each other's ideas, explain their thinking, and engage in higher-order thinking using sentence stems and hand gestures.

Leadership's dedicated attention to EL student and faculty needs is a clear strength. The consistent opportunity for students to verbally practice their oral skills in reasoning was evident across all observed classrooms.

Communication with students in the classroom

Students were able to explain what they were learning. Teachers explained content clearly and imaginatively. They used analogies to bring content to the lives of the students and set high expectations for student outcomes. A majority of teachers pointed out possible areas in which students might have misunderstandings. Most teachers invited students to explain content, thoughts, or strategies to classmates. Teachers modeled the use of rich academic language and offered brief vocabulary lessons where appropriate, both for general vocabulary and for the academic language within the content area. Students used academic language both correctly and often.

Positive relationships between personnel and students

Students were consistently engaged in every classroom visited. This emphasizes a culture of active learning and participation throughout the school, creating a vibrant and intellectually stimulating environment. The SPCSA site evaluation team observed teachers and staff personnel saying 'please,' and 'thank you,' to students in the common areas, modeling civil speech. Students responded in kind. The SPCSA site evaluation team observed many classrooms in which relationships between classroom teachers have cultivated trust with their students. Students felt comfortable asking peers and teachers for academic support. Students were engaged and interested in what they were learning and clearly wanted to know the why and how of things. Many positive and useful teacher responses to student questions, learning engagement, and teacher dedication to student learning were observed.

Consistency with governing board membership

The Futuro Academy governing board demonstrates robust board retention and partnership with leadership. The governing board also demonstrates board membership preservation, with three board members serving since the school opened. Both the governing board focus group and the leadership focus group reported an effective rapport between leadership.

Consistency in leadership

Futuro Academy has maintained consistency in leadership since the school's inception. The staff retention rate is stable, with a 100 percent return this academic year, demonstrating stability for the school's students and families. This strong foundation provides the school with a foundational understanding of the student population's needs, allowing leadership to quickly create and initiate effective procedures and initiatives to support student learning.

Solution-oriented leadership

The leadership team at Futuro Academy demonstrates exceptional resilience and adaptability in the face of challenges. The leadership team works collegially and employs a reflective and innovative approach to establishing strong routines, systems, processes, and procedures that are well-attuned to the needs of the faculty, staff, families, and students, as evidenced by the commentary in each of the focus groups.

This solutions-oriented lens has provided Futuro Academy with continuous improvement, which includes:

- Purchase of the school building in August 2024.
- Slow growth model, adding grades four and five over the years.
- Increasing the NSPF star rating to a three-star for the 2023-24 year.
- Staff retention has increased over the last two consecutive years, with a 100 percent expected return of faculty for the upcoming 2025-26 school year, as reported by the leadership team.

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.

Chronic absenteeism

School leadership acknowledged that chronic absenteeism is an ongoing challenge. Attendance information from the most recent data indicates chronic absenteeism at 22.3 percent. The leadership team asserted that efforts to improve communication with families about the excessive and impactful negatives of chronic absenteeism have assisted in reducing chronic absenteeism, and ongoing efforts are in place.

Science proficiency

Science proficiency is a challenge for Futuro Academy. According to the 2023-24 NSPF, its science proficiency rate was 7 percent, well below the district average of 21 percent.

Special needs students

As reported by the leadership team, students with special needs have increased approximately 50 percent year over year. The legislative funding lag causes financial and personnel stress. Nationwide shortages in licensed qualified special education teachers combine to make the stretch growth of specials needs populations a challenge.

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 to increase overall student proficiency

SPCSA staff recommend Futuro Academy continue to monitor and plan ways in which to increase student proficiency rates. Futuro Academy has a current three-star NSPF index rating with an index score of 52.5 out of a possible 100 points. As mentioned during the leadership team focus group, a school-wide goal includes efforts to close achievement gaps, reduce chronic absenteeism, improve science proficiency and further increase student growth gains.

Increase student science proficiency

SPCSA recommends Futuro Academy continue to increase student proficiency in science at the elementary school level. Currently, student science proficiency at the elementary level is at 7.1 percent.

Continue to monitor the CKLA⁵ “Core Knowledge” curriculum

SPCSA staff recommend teachers and leaders continue to monitor the effectiveness of the ELA CKLA “Core Knowledge” curriculum as they become more familiar with the contents and applicability to their students in upper elementary grades during the 2025-26 academic year.

Lower levels of chronic absenteeism

SPCSA staff recommend Futuro Academy continue strategizing ways in which to address chronic absenteeism. Attendance information from the most recent data indicates chronic absenteeism for elementary grades is 22.3 percent. Absenteeism rate has a direct effect on the NSPF index scores for the school. The Nevada State Point Attribution Table (PAT) for chronic absenteeism rates has been provided below. The school index ratings (displayed on page four of this report) could have been up to eight points higher if absenteeism rates were improved.

Chronic Absenteeism Point Attribution Table

Rate	Points	Rate	Points	Rate	Points
<5	10	≥ 11 and < 12	6.5	≥18 and <19	3
≥ 5 and <6	9.5	≥ 12 and < 13	6	≥ 19 and < 20	2.5
≥ 6 and <7	9	≥ 13 and < 14	5.5	≥ 20 and < 21	2
≥ 7 and <8	8.5	≥ 14 and < 15	5	≥ 21 and < 22	1.5
≥ 8 and <9	8	≥ 15 and < 16	4.5	≥ 22 and < 23	1
≥ 9 and <10	7.5	≥ 16 and < 17	4	≥ 23 and < 24	0.5
≥ 10 and <11	7	≥ 17 and < 18	3.5	≥ 24	

⁵ Core Knowledge Language Arts is a comprehensive language arts curriculum created by Amplify for grades pre-kindergarten through fifth grade that combine a multi-sensory approach to phonics with rich texts carefully sequenced to build content knowledge.

Site Evaluation Findings: Strong Recommendations

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

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

Site Evaluation Findings: Deficiencies

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

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

Focus Group Participation Data

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

Name of Focus Group	Number of Participants
Governing Board ⁶	2
Family Members, Parents, and Guardians	5
Faculty and Staff	2
School Leadership	5
Students	11

⁶ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two members of the six-member governing board met with members of the site evaluation team. Three members of the governing board are founding members. One member of the board is a non-voting member, a teacher, and is elected by the other members of the board. Board members reported that they meet every other month. The board has the following sub-committees: governance, finance, education and academic, and an ad-hoc construction sub-committee. Sub-committees meet every quarter and as needed. Membership expertise includes people with expertise from the professional fields of law, education, medical administration, marketing, and parenting.

Board members said they are kept abreast of academics through the Executive Director's report provided at every board meeting. One board member explained, "We receive the report ahead of time in order to review the report. It contains thorough data, like the Star report⁷ and discipline reports. We get benchmark projections, and we can see increase in academic gains of students. We can create questions if necessary and there is time in the agenda for board members to talk with the school leader about the report and ask questions." Board members participating in the focus group indicated the board has not created any direct academic school initiatives, but they do track school goals and ask numerous questions. Board members said they also frequently visit the school and attend school events. One board member said he facilitated a social-emotional-lesson with fifth grade students. Board members said they are regularly updated on teacher turnover. One board member shared, "We have discussed recruitment and targets. We have adjusted the academic calendar to make it more competitive. We have adjusted pay to be competitive. We hear feedback from the school and provide guidance."

The board said their current focus is on monitoring the day-to-day fiscal costs of the school. The board is acutely attentive to the maintenance costs of the school and creating a budget for those expenditures now that they fully own the property. "We are financially focused," one board member said. Another board member said, "We are also looking at the changes in the federal government and watching those closely."

The governing board evaluates the school leader yearly, utilizing an adjustable matrix. The board refers to the matrix as adjustable in case they wish to modify the testing mechanism. The board modifies and assesses pieces of the matrix mid-year and at the end of the year. The instrument contains components that both the school leader and members of the governing board complete and evaluate.

⁷ A Star report are projections of student performance based on the NSPF data (Nevada School Performance Framework (NSPF) Star Ratings.

Focus Group Summary: Family Members, Parents, and Guardians

Parents in the focus group appreciated digitized messages, stating the information flow was consistent from school personnel in general. Several parents said the consistent flow of communication was one of Futuro's greatest strengths. One parent said, "I can check grades, see what is going to happen during the week, check on upcoming activities, and see pictures of what the students have done throughout the week." Parents stated that communication varied from teacher to teacher and grade to grade. A few parents said they would like to see more information regarding student behavior reports, especially those students with an IEP⁸. One parent explained, "I would like to see more messages regarding behavior between my child and his peers and my child and his teachers. When he gets frustrated, he scratches himself. I don't know what happened during the day. I only see scratches when he comes home. I don't know exactly what the school, teachers, or personnel are doing to take care of him behaviorally to help him. I don't hear anything unless he has scratched, and I contact them for a report. I would like to hear from them what happened before I have to reach out."

Parents indicated they felt welcome at the school and comfortable expressing concerns or seeking the assistance of teachers or leadership if needed. Family members said teachers are receptive and open to listening. Several parents said they have not had any negative experiences with school personnel. Concerns were met in a timely manner, either via direct contact or through email. Parents valued the safety and security measures of the school, the inclusion of students with special needs into the complete day-to-day schooling experience, and the extra-curricular opportunities extended to students. Parents indicated they would like to see more events in which families can participate and volunteer their time at the school.

Family members shared that their children looked forward to attending school for the most part and often get upset if they have to miss school, even when they are ill. One parent laughed and said, "I know my child likes coming to school because he doesn't fight the morning routine."

Parents reported seeing increased writing activities during the 2024-25 school year in comparison to prior years her children have attended Futuro. "I can see an improvement in their writing and writing and reading are connected," the parent explained. Other participants in the group said when they review their children's homework they can see their children are receiving an excellent education. One parent stated she was confused as to why the homework differed from the work her children were tested on during class time.

⁸ Individualized Education Program (IEP) is a plan that outlines the specialized instruction and support services a child with a disability will receive in school

Focus Group Summary: Faculty and Staff

Staff participants in the staff and faculty focus group stated they make families aware of each child's understanding of Nevada state standards by sending home monthly Star reports⁹ which shows individual student academic growth patterns. One teacher explained, "There is an explanation of how to read the data by domain, and it includes a vocabulary list for the parents. There are a lot of graphs. The report also has behavioral report, and many parents will ask for clarification." One teacher suggested creating academic goals for each grade, explaining, "It would be nice if students could say 'I can read _____ amount of words or I need to be able to read _____ to go to first grade.' Those kinds of academic goals are more easily understood by students and parents."

Faculty described how they assess students' levels of understanding before, during, and after each lesson. One teacher said he implemented exit tickets and used those to review or pull a small group of students that may need remediation on particular content. A few teachers echoed these practices, stating they implemented similar practices in their classrooms. During classroom instruction, one teacher said he selects specific topic quizzes to see how each student is progressing. The teacher also selects specific questions or problems and will spot-check those in student notebooks or on classroom work. A few teachers said they specifically reach out and call on students who don't always volunteer or get a chance to speak to check for understanding. Several of the teachers relied on the embedded curricular skill checks.

Faculty and staff described the school environment as strong and collegial. One faculty member said, "Everyone seems to get along. We work well together. We have a lot of support from administration. Staff, like anywhere, gravitate toward the person we need. If we need something quickly, we know who to go to."

School-wide expectations are taught from the time families arrive at the school, according to staff. Group participants explained all adult personnel model appropriate behavior to students. Orientation days allow those new students and families who have not been enrolled at Futuro since kindergarten to familiarize themselves with the daily routine and behavioral expectations of the school. Parents also have their own designated orientation day to learn the car loop procedure.

⁹ Star assessments are an online assessment program developed by Renaissance Learning for students typically in grades k-12.

Focus Group Summary: School Leadership

Members of the leadership team explained how Futuro Academy has addressed chronic absenteeism which was at 22.3 percent for the 2023-24 academic school year. The school retooled the way in which it processes student absences by providing a direct URL link where parents and/or guardians can now upload doctor's notes directly to the school. School-wide daily attendance information is routinely included in school communication. Monthly messages alert families to the total absences of their child. MyEducationData¹⁰ contains each child's individual attendance record for family members to see. Teachers include each student's attendance record in their communication with families, and absenteeism is discussed during parent/teacher conferences. The Principal of Futuro Academy said the leadership team trends indicated kindergarten students and those who attended school virtually during COVID were the most frequently absent.

Members of the leadership spoke about targeted interventions provided to meet the learning needs of struggling students. The school has adopted i-Ready¹¹ and the accompanying toolkit for math. Leadership explained, "The toolkit takes current student data and provides information on which pre-requisite skills the teacher needs to be teaching so students can be ready when the students get to that component." Trainers from i-Ready came to the school and conducted professional development (PD). For literacy, there are plans to move toward CKLA Core Knowledge¹². The principal said, "The strength in the program is really great training and execution. It has two strands that are strong in phonics and fluency. The program is designed for catch-up and has been very successful in lower grades; for students who need help and may be below grade level. It has a very structured set of lesson plans called Guided Reader that goes to fifth grade that has an accompanying reader." Members of the leadership team said they have not made any decisions related to science yet. They continue to look at curricular materials as well as hiring a single subject teacher to teach science content, but no specific decisions have been made.

Character education is a strong facet of Futuro Academy. The leadership was asked to describe how character education was woven throughout the curriculum with fidelity. One member of the leadership said, "We have a culture management plan called CORE that stands for curiosity, optimism, responsibility, excellence. CORE gets embedded daily from the cleaning crew through to our after-school personnel. All personnel adopt the language of CORE." Staff are trained on CORE prior to the start of school for two and one-half weeks. Training includes the school's mission and values. Staff participate in CORE simulations with adult scenarios and perspectives as well as student scenarios and perspectives. Social-emotional learning activities occur three times a month, and morning meetings happen every morning in kindergarten through fifth classrooms while students eat breakfast. Any substitute at Futuro Academy must watch a video before substituting for a class, and a binder is provided for them to reference while on campus about CORE and the school's values and culture.

¹⁰ MyEducationData is an online software platform that provides parents with easy access to their child's academic information, offering a comprehensive overview of their child's performance, attendance, and other key details, all in one secure and user-friendly location.

¹¹ *i-Ready Learning* is a digital instructional resource assessing students with grade-level materials in reading and math.

¹² CKLA - Core Knowledge Language Arts is a comprehensive language arts curriculum created by Amplify for grades pre-kindergarten through fifth grade that combine a multi-sensory approach to phonics with rich texts carefully sequenced to build content knowledge.

Focus Group Summary: Students

Students explained that the teachers at Futuro Academy often ask the students for feedback about their teaching in class. Students said teachers often ask if they need to explain the directions differently or provide more examples. Some students in the focus group said they did not always feel comfortable asking to have the directions re-explained.

Students provided several examples of classroom activities in which they work with other students, explaining their thinking to a peer, summarizing events from a chapter, defining a word in their own terms, restating something they understood differently, and showing how they solved a problem differently to other class members. Several students shared that older grade students often served as role models for younger grade students and will assist them in academic work. One student said, “Decimals are hard. So, some of us fifth graders helped the younger grade students understand decimals when they were learning them. Sometimes it’s just easier to pick things up when it comes from another kid.”

Students said they enjoy being at Futuro Academy to meet new people, make friends, play outside, get fresh air, learn art, and math. Several students said math was their favorite thing to learn, although it was the most challenging. When asked what students had most recently learned that surprised the students about themselves, many students were proud to speak about mathematical concepts. One student said, “I struggled so much with fractions, and then I got it, and I was so happy with myself.” Another student said, “I learned how to do long division with three numbers, and I never thought I could do it.” A third student replied she enjoyed learning how to write an ITC¹³ paragraph.

¹³ ITC stands for Introduction, Topic, Conclusion. In an ITC paragraph, students write an introductory sentence, three topic sentences and then a concluding sentence.

Classroom Environment and Instruction

Observation Rubric

A total of 28 elementary 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: 6	TOTAL: 22	TOTAL: 0	TOTAL: 0	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: 6	TOTAL: 20	TOTAL: 2	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction

Observation Rubric

A total of 28 elementary 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: 6	TOTAL: 21	TOTAL: 1	TOTAL: 0	TOTAL: 0
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: 20	TOTAL: 3	TOTAL: 0	TOTAL: 2

Classroom Environment and Instruction

Observation Rubric

A total of 28 elementary 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: 7	TOTAL: 20	TOTAL: 1	TOTAL: 0	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: 3	TOTAL: 23	TOTAL: 1	TOTAL: 0	TOTAL: 1

Classroom Observations and Additional Comments

Students ate breakfast while they completed morning work. Students were engaged, speaking with their peers and the teacher about the academic work they were completing. Some completed a Black History presentation on a person on their laptops. They were going to present these orally later in the day. Other students completed writing essays to complement the culmination of their research on their selected Black History person. Students were reminded to complete a class vote on their personal style and computer application so the class could tally this for comparative purposes.

Students engaged in a class-wide discussion on decorating their doors based on a book. The teacher facilitated the discussion by asking students to share their thoughts about colors, character names, and spelling. Students engaged in table talks, voting, explaining their thinking, and consensus. The teacher did not insert her opinion or bias; she only asked for clarification. The teacher recorded students' choices on the whiteboard. The prompts for the discussion were also projected on the whiteboard. Students were engaged and excited to participate in the discussion.

In a secondary elementary classroom, the teacher displayed on the screen, 'I can plan for an opinion/argumentative essay using an IRC outline¹⁴.' The students were provided with a review of an opinion and argumentative essay, followed by a turn-and-talk activity to discuss the steps for planning an opinion and argumentative essay. The students actively engaged in the discussion while the teacher monitored their responses during the short turn-and-talk activity. The activity was followed by a review of keywords or phrases and how they relate to the type of essay they will write. The students were engaged, and the teacher maintained a well-structured learning environment with clearly defined procedures and expectations.

In a primary music specials classroom, the teacher led an activity in which the students sang along with notes as several students rang bells at the beginning of the notes. The activity involved: color the music notes, count the distance from one note to another and put the number write if it is melodic or harmonic, find the music notes on the piano keys on the worksheets. The students were very engaged, as evidenced by their enthusiasm for singing the notes, and the teacher offered a supportive learning environment.

In one math lesson, students completed a task independently after the teacher walked them through the prompt. Students encouraged each other with accountable talk and hand gestures such as the fireworks handclap and rollercoaster. Students complimented each other on besting their individual scores from their previous scores, with the teacher encouraging them to 'try their best' and 'give their best effort.'

Students read to each other in pairs in one early grades classroom. Students transitioned quickly to answer questions about the text with a partner from a teacher prompt. Students were engaged and eager to share their factual recall about the text. Students participated in active listening, and respectful talk.

¹⁴ An IRC outline (Introduction, Reasons, Conclusion) is a structured essay planning method that helps students organize their thoughts into preparing and structuring an essay by outlining the introduction, body paragraphs (each with reasons), and a conclusion.

In a lower-grade classroom, there were two adults. One worked on sight word recognition with a teacher using flashcards. This teacher had high expectations for learning and provided students with feedback, repetition, and feedback such as "thank you for pronouncing all the sounds." The other teacher worked with a small group of three on sounds, and the students were practicing the letters and the sounds. There were high levels of learning.

In a primary elementary classroom, the teacher led a morning whole-brain activity on the carpet in the front of the room. The teacher displayed the rules on the screen, reviewed them, and asked, "How are you feeling today?" The choices included being worried, upset, surprised, or annoyed, and the teacher displayed a visual representation of the emotion on the screen. The students were provided with time to think and then shared their responses with the group. A breathing exercise followed the activity. The teacher offered explicit directions, the students were highly engaged, and the procedures for the activity operated efficiently.

Students were asked to sign on to electronic devices. Very young students followed directions quickly and were able to sign on and begin online learning within two minutes or less. One of the teachers worked with a small group of four, practicing phonics and reading, including decoding. The students received high levels of positive specific feedback. A second adult within the classroom monitored the activity of students in the classroom on the computers. One student was upset, and the teacher spoke with him privately to calm him. He re-entered the classroom, signed on to his electronic device, and began the activity. Students within the small group were at ease participating and taking risks to continue learning the alphabet and its sounds.

In a secondary elementary classroom, students learned science terms (evaporate, vapor, atmosphere, filtered, pollution) displayed on the screen. The teacher led the lesson by reviewing the word's definition, having the students refer to their sketches of the term on their worksheet, and sharing their definitions. The teacher led the lesson during the session by prompting students to use their bodies to model the science vocabulary. The lesson was well-paced, with frequent checks for student understanding. The students were engaged; however, several opportunities for extended student-to-student discourse were missing, and that potentially could have increased student understanding.

Students engaged in discussions with their peers and then shared class-specific questions with the instructor, which were related to a story the class had read. Questions centered around factual details, inferences, theme, evidence, claims, and summary. Students agreed or disagreed with their classmates using their own reasoning and explaining their thinking from what they read. The teacher facilitated the discussion, using academic vocabulary and asking students to clarify their meaning by explaining further.

The instructor asked the whole class questions and students supported the speaker by using accountable hand signals to support the speaker. Hand signals were also used to indicate agreement, respectful disagreement, or when a student wanted to build upon what a speaker stated. Students were focused, engaged, and eager to participate. The class discussed expository text-based writing and the inclusion of

references.

In one upper elementary class, students completed mathematical word problems by writing their responses in prose. They completed the first problem with the teacher as a whole class, then completed the second one independently, and then checked their work for accuracy with the instructor as a class.

Primary English language arts students took a multiple-choice quiz in their workbooks. The teacher prompted students to use their textbooks to help them answer the questions. Two additional adults assisted students as the teacher read each quiz question while the students selected their answers. The quiz contained ten questions.

Lower elementary students transitioned to i-Ready Work Time and Toolbox. The students independently transitioned to their workstations as two adults monitored the classroom procedure. The teacher led a small group math activity on a kidney-shaped table in the back of the classroom while the rest of the students used their devices to engage in the activity. The students displayed a high level of focus and independence during the observation.

A middle-grade math class of 24 students uses whiteboards as they follow along with the teacher. The teacher asks students to try to solve the problems independently. She said, "Even if you get it wrong, you should try; no whiteboard should be blank." When they finished, students spoke up and explained their thinking using academic language.

Students in a special education self-contained classroom worked in centers. Some worked independently, and some worked one-to-one with an adult. The classroom was well organized, specifically with well-defined learning areas that provided flexible groupings conducive to individualized learning. The teacher offered transitional cues before cleaning up and transitioning to a whole group activity.

Students completed procedural tasks in one special class as the teacher walked around the room, assisting as needed. Students helped each other and encouraged each other verbally as they completed the tasks that included multiple steps. Students were engaged and on-task.

In a secondary elementary classroom, students worked on Rocket Math¹⁵ activities using their devices. The teacher actively monitored the students, who were self-directed and consistently engaged in the math activity involving single-digit multiplication problems.

Students were engaged during the entirety of the observational time. The teacher utilized several best practices, including movement through singing and dancing; repeating the date of yesterday, today, and tomorrow in English and Spanish; using students first names; turn and talk to neighbor; asking high

¹⁵ Rocket Math is a supplemental learning program that teaches students addition, subtraction, multiplication, division, and fractions. Specifically, the program teaches math facts—the basic building blocks of all math.

level open-ended questions; re-stating what students said; using please and thank you; and having students track the speaker.

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
Elementary school staff become more purposeful and intentional with in-person instructional best practices and develop a common language for school-wide expectations.	Ongoing training on instructional techniques, for example, a clinic entitled "Engaging All Learners," occurred on 1/6/25 as part of a multi-skill sequence with observations and feedback.	The SPCSA acknowledges the school's effort to address the previous recommendation. Leadership continues to monitor and adjust professional development as needed through routine evaluations and surveys of school stakeholders.
Utilize greater communication channels with faculty and staff regarding student support and resources.	Futuro has created an annual uniform exchange and a free uniform pickup system in the summer. It is also the pilot charter school for Communities in Schools of Southern Nevada, which will provide greater access to necessities in school year 2024-25.	The SPCSA acknowledges the school's effort to address the previous recommendation and appreciates the school's initiatives. Futuro Academy, in partnership with its governing board, continues to strategize ways to support the school's families through direct support and community resources.
Finalize the desired amount of board seats to be in place by the 2023– 24 school year and ensure that Epicenter always reflects the current amount of board membership.	Futuro has intentionally decreased the number of board members to five to manage training and transitions more easily, according to leadership.	SPCSA staff agree with school leadership that this recommendation has been met.
Create a robust plan to increase student proficiency rates.	According to leadership, Futuro has increased proficiency and growth to be, on average, the second-highest performing public school per the NSPF within a large radius encompassing more than 10 neighboring schools over the past two years.	The SPCSA acknowledges the school's effort to address the previous recommendation and appreciates its ongoing efforts, through routine monitoring, to increase student proficiency and close learning gaps.
Develop a plan to address staffing concerns.	According to leadership team members, Futuro has greatly improved retention year over year, with attrition for licensed	The SPCSA acknowledges leadership's efforts to address staffing challenges as they continue to increase educators'

	<p>instructional staff at 12.5percent for the school year 2024-25. Overall, the experience level and proficiency of instructors have increased notably in the prior three years.</p>	<p>proficiency in the student population the school serves.</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 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.