



Nevada State Public Charter School Authority

Leadership Academy of Nevada Site Evaluation and Risk Based Monitoring Report: February 11, 2026

State Public Charter School Authority

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Links to Resources

Links to Site Evaluation Resources:

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

Links to Risk Based Monitoring Resources:

- [Risk Based Monitoring Canvas](#)
- [Resource- Updated Policy Checklist: FY2025-2026 Policy and Procedure Checklist Fillable](#)
- [Grants Administration Canvas](#)
- [SPCSA Risk Based Monitoring Training Modules](#)

Summary of School

Location 7495 West Azure Drive, Suite 209, Las Vegas, NV
89130

Date of Monitoring February 11, 2026

Date of Report March 17, 2026

- Total Number of Students: 331
- Grade Levels: 4 - 12

Part 1

Leadership Academy of Nevada

Site Evaluation Report

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)¹, [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.

¹ NSPF is Nevada's public school rating system designed by Nevadans and developed in accordance with the federal Every Student Succeeds Act (ESSA) per NRS 385A.600 and classifies schools within a five-star performance rating system.

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.

The school's mission and unique instructional model

A foundational strength of Leadership Academy of Nevada (LANV) is its strong alignment with its mission and distinctive instructional model, which leverages a virtual environment to deliver rigorous classical education² while fostering meaningful connections among students, staff, and families to develop principled leaders. Live, synchronous instruction³ via Zoom⁴ allows for real-time interaction, immediate feedback, and active engagement. Instructional strategies such as Socratic seminars⁵, interactive digital tools, project-based learning, and educational games support critical thinking and student participation. The leadership team, the board, and faculty noted that the school's mission and educational model promote strong collaboration among mentors, teachers, and support staff, helping ensure responsive instruction. Special education staff provide differentiated instruction, embedded support during live classes, and targeted services aligned with Individualized Education Program⁶ (IEP) requirements, supporting equitable access for diverse learners. The school also complements its virtual model with in-person events and activities that strengthen engagement, relationships, and school culture. Family focus group members expressed appreciation for this balanced approach, highlighting strong communication, a supportive environment, and the staff's shared commitment to student success and the school's mission.

Fostering a culture of continuous improvement

Another identified strength was a strong culture of continuous improvement, reflected in the school's sustained investment in professional learning, reflection, and staff feedback to support student outcomes. According to the leadership team, the board, and staff focus group, mentor teachers, and staff participate in ongoing development through conferences, retreats, book studies, and weekly professional development, while regular staff surveys provide a structured avenue for feedback and schoolwide improvement. A formal continuous improvement process, including SMART⁷ goal setting, multiple check-ins, self-reflection, frequent observations, and weekly one-on-one student and staff meetings, ensures consistent support, accountability, and growth, reinforcing high-quality instruction and organizational effectiveness. This commitment to continuous improvement aligns with LANV's broader priority of cultivating principled leaders by integrating academic excellence and compassionate leadership. Supporting this vision, students participate annually in a Leadership Education and Development (LEAD) course, which fosters intellectual growth and helps develop essential leadership characteristics through the study of leadership values, the strengthening of time-management skills, and

² Classical education is a holistic, traditional approach to learning rooted in Western civilization's history, emphasizing the cultivation of wisdom and virtue through the liberal arts and great books.

³ Synchronous instruction is real-time, live teaching where instructors and students interact simultaneously, regardless of location.

⁴ Zoom is a cloud-based, peer-to-peer software platform for video and audio conferencing, online meetings, team chat, and mobile collaboration.

⁵ Socratic seminars are student-centered, structured, and collaborative dialogues designed to promote critical thinking, active listening, and deeper understanding of a text, concept, or topic.

⁶ An Individualized Education Program (IEP) is a legal document that outlines the special education instruction, services, and support a student with specific disabilities needs in a learning environment.

⁷ A SMART goal in education is a structured, strategic approach to setting academic or behavioral targets that are Specific, Measurable, Achievable, Relevant, and Time-bound. It enables students and educators to define clear objectives, track progress, and foster accountability to improve performance.

active engagement in their communities. Collectively, these efforts reflect a cohesive approach to academic excellence, leadership development, and continuous organizational growth.

Comprehensive student support system

School leaders, along with the various focus group members, highlighted the school’s comprehensive student support system as a key strength, emphasizing its intentional and multi-layered approach to meeting diverse student needs. The school uses data-driven tools, such as i-Ready⁸ and a collaborative student success tracker, to proactively identify students who require additional support. Students have multiple, structured opportunities for assistance through daily mentor office hours, targeted small-group instruction, and individualized remediation. Support is delivered collaboratively by mentors, staff, student achievement specialists, academic coaches, and experienced peers, ensuring timely academic, social, and emotional interventions that promote student growth and success.

High levels of student engagement during observed lessons

During the SPCSA site evaluation, classroom observations at LANV consistently underscored high levels of student engagement during virtual lessons, which serve as a strength. Students actively participated in discussions, responded thoughtfully, and collaborated with peers in breakout rooms. Teachers and instructional aides provided real-time feedback, asked probing questions, and guided students through interactive activities, keeping learners focused and involved. Observers noted that students were attentive, asked clarifying questions, and demonstrated sustained effort on assignments and projects, including research tasks and problem-solving activities. Even in the online environment, where engagement can be more challenging, the evidence of engagement was clear through student contributions in chat discussions, active participation in polls and digital activities, and responsiveness during live instruction, reflecting the school’s success in fostering meaningful learning experiences. Classroom observational data and summaries can be referenced on pages 20-24 of this report.

High graduation rate

A strength for LANV is its high graduation rate, as evidenced by earning 29 out of 30 points on the 2024–25 Nevada School Performance Framework⁹ (NSPF) Graduation Rates Indicator. The school’s four-year graduation rate of 90 percent exceeds the SPCSA district average of 83 percent, reflecting strong systems of student support, effective credit monitoring, and a sustained focus on timely graduation. This performance suggests that students are receiving timely academic interventions and guidance counseling, and that leadership has established clear expectations and accountability structures to promote postsecondary readiness and successful completion.

⁸ i-Ready Learning is a digital instructional resource assessing students with grade-level materials in reading and math.

⁹ Nevada School Performance Framework (NSPF) is Nevada’s public school rating system, designed by Nevadans and developed in accordance with the federal Every Student Succeeds Act (ESSA), per NRS 385A.600, and classifies schools into a five-star performance rating system.

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.

Student retention

A key LANV challenge is student retention, with an average retention rate of 55% over the past eleven years. According to the leadership team, withdrawal data indicates that most families leave for reasons unrelated to dissatisfaction; parents and students consistently report positive experiences with the school and mentors, but seek alternatives that offer in-person instruction, increased socialization, athletics, broader course offerings, or a less rigorous academic program. While retention remains an area for growth, the school anticipates improvement in the coming years through its newly implemented orientation process, designed to better align family expectations with the program model.

Unengaged students and parents

A noted challenge at LANV centers on engaging students and parents/guardians who are non-participatory in a distance learning environment, where success depends heavily on student self-motivation and active family involvement. According to the school leaders and the board, despite having academic and family support available, including a dedicated Family Resources section on their website, students who are disengaged, along with their parents/guardians, often do not access these resources and are more likely to struggle academically. Actively reaching out to and motivating these students and families to consistently participate and utilize available support remains a challenge for the school.

Academic growth in middle school

Although the school provides students with significant support, achieving high, consistent student growth in the middle school remains a challenge for LANV, as reflected in the 2024–25 NSPF, where all growth measures fell below the SPCSA district averages, earning 15 of 30 points in the Student Growth Indicator section. For instance, the SPCSA district average median for math is 56 percent, and the school’s median is 47 percent, while in English Language Arts, the district median is 59 percent, while the school’s median is 48 percent. This trend highlights the ongoing need to enhance instructional strategies, implement systematic progress monitoring, and provide targeted academic support. Addressing this challenge will require focused efforts to accelerate learning for students performing below grade level, ensure equitable access to interventions, and continuously adapt instruction based on data to support sustained growth in middle school outcomes. The leadership team and staff maintain a proactive mindset in addressing this 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 strengthening proactive student retention efforts

SPCSA staff recommend that LANV continue building on its proactive efforts to support student retention, particularly in cohorts with historically higher turnover. The leadership team has already implemented strategies such as enhanced orientation and ongoing check-ins and will continue to refine these processes to ensure students and families understand expectations and feel supported from the start. Additional recommendations include maintaining regular mentorship and monitoring for at-risk students and their families, expanding opportunities for community-building and in-person events to strengthen connections, and leveraging data from withdrawal forms and enrollment trends to proactively identify patterns and tailor interventions that support long-term student persistence.

Continue strengthening communication systems

SPCSA staff recommend that LANV continue strengthening communication systems between the school and families as a strategic approach to increasing engagement, student accountability, and overall program effectiveness. This effort could include continuing to consistently focus on direct outreach, such as scheduled weekly check-in calls with both students and parents to reinforce expectations, monitor progress, and address concerns proactively. Additional structures, such as requiring parent acknowledgment or sign-off on key academic or engagement milestones, may further clarify shared responsibility for student success. Expanding family education opportunities, including a Parent University¹⁰ series with recorded sessions for flexible access, could help families better understand the virtual model, available supports, and strategies for assisting their children at home; offering modest incentives may increase participation. Also, efforts in this area can help address the challenge of student growth in middle school. Finally, establishing or revitalizing a Parent Teacher Organization¹¹ (PTO) could provide a formal avenue for interested families to volunteer, support school initiatives, and help organize social and community-building events that strengthen connections among students, families, and staff.

Develop a structured orientation instructional module on how to be a successful online learner

SPCSA staff recommend that LANV develop a structured orientation or instructional module focused on how to be a successful online learner. While current supports address platform navigation and technical access, this additional module could emphasize broader skills such as effective online study habits, time management, digital communication norms, self-advocacy, and strategies for maintaining engagement in a virtual environment. Incorporating digital literacy components, including common technology vocabulary, expectations for online academic behavior, and practical guidance on organizing a productive learning space, could further strengthen student readiness. Such a resource can help ensure

¹⁰ Parent University is a school or school district initiative that offers free workshops and resources to help parents, guardians, and families become active partners in their children's education.

¹¹ PTO stands for Parent-Teacher Organization. It is a school-based group of parents, teachers, and staff working together to support students, organize fundraisers, and build community.

that students and families understand not only how to access learning tools but also how to use them effectively to support sustained academic success in an online setting.

Create a pool of potential board members

SPCSA staff recommend that LANV develop and maintain a prospective pool of qualified board candidates to support long-term governance stability and succession planning. Establishing an ongoing pipeline of individuals with diverse professional expertise, including education, finance, law, community engagement, and organizational leadership, can help ensure continuity in governance and reduce gaps when vacancies arise. This process may include proactive outreach, cultivating community partners, and clear communication about board roles, expectations, and required commitments. Maintaining such a candidate pool can strengthen institutional capacity, support strategic oversight, and promote sustained effectiveness in board leadership over time.

Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.
No strong recommendations were noted during this site evaluation.

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.
No deficiencies were noted 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 ¹²	2
Family Members, Parents, and Guardians	13
Faculty and Staff	11
School Leadership	5
Students	15

¹² Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

The participants described LANV as benefiting from a balanced approach that allows the school to remain small enough to foster close relationships while still being large enough to provide meaningful resources and support. Members identified the school leader's longevity and adaptability as a significant asset, noting his willingness to explore creative solutions when challenges arise, such as expanding the use of instructional aids, which has proven effective. The board also highlighted the classroom structure, which allows for individualized attention, as well as the school's commitment to supporting staff through both financial and non-financial means, like continuous professional development. Transparent, ongoing communication about the school's current status, goals, and improvement efforts, or a continuous improvement mindset, was consistently cited as a core organizational strength.

Family participation emerged as the board's current challenge. Members acknowledged that some families initially underestimate the level of involvement required in a virtual environment, sometimes assuming students can work independently without sufficient supervision. However, the board reported gradual improvement as families began to recognize the program's value and engage more actively. To support leadership in addressing this issue, the board has encouraged creative outreach strategies, including enhanced social media efforts, and continues to promote initiatives to strengthen family engagement and student retention.

Regarding strategic oversight, the board emphasized its structured use of academic, operational, and financial data to guide decision-making. Monthly financial updates and leadership reports on enrollment, special education, and intervention efforts help keep board members well informed. The school leader plays a key role in contextualizing the data, explaining underlying trends, and presenting potential solutions. Board members noted that this proactive, transparent approach helps them focus on solutions rather than simply identifying problems, while also enabling informed, independent judgment on key issues.

The board expressed confidence in the school's comprehensive student support system, particularly for students receiving special education services and those needing additional academic intervention. Members acknowledged ongoing concerns about ensuring adequate support for online learners whose families may struggle to provide consistent supervision. Nonetheless, they pointed to a strong specialized support team, expanded response-to-intervention¹³ (RTI) staffing, and flexible options such as extended office hours as evidence of the school's commitment to improving outcomes. The board also recognized leadership's willingness to make difficult personnel decisions when necessary, noting observable improvements following such decisions that enhanced the school's special education services.

In terms of governance and sustainability, the board described an intentional focus on leadership alignment, board development, and community engagement. Regular feedback from families, including exit feedback when students leave, helps inform continuous improvement efforts, with a clear emphasis on measurable outcomes rather than intentions alone. Efforts to strengthen board capacity are ongoing,

¹³ Response to intervention (RTI) is a proactive, multi-tiered framework used in schools to identify and support students who are struggling academically or behaviorally early on. It provides increasing levels of intensive, evidence-based instruction to prevent failure, with progress monitored closely to adjust support.

including the recruitment of new members with relevant educational and parental perspectives. At the same time, the board is working to expand its community presence and clarify expectations for board service to ensure continuity, while maintaining open channels for feedback from families and students to inform policy and oversight decisions.

Focus Group Summary: Family Members, Parents, and Guardians

Families participating in the focus group consistently identified small class sizes, favorable student-to-teacher ratios, and the school's comprehensive support for students as central strengths of the school. Parents emphasized the value of individualized attention, meaningful one-on-one interactions, and detailed feedback on assignments. The presence of teacher assistants was also viewed positively, as it allows staff to better understand each student's learning style and needs. Participants further highlighted strong communication practices, noting that teachers and aides are approachable, intentional, and invested in building relationships with students and families. Frequent updates through email and the Parent Portal help families stay informed about academic progress and expectations.

While overall satisfaction was evident, families raised several challenges affecting student engagement. Some parents expressed concern about the need to enhance monitoring of student chat interactions during live online sessions, citing occasional inappropriate conversations among students. Others noted that larger class sizes at certain grade levels can reduce individualized attention, particularly for students who may need additional academic support. Technical issues, including inconsistent access to recorded lessons and varying levels of family comfort with technology, were also identified as barriers to optimal engagement.

Families offered several constructive recommendations to enhance the student experience. Some suggested incorporating optional in-person academic supports, such as tutoring sessions for younger students, to complement the online program. There was also interest in better controls for online chat functions, particularly managing interactions between younger and older students.

Participants spoke positively about the school's efforts to support and motivate students academically and socially. Recognition programs, such as celebrations for strong academic performance, were described as effective motivators that encourage persistence and reinforce achievement. Families with students receiving special education services expressed strong satisfaction with the responsiveness and quality of support provided. Parents also noted that staff members often develop meaningful relationships with students beyond academics, including extracurricular support such as athletic recruitment, which helps students feel known and valued. One participant noted, "Beyond academics, the school provides a true sense of belonging."

Finally, families emphasized the importance of community-building opportunities in a virtual environment. While resources such as office hours, online announcements, and the Parent Portal were viewed as accessible and helpful, families expressed interest in additional in-person events, clubs, and regional meetups to strengthen peer connections and parent collaboration. Programs such as student ambassador initiatives were praised for helping students build relationships across the state. Overall, families conveyed appreciation for the school's unified mission and supportive culture, while encouraging continued expansion of opportunities for social connection and family engagement. One member shared, "LANV has given our family a sense of peace, knowing my children are in the best possible hands. They are invested in the student, not just the grade."

Focus Group Summary: Faculty and Staff

Staff members described a strong and varied professional development program that includes weekly Friday sessions, book studies, staff retreats, conferences, and external training opportunities. Topics have ranged from supporting introverted learners and strengthening collaboration to culturally responsive instruction, RTI implementation, and technical skills such as personalized data use through Google Sheets. Participants emphasized that professional development is differentiated, practical, and increasingly streamlined, allowing staff to apply strategies efficiently. Team-building activities and inclusive practices were also highlighted as contributing to a welcoming professional environment, with several staff noting that these efforts enhance both instructional effectiveness and collegial cohesion.

Faculty reported that professional development has positively influenced student engagement and academic outcomes, particularly within the virtual learning context. Training has helped teachers build stronger relationships with students, create more comfortable online learning environments, and implement engaging strategies such as purposeful breakout room activities. Staff also emphasized a commitment to continuous improvement, noting that instructional approaches and interventions are regularly adjusted when data indicate a need for change. Initiatives such as implementing i-Ready, expanding RTI processes, and increasing focus on accommodations and small-group supports were cited as contributing to measurable student progress.

Collaboration emerged as a defining feature of the school's instructional culture. Staff described frequent communication through digital platforms such as Google Chat, weekly student-focused meetings, and both cross-departmental and content-specific Professional Learning Community¹⁴ (PLC) sessions. These structures enable teachers to discuss student needs, refine instructional practices, and coordinate project-based learning opportunities. Collaborative efforts are also evident in signature initiatives such as the Senior Capstone Project¹⁵, which involves mentorship and coordinated planning across staff roles to support student success.

Participants characterized the overall school culture as highly collaborative, student-centered, and focused on continuous improvement. Staff expressed strong commitment to supporting student achievement, noting that teamwork across general education, student achievement, and special education personnel strengthens instructional responsiveness. This collaborative culture was described as especially important in an online setting, where coordinated communication and shared problem-solving help maintain student engagement and academic momentum.

Despite these strengths, staff identified several ongoing challenges. Technical issues can disrupt instruction, and varying levels of parent involvement sometimes affect student engagement and accountability. Teachers noted that some students disengage in the virtual environment by turning off cameras or minimizing participation. To address these concerns, staff recommended exploring additional

¹⁴ In education, PLC stands for Professional Learning Community. It is a structured, collaborative group of educators, such as teachers of the same grade or subject, who meet regularly to share expertise, analyze student data, and work together to improve teaching skills and, ultimately, increase student academic achievement.

¹⁵ The school's Senior Capstone Project is a comprehensive, student-led, and often team-based assignment completed in the final year of high school. It requires applying knowledge from throughout an academic career to solve a real-world problem, conduct research, or create a product, acting as a "crowning achievement" for the students at the Leadership Academy of Nevada (LANV).

monitoring tools, such as GoGuardian¹⁶, strengthening parent engagement initiatives, and expanding community-building efforts, including consideration of creating a parent-teacher organization (PTO) to further support student success and school connectedness.

¹⁶ GoGuardian is a popular cloud-based suite of digital tools designed for K-12 schools to manage Chromebooks, filter internet content, and monitor student activity, both in class and remotely.

Focus Group Summary: School Leadership

Leadership participants described a sustained focus on strengthening student support systems, particularly through intervention frameworks such as RTI, 504 Plan¹⁷ implementation, and expanded academic assistance structures. Initiatives, including WIN (What I Need) intervention sessions, i-Ready diagnostic tools, and structured academic supports, were highlighted as key components of the school's instructional model while also fostering the school's classical model. Leaders also emphasized the importance of school culture and climate, noting programs such as student council activities, "singing grams," and leadership-focused coursework as intentional efforts to build relationships, foster student voice, and create a positive learning environment in the virtual setting.

Student retention remains a primary strategic priority. Leadership noted that some students initially enroll as a temporary option rather than a long-term placement, prompting the development of a more robust orientation process. Orientation is now mandatory and includes in-person components, parent breakout sessions, ongoing staff check-ins, and structured follow-up systems to help students acclimate to expectations. Additional support includes student orientation courses with learning platform tutorials, family resource pages, and proactive monitoring of engagement through assignment completion and communication tracking. Leaders also analyze withdrawal and interest data to identify trends, including transitions between middle and high school, which have prompted targeted outreach such as high school preview presentations.

Leadership reported continued progress in student achievement and current initiatives. Data from recent assessments indicate notable growth among upper elementary students, and special education students were described as performing strongly relative to other subgroups. Special education services emphasize inclusion in general education settings, supported by academic coaching, learning labs, progress-monitoring tools, and targeted reading supports. English language learner supports include dedicated specialists, access to Spanish-language curriculum materials in math and science, and participation in small-group intervention sessions. These efforts reflect a broader commitment to equitable access within the school's live online instructional model.

Instructional quality and classical academic programming were also key discussion points. Leadership highlighted curriculum developments, including leadership education courses focused on character development and the development of principled leaders. Additionally, expanded dual enrollment opportunities, honors offerings, and interdisciplinary adjustments designed to strengthen student engagement with reading and content learning were also highlighted. Tools such as Go Formative¹⁸ allow teachers to monitor student progress in real time and provide immediate feedback during live instruction. Ongoing professional growth for staff is supported through continuous improvement processes, participation in national symposia related to the school's classical education model, and structured collaboration among mentors, intervention staff, and specialists.

¹⁷ A 504 Plan is a formal, legally binding document under Section 504 of the Rehabilitation Act of 1973 that requires schools to provide accommodations for students with physical or mental impairments that substantially limit major life activities (e.g., learning, breathing, walking, concentrating). It ensures students with disabilities have equal access to education alongside their peers in general education classrooms.

¹⁸ Go Formative is a web-based, real-time assessment platform designed to help educators create, assign, and grade digital assignments.

Finally, leadership emphasized the importance of community building and student engagement in a virtual environment. Regular team “huddles” in which teams meet weekly to discuss student needs to help staff monitor student concerns, while retreats, connection seminars, office hours, and opportunities for student feedback promote a sense of belonging and persistence. In-person events, digital engagement initiatives, and leadership opportunities such as senior capstone projects further strengthen connections among students, families, and staff. Overall, leadership conveyed a commitment to data-informed decision-making, proactive student support, and continuous refinement of systems to improve retention, engagement, and academic success.

Focus Group Summary: Students

Students in the focus group described a diverse and academically engaging curriculum spanning multiple subject areas and skill levels. Participants reported learning about topics such as leadership development through independent reading, American College Test¹⁹ (ACT) preparation, historical research projects, including documentaries, World War I studies, gene therapy in science, citation methods, and foundational math and earth science concepts. Students also noted that project-based assignments and research activities help deepen understanding and promote critical thinking.

Students consistently identified supportive relationships with teachers and the school community as key strengths. Small class sizes, accessible instructors, and a welcoming atmosphere were frequently cited as factors that enhance their experience. Several participants noted that teachers intentionally get to know them personally, provide individualized support, and maintain open communication. School initiatives that promote connections, such as in-person events, science, technology, engineering, and math (STEM) activities, leadership expeditions, and community-building activities, were described as fostering inclusiveness and strengthening peer relationships while preserving the flexibility of the online model.

Despite these positives, students acknowledged some challenges associated with virtual learning. Distractions during live online sessions, particularly side conversations in chat features, were mentioned as occasional hindrances to focus. However, students generally felt that teachers actively managed engagement and addressed distractions effectively. Maintaining sustained attention in an online environment was recognized as an ongoing adjustment, though many participants indicated that structured supports help mitigate these challenges.

Students reported multiple accessible avenues for academic assistance. Office hours were widely praised for their frequency and flexibility, with some students attending regularly for extra help. One-on-one sessions, study halls, student success specialists, and real-time communication with teachers during class were also described as effective supports. When more personalized assistance is needed, students indicated that staff are responsive in arranging additional support opportunities, reinforcing a strong culture of academic accessibility.

Social-emotional support was also viewed positively. Students noted access to social workers, teacher assistants, and student success specialists for help with stress, personal concerns, or academic pressures. Motivational strategies such as brain breaks, encouraging teacher feedback, raffles, and accountability partnerships were described as helpful in maintaining engagement. To further strengthen the student experience, participants recommended increasing in-person events and clubs, particularly in underserved geographic areas; expanding language course offerings; and continuing to emphasize balance and wellness to help prevent student burnout.

¹⁹ ACT is an abbreviation for American College Testing. It is a prominent standardized test used for college admissions in the United States that evaluates high schoolers' readiness for college-level work in English, mathematics, reading, and science, plus an optional writing section.

Classroom Environment and Instruction Observation Rubric

A total of 4 elementary, 11 middle, and 11 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	<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>	This criterion was not observed or rated.
	TOTAL: 5	TOTAL: 19	TOTAL: 2	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>	This criterion was not observed or rated.
	TOTAL: 6	TOTAL: 18	TOTAL: 2	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction Observation Rubric

A total of 4 elementary, 11 middle, and 11 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Communicating with Students	<p>If asked, students can explain what they are learning and where it fits into the larger curriculum context.</p> <p>The teacher explains content clearly and imaginatively.</p> <p>The teacher invites students to explain the content to their classmates.</p> <p>Students use academic language correctly.</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>The teacher's explanation of content is clear and invites student participation and thinking.</p> <p>The teacher makes no content errors.</p> <p>Students engage in the learning task, indicating that they understand what they are to do.</p>	<p>The teacher provides little elaboration or explanation about what students will be learning.</p> <p>The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</p> <p>The teacher may make minor content errors.</p> <p>The teacher must clarify the learning task.</p>	<p>At no time during the lesson does the teacher convey to students what they will be learning.</p> <p>Students indicate through body language or questions that they don't understand the content being presented.</p> <p>Students indicate through their questions that they are confused about the learning task.</p>	This criterion was not observed or rated.
	TOTAL: 6	TOTAL: 19	TOTAL: 1	TOTAL: 0	TOTAL: 0
Using Questioning and Discussion Strategies	<p>Students initiate higher-order questions.</p> <p>The teacher builds on and uses student responses to questions to deepen student understanding.</p> <p>Students extend the discussion, enriching it.</p> <p>Virtually all students are engaged.</p>	<p>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</p> <p>Discussions enable students to talk to one another without ongoing mediation by the teacher.</p> <p>Many students actively engage in the discussion.</p>	<p>The teacher frames some questions designed to promote student thinking, but many have a single correct answer.</p> <p>The teacher invites students to respond directly to one another's ideas, but few students respond.</p> <p>The teacher calls on many students, but only a small number participate.</p>	<p>Questions are rapid-fire and convergent with a single correct answer.</p> <p>The teacher does not ask students to explain their thinking.</p> <p>Only a few students dominate the discussion.</p>	This criterion was not observed or rated.
	TOTAL: 3	TOTAL: 18	TOTAL: 4	TOTAL: 0	TOTAL: 1

Classroom Environment and Instruction Observation Rubric

A total of 4 elementary, 11 middle, and 11 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Engaging Students in Learning	<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: 6	TOTAL: 16	TOTAL: 4	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>	<p>This criterion was not observed or rated.</p>
	TOTAL: 4	TOTAL: 21	TOTAL: 1	TOTAL: 0	TOTAL: 0

Classroom Observations and Additional Comments

Students in an elementary classroom worked collaboratively in breakout rooms to discuss the similarities and differences among various types of conjunctions used in sentences. The conversation was rich and student-led, with every student contributing and building on one another's ideas. Students then read a short passage titled *Deep Fried Goodness* and worked together to highlight the conjunctions throughout the text.

Students discussed the ethical possibilities of using artificial intelligence in the medical field, specifically biology and medical trials. Students took turns presenting their thoughts, both orally and by writing in the chat. When a student typed their thoughts in the chat, the student read the comments to the whole class. A student facilitator called upon students to present their ideas. Each student readily shared their thoughts and felt comfortable sharing their ideas during the observed Socratic seminar.

Middle school students participated in a virtual synchronous math class facilitated by an instructor and an additional staff member. The lesson focused on applying multiplication and division concepts, with clear modeling and guided practice to support student understanding. The instructor effectively utilized breakout rooms to allow students to collaborate in small groups to solve problems before returning to the full session for discussion and clarification. Both adults actively monitored student participation, provided targeted support as needed, and reinforced expectations for engagement. Students remained highly engaged throughout the lesson, and instruction was explicit, with frequent checks for understanding to reinforce key concepts and ensure students were progressing appropriately.

Students in a middle school history classroom used a primary source to deepen their understanding of events from the War of 1812. One student read the source aloud, and the teacher guided the class by unpacking its meaning by emphasizing academic vocabulary and key ideas. Students responded to the teacher's questions in the chat box, demonstrating active engagement with the text.

In one high school class, the teacher prompted the breakout room activity by reminding students how to be respectful, give feedback, and complete the assignment. The class exercises were timed, and the teacher's suggestions on how to use the time were helpful to students. In the breakout rooms, students were engaged with one another, comfortable sharing their thoughts, and quickly provided examples.

Middle school students participated in a live synchronous online science class focused on prehistoric creatures. Students were assigned to breakout rooms with clear, detailed instructions outlining their collaborative task: sketching a creature, identifying its traits, assigning group roles, and developing a name. Within the breakout sessions, students were actively engaged in discussion and worked cooperatively to complete the assignment. Their conversations reflected thoughtful consideration of relevant scientific elements, such as the creature's habitat, geological period, and possible geographic location. Overall, engagement levels were high, and students demonstrated strong interest and enthusiasm for the topic.

Students in a high school Algebra class worked in breakout rooms to solve an equation and determine whether it had zero, one, or two solutions. When students became confused, they asked the teacher for support, and the teacher clarified the steps so they could complete the problem successfully. The teacher

then asked students what another name is for the answers to these types of problems, and students responded correctly.

In a high school social studies class, students shared their presentations outlining personal travel plans. One student shared a detailed plan for a visit to New York City, including her itinerary, transportation arrangements, lodging options, and projected budget. As she presented, classmates listened attentively while the teacher periodically interjected to clarify points and facilitate discussion. The teacher then invited another student to present, who outlined a more informal plan centered on a visit to McDonald's.

Students engaging in a writing activity responded to classmates' written reflections on the book they were reading. There was one teacher and one assistant in the classroom. The instructor strongly encouraged students to write continuously and to check their timestamps. Students were thoughtful, respectful, and comfortable asking for assistance when they experienced difficulty. For example, one student could not see other students' responses, so the student raised their hand, and the teacher immediately assisted them by refreshing their screen so they could see the responses. Once students had an opportunity to write to other students, the teacher asked students to guess what she was thinking when she selected a response to comment on. One student said, "Thank you for selecting me," modeling respectful and courteous behavior.

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
<p>The SPCSA site evaluation team recommends that LANV take extra precautions and plan to ensure that the annual English Language Proficiency assessment of all English language learner students (ELLs) is conducted in the domains of speaking, listening, reading, and writing.</p>	<p>The leadership team provided an update on the steps taken to deliver the English language assessment to all ELLs, ensuring compliance with requirements. The school leaders noted their plans to ensure that all ELL students have the opportunity to take the assessment.</p>	<p>The SPCSA staff acknowledges the leadership team's efforts to ensure that the annual English language assessment for all English language learner students meets compliance requirements. The previous recommendation has been met.</p>
<p>It is recommended that LANV continue to attract and enroll students learning to speak English and students within the Title I category. Continue to take steps to be more representative of the SPCSA schools.</p>	<p>The school's leaders outlined measures to attract and enroll Title I students, including recruiting efforts across various geographic areas through a digital marketing firm.</p>	<p>SPCSA staff acknowledges and commends the school's efforts to enroll Title I students and encourages continued, targeted outreach to further increase the proportion of Title I students served.</p>
<p>Consider working on the response rate on the parent survey to gather feedback from a larger portion of parents.</p>	<p>The school leaders provided an update on their efforts to obtain feedback from a larger share of parents, including shortening the survey and continually encouraging all parents to provide feedback.</p>	<p>The SPCSA staff recognizes the school's efforts to enhance its communication systems with parents to solicit feedback and encourages the school leaders to continue their work in this area.</p>
<p>Continue to monitor and improve overall student retention rates from year to year.</p>	<p>The leadership team shared their action steps to improve overall student retention, including providing families with more hands-on experience and knowledge regarding the schools' unique educational model.</p>	<p>The SPCSA staff acknowledges the school's dedication to maintaining a high student retention rate year after year. Student retention remains a recommendation, and SPCSA staff recognize that the school's leaders maintain a proactive mindset. Continually refining their efforts to address student retention can be foundational to maintaining the</p>

		school's current and future success.
Consider steps to address increasing student growth in the closing opportunity gap indicator for middle school students.	The school's leaders presented their plan to improve academic growth for middle school students, which included using i-Ready, differentiation strategies, and What I Need (WIN) Time or intervention groups.	The SPCSA staff recognizes that student academic growth in the middle school remains an active challenge and encourages the school leaders to continue their work to support student academic development and growth. Sustained efforts align with the school's belief of continuous improvement.
Continue to develop further follow-up strategies and tools for students who may be at risk in self-care, and/or social and emotional wellness.	The leadership team highlighted social and emotional support provided for students, including hiring a social work intern to provide positive support to students and families.	The SPCSA acknowledges the school's efforts to support students' social and emotional needs. Maintaining a sustained focus on this area can help foster a positive school climate, strengthen student well-being, and promote conditions that support academic engagement, the development of principled leaders, and overall student success.

Operational Compliance Checks

Fire Extinguisher	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Nurses Station	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input checked="" type="checkbox"/> N/A
McKinney-Vento Poster	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Evacuation Map	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input checked="" type="checkbox"/> N/A
Food Permit	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input checked="" type="checkbox"/> N/A
Elevator Permit	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A

Part 2

Leadership Academy of Nevada

Risk Based Monitoring Report

Executive Summary

Risk Assessment and Quality

As a pass-through entity for federal funds, the SPCSA conducts formal risk assessments under [2 C.F.R. §200.332\(c\)](#). It is important to note that these assessments are specifically designed to measure compliance and fiscal accountability. While they are essential for identifying areas where a school may need additional technical assistance or oversight, they are not a subjective measure of instructional quality or a determination of future funding eligibility.

Commitment to Accountability

Ultimately, this report serves as a transparent record of a school's commitment to sound governance. Through proactive monitoring, the SPCSA partners with school leaders to mitigate risks, protect taxpayer investments, and maintain a high standard of accountability across all sponsored institutions.

Risk Based Monitoring: Visit Objectives

The purpose of the monitoring visit was to assess the capacity, performance, and compliance of a subrecipient charter school. Specific objectives included addressing high-risk issues requiring immediate attention, evaluating the fidelity of program delivery, and ensuring that any subaward of federal funds was used for authorized purposes in compliance with federal statutes, regulations, and the terms and conditions of the subaward. Additionally, the visit aimed to confirm that subaward performance goals were being met. The review identified areas of strength, recommendations, and issues based on the school's preparation of supporting documentation and presentation of information.

These findings are not exhaustive, and additional concerns may exist beyond those observed. It remains the responsibility of the school to maintain ongoing internal oversight of grants and grant management processes to ensure full compliance with all applicable federal and local statutes, regulations, and policy requirements. As areas for improvement have been identified, a School Support Plan is required to address these concerns.

Risk Based Monitoring: School Overview

- **Fiscal Administrative:**
 - Grants with Active Subawards:
 - FY26 Title I, Part A

 - Grants with Allocations (subaward pending):
 - FY27 Special Education (IDEA, Part B)
 - FY27 Title II Part A
 - FY27 Title II, Part A – State Off Set
 - FY27 Transportation Funding

 - Total Federal Funds Expended in Previous FY (FY25):
 - \$50,086.81

 - Single Audit Required:
 - No

 - Current Risk Level:
 - High

 - Prior Risk Level:
 - Low

 - Prior Corrective Action Plan (CAP)
 - No

Risk Based Monitoring: Scope of Review/Methodology

The following activities were completed during this monitoring visit:

- Scope of program review:
 - Title I, Part A
 - Program development included needs assessment, community outreach (parents, teachers, staff, students), and alignment to School Performance Plan (SPP).
 - Program implementation aligns to federal requirements and the program plan.
 - School ensures effective parent/community involvement to improve academic achievement.
 - School regularly collects data and monitors progress toward goals and outcomes.
 - For CSI/TSI/ATSI schools, evidence of progress toward exiting the designation (if applicable)
 -
 - Additional Areas
 - McKinney-Vento
 - Foster Care

Risk Based Monitoring: Areas of Strength

- **Monitoring Area:**
 - **Title IA: Program:**
 - LANV strategically uses Title I funds to support an Elementary Student Achievement Specialist who uses i-Ready data to identify learning gaps and deliver targeted small-group instruction, accelerating learning and closing achievement gaps.

- **Monitoring Area:**
 - **Additional Areas:**
 - McKinney-Vento and Foster Care
 - McKinney-Vento posters are placed in visible locations across the campus, supporting awareness and access.

Risk Based Monitoring: Areas of Improvements/Recommendations

- **Monitoring Area:**
 - **Title IA: Program:**
 - Continue ensuring that Title I Epicenter tasks are submitted on time.

- **Monitoring Area:**
 - **Additional Areas:**
 - McKinney-Vento & Foster Care
 - Continue ensuring that McKinney-Vento and Foster Care Epicenter tasks are submitted on time

Risk Based Monitoring: Areas of Non-Compliance

- **Monitoring Area:**
 - **Program: Title IA**
 - No areas of noncompliance were identified

- **Monitoring Area:**
 - **Program: Other Areas**
 - *McKinney Vento & Foster Care*
 - No areas of noncompliance were identified

Part 3
Leadership Academy of Nevada
School Response

School Response to Site Evaluation Team Findings

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.

School Response to Risk Based Monitoring Team Findings

The school may choose to submit a response to the SPCSA Risk Based Monitoring 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.