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# **Bridges Public Charter School Annual Report for the 2019- 2020 School Year October 30, 2020**

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Disclaimer: Bridges Public Charter School acknowledges that the DC Public Charter School Board's review and publication of this annual report does not imply concurrence or disagreement with the content herein.

# **Annual Report Narrative**

## **I. School Description**

### **A. Mission Statement**

Bridges mission is to provide an exemplary, individualized early childhood and elementary educational program that includes students with special needs. Our developmentally appropriate, family and child-centered educational approach will nurture 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**

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. Bridges PCS now serves students in grades Pre-K 3 to 5<sup>th</sup> grade. For the 2019 - 2020 school year the Bridges' program ran from August 26, 2019 to May 29, 2020. Due to COVID-19 our school program switched from in-person learning to 100% virtual learning on March 16, 2020. The school staff and families worked hard together to adjust to the seismic shift and continue to be focused on learning. During the first three quarters of the school year, 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. When we had to changed to virtual instruction, the school day shifted to being a half day program for all students. PreK, Kindergarten and our high-level special education classrooms were in the morning hours to mid-day. Elementary grades 1 – 5 general education inclusion classrooms were in class from mid-morning to 2 pm. The school also held a one-month summer program from mid-June to mid-July 2020 for students with special needs and general education students. The summer school program was 100% virtual.

For the 2019 – 2020 school year Bridges served 408 students. Bridges PCS is a unique program in the DC education landscape, both public and private. Serving a higher percentage of students with special needs by design and a higher percentage of English Language Learner students than most DC schools.

**The school has 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. <ul style="list-style-type: none"> <li>• 20 students per classroom</li> </ul>	2 Multi-Aged Pre-K3/Pre-K4 classrooms Non-Categorical / Mixed Special Education Categories <ul style="list-style-type: none"> <li>• 8 – 10 students per classroom</li> </ul>
12 Single grade Elementary General education inclusion classrooms, Grades K – 5th <ul style="list-style-type: none"> <li>• 22 – 24 students per classroom</li> </ul>	6 Elementary level grade classrooms Non-Categorical / Mixed Special Education Categories Grades K – 5 <sup>th</sup> <ul style="list-style-type: none"> <li>• 8 – 10 students per classroom</li> </ul>
	2 Multi-Aged Elementary classrooms Grades K – 3 and 3 <sup>th</sup> – 5 <sup>th</sup> For students with high level special needs <ul style="list-style-type: none"> <li>• 6 – 8 students per classroom</li> </ul>

**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 students’ 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 include 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 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 Early Childhood 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.

In looking at the diversity of our classrooms and the outcomes of our students on the State standardized testing the PARCC and school test administered like NWEA MAP and Fountas & Pinnel, Bridges began looking at changing the English Language Arts (ELA) curriculum used during the 2018-2019 school year. Instructional Leaders and Elementary grade level Teachers looked at a range of research based ELA Curriculums and then selected two to do a pilot study with for the 2<sup>nd</sup> half of the school 2018-2019 year in 3<sup>rd</sup> to 5<sup>th</sup> grade. The National Geographic Literacy curriculum was then selected at the end of that school year for implementation in 1st through 5<sup>th</sup> grade during the 2019-2020 school year. Teachers and students have embraced the roll out of this new curriculum and are finding the integration of approach across grade levels and the resources for instruction valuable.

Historically Bridges used The Readers and Writer’s Workshop approach for English Language Arts in grades Kindergarten to 5<sup>th</sup> grade. We continue to implement the Readers and Writers Workshop approaching at the Kindergarten grade level and provide students with direct phonics instruction as well.

## **Mathematics**

During the spring of the 2018 - 2019 school year Bridges also conducted a math curriculum review process to select a new math curriculum for use by the school for grades Pre-K 3 to 5<sup>th</sup> grade. The Bridges in Mathematics curriculum was selected for use starting in the 2019-2020 school year. Looking at the diversity of our classrooms and the outcomes of our students on the State standardized testing the PARCC and school test administered like NWEA MAP and iReady for math, the school determined that a change in curriculum was needed. We sought to select a research-based curriculum that could support the program from Pre K to 5<sup>th</sup> grade, thus ensuring better vertical alignment as students moved from the early childhood program into elementary school. The curriculum review and selection process was done by teachers with the support of Curriculum Coordinators. The 2019-2020 school year was the first year of implementation for the Bridges in Mathematics curriculum.

## **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 5<sup>th</sup> grade for social studies and science. For Social Studies, at the elementary grade level classrooms use Social Studies Alive. And students engage in inquiry-based studies with historical, civic, governmental or geographic focuses depending on the grade level guided by the Common Core Social Studies Standards. For Science, the Full Options Science System Science curriculum (FOSS) is used which provides students with hands-on opportunities to engage in authentic scientific inquiry and analysis.

## **Art and Music**

Art and music instructions is in place for all grade Pre-K 3 to 5<sup>th</sup> grade. For the elementary level of the program, grades Kindergarten – 5<sup>th</sup>, learning through art integration also happens in the classroom through work done by the Art Integration Coordinator and classroom teachers in the subject areas of social studies or science. The school is also partnership 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.

## **Fitness and Health**

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 2019 - 2020 school year Bridges' Physical Education Teacher worked with all grade levels Pre-K 3 to 5<sup>th</sup> grade providing direct instruction weekly. All grades also participate in Health Education Weekly.

## **Gardening and Environmental Learning**

Bridges has two plots in a community garden space located called the Mamie D. Lee Community garden next two our campus. All general education and high level special education classrooms grades Kindergarten to 5<sup>th</sup> participate in gardening and environmental learning. For the 2019 - 2020 school year due to COVID-19 the 5<sup>th</sup> grade end of the year two day overnight nature learning experience at Nature Bridges in the Prince Williams Forest in Manassas, Virginia was cancelled. This is a wonderful grade level learning experience in nature and for some students. We hope to continue this opportunity for 5<sup>th</sup> grade students going forward each year.

### **Foreign Language Study**

At this time Bridges does not have a separate foreign language program for students. In the future, Bridges hopes to offer Spanish language instruction for students in the elementary grades. At the early childhood level three of Bridges seven Pre-K 3 / Pre-K 4 classrooms are 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, two Special Education Coordinators, a special education classroom Instructional Coach, resource room special education teachers, classroom based special education teachers, a social worker, a school counselor, a Coordinator/Teacher for English Language Learners, two ELL Teachers, Speech-Language Pathologists, a Physical Therapist, Occupational Therapists, an Applied Behavior Analysis Coordinator and a Behavior Technicians. This team of people work collaboratively with teachers, providing consultative support, co-teaching and direct instructional and behavioral 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 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 presentations of learning displays, celebrations, portfolios or dramatic renditions that document a 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 two APTT meetings during the 2019 - 2020 school year.

### **Resources for Parents & Parent Workshops**

The school provides information and resources for parents weekly in the Tuesday folders that goes 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 having a social services information fair where social service agencies have 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 sessions 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 Georgia Vergos. The Principal was Kay Elaster and the Assistant Principal was Danette Dicks. Business Operations functions for the school were supported by Ed-Ops. The school’s Director of Student Support Services was Judith Dorvil.

During the 2019 – 2020 school year, Bridges Public Charter School had the following number of staff providing direct instruction or instructional support to students:

- Teachers – Forty nine (49). This includes classroom based lead teachers (regular and special education), resource room special education teachers, reading intervention teachers, a music, and physical education teachers and English as a Second Language teachers.
- Assistant Teachers – Twenty six (26). This includes school hired Assistant Teachers, Bridges Teaching Fellows.
- Dedicated Aides / Classroom Assistants – Twenty five (25). 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 the support of 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 2019 to first day of school for 2020 was 28.57%.

## E. Student Characteristics

For the 2019 – 2020 school year Bridges Public Charter School served 408 students. See the chart below for additional demographics:

Number of students enrolled, by grade level	Pre-K 3= 56 Pre-K 4 = 57 Kindergarten = 54 1 <sup>st</sup> grade = 48 2 <sup>nd</sup> grade = 49 3 <sup>rd</sup> grade = 44 4 <sup>th</sup> grade = 58 5 <sup>th</sup> grade = 42
Demographics - Race	American Indian or Alaska Native 0% Asian 0% Black or African American –48% Hispanic / Latino –35% Two or More Races – 6 % White – 10%
Percentage of students who are English as a Second Language Learners	47% (193 Students)
Percentage of students with special education IEPs	36% (147 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 = 65% (265) Paid = 35% (143)

## **F. Finance**

Included at the end of the annual report in the Appendices are the school's unaudited year-end financials for Fiscal Year 2019 – 2020 and the approved budget for the Fiscal year 2020-2021.

## **G. Facilities**

The 2019 – 2020 school year Bridges PCS was the school's fourth 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 then Deputy Mayor of Education Jennifer Niles addressed 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. There is a green roof and bio-retention garden to manage storm water run-off. During the 2018 - 2019 school year the campus expanded on our commitment to being a green facility. Solar panels were add to the roof on one part of the building to support electricity creation at the site. The solar panels have reduced electricity costs for the campus and energy not use by the campus is used by other DC residents by being sold back to the electric company for distribution to others.

## **II. School Performance**

### **A. Performance and Progress**

#### **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. Bridges has 1) general education inclusion classrooms, 2) special education resource rooms, and 3) 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. To meet this expectation Bridges PCS has the three instructional setting discussed above.

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 listserv 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 their student is a bad choice. Starting during the 2017-2018 school year and continuing today, the school has done several things 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 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 5<sup>th</sup> 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 inclusion classrooms are lead / co-taught by a general education teacher and a special education. We have two general education inclusion classrooms per grade level and the special education teacher divides their time between the two classrooms. There is also a special education teacher assigned to support several classes who then provides instructional support by either pushing into the classroom or pulling students out of the classroom. All teaching teams 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 we have two ABA (Applied Behavior Analysis) Transition classroom. One room serves students in grades Kindergarten to 2nd grade and the other room serves 3<sup>rd</sup> to 5<sup>th</sup> 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.

The following additions to human capital were made to support the school program during the 2019 - 2020 school: a Human Resources Manager and a Human Resources Assistant / sub planner.

## **Goals and Academic Achievement**

Bridges PCS serves a diverse student population. Out of the 408 students educated at Bridges during the 2019 - 2020 school year 36% (147 students) of the student body had an individualized education plan (IEP) with 49% 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 36% 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 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 2019 - 2020 school year that make up the assessments reported out on the DC Public Charter School Board's Performance Management Framework (the PMF). 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 are unable to share information on our students' performances outcomes because no end of the school year assessments were completed due to the school moving to 100% virtual instruction due because of COVID-19.

The following assessments are used by Bridges to determine student achievement and progress:

- 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. 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.

## **B. Unique Accomplishments**

In May 2020 Bridges PCS graduated our third class of 5<sup>th</sup> graders, sending out our third group of students to the next level of education, Middle School. The group of 42 graduates included 9 students with high-level special needs students. The graduation ceremony happened by ZOOM with parents, grandparent, extended family members and school staff to celebrate this moment of transition for the graduates from our homes across the city and the US. Principal Kay Elaster provides a warm and encouraging speech focused on looking forward to their future success and engagement as learners. 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. On November 13, 2019 Bridges PCS was granted a 15 year charter renewal. The school looks forward to continuing to serve the DC community.

## **C. List of Donors**

During the 2019 – 2020 school year the following individuals and organization contributed monetary or in-kind amounts equal to or exceeding \$500 dollars:

Pillsbury Winthrop Shaw Pittman LLP	Mary's Center / CityBridge Foundation
Arnold & Porter LLP	Lauren Baum
Flamboyant Foundation Inc	Iris Rothman
Bridges Parent Teacher Organization	Elizabeth Daggett
Anonymous – The donor is unknown to the school	Kennedy Warren
Bridges' Parent Teacher Organization	
Beta Zeta Chapter	
Greater Washington Community Foundation	



## **Data Report for 2019 - 2020 School Year**

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Data provided by PCSB and School.

### **SY 2019-20 Annual Report Campus Data Report**

<b>Source</b>	<b>Data Point</b>
PCSB	LEA Name: Bridges PCS
PCSB	Campus Name: Bridges PCS
PCSB	Grades served: PK3 - 5
PCSB	Overall Audited Enrollment: 408

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

<b>Grade</b>	<b>PK3</b>	<b>PK4</b>	<b>KG</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Student Count</b>	<b>56</b>	<b>57</b>	<b>54</b>	<b>48</b>	<b>49</b>	<b>44</b>	<b>58</b>	<b>42</b>

School	<b>Total number of instructional days:</b> 166 (120 in person and 26 virtual)
PCSB	<b>Suspension Rate:</b> 2.7%
PCSB	<b>Expulsion Rate:</b> 0.00%
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate:</b> 0.04%
PCSB	<b>In-Seat Attendance:</b> 92.0%
PCSB	<b>Average Daily Attendance:</b> 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. <b>(No action necessary.)</b>
PCSB	<b>Midyear Withdrawals:</b> 5.4% (22 students)*
PCSB	<b>Midyear Entries:</b> 0.7% (3 students)*
PCSB	<b>Promotion Rate (LEA):</b> 99.2%
PCSB	<b>College Acceptance Rates:</b> Not Applicable
PCSB	<b>College Admission Test Scores:</b> Not Applicable
PCSB	<b>Graduation Rates:</b> Not Applicable

<b>TEACHER DATA POINTS</b>	
School	<b>Teacher Attrition Rate:</b> 28.57%
School	<b>Number of Teachers:</b> Teachers = 49 Assistant Teachers / Fellows = 26 Dedicated Aides / Classroom Assistants = 25
School	<b>Teacher Salary</b> 1. Average: \$60,990.00 2. Range -- Minimum: \$42,000.00      Maximum: \$87,962.00
School	<b>Executive Salary</b> 1. \$140,000.00    2. \$123,600.00    3. \$123,600.00 (Only three individuals in the organization had a salary over \$100,000.00 for the 19-20 SY.)

## **APPENDIX A: Staff Roster 2019 - 2020 School Year**

### **Administrative Staff and School Staff**

- Olivia Smith – Founder / Head of School
- Georgia Vergos – Chief Operating Officer
- Kay Elaster - Principal
- Danette Dicks – Assistant Principal
- Kristel Guzman – Operations Manager
- Monique Mitchell – Business Manager
- Ed-Ops – Business Manager
- Stephannie Beets – HR Manager
- Sharon Wright – HR Assistant / Sub planner
- Judith Dorvil - Director of Student Support Services
- Nathaniel Ho – Assistant Director of Student Services
- Natalie Ballard – Assistant Director of Student Services
- Nicole Best – Special Education Coordinator
- Caelin Hammon – Special Education Coordinator
- Chishala Katongo-Wapenyi - Special Education Coach
- Erika Magana – ECE Curriculum / RTI Coordinator
- Dareese Tolson – Literacy Coordinator / Coach
- Belinda Cofield – Reading Specialist
- Susan Molholm– Reading Specialist
- Rebecca Davis – Math Specialist
- Andrea Rayo – ELL Coordinator / Teacher
- Kristin Nagy – Arts Integration Coordinator / Art Teacher
- Samuel Shor – Social worker
- Hillary Kulig – School Counselor
- DeJuan Nunn – Behavior Specialist
- Terrell Picket – Behavior Specialist
- Stephanie Fisher – Speech Therapist
- Lindsay Hart – Speech Therapist
- Ursula Peters – Speech Therapist
- Courtney Fulmer – Speech Therapist
- Hannah Bacon – Occupational Therapist
- Sara Lind – Occupational Therapist
- Myra Branch – Occupational Therapist
- Emily Roberts – Physical Therapist
- Shawna Alleveto – ABA Coordinator
- Kelly Pleva – Music Teacher
- Shanelle Foster – PE Teacher
- Food Service Support – Ana Castro Silva
- Food Service Assistant – Carmen Marquez
- Ana Esquivel– Bilingual Front Desk Specialist / Operations Support
- Daniella Ngameni – Front Desk Specialist / Operations Support
- Dennys Amaya – Operations Support
- Conal O’Keefe – Garden Coordinator
- Samuel Pinkerton – Art Teacher

## Teachers

Billie Case, Pre-K	Amanda Buckles, 1 <sup>st</sup> SpEd Co-Techer	LaQuida Asher, 4 <sup>th</sup> /5 <sup>th</sup> SpEd
Brianna Keith, Pre-K	Nichole Buffalini, 1st	Morgan Frye, 4 <sup>th</sup>
Rohnisha Pope, Pre-K	Minetre Martin, 1st	Brandon Woodland, 4 <sup>th</sup>
Aleisha McBride, Pre-K	Tashiyra Freeman, 2 <sup>nd</sup>	Nakita Henderson-Packer, 4 <sup>th</sup> SpEd Co-Teacher
Dimuthu Mack, Pre-K	Brittney Hogan, 2 <sup>nd</sup>	Carlvert Green, 5 <sup>th</sup>
James Grange, Pre-K SpEd	Reneesha Sizer, 2 <sup>nd</sup> /3 <sup>rd</sup> SpEd	Jonathan Jones, 5 <sup>th</sup>
Trenee Murphy, Pre-K SpEd	Jere Smith, 2 <sup>nd</sup> SpEd Co-Teacher	Keyuanna Evans, 5 <sup>th</sup> SpEd Co-Teacher
Shirley Simmons, ECE/K Resource	Audrey Childs, 3 <sup>rd</sup>	Ashlee Williams, 3 <sup>rd</sup> – 5 <sup>th</sup> SpEd
Kirstin Coleman, 1 <sup>st</sup> SpEd Co-Techer	Virginia O'Rourke, 3rd	Khadijah Barr, ELL
Jessica Clarke, Kindergarten	Lakisha Scott, 2 <sup>nd</sup> /3 <sup>rd</sup> SpEd	Chrissy Sawyer, ELL
Catherine Oliver-Hylton, Kindergarten	Aurelio Valentine, 3rd SpEd Co-Teacher	
Natasha Brown K/1 <sup>st</sup> SpEd	Jamela Simon, 2 <sup>nd</sup> /3 <sup>rd</sup> Resource Teacher	
Heather Markowitz, K – 2 <sup>nd</sup> SpEd	Ebun Miles, 3 <sup>rd</sup> - 5th Resource Teacher	

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

Luz Patino, Pre-K AT	Ahmed Johnson, K DA	S. Solard, 4th AT
Adrianna Morales, Pre-K AT	Cassie Cunningham, 1st DA	Jaymes Shorter, 4th AT
Lillian Eason, Pre-K AT	Chantel Petty, 1st AT	Raul Buddle, 3rd - 5th SpEd DA
Esther Guzman, Pre-K AT	Brittany Seldon, 2 <sup>nd</sup> AT	Whitney Royal, 4th / 5th SpEd TA
Bianca Tobias, Pre-K AT	La'Sandra Smith, 2nd AT	Michael Hammond, 4th / 5th SpEd TA
Kristen William, Pre-K SpEd AT	Andrew Tillery, 2 <sup>nd</sup> DA	Erika McMillian, 4 <sup>th</sup> /5 <sup>th</sup> SpEd CA
Donise Wiggins, Pre-K SpEd AT	Kamoiya Robinson, 2 <sup>nd</sup> / 3 <sup>rd</sup> DA	Ashley Washington, 4 <sup>th</sup> /5 <sup>th</sup> SpEd DA
Jere Smith – Pre-K SpEd AT	LaKisha Scott, 2 <sup>nd</sup> / 3 <sup>rd</sup> SpEd AT	Sharmee Miller, 4 <sup>th</sup> SpEd DA
Danielle Hammond, Pre-K SpEd AT	Yendy Brown, 2 <sup>nd</sup> /3 <sup>rd</sup> SpEd AT	Brandon Griggs, 5 <sup>th</sup> SpEd DA
Refref Jafar, PreK CA	Trevonta Rose, 2 <sup>nd</sup> /3 <sup>rd</sup> SpEd AT	Larry Cooper, 5th TA
Zeon Railey, Kinder SpEd AT	Kandice Beckford, 2 <sup>nd</sup> /3 <sup>rd</sup> SpEd CA	
Jasmin Bush, Kinder AT	Melissa Tol3do, K – 2 <sup>nd</sup> SpEd AT	
Mark Hammond, Kinder DA	Hiwot Desta – 2 <sup>nd</sup> / 3 <sup>rd</sup> SpEd CA	
Tiaria Hammond, K SpEd DA	Sherice Nock, 3 <sup>rd</sup> AT	
Tannesha Callaham, K/1 <sup>st</sup> TA	Lexus Briggs, 3rd DA	
Lara Hammond, K – 2 <sup>nd</sup> SpEd CA		

Below is information concerning the qualifications of classroom staff in aggregate for degrees earned / level of education.

- 1) 100% of Assistant Teachers, Classroom Assistants and Dedicated Aides that have a High School Diploma.
- 2) 12% of Assistant Teachers, Classroom Assistants and Dedicated Aides that have passed the ParaPro Exam.
- 3) 8% of Assistant Teachers, Classroom Assistants and Dedicated Aides that have an Associates in Arts.
- 4) 34% of Assistant Teachers, Classroom Assistants and Dedicated Aides that have a Bachelor of Arts.
- 5) 30% of Teachers that have a Bachelor's of Arts.
- 6) 70% of Teachers that have a Master's Degree.

## **APPENDIX B: Board Roster for 2019 - 2020 School Year**

### **2019 - 2020 SCHOOL YEAR**

Bridges' Board of Trustees during the 2019 – 2020 school year are listed below.

#### Woodrow Scott

Role on Board – Chairperson of the Board of Trustees, Governance Committee Co-Chair, Complaint Liaison for the DC PCSB  
DC resident – Yes

#### Hassan Dhouti

Role on Board – Secretary, School Performance Committee Co-Chair  
DC resident – Yes

#### Daniel Jinich

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

#### Tracey Clarke

Role on Board – Parent Representative, Co-Chair Governance Committee  
DC resident – Yes

#### Marissa Morabito-Reilly

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

#### Rikki Hunt Taylor

Role on Board – School Performance Committee Co-Chair  
DC resident – Yes

#### Olivia Smith

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

## **APPENDIX C: Unaudited Year-end 2019 - 2020 Financial Statement**

### **Balance Sheet**

#### **Bridges**

As of June 30, 2020

<b>Balance Sheet</b>	<b>6/30/2020</b>
<b>Assets</b>	<b>Year End</b>
Assets	
Current Assets	
Cash	7,604,114
Accounts Receivable	589,051
Other Current Assets	460,135
Intercompany Transfers	0
Total Current Assets	8,653,299
Noncurrent Assets	
Facilities, Net	642,425
Operating Fixed Assets, Net	74,414
Total Noncurrent Assets	716,839
Total Assets	9,370,138
<b>Liabilities and Equity</b>	<b>Year End</b>
Liabilities and Equity	
Current Liabilities	
Accounts Payable	87,566
Other Current Liabilities	354,370
Accrued Salaries and Benefits	796,050
Total Current Liabilities	1,237,986
Equity	
Unrestricted Net Assets	4,456,983
Net Income	2,472,489
Temporarily Restricted Net Assets	2,215
Total Equity	6,931,687
Long-Term Liabilities	
Senior Debt	1,200,466
Total Long-Term Liabilities	1,200,466
Total Liabilities and Equity	9,370,139

## **APPENDIX D: Approved 2020 - 2021 Budget**

### **FY21 Budget**

#### **Bridges**

	SY20-21
Revenue	
State and Local Revenue	13,014,597
Federal Revenue	2,068,293
Private Grants and Donations	6,500
Earned Fees	70,482
Revenue Total	15,159,872
Expenses	
Salaries	7,995,432
Benefits and Taxes	1,382,652
Contracted Staff	212,363
Staff-Related Costs	47,620
Rent	1,423,844
Occupancy Service	28,850
Direct Student Expense	1,479,379
Office & Business Expense	800,776
Contingency	1,200,466
Expenses Total	14,571,383
<b>NET ORDINARY INCOME</b>	<b>588,489</b>
Extraordinary Expenses	
Depreciation and Amortization	211,373
Extraordinary Expenses Total	211,373
<b>TOTAL EXPENSES</b>	<b>14,782,756</b>
<b>NET INCOME</b>	<b>377,116</b>