

# School Accountability Report Card Reported for School Year 2004-05

*Published During 2005-06*

## Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at

<http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

## I. General Information

### Contact Information

Information about school and district contacts.

School Information		District Information	
<b>School Name</b>	The Bridge School	<b>District Name</b>	Hillsborough City Elementary
<b>Principal</b>	Vicki Casella, Ph.D.	<b>Superintendent</b>	Marilyn Loushin-Miller
<b>Street</b>	545 Eucalyptus Ave.	<b>Street</b>	300 El Cerrito Ave.
<b>City, State, Zip</b>	Hillsborough, CA 94010	<b>City, State, Zip</b>	Hillsborough, CA 94010-6818
<b>Phone Number</b>	650-696-7295	<b>Phone Number</b>	650-342-5193
<b>Fax Number</b>	650-342-7598	<b>Fax Number</b>	650-342-6964
<b>Web Site</b>	<a href="http://www.bridgeschool.org">http://www.bridgeschool.org</a>	<b>Web Site</b>	<a href="http://www.hcsd.k12.ca.us">http://www.hcsd.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:vcasella@bridgeschool.org">vcasella@bridgeschool.org</a>	<b>E-mail Address</b>	<a href="mailto:district@hcsd.k12.ca.us">mailto:district@hcsd.k12.ca.us</a>
<b>CDS Code</b>	41689087031446	<b>SARC Contact</b>	Modell Marlow Andersen

## School Description and Mission Statement

Information about the school, its programs, and its goals

The Bridge School is an organization whose mission is to ensure that individuals with severe physical and speech impairments achieve full participation in their communities through the use of assistive technology, and to develop, implement and disseminate innovative and effective life-long educational strategies to the greater AAC community.

The Bridge School consists of 4 programs: The Education Program; The Transition Program; The Outreach Program and The Research Program.

Our Educational Program is a full-time transitional placement that serves 14 students each year with severe physical and speech impairments who require the use of assistive technology and augmentative and alternative communication. Students are placed at The Bridge School for a period of intense intervention with the goal being transition back into their local public school programs in the least restrictive environment as soon as possible.

The Bridge School educational program is designed to achieve the following general outcomes for each student who is enrolled:

- Students will develop competence using augmentative/alternative communication systems or strategies
- Students will have clearly defined strategies for participation in the general education curriculum and classroom activities
- Students will have gained access to instructional materials and instructional software through assistive technology applications

The Bridge School is located on the North Hillsborough Elementary School site in Hillsborough, California and we share the campus with this public elementary school as well as with the public preschool and middle school.

## Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name	Contact Person Phone Number
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Our current Parent Group coordinators are Susan Torres, Betsy Grotte and Lori McEnnerney. They can be reached via the main school number at 650-696-7295. The Parent Group Coordinators organize volunteer opportunities which may include: helping during art, movement/dance, recess, 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 to be aware of changing needs in caring for the student.

A formalized program designed to provide support and training for families as they and their children journey through The Bridge School began in 2004. This structured program includes trainings, informal discussions, family mentors, school visits, home visits and resources to families. Many of these resources are also available on our website.

We have received commendations from the California Department of Education for our "strong parent/professional collaboration that ensures that students' educational gains are reinforced and strengthened at home as well as in other community environments."

## II. Demographic Information

### Student Enrollment – Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Preschool	3		
Kindergarten	2	Grade 9	
Grade 1	2	Grade 10	
Grade 2	1	Grade 11	
Grade 3	3	Grade 12	
Grade 4	1	Ungraded Secondary	
Grade 5	2		
Grade 6			
Grade 7			
Grade 8			
Ungraded Elementary		Total Enrollment	14

### Student Enrollment – Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	0	0.0	Hispanic or Latino	2	14.3
American Indian or Alaska Native	0	0.0	Pacific Islander	0	0
Asian	1	7.1	White (Not Hispanic)	11	78.6
Filipino	0	0	Multiple or No Response	0	0

### III. School Safety and Climate for Learning

#### School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	Date Last Discussed with Staff
<p>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 August 2004 and staff members receive training on the Emergency Plan annually.</p> <p>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.</p> <p>The Hillsborough Fire Department, in conjunction with North Hillsborough Elementary School, on which we reside, conducts monthly fire drills and quarterly earthquake drills.</p> <p>There is a fire warning system in place, which is inspected annually. A complete fire inspection and clearance is completed annually.</p> <p>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.</p> <p>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 Education Program Manager 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.</p>	

#### School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

<p>The Bridge School serves up to 14 students each school year with a maximum class size of 7. Each class is co-taught by a full-time special education teacher and a full-time speech-language pathologist, both of whom have expertise in augmentative and alternative communication and whose roles overlap to deliver curricular activities and communication supports. Classroom teachers are certified in areas of orthopedic or severe handicaps. In addition, classrooms are staffed by 3 instructional assistants and a shared assistive technology specialist. Students are provided with frequent, regular opportunities to use a range of communication modes, techniques, and strategies for academic and social participation. In order to meet identified needs for academic and social participation in a range of subjects, they are assigned to general education classrooms led by general education teachers, with inclusion support from Bridge School staff.</p> <p>A primary goal of Bridge School is to provide students with appropriate augmentative and alternative communication technologies and functional communication skills so that they are sufficiently prepared to continue their education in their own local schools. Students return to a range of educational settings in numerous Bay Area school districts. In an effort to facilitate successful participation by students as they return to their local schools, Bridge School provides a range of ongoing services and supports to receiving teams as needed.</p>
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## Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School		
	2003	2004	2005
<b>Number of Suspensions</b>	0	0	0
<b>Rate of Suspensions</b>	0	0	0
<b>Number of Expulsions</b>	0	0	0
<b>Rate of Expulsions</b>	0	0	0

## IV. School Facilities

### School Facility Conditions – General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

#### 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. A worker's compensation insurance Loss Control Representative visited the school in June 2005 and made proactive recommendations which were actualized. 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 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 Conditions – Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
<b>Gas Leaks</b>	+		
<b>Mechanical Systems</b>	+		
<b>Windows/Doors/Gates (interior and exterior)</b>	+		
<b>Interior Surfaces (walls, floors, and ceilings)</b>	+		
<b>Hazardous Materials (interior and exterior)</b>	+		
<b>Structural Damage</b>	+		
<b>Fire Safety</b>	+		
<b>Electrical (interior and exterior)</b>	+		
<b>Pest/Vermin Infestation</b>	+		
<b>Drinking Fountains (inside and outside)</b>	+		
<b>Restrooms</b>	+		
<b>Sewer</b>	+		
<b>Playground/School Grounds</b>	+		

## VVII. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade Level	2003				2004				2005			
	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		

## VIII. Teacher and Staff Information

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
<b>Total Teachers</b>	2	2	3
<b>Teachers with Full Credential</b>	2	2	3
<b>Teachers Teaching Outside Subject Area</b> (full credential teaching outside subject area)	0	0	0
<b>Teachers in Alternative Routes to Certification</b> (district and university internships)	0	0	0
<b>Pre-Internship</b>	0	0	0
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	0	0	0
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	0	0

### Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School
<b>Doctorate</b>	0.0
<b>Master's Degree plus 30 or more semester hours</b>	66.6
<b>Master's Degree</b>	0.0
<b>Bachelor's Degree plus 30 or more semester hours</b>	33.3
<b>Bachelor's Degree</b>	0.0
<b>Less than Bachelor's Degree</b>	0.0

### Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Vacant Teacher Positions</b>	0	0	0

## Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

Evaluations are based on mutual goal setting as well as overall performance in the classroom, assessed by the Education Program Manager and the Executive Director. Areas of focus include: assessment and evaluation of students and programs; implementation of curriculum; management and support of students in general education setting; planning components of the educational program and providing individual student case management; supervision of instructional assistants, interns and volunteers; and participation in the ongoing development of Bridge School programs. The special education teachers and speech-language pathologists meet weekly with the Education Program Manager.

## Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Due to the complex communication, education and physical care needs of our students, it is necessary that our substitute teachers have a high degree of prior experience with our students, as well as possession of the appropriate teaching credential. There are 3 fully credentialed teachers, who are highly familiar with all of the students' programs and who are available to substitute for the 2 classroom teachers when needed, so there is no disruption to the instructional program.

## Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Education Program Manager	.8
Speech/Language Specialist	2.0
Assistive Technologist	1.0
Instructional Assistants	6.0

## IX. Curriculum and Instruction

### School Instruction and Leadership

The core educational team at the Bridge School consists of special education teachers with expertise and credentialing in orthopedic and severe handicaps, speech-language pathologists, an assistive technologist, and instructional assistants. In addition, the team coordinates with a general education teacher for each student in the program.

Bridge School's educational program is based on the principle of providing access to and participation in an age-appropriate curriculum adapted to the special needs of children with motor, sensory and speech impairments. Given our focus on developing augmentative and alternative means of communication (AAC), a primary need for all of the students who attend our program, our overall motto remains "Participation Through Communication". The Bridge School educational program is designed to:

- Assist students in developing competence in using 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 technology for learning and tools for literacy development
- Transition students to their home school districts in the least restrictive environment once they achieve competence with AAC and technology for learning
- Provide long-term support to students and their educational teams in the home school district.

The Bridge School follows local school district curriculum, which is aligned with state standards, and adapts it for the motoric, linguistic, cognitive and sensory needs of our students. The focus of instruction can be categorized into 3 major

categories:

- Communicative Competence, including linguistic, strategic, social and operational competence. Communication, using augmentative and alternative communication systems and strategies is infused throughout the curriculum.
- Academics, addressing skill development in the areas of literacy, numeracy, language arts, social studies and science.
- Self-Determination, including problem-solving decision-making, and self-advocacy.

The Education Program Manager oversees, coordinates and manages the Bridge School educational program, including:

- The development of a master schedule of daily instructional activities of students and staff in the Bridge School and inclusion environments
- The development of curricular implementation matrices and participation plans for students in both The Bridge School and inclusion environments
- The development of individualized educational plans and assessment plans, including the scheduling of annual IEP meetings, and
- Coordination of weekly classroom team meetings to discuss issues that pertain to individual. In addition to classroom staff, members of the outreach and research staff participate in team meetings on a regular basis. These meetings provide regular opportunities for teachers to raise issues for the research team, who can then participate in intervention planning and monitoring.

Recognizing a need to systematically investigate and document AAC practices and outcomes, Bridge School has established a research program. Through a variety of projects, research findings are used to inform assessment and intervention practices at the school as well as to provide useful data for broader dissemination in the AAC field.

We have received commendations from the California Department of Education for our:

- "Strong collaboration among professionals with expertise in augmentative and alternative communication and assistive technology, working as a united team to empower students to gain access to the curriculum and to derive maximum educational benefit;"
- "Technology-based program with highly skilled professionals utilizing it to ensure that students' physical, sensory and speech impairments do not interfere with learning and access to education;"
- "Strong collaboration with the public school on which we reside, affording students meaningful inclusion with active participation and learning in general education classrooms, using communication tools and strategies they have learned and with the support of Bridge School staff."

## Professional Development

The Bridge School is committed to staff development and to providing a thorough 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. Staff members need to stay abreast of the latest developments in our field, which requires that training occur on a continual basis. This ongoing professional development occurs on an inservice 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. 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).

## Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

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, which addresses 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 technology for 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 to provide alternate access via single switches and expanded keyboards. Software programs which provide universal access to the standards-based curriculum, delivering reading, language arts, mathematics, social studies and science instruction are utilized on each computer.

## Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	Open Court (SRA-McGraw-Hill) - Sufficient materials available.
Mathematics	Everyday Math (University of Chicago) – Sufficient materials available.
Science	Grades K-2: Discovery Works (California Edition, Houghton Mifflin Science); Grades 3-5:Harcourt Science (California Edition, Harcourt Inc.) Sufficient materials available.
History-Social Science	Adventures in Time and Place (McGraw-Hill) - Sufficient materials available.
Foreign Language	NA
Health	NA
Science Laboratory Equipment (grades 9-12)	NA

## Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	43,200	36,000
1	60,000	50,400
2	60,000	50,400
3	60,000	50,400
4	60,000	54,000
5	60,000	54,000
6	60,000	54,000
7	60,000	54,000
8	60,000	54,000

## **Minimum Days in School Year**

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

There are a total of 40 minimum days throughout the school year which are used to provide mandatory training and professional development for staff.

## XI. Fiscal and Expenditure Data

### Teacher and Administrative Salaries (Fiscal Year 2004-2005)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	Bridge School Amount
Beginning Teacher Salary	\$45,000
Mid-Range Teacher Salary	\$55,458
Highest Teacher Salary	\$68,925
Average Principal Salary (Elementary)	\$78,000
Average Principal Salary (Middle)	NA
Average Principal Salary (High)	NA
Superintendent Salary	NA
Percent of Budget for Teacher Salaries	9%
Percent of Budget for Administrative Salaries	5%

### Awards & Publications

- "The Bridge School: A Community of Practice in AAC." Published in *Perspectives*, a publication of the American Speech-Language Hearing Association. June, 2005.
- "The Bridge School: Educational Inclusion Outcomes over 15 Years." Research publication in peer reviewed journal *AAC*, 21, pages 116-131, June, 2005.
- International Society for Augmentative & Alternative Communication President's Award to Pegi Young, President, Board of Directors, Odense, Denmark, August 2002.
- "Computerworld Honors Laureate," presented to The Bridge School on April 8, 2001, "in recognition of visionary use of information technology in education and academia."
- "San Mateo County School Boards Association, J Russell Kent Exemplary Program Award, A Strong Bridge, 1999-2000," jointly awarded to The Bridge School and North Hillsborough Elementary School.
- "Computerworld Smithsonian Award", presented to The Bridge School on April 12, 1999, "in recognition of visionary use of information technology in the field of government and nonprofit organizations."
- "Certificate of Special Congressional Recognition," presented to The Bridge School on October 15, 1995, "in recognition of outstanding and invaluable service to the community."
- "Center for Independent Living, Spirit of Independence Award," May 16, 1991.