



Nevada State Public Charter School Authority

Site Evaluation Report: **CIVICA Academy Nevada**

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Appendices

A: Nevada School Performance Framework

<http://www.doe.nv.gov/Accountability/NSPF/>

B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-OPF-Att-1-Ratings-Scorecard.pdf>

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on February 23, 2023 at CIVICA Academy Nevada. 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 year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (Appendix A) and the State Public Charter School Authority Academic Framework (Appendix B) as well as the Organizational Framework (Appendix C).

In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day.

SPCSA staff will track "best practices", using a checklist and a summary of best practices observed, and will be contained within the report. Using information from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA Organizational Framework.

This evaluation has been 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 on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

SCHOOL BACKGROUND

CIVICA Academy Nevada is located in North Las Vegas, Nevada in a facility at 1501 E. Carey Ave. The school serves 767 students (as of the most recent Validation Day) in kindergarten through 8th grade. The mission of CIVICA Academy Nevada is: "Committed to setting an environment that strives for academic achievement, develops character, and maintains the goal of preparing students to serve and give back to their community in the field of public service."

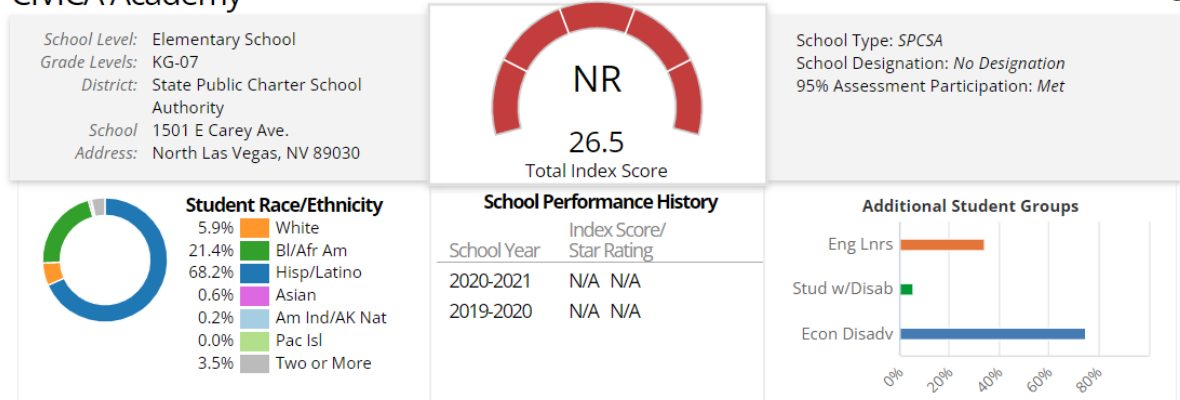
ACADEMIC PERFORMANCE

Nevada School Performance Framework 2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

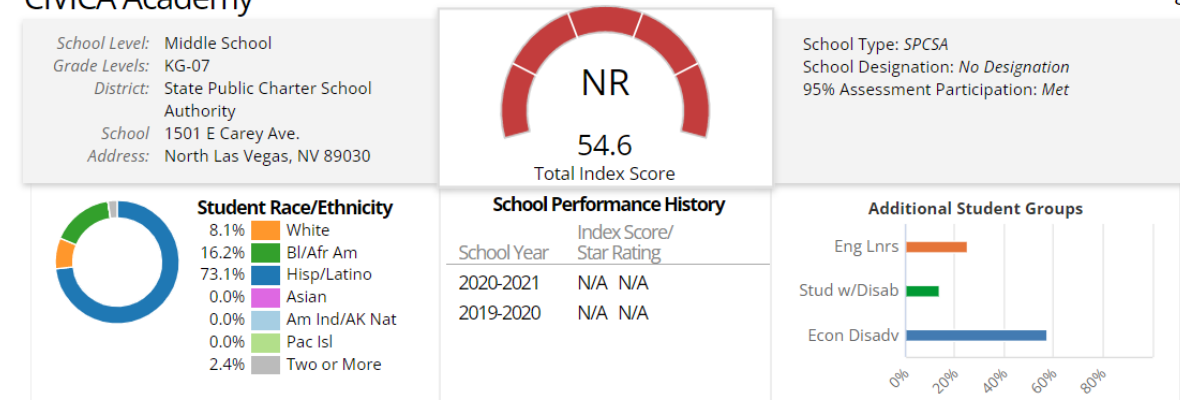
Elementary School CIVICA Academy

School Year 2021-2022 Nevada School Rating



Middle School CIVICA Academy

School Year 2021-2022 Nevada School Rating



Math and ELA Results Nevada School Performance Framework 2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Proficiency Rates

Elementary School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	22.6	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	-	72.8	70.4			
Black/African American	9.3	30.3	35.7			
Hispanic/Latino	23.8	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	-	55.6	57.5			
White/Caucasian	-	60.7	61.3			
Special Education	10.0	26.3	32.1			
English Learners Current + Former	23.6	34.9	39			
English Learners Current	21.1	25.5				
Economically Disadvantaged	20.9	35.6	42			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	22.9	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	-	74.9	76.7			
Black/African American	20.5	39.8	45.4			
Hispanic/Latino	22.3	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	-	61.5	66.2			
White/Caucasian	-	65.5	69			
Special Education	<5	25.5	33.5			
English Learners Current + Former	22.3	37.4	44.4			
English Learners Current	16.9	24.4				
Economically Disadvantaged	21.3	42.8	49.4			

Middle School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	12.1	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	-	62.7	60.6			
Black/African American	5.5	18.2	27.3			
Hispanic/Latino	11.8	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	-	41.8	43.6			
White/Caucasian	-	48.1	49.8			
Special Education	6.2	9.7	22.7			
English Learners Current + Former	11.2	20.1	24.2			
English Learners Current	<5	7.6				
Economically Disadvantaged	6.6	23.9	32.7			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	37.9	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	-	79.0	77.1			
Black/African American	22.2	41.1	40.9			
Hispanic/Latino	40.4	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	-	64.6	63.2			
White/Caucasian	-	67.2	68			
Special Education	6.2	18.0	25.8			
English Learners Current + Former	33.8	38.8	28.1			
English Learners Current	18.4	16.7				
Economically Disadvantaged	36.8	45.9	47.1			

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)
SPCSA school NSPF performance vs. comparison district/school(s).

0/25 0 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

0/10 NSPF score difference of -22.6 between school (26.5 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

0/15 NSPF score difference of -17 between school (26.5 points) and comparison school (43.5 points).

Middle School

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)
SPCSA school NSPF performance vs. comparison district/school(s).

20/25 0 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

5/10 NSPF score difference of 9.9 between school (54.6 points) and comparison district (44.7 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 NSPF score difference of 34.6 between school (54.6 points) and comparison school (20 points).

SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)
SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

12/15 0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5 School FRL rate of ≥ 70 to $< 80\%$ compared to district GrK-5 FRL rate of $> 95\%$.

2/5 School IEP rate of ≥ 5 to $< 10\%$ compared to district GrK-5 IEP rate of 11.9%.

5/5 School EL rate of ≥ 30 to $< 35\%$ compared to district GrK-5 EL rate of 19.3%.

Middle School

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)
SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

14/15 0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

4/5 School FRL rate of ≥ 50 to $< 60\%$ compared to district Gr6-8 FRL rate of $> 95\%$.

5/5 School IEP rate of ≥ 10 to $< 15\%$ compared to district Gr6-8 IEP rate of 11.9%.

5/5 School EL rate of ≥ 25 to $< 30\%$ compared to district Gr6-8 EL rate of 13.6%.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30 minutes
Parents/Families	8	30 minutes
Students	12	30 minutes
School Leadership	4	30 minutes
Staff	12	30 minutes

Governing Board¹:

- The governing board indicated chronic absenteeism is tracked routinely as the data is of significant concern. One board member said, “We have looked at how the school engages parents and students, communicating how important it is to be present for the learning.” The board has examined the script template used to speak to families to ensure the vocabulary and the language used by school personnel is accurate. Another board member said, “We have looked at the reasons families provide for student absences. We try to understand why students are being pulled out of school. For example, if a parent has a dental appointment, and the family has no other person to pick the child up from school, the student will be taken out of school early. This isn’t helpful for optimal learning.” The board has provided suggestions to leadership about establishing free health care on campus. “We are in process of placing a certified nurse on staff to assist in diagnosing health issues.”
- Members of the governing board reported adjusting monies as needed. “When we see a variance over a certain percentage, we delve into what the change has been and why. We examine the deviations, both positive and negative.” The governing board said food expenditures have gone up this academic year due to inflation. This variance created a circumstance in which the board considered where they could save money in another area. The board reported being very transparent presenting fiscal standing. One board member explained, “We view finances every month. We have board members who review finances line by line. If we see there is a need in another area, we survey where we have savings and adjust to meet the need.” Members of the governing board said they have been pursuing revenue streams to replace ESSER² funding. One board member said, “We viewed ESSER as grant funds. We are considering ways we can properly staff personnel for high school, teachers, strategists, and interventionists.” Governing board members shared there are currently 150 students on the enrollment waitlist and the board is exploring funding to cover high school expenditures.
- Governing board members shared they are in process of their financial audit, and expressed they are not fully satisfied with their current vendor. “We are a month and a half from when we should have received the audit. This is not acceptable.” The board communicates with the audit vendor through their educational management organization (EMO), Academica Nevada. One board member said, “The audit is a line item on our agenda every month. We want to know where we are financially, and we do not know that information because the audit is late.” Board members also shared they have asked for

¹ Two members of the seven member board participated. Quorum was not met, and Open Meeting Law was not violated.

² ESSER stands for the Elementary and Secondary School Emergency Relief Fund, a federal program administered by the Department of Education in response to the COVID-19 pandemic. K-12 institutions used ESSER funding to address pandemic learning loss and invest in infrastructure and programs to open and operate safely.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

a list of vendors that other schools have had success with to perhaps make a change in their auditor next year.

Parents/Families:

- Parents feel school personnel know the students well. Families were complimentary toward leadership, recognizing the principal and assistant principal attend all school events. Parents were impressed as to how quickly administration and faculty know students by name as well as well as what grade students are enrolled, and details about their personalities and things happening in their lives. Several parents shared they are comfortable speaking with school personnel about any concerns as “leadership is very accessible.” One parent said, “The principal, Mr. Espey gives his cell phone number to everyone. He is very personable and down to earth.” Parents in the focus group agreed that school personnel make everyone feel welcome. One parent said, “The school is inclusive. It is racially diverse and if anything begins to stir, they are not afraid to nip things right away. They are not afraid to confront or address things in a positive manner. And we as parents are notified right away.”
- Families in the focus group explained they are kept up to date about their children’s academic through emails, Google Classroom, Infinite Campus⁵, Class Dojo, text messaging, and phone calls. The school also uses these electronic platforms to communicate upcoming school events and weekly information. Parent/teacher conferences are also an avenue of communication. One parent said, “We build relationships with the teachers, and they telephone as needed.” Families reported they are satisfied with this level of communication from the school. Another parent shared a different viewpoint; “I have been struggling in communicating with my child’s teacher. I have reached out several times, but it has been a challenge to communicate and receive feedback.”
- Families named several reasons for choosing CIVICA as the best fit for their family’s needs. Many cited the comprehensive services for students from kindergarten through high school as a primary reason for choosing CIVICA. Several parents appreciate the course offerings that include financial literacy, life skills, economics, and explorations of career pathways.

Students:

- Many students said they chose to attend CIVICA because of the educational opportunities offered. One student said, “I like the collegiate focus at CIVICA. I feel prepared to make a decision about college or a career when I graduate.” Other students reported the lack of bullying at the school and the easiness in making friends as a benefit they enjoy at the school.
- Several students said the teachers make learning enjoyable. “It’s fun to be here,” one student shared. “We get to talk to each other about our learning in class often.” Students said they participate in activities that include working in table groups, with a partner, and sometimes group projects. One student said, “We have small groups where we can help each other if others are confused and need help.”
- Students described how they catch-up with missed content when they are absent. A few students reported getting assistance from their table group. One student said, “We are able to complete make-up work at home or during study hall.” Students in middle school grades described using the software platform Google Classroom to check for missing assignments.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:

- School leaders explained that they have implemented a Common Board Configuration (CBC schoolwide). Leadership offered professional development (PD) defining CBC and how best to implement school-wide consistency. CBC requires each classroom teacher to display the objective, the essential question, and the vocabulary for the lesson on the board. Leadership reported implementing the CBC as a tool for students to learn organization as well as an opportunity for EL students to practice academic language. Leadership said they monitor the completion and use of CBC during every leadership classroom visit, walkthrough, and observation.
- Leadership noted that eighth grade was added to CIVICA for the 2022-2023 school year. Leadership explained the teachers participated in orientation two weeks before the start of school to outline school-wide behavioral and academic expectations. Leadership said, “We needed an orientation session with families on school-wide expectations.” Leadership also indicated student behavior at middle school is a constant struggle. Leadership is examining staff as teaching vacancies are filled. “Some staff are good at teaching in middle school. For others, it is not their forte.” Credit recovery is also a need in middle school right now as shared by school leadership. During the 2023-2024 school year, leadership noted that CIVICA will add a ninth-grade class. The high school classes will offer two CTE³ pathways, one in community health and one in law enforcement.
- Leadership reported striving to build inter-personal relationships this year among students, staff, and families. One member of the leadership team said, “We have to build relationships before learning can happen.” A school-wide respect week was scheduled for the first week of March 2023 to undergird the importance of building relational trust across all school stakeholders. Leadership shared the school has “incentivized the CIVICA pillars in which students demonstrate acts of kindness.” Additionally, CIVICA staff award ‘wolf bucks’ to students when they are visibly seen modeling the pillars. The ‘wolf bucks’ can be used at the school store to purchase a day where they can wear jeans to school, treats, CIVICA merchandise, or school supplies.

Staff:

- Faculty and staff reported morale being high at CIVICA. One teacher said, “We as a staff come together. Everyone helps each other out.” Another teacher added, “We share ideas. We are comfortable sharing when we are struggling or having difficulty with something.” Teachers said there are many new personnel this year. “We are still learning to establish our culture. We are going through the growing pains of developing the culture.”
- Teachers said they feel very supported by administration and families. Weekly professional learning community (PLC) time, team meetings, and targeted PD help teachers plan and diversify the curriculum for student needs. Faculty said they have participated in workshops specific to learning how to read data and understand students’ range of domain competencies. Faculty have also participated in workshops on each software platform the school and students use.

³ CTE stands for Career Technical Education. CTE is a pathway providing students courses and programs preparing them for careers upon graduation. Students learn a set of technical skills alongside academic studies. Many programs offer college credit alongside secondary credit, with students graduating high school with their high school diploma and an college Associate’s degree.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- Focus group participants noted that students are taught civility and respectful talk by the teachers. School personnel model appropriate behavior in their daily habits. One teacher said, “We model. We explain. We let students practice. Many of our curricular activities have behavioral best practices embedded in the activities.” Another teacher said, “We as teachers model correct speech, such as saying ‘yes sir, and yes ma’am.’ We also repeat things often.” A third teacher spoke about the importance of appearance. “Having one’s belt on and the shirt tucked in are important signs of personal respect.” CIVICA is a Leader in Me⁴ school where students receive points for respectful talk, appropriate appearance, civility, and good manners. “We are always asking students if they are acting with honor and respect.”

⁴ Leader in Me[®] is a whole-school framework based on principles and practices of personal, interpersonal, and organizational effectiveness. Leader in Me[®] springs from F. Covey’s book, *7 Habits of Highly Effective People*. Leader in Me[®] supports self-reliance, taking initiative, planning, setting and tracking goals, completing homework, prioritizing one’s time, managing emotions, being considerate of others, expressing one’s viewpoint persuasively, resolving conflicts, finding creative solutions, valuing differences, and living a balanced life.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 30 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	<p>Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines.</p> <p>Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.</p>	<p>The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines.</p> <p>Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.</p>	<p>The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines.</p> <p>Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.</p>	<p>The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines.</p> <p>Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.</p>	This criterion was not observed or rated.
	Total: 13	Total: 13	Total: 2	Total: 0	
Establishing a Culture for Learning	<p>Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.</p>	<p>Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.</p>	<p>Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.</p>	<p>Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.</p>	This criterion was not observed or rated.
Total: 15	Total: 11	Total: 4	Total: 0	Total: 0	

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 7	Total: 18	Total: 2	Total: 0	Total: 3
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 7	Total: 22	Total: 1	Total: 0	Total: 0
Quality and purpose of questions	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	Total: 1	Total: 24	Total: 0	Total: 2	Total: 3
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 2	Total: 21	Total: 2	Total: 1	Total: 4

Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 4	Total: 20	Total: 6	Total: 0	Total: 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 2	Total: 25	Total: 1	Total: 1	Total: 1

Additional information about the classroom observations shared here when applicable

1. Students reviewed for a test by answering questions from the teacher in a middle level class. Students were asked to respond and then explain the key words in the question that helped them find the answer.
2. Middle school students presented information in small groups to their class. Students took notes, writing important information from each presentation.
3. Students calculated the percentage rate, interest, principal, length of a loan, and payment due solving word problems in middle level math. Students explained their thinking process for solving the word problems to their table mates.
4. In an elementary classroom, students were completing small group work with two groups working with instructors and two groups working on i-Ready. All students were aware of classroom expectations and transitioned between groups seamlessly. Instructors provided strong feedback to students in their groups and asked scaffolded questions as appropriate.
5. The pacing of the lesson was observed to be inconsistent in one classroom. Students became disengaged throughout the lesson, especially when the pacing of the lesson slowed down.
6. In one secondary class, the teacher facilitated a quick review of important topics and concepts to be covered on the exam to be completed shortly thereafter. Most students were engaged, and the teacher provided clear explanations of expectations on the exam and what would likely be required for success.
7. In an elementary classroom, students were completing small group work with two groups working with instructors and two groups working on i-Ready. All students were aware of classroom expectations and transitioned between groups seamlessly. Instructors provided strong feedback to students in their groups and asked scaffolded questions as appropriate.
8. When class began in one middle level class many students were off task. Students talked, slammed desks, spoke disrespectfully to peers using various insults that did not embody the pillars of CIVICA. The teacher did not notice the off-task behavior but stayed at the front of the room attempting to correct the computer projector. The teacher struggled to keep students engaged throughout the lesson. The teacher made several attempts to refocus students but was unsuccessful some of the time.
9. In one middle school class, students are off-task and chatting with their table groups about items unrelated to learning. There is learning loss as the teacher writes on the board with her back turned away from the students.

ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations and to make high-stakes decisions, including renewal, non-renewal, possible revocation, expansion, or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed, visual inspection and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	<p>Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p>Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	CIVICA implements the material terms of the education program. Curricular materials align to Nevada Academic Content Standards (NVACS). Classroom observations confirmed that the educational program conforms with the charter and that curricula aligns to NVACS. CIVICA uses a strategic approach to ensure all campus staff who work with students with disabilities, with an individualized education plan (IEP) or 504 are aware of all decisions, goals, accommodations, and modifications. Student World-Class Instructional Design and Assessment (WIDA) reports are accessed to determine levels of listening, speaking, reading, and writing. CIVICA also uses MAP data.
Indicator 3: Governance and Reporting	<p>Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	The CIVICA governing board meets monthly for regular board meetings. Special meetings are scheduled as necessary. Per the governing board and leadership focus group sessions, the CIVICA governing board follows governing board policies. Board composition is aligned with Nevada state requirements.
Indicator 4: Students and Employees	<p>Measure 4a: Student records under lock and key/stored appropriately</p> <p>Measure 4d: Personnel files are under lock and key/stored appropriately</p>	Student and faculty records are stored under lock and key in a secured office.
Indicator 5: School	<p>Measure 5b:</p> <ul style="list-style-type: none"> Evacuation plans for classrooms are posted 	The site evaluation team saw evacuation plans in classrooms, tagged

Environment	<ul style="list-style-type: none"> • The school has fire extinguishers on all floors which are tagged • Active permit for food service (if applicable) • Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration 	<p>fire extinguishers throughout the building and common areas, an active food service permit, and a current elevator permit. The site evaluation team visually checked and located a cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.</p>
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Measures of Progress from Previous Site Evaluations

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 during the school's previous evaluation.

<p>Summary of recommendations from most recent Site Evaluation</p>	<ol style="list-style-type: none"> 1. As the school community moves into the second semester, continue to respond to and monitor student academic growth. 2. Because strong Tier One instruction is critical to strong student academic achievement, it is important to continue to conduct classroom walk-throughs and coaching that focus on students understanding the objective of the lesson, and the teacher's ability to provide timely feedback to students. CIVICA leadership should maintain these practices as the second semester gets underway. 3. It is recommended that the school leadership seek out these Master Teachers and encourage them to share best practices with other members of the staff to build upon the current capacity and strengths of the teaching staff. 4. Since parents noted concerns with the current protocols and suggested a need for official crossing guards, it is recommended that the school leaders consider ways to establish additional safety precautions regarding this important issue.
<p>School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations</p>	<p>CIVICA leadership reported during the leadership presentation the school has addressed prior recommendations in the following ways:</p> <ol style="list-style-type: none"> 1. Teachers use formative and summative assessments in classroom instruction, and i-Ready Diagnostic data (reading & math) in grades k-8 to monitor student growth and make informed instructional decisions. MAP reading data in grades k-3 is utilized to also monitor growth and inform instructional decisions. Power Hour in k-2 and a Double Dose framework in grades three through eight has been implemented to reinforce grade level standards and remediate learning gaps. 2. Leadership implemented "CIVICA Essentials" for the 2022-2023 academic year to monitor the use of curricula with integrity and fidelity during walkthroughs and observations. Leadership utilizes Observe 4 Success to document notes regarding lesson planning, learning environment, instructional design & facilitation, assessment, professional development, and professional responsibilities. Leadership specifically looks for the type and frequency of feedback provided to students. After classroom visits, leadership feedback is emailed to teachers, and then leadership meets with the teacher to debrief regarding glows and grows. 3. CIVICA had substantial staff turnover prior to the 2022-2023 school year. The amount of Master Teachers on campus is limited. Master Teachers present various professional development sessions to colleagues, and teachers self-reflect after visiting a stronger teacher. CIVICA utilizes its partnership with Mater and Pinecrest charter schools to support teachers who need further support. 3. Pedestrian safety and crossing guards is an ongoing topic of conversation amongst leadership and the governing board. CIVICA

	<p>contacted the City of North Las Vegas. Flashing lights near CIVICA have been installed and reflect the arrival and dismissal time of the school along with aid for pedestrian safety. CIVICA Leadership has also contacted families in English and Spanish emails regarding the use of designated crosswalks and sidewalks. This information has also been conveyed via the school’s social media. Staff members monitor strategic places around campus to support with arrival and dismissal.</p>
<p>SPCSA staff assessment based upon findings during site evaluation</p>	<p>CIVICA leadership believes many recommendations from the 2021-2022 site evaluation have been addressed by leadership, the governing board, and staff. Intentional strategies to address academic growth is ongoing.</p> <p>SPCSA staff agrees with this assessment, and concluded that the board, leadership team, and staff continue to diligently address the academic and social-emotional needs of students using data to inform decisions.</p>

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 are described within the body of the report and summarized here.

- Many teachers were observed by the SPCSA site evaluation team to possess effective instructional skills, a clear understanding of classroom management and learner engagement strategies that undergird the school's mission. Teachers demonstrated a firm commitment to the CIVICA mission in their interactions with students during class time. The SPCSA Site evaluation team observed CIVICA teachers using academic language consistently across all content areas and grade levels during instruction. Teachers did not reduce the content vocabulary during instruction. Teachers set appropriate and achievable academic instructional goals. Students responded in observed classrooms with modeled academic vocabulary. Overall, during instruction, teachers invested in continually improving student achievement. Students were observed to be comfortable within their learning environments. The SPCSA evaluation team observed many teachers providing clear and timely formative feedback during a lesson, motivating students to engage with the learning. In some classes, the SPCSA site evaluation team observed teachers asking students to "explain their logic." Teachers used physical proximity to redirect off-task behaviors. Teachers also spoke to students in an encouraging way to engage students in the learning. For example, one student had his head down and the teacher quietly went to the student and asked if the student was okay. The student said, "I'm tired." The teacher said, "I'm tired today too, but we need to power through the learning because this is important." The student sat up straight and refocused. Another teacher encouraged students to complete independent tasks by moving around the room and saying, "Let's learn."
- The leadership at CIVICA is perceived to be a strength by SPCSA staff. Leadership has focused on building a strong school culture with a firm commitment to the CIVICA mission. This instructional model of leadership sets a clear vision and specific goals for faculty and staff. School leaders support teachers with PD and the tools needed to improve their practice. Instructional tools include professional learning and training, resource support, coaching, and support personnel. In addition to classroom instruction, school leadership has a strong influence on student learning and achievement (Dodman, 2014). CIVICA's ability to address faculty needs and student needs in a responsive manner demonstrates effective leadership. Leadership is key in developing school social capital. "High levels of teacher social capital result in positive outcomes of student achievement, teacher quality and teacher job satisfaction" (Minckler, 2013).
- Leadership has implemented Leader in Me and school wide expectations to 1) be proactive with behavior, and 2) support students social-emotional needs. Leadership reported they are addressing gaps in student achievement by building capacity through PD, tune-up Tuesdays, and Focus Fridays allowing faculty co-planning time. Leadership explained how they utilize multiple avenues for analyzing and communicating student progress, such as Google Classroom, Infinite Campus, and email. Effective leadership is demonstrated by CIVICA's leadership team as they consistently and purposefully utilize data to inform instructional and curricular decisions. CIVICA has taken a proactive and preventative approach to address student behavior and social-emotional concerns by displaying clear school-wide expectations for students throughout the school. For example, expectations were posted in the hallways, classrooms, and bathrooms. The SPCSA site evaluation team observed students following the

school-wide expectations throughout the school. Additionally, the SPCSA site evaluation team observed leadership, teachers, and staff redirecting unwanted behaviors by restating the desired expectation. The SPCSA site evaluation team also observed staff providing positive feedback to students who demonstrated school-wide expectations. Faculty used phrases such as “I like the way you turned your whole body to show you are actively listening to the speaker;” or “Thank you for reading loud enough for everyone in the class to hear.” Students were observed redirecting their peers in individual circumstances. Whole classes were observed modeling desired school-wide behaviors.

- CIVICA has a diverse faculty representative of the community in which the school resides and mirroring the student population. CIVICA has a diverse student population that aligns with the spirit of the SPCSA Academic and Demographic Needs Assessment. Validation day information indicates that over 95% of currently enrolled students qualify for Free or Reduced-Price lunch (FRL), and 34% of students identify as English Language Learners (EL), both of which are above the SPCSA average. Seven percent of the students enrolled receive IEP or 504 services. This figure is below the SPCSA’s nine-point eight percentage rate. CIVICA is to be commended for being representative of the community it serves.
- CIVICA has built strong supports for EL students. Student progress is monitored yearly using the WIDA⁵ assessment and scores are shared with families and teachers alike. Academic progress is documented on the Infinite Campus software platform. Leadership indicated, “The four domains of English proficiency are developed simultaneously and monitored. Listening is usually the domain that shows the most progress early on.” CIVICA uses an immersion model “to expose students to the English language.” SPCSA staff saw small group push-in and pull-out services for EL learners as well as items within the classroom labeled in English and Spanish throughout the school.

CHALLENGES

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Framework Evidence are described within the body of the report and summarized here.

- SPCSA staff appreciate school leadership sharing candidly there is work to do at CIVICA. Leadership reported “a considerable number of students enrolling are behind grade level.” This has placed a challenge on new staff. The School-Based Mental Health (SBMH) professional left mid-year during the 2021-2022 academic year “impeding the progress of some of our students.” A full time SBMH professional is on staff for the 2022-2023 school year. A search is currently underway to add a second SBMH person with the remaining funds from the SBMH grant. “This year, we have implemented a stronger, more consistent RTI⁶ program. We have made progress as a leadership team and faculty in getting to know our students and analyzing data to drive instructional decisions. We have implemented a comprehensive framework in our reading intensive and math-intensive classes, called Double Dose, in grades three through eight.”
- Chronic absenteeism continues to be a challenge for CIVICA. Members of the leadership team, governing board and school staff continue focusing efforts on improving communication with families about the negative impact of chronic absenteeism.

⁵ Nevada uses WIDA MODEL for Kindergarten, and WIDA Screener (for Grades 1-12) to identify English language learners (ELs).

⁶ RTI stands for Response to Intervention. RTI contains four components: universal screening, continuing progress monitoring, multi-level prevention system, and data-based decision making. RTI, when implemented properly, provides effective and high-quality instruction to students who are struggling.

- Leadership reported a turnover in leadership and teaching staff after the 2021-2022 school year. Current administration and faculty are building capacity through coaching, training, and support. “The leadership team is new for the 2022-23 academic year. Many teachers are on substitute licenses and/or are new to the classroom setting” said CIVICA’s principal during the leadership presentation. “It takes a lot of time, effort, and human capital to train, coach, and support everyone.” Developing consistency and building social capital through relationships and trust is a primary focus for the new leadership team.

RECOMMENDATIONS

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success. Authorizing Team members will follow up on each listed recommendation.

- SPCSA staff commend CIVICA leadership for recognizing and pursuing the importance of building agency and capacity among the school’s stakeholders. “Without relationship, there is no trust. Without relationship, there is no extra effort. People do not come to work for a time clock, they come to work for a person” (Molinario, 2018). As leadership continues to build agency with CIVICA personnel, SPCSA staff recommend strengthening classroom instruction to provide greater opportunities for students to contribute more to their own learning. While students were observed to be engaged and responsive to learning, greater opportunities for students to lead or reach higher levels of inquiry were missed. There are a few suggestions that may assist in developing student agency:
 - Continue pursuing Leader in Me practices. CIVICA has set a foundation for school-wide common behavioral and academic practices by utilizing the Leader in Me theoretical framework. The student focus group indicated class transitions can be very loud. As middle school and upper elementary share the same hallway, the noise can be distracting to learning. Leadership may want to revisit school-wide expectations beyond classroom review to include common areas. Revisiting Leader in Me practices with students may also be of benefit.
 - CIVICA leadership is encouraged to apply to MTSS through the SPCSA. The MTSS program through the SPCSA has school supports and resources which CIVICA can utilize without cost. Training for staff and school wide SEL support through MTSS opportunities have the potential to provide staff access to Tier 1, 2, and 3 training and resources to reinforce social-emotional lessons and restorative justice practices.
 - Consider inquiry-based learning (IBL) in which instructional practices “promote skills such as critical thinking, reflection, questioning, collaboration, communication, and research” (Gholam, 2019). IBL taps into students innate sense of curiosity and helps them identify and solve a problem, gain research skills, and trade-off capacity (Avsec, Rihtaric, & Kocijancic, 2014). Further, planning and building strong instruction will assist the interventionists, counselor and teachers frame effective small group and one to one instruction for further student growth.
 - Although the CBC was present in many of the classrooms, SPCSA staff noticed it was missing in a few. Additionally, there was very little use or reference to the information contained in the CBC before, during, and after instruction. “When we shepherd students through curriculum without involving them, we miss the opportunity to let them find their own way” (Bruno, 2021).
 - Continue building instructional capacity by providing targeted PD. Novice teachers will benefit from the mentoring. Veteran teachers can revisit and hone skills. “When teachers calibrate and plan intentionally to maximize lesson impact, student growth and mastery improves exponentially.

When teachers plan and teach intentionally, students have a more coherent learning experience” (Bruno, 2021). Embedded practices that engage teachers and empowers students contributes to proficiency gains.

- CIVICA’s ELA index scores for ELA are at 22.8% for elementary school and 37.8% at middle school. Math scores for elementary school are 22.6% for elementary and 12% for middle school. Focused attention on strengthening classroom instruction may assist in closing achievement gaps and improving proficiency scores.
- Because CIVICA contracts with multiple entities to provide services and support (Academica Nevada, Mater Academy of Nevada, COHEA), it is critical that school leadership and the governing board provide adequate oversight and monitoring over these contracts. While an evaluation of Academica Nevada is required, the board is strongly encouraged to implement similar evaluations for both Mater Academy of Nevada and COHEA for the services they provide to the school. SPCSA staff is happy to provide additional guidance and support to the school on this front so that the board can ensure it is maximizing the value of these contracts.
- SPCSA staff recommend CIVICA continue strategizing ways in which to address chronic absenteeism challenges, formalizing a plan in conjunction with the governing board. Members of the leadership team reported analysis of their chronic absenteeism revealed:
 - Families keep students home for extended amounts of time.
 - Families are not always diligent about communicating a child’s absence.
 - CIVICA families struggle with healthcare access and proper medical documentation.School personnel may want to access SPCSA’s Canvas repository which contains updated information on Nevada state attendance laws. The Canvas repository specifically reference Nevada Legislature Bill SB 249 to be excluded from chronic absenteeism calculations in the NSPF. Appropriate use of the MDP codes may lower a school’s chronic absenteeism rate. SPCSA’s Canvas repository contains recordings from the weekly Thursday TA meetings and other resources to assist schools within the SPCSA charter portfolio in their day-to-day activities.
- SPCSA staff recommend CIVICA continue to work on efforts to address staffing challenges. Leadership reported approximately 80% of faculty are on a long-term substitute license or conditional certificate. Leadership also conveyed a need for a special education facilitator, a special education teacher, and a second interventionist. SPCSA staff recommend CIVICA continue utilizing education staffing platforms to recruit and hire teachers and special needs personnel. SPCSA staff encourage CIVICA create a formalized contingency plan should a critical position go unfilled for several months.
- Please continue monitoring traffic flow patterns. As CIVICA continues to add high school grades, SPCSA staff are concerned additional students arriving and departing campus may impact traffic flow. Continue strategizing ways in which to minimize traffic congestion and optimize safety during drop-off and pick-up times.

STRONG RECOMMENDATIONS

There were no strong recommendations identified for CIVICA during this site evaluation.

DEFICIENCIES

There were no deficiencies identified for CIVICA during this site evaluation.