

Executive Summary School Accountability Report Card, 2008-09 (Published during 2009-10)

For The Bridge School

Address: 545 Eucalyptus Ave.

Phone: 650-696-7295

Principal: Dr. Vicki Casella

Grade Span: Preschool; Grades K-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

The mission of the Bridge School is to ensure that individuals with severe physical and speech impairments achieve full participation in their communities through the use of effective multimodal communication systems and assistive technologies, and to develop, implement and disseminate innovative and effective life-long educational strategies. Located in the San Francisco Bay area, our educational program is a full time transitional placement (preschool through grade 8) that serves up to 14 students each having complex communication needs associated with severe speech and physical impairments. By focusing on the development of augmentative and alternative communication (AAC) systems for each student, our program aims to:

- Assist students in working towards communicative competence through the use of AAC systems and strategies
- Provide students access to the general education curricular experiences through active participation in all classroom activities
- Maximize each student's educational potential by providing access to assistive technologies for learning and literacy development
- Provide long-term, ongoing, individualized support to former students and their educational teams in their home school district

Student Enrollment

Group	Enrollment
Number of students	13
African American	0%
American Indian or Alaska Native	0%
Asian	0%
Filipino	0%
Hispanic or Latino	23%
Pacific Islander	0%
White (not Hispanic)	77%
Multiple or No Response	0%
Socioeconomically Disadvantaged	0%
English Learners	0%
Students with Disabilities	100%

Teachers

Indicator	Teachers
Teachers with full credential	2
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

The Bridge School facilities are maintained and inspected by Hillsborough City School District staff. The most recent inspection on October 29, 2009 revealed that our facilities are in good condition.

Repairs Needed

None

Corrective Actions Taken or Planned

None

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%

School Accountability Report Card Reported for School Year 2008-09

Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
School Name	The Bridge School	District Name	Hillsborough City School District
Street	545 Eucalyptus Ave.	Phone Number	650-342-5193
City, State, Zip	Hillsborough, CA 94010	Web Site	http://www.hcsd.k12.ca.us
Phone Number	650-696-7295	Superintendent	Anthony Ranii
Principal	Dr. Vicki Casella	E-mail Address	Mail to: district@hcsd.k12.ca.us
E-mail Address	vcasella@bridgeschool.org	CDS Code	41689087031446

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

The mission of the Bridge School is to ensure that individuals with severe physical and speech impairments achieve full participation in their communities through the use of effective multimodal communication systems and assistive technologies, and to develop, implement and disseminate innovative and effective life-long educational strategies. Located in the San Francisco Bay area, our educational program is a full time transitional placement (preschool through grade 8) that serves up to 14 students each having complex communication needs associated with severe speech and physical impairments. Our school year calendar and daily schedule are closely aligned with those of the North Hillsborough Elementary and Crocker Middle Schools.

The design of The Bridge School's Education Program is guided by our values of:

- Supporting our students' ability to communicate functionally in the educational environment
- Identifying the most effective and efficient modes of communication across communication partners, environments, instructional contexts, and social activities
- Providing students access to the general education curriculum through active participation in all classroom activities
- Supporting the functional use of assistive technologies, including augmentative and alternative communication devices, techniques and strategies to maximize participation in daily life
- Supporting inclusion experiences and meaningful participation, both academically and socially, in appropriate grade-level general education settings and the community at large
- Using both student-centered and family-centered planning approaches that incorporate each student's and family's preferences and priorities
- As part of instruction, providing training for communication partners in students' environments including home, school, and community
- Ensuring educational accountability such that student assessment appropriately measures and tracks student progress to report to families, to guide instructional adjustments and decision-making, and for IEP purposes
- Building functional and age-appropriate life skills across domains
- Expanding our students' social networks and development of friendships
- Encouraging self-determination as a life skill that leads to a positive quality of life
- Using research findings as a resource for practice
- Transitioning students to their home school districts in the least restrictive environment
- Providing long-term support to students and their educational teams in the home school district

By focusing on the development of augmentative and alternative communication (AAC) systems for each student, our program aims to:

- Assist students in working towards communicative competence through the use of AAC systems and strategies
- Provide students access to the general education curriculum through active participation in all classroom activities
- Maximize each student's educational potential by providing access to assistive technologies for learning and literacy development

Provide long-term, ongoing, individualized support to students and their educational teams in their home school district.

Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

Our current Parent Group coordinators are Susan Torres, Pam Lorence and Keri Sato. They can be reached via the main school number at 650-696-7295. The Parent Group Coordinators organize volunteer opportunities which may include: assisting during classroom activities and community trip experiences; and assisting with classroom parties/holiday events throughout the school year, as well as fundraising events. Parents are encouraged to make visits to the classroom and to contribute to the whole school environment and success of our program.

General and ongoing communication with parents is considered an essential component of the Bridge School educational program, and, therefore, a daily notebook is maintained between home and school. The notebook is designed to: encourage a student's communication efforts in both of these environments by noting highlights about the day so that adults in the student's environments can encourage communication exchanges, share daily information between home and school that will help the team coordinate and be aware of changing needs in caring for the student.

In addition to Open Labs and our biannual AAC By The Bay conference, The Bridge School provides ongoing opportunities for continuing education for professionals and parents in a variety of formats. The content and process of continuing educational activities is responsive to the needs and preferences of our students, staff and families. Each month The Bridge School hosts a "Director's Tea" to provide regular opportunities for family members to meet with our staff, consultants, or invited speakers about specific topics of immediate or future relevance to their child. A wide range of topics have included independent mobility for discovery, supportive interaction strategies, communication strategies to support peer interactions and social skill development outside of the school setting, communication and language assessment, ideas for holiday gifts, toys and software, and creative access strategies.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Preschool	4		
Kindergarten	1	Grade 8	0
Grade 1	2	Ungraded Elementary	NA
Grade 2	1	Grade 9	NA
Grade 3	1	Grade 10	NA
Grade 4	1	Grade 11	NA
Grade 5	0	Grade 12	NA
Grade 6	2	Ungraded Secondary	NA
Grade 7	1	Total Enrollment	13

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0	White (not Hispanic)	77
American Indian or Alaska Native	0	Multiple or No Response	0
Asian	0	Socioeconomically Disadvantaged	0
Filipino	0	English Learners	0
Hispanic or Latino	23	Students with Disabilities	100
Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other	7	2		7	2		7	2				

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

The Hillsborough City School District has an Emergency Management Plan, which includes The Bridge School location. The formal document describing the process used by the District when disaster strikes is the Hillsborough City School District Emergency Preparedness Plan. The complete plan identifies key components of an emergency management organization, based upon the Incident Command System (ICS) and the Standardized Emergency Management System (SEMS). An Emergency Procedures Plan has also been developed for The Bridge School site and is available in the office of the Health and Safety Officer. This plan was last reviewed in March 2006 and staff members receive training on the Emergency Plan annually.

All staff members with direct contact with students (teachers, speech-language pathologists, instructional assistants) are required to maintain First Aid and CPR certification as well as annual training in Universal Precautions.

The Hillsborough Fire Department, in conjunction with North Hillsborough Elementary School, conducts monthly fire drills and quarterly earthquake drills.

There is a fire warning system in place, which is inspected annually. A complete fire inspection and clearance is completed annually.

Each classroom has a fully supplied First Aid kit and quick access to earthquake survival supplies maintained on our school site as well as those maintained as part of the North Elementary School general community supplies.

It is the policy of The Bridge School to comply with Labor Code §6401.7 (SB198) and General Industry Safety Order §3202, Injury and Illness Prevention Program to provide a work environment that is as free of hazard to injury and illness as is possible within the mission of the organization to provide education and other services for individuals with special learning needs. The staff members with authority to implement the injury and illness prevention program are the Executive Director, the Director of Education and the Health and Safety Officer. Codes of Safe Practice have been developed with respect to health and safety in the areas of: fires and attempts to control fires; earthquakes; electrical power; operating equipment; vermin, communicable diseases, flu, colds and other ailments; wheelchair operation and positioning; and miscellaneous hazards. Monthly inspections are conducted by the Health and Safety Officer.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School		
	2006-07	2007-08	2008-09
Suspensions	0	0	0
Expulsions	0	0	0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

In terms of Safety:

The Bridge School has an Injury and Illness Prevention Program, an Emergency Action Plan, a Fire Prevention Plan, and a Hazard Communication Program in compliance with Cal/OSHA. The school performs monthly Hazard Inspections for compliance with the Code of Safe Practices. The school passes annual inspections for: Fire Extinguishers; Building Alarm (service for burglary and fire); Fire Department Clearance.

The school receives safety inspections and health inspections when any changes are made to the facilities.

In terms of Cleanliness:

The Bridge School has routine daily janitorial service for classrooms, office, common areas and restrooms, additional services on a monthly basis, and additional services during weeks when the school is closed. (A four-page contract, which lists the routine janitorial services is available upon request.)

In terms of Adequacy of School Facilities and the Condition and Cleanliness of the School Grounds, Buildings, and Restrooms:

The Bridge School received ten "commendations" and no "recommendations" on the last on-site visit from the California Department of Education. Hillsborough School District is responsible for maintenance and upkeep of the grounds and facilities of the Bridge School. They maintain compliance with school district standards.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			Ongoing treatment for ants
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X			
Overall Rating		X			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School		
	2006-07	2007-08	2008-09
With Full Credential	2	2	2
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Education Director	1	13
Transition Director	1	13
Speech/Language Specialist	3	4
Assistive Technologist	1	13
Inclusion Support Specialist	.6	13
Instructional Assistant	6	2

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	Grades PreK-5: Open Court (SRA-McGraw-Hill) Grades 6-8: Timeless Voices, Timeless Themes (Prentice-Hall)	0%
Mathematics	Grades K-5: Everyday Mathematics (University of Chicago) Grade 6-: Pre-Algebra, Math Course 1 (McDougal Littell); Grades 7-8: Pre-Algebra, Math Course 2 (McDougal Littell); Algebra 1 (McDougal Littell)	0%
Science	Grades K-5: FOSS Science California Edition, Delta Education Grades 6-8: CPO Science	0%
History-Social Science	Grades K-5: History-Social Science for California (Pearson Scott-Foresman); Grade 6: World History – Ancient Civilizations (Holt, Rinehart and Winston); Grade 7: Medieval to Early Modern Times-California Edition (Holt, Rinehart and Winston); Grade 8: United States History California Edition (Harcourt School Publishers)	0%
Visual and Performing Arts	K-6: Art Connections Curriculum (SRA MCGraw Hill) K-8: Teacher Developed Materials	0%

We are aligned with our local education agency in following their recommendations for the adoption of textbooks, which are evaluated and purchased as part of the district's curriculum review cycle, addressing each core area in rotation. In addition, we provide high quality literature selections to students based on the Hillsborough City School District recommendations for children's literature. Our students have weekly access to the North Hillsborough Elementary School library, which features an excellent collection of children's literature as well as nonfiction materials.

Our students utilize computers, speech-generating devices and other assistive technologies to support their expressive communication and access to the curriculum. There are 5-6 computers in each classroom, both PC and Macintosh, with large color monitors, color printers and adaptive peripherals (e.g., single switches and expanded keyboards). Digital text and software applications provide universal access to the standards-based curriculum, for reading, language arts, mathematics, social studies and science instruction.

VIII. School Finances

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

As a nonpublic school, we are not eligible for categorical funds. The placing LEA provides funding for tuition, transportation and related services as specified in each student's IEP.

IX. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The Bridge School is committed to staff development and to providing an ongoing and comprehensive training program to all staff members. The fields of AAC and AT are highly complex and technical with new tools, strategies and technology solutions developed on an ongoing basis. This ongoing professional development occurs on an in-service basis at The Bridge School as well as through opportunities for staff members to attend local, regional, national and international conferences. There are 6 staff development days scheduled prior to and during the school year and staff are granted professional leave time to attend annual conferences and seminars. In 2005, 2007 and 2009 The Bridge School hosted its own professional conference, AAC By The Bay. Our minimum days on Thursdays are also used for staff development and training. Experts who have provided trainings and workshops for staff and parents have included those in the field of literacy development and AAC, language development and AAC, mobility, sensory integration, cortical visual impairment, curriculum and classroom design.

In addition, Bridge School provides a range of training activities over the course of the school year covering broader programmatic issues (e.g., school operations, working with parents, advocacy and safety).