Site Evaluation Report: **CIVICA Academy Nevada**
Evaluation Date: 2/20/2024

State Public Charter School Authority
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INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 2/20/24 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 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 905 students (as of the most recent Validation Day) in kindergarten through ninth grade. The mission of CIVICA 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."
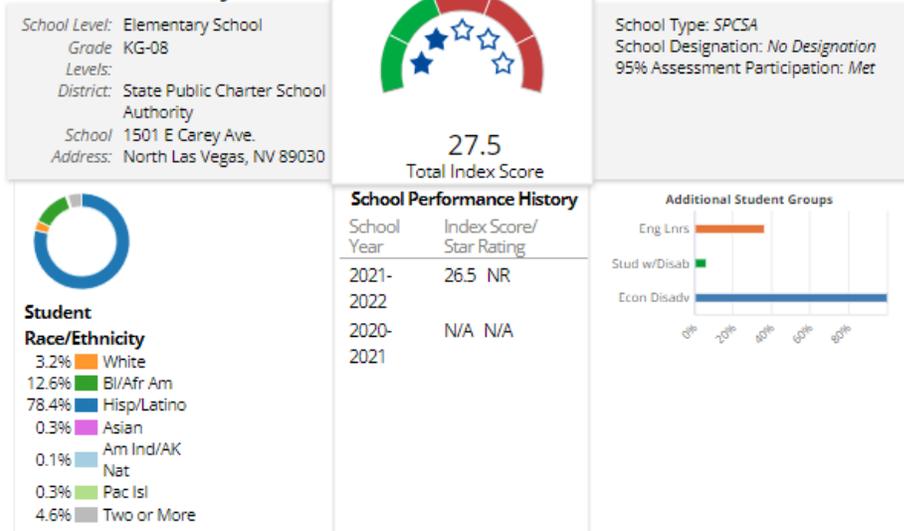
ACADEMIC PERFORMANCE

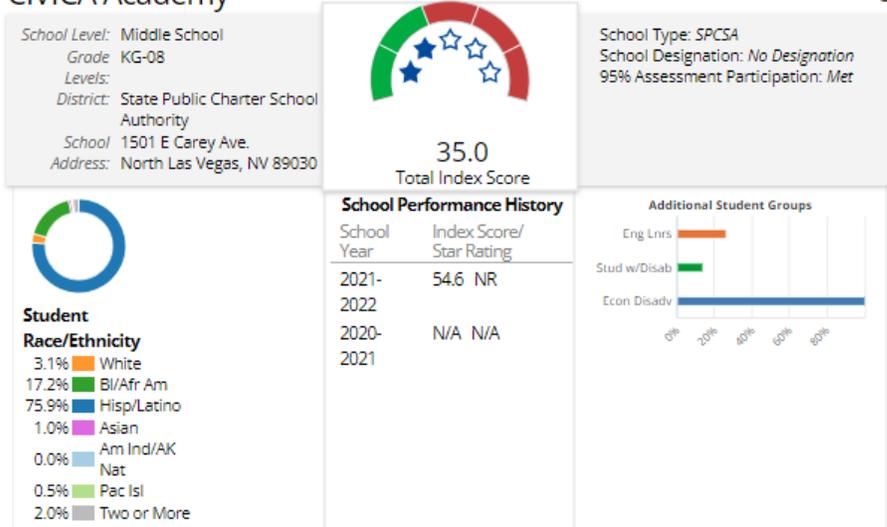## Nevada School Performance Framework
2023

Elementary School

CIVICA Academy

School Year 2022-2023 Nevada School Rating

School Level: Elementary School
Grade Levels: KG-08
District: State Public Charter School Authority
School Address: 1501 E Carey Ave. North Las Vegas, NV 89030

School Type: SPCSA
School Designation: No Designation
95% Assessment Participation: Met

27.5
Total Index Score

Student Race/Ethnicity
- 3.2% White
- 12.6% Bl/Afr Am
- 78.4% Hisp/Latino
- 0.3% Asian
- 0.1% Am Ind/AK Nat
- 0.3% Pac Isl
- 4.6% Two or More

School Performance History

School Year	Index Score/ Star Rating
2021-2022	26.5 NR
2020-2021	N/A N/A

Additional Student Groups
- Eng Lnrs
- Stud w/Disab
- Econ Disadv

Middle School

CIVICA Academy

School Year 2022-2023 Nevada School Rating

School Level: Middle School
Grade Levels: KG-08
District: State Public Charter School Authority
School Address: 1501 E Carey Ave. North Las Vegas, NV 89030

School Type: SPCSA
School Designation: No Designation
95% Assessment Participation: Met

35.0
Total Index Score

Student Race/Ethnicity
- 3.1% White
- 17.2% Bl/Afr Am
- 75.9% Hisp/Latino
- 1.0% Asian
- 0.0% Am Ind/AK Nat
- 0.5% Pac Isl
- 2.0% Two or More

School Performance History

School Year	Index Score/ Star Rating
2021-2022	54.6 NR
2020-2021	N/A N/A

Additional Student Groups
- Eng Lnrs
- Stud w/Disab
- Econ Disadv

Proficiency Rates

Elementary School

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	25.9	52.0	53.5	22.6	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	-	74.5	71.9	-	72.8	70.4
Black/African American	17.8	31.4	38.9	9.3	30.3	35.7
Hispanic/Latino	26.8	42.2	45.5	23.8	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	-	57.8	59.6	-	55.6	57.5
White/Caucasian	-	63.7	63.3	-	60.7	61.3
Special Education	-	29.1	35.5	10.0	26.3	32.1
English Learners Current + Former	19.5	38.1	42	23.6	34.9	39
English Learners Current	18.0	27.6		21.1	25.5	
Economically Disadvantaged	25.9	39.0	44.9	20.9	35.6	42

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	31.8	54.6	61.2	22.9	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	-	74.1	77.8	-	74.9	76.7
Black/African American	42.8	37.5	48.2	20.5	39.8	45.4
Hispanic/Latino	29.8	45.9	53.2	22.3	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	-	60.7	67.9	-	61.5	66.2
White/Caucasian	-	64.4	70.6	-	65.5	69
Special Education	-	27.4	36.8	<5	25.5	33.5
English Learners Current + Former	22.8	37.6	47.2	22.3	37.4	44.4
English Learners Current	19.2	24.1		16.9	24.4	
Economically Disadvantaged	31.8	42.0	51.9	21.3	42.8	49.4

Middle School

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	11.6	38.5	42.7	12.1	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	-	62.5	62.6	-	62.7	60.6
Black/African American	6.6	19.4	31	5.5	18.2	27.3
Hispanic/Latino	11.3	28.3	36.2	11.8	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	-	44.5	46.4	-	41.8	43.6
White/Caucasian	-	51.4	52.3	-	48.1	49.8
Special Education	<5	11.5	26.5	6.2	9.7	22.7
English Learners Current + Former	9.5	21.5	28	11.2	20.1	24.2
English Learners Current	<5	6.5		<5	7.6	
Economically Disadvantaged	11.6	24.9	36.1	6.6	23.9	32.7

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	33.5	53.4	58.6	37.9	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	-	74.7	78.2	-	79.0	77.1
Black/African American	23.3	37.4	43.9	22.2	41.1	40.9
Hispanic/Latino	34.3	44.8	50.5	40.4	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	-	60.0	65	-	64.6	63.2
White/Caucasian	-	64.0	69.6	-	67.2	68
Special Education	<5	17.4	29.6	6.2	18.0	25.8
English Learners Current + Former	28.7	34.0	31.7	33.8	38.8	28.1
English Learners Current	18.0	12.0		18.4	16.7	
Economically Disadvantaged	33.5	40.8	49.8	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).

3/25

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 -11.4 between school (27.5 points) and comparison district (38.9 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

3/15

NSPF score difference of -0.5 between school (27.5 points) and comparison school (28 points).

Middle School

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

7/25

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 -5.5 between school (35 points) and comparison district (40.5 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

7/15

NSPF score difference of 9 between school (35 points) and comparison school (26 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.

13/15

Indicator bonus points for: FRL.

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 ≥95% compared to district GrK-5 FRL rate of >95.0%.

2/5

School IEP rate of ≥5 to <10% compared to district GrK-5 IEP rate of 13.1%.

5/5

School EL rate of ≥35 to <40% compared to district GrK-5 EL rate of 18.5%.

Middle School

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

15/15

Indicator bonus points for: FRL.

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 ≥95% compared to district Gr6-8 FRL rate of >95.0%.

5/5

School IEP rate of ≥10 to <15% compared to district Gr6-8 IEP rate of 12.6%.

5/5

School EL rate of ≥25 to <30% compared to district Gr6-8 EL rate of 13.8%.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	30 minutes
Parents/Families	9	30 minutes
Students	10	30 minutes
School Leadership	9	30 minutes
Staff	7	30 minutes

Governing Board[1]:
- Members of the Governing Board reported there was not a designated banker at CIVICA on staff to track student generated funds. One board member said, "That has been rectified and procedures have been developed and implemented to ensure student generated funds are accounted for through a cleaner process." Teachers and school staff are being educated on the procedures for student generated funds.

- Members of the Governing Board were asked to address the financial audit and the Academic Notice of Concern. One board member said, "It is high on the list of the 'we will not do this again.'" Governing Board members shared they have spoken with the EMO[2] Academica as well as the contracted auditor and expressed their displeasure that the audit was not completed in a timely manner. A second board member said, "We will not use this auditor again. I feel we are in a much better place now. The audit has now been completed. The findings have been addressed."

- Board members were candid in sharing there is work to be done at CIVICA. The board's current focus is on finding a qualified school leader who understands the demographics of the school and the community. One board member said, "The person we are looking for has to understand the foundational culture that has been built. They have to be up for the job, and they must have a vision. We need a principal who wants to be here long-term, is prepared to be here, and understands that we are growing and also in critical need." Other board members agreed, sharing their eagerness to identify a school leader, stabilize teacher turnover, establish a consistent school environment, and concentrate on building academic growth.

Parents/Families:
- Family members mentioned several strengths of CIVICA. They appreciated the family-oriented feel and culture of the school. The fact that many school personnel enroll their children at CIVICA encouraged the supportive feel of the school's academic quality according to members of the focus group. Parents said they feel like they belong as a family here.

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

[2] EMO in an acronym for Education Management Organization. EMO's general services include management and maintenance of finance, staffing, human resource coordination, bookkeeping, budgeting, regulatory compliance, and financial forecasting the school facilities, as well as developing and distributing school curricula.

FOCUS GROUP SUMMARIES

- Communication between leadership with families is positive and consistent. One parent said, "They try to hear from the parents. They ask. 'What can we do better?' and they listen to what we have to say. They have been diligent about asking for feedback from parents." Parents said they receive information about school events through texts, emails, and social media. They appreciate the communication efforts this year.

- While communication between school leadership is appreciated and improved, family members reported communication from teachers is spotty and could use improvement. Parents said some teachers are very diligent in sending messages through Class Dojo[3] regarding their child's academic progress or notes on behavior. According to family members in the focus groups, other teachers rarely, if at all, send communication to families even when parents reach out.

Students:

- Students in the focus group said they engage daily in activities where they get to work with a partner or a small group. One student said, "The school is about teamwork and cooperation, so a lot of our learning is designed with cooperative activities." Students said they brainstorm with peers, share initial thoughts about a topic, peer-edit, revise their writing, explain their thinking, or explain how they solved mathematical problems with a peer or tablemates.

- Students said they know they can turn to the adults at the school if they have a serious problem and need assistance. Students shared they feel comfortable with the adults at the school. One student shared, "The teachers are always available and helpful." Students explained office personnel are helpful, the social worker, and the dean are also available. One student said, "Teachers are understanding and will let us leave class if we need to go speak to someone if we are really having a hard time and need to speak to someone. The adults are very encouraging and helpful."

- When asked what motivated them to come to school every day students were eager to share, they enjoyed the learning activities. One student said he particularly liked the encouragement to do well on his assignments and was happy when he exceeded his goals. Many students agreed saying learning was fun. One person said, "The school makes learning feel like an honor. Teachers give us the vocabulary to be successful. The education we get is a good preparation for the future." Students did indicate that while they appreciate their learning environment, they would like to see some additions such as music for elementary grades, expanded career paths in high school such as cyber security and Lego League. Students would also like the option of bringing their laptops home.

Leadership:

- Leadership was asked what efforts were being made to ensure consistency in personnel year-after-year. Leadership described several school wide events and actions to boost faculty morale including a potluck and tailgate party at the beginning of the school year. There is a faculty focus section in the student newsletter, the Wolf Weekly, in which a teacher or an instructional assistant is highlighted for an outstanding accomplishment. Classrooms in which all the students have met their growth targets are celebrated. Teacher Academy, organized by school leadership, began January 2024, and was well attended. Teachers reported finding Teacher Academy useful and implemented several takeaways

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[3] ClassDojo is digital sharing platform allowing teachers to document student behaviors and academic notes for families via a web browser.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

from the event in their classroom.

- The leadership team reported assessments and assessment data have been a concentrated focus during the 2023–2024 academic year. The variance in academic scores from last year and the NSPF rating for both the middle school grade and elementary school grades precipitated a deep dive into the assessment data this year. One member of the leadership team said, "Data chats are conducted with students to ensure each student is made aware of their goal. Each student is provided feedback on their progress towards their goal and has strategies to help them achieve their goal." The leadership team described formative assessments being embedded throughout lessons to ensure understanding of skills. "Based on the results of the formative assessments, teachers make academic decisions that best address student needs." Leadership described summative assessments as measures of students' grade level standards and skills. One leadership member said, "Data from all assessments are gathered and triangulated to aide teachers in making informed decisions, set learning targets, and provide feedback."

- The leadership team described classroom instructional supports. One member of the leadership team said, "We have shifted our servicing supports a bit this year to target specific student needs rather than specific grades. We have structured tutoring and offer free tutoring until 5:00 p.m. every day for any student who would like additional support." Leadership indicated instructional aides completed targeted professional development on data driven reading comprehension and learned how to best address targeted pull-out instruction. Another member of the leadership team said, "We conduct pull out tutoring for 20 minutes every day depending on student needs in math or English language arts." Leadership also reported initiating a Saturday School as SBAC prep, pending board approval. The Saturday school sessions are scheduled to begin March 30th and will run for three consecutive Saturdays. A member of the leadership said, "Administrators, 15 teachers, and instructional aides will serve no more than eight to 10 children per classroom. Sessions will run from 9:00 a.m. to noon. Meals consisting of breakfast, snack, and lunch. We will use i-Ready[4] and IXL[5] in addition to focused, targeted instruction." The leadership team also pointed out their i-Ready school-wide tracking bulletin board in the main entrance area where students can visualize their current standing and their progress.

Staff:
- Faculty indicated staff turnover has impacted morale. Faculty said there have been factors that have contributed to people leaving. One person said, "Leadership and the relationship between leadership and faculty have contributed to tension between morale and relationships. Then we had a change in leadership and that turnover has affected morale. The instability impacts morale." Several faculty in the focus group agreed with this statement. Another staff member shared, "Turnover and lack of relationship building has been problematic. We look forward to having stability. Some of us have been here for a while and want to grow with the school. We have built close relationships with our colleagues and really look forward to having stability." Teachers within the staff focus group emphasized the importance of teacher retention, with one faculty member stating, "We need to have consistency within our grade band teams. Students need to see consistency."

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[4] i-Ready Learning is a digital instructional resource assessing students with grade-level materials in reading and math.
[5] IXL is a personalized learning platform with a comprehensive k-12 curriculum, individualized guidance, and real-time analytics.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- Participants in the staff focus group indicated their desire for a cohesive curricula across grade levels. Teachers shared the curricula has frequently changed at CIVICA, and sometimes this change has occurred mid-year. One teacher explained, "We don't have enough prep time for new curriculum when two days are taken for PLC[6] time and team time. We currently have 2.5 hours for all prep time for the week."

- Ninth grade was added to CIVICA this academic year, with tenth grade being added next year as CIVICA grows into its plans to serve students from kindergarten through 12th grade. It was shared that with the addition of ninth grade this year, the ninth-grade teachers do not have a shared preparation period. Teachers in the focus group also said it was concerning that there was no set curriculum for ninth grade. One teacher said, "High school teachers have been relying on each other rather than leadership for assistance in curriculum building. They have been using i-ready and IXL, which is not at grade level, and not as helpful and robust and actual curricula." Another teacher said, "We have been asking for help since the beginning of the year, and we are struggling."

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[6] A professional learning community (PLC) is a team of educators who share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential. PLCs can be organized by grade level, content area or an entire teaching staff.

CLASSROOM ENVIRONMENT
AND INSTRUCTION OBSERVATION RUBRIC

A total of 32 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	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. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	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. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	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. 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.	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. 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.	This criterion was not observed or rated.
	Total: 7	**Total: 23**	**Total: 1**	**Total: 0**	**Total: 1**
Establishing a Culture for Learning	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.	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.	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.	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.	This criterion was not observed or rated.
	Total: 9	**Total: 21**	**Total: 1**	**Total: 0**	**Total: 1**

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: 8	Total: 21	Total: 2	Total: 0	Total: 1
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: 14	Total: 17	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: 0	Total: 28	Total: 1	Total: 0	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: 5	Total: 24	Total: 1	Total: 0	Total: 2

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: 3	Total: 25	Total: 4	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: 1	Total: 28	Total: 2	Total: 0	Total: 1

Additional information about the classroom observations shared here when applicable.

1. Students in one elementary classroom used manipulatives to identify equivalent fractions on a number line. Students were eager to respond to the teacher's questions and used academic vocabulary to explain their reasoning.
2. Students used sentence starters to write a conclusion to an article they wrote. Students chose the topic of the article and interacted with peers for feedback on their word choice. Students used academic language, encouraging each other when suggesting revisions and editing choices.
3. In one middle school classroom, students were making shirts in honor of black history month. Students were engaged in recalling black history facts to symbolize on their shirts.
4. One mid-elementary level teacher used several best practices to engage students in learning fractions. She patiently encouraged her students to think about equivalent fractions, allowing them time to share what they knew. During the lesson, students were invited to the screen to participate. It is evident students are used to sharing with the class. The teacher asked students to explain why they shaded the circle in a particular way and provided feedback. As a result, students were highly involved in the lesson and intellectually stimulated.
5. Law enforcement personnel were present and spoke with the ninth grade CTE students. A video was shown depicting the range of job skills needed in law enforcement and personnel answered questions from students.
6. Students in an elementary class completed a writing prompt using point of view, concrete text details, quotations, and correct punctuation.
7. Students completed i-Ready exercises on their laptops while the teacher worked with a small group of three students on concentrated math intervention. Students in the math intervention group solved two-digit equations. The teacher asked students to solve each equation on paper and then verbally explain how they solved the problem using the vocabulary words, 'sum,' 'addition,' 'digit,' and 'equation.'
8. In one SPED pull-out group, the teacher provided interventions with a small group of students. This lesson was in the hallway. Students passing by were interrupting the lesson and distracting students.
9. In one elementary classroom, students provided evidence to support their claim. The teacher provided sentence stems and time for them to brainstorm ideas with peers before starting their writing pieces.
10. In one middle school elective class, students wrote a proposal on a beautification project designed to support the community. Students were asked to consider the need, public awareness, community impact, implementation, execution, and results. Students could work with their table groups to create their proposal.
11. The teacher in one elementary classroom asked a student to read the objective aloud. The teacher asked a second student to repeat what was read. This teacher had a positive and strong practice for reviewing the lesson objective. The teacher made good use of classroom time.
12. In one early elementary classroom, students worked independently on iPads. Most of the students were distracted and unengaged. They did not look happy or intellectually engaged. Out of 20 students, only three were paying attention to their iPads. The rest were interacting and talking with each other. The teacher appeared to be frowning and unhappy while giving instructions to the students.
13. One early-grade elementary classroom had 18 students. Students were learning on their iPads, and they were happy. The teacher worked with a group of seven students. The teacher said, "Thank you for staying focused; you are four minutes away from meeting your goal. Keep focusing!"
14. One upper elementary class completed i-Ready exercises. Students worked on laptops at their learning level. The teacher roamed the room to help and support as needed. One adult sat at a small group with six student providing one-to-one support.

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	**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. **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.	As presented during the leadership presentation, CIVICA implements the material terms of the education program. Curricular materials align to Nevada Content Standards (NVACS). Classroom observations indicated students have instructional supports.
Indicator 3: Governance and Reporting	**Measure 3a:** The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider	CIVICA leadership reports timely notice of Governing Board Meetings. Each board meeting contains an agenda item for public comment for stakeholders to ask questions, provide comments or concerns pertaining to CIVICA Academy. Meeting agendas and minutes are publicly accessible a via the school's website. Per the governing board and leadership focus group sessions, the CIVICA Academy governing board follows governing board policies. Board composition

		is aligned with Nevada state requirements.
Indicator 4: Students and Employees	**Measure 4a:** Student records under lock and key/stored appropriately **Measure 4d:** Personnel files are under lock and key/stored appropriately	Student and faculty records are stored under lock and key in a secure room designated just for records.
Indicator 5: School Environment	**Measure 5b:** Evacuation plans for classrooms are posted 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	The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas, an active food service permit, and an 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.

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.

Prior recommendations by SPCSA staff	• Strengthening classroom instruction
	    o Continue pursuing Leader in Me practices
	    o Apply to MTSS
	    o Consider inquiry-based learning
	    o CBC (common board configuration) visible and referenced in each lesson
	    o Build instructional capacity by providing targeted PD
	    o Strengthen classroom instruction to improve proficiency scores
	• Continue strategizing ways in which to address chronic absenteeism.
	• Continue efforts to address staffing challenges – 80% of faculty were on long term sub licenses/conditional certification.
	• Monitor traffic flow patterns for drop-off and pick-up.

School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations	**Strengthening classroom instruction** *Continue pursuing Leader in Me (LIM) practices* - CIVICA continues to practice Leader in Me and has quarterly awards for those that exhibit LIM attributes. Behavior matrixes are posted around school and in classrooms to remind and encourage everyone to model LIM practices. Leader in Me curriculum is taught by the Leader in Me Coordinator. LIM is mandatory in 6th grade. *Apply to MTSS through the SPCSA* - CIVICA's Wellness Team has grown to include a Student Success Coordinator and Academic Counselor in addition to a School Based Mental Health professional and Student Support Advocate. The Wellness Team pushes into classrooms with SEL lessons and activities and are available for small group interventions utilizing restorative justice practices. Application to MTSS is a future plan. *Consider inquiry-based learning (IBL)* - CIVICA encourages teachers to refine their teaching skills by attending weekly grade level Professional Learning Communities, weekly Friday Focus (Instructional Coach/Admin led trainings), and other professional development trainings throughout the year. CIVICA staff attend local and national conferences, learning about the most current educational practices. Teachers then share what they learned with colleagues and apply those tools to the classroom. Instructional Assistants also participate in their own Friday Focus PD. *CBC (common board configuration) visible and referenced in each lesson* - CIVICA continues to work on ensuring teachers maintain professional responsibilities, including the classroom environment and consistent routines and procedures. *Continue building instructional capacity by providing targeted PD* - CIVICA continues to provide training for teachers throughout the entire year. Trainings range from curriculum specific trainings, behavior management, teaching pedagogy, and student

	engagement best practices. Leadership gathers teacher feedback throughout the year and provides teacher requested professional development. For less experienced teachers, CIVICA pilots a CIVICA Teacher Academy. *Strengthen classroom instruction to improve proficiency scores* - CIVICA continues to work with Raising the Bar to provide explicit assessment data feedback and what the school can do to move students to grade level proficiency, or to accelerated status. **Continue strategizing ways in which to address chronic absenteeism** - The CIVICA Attendance Team has undertaken a proactive initiative to address and resolve attendance challenges faced by students and families, with the overarching goal of fostering a supportive academic environment. Parent conferences are initiated when students accumulate five or more absences. Home visits, retention letters, tutoring designed to enable students to make up seat time preventing credit deficiencies further encourage attendance. Telehealth access is available, providing students with convenient healthcare resources. The Attendance Team emphasizes the appropriate use of MDP attendance coding for doctor's notes. **Continue efforts to address staffing challenges** - CIVICA continues to post positions on Indeed to attract potential candidates. CIVICA attends job fairs, and community events. **Monitor traffic flow patterns for drop-off and pick-up** – CIVICA uses staggered pick-up and drop-off times. Color flyers are provided that visualize the car loop flow, specifying which lanes to use for which grade level and appropriate dismissal time. Staff members are stationed along the car loop to ensure families and students are safe and following procedures. Relationships with local businesses allow families to park in their parking lots when needed.
SPCSA staff assessment based upon findings during site evaluation	CIVICA leadership believes many recommendations from the 2022- 2023 site evaluation have been addressed by leadership, the governing board, and staff. Intentional strategies to address academic growth are ongoing. SPCSA staff agrees with this assessment and concludes that the board, leadership team, and staff continue to diligently address the academic and social-emotional needs of students using data to inform decisions.

SITE EVALUATION FINDINGS

STRENGTHS

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

- **Building agency and capacity**
  Members of the leadership team are committed to building agency and capacity at CIVICA through various observable measures:
  o Growth mindset – CIVICA strives to hire personnel who possess a growth mindset and will contribute positively to the growth and culture of the school. Members of the governing board and the leadership team were intentional about finding "the right fit." As one governing board member said, "It is more important to find the person who understands what it means to be here, who wants to be here, and wants to build a career here than it is to just fill an empty spot."
  o Supporting the teaching staff - Members of the leadership team are committed to building teacher capacity through coaching and training. Teachers in the staff focus group reported leadership frequently assessing staff needs creating targeted PDs and PLC Friday. The school-wide implementation of Leader in Me for behavioral and academic practices has provided a solid foundational framework.
  o Data driven decision making – Analysis of data is used to inform targeted instructional coaching. Power Hour was restructured to maximize student academic gains. At the elementary school level, small group intervention was rescheduled to occur during specials, so pull-outs did not disrupt academic learning time.
  o Strong external partnerships - Leadership has developed strong partnerships with other SPCSA charter schools (Mater Academy of Nevada, Pinecrest, Somerset) as well created Memorandums of Understanding (MOUs) with service agencies (COHEA, Academica Nevada) and utilizes these supports for mentorship and guidance. The site evaluation team heard the phrase "collaboration not competition" several times throughout the day from adults at CIVICA. The phrase is embedded in their cultural mindset.

- **Family engagement**
  Both staff and families at CIVICA actively engage in the school community. This engagement contributes to a sense of belonging and a positive school culture that supports student success. SPCSA staff witnessed students who were happy and engaged in the learning.

- **Consistency in support staff**
  While CIVICA has experienced turnover in teaching and leadership, there has been consistency in support staff. Participants in the family, student, leadership, and teacher focus groups readily pointed out that support staff have been one stabilizing factor at CIVICA. As one family member said, "The support staff come from the community; they know the community."

- **Diversity in ethnicity of leadership team and teaching faculty**
  CIVICA has an ethnically diverse leadership and teaching staff that closely resembles the neighborhood in which the school resides. A diverse staff provides students with an opportunity to learn from those with different backgrounds and experiences from their own. "Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic

SITE EVALUATION FINDINGS

society: it fosters mutual respect and teamwork, and it helps build communities whose members are judged by the quality of their character and their contributions" (American Council of Education, 2021).

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.

- **Two-star NSPF rating**
  Academic proficiency remains a challenge at CIVICA. CIVICA's index score as measured within the NSPF (Nevada School Performance Framework) for elementary school is 27.5 and 35.0 for middle school. This places both the elementary and middle grades at a two-star rating. For English language arts specifically, elementary school has a proficiency rating of 31.8% and middle school 33.5%. Math proficiency at elementary school is 25.9% and 11.6% at middle school. For further information, see pages four through six of this report for the breakdown of ratings.

- **Chronic Absenteeism**
  School leadership acknowledged chronic absenteeism is an ongoing challenge. Attendance information from the most recent data indicates chronic absenteeism of 30.3% for elementary school grades and 31.3% for middle school grades. Members of the leadership team expressed efforts to improve communication with families about the excessive and impactful negatives of chronic absenteeism. Members of the leadership team reported analysis of their chronic absenteeism revealed:
  o Families keep students home for extended amounts of time.
  o Families do not always seek medical care when a child is absent.

- **Staffing**
  Leadership reported a large percentage of teaching personnel are new to the teaching profession or possess a substitute teaching license. An instructional coach moved out of the area after winter break, leaving a position vacant and one elementary assistant principal position is also vacant. Leadership and staffing changes have challenged the day-to-day operations. New leadership and interim hires are adjusting to their roles, managing day-to-day responsibilities, and conducting position searches. Onboarding people immediately and being able to provide robust support is a challenge. Orienting new personnel to the culture and climate of the school, acclimating to state standards and requirements, and familiarizing new hires with student demographics is a perpetual task. Onboarding takes time and being effective hinges on the onboarding process.

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS continued

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.

- **Overall Academic Performance**
  SPCSA staff recommends CIVICA implement instructional outcomes to improve the overall academic performance as measured within the NSPF and within the SPCSA's Academic Performance Framework. Continued focus on improving overall Tier I instruction and teaching the Nevada Academic Content Standards using strong academic interventions to create higher levels of academic achievement may lead to higher levels of student inquiry and higher proficiency. SPCSA staff recommend strengthening classroom instruction to provide greater opportunities for students to contribute more to their own learning.

  As mentioned in the SPCSA site evaluation report for the 22-23 academic year:
  > *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:*

  > *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, Rihtarisic, & 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.*

  > *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 empower students contributes to proficiency gains.*

  For the 2022-2023 site evaluation report, CIVICA's ELA proficiency was 22.8% for elementary school and 37.8% at middle school. Math proficiency for elementary school was 22.6% for elementary and 12% for middle school. As of the date of the 2023-2024 site evaluation report, elementary ELA percentages increased to 31.8% at the elementary level, and dropped to 33.5% for middle level grades. Elementary scored 25.9% in math proficiency as of the date of the 2023-2024 site evaluation and middle grades scored 11.6%.

  In addition to the suggestions reiterated above, consider expanding math strategies to include additional instances and use of students using math vocabulary and cooperative learning strategies to foster students' ability to verbalize math strategies and problem solving with one another for deeper levels of math conceptualization.

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS continued

- **Formalize a consistent curriculum**
  SPCSA staff recommend CIVICA develop a formalized curricular plan that is vertically and horizontally aligned. As staff reported, curricula have frequently changed and been disruptive to learning. Formalizing a consistent curriculum allows teachers proper long-term planning which, in turn, provides teachers time to develop deeper classroom engagement and higher order thinking activities. Building student agency, increasing accountable talk during class time. and raising Depth of Knowledge (DOK) Questions cultivates a culture of learning for increased student engagement.

- **Chronic Absenteeism**
  SPCSA staff recommend CIVICA continue strategizing ways in which to address chronic absenteeism. During the site evaluation, leadership reported efforts to reduce chronic absenteeism during the 2023-2024 school year have succeeded in reducing elementary absences to less than 10%, and high school absences to 14.5%. Leadership did indicate there are two students who have above 10 absences in high school. Medical teleservices and other intervention strategies have assisted in making strides with the challenges of chronic absenteeism, but it remains a persistent challenge.

  Attendance information from the most recent data indicates chronic absenteeism for elementary grades is 30.3% and 31.3% for the middle school grades. Absenteeism rate has a direct effect on the NSPF index scores for a school. The Nevada State Point Attribution Table (PAT) for chronic absenteeism rates has been provided below. The school index ratings (displayed on page four of this report) could have been up to ten points higher if absenteeism rates were improved.

Chronic Absenteeism Point Attribution Table

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

School personnel may want to access SPCSA's Canvas repository which contains updated information on Nevada state attendance laws as well as best practices in managing chronic absenteeism from other SPCSA schools.

- **Staffing**
  SPCSA staff recommend CIVICA continue to work on efforts to address staffing challenges. Leadership conveyed several faculty are new to teaching or completing teacher education licensure requirements this academic year to move from a substitute to a fully licensed teacher. SPCSA staff recommend CIVICA continue utilizing education staffing platforms to attract, recruit, hire, and retain highly qualified personnel. SPCSA staff encourage CIVICA to create a formalized contingency plan should a critical position go unfilled for several months. CIVICA personnel are highly dedicated to the success of the school. Finding personnel who align with the goals and growth mindset of the school are a priority for leadership.

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS continued

- **Bilingual messaging**
  SPCSA staff recommend CIVICA review the print and audio messages that are disseminated in the Spanish language. Many family members in the family focus group indicated errors in the school's Spanish messages. Spanish has many dialects, and while it is not feasible to record and print messages in every language represented by CIVICA's families, perhaps recording and printing Spanish in the Castilian dialect would ameliorate the confusion.

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.

Dear SPCSA,

We would like to provide some clarifying feedback regarding our 2024 Site Evaluation.

In the summary of the Staff Focus Group, it was noted that staff expressed a desire for consistency in the curriculum and voiced concerns about the introduction of new curriculum mid-year. It's important to clarify that any "new" curricula introduced were at the request of teachers and were accompanied by training sessions. Additionally, there were additional trainings conducted to ensure that existing curricula were being implemented with fidelity.

Another concern raised by secondary staff was the lack of shared preparation periods with their counterparts. Currently, English and Math core classes for grades 6-9 have a shared preparation period during the school day, while the Secondary team engages in Professional Development/PLCs scheduled for Thursdays after school. It's worth noting that Intensive Math and English courses also have shared preparation periods during the school day.

Since the beginning of the school year, ninth-grade core English and Math classes have been using the Springboard curriculum consistently. Similarly, the CTE programs have been following set curriculums since August. Additional supplemental curriculums have also been utilized to cover grade-level concepts such as CERT and iXL. Per teacher request, new curriculums, No Red Ink and Common Lit, were introduced to further supplement grade level curriculum. All core classes have been following established curriculums from the start of the academic year. The Intensive classes are utilizing iReady and iXL to address any gaps in understanding within their core subjects.

The iReady curriculum is tailored to each student's academic level based on diagnostic assessments conducted three times throughout the school year. If a student's understanding of the material is below grade level in an Intensive course, it indicates that the student has not yet mastered the necessary concepts.

Additionally, iXL serves as a test preparation curriculum, providing students with a personalized pathway for growth. It offers precise and unique skill recommendations based on insights from the student's work, guiding them towards the specific skills that will facilitate their progress.

We hope this clarification addresses any concerns and provides a better understanding of the curriculum implementation and support strategies in place at our institution.

Sincerely,

CIVICA Administration