



Nevada State Public Charter School Authority

Site Evaluation Report:
CIVICA Career & Collegiate Academy
Evaluation Date: 11/17/2021
Report Date: 12/28/2021

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Appendices

A: Nevada State 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 November 17, 2021, at CIVICA Las Vegas. 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 Career and Collegiate Academy is in North Las Vegas, Nevada in a facility at 1501 E. Carey Ave., North Las Vegas, Nevada. The school serves 576 students (as of the most recent Validation Day) in Kindergarten through 7th grade. The mission of name of school 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 2021

CIVICA Career & Collegiate Academy serves 576 students in Kindergarten through Seventh grade. As CIVICA Career & Collegiate Academy opened in 2021, no academic performance data has been measured and cannot be displayed.

Math and ELA Results Nevada School Performance Framework 2021

N/A

SPCSA Academic Performance Framework Geographic Comparison Report

N/A

SPCSA Academic Performance Framework Diversity Comparison Results

N/A

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	8	30 minutes
School Leadership	2	30 minutes
Staff	9	30 minutes

Governing Board¹:

1. Board members said they meet on a regular basis. During meetings an academic update is provided to the board. The board members shared that they believe they are doing well academically considering they just opened the school and there are learning gaps due to the pandemic in the previous school year.
2. The board members said that they are aware of their obligation to evaluate the school leader and are finalizing an evaluation method and plan to begin this in the next few months. Board members expressed that they are pleased with the direction of the school up to this point.
3. Members of the board said they feel the board is well rounded with expertise in several areas including parenting, legal issues, and human resources. The board shared that they have completed initial training and plan to continue to become more familiar with their roles and responsibilities on the board.

Parents/Families:

1. Parents reported that they feel welcome at CIVICA and that their children enjoy coming to school. A few things that parents cited as making them feel welcome on campus were seeing teachers at arrival, observing that teachers know them by name, and being able to participate in the opening ceremony. Parents also cited several examples of ways they had engaged with teachers and administrators such as weekly emails, volunteering, being invited to awards ceremonies, and one-on-one meetings when specific issues arose.
2. Parents shared several examples of how they know that their children are learning, including specific projects, skills that students were gaining, and seeing work samples completed at school. Additionally, parents spoke about receiving i-Ready performance updates and participating in parent-teacher conferences. Overall, parents reported that they feel informed about their student and have also seen improvements in communication since the beginning of the school year.
3. Several parents reported concerns about the safety of pedestrians, particularly those who park in the nearby Smith's parking lot and must cross the street, and those that cross at the rotary on the way to school. Parents indicated that staff is always out in the car loop helping with arrival and dismissal and that school staff also assists with crossing streets. However, parents still noted concerns with the current protocols, suggesting a need for official crossing guards.

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

1. Overall, students reported that they are happy to come to school every day. Students said they enjoy seeing their friends and like their teachers and coaches. Additionally, students shared that they enjoyed learning and that they believe CIVICA is a good school that provides a good education. Students also highlighted a few specific things teachers do to support them including listening to students, explaining things in a step-by-step manner, and being reasonable and explaining the rationale for correct answers during class.
2. Overall, students reported that they can monitor their learning through Infinite Campus and assessments throughout the year. However, when students were asked about how they know what they are supposed to be learning in class, there were uneven responses from focus group participants. Some, but not all students reported that their teachers go over the objective for a lesson to ensure students know what they will be learning.
3. When asked to describe their classrooms, several students described them as loud or noisy. When SPCSA staff probed about whether this was productive noise or whether it made it difficult for students to learn, several students indicated that their classrooms were often too noisy and that the noise interrupted learning. Additionally, some students noted that the hallways and stairways can get crowded and chaotic, particularly during fire drills. However, it is important to note that all students indicated that they had been taught expectations for both classroom noise levels and hallway behavior.

Leadership:

1. School leaders said that the opening of the school was a challenge. Due to current shipping delays, school leaders noted that the staff was moving furniture into classrooms right as the school year started. Other items such as textbooks were being unpacked and delivered to classrooms with at the last minute according to the leadership team. The school leaders held the first staff meeting prior to the first day of class out on the lawn because the school was not set up for a meeting. School leaders were impressed with the team effort put forth by all staff given the circumstances.
2. Leaders explained that the students love coming to CIVICA and are excited to be a part of the new school. The leaders said that they believe students are engaged in learning and the teaching staff works hard to build strong relationships with the students.
3. School leaders were asked about how the two English Language Learner Interventionists help to support students learning to speak English. School leaders went on to say that the interventionists created their own schedules so that they could spend time in classrooms with students. According to the school leaders, the interventionists also make time to provide small group instruction to those students who need support in a pull-out format.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Staff:

1. Staff members were asked about their experience opening CIVICA and responded by explaining that it is exciting to be part of a brand-new school and all the new materials and furniture make it special. Staff also said that there is a great deal of work in designing new procedures, and in setting the school up for success.
2. Staff members were positive about how the school team has worked together up to this point, saying that they have discovered they can rely on each other to respond to challenging situations or to help students. Focus group participants also shared that the leadership team has been highly supportive. Staff members indicated that school leaders ask for input and feedback which has helped to create a positive climate.
3. Staff explained that they use a variety of methods to check and see if students are understanding the content. When students don't understand, the staff explained that they will re-teach, or pull a small group of students to provide support. The teaching staff said that the school leaders walk through their classrooms and provide positive feedback and suggestions to improve student learning outcomes.

CLASSROOM OBSERVATION TOTALS

A total of 21 classrooms were observed for approximately 15 minutes on the day of the evaluation.

I. Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 1 & 2 Creating an Environment of Respect and Rapport Establishing a Culture for Learning	Classroom interactions are highly respectful, and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	Total: 3	Total: 12	Total: 6	Total: 0	Total: 0
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total: 1	Total: 12	Total: 8	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 3 & 4 Managing Classroom Procedures	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	Total: 0	Total: 12	Total: 6	Total: 3	Total: 0
	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total: 3	Total: 8	Total: 9	Total: 1	Total: 0

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 5 Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's real-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 for the lesson, learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	Total: 1	Total: 6	Total: 7	Total: 2	Total: 5
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 6 A Using Questioning and Discussion Techniques	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: 0	Total: 6	Total: 3	Total: 1	Total: 11
B	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated1.
	Total: 0	Total: 5	Total: 2	Total: 0	Total: 14

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 7 A Engaging Students in Learning	Students are highly engaged throughout the lesson. The pacing and structure of the lesson 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 suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	Total: 3	Total: 11	Total: 7	Total: 0	Total: 0
	Students make contributions to the representation of content.1	There are appropriate activities, and instructive representations of content.	The representation of content or structure/pacing is uneven	There are inappropriate activities or materials, poor representations of content, or lack of lesson structure/pacing.	This criterion was not observed or rated.
B					
	Total: 1	Total: 12	Total: 7	Total: 1	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 8 A	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	Total: 1	Total: 6	Total: 6	Total: 5	Total: 3
Using Formative Assessment in Instruction B	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observing where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 1	Total: 6	Total: 6	Total: 4	Total: 4

Additional information about the classroom observations shared here when applicable

- In a middle school science classroom, class began with well-established routines. When going over the warmup the teacher had more than five students respond and build on each other's comments. The teacher provided correction when student called oxygen a cell rather than a molecule and did so in a very respectful and matter of fact manner.
- In a lower grade art class, students were cutting out shapes to make ice cream sundaes. Most of the students were observed to be engaged yet there was some misbehavior and distractions noted by evaluators. At times, the classroom become noisy.
- In a middle school math class, students were observed taking an online test. Most students were engaged but there was some uneven participation and behaviors.
- In a middle elementary classroom, students completed a vocabulary review activity, and the class was seen celebrating students who received top scores. All the students were engaged in celebration. The review included gestures followed by a written assessment. The vocabulary was also noted to be on the classroom wall and there was frequent use of call and response to keep students on task.
- In an upper elementary grade science class, the teacher was struggling to manage the classroom and give directions. There was very uneven participation by students.
- In a mid-level elementary math class, students were making \$1.75 from quarters and dimes. Some students did not appear to understand the assignment and struggled to complete the assignment. The teacher brought everyone back together and solicited feedback from students.
- In an early elementary classroom, students were seen working on iPads and the teacher was emphasizing that students needed to be quiet and keep their masks on. CHAMPS, a classroom management system, was posted in room but not used during "break time." One adult provided helpful feedback to one student. This group of students was seen becoming restless, and the classroom was at times not conducive to learning due to the loud volume of voices.
- A lower elementary classroom had one adult and 18 students. The students waited for feedback from their teacher. She circulated throughout the room and did her best to provide one to one feedback.
- In a lower elementary classroom, there were small pull-out groups of students focused on math instruction. Evaluators observed ten students in the group and one teacher. The pacing was very slow, the students did not appear to be engaged, and the emphasis was on the "right" answer not the learning or math problem solving strategy. This is concerning because if these are students performing below grade level, they may fall farther behind in learning with this type of instruction.
- An early elementary teacher earned several "Distinguished" ratings. The classroom had table group points and a table leader. The teacher introduced the standards verbally and then related the lesson to the essential question. The vocabulary was posted and reviewed. The teacher said, "First we think about it, then talk about it, then write about it." The teacher then proceeded to do this with the group. All students were determined to be highly engaged, and the teacher helped the young learners use active listening skills saying, "Use your eyes, ears, and heart." This teacher used sticks to randomly select students, talked about reading stamina, and asked students to re-state something another student had said.
- In a lower elementary classroom just before lunch students appeared to be restless. The teacher was giving each student feedback, and working on positive to negative interactions, five positives to one negative.
- In an early elementary classroom, there was a read aloud taking place. Most students listened and a few were distracted.

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 and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and outline any questions or potential concerns.

Measure	Description	Evidence Collected
1a	<p>The school implements material terms of the education program.</p> <p>Examples of evidence: The scope and sequence of curricular materials have been vetted to align with the Nevada Academic Content Standards and a plan has been mapped by date to ensure the completion of each standard within the grade or content area.</p> <p>The educational program offered by the school is consistent with the program proposed within the charter application. Ex: math science focus, extended day, arts integrated.</p>	<p>CIVICA's K-5 model is being implemented with the support of Mater Academy through a Memorandum of Understanding. All of the curriculum in K-5 as well as 6-7 is Common Core aligned. School leaders noted that the K-5 model is centered around foundational skills and the school provides a focus for middle school students around Career and Technical Education options students will have once they enter high school. The school leadership reports that there is a non-negotiable that all teachers are utilizing the curriculum with fidelity.</p>
1b	<p>The school complies with applicable education requirements.</p> <p>Examples: Completing the submission of required items to epicenter in a complete and timely manner. (Licensing of staff, Special Education and ELL Handbook and all others) Assessments/Data requirements</p>	<p>Staff recruitment efforts include the use of job postings on Indeed and K12 Job Spot, word of mouth, and support from Academica. To retain teachers, CIVICA implements a tuition reimbursement of \$1,500 per year. Additionally, the school is using emergency substitutes with the aim of these individuals possibly pursuing a substitute or standard license.</p>
1c	<p>The school protects the rights of students with disabilities.</p> <p>Examples: A narrative of processes in place to ensure decisions made by the IEP Team are communicated to all staff who work with the student.</p> <p>A narrative of how the school/campus documents the delivery of service and progress toward achieving the IEP goals.</p>	<p>All teachers who work with students with disabilities are required at the IEP meeting. The special education teacher ensures all teachers have a copy of the IEP to follow accommodations and modifications. Special education facilitator works daily with teachers and supports their needs.</p>
1d	<p>The school protects the rights of ELL students.</p> <p>Examples:</p>	<p>Two interventionists support English Language (EL) learners. Regular classroom walk-throughs and observation of teachers allow the team</p>

	<p>A narrative explaining how content teachers are trained in specific methodologies to provide EL students with meaningful access to content.</p> <p>A description of how EL students are acquiring English language skills in all four domains (e.g. listening, speaking, reading, and writing)</p> <p>A description of how EL student progress within the four domains is monitored.</p>	<p>to provide feedback pertaining to EL learners, small group instruction, visuals, posting of objectives, and labeling of items in the classrooms.</p>
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ORGANIZATIONAL PERFORMANCE

Measure	Description	Evidence Collected
3a	<p>The school complies with governance requirements.</p> <p>Examples: Board policies, including those related to oversight of an Education Service Provider, state open meeting law, code of ethics, conflicts of interest, board composition, routine meetings.</p>	<p>The EMO provides updates to the Board at regularly scheduled meetings and is available to Board members when necessary. There is consistent communication between the EMO and the Board. Board meetings are held once per month.</p>
4a	<p>The school protects the rights of all students.</p> <p>Examples: Admissions, waiting lists, fair and open recruitment, enrollment, due process protections, conduct of discipline- (discipline hearings, suspension and expulsion policies and practices, protects student information.</p>	<p>The school has developed admission, waiting list and fair and open recruitment procedures and a copy has been provided.</p>
5b	<p>The school complies with health and safety requirements.</p> <p>Examples: Timely and accurate submission of epicenter documents: (Crisis/Emergency Response Plan Emergency Operation Plan Certificate of Occupancy) Appropriate nursing services and dispensing of pharmaceuticals, food service, and other health and safety services.</p>	<p>CIVICA employs a full-time facilities team during the day and has a third-party vendor clean and sanitize the school every evening. Safety drills occur monthly. Students, staff and families have access to SafeVoice. The school also has a Safe Schools Professional (SSP) who provides daily support to students and families.</p>

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.

This is not applicable as CIVICA opened in the fall of 2021.

SITE EVALUATION FINDINGS

STRENGTHS

A summary of strengths: Academic, Classroom, Focus Groups, and Organizational Performance Evidence.

1. Families and students are happy to attend this school. There was evidence of positive relationships within classrooms and staff are dedicated and hard working. The family members shared during the focus group that the school staff and leaders are highly engaged and support students and families in a variety of ways. Some examples include the staff being visible and welcoming during the car loop, a school dance, a weekly Facebook school-wide read aloud, curriculum night, and a morning ceremony each day.
2. There is evidence that the school is putting into place several strategies to address the learning gaps that came to light during the first set of school-wide diagnostic testing. These include using a double dose model to provide additional math and ELA instruction daily and providing additional tutoring. The members of the school board acknowledged that they are aware of the learning gaps and are closely monitoring progress for all students.
3. The students spoke to their enjoyment in attending this school, noting that they feel they can ask their teachers for support if they need it. Students have high levels of participation in several activities including volleyball, dance, dance class, and flag football.
4. Even though this school just opened this fall, there are several examples of strong teaching and learning. The school's daily routines appear to be in place and include clear expectations and routines for non-instructional times such as recess and lunch.

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.

1. Some students are entering the school for the first time, academically behind grade level. In addition, the social emotional needs of students currently are high. As is the case nationally, students have returned to in person learning with some history of difficulties both academically and socially after limited in person learning during the prior school year. Some of the classroom interactions observed were very positive as evidenced by positive relationships seen during the observations. There were in some instances when student behavior corrections were negative in nature rather than oriented towards re-teaching expectations. For example, a teacher used a threat of taking away recess instead of re-teaching the expected classroom behavior and reinforcing positive behaviors. Therefore, a more consistent set of classroom expectations is recommended.
2. School leaders explained that they have implemented a Common Board Configuration (CBC school wide. This is a method, agreed upon by each classroom teacher, to write the objective, essential question, and the vocabulary on the classroom board. Although the Common Board Configuration was

present in many of the classrooms, it was missing in a few. Additionally, there was very little use or reference to the information contained in the Common Board Configuration before, during, and after instruction.

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.

1. As the school community moves into the second semester, continue to respond to and monitor student academic growth. The school staff has reported that they currently respond to academic challenges by monitoring academic growth, providing a double dose of instruction, small group instruction, weekly PLC meetings, after school and Saturday tutoring, daily classroom observations and feedback to instructors, and providing targeted support to students. These methods have the potential to lead to strong student outcomes by the end of the year.
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. There were examples of very strong levels of classroom instruction observed by SPCSA staff, and there were multiple classrooms identified as providing positive, conducive environments for student learning. 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. Family members at the school brought up concerns related to pedestrian safety. Several parents reported concerns about the safety of pedestrians, particularly those who park in the nearby Smith's parking lot and must cross the street, and those that cross at the rotary on the way to school. 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.

DEFICIENCIES

There were no deficiencies identified for CIVICA Career & Collegiate Academy during this site evaluation.