



Nevada State Public Charter School Authority

Founders Classical Academy of Las Vegas Site Evaluation and Risk Based Monitoring Report: February 24, 2026

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

- Links to Resources 3
- Summary of School..... 4
- Part 1 Site Evaluation Report..... 5-31
- Executive Summary 6
- Site Evaluation Findings: Strengths..... 7
- Site Evaluation Findings: Challenges 9
- Site Evaluation Findings: Recommendations 10
- Site Evaluation Findings: Strong Recommendations 13
- Site Evaluation Findings: Deficiencies 14
- Focus Group Participation Data..... 15
 - Focus Group Summary: Governing Board 16
 - Focus Group Summary: Family Members, Parents, and Guardians..... 18
 - Focus Group Summary: Faculty and Staff..... 20
 - Focus Group Summary: School Leadership 22
 - Focus Group Summary: Students 23
- Classroom Environment and Instruction Observation Rubric 24
- Classroom Observations and Additional Comments 27
- Measures of Progress from Previous Site Evaluation..... 29
- Operational Compliance Checks..... 31
- Part 2 Risk Based Monitoring Report..... 32-41
- Executive Summary 33
- Risk Based Monitoring: Visit Objectives..... 34
- Risk Based Monitoring: School Overview 35
- Risk Based Monitoring: Scope of Review/Methodology 36
- Risk Based Monitoring: Areas of Strength 37
- Risk Based Monitoring: Areas of Improvements/Recommendations..... 38
- Risk Based Monitoring: Areas of Non-Compliance/ New School Support Plan..... 41
- Part 3 School Response..... 42-44
- School Response to Site Evaluation Team Findings..... 43
- School Response to Risk Based Monitoring Team Findings..... 44

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:

- [Code of Federal Regulations Part 200](#)
- [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 5730 West Alexander Road, Las Vegas, Nevada
89130

Date of Visit February 24, 2026

Date of Report March 17, 2026

- Total Number of Students: 1281
- Grade Levels: K- 12

Part 1

Founders Classical Academy of Las Vegas

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.

Fidelity to the classical model²

A strength of Founders Classical Academy of Las Vegas (FCALV) is its ability to remain true to its mission. FCALV continues to implement its curriculum and instruction in the principles of moral character with fidelity and to the rigor expected. The curriculum strives to produce students who are culturally literate and can read, write, and speak well. Over the last eleven years, FCALV's ability to stay true to its mission creates a sense of security for parents, students, and staff. FCALV continues to offer a kindergarten through grade 12 classical educational model at a single campus location. School-wide expectations for academics and behavior at FCALV are communicated through multiple mediums. Adults at FCALV model behavior, posters are in common areas and in classrooms, and electronic platforms are used to communicate expectations with families. Academic and behavioral expectations are aligned with the FCALV mission and are undergirded by the values and principles of academic excellence, virtue formation, and servant leadership.

Unified leadership team

Leadership has chemistry with each other, knowing the pulse of the students, and many teach as well as complete administrative responsibilities. The leadership team has a robust understanding of the pulse of the culture and climate at FCLAV. The leadership team focused on academic gains. Consistence with schoolwide protocols, well-designed instructional time, targeted interventions, and professional development have been focused areas to increase student learning gains during the 2025-26 academic year. Leadership's ability to address the recommendations from the previous site evaluation demonstrates effective leadership. Leadership reported that they work diligently to address students' academic and social-emotional needs. Leadership routinely strategizes ways to communicate the importance for students to be at school in efforts to address chronic absenteeism. Principal leadership has a statistically significant positive relationship with student achievement (Wu and Shen, 2022). Evidence collected through the site evaluation process indicates that the leadership team collaboratively addresses school concerns and challenges, looking for positive solutions. Leadership explained they utilize multiple avenues for analyzing and communicating student progress, such as ClassDojo³, Infinite Campus⁴, email, telephone conversations, and face-to-face dialogues. Leadership consistently and purposefully utilizes data to inform instructional and curricular decisions, and it appears to be having a positive impact.

Teaching students how to learn

A strength of FCALV is its commitment to teaching students how to learn by prioritizing critical thinking across the curriculum. This focus is consistently evidenced through classroom observations and

² Classical education is a, holistic, content-rich, and traditional approach focused on cultivating wisdom, virtue, and critical thinking through the liberal arts and sciences. It uses the 'trivium' (grammar, logic, rhetoric) to align instruction with a child's natural developmental stages. It emphasizes Western civilization's history, literature, and philosophy to prepare students to think for themselves.

³ ClassDojo is an online classroom management platform where teachers can record and track student behavior, facilitate classroom activities, curate student portfolios, and engage in school-to-home communication in over 35 languages through photos and videos and direct messaging directly to parents and students.

⁴Infinite Campus is a web-based program providing families the ability to view academic information for their children.

corroborated by feedback from parents, leadership, faculty, and student focus groups. A key component of this instructional rigor is the school-wide expectation that students utilize complete sentences when speaking in all classrooms. By reinforcing these high standards for academic discourse, the school successfully fosters a culture of cognitive engagement and sophisticated communication.

Reduction of chronic absenteeism

FCALV has reduced chronic absenteeism significantly for the 2024-25 school year. High school grades chronic absenteeism rates were reported to be at seven-point-nine percent on the 2024-25 Nevada State Performance Framework (NSPF). Middle school grades were seven-point-four percent, and grammar school was seven-point-two percent. FCALV chronic absenteeism rates are significantly below the SPCSA district rates at 16.4 percent for elementary grades, 13.7 percent for middle school grades, and 19.3 percent for high school grades.

Graduation rate

According to the 2024-25 Nevada School Performance Framework (NSPF), FCALV had a graduation rate above 95 percent, earning an impressive 30 points out of a possible 30 points on the Graduation Rates Indicator. The FCALV graduation rate was above the SPCSA district rate of 83.3 percent.

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.

Recruitment and retention of teachers

Hiring qualified, licensed teaching staff with a foundation in the classical pedagogical model is a challenge. Further, according to the FCALV leadership team, “FCALV continues to struggle with a limited budget, creating challenges with staffing and individual workloads.”

Meeting students’ academic needs

Those newly enrolled at FCALV often struggle with acclimating to the cognitive load of critical thinking necessary to the curriculum, according to members of the leadership team, faculty, and parents. FCALV continues to struggle supporting students who require academic remediation. Meeting students’ academic needs is evident most readily in grammar school⁵ grades, with an overall index score on the 2024-25 NSPF ratings at 43 out of 100 points.

Grammar school NSPF rating

School leadership indicated grammar school proficiency rates are a concern and an area of focus during the 2025-26 year. Math proficiency was 45.1 percent, compared to the SPCSA district average of 55.7 percent. Science proficiency was 20.7 percent, compared to 26.6 percent for the SPCSA district. English language arts (ELA) proficiency was 43.9 percent, compared to 59.6 percent for the SPCSA district. On the NSPF English Language Proficiency Indicator, FCALV earned one out of 10 points. FCALV’s grammar rate for English proficiency was 32 percent, as compared to the SPCSA district average of 53.3 percent. The school is challenged to develop and maintain an upward trend in the index score. It is important to note that the school leader and staff have taken several steps to improve student achievement levels, including partnering with a third-party consulting firm to create more strategic, meaningful small group experiences at the grammar school grade levels.

⁵ FCALV utilizes the term grammar school to describe kindergarten through sixth grade.

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.

Formalize a leadership team communication plan

SPCSA staff recommend FCLAV formalize a communication plan between school leadership and families. School leaders, family members, students, and staff report that the school has undergone significant staff turnover since the 2024-25 academic year. Developing healthy relationships amongst stakeholders and providing frequent means of information with stakeholders will undergird agency and trust and establish a sense of stability in a prior dynamic environment. The leadership team may want to read *Better Conversations* by Jim Knight (2016) as a communication plan is developed. Each chapter of the text contains bibliographical suggestions for further reading. Examples to consider for inclusion in the communication plan:

- Create a unified newsletter between grammar school and upper school so families are receiving one consistent communication that encompasses schoolwide events, testing information, and volunteer sign-up information. Leadership may want to create a volunteer calendar in which parents can sign up and volunteer for various school activities that can include anything from assisting with reading to students in the library to helping with lunchroom and playground observations to helping teachers replace bulletin board decorations, filing, making copies, and organizing their classroom. Promoting parental participation in school committees and monthly meetings with families to discuss school policies and procedures are other ideas that leadership may want to consider.
- Consider placing a suggestion box at the front of the school. This indicates a desire to develop rapport with families, and their thoughts or members of the leadership team could also randomly select five to ten families to telephone weekly and ask a short series of survey questions.
- Invite parents to lunch with leadership and exchange ideas. Leadership may want to consider co-creating a family communication process with faculty to strengthen school and family relationships.
- Create a ‘Parent University’ in which parents can participate in
 - orientation to the classical model, an in-depth review of the handbook, school procedures and policies.
 - tutorials on classroom academic content so they may assist learners at home.
 - Tutorials on accessing school software platforms.

Recording and uploading the “Parent University” tutorials might be another opportunity to reach families with information.

Formalize a unified faculty communication plan

SPCSA staff recommend FCLAV faculty formalize a unified schoolwide communication plan between the classroom teacher(s) and families. Parents in the focus group expressed confusion when accessing homework activities, given the numerous ways in which teachers across grammar school, middle school, and high school grades post assignment information. A cohesive communication plan to eliminate parental confusion, increase engagement, and provide a singular, predictable digital touchpoint for all stakeholders may increase support for learning from home. When educators utilize disparate platforms

(e.g., varying apps, email threads, websites), the resulting cognitive load on families often leads to missed assignments and diminished support for student learning. Recent educational research emphasizes that the *quality* and *consistency* of the channel are more vital than the frequency of contact:

- **Platform Fatigue:** Research suggests that "digital fragmentation," using multiple disconnected tools, creates barriers for families, particularly those in high-stress or multi-child households. A unified system ensures equitable access to information (Fisher et al., 2024).
- **Predictability as Engagement:** Studies indicate that standardized communication protocols directly correlate with higher parental self-efficacy. When parents know exactly where and when to look for updates, their ability to support home learning increases significantly (Jordan & Miller, 2025).
- **Streamlined Teacher Workflow:** Moving to a singular "source of truth" reduces the administrative burden on faculty, allowing for more intentional, high-impact interactions rather than repetitive data entry across multiple forums (Lennon, 2023).

Continue alignment with the Nevada Academic Content Standards (NVACS)

SPCSA staff recommend FCLAV continue refining data systems to ensure rigorous alignment between the NVACS, the core curriculum, and the school's educational philosophy. This alignment may assist in further accuracy when measuring student academic growth and ensuring that instructional data remains meaningful and actionable. When tools like the Smarter Balanced Assessment Consortium (SBAC⁶) Interim Assessments are integrated into a continuous cycle of teaching, assessing, and adjusting educators may be able to make stronger data-driven decisions that directly enhance student outcomes.

Increasing classroom proficiency to distinguished levels

SPCSA staff recommend FCLAV raise the level of teacher proficiency in classrooms, from highly proficient to distinguished. SPCSA staff utilized the *Classroom Environment and Instruction Observation Rubric* during the site evaluation, beginning on page 23 of this report. Several classrooms observed were noted as being highly proficient. In order to advance classrooms to the distinguished category, consider implementing extended student discourse. This approach emphasizes increasing student engagement by encouraging students to take a more active role in their learning, which is closely tied to promoting deeper student discussions and writing across all content areas. Effective student discourse involves interactive dialogue that externalizes thinking and focuses on making meaning from the learning experience. It can include activities such as making arguments, explaining concepts, critiquing ideas, and using logic and evidence to support or challenge claims. Possible strategies for supporting this shift include ongoing coaching, modeling of best practices, continued professional development, and aligning teaching methods with the Charlotte Danielson evaluation framework, ensuring greater accountability among teachers.

Survey staff for non-monetary compensation strategies

SPCSA staff recommend FCLAV consider initiating a formal staff survey to solicit faculty feedback on non-monetary compensation strategies. While financial limitations are a recognized challenge, maintaining morale and professional engagement remains a priority for morale, culture and climate, teacher retention, and operational success. By inviting faculty to contribute their perspectives, the

⁶ SBAC stands for Smarter Balanced Assessment Consortium, a standardized testing system aligned with Common Core State Standards. The SBAC is a group of states and educators that develop computer adaptive standardized tests to measure student achievement and growth in ELA and mathematics for grades three through eight and high school (grade 11 in some states). The tests are designed to be adaptive, meaning questions become harder or easier depending on the student's responses, allowing a more precise assessment of knowledge and skills.

leadership team can identify high-impact, low-cost incentives that truly resonate with the staff's current needs. Such an approach not only provides a practical pathway for improving workplace experience but also demonstrates a commitment to transparency and collaborative problem-solving. Furthermore, implementing a survey serves as a vital tool for institutional health, ensuring that any new policy changes are data-driven and directly aligned with the preferences of the workforce.

Site Evaluation Findings: Strong Recommendations

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

Academic Performance in grammar school grades

FCALV received a Notice of Concern for academic performance in grammar school grades for the 2024-25 school year on at the November 2025 SPCSA governing board meeting. SPCSA staff strongly recommend FCALV implement methods to assess student progress and measures of achievement and improve academic growth in efforts to increase the index score in grammar school grades from a two-star rating. FCALV leadership reported implementing stronger use of student data by partnering with a third-party consulting firm. This, in turn, has provided FCALV with an increased understanding of individual student data, in order to build targeted interventions and strategies that increase student performance and achievement. Some things that FCALV might want to consider:

- Continue targeted, differentiated interventions to further the gains in academic growth.
- Strong instructional practices and close monitoring of student achievement may increase student academic achievement levels and social-emotional growth.
- Continue providing robust professional development (PD) and individual teacher support in interpreting data for curricular decisions.
- Continue improving classroom opportunities for students to reach higher levels of inquiry.
- Consider placing an emphasis on family engagement as this can provide a method for students and families to practice the use of academic language outside the classroom.
- Consider educating families with an ongoing ‘Parent University’ on how to access and read student academic data so families can support their children from home.

The overall index score for grammar school grades was an earned 43 out of 100 points based on the 2024-25 NSPF ratings. In grammar school grades, math proficiency was 45.1 percent, compared to the SPCSA district average of 55.7 percent. Science proficiency was 20.7 percent, compared to 26.6 percent for the SPCSA district. English language arts (ELA) proficiency was 43.9 percent, compared to 59.6 percent for the SPCSA district. On the NSPF Academic Achievement Indicator, FCALV earned 10 out of 25 points. On the NSPF Closing Opportunity Gaps Indicator, FCALV earned 10 out of 25 points. On the English Language Proficiency Indicator, FCALV earned one out of 10 points. FCALV’s grammar rate for English proficiency was 32 percent, as compared to the SPCSA district average of 53.3 percent.

Site Evaluation Findings: Deficiencies

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

There were no deficiencies identified for FCLAV 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 ⁷	2
Family Members, Parents, and Guardians	11
Faculty and Staff	14
School Leadership	6
Students	14

⁷ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two members participated in the focus group. The board is comprised of eight members. Board members have backgrounds that include law, finance, and education. The governing board also contains parental representation. Governance, audit, and risk management comprise FCALV's sub-committees. There is currently a temporary ad-hoc expansion special committee. All board positions were filled at the time of the site evaluation. The governing board meets monthly on the last Tuesday of each month and breaks for the months of July and December. Each board member is current on open meeting law and signs a Code of Ethics prohibiting board member conflicts with FCALV.

In response to the academic Notice of Concern, the board demonstrated an immediate and proactive approach by collaborating with leadership to implement i-Ready⁸ assessments and contracting with a third-party consulting company, well known for assisting with data-driven evaluation and strategies for immediate improvement. Board members said their aim was to sustain the school's classical mission while aggressively addressing the benchmarks required for continued institutional growth and compliance. The board noted strong communication between themselves and school administrators; they also observed the effectiveness of the student leadership team in fostering a positive campus environment.

Board member participants said they maintained a rigorous set of expectations for its own governance, emphasizing meaningful participation through four dedicated sub-committees and a commitment to biannual training provided by FCALV's partnership with Hillsdale College. Board members described their primary role as providing oversight that reflected the foundational values of the school while ensuring professional development for board members remained a consistent annual priority. From the board's perspective, the school's greatest strengths were rooted in strong, unified leadership and an academic focus that remained accessible and open to parental input. The board also identified specific areas for growth, including the expansion of sports offerings, the strengthening of extracurricular options for lower grades, and the enhancement of fundraising capabilities to facilitate higher teacher compensation as a means of improving staff retention.

Financial oversight was reported as being conducted with high frequency, with the board reviewing detailed financial reports and documents during every monthly meeting. Board member participants said these reviews were specifically aligned with SPCSA financial indicators to identify both areas of fiscal health and those requiring corrective action, a process further supported by the governing board's dedicated audit sub-committee. Beyond financial and academic oversight, the board said FCALV has a robust culture of family engagement, noting that the school utilizes multiple communication mediums to keep families informed. Despite the high level of activity within the school community, board members said they would like to see increased parent presence at formal board meetings, citing that this would assist the schoolwide community move beyond reactive commentary and toward proactive engagement in the decision-making process. The board expressed a desire for more consistent community partnership dialogues to expand available resources for students.

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

The board viewed the current leadership as highly communicative and responsive, particularly in their willingness to engage in one-on-one appointments with concerned families. The board monitored leadership effectiveness through both qualitative observations of student-teacher interactions and a formal annual evaluation utilizing the SPCSA rubric. The FCALV governing board conducts a formal annual review of leadership involving a multi-stage process starting with the governance committee and concluding with a full board review based on leadership self-evaluation and performance metrics.

Focus Group Summary: Family Members, Parents, and Guardians

Families participating in the family focus group were asked to describe something they did at home that assisted in building respect and support for the school and their child's teacher. Several parents said they demonstrated their support for the school's mission by integrating FCALV's foundational character pillars. A few others shared they had created organizational routines in their daily home practices. Practical support was further evidenced by families who systematically reviewed daily agendas to prepare for upcoming academic requirements and ensured that students took pride in their personal appearance and readiness. By prioritizing schoolwork over leisure activities and ensuring that students possessed all necessary materials for the following day, families maintained a home environment that treated education as a primary responsibility and arrived at school fully prepared to engage with the curriculum. A few said their households emphasized treating others with the same respect students expected for themselves, thereby reinforcing the school's behavioral expectations.

Families said they chose to enroll their children at FCALV due to its rigorous classical academic model and a perceived departure from the priorities of traditional public schools, such as an overemphasis on athletics or digital instruction. Parents specifically cited the school's commitment to character development, anchored by foundational "pillars" and civic duty as a deciding factor, noting that the structured environment fostered strong discipline and interpersonal communication skills, such as maintaining eye contact and engaging in face-to-face dialogue. Furthermore, the school's high expectations for student accountability and the implementation of a uniform policy were viewed as essential components of a serious learning environment. Safety also played a critical role in the selection process, as families sought a stable environment free from the bullying issues reported at neighboring institutions.

Some family members had strong opinions when asked if their children looked forward to attending school. Overall, parents said their child(ren) expressed a genuine desire to attend school, but their enthusiasm was sometimes tempered by the rigorous curriculum, which parents described as requiring several years of acclimation to achieve proficiency. Some parents said this "learning curve" was particularly steep for those entering intermediate grammar school grades, whereas students who began in kindergarten or entered during the sixth grade tended to adapt more fluidly. Families reported appreciating the high standards for student work and behavior as well as summer learning sessions. One parent said, "FCALV teaches students how to learn, and I really appreciate that." Several participants in the focus group agreed. On a behavioral level, FCALV was credited with taking decisive action against bullying through both teacher intervention and administrative addresses to the student body. Ultimately, the school's culture was viewed as a supportive environment.

Some parents expressed that teacher communication to families regarding coursework as fragmented. One parent characterized the pursuit of nightly homework assignments as a "scavenger hunt" across multiple websites, emails, and learning management systems, as teachers did not use one schoolwide system for posting homework and upcoming assignments. To address these challenges, family members recommended FCALV adopt a single, unified communication platform and requested more explicit verbal reminders from instructors to the students during class regarding deadlines to supplement the

school's focus on student responsibility. Further, some parents indicated they want to support their children in their learning but often have to actively "re-learn" concepts alongside their children. Parents said they would welcome parental sessions on academic concepts so they could assist their children at home.

Parental feedback regarding communication from leadership at FCALV was described as equally challenging as communication from teachers. Parents identified the need for consistent, integrated schoolwide communication. One suggestion family member had was an FCALV newsletter that included information from both grammar and secondary school grades. Currently, these newsletters are created and disseminated separately. Parents said they would appreciate one calendar that included the dates of events for the entire year, and perhaps, prior to each new month, events could be highlighted in a monthly calendar so families could prepare appropriately and/or volunteer for events. A few parents shared they are not members of the PTO, nor do they participate in social media, where some of FCALV's events are discussed. Therefore, communication from leadership would be helpful.

Focus Group Summary: Faculty and Staff

Faculty participating in the focus group identified several strategies for fostering student belonging and academic mastery within their classroom practice. A few said they place an emphasis on social-emotional learning (SEL) practices by greeting students at the classroom door to assess student readiness and set the tone. To deepen cognitive engagement, several grammar schoolteachers said they utilize narration techniques, such as having students summarize stories or describe visual stimuli. One teacher said she incorporated the pillar of "Beauty" in her daily practice by encouraging students to recognize virtuous actions in the world. Academically, many teachers said they leveraged students' MAP⁹ testing data to form targeted intervention groups. One teacher said he implemented Socratic seminars¹⁰ to enhance student discourse. Organizational tools like Zipgrade¹¹ assisted in streamlining daily operations, while the use of the CHAMPS¹² model provided clear behavioral expectations.

Teachers said they provide feedback to students through frequent, discreet individual conferences and real-time "desk-side" coaching during independent work time, ensuring that students struggling with self-confidence received additional support. Finally, when behavioral issues arose, staff employed a reflective approach, asking students to consider alternative choices through a "rewind the clock" dialogue, asking students what they would choose differently if they could rewind the clock to just before making the choice that resulted in the incident. Teachers said these practices reinforced the school's core pillars through immediate and constructive accountability.

The recent decline in grammar school academic performance was largely attributed to teacher turnover mid-year in crucial testing grades. A primary concern of testing schoolwide involved the technical barriers students faced. Teachers noted that the daily one-to-one instructional model utilized different hardware than the testing environment. Therefore, the assessment often became a measure of a student's ability to manipulate the electronic testing device rather than their actual content knowledge. Teachers shared they noticed a deliberate shift toward aligning the curriculum with the Nevada Academic Content Standards (NVACS), with a specific focus on "parallel teaching" and the integration of high-level contextual vocabulary. By utilizing shared charts for keywords such as "inspect" and "analyze," the staff aimed to ensure students could recognize and apply these concepts across various media. A few said they came to FCALV with a background in private school teaching, standardized state testing presented unique operational and pedagogical challenges for them, as such assessments were not required. Teachers reported utilizing a tiered communication system with students and families that transitioned in complexity as students progressed in grades. Primary grade instructors said they manually recorded daily events for younger students or used platforms like ClassDojo to provide weekly agendas, while fifth-grade students took personal responsibility by transcribing schedules into their own physical agendas. At the high school level, instructors said they used a variety of ways in which to communicate homework, upcoming due dates, and projects. These included the use of digital calendars, the school

⁹ Measures of Academic Progress (MAP) is a computer-adaptive assessment utilized to monitor student growth to inform and personalize instruction. MAP was officially adopted by the State Board of Education to assess Nevada students as a part of the Read by Grade Three (RBG3) program.

¹⁰ Socratic seminar is a structured, student-led dialogue that examines a shared text, idea, or problem through open questions and evidence-based reasoning. It prioritizes collaborative meaning-making over recitation or teacher-delivered answers.

¹¹ ZipGrade is a mobile application and online resource designed to scan and grade multiple-choice answer sheets using a smartphone or tablet camera. The program allows teachers to print custom bubble sheets, upload rosters, and automate grading.

¹² CHAMPS stands for Conversation, Help, Activity, Movement, Participation, Success. CHAMPS is a classroom management system that is evidence-based, positive, and procedural-based, geared for students in grades pre-kindergarten through eighth grade.

website, as well as learning management systems such as Canvas¹³ and Infinite Campus¹⁴ for centralized resource management. Beyond digital platforms, faculty stated they prioritized direct engagement through emails for lagging assignments and utilized phone calls for more sensitive or urgent matters, ensuring that intervention was both timely and tailored to the severity of the situation.

¹³ Canvas is a web-based learning management system, or LMS, used by learning institutions, educators, and students to access and manage online course learning materials and communicate about skill development and learning achievement. Canvas includes a variety of customizable course creation and management tools, course and user analytics and statistics, and internal communication tools.

¹⁴ Infinite Campus is a comprehensive computer based platform widely used by kindergarten through grade 12 in many school districts within the United States. Infinite Campus connects manages student data, streamlines administrative tasks and improves communication between educators, students, and family members.

Focus Group Summary: School Leadership

Members of the FCALV leadership team attributed root causes of lower performance in the grammar school grades on the NSPF due to significant faculty turnover mid-year in critical testing grades, leading to multiple substitute teachers being utilized to complete the school year in 2024-25. This, and a lack of longitudinal data alignment between seasonal assessments, led to the grammar school's two-star NSPF rating. Analysis conducted in partnership with an external third-party consulting company for the 2025-26 year has revealed that previous growth metrics were not consistently cross-referenced. Members of the leadership team said the partnership with the third-party company has led to a strategic shift toward "parallel teaching" and the implementation of data-driven intervention goals. To close the achievement gap, leadership continues using targeted instructional platforms such as eSpark¹⁵ for grammar school students and i-Ready for the middle and high school levels. Leadership indicated FCALV simultaneously increased the upper school mathematics requirement to a mandatory four-years. These initiatives were bolstered by the recruitment of high-quality staff to replace mid-year vacancies and a commitment to balancing the school's classical rigor with individualized student support. Preliminary data from these combined efforts indicate an upward trend in both math and reading, suggesting that the integration of rigorous data analysis and more stable staffing models has begun to produce positive progress in student outcomes. Members of the leadership team also said FCALV faces the operational complexities of functioning as a single-site charter school with a limited budget. This fiscal reality requires administrators and staff to manage multiple roles simultaneously. Furthermore, the scarcity of qualified teachers, versed in the classical model, requires FCALV to strategically recruit. This often requires intensive professional development so they can be successful in the classroom.

Members of the FCALV leadership team characterized the 2025-26 academic year as a transitional "triage period," focusing on building student stamina and grit through the intentional integration of test-taking strategies. Recognizing that the rigorous classical model often relies on handwriting, leadership identified a significant disconnect in student performance when transitioning to computer-based testing environments. To combat this, instructional efforts were redirected toward teaching students how to maintain focus during lengthy assessments, specifically employing techniques such as analyzing questions prior to reading passages to build cognitive endurance. While current efforts remained focused on immediate intervention and addressing these technical hurdles, leadership viewed these strategies as the foundational groundwork for a more comprehensive implementation of grit-based skills in the following academic year.

Members of the FCALV leadership team were candid in speaking about the challenges students faced when transitioning from a conventional school environment, particularly for those entering at the middle or high school grades. According to leadership, these students often lack the foundational knowledge in grammar, spelling, writing, and critical thinking, which serve as the scaffolding for the school's classical curriculum. Consequently, success for these learners requires a deep commitment necessitating extra tutoring and a high degree of personal resilience to bridge the proficiency gap.

¹⁵ eSpark is a supplemental online curriculum resource used to differentiate instruction and practice for math, reading and writing in grades PK-8.

Focus Group Summary: Students

Students indicated learning a diverse range of academic topics across core disciplines, including the mastery of mathematical conversions, the development of structured essay writing skills, and the analytical study of historical civilizations and classical languages and literature. Students identified the achievement of cognitive mastery through their ability to perform tasks independently and their capacity to articulate or teach complex concepts to their peers. Students shared that this learning process was facilitated by a pedagogical approach that emphasized iterative explanations and the use of probing open-ended questions to deepen their critical thinking. Students said FCALV promoted an inclusive and engaging environment by utilizing collaborative group structures and active participation strategies that ensured all students were integrated into the academic discourse.

Students were asked if they could share a time when they turned a negative attitude into a positive attitude in learning. Students provided examples that included leveraging both peer collaboration and direct teacher intervention. In instances involving complex tasks, such as developing keyword outlines in composition or catching up on missed geometry concepts, students initially experienced significant setbacks and dissatisfaction in receiving the new information. However, these negative attitudes were effectively reversed through a combination of visual modeling by instructors and active engagement with classmates. These experiences underscored the importance of a supportive classroom culture where the availability of guided examples and peer-to-peer assistance served as a catalyst for restoring student confidence and ensuring conceptual clarity. Several students said they learn how to learn at FCALV, underscoring high metacognitive awareness of their individual learning process.

Students said the most important thing a teacher could do to assist students individually was to provide individualized support. Students in the focus group specifically noted that instructors who took the time to pull them aside for one-on-one clarification significantly impacted their academic success. A strong consensus emerged among the focus group participants that the faculty consistently cared for the students, wanted them to succeed academically, and made efforts to create a culture where students felt both seen and supported in their learning. When reflecting on the school's overall strengths, students emphasized that FCALV provided academic rigor and a sense of physical and emotional safety, which led students to characterize the environment as a highly recommended alternative for peers seeking a more focused and secure educational experience.

Students mentioned several activities in which they participated. These included sports such as men's and women's basketball, cross-country, and wrestling. Students also participated in choir, drama club, art club, and orchestra, representing the arts. Student leadership opportunities exist with Club America¹⁶ Parents and family members were frequently engaged as active participants and volunteers, supporting students in their athletic endeavors, artistic performances, and seasonal schoolwide events.

¹⁶ Club America is a high-school student leadership program, affiliated with Turning Point USA (TPUSA). The program currently has 1,200 chapters and states, "We empower bold student leaders to promote free thinking, engage in grassroots activism, both on and off campus." Turning Point USA is a 501(c)3 non-profit organization.

Classroom Environment and Instruction Observation Rubric

A total of 18 elementary, 6 middle, and 7 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: 2	TOTAL: 28	TOTAL: 1	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: 2	TOTAL: 27	TOTAL: 2	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction Observation Rubric

A total of 18 elementary, 6 middle, and 7 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 with 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: 3	TOTAL: 25	TOTAL: 1	TOTAL: 0	TOTAL: 2
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: 2	TOTAL: 21	TOTAL: 6	TOTAL: 0	TOTAL: 2

Classroom Environment and Instruction Observation Rubric

A total of 18 elementary, 6 middle, and 7 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: 5	TOTAL: 20	TOTAL: 6	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: 1	TOTAL: 23	TOTAL: 5	TOTAL: 0	TOTAL: 2

Classroom Observations and Additional Comments

At the start of class, high school students completed a bell ringer activity focused on analyzing nucleotide sequences in mRNA and practicing the transcription and translation of DNA codons into corresponding amino acids. The task required students to apply their understanding of molecular genetics processes with accuracy and attention to detail. Students demonstrated sustained focus and commitment while working independently. The teacher actively monitored the activity, circulating to check for understanding and ensure students were accurately applying transcription and translation conventions. Following the bell ringer, the teacher transitioned smoothly to a structured workbook review. This segment focused on discussing the questions and answers from the activity, reinforcing key concepts and clarifying misconceptions about codon identification, base-pair rules, and amino acid sequencing.

High school students participated in a class discussion on Aristotle's *Nicomachean Ethics*. Students took turns standing and reading a question based on Aristotle's work. Students who chose to respond to the question promptly stood and offered thoughts on the question. The teacher facilitated by asking probing questions, rephrasing the questions, asking follow-up questions, and by prompting students to explain further their thoughts. Students were engaged and focused.

In an intermediate grammar school classroom, students practiced subtracting centimeters from meters. Students worked independently on the first problem using whiteboards and then displayed their work for the teacher. Although the task was appropriately rigorous, several students were unsure how to begin and would have benefited from structured opportunities to discuss their approach with peers. When some students shared incorrect answers, the teacher indicated the responses were not correct but did not provide feedback, prompts, or guidance to support students in revising their thinking.

Students identified pairs of centimeter measurements that totaled 100 centimeters, or one meter. The teacher used formative checks for understanding by asking students to indicate with thumbs up or thumbs down whether they agreed with classmates' responses. Students were also permitted to "phone a friend" when unsure of a match. To promote equitable participation, the teacher randomly selected student names using name sticks when calling on students to respond.

In a primary classroom, students used individual sets of number cards (one through ten), along with plus and equals signs, to build addition equations. The teacher simultaneously modeled the same equations on the board using counters. The teacher and instructional aide provided frequent positive feedback and praise as students constructed equations accurately and offered immediate support when students needed assistance.

Upper grammar school students engaged in an opinion-writing lesson on space exploration. The teacher displayed the source text and writing prompt on the screen, highlighting and reviewing the central question: whether the cost of space exploration is justified. Students were given the opportunity to share their initial perspectives during a brief discussion, promoting engagement and idea development. Following the discussion, students worked independently to complete a structured outline, clearly stating their opinion and identifying three supporting reasons. The lesson effectively scaffolded the writing process by combining guided review, verbal processing, and organized pre-writing support.

In one grammar school class, students were asked to explain 'why' on a topic. The instructor prompted students to use two sources in formulating their opinions. Once students wrote the task, students shared their responses with the class. The instructor facilitated the discussion, indicating whether students were correct or in error in their use of sources.

In one grammar school class, students studied grammar, focusing on prepositional phrases. The teacher blended choral responses, singing, shoulder partners, and popcorning responses to ensure students were listening and focused on learning. The teacher asked students as a whole who agreed and who had a different answer prior to telling students the correct answer.

In a grammar school lesson, students focused on orthography, learning to correctly spell words such as "educate" and "deduction." The teacher provided direct, explicit instruction, modeling spelling patterns and guiding students in accurate word formation and application. The classroom environment was structured and supportive, with clear expectations that allowed students to focus on the learning task. Materials were readily accessible, and students remained engaged and attentive throughout the lesson, contributing to a productive and conducive learning environment.

Students in a grammar school classroom completed an assignment that required writing a two-point expository paragraph about their favorite color. An outline provided explicit guidance on paragraph structure, including how to develop reasons and supporting examples. The lesson and student task were highly structured, which supported clarity and organization but offered limited opportunities for student choice or input in the content of their writing.

In a small math intervention group, students worked with the instructor to solve addition and subtraction equations using number families (e.g., five, ten, and fifteen). The teacher activated prior learning by asking students to recall the definition of a word problem from the previous day and then distributed a worksheet with subtraction word problems. Students worked through the problems collaboratively while the teacher provided targeted support and scaffolding to strengthen students' understanding of the skill.

A special education teacher provided individualized instruction on sight-word recognition to a student, emphasizing the rules for open-syllable words. The teacher delivered explicit, targeted instruction, carefully pacing the lesson to match the student's learning needs and ensuring opportunities for guided practice and review.

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>Measure and use the Nevada Social Emotional Survey data results.</p>	<p>FCALV reported implementing targeted actions to strengthen student engagement, belonging, and peer relationships more intentionally. Using student survey data as a reference point, FCALV expanded extracurricular and school-sponsored engagement opportunities aimed at improving school climate and student connection. In the spring, FCALV added a Vernalia¹⁷ celebration and in the fall, held a Back-to-School BBQ to establish early-year community building. A structured House System was put in place to promote mentorship and positive peer relationships, as well as the expansion of athletic offerings. FCALV continues to use student survey feedback to assess and refine Career and Technical Education (CTE) programming.</p>	<p>PCSA staff find that FCALV continues to work on this recommendation as part of their routine day-to-day activities.</p>
<p>Consider an upper school library to foster a love for reading.</p>	<p>FCALV leadership reported that this initiative is currently underway and has resulted in the acquisition of more than 150 novels, research texts, and classroom textbooks. The collection is housed in the new upper school building and includes a foundational set of Great Works</p>	<p>SPCSA staff found that this recommendation was met.</p>

¹⁷ Vernalia is a spring celebration held on 1 April. The event is rooted in ancient Rome, which honored the Roman god Venus and Fortuna Virilis (fortune). The Vernalia celebration at Founders is designed to celebrate morality and citizenship.

	as well as all texts required for the Senior Thesis program.	
Use the school's engagement protocols and the classical model to provide student discourse opportunities to guide students to further demonstrate their learning.	As reported during the leadership presentation, FCALV continues refining Socratic questioning within the classroom. FCALV consistently offers professional development in this area for faculty.	SPCSA staff find that FCALV continues to work on this recommendation as part of their routine day-to-day activities.

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	
McKinney-Vento Poster	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Evacuation Plan in Classrooms	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Food Permit	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input checked="" type="checkbox"/> N/A
Elevator Permit	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A

Part 2

Founders Classical Academy of Las Vegas

Risk Based Monitoring Report

Executive Summary

As mandated by [Title 2 of the Code of Federal Regulations \(2 C.F.R. § 200\)](#), these monitoring activities verify that federal and state funds are utilized with the highest level of integrity. By evaluating the fiscal, administrative, and programmatic activities of our schools, the SPCSA ensures that public resources directly support the intended educational outcomes for Nevada's students.

The On-Site Monitoring Process

To provide a complete and transparent assessment, the SPCSA conducts intensive on-site evaluations.

This fieldwork includes:

- **Document Reviews:** A detailed examination of financial records, policy manuals, and programmatic data.
- **Stakeholder Interviews:** Discussions conducted directly in the workspaces of key personnel to evaluate administrative workflows and internal controls.
- **Direct Observations:** Physical walkthroughs of classrooms, other instructional spaces, and inventory storage areas to ensure resources are being used as intended.

The Monitoring Framework

The RBM process is designed to assess three critical pillars of school health:

- **Capacity:** The school's internal ability to manage resources and operations effectively.
- **Performance:** The actual execution of grant-funded programs and initiatives.
- **Compliance:** Adherence to strict federal, state, and specific grant-related requirements.

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

Core Objectives

The primary purpose of the monitoring visit is to evaluate the capacity, performance, and compliance of the charter school as a subrecipient of public funds. To ensure the school is positioned for success, the SPCSA focused on four specific objectives:

- **Immediate Risk Mitigation:** Identifying and addressing high-risk issues that require urgent attention.
- **Programmatic Fidelity:** Evaluating how closely the school's actual program delivery aligns with its intended design.
- **Fiscal Integrity:** Confirming that federal funds are used exclusively for authorized purposes in accordance with federal statutes and subaward terms.
- **Goal Achievement:** Assessing whether the school is meeting the specific performance goals outlined in its subaward.

Methodology and Findings

The insights in this report are based on a comprehensive review of the school's documentation and formal presentations provided to the SPCSA team. This process highlights:

1. **Areas of Strength:** Noteworthy practices and successful implementations.
2. **Recommendations:** Professional guidance to optimize existing systems.
3. **Required Actions:** Specific issues that must be addressed to remain in compliance.

Note on Scope: While this review is rigorous, it is not exhaustive. The absence of a finding in a particular area does not absolve the school of its ongoing responsibility to maintain internal oversight. Continuous self-monitoring is essential to ensure long-term compliance with all federal and local regulations.

Path Forward: The New School Support Plan

As this review identified specific areas for improvement, the school is required to develop and implement a New School Support Plan or, when appropriate, a Corrective Action Plan. The New School Support Plan is designed to provide additional support to schools that are new to the SPCSA portfolio, helping them strengthen foundational practices as they align with state expectations. The Corrective Action Plan, by contrast, is used for all other schools and is implemented when more significant or urgent concerns are identified and more targeted corrective steps are required.

Both plans are intended to guide the school in addressing specified areas of improvement. Each serves as a roadmap outlining the actions the school will take to resolve identified concerns, return to full compliance, and continue providing a stable, high-quality environment for students and staff.

Risk Based Monitoring: School Overview

- **Fiscal Administrative:**
 - Grants with Active Subawards:
 - FY26 Transportation Funding

 - Grants with Allocations (subaward pending):
 - FY25 Title II, Part A
 - FY26 Special Education (IDEA, Part B)
 - FY26 Title II, Part A
 - FY26 Title II, Part A off Set-State
 - FY27 Special Education (IDEA, Part B)
 - FY27 Transportation

 - Total Federal Funds Expended in Previous FY (FY25):
 - \$698,422.13

 - Single Audit Required:
 - Yes

 - Current Risk Level:
 - High

 - Prior Risk Level:
 - High

Risk Based Monitoring: Scope of Review/Methodology

The following activities were completed during this monitoring visit:

- Scope of fiscal review:
 - Fiscal Administrative requirements, including:
 - Compliant system of internal controls
 - Compliant system to determine allowability of costs
 - Compliant financial management and accounting systems
 - Compliant procurement system
 - Compliant plan for audit resolution
 - Compliant system for inventory management
 - Compliant system for records retention
 - Appropriate use of funds (Monitored in conjunction with review of program implementation)

Risk Based Monitoring: Areas of Strength

- **Monitoring Area:**

- **Fiscal:**

- The leadership and fiscal staff at Founders Classical Academy of Las Vegas were friendly and welcoming, fostering an engaging and transparent environment and promptly answering any questions posed by the SPCSA. Founders Classical Academy of Las Vegas is dedicated to responsible oversight and management of grant funding. Efforts are underway to clearly define the roles and responsibilities of both school personnel and board members. As requested, the school provided SPCSA staff with its current Policies and Procedures manual. Work is ongoing to establish and refine business processes at both the school and charter levels to ensure compliance and effectiveness in grant administration. The leadership of Founders Classical Academy of Las Vegas emphasized their commitment to leveraging funds in ways that directly support and enhance student achievement. They aim to maximize the impact of grant resources to improve student learning outcomes.

Risk Based Monitoring: Areas of Improvements/Recommendations

- **Monitoring Area:**

- **Fiscal:**

- Founders Classical Academy of Las Vegas' written Fiscal Policies and Procedures beginning with the SY26 -27 policy submissions:

1. Clarify roles and responsibilities for grant-related fiscal administration. Policies should clearly identify the specific personnel responsible for fiscal tasks related to grants. Include additional details within the written policies and procedures to ensure that the how, who, and when are thoroughly documented. Procedures are tied to policies; making this relationship explicit and explaining how each procedure supports the school's goals and strategic plans, helps ensure both understanding and compliance.
 - A. The SPCSA provides sample fiscal "Policy and Procedures" templates on the Risk Based Monitoring Canvas portal:
<https://spcsa.instructure.com/courses/75>.
2. Develop detailed step-by-step procedures. Procedures should be written in a way that is easy to follow by all users, including new staff and contracted personnel. This will help protect business processes and maintain internal controls in the event of staff turnover or the expansion of grant programs. Additionally, detailed processes and procedures can serve as the foundation for internal State Public Charter School Authority training materials and should be reviewed annually by fiscal staff to identify and refine process gaps that improve efficiency and effectiveness. Policies are only effective if school and fiscal staff understand them, school leadership reinforces them, and compliance becomes part of organizational culture.
3. Founders Classical Academy of Las Vegas' leaders and fiscal staff responsible for updating the school's policies and procedures should consider creating an internal quality assurance action plan prior to next year's request to submit Policies and Procedures to the SPCSA for review. The school should also use the FY27 updated Policy and Procedure Self-Evaluation Checklist to confirm that all of Founder's written Fiscal Policies and Procedures meet required federal requirements under the Uniform Guidance and are compliant and audit ready prior to submission. The pages and paragraphs referenced in the school's submitted Policy and Procedure Self -Evaluation Checklist must be accurately stated and aligned with the school's submission.

NOTE : A copy of the SPCSA’s updated FY27 Self-Evaluation Checklist is expected to be attached as a resource to the annual Fiscal Policies and Procedures Epicenter task.

- (a) FY26 -New School -Staff_Fiscal.Policies.Procedures_FINAL.pdf: 2022_03_31 REPOSITORY SPCSA Grants Administration (SPCSA RESOURCE: Provides a repeatable process for developing or updating the school’s written policies and procedures).
- (b) FY26 -New School -Staff_Fiscal.Policies -Pt2.BuildExample.pdf: 2022_03_31 REPOSITORY SPCSA Grants Administration (SA RESOURCE: P t. 2 presentation guides a sample section of a sample school “Allowability” policy, using the repeatable process shared in the resource link posted above in letter A).
- (c) RESOURCE- FY26 -Fiscal_Policy -Criterion -CFR-Analysis.xlsx: 2022_03_31 REPOSITORY SPCSA Grants Administration (SPCSA RESOURCE: Provides a summary of the Code of Federal Regulation (CFR) fiscal- related requirements, SPCSA ’s onsite monitoring evidence look -for, and additional school fiscal Canvas resources, when applicable).
- **Allowability of Costs -Required FY27 Fiscal Policy Updates:**
 - FY27 New Policies: Review and incorporate the two new Fringe Benefits and Health and Welfare policies and procedures, which will be required beginning in FY27 (2026 –2027 school year). Sample policy and procedure guides are available in the SPCSA Risk -Based Monitoring Canvas repository.
 - Health and Welfare P&P
 - Fringe Benefits P&P
 - Canvas Repository - Risk Based Monitoring Modules
- **Reporting:**
 - Regularly monitor and submit all required federal and state grant -related compliance reports in Epicenter by their assigned deadlines. Once grant funds are awarded, recipients are required to report information to federal and/or state agencies regarding the use of those funds. Financial and programmatic reporting provides key information about the overall financial status and performance of the grant. Reporting requirements are set forth in the authorizing statutes and regulations for each grant program accepted by the charter school when the award was signed and executed. A list of known federal and state reporting requirements is available on the SPCSA’s website: Annual Reporting Requirements.
- **Professional Learning:**
 - It is recommended that school and contracted staff responsible for grant management continue annual professional learning on Uniform Guidance topics, based on industry best practices and federal regulations, to strengthen subaward performance and compliance. This can be done through organizations such as Brustein & Manasevit, the

National Association of Federal Education Program Administrators (NAFEPA), and the National Grants Management Association (NGMA).

Risk Based Monitoring: Areas of Non-Compliance/ New School Support Plan

- **Monitoring Area:**
 - **Fiscal:**
 - **There were no areas found to be deficient**

Part 3
Founders Classical Academy of Las Vegas
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.