Nevada State Public Charter School Authority

CIVICA Nevada Career & Collegiate Academy

Site Evaluation and Risk Based Monitoring Report: January 15, 2026

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Summary of School

Location   CIVICA Nevada Career & Collegiate Academy

Date of Monitoring   January 15, 2026

Date of Report   February ___, 2026

- Total Number of Students: 1,437
- Grade Levels: PK–11

Part 1

CIVICA Nevada Career & Collegiate Academy

Site Evaluation Report

Executive Summary

The monitoring visit assessed the capacity, performance, and compliance of CIVICA Nevada Career & Collegiate Academy. No material deficiencies were found, and a Corrective Action Plan (CAP) is not required. Next steps include finalizing the report after school review.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the Charlotte Danielson Framework for Teaching. All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conducts focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

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.

Increase in star ratings in elementary and middle school
One strength of CIVICA Nevada Career & Collegiate Academy (CIVICA) is the improvement in both the elementary and middle school index scores. The elementary school demonstrated exceptional growth, increasing its index score by 54.5 points from the 2023–24 to the 2024–25 school year, which elevated the school from a one-star to a four-star rating. Most notably, the elementary school earned 34.5 out of 35 points on the Growth Indicator[1], illustrating gains in student performance on state assessments over time. The middle school also demonstrated growth, increasing its index score by 53 points from the 2023–24 to the 2024–25 school year, which elevated the school from a two-star to a five-star rating. The middle school also showed growth among students in the Closing Opportunity Gaps Indicator[2], with 27.6 percent of students who were previously non-proficient in math meeting their growth goal towards proficiency, surpassing the SPCSA district average of 18.5 percent. In English language arts (ELA), the percentage was an impressive 51.6% compared to the SPCSA district average of 39.2 percent.

Decrease in the number of chronically absent students
On the Student Engagement Indicator of the Nevada School Performance Framework[3] (NSPF) for the 2024–25 school year, CIVICA earned a full ten out of ten points in elementary school and fifteen out of fifteen points in middle school because fewer than five percent of students were identified as chronically absent[4]. This represents an improvement from the prior school year's rate of 17.6 percent in elementary school and 10.6 percent in middle school. Both numbers remain well below the SPCSA district average of 16.4 percent. The school's success can be attributed to consistent attendance monitoring, proactive family communication, and the implementation of early intervention systems designed to identify and support students at risk of chronic absenteeism.

Expanding Student Opportunities
CIVICA continues to broaden learning experiences for students by growing its athletic offerings and increasing access to art and music pathways. Focus group participants consistently noted that the school is also expanding Career and Technical Education[5] (CTE) options and strengthening advanced academic opportunities, including dual enrollment[6] and additional Advanced Placement[7] (AP) coursework. Collectively, these efforts are increasing student access to well-rounded enrichment, career exploration, and rigorous coursework aligned to diverse interests and post-secondary goals.

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[1] Growth is determined for elementary school with a grade configuration that accommodates at least one prior year score and one current year score.

[2] The Closing Opportunity Gaps Indicator determines the percentage of students meeting their annual growth percentile who did not achieve proficiency in the prior year's state-administered criterion-referenced tests in English language arts and mathematics assessments.

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

[4] Students are considered chronically absent when they miss 10% or more days in a school year.

[5] Career-focused experiential learning programs, sometimes called Career- Focused Experiential Learning Programs, provide students with opportunities to explore careers and gain marketable skills while still in high school.

[6] Dual enrollment allows high school students to take college courses while still enrolled in high school, earning both high school and college credit simultaneously.

[7] Advanced placement scores are ranked from two through five. A score of three means qualified, four very well qualified, and five extremely well qualified. Colleges or universities may grant credits or waive prerequisites for more advanced courses based on AP scores. It is up to each college or university to set their policy, but generally, a score of three or higher will earn credits or prerequisites waived.

Building collective teacher efficacy

CIVICA is strengthening its instructional program by intentionally building collective teacher efficacy across the staff. Consistent with John Hattie's *Visible Learning*[8] synthesis, collective teacher efficacy is widely recognized as one of the most influential school-based factors impacting student achievement. By emphasizing shared responsibility for student outcomes, using evidence collaboratively to guide instructional decisions, and maintaining clear, consistent expectations for teaching and learning, CIVICA is cultivating a culture in which educators believe they can accelerate learning for all students. Additionally, teachers shared during the focus group that they felt heard and supported by CIVICA campus leadership.

Student discourse and teacher questioning in upper grades

CIVICA demonstrates a strong instructional focus in the upper grades through meaningful student discourse and intentional teacher questioning that promotes deeper thinking and rich academic conversation. This emphasis was evident during classroom observations, as students were consistently asked to explain their reasoning, respond to and build on peers' ideas, and engage productively with grade-level content. Additionally, the school's deliberate use of discourse routines supports English Language Learners[9] (ELLs) in developing language alongside content mastery, which aligns with CIVICA's positive NSPF outcomes for ELL performance and growth.

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[8] John Hattie created great interest in 2008 when he published the book Visible Learning. In the text, he compares the statistical measure of effect size to the impact of various influences on students' achievement, such as class size, feedback, and learning strategies.

[9] In education, ELL stands for English Language Learners, referring to students who are acquiring English alongside their native language(s).

Site Evaluation Findings: Challenges

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Sustaining growth with limited resources
A challenge for CIVICA is sustaining its strong growth and campus expansion with limited funding resources. As the school continues to invest in major initiatives, such as a new building, a football field, and the addition of athletic teams, ensuring adequate, stable financial support remains essential. In addition, rapid expansion can create competing demands across facilities, staffing, equipment, transportation, and ongoing operational costs, requiring careful long-term planning to protect core academic programming and student supports while CIVICA continues to grow.

Strengthening alignment to a unified mission and vision among all stakeholders
Another challenge for CIVICA is ensuring consistent alignment with a clear, unified mission and vision across all stakeholder groups. While the mission and vision are generally understood, stronger coherence is still needed in day-to-day communication and decision-making among staff, families, and governing bodies. Deepening this shared understanding will help ensure that priorities, initiatives, and expectations are consistently anchored to the school's core purpose.

Academic proficiency
Another challenge for CIVICA is that, despite strong index scores and star ratings in elementary and middle school, through strong student growth over time, academic proficiency remains an area of need. In elementary school, math proficiency is 37.9 percent, compared to the SPCSA district average of 55.7 percent. Science proficiency is 10.5 percent, compared to 26.6 percent for the SPCSA district. Similar gaps are present in middle school, where math proficiency is 23.1 percent at CIVICA, compared to the SPCSA district average of 43.6 percent.

Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

Sustainability
SPCSA recommends that CIVICA sustain its strong performance from the 2024-25 school year by continuing to prioritize academic achievement, maintaining low chronic absenteeism, and upholding clear, consistent, and timely communication with families and stakeholders. Some considerations are to continue monitoring key outcome data, reinforcing effective instructional practices, and maintaining strong systems for family engagement and community partnership to support ongoing success across grade levels.

Continue to focus on recruiting and retaining high-quality staff
Another recommendation for CIVICA is to continue to prioritize long-term sustainability by focusing on effective systems for recruiting and retaining high-quality staff who are closely aligned with the school's mission and vision. Intentional hiring practices that emphasize mission alignment, coupled with structured onboarding, ongoing professional development, and supportive leadership structures, can promote staff commitment and stability. Additionally, continuing to foster a positive school culture, providing clear career pathways, and recognizing staff contributions may enhance retention and ensure the continuity of instructional quality as the school continues to grow.

Continue to work on increasing proficiency in math and science
A final recommendation for CIVICA is to continue strengthening math and science proficiency across all grade levels by ensuring consistently rigorous Tier one[10] instruction for every student and providing timely, targeted Tier two[11] interventions for students who need additional support. This work can be supported through regular analysis of student performance data, clear progress-monitoring routines, and ongoing coaching for teachers to refine instructional practices and respond to learning gaps in real time.

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[10] Tier one instruction is the anchor of all tiered instruction. It is provided to all students every day. During Tier 1 instruction, teachers use scientifically researched programs and evidence-based practices, curricula, and strategies that have been proven effective for most students.

[11] Tier two is the first level of intervention for students who do not show progress in Tier 1. Students are provided with Tier 2 interventions when they need support to meet academic or behavior goals.

Site Evaluation Findings: Strong Recommendations

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

There are no strong recommendations for CIVICA during this site evaluation visit.

Site Evaluation Findings: Deficiencies

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

There are no deficiencies for CIVICA during this site evaluation visit.

Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board[12]	2
Family Members, Parents, and Guardians	6
Faculty and Staff	11
School Leadership	8
Students	10

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

Focus Group Summary: Governing Board

Board members at CIVICA reported that the governing board currently consists of seven active members with no open positions. The members bring diverse backgrounds in education, finance, legal, and parent representation. The board meets monthly and does not have any sub-committees.

From the board's perspective, CIVICA's greatest strengths include a highly supportive and collaborative campus culture and a strong commitment to student-centered opportunities. Board members emphasized that school leaders set a visible standard by consistently showing up for students by attending games, dances, and activities, including on weekends, and that this commitment is mirrored by staff who want to be present and engaged in students' lives beyond the classroom. The board also highlighted a strong sense of pride across the campus, noting that it is evident in students and reinforced through community outreach efforts, such as partnerships that support family needs and events that strengthen family engagement, including literacy nights. In addition, board members described a passionate leadership team that draws on mentorship and uses that guidance to maintain high performance and strengthen parent outreach, contributing to notable improvements in chronic absenteeism.

Board members also emphasized CIVICA's robust academic support, including tutoring opportunities offered after school and on weekends. They noted that these supports contribute to a campus environment where students want to be present and feel connected, strengthening positive relationships between students and teachers. The board further shared that the school's expansion of athletics has been intentional, with coaches reinforcing that academics come first. In some cases, this includes structured expectations such as study hours before practice to help ensure students are successful both in the classroom and on the field.

Board members identified sustaining CIVICA's current level of performance while continuing to drive consistent academic growth as a key area for improvement. As one member explained, "You set a bar and maintaining it is hard," emphasizing the importance of continued progress year over year, particularly as the school enrolls additional students through expanding athletic opportunities, who may enter with varying prior academic experiences. The board also noted opportunities to continue thoughtfully developing the athletic program and to complete remaining campus facility priorities, including the football field and gym, which they described as important community assets that help CIVICA remain a cornerstone within the surrounding neighborhood.

Board members reported that the school leader is evaluated through an annual review process that examines evidence of leadership effectiveness and progress toward goals. They shared that a mentor from Florida supported the most recent evaluation, which was described as highly detailed and grounded in evidence, highlighting both key celebrations and areas for continued growth. The board also noted plans to adjust the process to include more direct board involvement moving forward.

Focus Group Summary: Family Members, Parents, and Guardians

Parents shared several success stories that highlight students' academic growth, confidence, and increased opportunities at CIVICA. One parent explained that after challenges at a previous school, they knew their child had strong potential, and since enrolling at CIVICA, she has become an A/B student and found her place through cheerleading, describing it as "a beautiful change." Another family, enrolled since day one of the school opening, reported steady academic growth over time and celebrated their son being recognized as the most improved player in CIVICA sports. Other parents consistently noted improved grades, stronger focus on school, and a family-oriented environment, adding that the wide range of clubs and athletics has given their children meaningful ways to participate, build skills, and continue growing.

Parents reported that they feel comfortable bringing concerns or questions to CIVICA staff and believe issues are addressed quickly and effectively. One parent shared that after reporting two concerns with the principal, both were resolved within a day, describing it as an "instant turnaround." Families also noted that administrators are approachable and maintain a family-oriented environment where parents feel informed and connected, including through relationships with coaches and school leaders. In addition, parents said they are regularly kept up to date on their child's academic progress through multiple communication channels, including emails and phone calls from teachers, Infinite Campus[13] updates, and Parent Impact Committee[14] (PIC) meetings. Several also appreciated informal check-ins at school events, where teachers proactively share how students are doing, with one parent stating, "Communication and progress monitoring have improved a lot over time."

Parents identified several strengths at the school, beginning with smooth operations and a calm, well-managed environment even during ongoing construction. They noted that arrival and dismissal procedures remain orderly, with staff proactively taking positions and ensuring that "no one is rushing," and they specifically praised instructional aides for being highly attuned to younger students and helping them get where they need to go during carline. Families also appreciated the expanded student opportunities this year, sharing enthusiasm about the increased number of clubs, such as graphic arts and cooking, and remarked that students are happy to be at school, even on long days. In addition, parents highlighted strong communication and support, including education around chronic absenteeism, access to an on-site nurse, and clear academic goal setting. Several parents said they are aware of their child's stretch goals for assessments and value the positive incentives tied to progress, such as free dress days and pizza parties, which they believe help keep students motivated and optimistic.

Parents at CIVICA offered no current suggestions for improvement, explaining that when they have shared concerns or feedback with school leaders or teachers, the issues that have been brought forward have been addressed quickly and effectively.

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[13] Infinite Campus is a web-based program providing families the ability to view academic information for their children.
[14] PIC stands for Parent Impact Committee, a group of parents and school personnel that meets regularly to strengthen family engagement and support student success.

Focus Group Summary: Faculty and Staff

At CIVICA, staff described morale as strong and consistently positive. Several members shared that it is one of the best places they have worked, attributing their longevity to a supportive culture focused on students first. Unlike previous schools where teams felt siloed by grade level, staff said CIVICA operates "like one big family" across grades, with teamwork intentionally emphasized and modeled. They also highlighted a welcoming environment, particularly for those who joined from other schools, and pointed to shared traditions, such as celebrating Thanksgiving together, as evidence of genuine connection among colleagues.

Staff described last year's strong academic outcomes as the result of a clear instructional shift led by the administrative team, with greater consistency in expectations across departments. They noted that departments became more streamlined and organized, with increased tutoring supports and a stronger focus on using data intentionally. Staff emphasized that the team does not just review results but develops specific plans for how to respond. As one staff member explained, "Everything is intentional here with analyzing data and having a plan of what to do with it." Staff also shared that teachers are well supported through instructional aides, instructional coaching, and supervisors, which strengthens both instruction and classroom management. They also noted that proactive planning contributes to clarity and alignment, including a schoolwide calendar that is finalized and communicated by the spring of the previous year.

If a student is absent for more than two days, staff reported that they proactively contact the family by phone. They shared that communication with parents has strengthened significantly, with families providing more timely updates than in the past. Staff also attributed improved attendance to stronger student-teacher relationships, noting that students are more motivated to come to school. In addition, parents now frequently message in advance when their child is absent.

Staff shared that collaboration across departments is a key support for students with an Individualized Education Program[15] (IEP) and ELLs. They noted that the special education team consistently keeps teachers informed and monitors services to ensure students receive their required minutes. Staff also described the ELL department as highly organized and responsive, including helping adapt materials and supports for students, such as translating content into Korean within Google Classroom[16]. Teachers reported using push-in services effectively, with staff providing in-class support for students with IEPs, including reading assessments aloud and assisting with writing. Overall, staff emphasized that roles are used strategically and time is managed efficiently, so support is provided when and where students need it. They also highlighted a strong, hands-on administrative presence, noting that administrators regularly support instruction directly, including sitting with students and reading tests aloud when needed.

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[13] An Individualized Education Program (IEP) is a legal document that outlines the special education instruction, services, and support that a student with specific types of disabilities needs to receive in a learning environment.

[16] Google Classroom is a free blended learning platform developed by Google for educational institutions that aims to simplify creating, distributing, and grading assignments.

Focus Group Summary: School Leadership

School leaders emphasized that CIVICA's culture and recent academic success are grounded in a strong student-centered approach and sustained through consistent relationship-building, including staff presence at weekend games and school events. They shared a goal of creating a full school experience that students are excited to be part of each day, while continuing to refine a shared vision for what CIVICA can become. Leaders described ongoing efforts to make the campus feel welcoming and inclusive, so students look forward to coming to school, regardless of their interests or needs. They also highlighted a commitment to supporting families through services and proactive communication, including one-on-one outreach and social media updates for families who cannot attend events in person. Finally, leaders noted the importance of sharing progress transparently with staff to build understanding and strengthen collective buy-in.

Leaders at CIVICA shared that staffing has grown significantly, increasing from approximately 85 to 145 employees within a year, which has required intentional onboarding and consistent training systems. They emphasized that having the right personnel in the building is essential to ensuring stability and strong instruction, and they noted a clear commitment to maintaining full staffing by hiring quickly when vacancies occur. Leaders also highlighted their focus on developing staff over time, including supporting teachers in earning full licensure within the three-year window. They explained that adult motivation is approached with the same intentionality used with students, with leaders providing encouragement, clear expectations, and ongoing support to help educators grow and succeed.

Leaders identified several challenges connected to rapid growth and an increasingly diverse range of student needs. With new sections added in grades five, six, and nine, they shared that CIVICA is welcoming many students who arrive academically behind, often transferring from nearby one-star schools. As a result, the team is focused on strengthening systems to track student performance, provide targeted support for students who are behind, and ensure appropriate opportunities for students who are ready for advanced coursework. Leaders also noted the need to build staff understanding of the Nevada School Performance Framework (NSPF) so that all team members are aligned on expectations and improvement priorities. Finally, leaders emphasized that resources remain a constraint, particularly when funding extracurricular programs. They described athletics as essential to the overall student experience, and shared that the school is continually seeking additional funding streams and opportunities to generate revenue to sustain and expand programming.

Leaders described CIVICA's Multi-Tiered System of Support[17] (MTSS) process as a strength in supporting student behavior and culture, noting that suspensions have declined to zero percent. They attributed this improvement to intentional relationship building and consistent restorative practices, including restorative circles, behavior contracts, and structured student self-reflection. Staff emphasized that students are guided to take ownership of their choices, internalize the impact of their actions, and develop coping strategies to respond more effectively in the future. Leaders also shared that conversations are largely student-led, with adults using questions to help students determine appropriate resolutions and consider perspective, such as asking what they would do if the situation were reversed. In addition, leaders noted that extracurricular participation, including sports, can be used as a motivator to reinforce expectations and encourage positive decision-making.

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[17] Multi-Tiered System of Support (MTSS) is a proactive academic and behavioral framework. The MTSS framework provides schools and teachers onboarding and ongoing training and resources of tiered interventions and supports.

Focus Group Summary: Students

Students shared that they enjoy attending CIVICA because it offers a wide range of opportunities and keeps them motivated. Several students mentioned clubs and activities, such as the chess club and soccer, and shared that they appreciate having additional options like graduating early and taking college-level courses. Students also described meaningful career exposure, including visits from the police department that led one student to join a junior program. They noted that the school celebrates their accomplishments and growth. When they meet goals, such as improving on tests, they may earn experiences like a block party as a reward. Students also expressed excitement about future outcomes, with one student sharing a goal of earning an associate degree by graduation.

When asked what they are currently learning, students described both rigorous academic work and practical, real-world skills. One student mentioned, "I am taking English 101 as a college course, and I believe it will prepare me for postsecondary expectations." Others shared that they are working toward AP exams and practicing different essay formats. Students also highlighted career exploration, including learning how to run a business and create a budget, alongside foundational math skills such as multiplication strategies.

Students shared that improved attendance has positively affected their school experience this year. They explained that seeing friends and staying on top of academics helps motivate them to come to school each day. One student highlighted "Fun Friday" as a key reason they do not want to miss school, especially because of Science, Technology, Engineering, and Math[18] (STEM) activities and occasional coding lessons. Students also noted that when more classmates are present, learning feels more engaging and enjoyable. They valued having full groups for projects and said they do not want to miss anything important.

Students shared that teachers are generally quick to notice when coursework feels too easy or too challenging, often without students having to say much. They explained that staff respond by placing students in classes that provide more support or, when appropriate, moving them into accelerated options. In college and dual enrollment courses, students reported that they can give direct feedback about the level of difficulty and receive adjustments or guidance as needed. One student noted they were able to take two English classes for additional support while continuing in dual enrollment, and others shared they are enrolled in accelerated classes. Students also emphasized that teachers regularly step in to help when someone is struggling and provide clarification and support to keep learning on track.

When students were asked what they would change about CIVICA, many focused on the daily schedule. They expressed a desire for more time for recess and a longer lunch period. Students also shared that the block schedule can feel too long and suggested adjusting it to better support focus and breaks throughout the day.

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[18] STEM represents an interdisciplinary approach that integrates these subjects to prepare students for future careers. It emphasizes real-world applications and problem-solving skills, aiming to create a workforce adept in these critical areas. STEM education is hands-on, often project-based, and encourages meaningful, practical learning experiences.

Classroom Environment and Instruction Observation Rubric

A total of 15 elementary, 8 middle, and 10 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Classroom Learning Environment is Conducive to Learning	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 3	TOTAL: 25	TOTAL: 2	TOTAL: 3	TOTAL: 0
Establishing a Culture for Learning	The teacher communicates passion for the subject. Students indicate through their questions and comments a desire to understand content. Students assist their classmates in understanding the content.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	The teachers' energy for the work is neutral. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to completing the work on their own. The teacher's primary concern appears to be to complete the task at hand.	The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work.	This criterion was not observed or rated.
	TOTAL: 1	TOTAL: 23	TOTAL: 7	TOTAL: 2	TOTAL: 0

Classroom Environment and Instruction Observation Rubric

A total of 15 elementary, 8 middle, and 10 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively. The teacher invites students to explain the content to their classmates. Students use academic language correctly.	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. Students engage with the learning task, indicating that they understand what they are to do.	The teacher provides little elaboration or explanation about what students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher may make minor content errors. The teacher must clarify the learning task.	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. Students indicate through their questions that they are confused about the learning task.	This criterion was not observed or rated.
	TOTAL: 2	TOTAL: 23	TOTAL: 6	TOTAL: 2	TOTAL: 0
Using Questioning and Discussion Strategies	Students initiate higher-order questions. The teacher builds on and uses student responses to questions to deepen student understanding. Students extend the discussion, enriching it. Virtually all students are engaged.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Discussions enable students to talk to one another without ongoing mediation by the teacher. Many students actively engage in the discussion.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number participate.	Questions are rapid-fire and convergent with a single correct answer. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion.	This criterion was not observed or rated.
	TOTAL: 0	TOTAL: 21	TOTAL: 9	TOTAL: 0	TOTAL: 3

Classroom Environment and Instruction Observation Rubric

A total of 15 elementary, 8 middle, and 10 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Engaging Students in Learning	Virtually all students are engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. The pacing of the lesson provides students with the time needed to be intellectually engaged.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	Few students are intellectually engaged in the lesson. Learning tasks, activities, and materials require only recall or have a single correct response. The lesson drags on or is rushed.	This criterion was not observed or rated.
	TOTAL: 1	TOTAL: 23	TOTAL: 7	TOTAL: 2	TOTAL: 0
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	This criterion was not observed or rated.
	TOTAL: 1	TOTAL: 24	TOTAL: 5	TOTAL: 2	TOTAL: 1

Classroom Observations and Additional Comments

In a primary classroom, students practiced tracing and writing letters in their workbooks while the teacher circulated to coach proper letter formation. As students worked, the teacher provided timely praise and specific feedback to refine their handwriting. The lesson was well-paced, with clear structure and tight instructional routines.

High school students engaged in a lesson focused on identifying and analyzing the use of extreme language (*e.g.*, always, never) within multiple-choice questions. The teacher facilitated whole-group instruction by reviewing several examples and explicitly emphasizing that extreme language often signals incorrect answer choices because of its absolute nature. The lesson then transitioned to a discussion of effective essay writing, with a particular focus on the components of a high-quality summary. Throughout the lesson, the teacher intentionally modeled key strategies, provided clear explanations, and allowed sufficient time for students to process and apply the concepts. Students remained attentive and actively engaged as expectations and strategies were clearly reinforced.

In one high school math class, the teacher held one-on-one conversations with students, going over areas of strength, areas for improvement, as well as what assignments were upcoming or past due. While the consultations were happening, the rest of the students completed IXL[19] lessons on their individual laptops. Students were on-task and focused on learning.

In a primary classroom, students "built" words by identifying sounds and recording their work in writing. While the task was developmentally appropriate and engaging, the teacher made several public comments that appeared to shame individual students and drew attention to mistakes in front of peers. Students visibly appeared embarrassed, and the tone of the feedback did not support a positive learning environment or strengthen teacher-student relationships.

Middle school students were warmly greeted by the social studies teacher upon entering the classroom, creating a positive, welcoming learning environment. The teacher introduced a bell-ringer activity that prompted students to consider the purpose of a sentence used by a speaker: "So it's possible that about two centuries ago, Ice Age kids were walking into the family cave, peeking into pots and asking, 'What's for dinner?'" Students were instructed to listen to a brief audio recording while a multiple-choice question was displayed on the screen. The teacher played the recording twice to ensure accessibility and comprehension, after which students selected the most appropriate answer from the provided choices. Throughout the activity, students were attentive and actively engaged. The teacher provided explicit directions and maintained clear expectations, fostering an inclusive, structured classroom culture that supported student participation and focus.

In one secondary math class, a student volunteered to read the initiating activity for the class period. Students then had the choice to work in groups or individually to examine the problem. Students began by reminding each other to re-read the problem, underline important words, circle key numbers, map out the steps, and solve at the end. Students were excited to show their learning and explain their thinking.

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[19] IXL is a personalized learning platform with a comprehensive k-12 curriculum, individualized guidance, and real-time analytics.

The teacher walked around the room providing encouragement and positive feedback with phrases such as, "You are stepping into greatness," "I like your thinking process," and "May I call on you to explain your process to the class?" Students also wrote in prose to describe how they approached the problem.

Students completed a mental math exercise with the teacher, focused on patterns and multiples. They then transitioned to their math workbooks to continue refining their understanding of patterns. One student came to the board to fill in answers while the rest of the class watched and waited. When the student struggled, the teacher guided the class through a finger-based strategy that clarified the concept, and all students were engaged during this approach.

Students worked in three groups to complete iReady[20] lessons, compare and contrast stories and key details, or annotate a text to identify supporting evidence. Two teachers facilitated and supported the groups throughout the lesson. Overall, students were engaged in the tasks, though a few required reminders and redirection to remain on task.

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[20] iReady Learning is a digital instructional resource assessing students with grade-level materials in reading and math.

Measures of Progress from Previous Site Evaluation

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA Site Evaluation Team during the school's previous site evaluation.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
Increase overall student proficiency.	CIVICA leaders reported implementing a comprehensive academic improvement plan to raise proficiency in both elementary and middle school. For 2024–25, key actions include adopting high-quality instructional materials; using weekly exit-ticket and assessment data to plan reteach cycles; providing tiered reading and math intervention blocks in grades Kindergarten through eighth grade; expanding before- and after-school tutoring focused on the lowest-performing quartile; administering iReady diagnostics and progress monitoring three times per year; and supporting individualized learning pathways.	SPCSA staff find that CIVICA has met this recommendation.
Continue refining effective teaching practices.	CIVICA leaders report that they have implemented weekly embedded professional development focused on: Depth of Knowledge[21] (DOK) questioning, higher-order thinking strategies, and student academic discourse. They also report that the established instructional coaching cycles are aligned with best practices. Leadership has conducted frequent instructional walkthroughs to ensure consistency and	SPCSA staff find that CIVICA has met this recommendation.

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[21] Depth of knowledge (DOK) questioning is a scale that measures how well students understand and use what they're learning to answer questions or solve problems. DOK categorizes tasks by the complexity of thinking required to complete them, not the difficulty. DOK has four levels, and aligning questions to different levels can help students develop higher-order thinking and deeper learning.

	support. They reported increased student ownership through data tracking, goal setting, and reflection. In addition, Professional Learning Communities[22] (PLCs) meet weekly to analyze outcomes, adjust instruction, and share high-impact practices.	
Continue efforts to decrease chronic absenteeism.	CIVICA leaders reported implementing a schoolwide attendance improvement strategy that includes daily attendance alerts and family outreach, Attendance Success Plans for identified students, tutoring and academic supports to promote engagement, schoolwide and classroom incentives, and parent workshops to strengthen school–home partnership. Data indicates chronic absenteeism has decreased across all grade levels from the 2023–24 baseline to below 5% in 2024–25.	SPCSA staff find that CIVICA has met this recommendation.
Implement a formal process to evaluate the Education Management Organization[23] (EMO).	CIVICA leaders reported that the governing board has developed a streamlined evaluation process for Academica, the EMO, that strengthens clarity and accountability through anonymous staff and board surveys, ongoing communication between board leadership and Academica, and monthly reporting on academic, operational, and compliance goals. The full annual evaluation protocol will be implemented in 2025–26.	SPCSA staff find that CIVICA has met this recommendation.

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[22] 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.

[23] EMO in an acronym for Education Management Organization. These are for-profit organizations providing general services including 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.

Operational Compliance Checks

Fire Extinguisher   ☒ YES   ☐ NO

Nurse's Station   ☒ YES   ☐ NO

McKinney-Vento Poster   ☒ YES   ☐ NO

Evacuation Plan in Classrooms   ☒ YES   ☐ NO

Food Permit   ☒ YES   ☐ NO   ☐ N/A

Elevator Permit   ☒ YES   ☐ NO   ☐ N/A

Part 2

CIVICA Nevada Career & Collegiate Academy

Risk Based Monitoring Report

Executive Summary

Per NRS 388A.150, the SPCSA is responsible for providing oversight of the charter schools it sponsors. This includes conducting site evaluations during the first, third, and fifth years of the charter contract and, as needed, to follow up on strong recommendations or identified deficiencies. The SPCSA is committed to ensuring a smooth, meaningful, and timely process using a well-designed, intentional, research-based protocol.

Additionally, as a pass-through entity of federal funds, the SPCSA is required to conduct risk assessments of subrecipients in accordance with 2 C.F.R. §200.332(b). These assessments evaluate compliance with program and fiscal requirements but do not measure the quality or determine future eligibility.

Risk Based Monitoring: Visit Objectives

The objectives of the visit were to review the school's capacity, performance, and compliance; address high-risk issues; determine fidelity of program delivery; and ensure federal funds were used for authorized purposes in compliance with statutes, regulations, and award terms.

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

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

Risk Based Monitoring: School Overview

CIVICA Nevada Career & Collegiate Academy serves 1,437 students in grades PK–11.

- Grants with Active Subawards:
    - FY25 HCY Title I, Part A
    - FY25 Title II, Part A
    - FY25 Title IV, Part A
    - FY26 EXN Special Education (IDEA, Part B)
    - FY26 McKinney-Vento
    - FY26 Nevada Ready State Pre-K
    - FY26 Special Education (IDEA, Part B)
    - FY26 State CTE Allocation
    - FY26 State CTE Competitive
    - FY26 Title I, Part A
    - FY26 Title III Immigrant
- Grants with Allocations (subaward pending): N/A
- Total Federal Funds Expended in Previous FY (FY25): 1,099,223.85
- Single Audit Required: Yes
- Current Risk Level: High
- Prior Risk Level: High
- Prior Corrective Action Plan (CAP): High

Risk Based Monitoring: Scope of Review/Methodology

The following activities were completed during this monitoring visit:

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

Risk Based Monitoring: Area of Strength

The leadership Team and Academica staff are dedicated to using funds to maximize academic outcomes for all CIVICA students. They ensure that continuous improvement practices are in place. Staff continue to identify areas for improvement and make necessary modifications to strengthen effective and compliant grant management practices. The policies and procedures provided meet the minimum federal requirements. CIVICA's leadership tram and Academica staff were well-prepared with documentation of grant management processes. They answered all questions posed and provided supporting documentation and evidence upon request to demonstrate current business practices and compliance.

All single Audit material findings outlined in the Correction Action Plan (CAP) were resolved prior to the virtual monitoring visit. Please ensure that all policies and procedures are followed to prevent future audit findings. No further action is required.

Risk Based Monitoring: Area of Improvements/Recommendations

Within Fiscal Policies and Procedures (P&Ps) under Allowability of Costs, it is advised to incorporate the following areas:

- Supplement, Not Supplant (SNS), 20 U.S.C. § 6321(b)(1):
  - Include language within the school's policies and procedures stating that SNS federal regulations will be adhered to. Procedures must demonstrate that the school's allocation method for funds adds to (supplement) and does not replace (supplant) services that would otherwise be provided through state or local funds. Supplanting must be avoided. Supplanting is presumed if grant funds are used to provide services that:
    - Are required under other federal, state, or local laws.
    - The school provided with non-federal funds in the prior year.
    - The school would otherwise provide without federal funds.

Although the SNS rule generally depends on the type of grant program, schools are encouraged to embed this language within P&Ps as an overarching best practice to avoid violating SNS requirements.

- Employee Health and Welfare Policy, 2 CFR 200.437 (New requirement for SY2026-27 – suggest adding now):
  - The school's written policies and procedures must include a section outlining processes related to health and welfare. The policy must define the schools health and welfare costs in compliance with federal regulations, state the policy objectives, define its scope, and outline the types of employee health and welfare programs it covers. A link to a guide for this policy can be found here: Health and Welfare Costs Policy Guide - SPCSA Risk Based Monitoring Repository

- Fringe Benefits Policy, 2 CFR 200.431 (New requirement for SY2026-27 – suggest adding now):
  - The school's written policies and procedures must include a section outlining processes related to fringe benefits offered to employees. The policy and procedures must clearly outline eligibility criteria for employees to qualify for various fringe benefits, define the school's approach in compliance with federal regulations and state laws, list the fringe benefits offered, and describe the eligibility criteria and enrollment process, contributions, leave policies, allocation methodology, and cost accounting procedures. A link to a guide for this policy can be found here: Fringe Benefits Policy Guide - SPCSA Risk Based Monitoring Repository

Risk Based Monitoring: Areas of Non-Compliance

No areas of noncompliance were identified during this monitoring visit.

Part 3
CIVICA Nevada Career & Collegiate Academy School Response

School Response to Site Evaluation Team Findings

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.

School Response to Risk Based Monitoring Team Findings

The school may choose to submit a response to the SPCSA Risk Based Monitoring Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.