



Nevada State Public Charter School Authority

# Learning Bridge Charter School

## Site Evaluation Report: April 17, 2025

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**Links to Resources:**

- [Nevada School Performance Framework \(NSPF\)](#)
- [SPCSA Academic Performance Framework Results](#)
- [SPCSA Organizational Performance Framework Results](#)
- [SPCSA Financial Performance Framework Results](#)
- [Best Practices](#)

# Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to [NRS 388A.223](#), 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 years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

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

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

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

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

# Site Evaluation Findings: Strengths

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

## **Middle school academic performance**

One notable strength of Learning Bridge Charter School<sup>1</sup> Middle School is its achievement of 70.5 out of 100 points on the NSPF star rating system, based on the most recent data from the 2023-24 school year. This score corresponds to a four-star rating. The school has a high student growth indicator of 26.5 out of 30, showcasing that Learning Bridge is making strong academic growth with its students in middle school. In addition, the middle school science proficiency rate is 53.8 percent, while the SPCSA rate is 48.8 percent, indicating a high level of tier-one science instruction is taking place at the school. Strong science instruction is characterized by hands-on learning experiences, alignment to NGSS<sup>2</sup> standards, and an emphasis on scientific inquiry and critical thinking, all of which are contributing to the school's above-average performance.

## **Staff morale and dedication**

Another strength of Learning Bridge is its strong staff morale and dedication to the school. According to the school's administration, three substitutes are currently working towards their teaching credentials. With dedicated educators who remain committed to the school community, students benefit from strong relationships and a stabilized school culture. This continuity enhances student learning, promotes collaboration among staff, and contributes to a positive and welcoming atmosphere for all.

## **Small class sizes**

Learning Bridge prides itself on maintaining small class sizes across all grade levels. This approach is known to foster stronger relationships between teachers and students, enable more personalized instruction, and allow for deeper exploration of topics compared to larger class settings.

## **Clean and beautiful campus**

Another strength of Learning Bridge is its clean and beautiful campus. The well-maintained building and setting against the backdrop of the gorgeous Nevada mountains create a welcoming and inspiring environment for students. The classrooms provide a comfortable space for learning. Additionally, the school takes pride in keeping hallways and common areas spotless, ensuring a pleasant atmosphere for everyone.

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<sup>1</sup> Learning Bridge Charter School is the formal and contracted name with the SPCSA. However, the name will be shortened to Learning Bridge throughout for the remainder of site evaluation report.

<sup>2</sup> NGSS stands for Next Generation Science standards, Nevada's basis for science instruction.

# Site Evaluation Findings: Challenges

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

## **Chronic absenteeism**

One challenge for Learning Bridge is its high percentage of chronically absent students. While the school has made some progress in reducing absenteeism in the elementary grades, the numbers remain a concern. The elementary school decreased rates from 22.2 percent in the 2022-23 school year to 15.6 percent the following year. However, the middle school rates increased over the same time-period, from 15.2 percent of students considered chronically absent to 18 percent of students. One of the primary reasons reported by leadership for this increase is the number of students traveling to places outside the small community in which the school is located for sports competitions, especially on Fridays. Due to this, the school has transitioned to a four-day school week, leaving one day each week as a time for activities outside of school. As relayed by school leaders and staff, chronic absenteeism continues to be an issue that requires ongoing efforts and intervention.

## **Limited staff to serve as licensed teachers, a counselor, and administrative support**

A significant challenge for Learning Bridge is the lack of support for the school leader in day-to-day tasks at the school level. With only one administrator managing all operational, instructional, and compliance responsibilities, the workload is overwhelming and unsustainable. This is further compounded by the fact that six out of nine classroom teachers are long-term substitutes, leaving the administrator to also support unlicensed teaching staff with limited instructional experience. The absence of additional administrative or counseling support for students with high social-emotional needs significantly increases the risk of burnout and hinders the school's ability to focus on long-term planning and school improvement. Learning Bridge has a history of frequent turnover in school leadership, typically every three years.

## **Small staff with limited collaboration opportunities**

Learning Bridge's small staff size presents challenges for professional collaboration. With only one teacher assigned to each grade level from kindergarten through 8th grade, educators have limited opportunities to collaborate with grade-level peers. This isolation can hinder the sharing of best practices, curriculum alignment, and the development of cohesive instructional strategies across grade levels. It also limits opportunities for peer support, mentorship, and team-based problem-solving, all of which are essential for professional growth and instructional improvement.

## **Meeting targeted enrollment**

One ongoing challenge for Learning Bridge is increasing student enrollment from the current population of 165 to the target of 181 students. A primary factor contributing to the lower enrollment is the limited population size of the rural town where the school is located. Despite this constraint, according to the board and school leadership, the school has taken proactive steps to address the issue.

They consistently extend a warm welcome to new families visiting the school, have focused on building a strong reputation for delivering high-quality, student-centered education, and are implementing outreach efforts, including advertising in the local newspaper and through social media platforms. These efforts aim to increase visibility, attract new families, and highlight the school as a valuable educational option within the community.

### **Upcoming leadership change**

Another challenge facing Learning Bridge is the upcoming leadership change in the school leader position, which can bring uncertainty during a critical time for the school. Transitions in leadership can disrupt continuity in vision, decision-making, and school culture, especially in a small school setting where the administrator plays multiple essential roles. Ensuring a smooth transition with a thorough plan will be vital to maintaining momentum in current improvement efforts and sustaining staff and community confidence.

### **Notice Of Concern for failure to increase star rating in elementary school**

Learning Bridge was issued a Notice of Concern by the SPCSA for the school earning a 2-star NSPF<sup>3</sup> rating as well as a “Does Not Meet Standard” rating on the SPCSA Academic Performance Framework in November 2024.

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

# Site Evaluation Findings: Recommendations

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

## **Increase star rating in elementary school**

SPCSA staff recommend that Learning Bridge improve its current two-star elementary rating. The index score is trending down. In the 2022-23 school year, it was 38.8 points out of 100 and in the 2023-24 school year, it was 36.1 out of 100 points. It is recommended that Learning Bridge target three key indicators: Closing the Opportunity Gap<sup>4</sup> (currently five of 20 points), Growth<sup>5</sup> (18 of 35 points), and Academic Achievement (four of 25 points). At the heart of this effort, high-leverage practices may include high-quality tier-one instruction, defined by a research-based, standards-aligned core curriculum, clear, measurable learning objectives, differentiated strategies to meet diverse learners' needs, ongoing formative assessments that inform real-time instructional adjustments, and collaborative, student-centered activities that promote critical thinking and engagement. Ongoing coaching, data-driven professional development, and peer-to-peer support can be essential to ensure teachers deliver this level of instruction with fidelity, thereby driving stronger student outcomes across all subgroups.

## **Decrease chronic absenteeism rates**

SPCSA staff recommend that Learning Bridge continue strategizing ways to address chronic absenteeism. "Chronic absenteeism significantly impacts a variety of student outcomes, including mathematics and reading achievement, social-emotional development, grade retention and dropout, and student discipline" (Balfanz & Byrnes, 2018; Gottfried, 2017). As indicated in Learning Bridge's challenges on page five of this report, 15.6 percent of students were considered chronically absent in elementary school and 18 percent of middle school students for the 2023-24 school year.

- Regular attendees: miss five or fewer days a year (less than one day per month).
- At-risk attendees: miss five percent to nine percent of school (about nine days a year, or one to two days per month).
- Chronically absent attendees: miss ten percent or more of school (about 18 days a year; more than two days per month).
- Severely chronically absent: miss 20 percent or more days of school (about 36 days a year; more than four days per month).

## **Strategic plan for leadership change**

SPCSA staff recommend that Learning Bridge create and implement a plan to manage the upcoming change in leadership by developing a strategic approach for the transition, ensuring a smooth transfer of responsibilities and continuity in the school's operations. "Leadership transition and succession planning involve far more than just replacing a leader. Planning is like an insurance policy for the organization

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<sup>4</sup> The Closing Opportunity Gaps Indicator determines the percentage of students meeting their annual growth percentile who did not achieve proficiency in the prior year's state-administered criterion-referenced tests in English language arts and mathematics assessments.

<sup>5</sup> Growth is determined for elementary school with a grade configuration that accommodates at least one prior year score and one current year score.

that will permit it to go forward. Having a plan ensures that the organization is in good shape. Systems are in place, information accessible, and an updated strategic plan” (Frick, 2010).

### **Consider hiring additional leadership assistance**

SPCSA team members recommend adding one or more key roles at Learning Bridge: assistant principal, intervention coordinator, or back-office support to strengthen leadership capacity and reduce the administrative burden. The SPCSA recommends an assistant principal to support curriculum development, lead ongoing teacher training and coaching cycles, and oversee day-to-day instructional operations. A possible intervention coordinator could design and implement targeted interventions, monitor student progress, and manage multi-tiered systems of support. A possible dedicated back-office staff could handle compliance tasks such as data reporting, record keeping, and regulatory filings. Distributing these responsibilities across specialized positions will enhance instructional quality, streamline regulatory compliance, and help prevent administrator burnout.

### **Targeted professional development and coaching for instructional staff**

It is a recommendation by the SPCSA staff for Learning Bridge to implement a targeted professional development and coaching initiative that builds educator expertise in six critical areas for the school:

- Data-driven decision making
- Nevada School Performance Framework (NSPF) reports
- Foundations of effective teaching
- Academic vocabulary best practices
- Curriculum coaching
- Classroom management coaching

### **Consider a change in elementary school math curriculum**

The SPCSA recommends that Learning Bridge consider transitioning from the current San Francisco Math curriculum, which is written by a group of teachers based out of San Francisco, to a more thoroughly reviewed and well-vetted elementary math curriculum. A higher-leverage program may provide stronger instructional materials, better alignment with state standards, and more effective support for student learning. When selecting a new curriculum, it is beneficial to review the program on trusted platforms like EdReports<sup>6</sup> or the Institute of Education Sciences' What Works Clearinghouse<sup>7</sup>, which provides evidence-based evaluations and ratings. By adopting a curriculum with a proven track record of success, Learning Bridge could enhance student outcomes in math and ensure that all learners build a solid foundation of mathematical understanding from an early age.

### **Board training and numbers**

Learning Bridge board members should complete all SPCSA-required training, including specialized modules in governance, academic oversight, and financial accountability. Also, the board should appoint a seventh member to ensure every seat on the board is filled.

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<sup>6</sup> Ed Reports is a web based resource that examines curricular materials, gathers evidence, and comes to a consensus on scoring of materials and programs.

<sup>7</sup> Institute of Education Sciences' What Works Clearinghouse is a web-based resource that helps create informed education practices and policies by providing access to high-quality research and data.



# Site Evaluation Findings: Strong Recommendations

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

There were no strong recommendations for Learning Bridge Charter School during this site visit.

# Site Evaluation Findings: Deficiencies

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

There were no deficiencies for Learning Bridge Charter School during this site visit.

# Focus Group Participation Data

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

Name of Focus Group	Number of Participants
Governing Board <sup>8</sup>	2
Family Members, Parents, and Guardians	5
Faculty and Staff	9
School Leadership	1
Students	9

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<sup>8</sup> Quorum was not met, and Open Meeting Law was not violated.

# Focus Group Summary: Governing Board

On the day of the site evaluation, two board members met with the SPCSA team to share their information about Learning Bridge Charter School. The members reported that the board meet once per month, with additional meetings scheduled as needed to address timely matters. The board consisted of six members, although it was currently down one member. The members brought various perspectives, including grandparents and parents of long-time students, some of whom had been at the school since kindergarten and were now in 8th grade. Board members shared that they had a strong presence within the school community, with some members spending significant time on campus due to flexible schedules.

Board members described their role in providing oversight for the school as a combination of learning and support. They were committed to understanding charter schools' structure and inner workings, including expectations, budgeting, and operations. While supporting the administrator's vision, they helped implement his goals and managed various responsibilities such as overseeing the remodel and organizing activities like a middle school field trip.

From the board's perspective, one of the school's greatest strengths was its smaller class sizes, which allowed for more individualized attention and support. A board member stated, "Teachers have autonomy in their classrooms, enabling them to address student needs and tailor instruction effectively." The board members relayed that the middle school was particularly strong, with skilled teachers who ensured students were well-prepared for future academic challenges. Additionally, the board praised Learning Bridge for its secure environment and welcoming, family-like atmosphere, which fostered a sense of community. Board members also noted that the current school leader had played a key role in stabilizing the environment and creating a sense of consistency and direction.

Board members indicated they were working collaboratively with school leadership on several areas for improvement at Learning Bridge. One concern was the lack of extracurricular activities, which had significantly declined, according to the board. Efforts to organize field trips had been met with resistance, and while the school collaborated with the nearby larger school district for sports, opportunities remained limited for students. The Children's Theatre Company continued to offer some programming, and there was a desire to expand enrichment offerings, particularly in music and art. Furthermore, the Parent Teacher Committee Organization had seen a sharp drop in participation, decreasing from 20 members to just five, reflecting a broader decline in parent involvement, according to board members. The board saw potential for the school to grow by exploring opportunities as a tech-focused or outdoor education school, which could better engage students and attract new families.

Board members shared that a new school leader had been appointed for the 2025–26 school year, bringing a strong strategic plan to guide the school's future. Board members also emphasized the need for an assistant principal to support the new principal, especially given the school's recent three-year pattern of administrative turnover. According to board members, the incoming school leader had chosen to spend the first year deeply understanding the school's needs before implementing significant changes. The board was hopeful that this thoughtful and measured approach would lead to long-term stability and improvement, including raising the school's two-star rating in the elementary school.

# Focus Group Summary: Family Members, Parents, and Guardians

Five Learning Bridge parents met to discuss their experience with the school on the day of the site evaluation. Parents shared that they had felt welcome at Learning Bridge. They praised the front-office team for their friendliness and noted that staff knew families by first name. A parent shared, “I was invited into my child’s classroom and was kept informed about school happenings.” Parents at Learning Bridge said they had taken advantage of daytime volunteering opportunities. They shared that the school’s warm, inclusive atmosphere and proactive communication had made them feel engaged in their children’s daily learning.

Learning Bridge kept parents informed through multiple digital channels. This occurred through an all-school communication application and the parent portal on Infinite Campus<sup>9</sup>. According to parents, when their student was struggling, they received prompt alerts through the platforms, and appropriate academic interventions were implemented to support their child’s success. One parent indicated, “I felt adequately informed about events, policies, and my child’s progress in school.”

Parents acknowledged that chronic absenteeism rates were high at Learning Bridge and had taken proactive steps to keep their children in class. A parent stated, “I scheduled doctor appointments on non-school days whenever possible and appreciated the four-day week’s flexibility for appointments and travel.” They coordinated schedules well in advance to avoid conflicts with sports team commitments. They also remained vigilant about the rapid spread of illness in the school’s small, close-knit environment, encouraging good hygiene at home and keeping unwell children home to protect classmates.

Parents at Learning Bridge offered several recommendations to enhance the school’s support and learning environment. A parent stated, “I would have liked to see a dedicated speech therapist on campus to ensure timely, in-person evaluations rather than remote assessments.” Parents also recommended more challenging assignments and advanced course offerings to better meet students’ academic needs. They urged the school to enforce its bullying policy more consistently, with clear communication to families about investigation outcomes, and to increase staff presence and supervision during outdoor and unstructured play times to ensure student safety and well-being.

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<sup>9</sup> Infinite Campus is a web-based program providing families the ability to view academic information for their children.

# Focus Group Summary: Faculty and Staff

Nine staff members shared that staff morale at Learning Bridge was strong and familial. Colleagues routinely stayed after meetings to continue discussions, and new teachers indicated they had felt genuinely welcomed and supported. According to staff members, trust pervaded the community, ensuring that concerns shared in confidence remained private. At the same time, teachers informally collaborated across grade levels, seeking advice from those grades above and below to anticipate student needs and maintain consistent vocabulary and teaching practices. While this peer-to-peer alignment was valued, staff members expressed interest in formalizing these partnerships to strengthen vertical curriculum planning and better prepare students for each new grade.

Staff members at Learning Bridge highlighted the school leader's strong support when they faced challenging student situations. They reported that whenever they brought a concern to him, he listened attentively, offered practical solutions, and never let issues fall through the cracks. A staff member said, "His reliable follow-up ensured that staff never felt alone in managing challenging behaviors, and his readiness with answers fostered confidence and consistency in addressing student needs."

Staff at Learning Bridge reported they had formed small groups using performance data from the MAP<sup>10</sup> Learning Continuum. The MAP assessment was administered three times per year as a benchmark assessment. Teachers who taught kindergarten used the Brigance<sup>11</sup> screener. They drew on targeted curricula such as Reading Eggs<sup>12</sup>, Reading A to Z<sup>13</sup>, and the PRESS<sup>14</sup> curriculum to address specific skill gaps. Six intervention aides rotated in and out of classrooms throughout the day to reinforce these lessons. One staff member at Learning Bridge shared, "While small-group instruction was an essential component of the support model, its day-to-day consistency could vary based on scheduling demands and staffing."

In middle school classrooms, teachers reported they had tried to shift toward a more student-led approach by leveraging MAP data to inform mixed-ability groupings and tailor instruction to individual needs. They structured regular classroom discussions with multiple entry points and flexible grouping to encourage every student to participate. Explicit teaching was paired with peer-to-peer explanations so students could learn and reinforce concepts. A staff member shared, "I saw the positive impact of these practices."

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<sup>10</sup> Measures of Academic Progress (MAP) is a computer-adaptive assessment utilized to monitor student growth to inform and personalize instruction. MAP was officially adopted by the State Board of Education to assess Nevada students as a part of the Read by Grade Three (RBG3) program.

<sup>11</sup> Brigance is a screening tool used by schools as a norm-referenced assessment for Kindergarten students.

<sup>12</sup> Reading Eggs is an online program that assists in teaching students phonics skills.

<sup>13</sup> Reading A to Z is an online resource that provides educators with thousands of leveled readers, lesson plans, worksheets, and assessments to teach reading effectively.

<sup>14</sup> PRESS stands for Path to Reading Excellence in school sites, which is a comprehensive, explicit phonics and reading comprehension resource for educators.

# Focus Group Summary: School Leadership

The school leader highlighted several strengths at Learning Bridge, emphasizing a highly motivated teaching and support staff dedicated to doing what was best for every student. Long-term substitutes had become inspired to enter the teaching profession, with two already enrolled in a teaching program. Collaboration was strong across the school, with staff working together to support instruction and activities. The middle school and elementary teams demonstrated solid teamwork, and the supportive Board of Directors continued to address issues to further improve the school.

The school leader shared that Learning Bridge was facing several challenges. The school had been unable to find a high-capacity back-office staff member, leaving one administrator to manage increasingly complex compliance requirements. Low enrollment remained a concern. The principal's time was stretched thin by balancing student counseling, behavior management, and administrative duties after hours. Additionally, there was a need for someone to provide guidance and support for instructional aides to enhance their effectiveness in the classroom. The principal indicated that the school set clear behavior expectations but recognized that managing the social-emotional needs of students often pulled them away from other priorities, so the board and leadership had advocated for the addition of a dedicated counselor.

The school leader at Learning Bridge addressed ongoing efforts to reduce chronic absenteeism, which had reached 15.6 percent in elementary school and 18 percent in middle school, according to the 2023–24 NSPF. The staff and leadership had actively worked to identify the root causes and had implemented a four-day school week, which helped address some of the issues. Fewer students were missing school for sports trips, and teacher attendance had improved as a result. Additionally, the school leader indicated that Learning Bridge was taking a personalized approach by working one-on-one with parents to support regular student attendance.

The school leader reported that teachers at Learning Bridge participated in professional development at least once a month during staff meetings. These sessions discussed instructional objectives and how to use them effectively when developing lessons, as well as ensuring alignment with state standards. Positive changes had been implemented in small group instruction, particularly in reading and math, which was guided by MAP assessment data. The school leader said, “Tier-two<sup>15</sup> instructional efforts were currently supported by instructional aides, who helped lead reading groups and small math groups. However, there was a recognized need for a more targeted plan that clearly defined the aides' roles in the classroom.” A designated teacher to help guide and support their focus was also still needed, especially at the elementary level.

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<sup>15</sup> Tier-two is the first level of intervention for students who do not show progress in Tier-one. Students are provided with Tier-two interventions when they need support to meet academic or behavior goals.

# Focus Group Summary: Students

During the site evaluation, nine students at Learning Bridge enthusiastically shared their thoughts and learning experiences. When asked about their favorite things they had learned that year, their responses reflected a wide range of interests and academic engagement. Several students highlighted math as a favorite subject; one specifically mentioned division, while another enjoyed multiplication. Others expressed excitement about writing essays on Native American history, exploring topics like gorillas, and learning about science concepts such as cells and fossils.

During the student focus group at Learning Bridge, students shared their experiences with learning and collaboration in the classroom. They described having had regular opportunities to explain content to their peers, especially in subjects like math and social studies. One student mentioned, “We worked together in groups, using posters and anchor charts to help each other understand math concepts, and we collaborated during social studies activities to support one another’s learning.” When it came to getting extra help from teachers, students at Learning Bridge expressed that their teachers had been approachable and supportive. They said they had felt comfortable asking for help, and teachers were always willing to assist—often encouraging students to try solving problems independently before providing extra help. Students indicated that teachers guided them by asking questions that led them to the answer, helping build confidence and independence in their learning process.

Students at Learning Bridge unanimously reported that they had felt respected by their teachers, emphasizing that mutual respect had been key. If a student had disrupted a class, the teacher addressed it directly—sometimes involving parents—and reminded students of proper behavior. They also felt supported by a network of trusted adults on campus, including family members such as older siblings and parents, staff who had personal connections with their families, and school leaders like the principal and their science teacher.

Students offered a variety of ideas to enhance campus life at Learning Bridge, including installing a new basketball hoop, expanding the fence, and adding soccer goals to the playground. One student shared, “I would have liked upgraded, more comfortable uniforms and modernized playground equipment, which had begun to show its age.” Several students also suggested enriching the curriculum with additional classes like physical education, art, and cooking to broaden their learning opportunities.



# Classroom Environment and Instruction

## Observation Rubric

A total of nine elementary and three middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
<b>Classroom Learning Environment is Conducive to Learning</b>	<p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</p> <p>When necessary, students respectfully correct one another.</p> <p>Students participate without fear of put-downs or ridicule from either the teacher or other students.</p> <p>The teacher respects and encourages students' efforts.</p>	<p>Talk between the teacher and students and among students is uniformly respectful.</p> <p>The teacher successfully responds to disrespectful behavior among students.</p> <p>Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.</p> <p>The teacher makes general connections with individual students.</p>	<p>The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.</p> <p>The teacher attempts to respond to disrespectful behavior among students with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p>	<p>The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Students' body language indicates feelings of hurt, discomfort, or insecurity.</p> <p>The teacher displays no familiarity with, or care about, individual students.</p>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 0</b>	<b>TOTAL: 11</b>	<b>TOTAL: 1</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>
<b>Establishing a Culture for Learning</b>	<p>The teacher communicates passion for the subject.</p> <p>Students indicate through their questions and comments a desire to understand content.</p> <p>Students assist their classmates in understanding the content.</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</p> <p>The teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>The teachers' energy for the work is neutral.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students exhibit a limited commitment to completing the work on their own.</p> <p>The teacher's primary concern appears to be to complete the task at hand.</p>	<p>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 0</b>	<b>TOTAL: 8</b>	<b>TOTAL: 4</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>

# Classroom Environment and Instruction

## Observation Rubric

A total of nine elementary and three middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
<b>Communicating with Students</b>	If asked, students can explain what they are learning and where it fits into the larger curriculum context.	The teacher states clearly, at some point during the lesson, what the students will be learning.	The teacher provides little elaboration or explanation about what students will be learning.	At no time during the lesson does the teacher convey to students what they will be learning.	This criterion was not observed or rated.
	The teacher explains content clearly and imaginatively.	The teacher's explanation of content is clear and invites student participation and thinking.	The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.	Students indicate through body language or questions that they don't understand the content being presented.	
	The teacher invites students to explain the content to their classmates.	The teacher makes no content errors.	The teacher may make minor content errors.	Students indicate through their questions that they are confused about the learning task.	
	Students use academic language correctly.	Students engage with the learning task, indicating that they understand what they are to do.	The teacher must clarify the learning task.		
	<b>TOTAL: 0</b>	<b>TOTAL: 9</b>	<b>TOTAL: 3</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>
<b>Using Questioning and Discussion Strategies</b>	Students initiate higher-order questions.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer.	Questions are rapid-fire and convergent with a single correct answer.	This criterion was not observed or rated.
	The teacher builds on and uses student responses to questions to deepen student understanding.	Discussions enable students to talk to one another without ongoing mediation by the teacher.	The teacher invites students to respond directly to one another's ideas, but few students respond.	The teacher does not ask students to explain their thinking.	
	Students extend the discussion, enriching it.	Many students actively engage in the discussion.	The teacher calls on many students, but only a small number participate.	Only a few students dominate the discussion.	
	Virtually all students are engaged.				
	<b>TOTAL: 0</b>	<b>TOTAL: 6</b>	<b>TOTAL: 3</b>	<b>TOTAL: 1</b>	<b>TOTAL: 2</b>

# Classroom Environment and Instruction

## Observation Rubric

A total of nine elementary and three middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
<b>Engaging Students in Learning</b>	<p>Virtually all students are engaged in the lesson.</p> <p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>Students are invited to explain their thinking as part of completing tasks.</p> <p>The pacing of the lesson provides students with the time needed to be intellectually engaged.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recall.</p> <p>Student engagement with the content is largely passive.</p> <p>The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</p>	<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks, activities, and materials require only recall or have a single correct response.</p> <p>The lesson drags on or is rushed.</p>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 0</b>	<b>TOTAL: 5</b>	<b>TOTAL: 7</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>
<b>Using Assessment in Instruction</b>	<p>Students indicate they clearly understand the characteristics of high-quality work.</p> <p>The teacher uses multiple strategies to monitor student understanding.</p> <p>Students monitor their own understanding.</p> <p>Feedback comes from many sources.</p>	<p>The teacher makes the standards of high-quality work clear to students.</p> <p>The teacher elicits evidence of student understanding.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance.</p>	<p>There is little evidence that the students understand how the work is evaluated.</p> <p>The teacher monitors understanding through a single method, without eliciting evidence of understanding from students.</p> <p>Feedback to students is vague.</p>	<p>The teacher does not indicate what quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Students receive no feedback, or feedback is global or directed to one student.</p>	
	<b>TOTAL: 0</b>	<b>TOTAL: 7</b>	<b>TOTAL: 4</b>	<b>TOTAL: 0</b>	<b>TOTAL: 1</b>

# Classroom Observations and Additional Comments

The teacher read a text focused on healthy habits for the human body. Throughout the reading, students were invited to share their thoughts, particularly in response to vocabulary such as "essential" and "variety." The teacher posed the question, "What is a well-balanced diet?" to which students responded with answers like "drink milk," "eat fruits and vegetables," and "get vitamin C." While the teacher effectively built background knowledge, there was a missed opportunity for students to engage in peer discussion through turn-and-talk strategies. Additionally, frequent interruptions during the reading disrupted fluency and caused the discussion to stray off-topic.

Students gathered on the carpet to recite the Pledge of Allegiance. Following this, the class began discussing their current topic of study: ocean habitats and the creatures that live within them. However, several minutes were spent on non-instructional conversations between the teacher, students, and another staff member, which did not relate to the lesson. This resulted in a noticeable lack of instructional urgency. Eventually, the teacher transitioned the class to reading from CKLA Amplify<sup>16</sup> texts about garter snakes, with students taking turns reading aloud while their peers listened attentively. During this portion, students were engaged and focused on the content.

Students participated in a class-building activity designed by the teacher to foster relationships and encourage collaborative problem-solving. However, the activity gradually shifted off task, with students talking loudly and the focus diminishing over several minutes. The teacher then directed students to return to their seats and prepare their whiteboards, but the transition was slow as the teacher addressed individual off-task behaviors. These disruptions might have been minimized with clearer expectations and more consistent classroom routines. Once settled, the teacher called out multiplication facts for students to solve on their whiteboards. While students were compliant, the task lacked the level of rigor expected for the grade and time of year.

In a lower elementary classroom, students were engaged in their morning work, which included encoding three CVC<sup>17</sup> words, writing a sentence based on a picture, and solving two subtraction problems. They chatted quietly about the task while staying focused and putting in effort. The teacher circulated around the room, offering support and prompts as needed. Afterward, the students transitioned to the carpet area to recite the Pledge of Allegiance, led by a fellow classmate.

Students were engaged in completing a "Poet's Journal" packet focused on identifying and discussing various forms of figurative language. As they worked, the teacher encouraged them to shift from making verbal comments to writing more of their responses directly in the packet. When exploring the meaning of the phrase "letting the cat out of the bag," the teacher provided strategic clues, using rich vocabulary to guide their thinking. Rather than giving away the answer, she skillfully facilitated student discovery through thoughtful questioning and discussion.

Lower elementary students engaged in a math lesson. They sat on the carpet area with their pencils and worksheets on their clipboards as they wrote sentences using a sentence frame. One sentence was:

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<sup>16</sup> CKLA - Core Knowledge Language Arts is a comprehensive language arts curriculum created by Amplify for Grades pre-kindergarten through fifth grade that combine a multi-sensory approach to phonics with rich texts carefully sequenced to build content knowledge

<sup>17</sup> CVC stands for consonant-vowel-consonant words.

“The (blank) is (blank) than the (blank).” The teacher provided explicit instruction as the students followed along, filling out their worksheets, which included a section for them to draw a picture representing their thought process. The students were engaged, and the teacher frequently checked for student understanding and progress. The teacher took the time to review critical vocabulary, including length and weight. There was a total of eleven students.

In a middle school classroom, the students focused on science and learned about the universe. The teacher greeted the students and had them write a short informative response sharing their thoughts about what they had learned about the universe, specifically what it is. There were 19 students, the lead teacher, and another staff member in the classroom. As the students wrote their responses using notes and devices, the teacher walked around the room, reminding them to use resources to help them write. The students were very engaged and self-directed. Response ranged from a few sentences to a few paragraphs. The classroom seemed conducive to learning. Seven minutes into the session, the teacher reminded the students that they had a few more minutes to finish the task. After the task, the teacher transitioned to direct instruction, requesting students to share their responses as he wrote them on the board. Responses collected included the earth, space, stars, and Galaxy.

Middle school students engaged in an English language arts lesson. They read *The Hitchhiker's Guide to the Galaxy*, which the teacher read aloud as the students followed along. The teacher periodically asked text-dependent questions, and the students actively engaged in answering the questions. There were 14 students.

# Measures of Progress from Previous Site Evaluation

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

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
Implement targeted enrollment strategies to reach the maximum capacity of 181 students.	The current number of students enrolled at Learning Bridge is 165.	SPCSA staff find that Learning Bridge Charter School has not met this recommendation.
Improve chronic absenteeism rates.	Chronic absenteeism rates in elementary school are 15.6 percent and 18 percent in middle school.	SPCSA staff find that Learning Bridge Charter School has not met this recommendation.
Continuously monitor and evaluate curriculum implementation to ensure alignment with NVACS <sup>18</sup> and best practices in instruction.	Based on classroom observations on the day of the site visit, the curriculum was aligned with standards.	SPCSA staff find this recommendation was met with satisfactory progress.
Place a lock on the refrigerator inside the nurse's office to house student medication as needed for medical purposes.	Learning Bridge Charter School now has a locked refrigerator.	SPCSA staff find this recommendation was met with satisfactory progress.

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<sup>18</sup> Nevada Academic Content Standards

# Operational Compliance Checks

Fire Extinguisher	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Nurse's Station	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Evacuation Plan in Classrooms	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Food Permit	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input checked="" type="checkbox"/> N/A
Elevator Permit	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input checked="" type="checkbox"/> N/A

# Appendix A

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