



Nevada State Public Charter School Authority

Site Evaluation Report **Learning Bridge**
Evaluation Date: 9/22/2021
Report Date: 10/18/2021

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Appendices

A: Nevada State Performance Framework

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

B: SPCSA Academic Framework

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

C: SPCSA Organizational Framework

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

INTRODUCTION AND SCHOOL BACKGROUND



INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on September 22, 2021 at Learning Bridge Charter School. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

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

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

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

This evaluation has been designed to focus on teaching and learning (e.g., curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

SCHOOL BACKGROUND

Learning Bridge Charter School is located in Ely, Nevada in a facility at 1400 E 13th St. The school serves 196 students (as of the most recent Validation Day) in Kindergarten through 8th grade. The mission of name of school is: "To ensure that our students receive the best education possible and obtain the necessary skills, knowledge and confidence to succeed in the future."

ACADEMIC PERFORMANCE

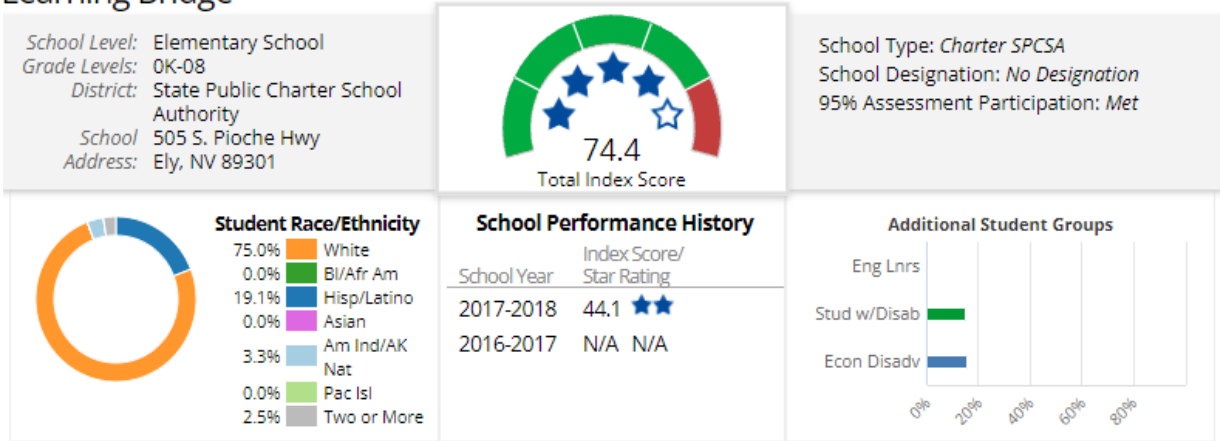
Nevada School Performance Framework 2019

Learning Bridge Charter School serves 196 students in grades Kindergarten through 8th grade.

Please note context for data sets where data are incomplete. This information is provided to assist in understanding the data sets impacted by the pandemic.

Elementary School Learning Bridge

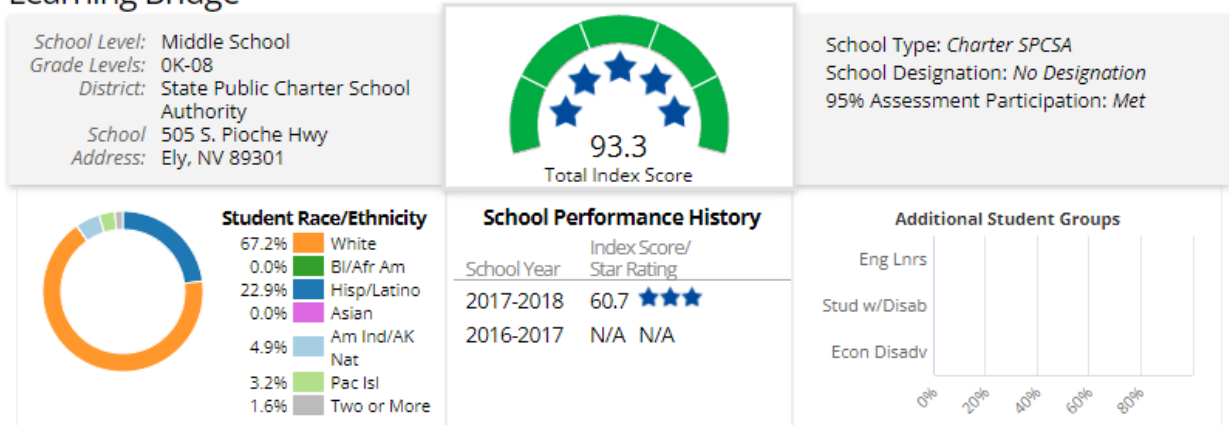
School Year 2018-2019 Nevada School Rating



Middle School

Learning Bridge

School Year 2018-2019 Nevada School Rating



Learning Bridge Charter School
Math and ELA Results
Nevada School Performance Framework
2019

Please note context for data sets where data are incomplete. This information is provided to assist in understanding the data sets impacted by the pandemic.

Proficiency Rates

Elementary School

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	54.3	54.5	48.5	43.2	52.8	45.8
American Indian/Alaska Native	-	45.8	34.3	-	44.9	30.9
Asian	-	75.6	68.8	-	75.2	67.2
Black/African American	-	31.3	32.3	-	30.6	28.8
Hispanic/Latino	41.6	44.6	39.6	21.4	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	-	58.2	55.3	-	59.0	52.9
White/Caucasian	55.0	62.3	59.3	45.9	61.1	57.2
Special Education	-	27.4	28.6	18.7	29.2	24.8
English Learners Current + Former	-	42.3	35.8	-	37.4	32.4
English Learners Current	-	32.4	-	-	25.5	-
Economically Disadvantaged	58.3	39.8	39	58.8	33.1	35.7

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	56.1	60.1	57	48.1	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	-	76.3	74.1
Black/African American	-	40.9	42.6	-	40.5	39.6
Hispanic/Latino	58.3	51.1	48.2	28.5	48.0	45.5
Pacific Islander	-	51.8	57.9	-	52.6	55.7
Two or More Races	-	63.8	64.4	-	67.1	62.6
White/Caucasian	55.0	66.8	67.4	49.1	65.0	65.7
Special Education	-	26.7	30	18.7	29.3	26.3
English Learners Current + Former	-	42.2	41.4	-	38.9	38.4
English Learners Current	-	29.4	-	-	22.8	-
Economically Disadvantaged	33.3	45.4	46.8	35.2	40.4	44

Learning Bridge Charter School
Math and ELA Results
Nevada School Performance Framework
2019

Please note context for data sets where data are incomplete. This information is provided to assist in understanding the data sets impacted by the pandemic.

Proficiency Rates

Middle School

Math Proficient

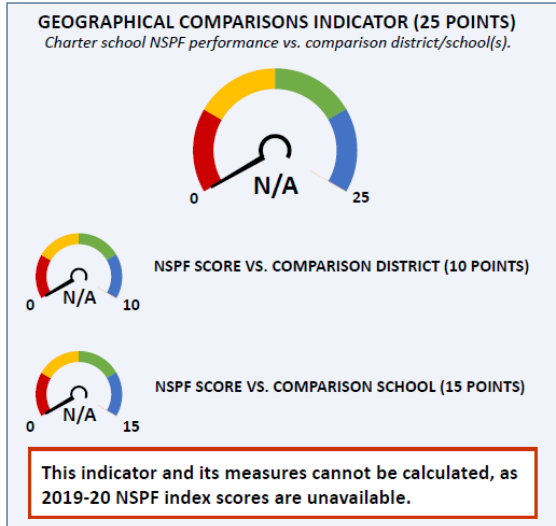
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	43.3	42.6	36.5	33.3	36.8	33.2
American Indian/Alaska Native	-	22.7	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	-	24.2	23.5	-	17.7	19.5
Hispanic/Latino	28.5	31.9	29.3	-	26.1	25.5
Pacific Islander	-	44.9	36.9	-	34.9	33.6
Two or More Races	-	47.3	40.6	-	41.5	37.5
White/Caucasian	50.0	51.3	47.1	27.2	44.4	44.4
Special Education	-	12.1	18.6	-	11.5	14.3
English Learners Current + Former	-	26.9	20.2	-	22.2	16
English Learners Current	-	12.6	-	-	8.5	-
Economically Disadvantaged	-	29.0	29.2	-	21.7	25.5

ELA Proficient

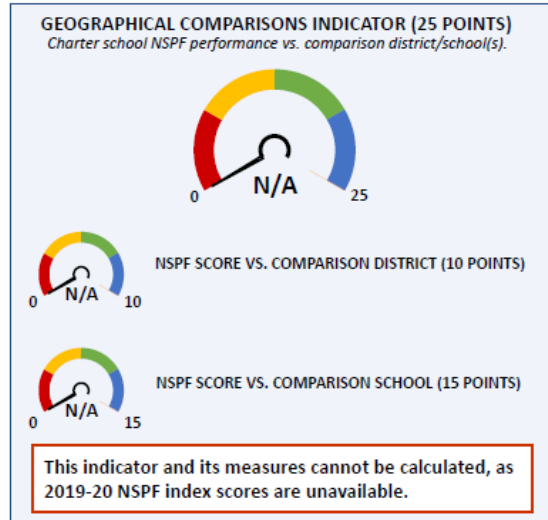
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	61.0	59.6	54.1	40.5	56.1	51.7
American Indian/Alaska Native	-	61.3	43.4	-	57.1	40.5
Asian	-	78.4	75.9	-	77.3	74.6
Black/African American	-	40.1	37.8	-	38.4	34.5
Hispanic/Latino	35.7	50.3	45.1	-	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	-	66.7	61.3	-	61.0	59.2
White/Caucasian	64.1	67.8	66.3	40.9	63.5	64.6
Special Education	-	19.9	21.9	-	20.7	17.8
English Learners Current + Former	-	42.7	24.3	-	34.8	20.3
English Learners Current	-	22.0	-	-	15.8	-
Economically Disadvantaged	-	46.4	44.4	-	41.5	41.4

SPCSA Academic Performance Framework Geographic Comparison Report 2019

Elementary School

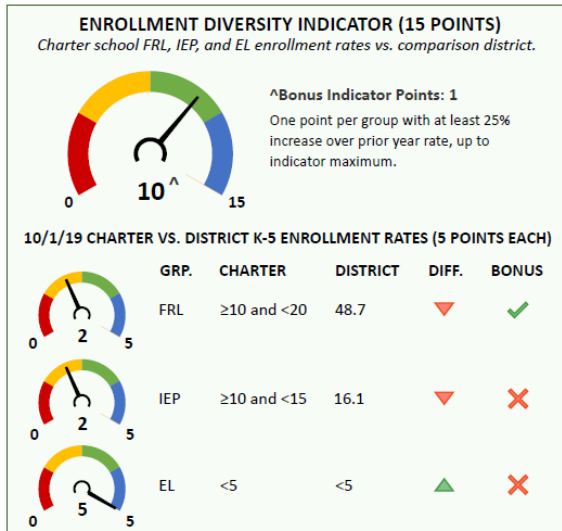


Middle School

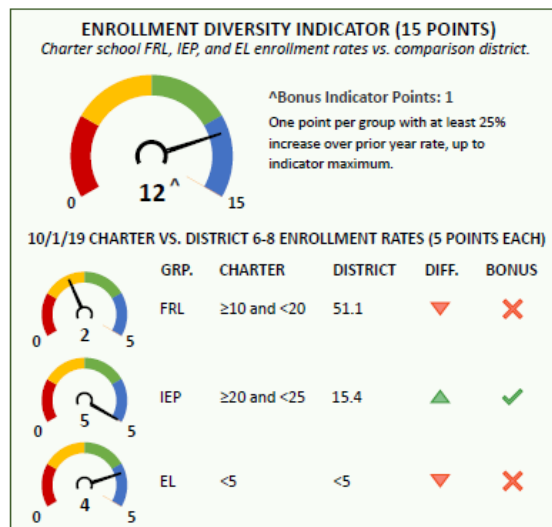


SPCSA Academic Performance Framework Diversity Comparison Results 2019-20 SY

Elementary School



Middle School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board ¹	3	30 minutes
Parents/Families	7	30 minutes
Students	8	30 minutes
School Leadership	1	30 minutes
Staff	8	30 Minutes

Governing Board¹:

1. Board members shared that they believe the school is unique and is an important benefit to the community. Board members believe that the needs of each student are being met and there are strong levels of community involvement and engagement. The school's greatest strengths according to the focus group were described as "Student and staff diversity, with each staff member bringing a special skill to the table." In addition, "The small size of the school allows the staff to focus directly on the needs of each student."
2. The members of the school board shared that they meet about once per month. They have recently hired a licensed attorney to help guide them through navigation of the several legal items for which they are held accountable as they work to ensure that the school is operating in accordance with its purpose. The discussion during the focus group was centered on a set of recent changes both at the school and on the school board. In summary, the major shifts include: a new school leader, newly hired teaching staff, and several new board members. It is important to note that these changes transpired in a parallel timeline with the COVID pandemic. Board members discussed the importance of beginning to position themselves in a more collective decision-making framework. Realizing that change is inevitable, the board shared that they have placed a high priority on addressing these issues during this transitional phase at Learning Bridge.
3. As the focus group concluded, the board members in attendance were highly transparent and admitted that there are several areas in need of improvement. These were talked about in-depth and include improving and implementing training and operation of board governance practices, establishing an evaluation system for the school leader, and creating a pool of possible board member candidates to recruit a strategically composed board more efficiently. Finally, the members of the board agreed to review the school's educational program as written in the original charter. The board is committed to conducting a self-evaluation of school practices, and implementing changes which will support the school leader, staff, students, family members and at the same time align with current practice. The possibility of creating an amendment to take before the SPCSA Board to better align the charter terms with the school practices was discussed as well. Additional information regarding recommendations as a result of this focus group are found at the end of this report in the Recommendations section.

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

FOCUS GROUP SUMMARIES

Parents/Families:

1. Family members described several reasons that they want their children to attend Learning Bridge. These include small class sizes, a 5-day per week school day, summer school, before and after care options (with tutoring), grade level positive peer groups, consistently high expectations, the wearing of uniforms, and rigorous curriculum. In addition, family members said, “Teachers are very accessible, they are eager to help me, as a parent, support my child, and I am very happy with the education my children are getting.” Parents commented on how this school is an asset to the community, and said, “When my kids attend high school, I can see that they are farther academically advanced than their peers attending other schools.”
2. Families were asked if they have any concerns over student behavior in general. One member of the focus group commented, “When students misbehave, the principal is on it right away. Last year, there was a small incident, and I was highly impressed with how quickly the situation was handled.” Family members were asked about how they feel when they go to the school and one person explained, “I always feel welcome at the school and if I have a question, the staff or leader can arrive at answers for me in a short period of time.” Although the families did have some concerns regarding recent staff turnover, they agreed that change is a good thing. As one parent commented, “I feel good about the changes, and I know that there are times when change is good. There are some excellent teachers out there and we have several new strong additions here.” The group commented that they feel the teaching staff is of high quality. One person remarked, “I watch people a lot and when I’m picking up my kid, I watch how the teachers interact with their students and the kids adore their teacher.” Another family member commented, “I talked with my son, and he is really impressed with his English teacher this year. A third parent said, “Although school started just three weeks ago, a teacher has already reached out to talk to me about my child’s struggle; to me this is quality.”
3. In terms of how families are kept up to date with grades and progress of their children, the group shared that they check Infinite Campus and are invited to Parent-Teacher conferences twice per year. The family members said they understand that communication lately has been a bit bumpy, probably due to COVID, but they would like to express that the website could be improved upon, and they would like to have options such as Remind² used more frequently by a greater number of the educators as receiving a text message is one preference for some. Finally, communication to and from parents should be multi-faceted and not rely only on one option, such as Facebook. Please see the recommendation section of the report for details.

² Remind is a web-based communication platform which allows communication to take place from school to home.

FOCUS GROUP SUMMARIES

Students:

1. Students were asked to describe what they like about attending Learning Bridge Charter School. One student responded saying, “We have really good teachers, and the school makes sure each of us are learning. This school really focuses on connecting with each of us.” Students shared that, “One of the most important things a teacher can do is to guide students to focus on learning and completing their work.”
2. Students said that although school has been underway for only three weeks, they have been encouraged to read frequently. One student described his classroom as a little bit crazy, and loud at times with teachers helping students to focus on learning. When focus group students were asked about project-based learning, they explained that last year was a little bit different due to COVID. Students shared that they attended the school last year in a cohort in the morning or afternoon and each session was about three hours per school day.
3. The families and the students can check progress using Infinite Campus or by texting or emailing teachers. Students unanimously said they are happy to be attending school all day this year. Students seemed a bit puzzled when asked about changes they would suggest for improving the school, but a small group of suggestions were verbalized. Students suggested more equipment on the playground, a sandbox, more opportunity to utilize computers, not having a uniform requirement, and finally, including information relating to the uniform policy with the supply list, to avoid confusion.

FOCUS GROUP SUMMARIES

Leadership:

1. The school leader was asked about the plan that the Learning Bridge teaching staff uses to measure and report academic performance and progress of students. The school leader explained that they use NWEA Measures of Academic Performance and review baseline data from the first MAP Assessment along with SBAC data from the previous spring to begin the school year. This helps educators identify holes in learning and gaps that may exist. This information is used to create groups of students with the same academic needs and to fine-tune teaching so that teachers aren't teaching to the middle but instead to the needs of each student. The MAP test results are also used to better plan teaching lessons. According to the school leader, Learning Bridge also uses IXL (a subscription-based learning site for K-12) and Khan Academy, another online resource providing lessons and practice in many content areas including English Language Arts and Math.
2. When asked about how the school engages parents to be an involved partner in their child's education, the school leader responded, "Involvement and Engagement are two different things. When I came on in 2019, we asked parents what kind of activities they want. Now parents have all of our phone numbers, we text and communicate by email consistently. The teachers and the administrative team go the extra mile to engage and involve our parents." The school leader went on to explain that COVID shut down so many of the activities during the 20-21 school year and the school had to limit who was entering the building. With the new year underway and less mitigation measures, the school is slowly and carefully returning to some of the more extensive activities such as end of unit activities with parents in attendance, sitting with students at lunch, and parents bringing food into the school on Fridays.
3. The school leader shared that she believes the school's top two strengths include having high expectations from students and teachers having a high standard for themselves. The administrative team shared that they would like to get more training on Blooms Taxonomy and focus on Core Knowledge alignment with the Nevada State Academic Standards. This will include pacing guides and curriculum mapping to make sure the grade-to-grade spiraling is taking place effectively. See more about this in the Recommendation section of this report.

Staff:

1. The staff at Learning Bridge said that they have several ways of working together to meet the needs of all students including students who may be struggling or accelerating. The group explained that the small class sizes are helpful and in addition the staff has weekly meetings to come together and talk about how to best support each student. This is done in-person and regular education teachers, support staff, school leader, and the special education teacher work together. As one teacher commented, "We create bonds with our students and they know what to expect, we know all of their names because most are with us for eight years in a row. We know how to pair-up students and we communicate with family members constantly. With the teacher aides in the classroom, we have a student teacher ratio of about 12 students to 1 teacher."
2. The staff focus group members said that the school leader invites input from the staff by making sure each person receives a google document, receives information at the weekly staff meeting, and by sharing updates via e-mail. One staff member commented, "Our school leader is always

available.”

3. When asked about the school’s greatest strengths the staff group replied, “We are highly collaborative with each other. We teach the standards, but we are given the academic freedom and flexibility to design and implement the content.” Another staff member said, “The small school size and new building are definite strengths.” The staff commented that they would like to see the school improve by adding in more arts inclusion within instruction, and to keep working on the staff culture of the school, not because it is negative, but because there are so many new people and the culture is developing, during this third week of school.

CLASSROOM OBSERVATION TOTALS

A total of 11 classrooms were observed for approximately 15 minutes each on the day of the evaluation.

I. Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 1 & 2 Creating an Environment of Respect and Rapport	Classroom interactions are highly respectful, and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	Total: 2	Total: 7	Total: 1	Total: 1	Total: 0
Establishing a Culture for Learning	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total: 1	Total: 8	Total: 2	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 3 & 4 Managing Classroom Procedures	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	Total: 2	Total: 7	Total: 2	Total: 0	Total: 0
Managing Student Behavior	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total: 0	Total: 9	Total: 2	Total: 0	Total: 0

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 5 Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's real-life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose for the lesson, learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	Total: 0	Total: 6	Total: 1	Total: 1	Total: 3
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 6 A Using Questioning and Discussion Techniques	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	Total: 0	Total: 3	Total: 4	Total: 0	Total: 4
B	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	Total: 0	Total: 3	Total: 3	Total: 0	Total: 5

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 7 A Engaging Students in Learning	Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	Total: 2	Total: 7	Total: 2	Total: 0	Total: 0
	Students make contributions to the representation of content.	There are appropriate activities, and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content, or lack of lesson structure/pacing.	This criterion was not observed or rated.
B					
	Total: 1	Total: 8	Total: 2	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 8 A	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	Total: 2	Total: 6	Total: 2	Total: 0	Total: 1
Using Formative Assessment in Instruction B	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observe where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 3	Total: 7	Total: 1	Total: 0	Total: 0

Additional information about the classroom observations shared here when applicable:

Best Practices Observed:

The evaluation team observed four instances of students receiving explicit feedback from instructors. According to John Hattie, feedback is one of the top 10 influences on student achievement.

1. In an upper elementary classroom, a writing workshop was underway when observers were present. Students were all engaged in writing, and several were receiving one on one feedback from their teacher about possible revisions and or edit to their writing.
2. In a lower middle school grade, the teacher was very positive. In looking over his remarks to students on a recent writing assignment, he provided students with very specific written feedback. He gave very useful and helpful feedback and offered the students a chance to “fix” for a higher grade. This provided a great example of explicit feedback, in the right amount, proving an opportunity for students to improve their grade by implementing the suggested edits.
3. A middle school teacher came into the classroom just as her team teacher was finishing up a lesson. She made a point of going back to the objective of the lesson which had just been taught and asked the students to go back to thinking about what they had just learned, and the objective. She then asked students to self-evaluate their understanding of the content.
4. The school’s Special Education instructor worked one on one with a young student. As she did so, she provided the student instant feedback when the student was able to correctly identify a letter/sound or color.

ORGANIZATIONAL PERFORMANCE

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

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

Measure	Description	Evidence Collected
1a	<p>The school implements material terms of the education program. Examples of evidence: The scope and sequence of curricular materials have been vetted to align with the Nevada Academic Content Standards and a plan has been mapped by date to ensure the completion of each standard within the grade or content area.</p> <p>The educational program offered by the school is consistent with the program proposed within the charter application. Ex: math science focus, extended day, arts integrated.</p>	<p>A link to the Core Knowledge Curriculum that is used Nationwide and a link to the Nevada Academic Content Standards has been uploaded on the Data Collection form in Epicenter. There is evidence of pacing guide used by original staff member. However, they are the original guides used since the school's inception. Evidence that this school has updated and mapped-out a curriculum vetted plan to ensure the completion of each NVAC standard within the grade level is not available. There is no evidence that this school has a mapped-out curriculum vetted plan to ensure the completion of each NVAC standard within the grade level (see Recommendation section). A Nevada State Standard Alignment chart is found within the original charter application, but it has been confirmed that this is not the alignment within Core Knowledge that is being used. The school's educational program has changed from the inception of the school. Elements of school's educational program have changed from the inception of the original school curriculum content (see Recommendation section).</p>

1b	<p>The school complies with applicable education requirements.</p> <p>Examples: Completing the submission of required items to epicenter in a complete and timely manner. (Licensing of staff, Special Education and ELL Handbook and all others) Assessments/Data requirements</p>	<p>The school indicates that they have employed educators all with qualified certification. They have written that there is no one in the classroom that is a long-term substitute. The school submits items to Epicenter in a timely and accurate manner. The school conducts all required state assessments during each school year.</p>
Measure	Description	Evidence Collected
1c	<p>The school protects the rights of students with disabilities.</p> <p>Examples: A narrative of processes in place to ensure decisions made by the IEP Team are communicated to all staff who work with the student.</p> <p>A narrative of how the school/campus documents the delivery of service and progress toward achieving the IEP goals.</p>	<p>The school reports that for the 21-22 school year, they have 17 students receiving IEP academic services. There are 6 students receiving related services only. Three students were declassified from special education last school year-20-21. IEPs are used to review, revise and set forth a very specific plan of learning for each child who receives special education and related services. The Special Education teacher along with the classroom or content teacher discuss the needs of each student with an IEP. Together in a meeting with teachers, specialist, parents and administrator, IEPs are discussed and dissected together. Both the Special Education and the classroom teacher make sure goals are set for and carried out by all those involved in a student's daily learning.</p>
1d	<p>The school protects the rights of ELL students.</p> <p>Examples: A narrative explaining how content teachers are trained in specific methodologies to provide EL students with meaningful access to content.</p> <p>A description of how EL students are acquiring English language skills in all four domains (e.g. listening, speaking, reading, and writing)</p> <p>A description of how EL student progress within the four domains is monitored.</p>	<p>There are currently five students receiving English Language services and the same number during the previous 20-21 school year. Methods include, Speaking more slowly for students if necessary, use different modalities of learning, differentiate instruction, be culturally responsive and appropriate in students work and in conversation with them. Language skills should be taught across the curriculum/students should be taught the unfamiliar vocabulary in every subject support reluctant students who do not like to speak in the class, help students fill in the blanks when they are struggling with meaningful sentence frames.</p>

ORGANIZATIONAL PERFORMANCE

Measure	Description	Evidence Collected
3a	<p>The school complies with governance requirements.</p> <p>Examples: Board policies, including those related to oversight of an Education Service Provider, state open meeting law, code of ethics, conflicts of interest, board composition, routine meetings.</p>	<p>Learning Bridge is not governed by an EMO or CMO. Examples of the ways that Learning Bridge complies with government include, Charter Contract, NRS and NAC, administration of the SBAC, operates under a governance structure with a Board of Directors.</p>
4a	<p>The school protects the rights of all students.</p> <p>Examples: Admissions, waiting lists, fair and open recruitment, enrollment, due process protections, conduct of discipline- (discipline hearings, suspension and expulsion policies and practices, protects student information.</p>	<p>The school operates a Lottery under state rules and maintains a waiting list by dates, they do not charge tuition.</p>
5b	<p>The school complies with health and safety requirements.</p> <p>Examples: Timely and accurate submission of epicenter documents: (Crisis/Emergency Response Plan Emergency Operation Plan Certificate of Occupancy) Appropriate nursing services and dispensing of pharmaceuticals, food service, and other health and safety services.</p>	<p>The school has opened a newly built campus and is staffed by a full-time custodian, sanitizing each classroom weekly to mitigate the spread of covid as much as possible. All safety drills are conducted routinely. The school has contracted with local counselor to work with individuals with specialty issues and teaching general wellness to students. Safe Voice training takes place during the first month of school.</p>

Measures of Progress from Previous Site Evaluations

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

<p>School staff ability to address previous recommendations</p>	<p>The school leader shared the following about the previous recommendations. "Since the first site evaluation we have had almost 100 percent turnover with new administration, teachers and staff. There were efforts to address some issues stated in the site evaluation and then COVID, the ushering in of a new school site and brand-new building hit simultaneously starting in fall of 2019. About 50% of the new staff has just been hired for the upcoming 21-22 school according to the school leader. Additionally, more discussion occurred last year regarding the SPCSA site evaluation in 2019, and the school leader shared that the Learning Bridge community feels the findings are pertinent to the academic program, and they remain committed to improving on the suggestions and observations noted by the site evaluators. The school leader expressed the school's intent to ensure that goals and objectives drive the daily instruction, and the expectations are clear in the classroom. She went on to say that teachers will continue to strive to make smooth transitions during lessons as well as meeting needs of all students by engaging them at their level with challenging work at each students' level of learning. Also, teachers continue to strive to use the upper levels of Bloom's Taxonomy to engage students in their work, and staff is committed to ensuring that all lessons are structured with a beginning, middle and summarization of each lesson."</p>
<p>Evidence the school can provide to support the implementation of previous recommendations.</p>	<p>The school leader responded to this by writing, "Teaching the last year of the pandemic has not been normal. Although teaching persisted, direct instructional time with teachers was greatly reduced. In essence now with such a large staff turnover we are regrouping and refocusing as a staff about how and what learning occurs for our students. We continue to be steadfast about state standards and as a staff discuss vertical continuity from grade to grade."</p>
<p>"The reasons school will require additional time to fully address the recommended items.</p>	<p>The school leader responded, "Truthfully as the school leader it is not that we require more time but the need to return to normalcy, gel as a new team and re-engage the excitement of learning which our students and school community have exhibited in past years."</p>

SITE EVALUATION FINDINGS

STRENGTHS

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

1. Learning Bridge has a new learning facility which opened in 2020. The building provides ample room for students, and a cheerful clean backdrop for which to learn. In addition, given the pandemic during the previous school year, there appear to be strong levels of family and community involvement as students and family members are returning to the school.
2. At Learning Bridge, both the school and class sizes are small with a total of 199 students enrolled this year. Small class sizes allow high levels of individual learning for each student enrolled. The small size allows teachers the opportunity to connect closely with their students and to communicate concerns, recommendations, and success to family members. The instructional aides follow the students from year to year in each classroom which helps provide high levels of adult to student ratios without students having to get to know another support teacher each year.
3. At the time of this site evaluation, the school had been opened for three weeks. However, the school routines were in place and the operations of the school were clearly established. Some of the examples included: pick-up, drop-off, hallway decorum, classroom rules and procedures, lunchroom, and recess routines in place.
4. The school leader, teaching staff, families, and community have high expectations of the students at this school. There was evidence of strong bonds between teachers and students even though the year is just beginning.
5. The school staff appear to have a strong commitment to each child, not only academically, but emotionally as well. This is evidenced by a collaborative communicative teaching staff dedicated to a family-like environment. This was voiced during the leader, staff, student, and family focus groups. In addition, the school has hired a part-time counselor to best meet the needs of each student.
6. The evaluation team observed four instances of students receiving explicit feedback from instructors. According to John Hattie, feedback is one of the top 10 influences on student achievement.

CHALLENGES

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

1. A set of several challenges about the current school board have surfaced during this site evaluation. These were talked about in-depth during the board focus group and centered on a set of recent changes both at the school and for the school's board. In summary some of the challenges include: a new school leader, newly hired teaching staff, and new board members. The charter school authority understands that many of those who volunteer their time and energy to ensure the success of this public charter school may have little to no experience in public sector governance. It is critical that board members understand everything from open meeting law, reviewing financial and academic performance reports and, most importantly their role and how to govern wisely. In summary the school board will seek to unite and promote school excellence with a new school leader, newly hired teaching staff, and new board members. The charter school authority understands that many of those who volunteer their time and energy on the board want to ensure the success of this public charter school. Those stepping into leadership roles may have little to no experience in public sector governance. However, board members through trainings and aide from the school attorney will garner with guidance and study information on open meeting law, review of finances, academic performance reports and, the importance of their role in governing wisely.
2. A link to the Core Knowledge Curriculum and a link to the Nevada Academic Content Standards (NVACS) was shared with the evaluation team prior to the actual evaluation. The school is faced with the challenge of updating, amending, and mapping out current curriculum to ensure that all NVACS continue to be taught during the school year for each grade level. The school is faced with the challenge of mapping out this curriculum to ensure that each NVACS is taught during the school year for each grade level.
3. The U.S. Department of Education ESEA waiver to suspend accountability requirements for the school year 2021-2022 in response to the COVID 19 pandemic has been issued, and the NSPF Star Ratings are reflective of the 2018-2019 reporting year instead of the most recent academic year. Although Learning Bridge star ratings were rated as a 5-star Middle School and a 4-star Elementary School, the overall unofficial academic outcomes at the elementary school level are concerning. As the staff, school leader, and parents explained, the students at Learning Bridge attended school for 3 hours per day during the past school year due to mandated mitigation measures. There is insufficient data to determine exactly the extent of the learning gaps that took place. For this reason, a significant challenge at Learning Bridge is to efficiently identify learning gaps and provide a wide array of interventions during this school year using the limited data that is available from the prior academic year.
4. As school leaders, staff, and teachers work to develop a sense of team and grow collaboration, it is recommended that the school consider investigating a formative assessment opportunity provided by SPCSA beginning in November 2021 for the school leader and eventually the staff. Educators across the country are asking themselves how to target instruction to match where students are in their learning given the pandemic, and this is a challenge shared by the Learning Bridge community.

RECOMMENDATIONS

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

1. The school board should implement a formal school leader evaluation and make this a routine and yearly process. Annual evaluations for teachers as well as school leaders promote continuous improvement and can also be used for accountability purposes in the case of poor performance. The SPCSA evaluation team as well as other staff members are happy to provide board members examples of evaluations from other charter schools upon request. Establishing a strong evaluative tool will likely help the school drive improvement at the elementary level.
2. SPCSA staff recommends that the school board create a pool of possible board member candidates to call upon and formally recruit in the event an opening on the board exists. Learning Bridge has had to fill six board seats since 2019, which represents substantial turnover over a short period of time. Having a pool of possible candidates well ahead of any openings on the board will help mitigate the impact of any future turnover. SPCSA staff recognizes the unique challenges of filling board vacancies in a rural community as there may be fewer individuals available to fulfill statutory requirements. That said, identifying possible future board members proactively may quicken and smooth out the transfer of new board members when there is an open spot on the school board. This practice also ensures that the board remains a diverse set of individuals with varying experiences that can ultimately benefit the school.
3. In cooperation with the school leader and staff, it is recommended that the members of the school board review the school's educational program as written in the original charter. It is best practice to review the educational program on a regular basis to ensure alignment with standards in addition to addressing any areas that may need to be added based upon past student performance. As a reminder, changes to the educational program may require approval by the SPCSA. Learning Bridge staff and board are encouraged to reach out to the SPCSA after this review to determine if an amendment may be required.
4. It is recommended that the instruction team at the school update all grade level curriculum maps for the English Language Arts, Mathematics and Science, Core Knowledge to plan upcoming units of study. A carefully aligned curriculum with grade to grade built in connections as well as a method to ensure that each NVACS is taught at each grade level is vitally important at a time when limited student data is available.
5. It is recommended that Learning Bridge consider partnering with a data expert to help disaggregate and identify trends in student data. With one teacher at each grade level, the intervention time and type of intervention is a challenge. The SPCSA is willing to support the school by providing a list of other charter leaders who have found high levels of success in this area.
6. Formative Assessment is one of the best ways to increase student learning and teacher quality. Considering the pandemic and possible loss of learning we recommend the school leader consider participating in a free Overview of the Formative Assessment Professional Learning Opportunity for State Public Charter School Leaders only. This training will begin in early November and is free of charge for all charter school leaders within the SPCSA.

7. The fast-moving changes and interruptions in schooling caused by the pandemic have been detrimental to some schools. The culture of learning and teaching have been a challenge in several cases. Changes in leadership, board, and staff turnover at Learning Bridge have highlighted the importance of renewing, restoring, and maintaining practices that lead to positive school culture. This school entered the pandemic while changes to leadership, teachers, and board members were taking place. The impact of Covid on some of the norms, school systems and beliefs may have been disrupted. School culture includes many interrelated parts and can be difficult to define and change; however, it will be a crucial task and major undertaking as the school faces some normalities and allows for culture to renew, strengthen and meld as new ideas and strategies combine with old. School leaders should assess the routine practices of teachers, staff, students, and parents, as a renewal of values and beliefs that drive the practice of positive school culture renew and create positive school climate for conditions leading to long-term success. Specifically:

- A. Administer a school culture survey to determine the current strengths and weaknesses across the school community. The survey should assess climate more broadly. Determine if teachers and staff view the school as having clear, high expectations for teaching and learning. Consider including survey questions related to:
 - academic emphasis and excellence
 - whole-student development
 - organizational coherence (the mission and practices align)
 - sense of belonging (communality); and
 - how to shape trust and support among adults across the school community
- B. Work with all leaders in the school community, including parents and teachers, to ensure a clear articulation of the school's mission and values. Ensure the mission and vision statement continue to model actions and drive decision-making related to the pandemic and the many changes at the school.
- C. Conduct an audit of school practices, including curriculum implementation, classroom culture expectations, teacher professional development needs, grading policies, and awards ceremonies, to ensure a clear connection and alignment between the school's mission to its institutional practices.
- D. Facilitate teacher leadership and collaboration to reinforce and share ownership of the school's mission/ vision and overall success.

STRONG RECOMMENDATION

1. Given the board turnover, as well as the conversation during the board focus group, SPCSA staff urges the Learning Bridge governing board to participate in formal governance training prior to March 1, 2022. The training should include information about Nevada's Open Meeting Law, and Basic Principles of Board/Administrative Leadership Team Governance. SPCSA staff are happy to assist the Learning Bridge board to identify a third-party provider to fulfill this recommendation.

DEFICIENCIES

There were no deficiencies identified for Learning Bridge Charter School during this evaluation.