
Bridges Public Charter School Annual Report for the 2021- 2022 School Year October 26, 2022

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Table of Content

Annual Report Narrative	pg. 3
Data Report	pg. 20
Appendices:	
A. Staff Roster	pg. 22
B. Board Roster	pg. 24
C. Unaudited 2021-2022 Financials	pg. 25
D. 2022-2023 Approved Budget	pg. 27

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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. The school year ran from August 30, 2021 to June 21, 2022. 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.

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. For the 2021 – 20223 school year Bridges served 339 students. This is drop in enrollment for the school in comparison to previous years. The grade level with the largest drop in enrollment was a the PreK-3 and PreK-4 grade level. The program was under enrolled by 22 students. That has never occurred since the school opened in 2005. Across DC in charter schools and the DC Public School system there was a significant under enrollment of early education students. Pre-Kindergarten and Kindergarten grade level students. Bridges had under enrollment at the 3rd and 5th grade levels also. The school elected to have only one 5th grade general education inclusion classroom and may determine to maintain only one 5th grade general education classroom going forward due to the movement of students to other school in 5th grade as they transition to middle school.

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 – 5 th <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.

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. Bridges also uses the Second Step Curriculum a research-based program that help students learn social-emotional skills such as responsible decision-making, working together to solve problems, managing strong emotions, and getting along with others.

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.

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 the 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. The school piloted the science curriculum Amplify Science at the 3rd grade level the 2021-2022 school year. Amplify Science is a K–8 science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. The curriculum is being rolled out in grades Kindergarten to 5th grade for the 2022-2023 school year.

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 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. 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 to our campus. All general education and high-level special education classrooms grades Kindergarten to 5th participate in gardening and environmental learning. Learn in the garden is led by the school's Life Science Teacher. 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 again during the 2022-2023 school year.

Language Study

For the 2021-2022 school year Bridges offered Spanish language instruction for students for the first time. The school was very interest in having this opportunity in place given the high number of students in the school from Spanish speaking families. 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 support 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, three Special Education Coordinators / Coaches, resource room special education teachers, classroom based special education co-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 weekly letter from the school is sent home. All written information and materials for parents at Bridges PCS that come out of the main office 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 meetings virtually for the 2021-2022 school year.

Resources for Parents & Parent Workshops

The school provides information and resources for parents weekly primarily electronically. All written communication from the school’s main office 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 resident, 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 2021-2022 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 Flamboyan 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 2021-2022 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, the Assistant Principal for Early Childhood (PreK to kindergarten) was Danette Dicks and the Assistant Principal Elementary (1st to 5th) was Rhonda Green. Business Operations functions for the school were supported by Ed-Ops. The school’s Interim Director of Student Support Services was Jenna Umansky.

During the 2021 – 2022 school year, Bridges Public Charter School had the following number of staff people listed below providing direct instruction or instructional support to students. All Lead Teachers and Assistant Teachers meet DC requirements for Highly Qualified Teacher status.

- Teachers – Forty-four (42). 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 (24). This includes school hired Assistant Teachers, Bridges Teaching Fellows.
- Dedicated Aides / Classroom Assistants – Twenty (15). 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.

E. Student Characteristics

For the 2021– 2022 school year Bridges Public Charter School served 339 students. See the chart below for additional demographics:

Category	Demographic	Number of Students	% of Students
Number of students enrolled, by grade level	PK3	33	9.7%
	PK4	54	15.9%
	K	49	14.5%
	1	50	14.7%
	2	50	14.7%
	3	44	13%
	4	36	10.7%
	5	23	6.8%
Demographics - Race	American Indian or Alaska Native	0	0.0%
	Asian	3	0.9%
	Black or African American	176	51.9%
	Hispanic / Latino	142	41.8%
	Two or More Races	9	2.7%
	Native Hawaiian or Other Pacific Islander	0	0.0%
	White	9	2.7%
Percentage of students who are English as a Second Language Learners	ELL	170	50.1%
Percentage of students with special education IEPs	IEP	136	40%
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	209	62%

F. Finance

Included at the end of the annual report in the Appendices are the school's unaudited year-end financials for Fiscal Year 2021 – 2022 and the approved budget for the Fiscal year 2022-2023.

G. Facilities

The 2021 – 2022 school year Bridges PCS was the school's sixth year in our permanent located in the Fort Totten neighborhood in Ward 5 at 100 Gallatin St. NE. The 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. For the 2021-2022 school year the social distancing spacing was reduced to 3 feet. Classrooms continued to have dividers in place on table when spacing of three feet was not possible. The school continued the rigorous health and safety protocols, mask wear and weekly testing for the 2021-2022 school year.

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 2021 - 2022 school: A health Tech to support monitoring of COVID-19 and testing of students and staff; A Spanish language Teacher; a math Coordinator / Coach; additional Special Education Teachers and a Parent Engagement Coordinator.

Goals and Academic Achievement

Bridges PCS serves a diverse student population. Out of the 339 students educated at Bridges during the 2021 - 2022 school year 36% of the student body had an individualized education plan (IEP) with 48% 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 that are part of Bridges PCS school's unique accountability plan with the DC Public Charter School Board. It is one of the tools to monitor the school and determine if the school's charter would be renewed again in the future. The DC Public Charter School Board (the PCSB) publishes theses outcomes annually in the form of a Performance Management Framework report card, the PMF Report card.

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.
- 2) Verbal Behavior Milestones Assessment and Placement Program (VBMAP). 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, NWEA MAP 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.
- 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.

- 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.

The chart below documents which goals and achievement expectations were met or not for the 2021-2022 school year.

Bridges Public Charter School Accountability Plan

	Goal	Met / Not Met	Percentage of Students Who Met Goal	Evidence
PK Math	At least 80% of PK3-PK4 students will score at or above their age range at the end of the year on the LAP-3 math assessment.	Not Met	46.99%	LAP-3 data submitted to PCSB via the HUB.
PK Literacy	At least 80% of PK3-PK4 students will score at or above their age range at the end of the year on the LAP-3 reading assessment.	Not Met	25.51%	LAP-3 data submitted to PCSB via the HUB.
K-2 Math	At least 50% of all K-2 students will achieve at or above the 40th percentile or meet/exceed their spring growth targets in math on the NWEA MAP is national norms by the spring test administration each year	Met	68.91%	NWEA MAP math data submitted to PCSB via the HUB.
K-2 Literacy	At least 50% of all K-2 students will achieve at or above the 40th percentile or meet/exceed their spring growth targets in ELA on the NWEA MAP is national norms by the spring test administration each year	Met	51.67%	NWEA MAP ELA data submitted to PCSB via the HUB.
PARCC Math Achievement (Weighted)	a) The percent of grade 3-5 students scoring level 4+ on the PARCC math assessment will meet or exceed the target for students scoring 4+ in math b) The percent of grade 3-5 students scoring level 3+ on the PARCC math			Will be calculated and shared by the PCSB at a later date.

	assessment will meet or exceed the target for students scoring 3+ in math			
PARCC ELA Achievement (Weighted)	a) The percent of grade 3-5 students scoring level 4+ on the PARCC ELA assessment will meet or exceed the target for students scoring 4+ in ELA b) The percent of grade 3-5 students scoring level 3+ on the PARCC ELA assessment will meet or exceed the target for students scoring 3+ in ELA			Will be calculated and shared by the PCSB at a later date.
In-Seat Attendance	Bridges PCS will meet or exceed an In-Seat Attendance (ISA) rate of 90%	Not Met	84.4%	Students ISA grades PreK-3 to 5th according to our Student Information System (or Qlik).
Re-enrollment	Bridges PCS will meet or exceed a re-enrollment rate of 75%	Met	79.43%	Student enrollment data in Qlik.
Parent Conference Participation	At least 75% of students' families will participate in at least one parent-teacher conference during the school year.	Not Met	74.49%	Parent/Teacher conference data submitted to PCSB via the HUB.

2021-2022 PARCC Data

School year 2021-2022 was the first year our students in grades 3-5 participated in taking the standardized PARCC assessment due to COVID-19. The PARCC data being shared below is the result of the schools' plan to address learning loss and work on learning acceleration at the same time. As well as the hard work the school's staff and students with the support of Bridges PCS families. The plan included: 1) New curriculum - math and English language arts curricula that is computer based and adaptive to students' needs. Used multiple times a week during the daily morning intervention block. 2) Staffing - additional Special Education Co-Teachers and a Math Coordinator / Coach. 3) Strategies - Professional Learning Communities (PLC) were implemented at each grade level for ELA and Math. That met weekly to create a culture of collaboration around curriculum, teaching, student learning and success. Focused on data driven instruction Utilized small groups for instruction. Saturday School and clubs each Friday to address the Social / Emotional needs of students. In addition, the fourth-grade classroom which have very strong scores when compared to the rest of the DC Charter sector utilized the framework for Universal Design for Learning (UDL). UDL is being piloted at the 4th grade level and is a teaching approach that works to accommodate the needs and abilities of all learners and eliminates unnecessary hurdles in the learning process. This means developing a flexible

learning environment in which information is presented in multiple ways, students engage in learning in a variety of ways, and students are provided options when demonstrating their learning. The school plans to expand the use of UDL through the school program and believes that it will support success for students across all grade levels and the expansion occurs.

PARCC - Earning Level 4+ by grade/subject

Below are the percentages of students meeting or exceeding expectations of college and career readiness, in comparison with students across the D.C. public charter sector. Grade 4 students are performing above their peers across the district both Math and ELA, while Grade 3 students are performing below their district peers.

Math

	2021-22	2021-22 Charter Sector Comparison
All	24.4%	17.4%
Grade 3	12.9%	19.7%
Grade 4	37.9%	14.2%
Grade 5	22.2%	18.1%

ELA

	2021-22	2021-22 Charter Sector Comparison
All	26.6%	20.0%
Grade 3	16.1%	16.8%
Grade 4	41.4%	20.4%
Grade 5	21.1%	23.1%

PARCC - Earning Level 3+ by grade/subject

The percentages below include students approaching college and career readiness, in addition to those meeting or exceeding expectations, in comparison with students across the D.C. public charter sector. In Math, students are performing above their peers across the district. Grade 4 students continue to outperform their District peers in Math and ELA.

Math

	2021-22	2021-22 Charter Sector Comparison
All	43.6%	38.9%
Grade 3	29.0%	40.2%
Grade 4	62.1%	35.8%
Grade 5	38.9%	40.6%

ELA

	2021-22	2021-22 Charter Sector Comparison
All	43.0%	41.9%
Grade 3	25.8%	37.6%
Grade 4	65.5%	41.9%
Grade 5	36.8%	46.5%

B. Unique Accomplishments

In June 2022 Bridges PCS graduated our fifth class of 5th graders, sending out another group of students to the next level of education, Middle School. The group of 23 graduates were celebrated in a graduation ceremony held in-person in an outdoor ceremony. The first in-person event with families in two school years due to COVID-19. 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.

Bridges PCS and 13 other schools were honored today, October 18, 2022, at an event celebrating Bold Performance School organized by EmpowerK12. Bold Performance Schools are the DC schools that are boldly supporting priority students — students designated as at-risk, students with disabilities, and students of color — to reach academic success. The 14 schools designated as Bold Performance Schools are DC Public Schools (DCPS) and DC charter schools, across elementary, middle, and high school grades; and serve student populations where students designated as at-risk make up at least 30% of the student population. This year's Bold Performance Schools have 2022 PARCC proficiency rates were an average of 9.1 percentage points better than other Bold-eligible schools, and their 2022 PARCC 4+ proficiency rates were 2.6 percentage points better than the pre-pandemic average for schools serving similar demographics.

C. List of Donors

During the 2021 – 2022 school year the following individuals and organization contributed monetary or in-kind amounts equal to or exceeding \$500 dollars:

Pillsbury Winthrop Shaw Pittman LLP

Youth Service America

Piedmont Environmental Education Foundation

KidsGardening.org

John Griffiths & Stacey McGraw

Pillsbury Winthrop Shaw Pittman LLP

Beta Zeta Chapter

Beta Zeta Chapter

St. Augustine Catholic Church

O&O Tree Services

Data Report for 2021– 2022 School Year

Data provided by PCSB and School.

SY 2021-2022 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: 339

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

Grade	PK3	PK4	KG	1	2	3	4	5
Student Count	33	54	49	50	50	44	36	23

School	Total number of instructional days: 180
PCSB	Suspension Rate: 4.10%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.07%
PCSB	In-Seat Attendance: 84.40%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 4.10% (14 students)*
PCSB	Midyear Entries: 1.80% (6 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: 44.1%
School	Number of Teachers: Teachers = 42 Assistant Teachers / Fellows = 24 Dedicated Aides / Classroom Assistants = 15
School	Teacher Salary 1. Average: \$52,970.00 2. Range -- Minimum: \$47,500.00 Maximum: \$84,765.00
School	Executive Salary 1. \$148,526.00 2. \$131,127.00 3. \$131,127.00 4. 100,006.00 (Only four individuals in the organization had a salary over \$100,000.00 for the 21-22 SY.)

APPENDIX A: Staff Roster 2021 - 2022 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
- Jenna Umansky - Director of Student Support Services
- Natalie Ballard – Assistant Director of Student Services
- Delmy Tanaskovic – Special Education Coordinator
- Caelin Hammon – Special Education Coordinator
- Allison Sickels– Special Education Coordinator
- Chishala Katongo-Wapenyi - Special Education Coach
- Jilana Booker – ECE Curriculum / RTI Coordinator
- Loren Beecher Wilks – Math Curriculum Coordinator / Coach
- Sacha Richards – 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
- Breanne Rezendes – School Social Worker
- Hillary Kulig – School Counselor
- DeJuan Nunn – Behavior Specialist
- Terrell Picket – Behavior Specialist
- Christie Panfile – Speech Therapist
- Zora McFarline-Blake – Speech Therapist
- Michele Priolo – Occupational Therapist
- Sheena Davis – Occupational Therapist
- Takisha Lewis – Occupational Therapist
- Dana Stehwien – Physical Therapist
- Shawna Alleveto – ABA Coordinator
- Audry Childs – Music Teacher
- Shanelle Foster – PE Teacher
- Food Service Support – Ana Castro Silva
- Food Service Assistant – Carmen Marquez
- Ana Esquivel– Bilingual Receptionist
- Concepcion Montes – Bilingual Receptionist
- Jazmin Balbuena – Bilingual Operations Assistant
- Meklit Erdaw – Bilingual Operations Assistant
- Alden Towler – Life Science Teacher / Garden Coordinator
- Douglas Robinson – Art Teacher
- Violeta Ortega Trota - Spanish Teacher
- James Grange – Family Engagement Coordinator

Teachers

Jphanna Spath, Pre-K	Irum Pierce, 1 st SpEd Co-Teacher	LaQuida Asher, 4 th /5 th SpEd
Brianna Keith, Pre-K	Hannah Shapiro, 1st	Shaiann Bennett, 4 th
Rohnisha Pope, Pre-K	Patricia Crowley, 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	Taylor Nicholas, 2 nd	Morgan Frye, 5 th
Lateasia Rhodes, Pre-K SpEd	Kathleen Etienne-Isaac, 2 nd /3 rd SpEd	Brittney Hogan, 5 th SPED Resource Teacher
Carol Longobucco, SPED Resource Teacher	Aurelio Valentine, 2 nd SpEd Co-Teacher	Rachel Ainsworth, 5 th SpEd Co-Teacher
Shirley Simmons, ECE/K Resource	Elainey Fitzpatrick, 3 rd	Ashlee Williams, 3 rd – 5 th SpEd
Kirstin Coleman, ECE SpEd Co-Teacher	Shawnee Harris, 3rd	Lila Suryananrayan, ELL
Jessica Clarke, Kindergarten	Lakisha Scott, 2 nd /3 rd SpEd	
Jazmin Bush, Kindergarten	Keyuanna Evans, 3rd SpEd Co-Teacher	
Kyerra Martin K/1 st SpEd	Jamela Simon, 2 nd /3 rd Resource Teacher	
Trenee Murphy, K – 2 nd SpEd	Ebun Miles, 3 rd - 5th Resource Teacher	

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

Fatima Lopez Hernandez, Pre-K AT	Terri Black, 3rd AT	Cassie Cunningham DA
Adrianna Morales, Pre-K AT	Andrew Tillery, 3rd DA	Breonna Greenleaf, DA
Lillian Eason, Pre-K AT	Nohely Hernandez, 3rd AT	Dominique Braxton, DA
Briseyda Garcia, Pre-K AT	Brandon Griggs, 3 rd SpEd DA	Stephen Johnson, DA
Bianca Tobias, Pre-K AT	Tiara Hammond, 2 nd / 3 rd DA	Sharmeeke Miller, DA
Hiwot Desta, PreK SpEd CA	Jifar Refref, 2 nd / 3 rd CA	Michelle Scott, DA
Brandi Gardner, Pre-K SpEd AT	Melyssa Brennan, K – 2nd SpEd AT	Ashley Washington, DA
Vanessa Casillas, Kinder AT	Lara Hammond, K – 2nd SpEd CA	Miya Walker, DA
Maritza Vivar, Kinder AT	Tursonya Brown, 4th DA	Mark Hammond, DA
Zeon Railey, Kinder SpEd AT	Whitney Royal, 4th / 5th SpEd AT	
Richard Logan,, 1st AT	Michael Hammond, 4th / 5th SpEd AT	
Carolyn Hernandez, 1st AT	Desirea Edmonds, 4th / 5th SpEd AT	
Larry Cooper, 2nd AT	Erika McMillian, 4th/5th SpEd CA	
Paola Paiva, 2nd AT	Mia Singleton, 3- 5th SpEd AT	
Lexis Briggs, 2nd SpEd DA	Kamoiya Robinson, 2nd / 3rd DA	
Yendy Brown, 2nd/3rd SpEd AT	Ramon Castillo, 5th 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) 17.9% of Assistant Teachers, Classroom Assistants and Dedicated Aides that have passed the ParaPro Exam.
- 3) 17.9% of Assistant Teachers, Classroom Assistants and Dedicated Aides that have an Associates in Arts.
- 4) 28.2% of Assistant Teachers, Classroom Assistants and Dedicated Aides that have a Bachelor of Arts.
- 5) 33.00% of Teachers that have a Bachelor's of Arts.
- 6) 67% of Teachers that have a Master's Degree.

APPENDIX B: Board Roster for 2021 - 2022 School Year

2021 - 2022 SCHOOL YEAR

Bridges' Board of Trustees during the 2021 – 2022 school year are listed below.

Rikki Hunt Taylor

Role on Board – Acting 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

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

Olivia Smith

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

APPENDIX C: Unaudited Year-end 2021 - 2022 Financial Statement

Income Statement

Bridges PCS

July 2021 through June 2022

		Year-To-Date
Income Statement		Actual
Revenue		
	State and Local Revenue	11,101,243
	Federal Revenue	2,360,202
	Private Grants and Donations	5,787
	Earned Fees	534
	Donated Revenue	17,668
	Total Revenue	13,485,433
Expenses		
	Salaries	7,403,278
	Benefits and Taxes	1,388,795
	Contracted Staff	118,001
	Staff-Related Costs	105,964
	Rent	1,450,337
	Occupancy Service	40,594
	Direct Student Expense	1,479,411
	Office & Business Expense	806,447
	Donated Expense	9,635
	Contingency	0
	Total Expenses	12,802,462
Operating Income		682,971
Extraordinary Expenses		
	Depreciation and Amortization	120,242
	Total Extraordinary Expenses	120,242
Net Income		562,729

Balance Sheet

Bridges PCS

As of June 30, 2022

Balance Sheet		6/30/2022
Assets		Year End
Assets		
Current Assets		
	Cash	9,606,188
	Accounts Receivable	1,824,492
	Other Current Assets	458,070
	Intercompany Transfers	0
	Total Current Assets	11,888,750
Noncurrent Assets		
	Facilities, Net	465,983
	Operating Fixed Assets, Net	177,126
	Total Noncurrent Assets	643,109
Total Assets		12,531,859
Liabilities and Equity		Year End
Liabilities and Equity		
Current Liabilities		
	Accounts Payable	297,243
	Other Current Liabilities	261,219
	Accrued Salaries and Benefits	533,049
	Total Current Liabilities	1,091,510
Equity		
	Unrestricted Net Assets	10,868,188
	Net Income	562,729
	Temporarily Restricted Net Assets	9,432
	Total Equity	11,440,349
Total Liabilities and Equity		12,531,859

APPENDIX D: Approved 2022 – 2023 Budget

FY23 Budget Bridges

SY22-23		
Revenue		
State and Local Revenue	12,932,725	
Federal Revenue	1,142,995	
Private Grants and Donations	6,500	
Earned Fees	23	
Revenue Total	14,082,243	
Expenses		
Salaries	7,954,355	
Benefits and Taxes	1,482,760	
Contracted Staff	92,239	
Staff-Related Costs	69,962	
Rent	1,498,025	
Occupancy Service	24,257	
Direct Student Expense	1,493,065	
Office & Business Expense	898,456	
Contingency	50,000	
Expenses Total	13,563,118	
NET ORDINARY INCOME	519,125	
Extraordinary Expenses		
Depreciation and Amortization	122,784	
Extraordinary Expenses Total	122,784	
TOTAL EXPENSES	13,685,902	
NET INCOME	396,341	
Cash Flow Adjustments		
Add Depreciation	122,784	
Operating Fixed Assets	(82,484)	
Other Operating Activities	(2,395)	
Cash Flow Adjustments Total	37,905	
CHANGE IN CASH	434,246	
Starting Cash Balance	10,225,138	
Change In Cash	434,246	
ENDING CASH BALANCE	10,659,385	