
Bridges Public Charter School Annual Report October 2, 2018

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Annual Report Narrative

I. School Description

A. Mission Statement

Bridges' mission is to provide an exemplary educational program that includes students with special needs. Our developmentally appropriate, student and family-centered educational approach nurtures students to expand their developmental skills in order to build a foundation for life-long learning.

Bridges, the name of our school, symbolizes an inclusive learning community that builds bridges of understanding, awareness and support by connecting children and families with a variety of different needs, cultures and backgrounds.

B. School Program

Bridges Public Charter School is an expanding elementary school. The final year of growth for the school for grade levels served was the 2017-2018 school year when the school reached 5th grade. From fall 2005 – spring 2012 Bridges Public Charter School exclusively served Pre-K 3 and Pre-K 4 students. The school gained approval in the spring of 2012 to become an elementary school and began expansion the following year. For the 2016 - 2017 school year Bridges served students in Pre-K 3, Pre-K 4, and Kindergarten through 5th grade. For the 2017 - 2018 school year Bridges' program ran from August 21, 2016 to June 14, 2018. The hours of operations for the school were from 8:30 am – 3:30 pm on all days, except Friday. On Friday the school day ended at 1:00 pm. The school offers before-school care from 7:00 am – 8:30 am and after school care from 3:30 – 6:00 pm and from 1:00 pm – 6:00 pm on Fridays. The school also held a one month summer program in July 2018 for students with special needs and general education students.

For the 2017-2018 school year Bridges served 399 students. There were seven early childhood Pre-K 3 / Pre-K 4 classrooms – five were general education inclusion classrooms and two were non-categorical high-level special-education classrooms. At the elementary grade level there were:

- Kindergarten: Two general education inclusion classrooms and one non-categorical special- education classroom
- 1st Grade: Two general education inclusion classrooms and one non-categorical special- education classroom
- 2nd Grade: Two general education inclusion classrooms and one non-categorical special- education classroom
- 3rd Grade: Two general education inclusion classrooms and one

non-categorical special- education classroom

- 4th Grade: Two general education inclusion classrooms and one non-categorical special- education classroom
- 5th Grade: One general education inclusion classrooms and one non-categorical special- education classroom
- Mixed grade classroom: One mixed grade high-level special education classroom for students in grades Kindergarten to 3rd grade that focused on using Applied Behavior Analysis (ABA) in the instructional program.

The school will reach capacity upon completing out the 5th grade level during the 2018-2019 school year and will serve more than 400 students in grades preschool through 5th grade. Bridges PCS is and will continue to be a unique program in the DC education landscape, both public and private. We anticipate having a student population that is 70% typically developing and 30% students with special needs. The school will serve students with special education levels 1- 4 with a wide range of special needs as it has done already during the past thirteen years.

At capacity the school will have 27 classrooms with the following configuration:

Inclusive Classrooms	High Level Special Education Level 4 Classrooms
5 Multi-Aged Pre-K3/Pre-K4 General education inclusion classrooms. 20 students per classroom	2 Multi-Aged Pre-K3/Pre-K4 classrooms Non-Categorical / Mixed Special Education Categories 8 – 10 students per classroom
12 Single grade Elementary General education inclusion classrooms, Grades K – 5th 22 – 24 students per classroom	6 Elementary level grade classrooms Non-Categorical / Mixed Special Education Categories Grades K – 5 th 8 – 10 students per classroom
	2 Multi-Aged Elementary classrooms Grades K – 3 and 4 th – 5 th For students with high level special needs 6 – 8 students per classroom

Curriculum Design and Instructional Approach

At Bridges, we believe that inclusive education is beneficial to all of the students who have the opportunity to participate. Inclusion builds compassionate relationships among students, develops self-esteem in individuals, and develops the awareness that everyone has strengths and challenges.

The following practices are evident in the design of the school's curriculum and instructional approach:

- *Developmentally appropriate, individualized education:*
Educational programs are tailored to meet each student's individual learning needs and developmental levels. In order to ensure the education of the whole child, academic and social emotional goals are assessed and monitored.
- *Transdisciplinary, family-centered approach:*
Through transdisciplinary, family-centered planning and implementation of the educational program for students with special needs, students have increased opportunities to practice and learn developmental skills in both the home and school environments. Team planning fosters consistency and the continuity of learning opportunities, as well as promotes collaboration and peer training among staff members and families.
- *Active, Hands-on and Inquiry Based Curriculum:*
Students learn from experience. Therefore, our classrooms are hands-on and academic studies are thematic and project-based. Students have daily opportunities to learn new skills through small group instruction, individual practice and whole group work.
- *Student-centered learning:*
Students actively participate in all aspects of planning, developing, and assessing their learning experiences. Teachers serve as facilitators, encouraging students to interact with peers, materials, and the environment in order to construct their own learning. With a small student to teacher ratio, teachers can consistently support each student's individualized learning

Early Childhood Education Program Pre-K 3 / Pre-K 4

The Bridges Public Charter School's early childhood curriculum for Pre-K 3 / Pre-K 4 students supports the development of the whole child through a balance of investigation, play, and instruction. Using science and social studies based study topics as the curriculum framework and learning centers, the curriculum areas of language arts, mathematics, science, arts and physical development are integrated throughout the curriculum and the classroom. The learning centers in a classroom include: dramatic / imaginary play, blocks, table toys, art, music, library, writing, discovery (science and math), sensory table (e.g., sand, water, rice, and leaves) and computer. Bridges' integrated curriculum is performance-based and aligned with the DCPS Content and Performance Standards.

The Project Approach / Classroom Studies

The project approach is the “in-depth investigation of a topic worth learning more about.” A project or study focuses on finding answers to questions posed by the students and teachers and developing a deeper, richer understanding of the topic. Topics are investigated first-hand in the community and/or brought into the classroom. The duration of a study can be as short as a day and as long as a month. In the Bridges’ curriculum we use the term “study” instead of project; a study is usually a month long. Bridges uses science and social studies based study topics as the framework for classroom learning. Examples of study topics are: fasteners, construction, water, communication, skin, trees, colors, and families. Study topics are not determined before the school year begins; instead, they are developed by observing the children in the classroom. Using the school’s curriculum materials, the HighReach Passport and Pre-K curriculums, teachers identify topics of interest and importance to the students and then collect materials and information on the topic to then develop it for implementation in the classroom. To begin a project, a teacher provides students with an experience that will bring out what the children already know about a topic. Then working with the children, they decide what else they want to know about the topic. Topics for student are chosen based on the following criteria:

- It is relevant to the world, as children know it.
- It is meaningful and of interest to the particular children (and teachers) involved.
- It is mindful – it causes children to think.
- The topic can be researched and investigated by the children and it lends itself to first-hand experience.
- Resources such as “experts,” as well as materials and equipment are available in the school or community.
- The knowledge gained from the study is worth knowing.

Social Emotional Development and Learning

Bridges utilizes components of the Responsive Classroom®, which is both a classroom management model and a social curriculum. Bridges also uses the research-based Second Steps Program, which uses grade-appropriate activities to teach students empathy, problem solving, conflict resolution and management of impulses and emotions. Bridges has school-wide behavior and conduct expectations for all members of the learning community. These expectations encourage each student and staff member to conduct his or herself in an appropriate way, behave in a cooperative manner that supports learning, and treat other members of the community with respect. The Bridges program emphasizes the development of social skills, such as conflict resolution, collaborative problem solving, and expressing emotions through words rather than actions. The school wide values and expectation are embodied by the acronym REACH - Responsibility, Engagement, Acceptance, Creativity and Honesty. Bridges PCS students and staff REACH for success by taking care of ourselves, our friends and our school through the implementation of positive behavior intervention supports, Responsive Classroom, and Second Step.

Literacy

Emergent literacy skills development and instruction at the early childhood level at Bridges is done using an integrated approach. The development of emergent literacy skills for reading and writing happens through daily story times, conversation, whole group instruction and small group instruction. In addition to the integrated curriculums Passports and Pre-K published by HighReach, the school uses Instructional Supplement from Education Solutions LLC, and the Handwriting Without Tears curriculums to support students' vocabulary development, learning to recognize letters and letter sounds, and emergent writing skills.

Bridges Language Arts program for the elementary grades is a balanced literacy approach. Bridges uses The Readers and Writer's Workshop approach for instruction in English Language Arts and provides students with direct phonics instruction as well. The Readers Workshop instructional method emphasizes the interaction between readers and text. Students learn to ask questions as they read making connections with their prior knowledge. The components of Readers Workshop include: mini-lessons on a reading strategy or strategy for making meaning from a text; independent reading time, journaling to respond literature; teacher / student conferences and guided reading with a teacher individually or a group. The Writers Workshop model encourages students to write by making the process of writing a meaningful part of the curriculum through various daily activities. Each writing unit intentionally introduces a practice that good writers do and gives students opportunities to practice pre-writing and writing activities with that focus. Students begin Writers Workshop in kindergarten and 1st grade using pictures to generate ideas for stories. In later grades, writing ideas out and learning to plan for writing by writing becomes the activity itself. Students are able to choose the topics they write about and engage in peer conferencing as part of the creative process. Writers Workshop includes story planning, revision, teacher editing and direct instruction in grammar and English writing conventions. The format of Writers Workshop is similar to Readers Workshop and includes: a Mini-Lesson to focus on an aspect of good writing; independent writing time and sharing with a peer. Student's writing goes through the process of creating a first draft, revision, illustration, final editing, and publishing. Both Readers and Writers Workshop have celebrations to display and recognize learning that has occurred at the end of each unit.

Mathematics

Bridges early childhood program's primary resource for math instruction is Chicago Everyday Math. For grades Kindergarten and above, Bridges uses the Common Core Math Standards as the frame work for instruction. Resources for instruction include Go Math from Houghton Mifflin Harcourt. All curricula material used are standards-based.

Social Studies and Science

As a natural extension to the thematic, project-based studies of the Pre-K level, Bridges has continued theme-based exploration and a constructivist approach in the selection of curricula for Kindergarten through 5th grade for social studies and science. For Social Studies, students engage in inquiry-based theme studies around historical, civic, governmental or geographic focuses depending on the grade level guided by the Common Core Social Studies Standards.

For Science, the FOSS (Full Options Science System) Science curriculum is used which provides students with hands-on opportunities to engage in authentic scientific inquiry and analysis.

Art and Music

Art and music instructions at Bridges are integrated into the classroom curriculum currently by classroom teachers at the Pre-K level. For the elementary level of the program grades Kindergarten – 5th grade students receive art instruction from an art teacher and art integration happens through collaboration between the art teacher and classroom teachers during the school day in the subject areas of social studies or science. The school is a partner with the nonprofit art education organization DC Collaborative, which provides public schools with the opportunity to see musicals and theatre performances at art institutions in DC.

Health and Fitness

Students at Bridges are provided with daily opportunity for gross motor play and physical activity. Bridges' work to promote health and wellness for students is based on the DC standards in accordance with the Healthy Schools Act. For the 2017-2018 school year Bridges' Physical Education Teacher worked with all grade levels Pre-K through 5th grade providing direct instruction weekly. The school also employs a yoga instructor to provide physical education to students.

Foreign Language Study

At this time Bridges does not have a separate foreign language program for students. In the future, Bridges will offer Spanish language instruction for students in the elementary grades. At the early childhood level, for the 2017-2018 school year, three of Bridges eight Pre-K 3 / Pre-K 4 classrooms were staffed with a Native Spanish speaker who provided Spanish language instructional support daily within the classroom setting. In these three Spanish-language support classrooms, two days a week morning meeting, story time and thematic small group learning activity was lead in Spanish. This is done to support the high number of Pre-K students in the program who come from homes where Spanish is the first language.

Student Support Services – Supporting Students with Special Needs and English Language Learners

The Bridges' Student Support Services Team works to supports students in both the school's general education and high-level special education classrooms. The Student Support Services Team includes: A Director of Student Support Services, An Assistant Director of Student Support Services, a Special Education Coordinator, floating special education teachers, classroom based special education teachers, a social workers, a school counselor, a Coordinator/Teacher for English Language Learners, one ELL Teacher, Speech-Language Pathologists, a Physical Therapist, Occupational Therapists, an Applied Behavior Analysis / Verbal Behavior Coordinator, a ABA Program Assistant, a Behavior Intervention Lead and a Behavior Technician. This team of people work collaboratively teachers, providing consultative support, co-teaching and direct instructional support to students.

C. Parent Involvement Efforts

The Bridges Public Charter School sees parents as partners in the education of the students. We welcome and ask for on-going involvement in the classroom and the school. Below is a summary of ways parents can and are involved in Bridges Public Charter School.

Board of Trustees and Parent Teacher Organization (PTO)

Two parents serve on the Board of Trustees as regular members of the Board of Trustees as is required by all charter schools in DC. During parent orientation sessions and Back-to-School Night at the start of the school year, students' parents learn about the role of the Board of Trustees and the responsibilities of Board members. Parents interested in being considered for a parent board member position can apply in the fall / winter when a parent board member space is open on the board. From the pool of applicants, the school's Board selects parent representatives to fill any vacancies they have during a given school year. Parents also have a voice in and impact on the school program through the Parent Teacher Organization (PTO). The PTO agenda and work are led by the school's parents. The school's Principal and other school Leadership attend PTO meetings to be part of discussions and share information.

Whole School Newsletter

Ongoing communication and interaction between parents and school staff is essential. Each month, classroom teachers send home a newsletter with opportunities for classroom involvement and ideas for extending learning at home. In addition to the classroom newsletter, a monthly whole school newsletter is sent home. All written information and materials for parents at Bridges PCS are written in English and Spanish (and other languages when possible). This includes all forms to be completed by parents/caregivers, report cards, and the parent handbook and school notices and newsletters.

The Thematic / Project – Based Studies

Thematic / Project-Based studies provide opportunities for parents to be involved in the classroom and to continue learning about the study topics at home. Prior to the beginning of a study, parents are informed through the classroom newsletter about the upcoming topic. The newsletter provides parents with suggestions of topic related activities to do at home (e.g., take books out from the library, visit the zoo, art projects, etc.). Parents are invited to accompany classes on field trips into the community to gather information, to share information on a topic as an "expert" and to attend culmination activities such as presentations of learning displays, celebrations, portfolios or dramatic renditions that document study.

Parent /Teacher Conferences – Traditional & APTT

Quarterly parent-teacher conferences give parents the opportunity to talk with teachers, review their child's work and discuss their child's progress. Together at these conferences, parents and teachers develop goals for the student that are worked on at home and at school. In addition to the traditional one-on-one parent teacher conference, Bridges implements Academic Parent Teacher Team (APTT) meetings. APTT meetings are whole classroom sessions where teachers present academic performance data to parents, teach parents strategies and activities to do at home to work on the academic area, and then parents set goals for their child that they work on at home. Bridges held three APTT meetings during the 2017-2018 school year.

Resources for Parents & Parent Workshops

The school provides information and resources for parents weekly in the Tuesday folders that go home with each student and also maintain places in the building where handouts and information on resources in the community can be picked up. Throughout the year, the school leads workshops and training for parents on supporting the development of students with special needs and on topics to support the healthy development of all children. The school also holds information fairs, for example during the 2017-2018 the school held a social services information fair where 10 social service agencies had information tables and staff people to speak with families about the services they provide families in DC. The school also shares information with families about activities and session across the city that could be of interest and value, for example sessions for immigrant about their rights a DC citizens, organization working to support home ownership for low-income families and adult education and English Language classes for adults.

Volunteering

Parents have the opportunity to volunteer at the school in a variety of ways. Ability to volunteer of course depends on the individual parent's interests, personal resources and time. Parents can, but are not limited to:

1. Serve on the board of trustees (at least two positions are for elected parents);
2. Assist in the classroom;
3. Lead a classroom learning activity;
4. Join classes on field trips;
5. Participate in parent workshops and trainings;
6. Help in the school office;
7. Be a leader or member in the Parent Teacher Organization (PTO);
8. Supporting school activities: Picture Day, student talent show, movie night, etc.

Home Visits - meeting families outside of school and outside of school time

For the 2012-2013 school year Bridges was selected to be a partner with the Flamboyant Foundation that works to supporting schools with family engagement. Bridges has continued this partnership since that time. In addition to the APTT meetings that Bridges started doing through our partnership with Flamboyant, the school also does Home Visits. Implementing Home Visits is another school initiative the Flamboyant Foundation supports. Bridges works to do at least one home visit with each family during the start of the school year. For families who are not comfortable with having teachers in their home, the "home visit" can happen in a playground, restaurant in the community or library.

D. School Staff Characteristics

Bridges' Head of School / Director was Olivia Smith. The role of Chief Operating Officer was first filled by Gary Friend and then Kimberly Campbell. The Principal was Kristine Rigley and the Assistant Principal was Danette Dicks. The role of Director of Operations was first filled by Youseth Guzman and then Georgia Vergos. Business Operations functions for the school were supported by Ed-Ops. The school's Director of Student Support Services was Judith Dorvil.

During the 2017-2018 school year, Bridges Public Charter School had the following number of staff providing direct instruction or instructional support to students:

- Teachers - Forty (40). This includes classroom based lead teachers (regular and special education), floating special education teachers, reading intervention teachers, a music, and physical education teacher and English as a Second Language teachers.
- Assistant Teachers / Teaching Fellows – Twenty nine (29). This includes school hired Assistant Teachers, Bridges Teaching Fellows.
- Dedicated Aides / Enhanced Staffing – Twenty one (21). This group of staff people are hired to work specifically with one or more students with special needs or to provide additional general support to a classroom for children to support students with special needs.

All Lead Teachers and Assistant Teachers meet DC requirements for Highly Qualified Teacher status. The attrition rate for Lead Teachers from fall 2017 to first day of school for 2018 was 29.1%.

E. Student Characteristics

For the 2017-2018 school year Bridges Public Charter School served 399 students. See the chart below for additional demographics:

Number of students enrolled, by grade level	Pre-K 3= 56 Pre-K 4 = 55 Kindergarten = 51 1 st grade = 52 2 nd grade = 58 3 rd grade = 55 4 th grade = 49 5 th grade = 23
Demographics - Race	American Indian or Alaska Native 1% Asian 1% Black of African American – 51% Hispanic / Latino –27% Two or More Races – 5 % White – 15%
Percentage of students who are English as a Second Language Learners	36.5% (146 Students)
Percentage of students with special education IEPs	34% (134 Students)
Percentage of students that qualify for free or reduced lunch. Families who are consider low-income based on the National School Lunch Program income level determination	Free & Reduced = 62% (248) Paid = 38% (151)

F. Finance

Included at the end of the annual report in the Appendices are the school's unaudited year-end financials for Fiscal Year 2017-2018 and the approved budget for the Fiscal year 2018-2019.

G. Facilities

The 2017-2018 school year Bridges PCS was the school's second year in our new permanent located in the Fort Totten neighborhood in Ward 5 at 100 Gallatin St. NE. The new campus is on the former site for the DC Public School System's Mamie D. Lee school and is shared by three programs: Bridges Public Charter School, Briya Public Charter School an adult education and early childhood program, and the Mary's Center, a health (medical and dental), mental health and social services agency. The construction project for the 34,000 square feet facility was completed on time and on budget. On October 15, 2016 we held a Ribbon Cutting / Opening Celebration where Jennifer Niles then Deputy Mayor of Education address a exuberate crowd of supporters, parents and staff. The Opening Celebration was attended by 1600 people during a three hour period during which people went on building tours, learned about the education and social services opportunities available at the campus and enjoyed the sunshine, children's games and hot dogs served on memorable day. The building was constructed to meet LEED Gold certifications; we have a green roof and bio-retention garden to manage storm water run-off. We are currently looking at how to add in solar power for supporting electricity creation at the site and developing further opportunities for gardening program for our students in grades Pre-K 3 to 5th grade.

II. School Performance

A. Performance and Progress

Bridges PCS serves a diverse student population. Out of the 399 students educated at Bridges during the 2017-2018 school year 34% (134 students) of the student body had an individualized education plan (IEP) with 48.5% of our SPED population meeting the criteria for Level 4 status. Level 4 status is for a student who receive 100% of their instruction in a special education classroom. Within the 34% population of students with special needs served at Bridges PCS, there is a sub set of students (primarily at the level 4 status) that do not use verbal communication as their primary way to communicate with others. They use the Picture Communication Exchange System (PECS) or electronic communication devices (such as a voice output application on an iPad or a hand held TechTalk devise). Because Bridges is deeply committed to meeting the needs of all children, it was essential to choose assessment tools where all of our students would be able to demonstrate their academic achievement and progress. Below is the list of assessments administered to Bridges PCS students for the 2017-2018 school year.

For the 2017-2018 school year Bridges PCS meet all performance goals for student achievement for grades PreK3 to 2nd grade. The DC Public Charter School Board (the PCSB) publishes these outcomes annually in the form of a Performance Management Framework report card, the PMF Report card. In this section, we will share information on our students' performances outcomes comparing the 2016-2017 and 2017-2018 school years. The following assessments were used by Bridges to determine student achievement and progress for the 2017-2018 school year:

- 1) The Peabody Picture Vocabulary Test (PPVT). The PPVT is administered in English only; it was administered to all students who were able to participate (students with and without special needs). It measures receptive vocabulary and is given at the beginning and end of the year.
- 2) Test for Early Math Ability (TEMA). The TEMA is administered in English only; it was administered to all students who were able to participate (students with and without special needs). It measures mathematics skills and is given at the beginning and end of the year.
- 3) Learning Accomplishments Profile (LAP-3). The LAP-3 is administered in English, students may respond in English or Spanish to receive a qualifying point on this assessment. It was administered to all students who were able to participate (students with and without special needs). It measures development in pre-writing, language, cognitive and personal/social domains and is given at the end of quarters 1, 2 and 4.
- 4) Verbal Behavior Milestones Assessment and Placement Program (VBMAPP). It is administered in English only and is given quarterly or at the beginning and end of the year. Students with special needs who qualify to take an alternate assessment will take the VB-MAPP instead of the grade-level math and reading assessments (PPVT, TEMA or

LAP-3). Students with special needs who do not qualify for the alternate assessment should be able to demonstrate progress on the grade-level math and reading assessments.

- 5) Partnership for Assessment of Readiness for College and Careers (PARCC) is the standardized assessment administered city wide in the District of Columbia to all 3rd grade through 12 grade students. Because Bridges PCS is an expanding elementary school and the 2017-2018 school year is the second year only that students at Bridges PCS took the PARCC exam. Bridges administered the PARCC exam for the first time to our 3rd graders during the 2015-2016 school year. For the 2017-2018 school year Bridges administered the exam to our 3rd and 4th grade students. The PARCC is administered in English only. Students with special needs receive a range of accommodations and modifications like extended time, movement breaks, larger print or having the directions or test questions read to them to support their with taking the exam.

ECE Pre-K 3 through 2nd grade Student Performance Data

Domain	Assessment
Prekindergarten Literacy	PPVT
Prekindergarten Math	LAP-3
K-2 Literacy:	PPVT
K-2 Math:	TEMA

Bridges’ ECE program uses the Peabody Picture Vocabulary Test (PPVT) and the Learning Accomplishment Profile, 3rd Edition (Lap-3) to assess and report out on pre-academic skill development for our Pre-Kindergarten students for the DC Public Charter School Board’s Performance Management Framework (PMF). The PPVT is a receptive vocabulary assessment that is administered in English-only to students who were able to participate. This assessment evaluates comprehension of the spoken word in Standard English and is a measure of student’s achievement in acquiring vocabulary. Bridges uses the PPVT to determine the breadth and precision of all students’ English vocabulary.

The Learning Accomplishment Profile, 3rd Edition (Lap-3), is a criterion- references assessment that provides a systematic method for observing the development of children functioning in the 36-72 month age range. Bridges uses the Lap-3’s cognitive domain to report on Pre-K early math skills.

PPVT Results (Early Childhood) – Reading, Pre-K 3 & Pre-K4

Achievement measure: Percentage of students that score at or above standard score of 86 on the assessment at the end of the year. The target range set by the PCSB for performance outcome for a school on this assessment is 80% - 100% of the school’s students will score an 86 or higher.

2016-2017	2017-2018
Number of Students 88	Number of Students 100
87.6% Met Achievement Goal	86.5% Met Achievement Goal

Lap-3 Results (Early Childhood) - Math, Pre-K 3 & Pre-K4

Achievement measure: Percentage of students at or above their age range for performance on the assessment for the area of cognitive development at the end of the year. The target range set by the PCSB for performance outcome for a school is 80% - 100% of the school’s students will obtain a score showing they are at or above their age range on this assessment.

2016-2017	2017-2018
Number of Students 88	Number of Students 100
90.7% Met Achievement Goal	91.9% Met Achievement Goal

PPVT Results (Early Elementary) – Reading, Kindergarten – 2nd grade

Achievement measure: Percentage of students that score at or above standard score of 86 on the assessment at the end of the year. The target range set by the PCSB for performance outcome for a school is on this assessment is 60% - 100% of the school’s students will score an 86 or higher.

2016-2017	2017-2018
Number of Students 131	Number of Students 137
81.1% Met Achievement Goal	81.9% Met Achievement Goal

TEMA Results (Early Elementary) – Math, Kindergarten – 2nd grade

Achievement measure: The percent of students at “Average” (standard score of 90 – 110) or above at the end of the year. The target range set by the PCSB for performance outcome for a school is on this assessment is 70% - 100% of the school’s students will score in the range of 90 - 110.

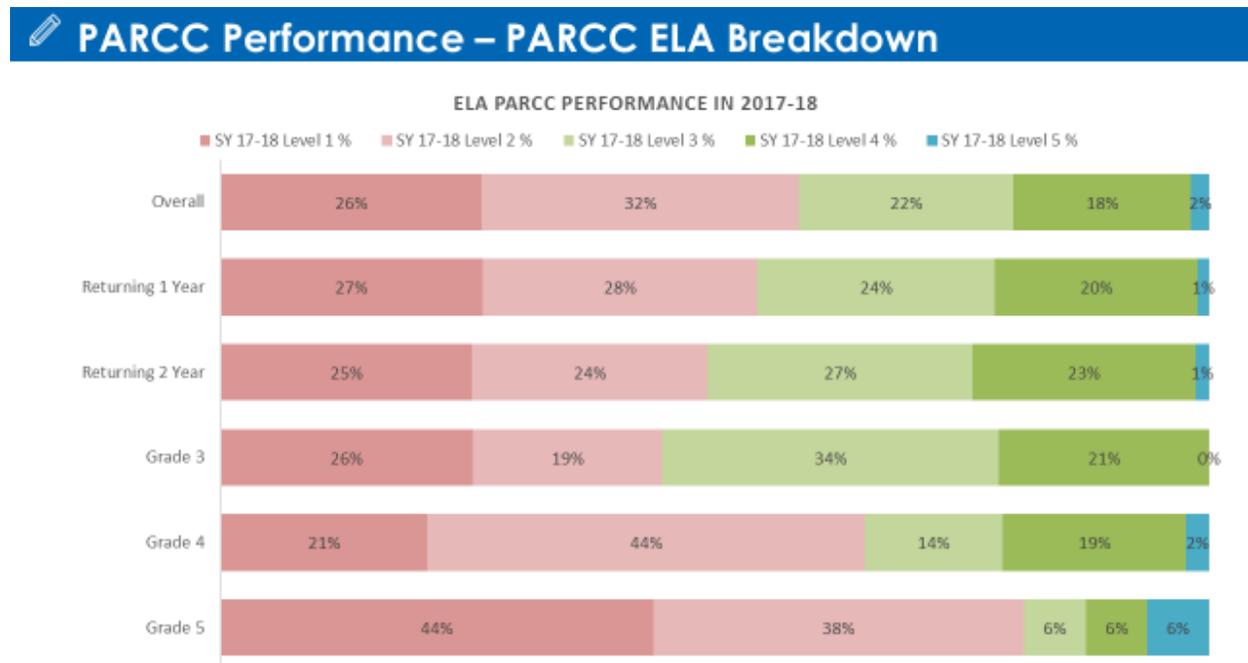
2016-2017	2017-2018
Number of Students 131	Number of Students 137
77 % Met Achievement Goal	76.2% Met Achievement Goal

3rd, 4th & 5th Grade PARCC Student Performance Data

Achievement measure: The PARCC uses a five point scale to convey student’s mastery of grade level skills and knowledge in Math and English Language Arts (ELA). Level 1 is Did Not Yet Meet Expectations, Level 2 is Partially Met Expectations, Level 3 is Approaching Expectations, Level 4 is Met Expectations and Level 5 is Exceeded Expectations. Schools are looking to have students score at a Level 3 and above to show that the student’s current level of academic performance have them on track for success in college.

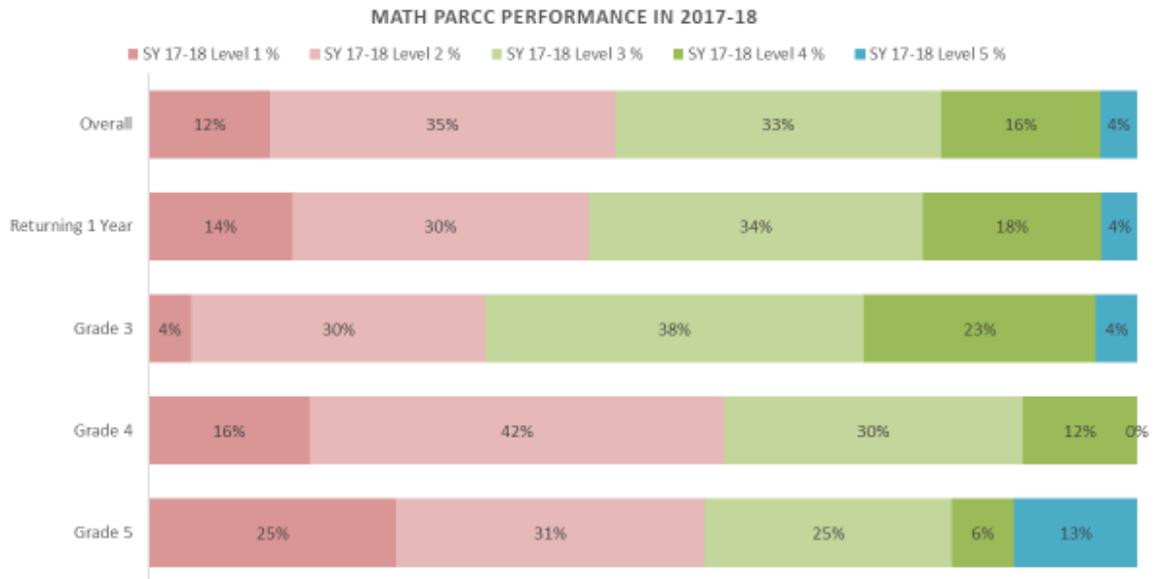
The 2017-2018 school year is the third year that students from Bridges PCS have taken the PARCC exam. Bridges administered the PARCC exam for the first time to our 3rd graders during the 2015-2016 school year. For the 2017-2018 school year Bridges administered the exam to one hundred and six (106) 3rd, 4th grade and 5th students. The PARCC exam is administered in English only. Students with special needs receive a range of accommodations and modifications for the test that include: extended time, movement breaks, larger print or having the directions or test questions read to them to support them with taking the exam.

For the 2017-2018 school year for overall performance outcomes on the PARCC English Language Arts (ELA) for 3rd to 5th grade we see the following: 2% scored a five (5), 18% scored a four (4), 22% scored a three (3), 32% scored a two (2) and 26% scored a one (1). Please see the chart below for disaggregation at each grade level for performance outcomes.

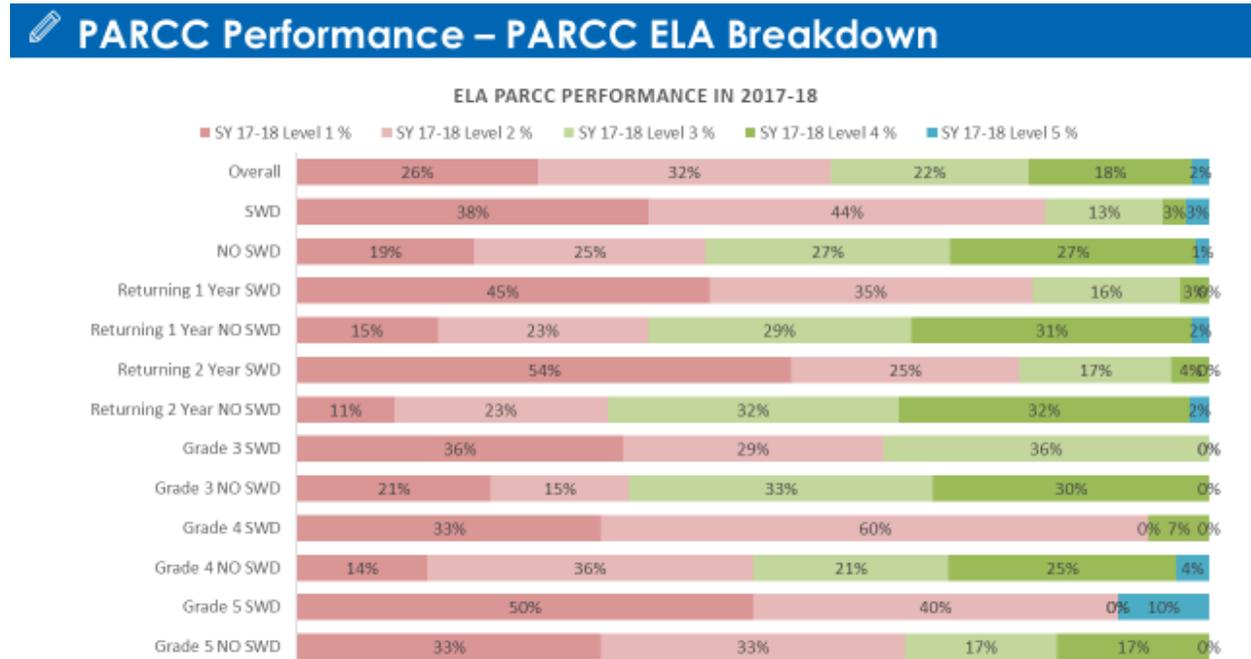


For the 2017-2018 school year for overall performance outcomes on the PARCC Math for 3rd to 5th grade we see the following: 4% scored a five (5), 16% scored a four (4), 33% scored a three (3), 35% scored a two (2) and 12% scored a one (1). Please see the chart below for disaggregation at each grade level for performance outcomes.

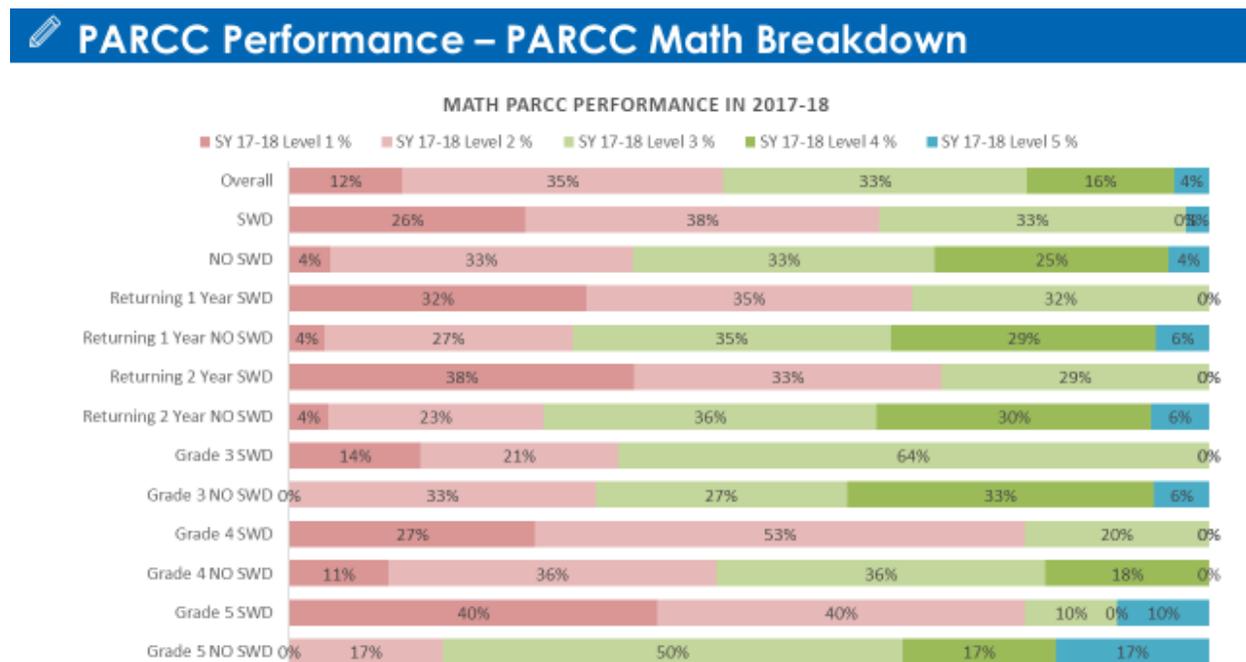
PARCC Performance – PARCC Math Breakdown



The chart below shows disaggregated data for ELA at each grade level for the following subgroups: students with disabilities (SWD); students no disabilities (NO SWD); students at Bridges for 1 full year prior to taking the PARCC during the 17-18 school year (Returning 1 Year); and, students at Bridges for 2 full years prior to taking the PARCC during the 17-18 school year.



The chart below shows disaggregated data for Math at each grade level for the following subgroups: students with disabilities (SWD); students no disabilities (NO SWD); students at Bridges for 1 full year prior to taking the PARCC during the 17-18 school year (Returning 1 Year); and, students at Bridges for 2 full years prior to taking the PARCC during the 17-18 school year.



The alternative assessment exam for students with high-level special needs is called the Multi-State Alternative Assessment (MSAA). The MSAA is administered to students with special needs that could not successfully participate in the PARCC exam to demonstrate skill development and knowledge. For the 2017-2018 school year nineteen (19) 3rd, 4th and 5th grade students took the MSAA. The District of Columbia as a whole is only allowed to approve 1% of the overall student population in the District of Columbia to take the alternative assessment the MSAA per agreement with the Federal Government for statewide student testing expectations. Bridges PCS had only fourteen (14) students in grades three through five approved to take the MSAA. The school however elected to have an additional five (5) students take this alternative assessment, because we did not agree with the determination that these students should sit for the PARCC. It would have been completely inappropriate to subject them to that testing experience. The performance results for the MSAA for the 2017-2018 school year have not been made available to schools by the Office of the State Superintendent (OSSE). The results of the MSAA are not being presented in this annual report.

Bridges is proud of the work our 3rd, 4th and 5th grade students and their teachers did to prepare for the PARCC exam in the spring of 2018. The school recognizes that there is significant room for improvement and growth as we want to have more of our students score at Level 3, Level 4 and Level 5 on this high stakes exam. The school's Principal Kristine Rigley, the Instructional Leadership Team and the classroom teachers have studied student performance results of the PARCC exam at a granular level and in comparison to our students' ANET scores. This work was done to better understand how to continue to strengthen students' learning and their ability to "show what they know" on PARCC for the 2018-2019 school year. Bridges anticipates the performance scores of our 3rd, 4th and 5th grade students to continue to improve going forward; and we look forward to reporting those results to the larger DC community in our 2018-2019 Annual Report.

(ANet is a non-profit organization dedicated to increasing educational equity in America. ANet supports schools in adopting best practices in looking at data to analyze student knowledge and the effectiveness of teachers' instruction. Included in their best practices is the effective use of high quality formative assessments that they have created which show teachers what and which instructional moves will advance students' learning. As a part of the ANet network Bridges PCS has access to comparative data from across the US and across DC. This comparative information and the mapping work done by ANet to the PARCC exams is valuable for our school to understand performance outcomes for our student on the PARCC exam in the future.)

B. Meeting the School's Mission

While the pendulum swings back and forth in public sentiment and popular support for high level special education classrooms versus 100% inclusion of students with special needs at all the time; Bridges PCS remains committed to having three settings available to students in order to meet their learning needs - general education inclusion classrooms, special education resource rooms and high level special education classrooms.

By law, a Local Education Agency (an LEA), is required to provide a continuum of settings for students with special needs in order to be able to educate them in the Least Restrictive Environment that will allow for learning and success in academic skill development.

Bridges PCS has the following three instructional settings for students with special needs: general education inclusion classrooms, special education resource rooms / therapy spaces and high level special education classrooms.

During the end of the 2016-2017 school year, Bridges PCS learned that a segment of the families with students enrolled at the school were completely un-aware that the school had high level special education classrooms. This information came to light following postings on the school's parent listserve by families who do not support the continuum of settings and believe students with special needs should be served within the general education classroom

100% all of the time. The postings depicted high level special education classrooms as being segregated settings and not best educational practice for students. While parents have the right to make choices about what type of school program they would like their student to attend, it is not the right of any parent to tell another parent that valuing a high level special education classroom for your student is a bad choice. For the 2017-2018 school year in order to help all families at Bridges better understand the school's full program, the school undertook the following actions to make clear the continuum of educational settings offered at Bridges: 1) re-designed the school's website, 2) reviewed and updated written materials about the school that are shared with families, and 3) more explicitly highlighted the special education program and inclusive practices of our general education classrooms in our monthly whole school newsletter.

Below is a simple overview of the continuum of educational settings that are in place for students with special needs as outlined in the document created by the school called Bridges 1 – 4: Programming for Students with Special Needs Across the Continuum of Services and Settings.

Bridge 1: Most intensive level of support with selected time in the general education setting. Student's Educational Setting: self-contained classroom.

Bridge 2: Moderately intensive level of support with time in general education for social/adaptive living support. Student's Educational Setting: self-contained classroom.

Bridge 3: Moderately intensive academic support with all social time in general education. Some or all of academic instruction is specialized in a Resource Room setting. Student's Educational Setting: general education classroom.

Bridge 4: Mild to moderate academic and social support with minimal time outside of the general education classroom. Academic instruction is specialized in the general education setting. Student's Educational Setting: general education classroom.

Included in the Bridges 1 – 4: Programming for Students with Special Needs Across the Continuum of Services and Settings document are the following quotes from the educational plan from Bridges Public Charter School's Charter amendment that was completed in January 2012 when the school requested approval to expand its charter from being a Preschool / PreK program exclusively to serve students in grades Kindergarten to 5th grade. These quotes show how the school's charter document continues to be an active resource guiding educational planning and the growth of the school as it moves forward.

“In expanding our program by adding kindergarten through grade five, we will use the model of having two inclusion classrooms per grade level and one non-categorical classroom per grade level. The school will have a resource room separate from the non-categorical special education classrooms for pull-out instruction of students whose Individual Educational Program (IEP) stipulates a combination of instruction inside and outside the general education setting. The school anticipates that students will matriculate through the program each year, thus there is a need to maintain having the non-categorical classrooms as we proceed from preschool to fifth grade to accommodate students who are level 1-4

through the entire time they attend the school.”

“Inclusion provides children with special needs natural opportunity to practice the skills they are working on mastering (play, language, motor skills) and natural models to observe and interact with (typically developing peers). Bridges will use the inclusion model for delivery of services and also be able to provide students with instruction outside of the general education setting. The school will have a continuum of settings to provide instructional support to students with special needs- inclusion, resource room, and self-contained classrooms.”

Bridges Public Charter school’s general education classrooms are either lead by a general education teacher who has a floating special education teacher assigned to the room who then provides instructional support by either pushing into the classroom or pulling students out of the classroom. Or the general education classroom is co-taught, being lead by a general education classroom and a special-education teacher as a teaching team. All teaching teams for general education classrooms spend time each week planning together based on student data and discuss the modifications and accommodations needed for all students to successfully access the curriculum. To further strengthen the school’s support of the special education population that we serve during the 2017-2108 school year we opened an ABA (Applied Behavior Analysis) Transition classroom. This room served students in grades Kindergarten to 2nd grade. While all of Bridges high level special education classrooms use ABA principals to support instruction, the ABA Transition classroom provides an intensive instruction experience with the expectation that students who have success in this classroom will be able to move into less restrict learning environments in the future. For the 2018-2019 school year the school will open a 2nd ABA Transition classroom for students in 3rd to 5th grade.

The following additions to human capital were made to support the school as it continues to expand its elementary school program during the 2017-2018 school: a 5th grade Lead Teacher (General Education Inclusion), 5th Grade Special Education Co-Teacher (General Education Inclusion), a Lead Teacher for a High Level Special Education Classroom (5th grade), a Lead Teacher for an ABA Transition classroom (Kindergarten to 2nd grade, an Assistant Teacher for the ABA Transition classroom and a part-time yoga Teacher.

C. Unique Accomplishments

In December 2015 Bridges PCS in partnership with Briya PCS was awarded the Mamie D. Lee School building following a competitive bid process for this site. The 34,000 square foot building that now sits on the site was constructed during the 2015-2016 school year being completed on budget and on time. Bridges PCS and Briya PCS were joined by a third partner at this new site, Mary’s Center, which offers the neighborhood and school families on-site medical, dental and mental health services. Our 100 Gallatin St. NE campus offers Social Services, Health Care and Education all at on location. The site serves infants and toddlers, Preschool and Elementary School students and Adult Education students. The site provides

Early Intervention for students with special needs, English as a Second Language classes for adults, work force development training and High School Equivalency certificates. The campus is an incredibly valuable resource for the city of DC and the families who live here and participate in the programs.

In June 2018 Bridges PCS graduated our first class of 5th graders, sending out our first group of students to the next level of education, Middle School. The group of 23 graduates included 13 students with high-level special needs, special education level 3 and 4 meaning they receive the majority or all of their instruction outside of the general education setting. The graduation ceremony was beautiful with word of encouragement spoken by the school's Principal Kristine Rigley, and an address to the graduates from the class 5th grade class President and Vice President. To close out the ceremony the graduates sang Rise Up and before they could finish the song there was not a dry eye in the room. Students, school staff and parents were all crying. This group of wonderful and diverse learners are now middle school students in a range of middle school programs across DC – DC Public Schools, Charter Schools, High Level special education programs and private special education programs.

D. List of Donors

During the 2017-2018 school year the following individuals and organization contributed monetary or in-kind amounts equal to or exceeding \$500 dollars:

Arnold and Porter, LLC
Pillsbury Winthrop Shaw Pittman LLP
AARP
Bridges PCS Parent / Teacher Organization
Flamboyant Foundation Inc.
Mid-Atlantic Dairy Association
Student & Youth Travel Foundation
Scholarship America
Anonymous – Donation made by charitable giving management fund to the school that stated the donor wanted to remain anonymous
Ms. Leslie Annexstein
Mr. Hassan Dhouti
Ms. Margaret Edmunds
Mr. Dean and Mrs. Debra Graham
Ms. Dona M. Hersey
Mr. Daniel and Mrs. Patricia Jinich
Ms. Anne and Mr. David Kendall
Mr. and Mrs. Richard Plackter
John Griffiths & Stacey McGraw
Ms. Laura Muller
Ms. Iris Rothman
Ms. Michelle Ringuette

Data Report for 2017-2018 School Year

Data provided by PCSB and School.

SY 2017-18 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Bridges PCS
PCSB	Campus Name: Bridges PCS
PCSB	Grades served: PK3 - 5
PCSB	Overall Audited Enrollment: 399

Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5
Student Count	56	55	50	53	58	55	49	23

School	Total number of instructional days: 183
PCSB	Suspension Rate: 2.8%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.04%
PCSB	In-Seat Attendance: 93.7%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 4.3% (17 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 99.2%

PCSB (SY16-17)	College Acceptance Rates: Not Applicable
PCSB (SY16-17)	College Admission Test Scores: Not Applicable
PCSB (SY16-17)	Graduation Rates: Not Applicable

TEACHER DATA POINTS	
School	Teacher Attrition Rate: 29.1%
School	Number of Teachers: Teachers = 40 Assistant Teachers / Fellows = 29 Dedicated Aides / Enhanced Staffing = 21
School	Teacher Salary 1. Average: \$57,240.26 2. Range -- Minimum: \$45,000.00 Maximum: \$75,012.86

APPENDIX A: Staff Roster 2017-2018 School Year

Administrative Staff and School Staff

- Olivia Smith – Founder / Head of School
- Gary Friend – Chief Operating Officer
- Kimberly Campbell – Chief Operating Officer
- Kristine Rigley - Principal
- Danette Dicks – Assistant Principal
- Youseth Guzman – Director of Operations
- Georgia Vergos – Director of Operations
- Kristel Guzman – Operations Manager
- Ed-Ops – Business Manager
- Judith Dorvil - Director of Student Support Services
- Jenn Fox-Thomas – Assistant Director of Student Services
- Kenneth Brown – Special Education Coordinator
- Erika Magana – ECE Curriculum / RTI Coordinator
- Francine Sacchetti – Literacy Coordinator
- Binta Garrett – Reading Specialist, Literacy Coordinator
- Colleen Sullivan – Elementary Curriculum Coordinator
- Joseph Egan – ELL Coordinator / Teacher
- Kristin Nagy – Arts Integration Coordinator / Art Teacher
- Shayna Sargent – Social worker
- Robert Harris – Counselor
- Steven Tilghman – Behavior Intervention Coordinator
- Ryan Norris – Behavior Specialist, Behavior Intervention Coordinator
- Kathryn Fitzpatrick – Speech Therapist
- Lindsay Hart – Speech Therapist
- Ursula Peters – Speech Therapist
- Gladys Knight – Speech Therapist
- Lauren Steinmetz – Speech Therapist, Lead RSP
- Amanda Cayton – Occupational Therapist
- Sara Lind – Occupational Therapist
- Myra Branch – Occupational Therapist
- Emily Roberts – Physical Therapist
- Karena Pham – Occupational Therapist
- Jennifer Richardson – ABA / VB Program Manager
- Shawna Alleveto – ABA / VB Program Assistant
- Kelly Pleva – Music Teacher
- James Seitz – PE Teacher
- Ajeenah Watts – Yoga Teacher
- Food Service Support – Ana Castro Silva
- Food Service Assistant – Carmen Marquez
- Maritza Mejia – Bilingual Front Desk Specialist / Operations Support
- Daniel Arispe Guzman – Operations Support

Teachers

Bianca Santos, Pre-K	U-Necia Lockhart, 1st	Chishala K-Wapenyi, 3 rd /4 th Resource Teacher
Liz Koenig, Pre-K	NaQuanda Mack, K/1 st SpEd	Barbara Mobarak, 4 th
Rohnisha Pope, Pre-K	Kirstin Coleman, 1 st SpEd Co-Teacher	Brandon Woodland, 4 th
Chika Ughor, Pre-K	Minetre Martin, 1st	Sara Stewart, 4 th Bridge
Marquita Williams, Pre-K	Pete Dorchak, 2 nd	Nakita Henderson-Packer, 4 th SpEd Co-Teacher
Amina Koroma, Pre-K SpEd	Laura Anthony, 2 nd	Carlvert Green, 5 th
James Grange, Pre-K SpEd	Andre Aina, 2 nd /3 rd SpEd Teacher	Tania Peters, 5 th SpEd Co-Teacher
Shirley Simmons, ECE/K Resource	Bernadette Snead, 2 nd SpEd Co-Teacher	Ashley Geohaghan, ELL
Erin McHugh, Kindergarten	Neil Fagan, 3 rd	
Eleni Retzos, Kindergarten	Brittany Tate Alvarez, 3 rd	
Binta Garrett, Reading Intervention	Ashlee Williams, 2 nd /3 rd SpEd	
Cierre Hunter, K/1st SpEd	Keyuanna Evans, 3 rd SpEd Co-Teacher	
Latoya Drummond, K-2 ABA	Kellie Thomas, 2 nd /3 rd Resource Teacher	

Assistant Teachers (AT), Teaching Fellows (TF) & Dedicated Aides (DA)

Luz Patino, Pre-K AT	LaKisha Scott, K/1 st SpEd AT	Lateasia Rhodes, 3 rd DA
Beatriz Torres, Pre-K AT	Whitney Royal, K/1 st SpEd AT	Chane'a Wills, 4 th AT
Lillian Eason, Pre-K AT	Jaleesa Johnson, 1 st TA	Zakiya Lewis, 4 th AT
Esther Guzman, Pre-K AT	Justin Ruffin, 1 st AT	Michael Hammond, 4 th SpEd TA
Bianca Tobias, Pre-K AT	Amber Cumberbatch, 1 st DA	Shaunte Stephens, 4 th SpEd DA
Kristen William, Pre-K SpEd AT	India McKinney, 1 st DA	Samantha Hewitt, 4 th SpEd DA
Donise Wiggins, Pre-K SpEd AT	Ricardo Garcia, 2 nd AT	Sabrina Robinson, 4 th SpEd DA
Shaunte Stephens, ECE SpEd DA	Jezel Kelly, 2 nd AT	Angela Beidleman, 4 th DA
Danielle Hammond, Pre-K SpEd AT	Cassie Cunningham, 2 nd DA	Shanelle Foster 5 th TA
TyQuala Judkins, Kinder AT	Yendy Brown, 2 nd /3 rd SpEd AT	Shanice Anderson, 5 th SpEd TA
Zeon Railey, Kinder AT	Melody Douglas, 2 nd /3 rd SpEd AT	Renikqua McKnight, 5 th SpEd DA
Liza Napolitano, K SpEd AT	Takia Evans, 2 nd /3 rd SpEd DA	Dejuan Nunn, 5 th SpEd DA
Lara Hammond, K SpEd DA	Larry Cooper, 3 rd AT	Tiara Hammond, 5 th SpEd DA
Des' Rea Johnson, K SpEd DA	Brittany Seldon, 3 rd AT	
Tannesha Callaham, K/1 st DA	Katie Flack, 3 rd , SpEd AT	
Kyena Plater, K/1 st SpEd AT	Melissa Toledo, 3 rd DA	

Bridges is providing the information concerning the qualifications of our classroom instruction staff in aggregate below concerning degrees earned / level of education.

- 1) 54% of Assistant Teachers and Dedicated Aides that have a High School Diploma
- 2) 22% of Assistant Teachers and Dedicated Aides that have passed the ParaPro Exam
- 3) 12% of Assistant Teachers and Dedicated Aides that have Associates in Arts
- 4) 34% of Assistant Teachers and Dedicated Aides that have a Bachelor of Arts
- 5) 49% of Teachers that have a Bachelor's of Arts
- 6) 51% of Teachers that have a Master's Degree

APPENDIX B: Board Roster for 2017-2018 School Year

2017-2018 SCHOOL YEAR

The individuals listed below served on the Bridges' Board of Trustees during the 2017-2018 school year.

Chip Warner

Role on Board – Chairperson of the Board of Trustees
DC resident – No

Hassan Dhouti

Role on Board – Secretary, Academic Committee Member
DC resident – Yes

Rick Plackter

Role on Board – Treasurer, Chair of Finance Committee
DC resident – No

Leslie Annexstein

Role on Board – Parent Representative, Development Committee Member
DC resident – Yes

Lionel Howard

Role on Board – Governance Committee Chair
DC resident – No

Daniel Jinich

Role on Board – Finance Committee Member
DC resident – Yes

Tawnya Lee

Role on Board – Governance Committee Member
DC resident – Yes

Linda Macri

Role on Board – Parent Representative, Development Committee
DC resident – Yes

Olivia Smith

Role on Board – Head of School and President of the Corporation
DC resident – Yes

Steve Zagami

Role on Board – Chairperson of Academic Committee
DC resident – Yes

APPENDIX C: Unaudited Year-end 2017-2018 Financial Statement

Bridges

FY18 Financials

Income Statement	Actual
Revenue	
State and Local Revenue	10,800,439
Federal Revenue	653,518
Private Grants and Donations	72,062
Earned Fees	59,006
Donated Revenue	498
Total Revenue	11,585,523
Expenses	
Salaries	6,167,175
Benefits and Taxes	1,023,514
Contracted Staff	174,197
Staff-Related Costs	58,180
Rent	1,356,188
Occupancy Service	15,422
Direct Student Expense	1,182,485
Office & Business Expense	702,408
Donated Expense	0
Total Expenses	10,679,570
Operating Income	905,953
Extraordinary Expenses	
Interest	1
Depreciation and Amortization	172,984
Total Extraordinary Expenses	172,986
Net Income	732,968

Balance Sheet

Bridges

As of June 30, 2018

Balance Sheet	6/30/2018
Assets	Year End
Assets	
Current Assets	
Cash	2,276,744
Accounts Receivable	228,790
Other Current Assets	564,769
Total Current Assets	3,070,303
Noncurrent Assets	
Facilities, Net	935,347
Operating Fixed Assets, Net	103,887
Total Noncurrent Assets	1,039,234
Total Assets	4,109,537
Liabilities and Equity	Year End
Liabilities and Equity	
Current Liabilities	
Accounts Payable	142,476
Other Current Liabilities	393,946
Accrued Salaries and Benefits	606,058
Total Current Liabilities	1,142,480
Equity	
Unrestricted Net Assets	2,225,987
Net Income	732,968
Temporarily Restricted Net Assets	8,102
Total Equity	2,967,057
Long-Term Liabilities	
Other Long-Term Liabilities	0
Total Long-Term Liabilities	0
Total Liabilities and Equity	4,109,537

APPENDIX D: Approved 2018-2019 Budget

FY19 Budget

Bridges

	SY18-19
Revenue	
State and Local Revenue	11,324,656
Federal Revenue	665,840
Private Grants and Donations	41,844
Earned Fees	66,807
Revenue Total	12,099,147
Expenses	
Salaries	7,086,360
Benefits and Taxes	1,213,801
Contracted Staff	150,136
Staff-Related Costs	34,939
Rent	1,378,531
Occupancy Service	13,819
Direct Student Expense	1,081,604
Office & Business Expense	785,952
Contingency	100,000
Expenses Total	11,845,142
NET ORDINARY INCOME	254,005
Extraordinary Expenses	
Depreciation and Amortization	172,522
Extraordinary Expenses Total	172,522
TOTAL EXPENSES	12,017,664
NET INCOME	81,483