



# Nevada State Public Charter School Authority

## Site Evaluation Report: Learning Bridge Evaluation Date: 4/10/2024

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# Appendices

## A: Nevada School Performance Framework

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

## B: SPCSA Academic Framework

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

## C: SPCSA Organizational Framework

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

# INTRODUCTION AND SCHOOL BACKGROUND

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## INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 4/10/2024 at Learning Bridge. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

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

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

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

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

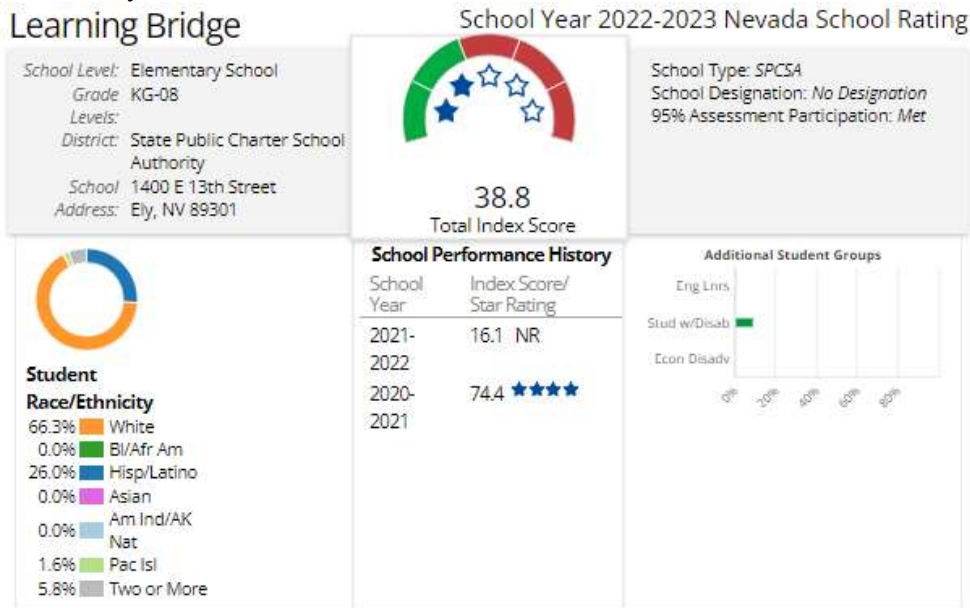
## SCHOOL BACKGROUND

Learning Bridge is located in Ely, Nevada in a facility at 1400 E. 13<sup>th</sup> St. The school serves 164 students (as of the most recent Validation Day) in kindergarten through 8th grade. The mission of Learning Bridge is: "To ensure that our students receive the best education possible and obtain the necessary skills, knowledge, and confidence to succeed in the future."

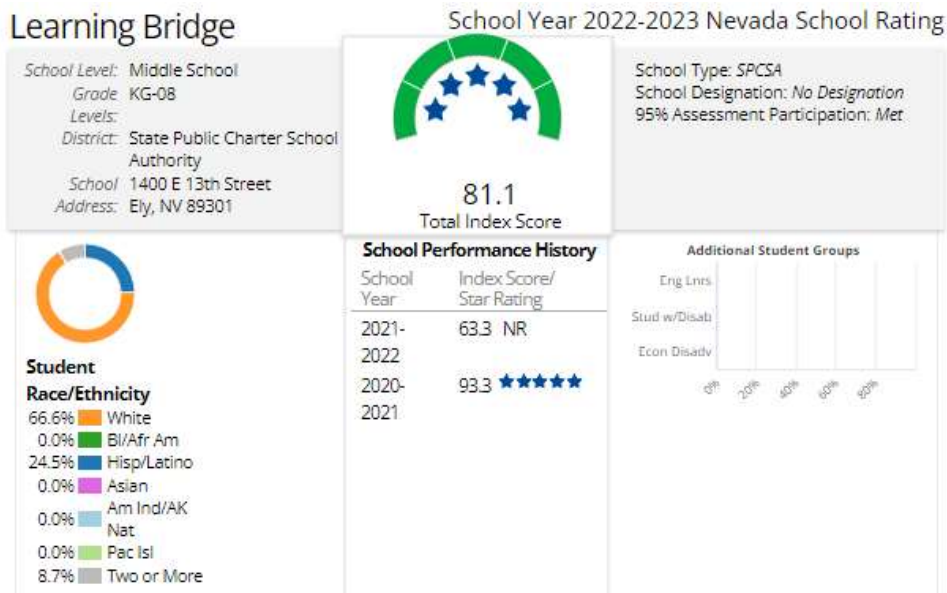
# ACADEMIC PERFORMANCE

## Nevada School Performance Framework 2023

### Elementary School Learning Bridge



### Middle School Learning Bridge



# Math and ELA Results

## Nevada School Performance Framework

### 2023

#### Elementary School Proficiency Rates

##### Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	26.6	52.0	53.5	33.8	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	-	74.5	71.9	-	72.8	70.4
Black/African American	-	31.4	38.9	-	30.3	35.7
Hispanic/Latino	17.6	42.2	45.5	33.3	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	-	57.8	59.6	-	55.6	57.5
White/Caucasian	32.4	63.7	63.3	34.8	60.7	61.3
Special Education	-	29.1	35.5	-	26.3	32.1
English Learners Current + Former	-	38.1	42	-	34.9	39
English Learners Current	-	27.6	-	-	25.5	-
Economically Disadvantaged	-	39.0	44.9	-	35.6	42

##### ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	41.6	54.6	61.2	37.0	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	-	74.1	77.8	-	74.9	76.7
Black/African American	-	37.5	48.2	-	39.8	45.4
Hispanic/Latino	47.0	45.9	53.2	46.6	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	-	60.7	67.9	-	61.5	66.2
White/Caucasian	43.2	64.4	70.6	32.5	65.5	69
Special Education	-	27.4	36.8	-	25.5	33.5
English Learners Current + Former	-	37.6	47.2	-	37.4	44.4
English Learners Current	-	24.1	-	-	24.4	-
Economically Disadvantaged	-	42.0	51.9	-	42.8	49.4

#### Middle School Proficiency Rates

##### Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	50.9	38.5	42.7	44.0	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	-	62.5	62.6	-	62.7	60.6
Black/African American	-	19.4	31	-	18.2	27.3
Hispanic/Latino	36.3	28.3	36.2	23.0	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	-	44.5	46.4	-	41.8	43.6
White/Caucasian	51.4	51.4	52.3	52.9	48.1	49.8
Special Education	-	11.5	26.5	-	9.7	22.7
English Learners Current + Former	-	21.5	28	-	20.1	24.2
English Learners Current	-	6.5	-	-	7.6	-
Economically Disadvantaged	-	24.9	36.1	-	23.9	32.7

##### ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	50.9	53.4	58.6	59.3	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	-	74.7	78.2	-	79.0	77.1
Black/African American	-	37.4	43.9	-	41.1	40.9
Hispanic/Latino	36.3	44.8	50.5	53.8	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	-	60.0	65	-	64.6	63.2
White/Caucasian	51.4	64.0	69.6	61.7	67.2	68
Special Education	-	17.4	29.6	-	18.0	25.8
English Learners Current + Former	-	34.0	31.7	-	38.8	28.1
English Learners Current	-	12.0	-	-	16.7	-
Economically Disadvantaged	-	40.8	49.8	-	45.9	47.1

# SPCSA Academic Performance Framework Geographic Comparison Report

## Elementary School

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

**14/25** 0 automatic points in indicator.  
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

**NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)**

**1/10** NSPF score difference of -4.3 between school (38.8 points) and comparison district (43.1 points).

**NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)**

**13/15** NSPF score difference of 22.7 between school (38.8 points) and comparison school (16.1 points).

## Middle School

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

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

**NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)**

**10/10** NSPF score difference of 44.9 between school (81.1 points) and comparison district (36.2 points).

**NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)**

**15/15** NSPF score difference of 32.3 between school (81.1 points) and comparison school (48.8 points).

# SPCSA Academic Performance Framework Diversity Comparison Results

## Elementary School

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

**7/15** 0 bonus points in indicator.  
One bonus point per group with 25%+ increase over prior year.

**ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)**

**0/5** School FRL rate of 25 to <10% compared to district GrK-5 FRL rate of 90.7%.

**2/5** School IEP rate of 25 to <10% compared to district GrK-5 IEP rate of 16.7%.

**5/5** School EL rate of <5% compared to district GrK-5 EL rate of <5.0%.

## Middle School

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

**7/15** 0 bonus points in indicator.  
One bonus point per group with 25%+ increase over prior year.

**ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)**

**0/5** School FRL rate of 25 to <10% compared to district Gr6-8 FRL rate of 92.2%.

**2/5** School IEP rate of 25 to <15% compared to district Gr6-8 IEP rate of 19.2%.

**5/5** School EL rate of <5% compared to district Gr6-8 EL rate of <5.0%.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	1	45 minutes
Parents/Families	4	45 minutes
Students	13	45 minutes
School Leadership	1	45 minutes
Staff	7	45 minutes

### Governing Board<sup>1</sup>:

- Discussion revolved around the current composition of the board, which consists of five members out of seven available positions. A participant mentioned ongoing recruitment efforts and confirmed that individuals who previously applied were approached. Plans were in place to fill the two vacant positions through proactive recruitment strategies.
- Strategies to improve the school's two-star NSPF rating at the elementary level and address challenges such as licensed teacher recruitment and facility expansion were deliberated. Emphasis was placed on growth metrics and community engagement. Participants discussed the school's growth trajectory, stating, "Two years ago, our NSPF rating was one-star, and we have since progressed to a two-star NSPF rating." Leadership expressed aspirations to maintain positive momentum.
- A member of the board emphasized financial difficulties, especially concerning teacher recruitment and the necessity of hiring an assistant administrator. Strategies to tackle these challenges were discussed, including the exploration of alternative staffing options. In light of the financial constraints, one participant noted, "Meeting the 181-student enrollment cap poses a challenge financially. Presently, we have 164 students enrolled." The conversation also revolved around proactive steps to ensure the acquisition of sustainable funding sources.

### Parents/Families:

- Parents expressed their reasons for choosing Learning Bridge, ranging from academic concerns to a sense of belonging within the school community. One parent mentioned, "I enrolled my child here after they faced bullying at another school. Learning Bridge provided a safe and supportive environment for them." Others appreciated the school's proactive communication and collaborative approach to addressing students' behavioral and emotional needs.
- Highlighting the school's strengths, families emphasized the continuity in teacher-student relationships and the personalized support available to students. "My child knows what to expect each year, and the teachers here really understand their needs," stated a parent. They also praised the school's communication efforts, such as

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<sup>1</sup> One member of the seven member board participated. Quorum was not met, and Open Meeting Law was not violated.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

informing parents about daily happenings and involving them in decision-making processes.

- While acknowledging the challenges, such as limited resources and transportation issues, families expressed confidence in the school's commitment to student success. "We face some obstacles, but the school works hard to overcome them and provide the best for our children," remarked a parent. They appreciated the school's efforts to foster a sense of community and address individual student needs, contributing to a positive and supportive learning environment.

### Students:

- Students expressed appreciation for the close-knit atmosphere at Learning Bridge, emphasizing the familial bonds among peers and staff. One student remarked, "It's like having a big family here. We know each other well, and there's always someone to turn to for help." They also highlighted the opportunity for cross-grade interactions during activities, fostering empathy and camaraderie among different age groups.
- Reflecting on their learning experiences, students cited engaging classroom activities and supportive teachers as key factors in their academic journey. "Teachers here really care about us and make learning fun," mentioned one student. They appreciated the emphasis on individualized instruction and the freedom to explore their interests within the curriculum.
- Despite the challenges of a smaller school setting, students identified several strengths, including strong teacher-student relationships and a sense of belonging. "We're like a big family, and everyone looks out for each other," shared a student. They also praised the school's focus on holistic development, incorporating extracurricular activities and community events to enrich their educational experience.

### Leadership:

- Leadership addressed the challenges faced with acquiring new curriculum resources due to the absence of a structured curriculum upon the principal's arrival. Despite efforts to implement new math, English language arts, and science curricula, gaps remained, particularly in middle school supplementation. Participants reflected, "There was no curriculum when the principal came last year," emphasizing the initial hurdles faced in curricular development.
- Chronic absenteeism and elementary-level behavioral concerns were discussed, prompting the hiring of a part-time counselor to address student and family needs. Efforts are underway to join the MTSS<sup>2</sup> cohort to provide comprehensive support. Participants acknowledged the need for intervention strategies, stating, "We are seeing behavioral concerns at the elementary school level," and highlighting the importance of additional support services.

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<sup>2</sup> MTSS implementation refers to the Multi-Tiered System of Supports, a framework aimed at providing comprehensive and systematic support to students.



# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

- Concerns about staff turnover, including the retirement of the special education teacher, were noted. Plans were in place to fill the vacant position, and staff were being trained on WIDA<sup>3</sup> for English Learner (EL) students. Participants recognized the impact of staff transitions, noting, "The SPED teacher is retiring," and expressing intentions to address the resulting challenges through strategic hiring and professional development initiatives.

### Staff:

- Staff members expressed appreciation for the supportive and collaborative atmosphere at Learning Bridge. They emphasized the strong relationships among colleagues and the administration's flexibility and understanding. Participants reflected on the school's culture, stating, "The positive atmosphere makes us feel like we are family," and highlighted the inclusive environment fostered by leadership.
- Challenges such as limited resources, including textbooks and facilities, were discussed. Staff identified the need for a larger playground, gymnasium, and hot lunch program. Financial constraints were cited as barriers to addressing these needs. Participants outlined resource challenges and discussed strategies to overcome limitations within existing budget constraints.
- Staff highlighted the school's strengths in differentiation and personalized instruction. They noted the close-knit community and opportunities for staff to support each other and collaborate on student interventions. Participants emphasized instructional strategies, stating, "Differentiation of instruction is high here," and underscored the importance of meeting diverse student needs.

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<sup>3</sup> The WIDA assessment, short for "World-Class Instructional Design and Assessment," is a standardized test designed to measure the English language proficiency of English language learners (ELLs) in the United States. It assesses students' abilities to understand and use English language skills in academic contexts across listening, speaking, reading, and writing domains.

# CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 13 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Classroom Learning Environment is Conducive to Learning</b>	<p>Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines.</p> <p>Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.</p>	<p>The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines.</p> <p>Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.</p>	<p>The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines.</p> <p>Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.</p>	<p>The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines.</p> <p>Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.</p>	This criterion was not observed or rated.
	<b>Total: 7</b>	<b>Total: 6</b>	<b>Total: 0</b>	<b>Total: 0</b>	
<b>Establishing a Culture for Learning</b>	<p>Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.</p>	<p>Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.</p>	<p>Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.</p>	<p>Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.</p>	This criterion was not observed or rated.
<b>Total: 8</b>	<b>Total: 5</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>	

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Purpose and Explanation of Content, Lesson, Unit or Classroom Activity</b>	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	<b>Total: 5</b>	<b>Total: 7</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Students' Cognitive Awareness of Learning Goals/Targets</b>	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	<b>Total: 5</b>	<b>Total: 8</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Quality and purpose of questions</b>	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.
	<b>Total: 0</b>	<b>Total: 10</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 2</b>
<b>Opportunities for student discourse and student use of academic language</b>	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	<b>Total: 1</b>	<b>Total: 10</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 2</b>

Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Intellectual Engagement in Learning</b>	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	<b>Total: 1</b>	<b>Total: 12</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Using Formative Assessment in Instruction</b>	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	<b>Total: 2</b>	<b>Total: 11</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>

Additional information about the classroom observations shared here when applicable

1. In one middle level science class, students learned about the earth's water cycle and its flow cycle. The objective was for students to be able to explain how water changed from a liquid to a solid to a gas. Students read their text, took notes from their text and from the teacher's lecture, and answered questions from the teacher's guided questions.
2. Students explained the causes and effects relating to the earth's crust. The teacher explained the hands-on activity that students would be doing to further their understanding of the topic by making crustal deformations using playdough and tools. The teacher walked around to provide one-on-one support.
3. In one upper-level elementary science activity, students made models of crustal deformations depicting stress from the earth's crust over time. Students used rulers, sticks, wax paper, and playdough to create their models. Students worked with a partner.
4. Students identified figurative language in poetry in one upper elementary class, citing textual evidence. Students raised their hands, read the line of the poem where they found the figurative language, and then identified the simile or metaphor and why it was a simile or metaphor.
5. In one middle school classroom, the teacher read a novel aloud while students followed along. The teacher explained the comprehension activity and provided time for students to complete the activity independently. The teacher gathered the students' attention to close the lesson and asked questions to the class to assess their level of understanding of the lesson.
6. Students read in reading groups in one elementary class. Students were self-directed and on-task. Students assisted their peers, encouraging them with correct pronunciation, or re-directing them when they became off-task.
7. Students rotated through centers in one elementary class. The instructor walked the class providing guidance to students as needed.

# ORGANIZATIONAL PERFORMANCE

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

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

Indicator	Measure Description	Evidence Collected
<p><b>Indicator 1:</b> Education Program</p>	<p><b>Measures 1a and 1b:</b> The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p><b>Measures 1c and 1d:</b> The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	<p>The Learning Bridge Charter School is implementing material terms of its educational program as observed during the SPCSA site evaluation process. Site evaluators reviewed curricular materials and determined they are aligned with Nevada Academic Content Standards.</p>
<p><b>Indicator 3:</b> Governance and Reporting</p>	<p><b>Measure 3a:</b> The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	<p>Leadership reports timely notice of Governing Board Meetings. Each board meeting contains an agenda item for public comment for stakeholders to ask questions and provide comments or concerns pertaining to the school. Meeting agendas and minutes are publicly accessible via the school's website. Per the governing board and leadership focus group sessions, the governing board follows governing board policies. The board composition is aligned with Nevada state requirements.</p>

<p><b>Indicator 4:</b> Students and Employees</p>	<p><b>Measure 4a:</b> Student records under lock and key/stored appropriately.</p> <p><b>Measure 4d:</b> Personnel files are under lock and key/stored appropriately.</p>	<p>Student and personnel files were observed to be locked and stored.</p>
<p><b>Indicator 5:</b> School Environment</p>	<p><b>Measure 5b:</b> Evacuation plans for classrooms are posted The school has fire extinguishers on all floors which are tagged Active permit for food service (if applicable) Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration</p>	<p>The site evaluation team consistently noted evacuation plans posted in classrooms. Fire extinguishers were tagged throughout the building. The site evaluation team located one cot, and a sharp receptacle container. A locked refrigerator is needed to be in the nurse's station.</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>Prior recommendations by SPCSA staff</p>	<ul style="list-style-type: none"> <li>• SPCSA staff recommend Learning Bridge continue to prioritize student achievement given current index score and overall proficiency rates.</li> <li>• It is recommended that Learning Bridge board members, school leader, and stakeholders ensure the school's mission and vision accurately reflect and align with operational implementation.</li> <li>• It is recommended the Learning Bridge Charter school encourage the teaching staff with high-quality teaching skills to share instructional strengths with those new to teaching or those wishing to strengthen teaching ability in a given area.</li> <li>• With a chronic absenteeism rate of 21% school-wide for elementary and middle school combined, chronic absenteeism rate levels are a challenge at Learning Bridge.</li> <li>• SPCSA staff recommend Learning Bridge pursue Multi-Tiered System of Support (MTSS) opportunities through the SPCSA.</li> <li>• SPCSA staff recommend Learning Bridge obtain a locked refrigerator inside the nurse's office for housing student medication as needed for medical purposes within 30 days to be compliant with Nevada State Law NAC 444.56842.</li> </ul>
<p>School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations</p>	<p>Here are the leadership's responses to how they addressed or are still addressing the previous recommendations:</p> <ul style="list-style-type: none"> <li>• <b>Prioritization of student achievement:</b> <ul style="list-style-type: none"> <li>➢ A new ELA curriculum has been adopted, and teachers have undergone training on its implementation.</li> <li>➢ Middle school has maintained its 5-star rating, while the elementary school has improved to a two-star rating.</li> <li>➢ School Performance Plans have been developed to address improving Tier I instruction. However, a challenge remains as the administrator cannot consistently observe classroom instruction and fulfill compliance requirements from SPCSA, NDE, etc.</li> </ul> </li> <li>• <b>Creation of new mission statement and vision statements:</b> <ul style="list-style-type: none"> <li>➢ This task has been discussed but has not yet been completed.</li> </ul> </li> <li>• <b>Sharing of high-quality teaching skills and strategies with new teachers:</b> <ul style="list-style-type: none"> <li>➢ Teachers in various grade levels work collaboratively as teams, supporting each other with ideas, strategies, and curricular resources.</li> <li>➢ Discussions regarding needs and support are regularly integrated into staff meetings, though making this a</li> </ul> </li> </ul>



	<p>permanent part of staff meetings is being considered.</p> <ul style="list-style-type: none"> <li>• <b>Chronic Absenteeism:</b> <ul style="list-style-type: none"> <li>➤ Attendance letters have been sent out regularly.</li> <li>➤ Ongoing discussions are being held with students regarding the importance of attendance.</li> </ul> </li> <li>• <b>Multi-Tiered System of Support:</b> <ul style="list-style-type: none"> <li>➤ In January 2024, a teacher was transitioned into an RTI<sup>4</sup> Support position, and the vision for this role continues to evolve.</li> </ul> </li> <li>• <b>Locked Refrigerator:</b> <ul style="list-style-type: none"> <li>➤ The necessary lock has been purchased, and the refrigerator is now located in the nurse's office, ensuring compliance with Nevada State Law NAC 444.56842. Leadership stated they are working on installing the purchased lock on the fridge.</li> </ul> </li> </ul>
<p>SPCSA staff assessment based upon findings during site evaluation</p>	<p>The school will require time to implement the previous recommendations (see more within the Recommendation section of this report.).</p>

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<sup>4</sup> RTI stands for Response to Intervention. It is a framework used in education to provide early, systematic assistance to children who are struggling academically or behaviorally. RTI aims to identify students' needs early and provide them with targeted interventions and support to help them succeed. The approach involves ongoing assessment of student progress, data-driven decision-making, and tiered levels of support matched to students' needs.

# SITE EVALUATION FINDINGS

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## STRENGTHS

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

### **Continuity in Staffing:**

The leadership's commitment to continuity is evident as they ensure that teachers who concluded the 2022-2023 academic year remain with the school for the 2023-2024 academic year. Additionally, the recruitment of several indispensable aides underscores their dedication to supporting both students and teachers effectively. One staff member said, "We make sure that the aides feel welcomed. We listen to the aide's opinion, and we don't treat them any differently from the licensed staff."

### **Cultivation of Supportive Culture:**

Learning Bridge fosters a positive school culture where every member, including staff, families, and students, feels welcomed and valued. The small school community is likened to a family, promoting close relationships and a sense of belonging. The staff's familiarity with all students by name and the consistency in student cohorts contribute to this familial atmosphere.

### **Focus on Academic and Behavioral Success:**

The school's culture remains committed to ensuring academic and behavioral success for every student. With the introduction of an Intervention/RTI Teacher, additional support is provided to both students and staff, enhancing the overall learning environment. Families said they feel comfortable coming to leadership if they have a concern.

### **Exceptional Middle School Performance:**

The middle school's achievement of a 5-star NSPF rating on the 2023 Star Rating Report reflects the school's commitment to academic excellence and student success at all grade levels.

### **Access to Counseling Services:**

The provision of access to a part-time counselor further demonstrates the school's commitment to supporting students' social-emotional well-being, ensuring that their holistic needs are met. In addition to providing counseling services to students, leadership stated that the families can schedule times to meet with the counselor as well.

## 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.

- **Financial Constraints and Resource Limitations:**  
The school faces financial challenges, particularly in recruiting licensed teachers and updating facilities to accommodate student enrollment. Limited funding affects the availability of resources such as textbooks, technology, and specialized programs, hindering the school's ability to provide comprehensive support to students and staff.
- **Chronic Absenteeism and Student Engagement:**  
Chronic absenteeism rates pose a significant challenge to the school, impacting overall student performance and the school's index rating. Strategies to improve attendance and student engagement, while initiated, require further development and implementation to address underlying factors contributing to absenteeism.
- **Alignment with Standards and Curriculum Implementation:**  
Ensuring full alignment with the Nevada Academic Content Standards (NVACS) remains a priority, particularly in ELA. While efforts have been made to adopt new curriculum resources, ongoing monitoring, and professional development are needed to ensure consistent implementation and alignment across grade levels.

## 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.

### **Implement Targeted Enrollment Strategies:**

SPCSA staff recommends that Learning Bridge develop and implement targeted enrollment strategies to increase student enrollment numbers and reach the maximum capacity of 181 students. This could include targeted marketing campaigns to attract new families, hosting open houses or information sessions to showcase the school's offerings, and partnering with local community organizations or childcare providers to increase awareness. Additionally, consider implementing referral programs where current families are incentivized to refer new students to the school. By effectively increasing student enrollment, Learning Bridge can alleviate fiscal constraints and ensure sufficient funding to support school operations and initiatives.

### **Strengthen Attendance Policies and Student Support:**

It is recommended by SPCSA staff that Learning Bridge develop comprehensive attendance policies and interventions to address chronic absenteeism effectively. This may include implementing targeted outreach programs, incentives, and supportive measures to engage students and families in improving attendance rates and fostering a culture of regular school attendance.

# SITE EVALUATION FINDINGS

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## RECOMMENDATIONS Continued

### **Further Curriculum Alignment and Professional Development:**

SPCSA staff recommends that Learning Bridge continuously monitor and evaluate curriculum implementation to ensure alignment with NVACS and best practices in instruction. This may include providing ongoing professional development opportunities for teachers to enhance their pedagogical skills, particularly in areas identified as needing improvement, such as ELA instruction and Tier One interventions.

### **Locked Refrigerator**

SPCSA staff recommend that Learning Bridge place a lock on the refrigerator inside the nurse's office to house student medication as needed for medical purposes within 30 days to comply with Nevada State Law NAC 444.56842. Leadership explained that they have purchased a lock and are working to install it on the refrigerator.

## STRONG RECOMMENDATIONS

There are no strong recommendations identified at Learning Bridge during this site evaluation.

## DEFICIENCIES

There are no deficiencies identified for Learning Bridge during this site evaluation.