



Nevada State Public Charter School Authority

Learning Bridge Charter School

Site Evaluation Report: October 8, 2025

State Public Charter School Authority

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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

Learning Bridge Charter School's middle school demonstrates strong academic performance, which serves as a strength. According to the 2024-25 Nevada School Performance Framework¹ (NSPF), the middle school earned 70.5 index points out of 100 and a four-star rating for the second year in a row. The administration highlighted the middle school team's strength in their presentation, and the team works together to provide high-quality instruction to middle school students. On the day of the site evaluation, the middle school classrooms observed were structured, and students were engaged in the learning process. The faculty focus group highlighted that the middle school staff actively collaborate to ensure classroom lessons are rigorous and engaging, resulting in improved student outcomes and a positive learning environment.

Small class sizes

A strength of Learning Bridge Charter School was its small class sizes. On the day of the site evaluation, many of the observed classes had approximately 14 to 20 students, resulting in a favorable teacher-to-student ratio that appeared to facilitate a more individualized learning environment. The members of the board focus group stressed the importance of sustaining smaller class sizes designed to support students' individualized needs. Participants in the family focus group also highlighted the importance of the school's smaller class sizes and underscored the teacher's ability to build positive relationships with students.

Clean and beautiful campus

Learning Bridge Charter School is situated on a beautiful site, and the building is clean and well-maintained, which serves as a strength. The school recently installed fencing in front of the school, enhancing its overall frontage. The board members discussed the importance of providing their school community with a permanent facility that would serve as a fixture for Ely's residents and support the board's belief in school choice for the local families.

Strong communication from school leaders with families

The family focus group highlighted that school leaders' strong communication skills are a key strength. Effective communication between principals and school leaders builds trust, strengthens the partnership between school and home, and improves student academic achievement and behavior. When school leaders regularly inform parents about student progress, involve them in solutions, and share both positive updates and constructive feedback consistently and respectfully, it leads to a more supportive and collaborative environment for everyone.

¹ 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, which classifies schools within a one to five-star performance rating system.

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.

Low academic achievement in elementary school

Low academic achievement in the elementary school is a challenge for Learning Bridge Charter School, which was issued a Notice of Concern² by the State Public Charter School Authority (SPCSA) at the November 2024 board meeting for the school's two-star NSPF rating in the 2023-24 school year, as well as a "Does Not Meet Standard" rating on the SPCSA Academic Performance Framework³ (APF). According to the most recent NSPF data (2024-25), the elementary school's star rating declined from 2 stars (36 index points) to 1 star, earning 19 out of 100 index points.

Chronic absenteeism

A challenge at Learning Bridge is its high chronic absenteeism⁴ rate. According to the 2024-25 NSPF, the elementary rate was 21 percent, and the middle school rate was 23 percent, both above the district average. The school leadership team shared the school's current action steps to reduce the rate, including following up with students and families who regularly miss school.

Teacher recruitment

Teacher recruitment in elementary school is a challenge at Learning Bridge Charter School, resulting in all long-term substitute teachers serving kindergarten through fifth grade. The leadership team noted that the school's rural location posed a challenge for recruiting licensed teachers. According to the United States Department of Education⁵ (USDOE) and the National Center for Educational Statistics⁶ (NCES), the geographic isolation of rural communities posed a challenge in recruiting licensed educators. The statistics summarize that rural communities often lack access to urban centers, cultural amenities, and professional opportunities, making it difficult for educators to relocate.

Meeting standards on the Organizational Performance Framework

A challenge at Learning Bridge Charter School is meeting the standards in the SPCSA Organizational Performance Framework⁷ (OPF). According to the most recent results, the school did not meet standards in governance and operations. The school's leadership team acknowledges the challenge and states that they are working to ensure that required compliance tasks are completed promptly and accurately. Additionally, the leaders mentioned contacting the SPCSA staff when questions arise to ensure high compliance rates.

² A Notice of Concern is a written notification to the charter school governing body detailing the area(s) of concern, the expected actions of the school, and the time to remedy, as applicable.

³ The Academic Performance Framework incorporates corresponding school year NSPF school ratings under the NSPF Index Score indicator, as the NSPF includes key performance measures such as academic achievement and proficiency, academic growth, English Learner (EL) growth, opportunity gaps, graduation rates, and chronic absenteeism, which address the requirements of NRS 388A.273.

⁴ Chronic absenteeism is typically defined as missing at least 10 percent of school days.

⁵ The United States Department of Education (USDOE) is the federal agency responsible for establishing policy, administering, and coordinating most federal education assistance.

⁶ The National Center for Educational Statistics (NCES) is a federal statistical agency responsible for collecting, analyzing, and reporting data on the condition of U.S. education.

⁷ The Organizational Framework includes indicators that define the operational and compliance standards to which all charter schools are held accountable for meeting minimum legal and ethical requirements.

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.

Improve academic achievement in elementary schools

The SPCSA recommends that Learning Bridge Charter School improve academic achievement in elementary school. According to the 2024-25 NSPF data, the elementary school's rating fell from two stars (36 index points down to 19) to one star. Additional details are noted in the deficiency section of this report, including ensuring that all students receive rigorous, high-quality, standards-based Tier 1⁸ instruction to improve student achievement in the elementary grade levels. The school leaders and the board acknowledge the school's current one-star rating in elementary school and are proactively working to improve academic achievement.

Continue efforts to decrease chronic absenteeism

The SPCSA staff recommends that Learning Bridge Charter School improve chronic absenteeism in the elementary and middle schools. The school's Leadership may find helpful resources on the Nevada Department of Education website ([Chronic Absenteeism](#)) or the SPCSA Canvas Repository, which includes best practices (<https://spcsa.instructure.com/courses/72>). A focus on reducing chronic absenteeism can improve students' access to instruction, positively impacting academic achievement and engagement.

Continue to provide targeted professional development and coaching for instructional staff

It is a recommendation by the SPCSA staff for Learning Bridge to continue to implement a targeted professional development and coaching initiative that builds educator expertise in areas such as data-driven decision making, Nevada School Performance Framework (NSPF), Foundations of effective teaching, academic vocabulary best practices, curriculum coaching⁹, and classroom management coaching.

Select a school-wide math curriculum

Selecting a school-wide math curriculum can serve as the foundation for Learning Bridge to increase student achievement. The school leaders stated that they recognize the importance of selecting a scientifically based math curriculum to serve as the school's tier 1 math curriculum. The SPCSA recommends that school leaders move forward in their process of selecting a high-quality math curriculum that meets their students' needs. The leaders may want to consider referencing EdReports¹⁰ ([EdReports](#)), which empowers school districts with a free review of K-12 instructional materials. Their reports offer evidence-rich, comprehensive information about a program's alignment with the standards and other indicators of quality, including coherence, rigor, teacher and student support. Selecting a school-wide evidence-based math curriculum can enhance the school's student achievement outcomes.

⁸ Tier 1 instruction is the foundational, high-quality teaching provided to all students in a classroom setting. This core instruction includes differentiating content and providing supports to address the diverse needs within the classroom.

⁹ Curriculum coaching is a collaborative partnership between an expert coach and a teacher, focused on improving instruction to increase student achievement.

¹⁰ EdReports is an independent, non-profit organization that provides free reviews of K-12 instructional materials to help educators choose high-quality, standards-aligned curriculum.

Improve completion of required Epicenter compliance tasks

The SPCSA recommends that Learning Bridge Charter School improve its overall rating on the SPCSA Organizational Performance Framework, specifically in the governance and operations sections, which did not meet the standard in the most recent Organizational Performance Framework. Improving in these areas can help meet the framework's standards. School leaders can refer to the information below to assist them in meeting the standard.

Continue to seek increased funding and community partners

The SPCSA recommends that Learning Bridge Charter School continue its efforts to seek funding opportunities and add prospective community partners. The school's leadership team and its board are encouraged to work with Opportunity 180¹¹ ([Opportunity 180](#)) to explore resources that may assist the school and its programs.

¹¹ Opportunity 180 works in communities throughout Nevada and partners with schools to launch, strengthen, and expand access to high-quality public schools for every kid in our state.

Site Evaluation Findings: Strong Recommendations

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

There were no strong recommendations in this site evaluation.

Site Evaluation Findings: Deficiencies

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

Increase the elementary school achievement level:

Context	A. Per the Charter School Renewal Contract between the State Public Charter School Authority Board and the Learning Bridge Charter School Governing Board, which was fully executed on 7/1/2019 and took effect on 7/1/2019, the consideration of the legislature in enacting legislation to authorize charter schools is to serve the best interests of all pupils, including pupils who may be at risk. A procedure by which the positive results achieved by charter schools may be replicated, and the negative results may be identified and eliminated. B. Consistent with any oversight practices set out in the Charter School Performance Framework, the Authority shall follow a progressive system of notification and calls for corrective action on the part of the Charter School. (7.5.1) C. The Charter School Contract between the State Public Charter School Authority Board and the Learning Bridge Charter School Governing Board was renewed on July 1, 2019, for a six-year term and took effect on the same date. Part 3: Education Program Element: Curriculum states that the charter school shall have control over and responsibility for delivering the educational program and attaining the performance standards outlined in the charter school performance framework.
Condition	The Charter School Contract between the State Public Charter School Authority Board and the Learning Bridge Charter School Governing Board was renewed on July 1, 2019, for a six-year term and took effect on the same date. According to the renewed contract, Learning Bridge Charter School has committed to (1) providing a sound education program for students to attain Nevada performance standards and (2), per the school's mission and vision, to ensure that each student receives a rigorous and engaging education in a supportive culture of accountability and kindness. Current student learning and achievement levels at the elementary school at Learning Bridge Charter School fall below expectations according to the 2024-25 NSPF data. Additionally, several students attending the elementary school are not being given the opportunity to learn to their full potential. They are not maximizing their student achievement, as observed during the site evaluation. High-quality instruction is not consistently present in several classrooms, and Tier 1 and Tier 2¹² instruction is not providing acceptable levels of academic achievement.

¹² Tier 2 instruction is targeted, small-group, supplemental support for students who need more than what's provided in core Tier 1 instruction, but less than intensive individual support.

Causes	Learning Bridge Charter School students are not offered a robust Tier 1 and Tier 2 instructional program, and they earned a 1-star rating at the elementary school level in the 2024-25 NSPF. Extensive learning gaps exist in elementary school students' learning, and overall achievement levels are significantly below district levels. The school must improve its Tier 1 and Tier 2 instruction. According to SPCSA staff, classroom observations on the day of the site evaluation, the following classroom elements were rarely observed and may contribute to low academic performance and learning gaps in the elementary school. Communicating with students: The teacher describes strategies students might use, inviting them to interpret them in their learning context. Using questioning and discussion techniques: The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. The teacher asks students to justify their reasoning, and most attempt to do so. Engaging students in learning: Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. Using assessment in instruction: The teacher elicits evidence of student understanding. Students are invited to assess their work and make improvements; most of them do so. Feedback includes specific and timely guidance, at least for groups of students. On the day of the site evaluation during the leadership presentation, the school leadership team acknowledged that overall instructional quality must improve in the elementary school.
Effect	In the Elementary School, the most recent Nevada School Rating Report for the 2024-25 school year, as posted by the Nevada Department of Education in September 2025, indicates: • A 1-star rating • An overall index score of 19 out of a possible 100 points Overall, the pooled proficiency (21%) was well below the state's average rate (53%), and the school earned 2 out of 25 points in the Academic Achievement Indicator section, 7 out

	of 35 points in the Growth Indicator¹³ section, and 7 out of 20 points in the Closing Opportunity Gaps Indicator¹⁴ section. A drop in index scores between the 2023-24 school year and the 2024-25 school year indicates: Elementary: 2023-24 index score 36, 2024-25 index score 19. It is also critical to note that NRS 385A.720 and subsection 6 of NRS 388A.274, the sponsor of a charter school shall terminate the charter contract of the charter school or restart the charter school under a new charter contract if the charter school receives, in any period of 3 consecutive school years, three annual ratings established as the lowest rating possible, indicating underperformance of a public school, as determined by the Department pursuant to the statewide system of accountability for public schools. Additionally, per NRS 388A.367, any school rated 1- or 2- stars is required to mail a written notification to the parent or guardian of each pupil enrolled that includes information on the school's star rating and a list of other public schools to which a pupil may transfer if the charter school closes or adopts changes which a parent or legal guardian finds unacceptable. The school must also post a notification on their website. Finally, NRS 388A.367 requires the governing body of qualifying public charter schools to hold a public hearing within 30 days of sending out the notification necessary to allow stakeholders to discuss actions and solicit feedback for continued academic growth and improvement.
Deficiency Finding	SPCSA staff recommend continuing to focus on improving Tier 1 instruction and Tier 2 targeted interventions. The SPCSA staff recommends continued monitoring and strategic implementation to increase specific student academic skills and growth gains within grade levels and subgroups. Specifically: - Ensure that all students are provided with rigorous, high-quality, standards-based Tier 1 instruction. - Ensure high-quality, data-driven Tier 2 instruction through regular monitoring of student progress and instructional effectiveness. - Develop strong instructional practices that support differentiated instruction for all students. - Provide robust Professional Development (PD) and individual teacher support in interpreting data for curricular decisions. The school may find it helpful to refer to

¹³ In Nevada, "growth indicator" most commonly refers to a measure of student progress used in the Nevada School Performance Framework (NSPF). It tracks how much a student improves in subjects like English Language Arts (ELA) and Math over time, comparing their progress to that of their "academic peer group".

¹⁴ In Nevada, the Closing Opportunity Gaps Indicator is a measure of a school's success in improving the academic performance of students who are not yet proficient in English Language Arts (ELA) and Math.

	resources such as <i>Driven by Data 2.0: A Practical Guide to Improve Instruction</i>¹⁵ by Paul Bambrick-Santoyo¹⁶, an instructional leader who has trained over 300,000 school leaders worldwide in instructional leadership. • Consider supporting novice teachers in enhancing their classroom instruction by offering regularly scheduled coaching cycles with frequent feedback to refine their practices. The leadership team may find it helpful to refer to the Nevada Educator Performance Framework¹⁷ (NEPF) Teacher Instructional Practice Rubric and the Teacher Professional Responsibilities Rubric when supporting teachers in developing their instructional and professional practices. • <u>Teacher Instructional Practice Rubric</u> • <u>Teacher Professional Responsibilities Rubric</u> • Consider emphasizing the importance of enlisting families to further support their children at home by providing them with tools and practice materials. A deficiency is considered highly serious and in urgent need of immediate attention. Once issued, school leaders are asked to complete a Site Evaluation Response Plan within four (4) weeks of the school board, and the school leader receives the site evaluation report. The school may request an extension in writing if needed. The site evaluation team will review the Response Plan, meet with School leadership, and provide feedback to the school. The site evaluation team and school leadership will agree on the action plan, including the documented steps and an accompanying timeline.
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¹⁵ Driven by Data 2.0 offers valuable tips and general guidelines on data-based methods and the challenges of implementing data-driven instruction.

¹⁶ Paul Bambrick-Santoyo is the Chief Schools Officer for Uncommon Schools, an organization set up to provide children with an outstanding education that will prepare them to graduate from college and achieve their dreams.

¹⁷ The Nevada Educator Performance Framework (NEPF) is a statewide system for evaluating teachers and administrators in Nevada.

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 ¹⁸	2
Family Members, Parents, and Guardians	7
Faculty and Staff	10
School Leadership	4
Students	12

¹⁸ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two of the six school board members participated in the board focus group and provided an update on the one open seat. They reported having a candidate in mind and planned to meet with the individual soon to discuss board member roles and responsibilities. The members also noted that two members have served for nine years and have seen the school undergo its changes. The board has no subcommittees and meets once a month, and additionally as needed.

After this update, the conversation turned to the school's primary strengths. Members described small class sizes, which enable teachers to connect closely with students and provide more individualized attention. In addition, they cited strong, proactive communication between the school and parents, which uses email, phone, newsletters, and in-person conversations. Finally, members discussed school choice, highlighting the importance of providing an option outside the local district, and emphasized that this is a primary asset of Learning Bridge Charter School.

The dialogue then shifted to the board's strengths. Members shared that the board engages in productive conversations. One member noted that sound decisions are made because members can openly engage in dialogue with diverse opinions, enriching board sessions. Another member said, "We are willing to talk about issues; the board has different expertise to bring." They continued, "Our board is open to conversation and discussing topics in detail." Both members said this function serves the board well in ensuring the board does what is best for the school, its students, staff, and families.

The session also included a conversation on the school's current challenges. The primary focus is on improving academic achievement in elementary school. A member shared that "We need to find certified teachers." Further emphasizing the importance of raising elementary students' reading scores. One member discussed the difficulty of recruiting and hiring highly qualified teachers in such a rural setting. The members added that the low academic performance leads to learning gaps and the need for intensive academic interventions. The members noted that, with these challenges, the school has active plans to address them, including recently adding an additional school administrator with a background in math to assist the newly transitioned principal, who has a background in literacy. Both acknowledged the urgency in raising academic achievement in elementary school.

The members noted that they are somewhat satisfied with the current enrollment in the 170; however, they could enroll 10-20 more students, which would possibly allow them to add a specialist to offer students more non-core classes.

Focus Group Summary: Family Members, Parents, and Guardians

Participants of the family focus group shared their child's recent success stories, which included one member sharing her child's positive experience and growth in reading, "My daughter transitioned from homeschooling to learning bridge, and she is soaring in reading. They communicate with me, and they have earned my trust. Another parent discussed his son's progress in developing life skills and expressed gratitude to the staff for his son's growth, commending them for their expertise in improving his son's quality of life. Another mentioned their child's success in making friends at the school and feeling accepted by peers. Lastly, a member shared that her child's speech therapy was successful, leading to improved self-confidence.

The group commended the school for its smaller class sizes, which, in their opinion, served as a strength and supported their child's academic and social development. One member commented that "having fewer students in the room helps the teachers connect with their students," adding, "they can spend more time with them." Furthermore, the participants valued the staff's ability to communicate effectively with them, praising them for clear, timely communication. A few commended the school leaders' open and prompt communication with families. While all participants praised the teachers and staff for actively contacting them to keep them informed on their child's progress. All members of the group shared that open, welcoming forms of communication have led them to feel a strong sense of partnership with school personnel. Several expressed optimism about improving the achievement rate at the elementary school. Acknowledging that small class sizes and a strong sense of partnership can serve as a foundation for improvements.

The session also focused on recommendations for the school to consider. Several parents and family members expressed their aspirations for more after-school and extracurricular activities. Recognizing the school's budget limitations, the group highlighted the need for students to have access to these types of activities that larger school districts offer. A member shared the need to provide more tutoring support for students on Friday. Lastly, a participant mentioned that the school is considering updating its absence policy, specifically to avoid being penalized on its Nevada report card for chronically absent students. Members noted that the attendance requirements are set by the federal government and that the school actively encourages students to attend regularly.

Focus Group Summary: Faculty and Staff

Ten staff members representing various roles participated in the session. The discussion included their views on what helps to sustain the middle school's four-star rating on the NSPF. A few themes that emerged were good communication among the middle school staff. One participant stated, "If we see a student struggling, we communicate and help each other." A few others shared the same sentiment, emphasizing the team's ability to discuss pertinent topics, including instructional planning, lesson design, and tailoring support to students' unique needs. A staff member mentioned, "If we see a student struggling, we communicate and help each other". Another colleague emphasized the importance of team consistency as a factor supporting the middle school staff's ability to positively impact student learning, adding, "Students need a high level of consistency from their teachers."

The discussion delved into the elementary school's low academic performance and the recent actions taken to address it. A few faculty members highlighted their focus on using student performance data to plan instruction and create leveled intervention groups to remediate skill deficits in reading and math. One person from the group noted, "We started the year with some assessment on reading and figuring out where the kids are, then fill in learning gaps". A team member noted the use of the Measures of Academic Progress¹⁹ (MAP) Assessment to obtain student performance data so the teacher can better understand each student's current levels in math and reading. The team stressed that the school has placed heavy emphasis on data analysis.

Despite the elementary school's low academic performance, the participants remained optimistic as they headed into the fall months. Mainly because of the school leaders' ability to communicate with staff and families. Many members expressed appreciation for the school leaders' clarity in sharing information and their ability to listen to staff concerns.

The conversation transitioned to what staff members were teaching or if they were in a support role, what they were helping students to learn. One teacher noted that she has been working on teaching her students explicit phonics, and a colleague shared that she focuses on writing journals to improve students' writing skills. Other responses include math, science, speech, and fine motor. A few discussed their focus on teaching students social and emotional skills, including how to regulate their emotions and calming techniques to remain in a productive work mode.

Lastly, the staff shared a few recommendations to the school leaders and its board members, including refinements to the student discipline policy, specifically explicit communication on the types of discipline measures used to teach students school-wide behavioral expectations before the student is sent back to the classroom. Another recommendation is to provide staff with a description of how the board finalizes its decisions, while a request was made to review safety drill procedures.

¹⁹ MAP assessment, or Measures of Academic Progress, is a computer-adaptive test that measures student achievement and growth over time in subjects such as reading, math, language usage, and science.

Focus Group Summary: School Leadership

The leadership focus group session included a discussion of how the two new leaders were adapting to their roles. The principal, with a background in early literacy, and the assistant principal, who has middle school math experience, shared specific actions taken to improve academic outcomes in the elementary school. They have emphasized using data to deliver quality, standards-based instruction. Their current action steps include offering professional development for staff to interpret MAP assessment data and using this data to plan targeted small-group instruction for students with learning gaps. One leader highlighted the need to ensure the reading intervention curriculum is implemented consistently and noted that selected teachers have attended training in The Science of Reading²⁰ to enhance explicit instruction and adherence to best practices. Another leader detailed ongoing classroom observations as a strategy to provide actionable feedback, aiming to strengthen math instruction and enhance teacher support. Leaders noted that enhanced communication with teachers has been positively received.

The leaders emphasized that ensuring compliance-related tasks associated with operational efficiency has been a challenge. The leaders acknowledge a need for improvement and have devoted time to ensure tasks are completed promptly and accurately. One leader commented, “Reporting has been a challenge.” The leaders shared that they have communicated with the school’s former leader, who has been gracious in collaborating with them to support the transition in leadership. Additionally, the school’s office personnel, who have been at the school for over ten years, have supported the change process and actively share relevant background information on the school’s operations, past systems, and structures. Another noted challenge the leaders discussed was the lack of licensed teachers at the elementary school. Although the leaders expressed appreciation for the current elementary teachers, they acknowledged the importance and requirements of having licensed, qualified teachers in kindergarten through grade five.

A brief dialogue followed regarding the middle school’s success. The leadership team praised the middle school staff for their effective communication and support for students’ needs. One leader added, “We want to focus on sustainability.” Expounding on the importance of leveraging the middle school’s success to the elementary grade bands. One leader explained their action step: providing teachers with opportunities to engage in collaborative meetings with colleagues from various grade levels, which allows for the exchange and sharing of effective strategies that impact student achievement. For instance, several of these sessions have focused on strategies for effectively analyzing student data to provide differentiated learning that supports students with diverse needs.

The team spent some time explaining the school’s systems of supporting students’ social and emotional needs. A focus area is supporting students’ ability to manage their emotions effectively. The leaders emphasized the importance of teaching students to self-regulate their feelings so they can work through difficult moments with minimal impact on their own learning and on others’. Additionally, the school’s enrollment was briefly discussed, and the leaders disclosed that current enrollment is in the 170s, and adding 10-20 more students would be optimal. Nevertheless, the number is within their expectations.

²⁰ The Science of Reading is an interdisciplinary body of scientific research on how the brain learns to read and write, grounded in decades of work across multiple languages.

Focus Group Summary: Students

Twelve students participated in the focus group session. They shared what they were currently learning in their classes, including reading the novel titled *Ruby Bridges* for English Language Arts, volume and proportions for math, and ancient Egypt for history class. One student elaborated on their class project focusing on creating ancient tombs. The students also shared what they liked most about the school. A few commented on their appreciation for the staff. One stated, “Teachers are kind and teach us a lot of things”. Another said, “Teachers push us and give us more education,” comparing his experiences from the former school he attended. A classmate added, “They know where we are in our education.” Other members of the group especially like their classmates and friends that they have made at the school. Lastly, a student mentioned liking the school’s uniforms.

The students were asked to share how teachers and staff provide them with feedback on their assignments. One student said her teacher “helps the class by asking us questions” and also has the class redo the assignment to ensure they learn it. Other students stated that their teachers provide examples, review the problems with the class, and give feedback during the process. Another student mentioned that the teacher will lead discussions designed to help them develop a deeper understanding of the content. When asked whether they had a staff member to talk to if needed, all the members said yes, and the responses ranged from administration to teachers to support staff.

The group also discussed factors that interfere with their learning. A few mentioned that students who display poor behavior can distract them from their learning. For instance, noise can negatively affect concentration and students' ability to complete classwork. Several noted that difficulty making friends negatively impacts their overall development. Another student mentioned that having homework that is too difficult can interfere with the learning process, leading to frustration. Lastly, a few students shared that the importance of recess, specifically when they don’t have ample time, negatively impacts their classroom performance.

Probing students to share their recommendations was also a focus of the session. A few recommended not having a school uniform policy, while others said they would like a school lunch option. A student shared that having more comfortable chairs that match their size would be appreciated. Several shared the need to add more extracurricular activities, clubs, and field trips.

Classroom Environment and Instruction Observation Rubric

A total of 9 elementary and 6 middle classrooms were observed for approximately 15 minutes on the day of the site evaluation.

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

Classroom Environment and Instruction

Observation Rubric

A total of 9 elementary and 6 middle classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively. The teacher invites students to explain the content to their classmates. Students use academic language correctly.	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. Students engage with the learning task, indicating that they understand what they are to do.	The teacher provides little elaboration or explanation about what students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher may make minor content errors. The teacher must clarify the learning task.	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. Students indicate through their questions that they are confused about the learning task.	This criterion was not observed or rated.
	TOTAL: 0	TOTAL: 7	TOTAL: 8	TOTAL: 0	TOTAL: 0
Using Questioning and Discussion Strategies	Students initiate higher-order questions. The teacher builds on and uses student responses to questions to deepen student understanding. Students extend the discussion, enriching it. Virtually all students are engaged.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Discussions enable students to talk to one another without ongoing mediation by the teacher. Many students actively engage in the discussion.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number participate.	Questions are rapid-fire and convergent with a single correct answer. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion.	This criterion was not observed or rated.
	TOTAL: 0	TOTAL: 3	TOTAL: 11	TOTAL: 0	TOTAL: 1

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Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Engaging Students in Learning	Virtually all students are engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. The pacing of the lesson provides students with the time needed to be intellectually engaged.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	Few students are intellectually engaged in the lesson. Learning tasks, activities, and materials require only recall or have a single correct response. The lesson drags on or is rushed.	This criterion was not observed or rated.
	TOTAL: 0	TOTAL: 7	TOTAL: 8	TOTAL: 0	TOTAL: 0
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 0	TOTAL: 5	TOTAL: 10	TOTAL: 0	TOTAL: 0

Classroom Observations and Additional Comments

Middle school students learned about transversal intersections of parallel lines in a math class. At the beginning of the class, students were provided with a warm-up activity, followed by a teacher-led review of digits on the whiteboard. The teacher asked a few questions on rounding numbers to the nearest decimal, and the students answered them as the teacher reinforced prior learning concepts and demonstrated the strategy on the board.

Students in a special education resource room worked on their math facts, receiving individualized feedback from the teacher. For instance, the teacher had the student read aloud the math problem, and she provided step-by-step assistance on specific strategies to use, including underlining main concepts and rereading sentences to clarify their meaning and details.

A middle school English Language Arts classroom consisted of the teacher and 19 students. The students completed a graphic organizer on the main character of the book *Hunger Games*. Details in the graphic organizer included the identifying traits of the character and how she influenced others. The classroom was highly structured, and the students demonstrated a high level of independence and engagement with their assignments. As the students worked, the teacher circled the classroom, asking students higher-level questions that required them to cite the text and explain their thought process.

Approximately 15 secondary elementary students used their individually assigned devices to work on their math facts using the Reflex²¹ App. The students worked independently throughout the observation period. There were two adults in the room monitoring the students.

Middle school students worked on their science project, which focused on the study of mummies and the process of mumification. The students were provided with opportunities to work in groups with structures that allowed them to share their thoughts and ask each other questions. While the students were engaged in the activity, the teacher actively monitored their learning and asked students open-ended response questions designed to have them explain their thinking process.

Students in an English Language Arts primary elementary grade level participated in small-group instruction. There were seven groups, each consisting of three to four students, with one teacher and one paraprofessional assisting the class. The paraprofessional worked with a few students at a table on writing sentences, while the teacher checked on every group, providing feedback on their writing or reading activity. The classroom environment was well structured, and the students were highly engaged in their tasks.

²¹ Reflex is a math app that helps students build speed and accuracy with basic math facts.

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
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, the score was 38.8 out of 100, and in the 2023-24 school year, it was 36.1 out of 100. It is recommended that Learning Bridge target three key indicators: Closing the Opportunity Gap (currently 5 of 20 points), Growth (18 of 35 points), and Academic Achievement (4 of 25 points).	The school leaders provided an update on their emphasis areas to improve academic achievement in elementary school, including standards-based instruction. A significant goal is to acquire high-quality, licensed educators for the elementary grades.	The SPCSA continues to emphasize the need for Learning Bridge Charter School to improve academic achievement in the elementary school. The school must continue to refine and implement its action steps and formalize plans to increase student achievement in elementary school.
SPCSA staff recommend that Learning Bridge continue strategizing ways to address chronic absenteeism.	The school administration shared that they actively review daily attendance reports and communicate with families to reduce the rates.	The SPCSA continues to emphasize the need for the school to reduce the rates of chronic absenteeism.
SPCSA staff recommend that Learning Bridge develop and implement a plan to manage the upcoming leadership change, ensuring a smooth transition and continuity in the school's operations	The leadership team shared that the two new leaders have collaborated with the former school leader and the office staff to support the transition in school leadership.	The SPCSA acknowledges that the current school leadership has communicated with the school's former leadership and the school's office personnel.
SPCSA team members recommend adding one or more key roles at Learning Bridge: an assistant principal, an intervention coordinator, or back-office support to strengthen leadership capacity and reduce administrative burden. Additionally, the SPCSA recommends an assistant principal	The SPCSA recognizes the school's effort to add an assistant principal.	The school has added an assistant principal with a middle school background, who can serve as an asset in assisting with school administrative and instructional leadership responsibilities. The SPCSA acknowledges the school's effort in adding another school leader.

to support curriculum development, lead ongoing teacher training and coaching cycles, and oversee day-to-day instructional operations.		
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	The leadership team provided an update and overview of the school's professional development focus areas, emphasizing data-driven instruction and coaching cycles.	The SPCSA recommends that Learning Bridge Charter School continue to prioritize providing high-quality professional development for its staff to improve student outcomes.
The SPCSA recommends that Learning Bridge consider transitioning from the current San Francisco Math curriculum, which is developed by a group of teachers based in San Francisco, to a more thoroughly reviewed and well-vetted elementary math curriculum.	The school leaders provided an update that they are actively searching for a school-wide math curriculum and will move forward with the selection process soon.	The SPCSA staff acknowledges the school's leaders plan to select and purchase a school-wide math curriculum soon.
The SPCSA recommends that Learning Bridge board members complete all SPCSA 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.	The board members who participated in the board focus group noted that all members completed all SPCSA-required training and that their plans include adding another board member shortly.	The SPCSA acknowledges that all school board members have completed the necessary training. Also, the SPCSA encourages the board to pursue adding another member.

Operational Compliance Checks

Fire Extinguisher	☒ YES	☐ NO	
Nurse's Station	☒ YES	☐ NO	
Evacuation Plan in Classrooms	☒ YES	☐ NO	
Food Permit	☐ YES	☐ NO	☒ N/A
Elevator Permit	☐ YES	☐ NO	☒ 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.