
Bridges Public Charter School Annual Report for the 2020- 2021 School Year October 6, 2021

**Submitted by
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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 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 5th grade. For the 2020 - 2021 school year the Bridges' program ran from August 31, 2020 to June 23, 2021. Due to COVID-19 our school year began with 100% virtual learning. Then from May 3, 2021 to June 23, 2021 the school had a hybrid program with an A cohort of students coming for in-person learning on Monday and Tuesday and a B cohort coming on Thursday and Friday. Families still had the option for their student to remain 100% virtual during this time.

The school also held a one-month summer program from mid-June to mid-July 2021 for students with special needs and general education students. The summer school program was 100% virtual.

For the 2020 – 2021 school year Bridges served 403 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"> • 20 students per classroom | 2 Multi-Aged Pre-K3/Pre-K4 classrooms Non-Categorical / Mixed Special Education Categories <ul style="list-style-type: none"> • 8 – 10 students per classroom |
| 12 Single grade Elementary General education inclusion classrooms, Grades K – 5th <ul style="list-style-type: none"> • 22 – 24 students per classroom | 6 Elementary level grade classrooms Non-Categorical / Mixed Special Education Categories Grades K – 5 th <ul style="list-style-type: none"> • 8 – 10 students per classroom |
| | 2 Multi-Aged Elementary classrooms Grades K – 3 and 3 th – 5 th For students with high level special needs <ul style="list-style-type: none"> • 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 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 social studies and science 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. Due to COVID-19 this work was translated into working with students virtual for the majority of the school year and then implemented in person with health and safety procedures for students in the classroom who participated in the hybrid in-person schedule.

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. For Kindergarten the Readers and Writer’s Workshop approach is implemented and students are provided with direct phonics instruction as well. And for 1st through 5th grade the National Geographic Literacy curriculum is implemented.

Mathematics

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 5th 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 and it continued to be used during the 2020-2021 school year.

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, 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. Science learning was modified for students to do at home due to the majority of the school year happening virtually. Teachers did demonstration experiments via Zoom, used video clip or had student do simple experiments at how with supplies include in learning materials distributed to families or material that could easily be found at home.

Art and Music

Art and music instructions is in place for all grade Pre-K 3 to 5th grade. For the elementary level of the program, grades Kindergarten – 5th, learning though 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. Art and music were provided to student virtually for the 2020-2021 school year.

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 2020 - 2021 school year Bridges' Physical Education Teacher worked with all grade levels Pre-K 3 to 5th grade providing virtual 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 5th participate in gardening and environmental learning. Gardening / environmental learning happened virtually for this school year. Due to COVID-19 the 5th grade end of the year two-day overnight nature learning experience at Nature Bridges in the Prince Williams Forest in Manassas, Virginia did not happen. This is a wonderful grade level learning experience in nature for students and we hope to continue this opportunity for 5th grade students going forward.

Foreign Language Study

At this time Bridges does not have a separate foreign language program for students. For the 2021-2022 school year Bridges will offer Spanish language instruction for students. 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. In grades Kindergarten to 5th grade the school employees a number of Teacher Assistants who are Spanish language speakers to better support families and the home school partnership. In the elementary grade level these Teacher Assistants do not provide instruction in Spanish, but use Spanish to speak with parents and when needed communicate with students to ensure understand of classroom learning and instructions.

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. Study activities were all virtual for the 2020-2021 school year, including field trips.

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 meetings virtually for the 2020-2021 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. For the 2020-2021 school year the Tuesday Folder was distributed exclusively as an electronic document. All written communication from the school goes out in English and Spanish. 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. Workshops and parent support groups were held virtually for the 2020-2021 school year.

Volunteering

Pre-COVID parents had 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. The school's partnership ended at the end of the 2019-2020 school year. Activities of engagement that were started during the partnership have been continued, such as home visiting and APTT meetings with families. 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, pre-COVID the "home visit" would happen in a playground, restaurant in the community or library. For 2020-2021 Home visits were virtual.

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, Assistant Principal was Danette Dicks and Director of Curriculum, Rhonda Green. Business Operations functions for the school were supported by Ed-Ops. The school's Director of Student Support Services was Willie Walker.

During the 2020 – 2021 school year, Bridges Public Charter School had the following number of staff providing direct instruction or instructional support to students:

- Teachers – Forty-four (44). 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-seven (27). This includes school hired Assistant Teachers, Bridges Teaching Fellows.
- Dedicated Aides / Classroom Assistants – Twenty (20). 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 2020 to first day of school for 2021 was 30.76%.

E. Student Characteristics

For the 2020– 2021 school year Bridges Public Charter School served 403 students. See the chart below for additional demographics:

| Category | Demographic | Number of Students | % of Students |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|--------------------|---------------|
| Number of students enrolled, by grade level | PK3 | 54 | 13% |
| | PK4 | 52 | 13% |
| | K | 54 | 13% |
| | 1 | 51 | 13% |
| | 2 | 50 | 12% |
| | 3 | 54 | 13% |
| | 4 | 35 | 9% |
| | 5 | 53 | 13% |
| Demographics - Race | American Indian or Alaska Native | 0 | 0% |
| | Asian | 5 | 1% |
| | Black or African American | 210 | 52% |
| | Hispanic / Latino | 158 | 39% |
| | Two or More Races | 14 | 3% |
| | Native Hawaiian or Other Pacific Islander | 1 | 0% |
| | White | 15 | 4% |
| Percentage of students who are English as a Second Language Learners | ELL | 212 | 53% |
| | Non-ELL | 191 | 47% |
| Percentage of students with special education IEPs | IEP | 155 | 38% |
| | NON IEP | 248 | 62% |
| 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 and Reduced | 229 | 57% |
| | Paid | 174 | 43% |

F. Finance

Included at the end of the annual report in the Appendices are the school's unaudited year-end financials for Fiscal Year 2020 – 2021 and the approved budget for the Fiscal year 2021-2022.

G. Facilities

The 2020 – 2021 school year Bridges PCS was the school's fifth year in our 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 in the summer of 2016. The building was constructed to meet LEED Gold certifications with a green roof, bio-retention garden to manage storm water run-off and solar panels. The building systems and design support our return to campus for hybrid learning in May 2021 because many of the environmental mitigation strategies outlined for schools by the DC Department of Health were already in place or only required limited modifications and adaptations. For example, air circulation and filtration system allow for increasing the fresh air exchange happening building wide to being six times per hour. All classrooms have windows that open to let in fresh air and sinks for hand washing. A significant amount of furniture needed to be removed from the building to set up classroom so that students and adults were separated by 6 feet at all times.

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 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 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. 4) Moved all classrooms under the heading of Early Childhood (Pre-K 3 to Kindergarten) or Elementary (1st – 5th grade). Working to ensure that all classrooms are seen as part of the school as a whole, not being separated by general education or special education classrooms.

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 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 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 3rd to 5th 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 2020 - 2021 school: An operations team member who speaks Amharic. The school already has on staff several classroom support people and substitute teachers who speak Amharic.

Goals and Academic Achievement

Bridges PCS serves a diverse student population. Out of the 403 students educated at Bridges during the 2020 - 2021 school year 38% (155 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 38% 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 that are part of Bridges PCS school's accountability and are included in 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. Not all assessments were administered due the majority of the school year being virtual. For some of the assessments the school has questions about the validity of the data because testing locations were not controlled settings, since students were at home. We are sharing the data below from assessments were administered.

The following assessments are used by Bridges to determine student achievement and progress per the school's accountability plan:

- 1) 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. Not administered in 2020-2021.
- 2) 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. Administered in 2020-2021. Data shared in the chart below.
- 3) NWEA MAP for reading and math. The MAP is administered in English only to students in grades Kindergarten to 5th grade to assess academic skill development. It is administered on the computer and was done during virtual learning in 2020-2021. We believe that the data for grades Kindergarten to 2nd grade was compromised. Results for students were significantly higher than in previous years. Charter schools across the City who administered NWEA MAP saw similar results. The data shared below is for 3rd to 5th grade because we believe that this data is more likely accurate.
- 4) 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 with taking the exam. Not administered in 2020-2021.

NWEA & VB-MAP Data 20-21 SY

| Tool | NWEA | NWEA | NWEA | NWEA | VBMAPP |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Type of Tool | EOY Summative | EOY Summative | EOY Summative | EOY Summative | EOY Summative |
| Source | Vendor | Vendor | Vendor | Vendor | Vendor |
| Format | Remote | Remote | Remote | Remote | Remote |
| Content Area | Reading/LA | Math | Reading/LA | Math | Reading/Math /Functional |
| Grades | 3-5 | 3-5 | 3-5 | 3-5 | Pre K-5 (if applicable) |
| Student Group (auto populated) | General education setting including Bridge 3/4 (SPED level 1, 2 & 3) | General education setting including Bridge 3/4 (SPED level 1, 2 & 3) | Students in Bridge 2 setting (SPED Level 4) | Students in Bridge 2 setting (SPED Level 4) | ABA Bridge 1 (Level 4 SPED) |
| # of Eligible students (3-5) | 136 | 136 | 47 | 47 | 41 |
| # of Eligible students assessed (3-5) | 74 | 84 | 14 | 12 | 32 |
| Goal | 60% of all students in 1st - 5th to achieve at or above the 40th percentile or meet/exceed their spring growth targets in ELA | At least 50% of all students will achieve at or above the 50th percentile or meet/exceed their spring growth targets in Math | 60% of all students in 1st - 5th to achieve at or above the 40th percentile or meet/exceed their spring growth targets in ELA | At least 50% of all students will achieve at or above the 50th percentile or meet/exceed their spring growth targets in Math | All students will make at least ½ point progress in at least 50% of the open operants that were assessed by the end of the year. |
| # of Students Meeting or Exceeding the Goal Grades 3-5 | 28 | 31 | 2 | 0 | 29 |

| | | | | |
|------------------------------------------------------|-----------|-----------|----------|---------|
| <u>American Indian / Alaska Native</u> 3rd | n/a | n/a | n/a | n/a |
| 4th | n/a | n/a | n/a | n/a |
| 5th | n/a | n/a | n/a | n/a |
| <u>Asian</u> 3rd | n/a | n/a | n/a | n/a |
| 4th | n/a | n/a | n/a | n/a |
| 5th | n/a | n/a | n/a | n/a |
| <u>Black / African-American</u> 3rd | 7/18, 39% | 8/17, 47% | 0/1, 0% | n/a |
| 4th | 6/8, 75% | 4/9, 44% | 1/6, 17% | 0/5, 0% |
| 5th | 8/15, 53% | 5/13, 38% | 0/4, 0% | 0/4, 0% |
| <u>Hawaiian / Pacific Islander</u> 3rd | n/a | n/a | n/a | n/a |
| 4th | n/a | n/a | n/a | n/a |
| 5th | n/a | n/a | n/a | n/a |
| <u>Hispanic / Latino (any race)</u> 3rd | 3/12, 25% | 6/13, 46% | 0/1, 0% | 0/1, 0% |
| 4th | 1/2, 50% | 1/2, 50% | n/a | n/a |
| 5th | 3/13, 23% | 3/12, 25% | 0/1, 0% | 0/1, 0% |
| <u>Two or More Races</u> 3rd | n/a | n/a | n/a | n/a |
| 4th | n/a | n/a | n/a | n/a |
| 5th | n/a | n/a | n/a | n/a |
| <u>White</u> | n/a | n/a | n/a | n/a |

| | | | | |
|----------------------------------------------|-----------|------------|----------|---------|
| 3rd | | | | |
| 4th | 1/1, 100% | 1/1, 100% | n/a | n/a |
| 5th | n/a | n/a | n/a | n/a |
| <u>Students with disabilities</u> | | | | |
| 3rd | 0/8, 0% | 2/5, 40% | 0/2, 0% | 0/1, 0% |
| 4th | 3/4, 75% | n/a | 1/6, 17% | 0/5, 0% |
| 5th | 1/9, 11% | 2/8, 25% | 0/6, 0% | 0/1, 0% |
| <u>English Learners</u> | | | | |
| 3rd | 7/21, 33% | 11/21, 52% | 0/1, 0% | 0/1, 0% |
| 4th | 5/6, 83% | 3/6, 50% | n/a | n/a |
| 5th | 5/17, 29% | 4/17, 24% | 0/2, 0% | 0/2, 0% |
| <u>Students identified as At-Risk</u> | | | | |
| 3rd | 2/9, 22% | 5/10, 50% | 0/1, 0% | n/a |
| 4th | 4/7, 57% | 3/8, 38% | 0/1, 0% | n/a |
| 5th | 5/13, 38% | 5/11, 45% | 0/3, 0% | 0/3, 0% |

B. Unique Accomplishments

In June 2021 Bridges PCS graduated our four class of 5th graders, sending out another group of students to the next level of education, Middle School. The group of 53 graduates were celebrated in a graduation ceremony held virtually on ZOOM with parents, grandparent, extended family members and school staff. Principal Kay Elaster provided a warm and encouraging speech focused on looking forward to their future success and engagement as learners. And the featured speaker was Audrey Childs, published author and 2nd grade teacher at Bridges PCS. 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.

C. List of Donors

During the 2020 – 2021 school year the following individuals and organization contributed monetary or in-kind amounts equal to or exceeding \$500 dollars:

Pillsbury Winthrop Shaw Pittman LLP

Arnold & Porter LLP

Beta Zeta Chapter Sorority

John Griffiths & Stacey McGraw

Warren Kennedy

Look Up Lift Up

PAE

PBS Kids

Safeway Grocery Store

Data Report for 2020 – 2021 School Year

Data provided by PCSB and School.

SY 2020-2021 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: 396 |

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

| Grade | PK3 | PK4 | KG | 1 | 2 | 3 | 4 | 5 |
|----------------------|------------|------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Student Count | 54 | 51 | 52 | 51 | 50 | 52 | 34 | 52 |

| | |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School | Total number of instructional days: 166 (120 in person and 26 virtual) |
| PCSB | Suspension Rate: 0.00% |
| PCSB | Expulsion Rate: 0.00% |
| PCSB | Instructional Time Lost to Out-of-School Suspension Rate: 0.00% |
| PCSB | In-Seat Attendance: 80.8% |
| 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: 2.5% (10 students)* |
| PCSB | Midyear Entries: 0.0% (0 students)* |
| PCSB | Promotion Rate (LEA): 100,0% |
| PCSB | College Acceptance Rates: Not Applicable |
| PCSB | College Admission Test Scores: Not Applicable |
| PCSB | Graduation Rates: Not Applicable |

| TEACHER DATA POINTS | |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School | Teacher Attrition Rate: 30.76% |
| School | Number of Teachers: Teachers = 44 Assistant Teachers / Fellows = 27 Dedicated Aides / Classroom Assistants = 20 |
| School | Teacher Salary 1. Average: \$61,752.00 2. Range -- Minimum: \$46,350.00 Maximum: \$82,765.00 |
| School | Executive Salary 1. \$144,200.00 2. \$127,308.00 3. \$127,308.00 (Only three individuals in the organization had a salary over \$100,000.00 for the 20-21 SY.) |

APPENDIX A: Staff Roster 2020 - 2021 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
- Rhonda Green – Director of Curriculum
- Kristel Guzman – Operations Manager
- Monique Mitchell – Business Manager
- Ed-Ops – Business Manager
- Stephannie Beets – HR Manager
- Sharon Wright – HR Assistant / Sub planner
- Willie Walker - Director of Student Support Services
- Natalie Ballard – Assistant Director of Student Services
- Nicole Best – Special Education Coordinator
- Caelin Hammon – Special Education Coordinator
- Chishala Katongo-Wapenyi - Special Education Coach
- Thora Balk – ECE Curriculum / RTI Coordinator
- Dareese Tolson – Literacy Coordinator / Coach
- Belinda Cofield – Reading Specialist
- Susan Molholm– Reading Specialist
- Desmond Goodloe – Math Specialist
- Andrea Rayo – ELL Coordinator / Teacher
- Kristin Nagy – Arts Integration Coordinator / Art Teacher
- Kendra Scott – School Counselor
- Hillary Kulig – School Counselor
- DeJuan Nunn – Behavior Specialist
- Terrell Picket – Behavior Specialist
- Stephanie Fisher – Speech Therapist
- Christie Panfile – Speech Therapist
- Ursula Peters – Speech Therapist
- Zora McFarline-Blake – Speech Therapist
- Hannah Bacon – Occupational Therapist
- Sara Lind – Occupational Therapist
- Myra Branch – Occupational Therapist
- Jessica Korab – 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 Receptionist
- Adriana Carias – Bilingual Operations Assistant
- Meareg Tewolde – Bilingual Operations Assistant
- Conal O’Keefe – Garden Coordinator
- Samuel Pinkerton – Art Teacher

Teachers

| | | |
|---------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------|
| Jphanna Spath, Pre-K | Jere Smit, 1 st SpEd Co-Teacher | LaQuida Asher, 4 th /5 th SpEd |
| Brianna Keith, Pre-K | Hannah Shapiro, 1st | Susan Molhom, 4 th |
| Rohnisha Pope, Pre-K | Elaine Fitzpatrick, 1st | Brandon Woodland, 4 th |
| Aleisha McBride, Pre-K | Brittany Sheldon, 2 nd | Nakita Henderson-Packer, 4 th SpEd Co-Teacher |
| Dimuthu Mack, Pre-K | Audrey Childs, 2 nd | Carlvert Green, 5 th |
| James Grange, Pre-K SpEd | Reneesha Sizer, 2 nd /3 rd SpEd | Brittney Hogan, 5 th |
| Trenee Murphy, Pre-K SpEd | Aurelio Valentine, 2 nd SpEd Co-Teacher | Rachel Ainsworth, 5 th SpEd Co-Teacher |
| Shirley Simmons, ECE/K Resource | Charles Williams, 3 rd | Ashlee Williams, 3 rd – 5 th SpEd |
| Kirstin Coleman, ECE SpEd Co-Teacher | Tashiyra Freeman, 3rd | Khadijah Barr, ELL |
| Jessica Clarke, Kindergarten | Lakisha Scott, 2 nd /3 rd SpEd | Chrissy Sawyer, ELL |
| Catherine Oliver-Hylton, Kindergarten | Keyuanna Evans, 3rd SpEd Co-Teacher | Morgan Frye, SPED Resource Teacher |
| Natasha Brown K/1 st SpEd | Jamela Simon, 2 nd /3 rd Resource Teacher | |
| Heather Markowitz, K – 2 nd SpEd | Ebun Miles, 3 rd - 5 th Resource Teacher | |

Assistant Teacher (AT), Dedicated Aide (DA) & Classroom Assistant (CA)

| | | |
|----------------------------------|--------------------------------------------------------------|-------------------------------------------------------------|
| Fatima Lopez Hernandez, Pre-K AT | Larry Cooper, 2 nd AT | Sharmee Miller, 4 th SpEd DA |
| Adrianna Morales, Pre-K AT | Rosalyn Picardo Figueroa, 2 nd AT | Stephen Johnson, 4 th /5 th SpEd DA |
| Lillian Eason, Pre-K AT | La'Sandra Smith, 3rd AT | Desirea Edmonds, 4th / 5th SpEd AT |
| Briseyda Garcia, Pre-K AT | Andrew Tillery, 3 rd DA | Whitney Royal, 4th / 5th SpEd AT |
| Bianca Tobias, Pre-K AT | Kamoiya Robinson, 2 nd / 3 rd DA | Michael Hammond, 4th / 5th SpEd AT |
| Kristen William, Pre-K SpEd AT | Cassie Cunningham, 2 nd / 3 rd DA | Erika McMillian, 4 th /5 th SpEd CA |
| Donise Wiggins, Pre-K SpEd AT | Mykala Johnson, 2 nd / 3 rd DA | Ashley Washington, 4 th /5 th SpEd DA |
| Hiwot Desta, PreK SpEd CA | Tannesha Callahan, 2 nd / 3 rd SpEd AT | Lexis Briggs, 4 th /5 th SpEd DA |
| Danielle Hammond, Pre-K SpEd AT | Yendy Brown, 2 nd /3 rd SpEd AT | Mia Singleton, 3- 5 th SpEd AT |
| Shaiann Bennett, Kinder SpEd AT | Tiaria Hammond, 2 nd /3 rd SpEd DA | Latesia Rhodes, 3- 5 th SpEd AT |
| Zeon Railey, Kinder SpEd AT | Refref Jafar, 2 nd /3 rd SpEd CA | Sophonia Solard, 5th AT |
| Jasmin Bush, Kinder AT | Melyssa Brennan, K – 2 nd SpEd AT | Diego Castillo, 5th AT |
| Vanessa Casillas, Kinder AT | Dominique Braxton, K-2nd SpEd DA | Brandon Griggs, 5th SpEd DA |
| Douglas Robinson, 1st AT | Mya Walker, K-2nd SpEd DA | |
| Nohely Hernandez, 1st AT | Lara Hammond, K – 2 nd SpEd CA | |
| Mark Hammond, 1st DA | Taylor Nicholas, 4th AT | |

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) 12.76% of Assistant Teachers, Classroom Assistants and Dedicated Aides that have passed the ParaPro Exam.
- 3) 14.89% of Assistant Teachers, Classroom Assistants and Dedicated Aides that have an Associates in Arts.
- 4) 36.17% of Assistant Teachers, Classroom Assistants and Dedicated Aides that have a Bachelor of Arts.
- 5) 30.54% of Teachers that have a Bachelor's of Arts.
- 6) 69.46% of Teachers that have a Master's Degree.

APPENDIX B: Board Roster for 2020 - 2021 School Year

2020 - 2021 SCHOOL YEAR

Bridges' Board of Trustees during the 2020 – 2021 school year are listed below.

Rikki Hunt Taylor

Role on Board – Vice Chairperson of the Board of Trustees, School Performance Committee Co-Chair, Governance Committee, Finance Committee Member, 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, Governance Committee Chair
DC resident – Yes

Soumya Devi

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

Sonya Harrison

Role on Board – Member, School Performance Committee Member
DC resident – No

Marissa Morabito-Reilly

Role on Board – Parent Representative, Governance Committee Member
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, 2021

| Balance Sheet | | 6/30/2021 |
|-------------------------------|-------------------------------------|-------------------|
| Assets | | Current |
| Assets | | |
| Current Assets | | |
| | Cash | 10,178,588 |
| | Accounts Receivable | 839,703 |
| | Other Current Assets | 490,471 |
| | Intercompany Transfers | 0 |
| | Total Current Assets | 11,508,762 |
| Noncurrent Assets | | |
| | Facilities, Net | 495,965 |
| | Operating Fixed Assets, Net | 176,605 |
| | Total Noncurrent Assets | 672,570 |
| | Total Assets | 12,181,332 |
| Liabilities and Equity | | Current |
| Liabilities and Equity | | |
| Current Liabilities | | |
| | Accounts Payable | 166,991 |
| | Other Current Liabilities | 287,338 |
| | Accrued Salaries and Benefits | 919,197 |
| | Total Current Liabilities | 1,373,526 |
| Equity | | |
| | Unrestricted Net Assets | 6,963,695 |
| | Net Income | 3,843,319 |
| | Temporarily Restricted Net Assets | 792 |
| | Total Equity | 10,807,806 |
| Long-Term Liabilities | | |
| | Senior Debt | 0 |
| | Total Long-Term Liabilities | 0 |
| | Total Liabilities and Equity | 12,181,332 |

APPENDIX D: Approved 2021 - 2022 Budget

FY22 Budget Bridges

| | | SY21-22 |
|------------------------|--------------------------------|-------------------|
| Revenue | | |
| | State and Local Revenue | 12,819,307 |
| | Federal Revenue | 2,241,570 |
| | Private Grants and Donations | 6,500 |
| | Earned Fees | 65,403 |
| | Revenue Total | 15,132,780 |
| Expenses | | |
| | Salaries | 8,716,403 |
| | Benefits and Taxes | 1,457,738 |
| | Contracted Staff | 182,281 |
| | Staff-Related Costs | 55,249 |
| | Rent | 1,448,406 |
| | Occupancy Service | 29,427 |
| | Direct Student Expense | 1,948,173 |
| | Office & Business Expense | 898,976 |
| | Contingency | 50,000 |
| | Expenses Total | 14,786,653 |
| | NET ORDINARY INCOME | 346,127 |
| Extraordinary Expenses | | |
| | Depreciation and Amortization | 118,360 |
| | Extraordinary Expenses Total | 118,360 |
| | TOTAL EXPENSES | 14,905,013 |
| | NET INCOME | 227,767 |
| Cash Flow Adjustments | | |
| | Add Depreciation | (707,431) |
| | Operating Fixed Assets | (87,100) |
| | Other Operating Activities | 27,988 |
| | Facilities Project Adjustments | 825,790 |
| | Cash Flow Adjustments Total | 59,248 |
| | CHANGE IN CASH | 287,015 |
| | Starting Cash Balance | 10,030,044 |
| | Change In Cash | 287,015 |
| | ENDING CASH BALANCE | 10,317,059 |