

BRIDGEPORT SCHOOL

**School Accountability Report Card
Reported for School Year 2015-2016
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School Information	
School Name	Bridgeport School
Director	Pamela Clark
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City, State, Zip	Sherman Oaks, CA 91401
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Web Site	http://www.thehelpgroup.org/school/bridgeport-school/
CDS Code	19-64733-6205355

I. SCHOOL DESCRIPTION

Bridgeport School educates students, ages 5-22, with mild delays in the development of cognitive, academic, and adaptive skills, as well as social communication disorders. The curriculum involves intensive academic remediation in core subject areas at the elementary level combined with community-based instruction and vocational training. At the middle and high school levels, the academic emphasis is on applied functional academics, vocational experiences, and transitional skills. The transition level is a formalized program in which students work in real jobs on and off campus and assume responsibilities of adulthood. Bridgeport uses a multidisciplinary team approach with overall curriculum that includes appropriate social interactions, reading, decoding and comprehension, meaningful reading, math computation, money recognition and management, telling time and time management, and pre-requisite and requisite consumer skills. Education-related services such as speech and language therapy, counseling, adaptive physical education, and occupational therapy are also available as designated by student IEPs.

OPPORTUNITIES FOR PARENT INVOLVEMENT

Bridgeport School is fortunate to have a very active Parent Association that generously contributes time and effort to enhance our school program. The Parent Association organizes fund raisers such as the Book Fair, gift-wrap sale, Learn-a-thon and the Annual Auction that support various co-curricular and extra-curricular activities. Parents donate funds that are earmarked for special projects that augment technology, creative arts, athletic program and the library through the Annual Giving campaign. The Parent Association also manages the school library on a daily basis. Bridgeport parents also

support their child’s individual classroom teachers by acting as Room Parents. Parent Support Nights, run by a therapist and a parent, help to disseminate current research and information regarding Autism, and to lend support to our parents. The school also encourages parent participation through a daily communication log and hosting parent – teacher conferences, Back to School Night and Open House each school year.

DEMOGRAPHIC INFORMATION

Student Enrollment by Grade Level

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	10	Grade 8	20
Grade 1	4	Ungraded Elementary	0
Grade 2	17	Grade 9	28
Grade 3	6	Grade 10	24
Grade 4	9	Grade 11	32
Grade 5	15	Grade 12	19
Grade 6	20	Ungraded Secondary(transition)	15
Grade 7	32	Total Enrollment	251

STUDENT ENROLLMENT BY GROUP

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
African American	15%
American Indian or Alaska Native	2%
Asian	12%
Hispanic or Latino	27%
White (not Hispanic)	42%
Other	2%
English Language Learners	15%
Students with Disabilities	100%

Average Class Size and Class Size Distribution

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	2015-2016			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	12	1		
1-3	12	3		
4-6	12	3		

7-8	13	6		
9-12	13	9		
Ungraded (12+)	14	1		

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2015-2016			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
Language Arts	13	14		
Mathematics	13	14		
Vocation	13	14		

II. SCHOOL CLIMATE

School Safety Plan

Bridgeport makes every effort to provide a safe environment for learning. Students participate in emergency drills held on a monthly basis for earthquake and fire preparedness. All staff receive mandatory yearly training regarding Child-Abuse Reporting, Sexual Harassment, Prejudice and Blood-Borne Pathogens. The Safety Committee meets monthly to discuss concerns and correct safety issues. Earthquake supplies are available on site. Staff members practice emergency drills and are assigned to stations such as triage, search and rescue, and first aid. The front gate is kept locked and visitors are required to contact the front office to enter the premises. Teachers are aware of lock-down procedures and procedures for requesting immediate assistance.

School-Based Behavior Management System:

Bridgeport School emphasizes a **positive behavior management** system. The Behavior Management System is designed to target behaviors that impede academic success in the classroom and reinforce positive behaviors. Our school believes that students experience increased motivation both in the classroom and in social settings when they are provided with consistent positive reinforcement from the staff. Bridgeport recognizes that is often difficult for students with autism, learning differences and attention deficits to comply with classroom and social expectation at all times, and believes that each day is a fresh start for our students. This system includes:

- Token Economy
- Classroom Management Techniques
- Individual Student Target Goals
- Student of the Month assemblies that recognize students who have shown growth in academics, behavior and/or social skills.

Consequences for Inappropriate Behavior

- Self Time Out
- Teacher Initiated Time Out
- Refocus Room
- Quiet Area
- In-house suspension – loss of privileges
- Suspension

Suspensions:

A student may be suspended for threatening, attempting, or causing physical injury to another person. Disrupting school activities or willfully defying the authority of school personnel may also result in suspension. A re-entry conference with an administrator takes place when a student returns to school after suspension. Bridgeport School has zero tolerance for possession of controlled substances and weapons.

Rate	2015-2016
Suspensions	3
Expulsions	0

III. SCHOOL FACILITIES

Bridgeport School maintains a clean, safe physical plant. School facilities are cleaned daily. Repairs are made in a timely manner. There is a maintenance crew on site to provide immediate assistance to staff and students. Floors and carpets are cleaned and waxed thoroughly during pupil-free days. There is an on-going schedule of touch-up and repairing to ensure upkeep of the facility. The school receives annual inspections and clearances from the Health and Fire Departments. Our staff has the ability to submit Maintenance Requests on the intranet.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			

Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			

IV. TEACHERS

Teacher Credentials

All Bridgeport special education teachers hold a full California Teacher Commission credential authorizing service for our student population or are Internship Permits or Short Term Staff permits that are also authorized by the California Teacher Commission.

Teachers	2015-2016
With Full Credential	23
Without Full Credential	0
Teaching Outside Subject Area of Competence	0

Substitute Teacher Availability

Bridgeport School employs numerous instructional aides who have passed the CBEST and hold substitute credentials to cover teachers when they are absent. This system ensures familiarity and continuity for our students and causes the least disruption. We also call on regular substitute teachers that have taught previously at Bridgeport School or similar schools that serve students on the autism spectrum, and are familiar with profiles of our students and the specialized teaching strategies we use.

Teacher Evaluation Process

Teachers and instructional aides are formally evaluated once a year by the director and principal. In addition, administrators conduct observations and classroom visits several times a year on an informal basis. Teachers receive feedback and suggestions regarding implementation of lessons, behavior management and addressing learning styles.

V. SUPPORT STAFF

Designated Instructional Services Providers and Other Support Staff

Title	Number Assigned to School	Average Number of Students per Academic Counselor
Paraprofessionals	52	n/a
Counselors	10	n/a
Career Counselor	1	n/a

Psychologist	3	n/a
Nurse	1	n/a
Speech/Language Specialist	8	n/a
Occupational Therapists	2	n/a
Adaptive Physical Education Specialists	2	n/a

VI. CURRICULUM AND INSTRUCTIONAL MATERIALS

Bridgeport School educates students with mild cognitive delays and challenges with social communication and/or language development. The school serves students ages 5-21, many with autism spectrum disorder. The school is designed for students who can benefit from an academic curriculum as well as hands-on life skills training and vocational services.

The mission of the Bridgeport School is to provide our students with the ability to access skills that will improve their quality of life, and to assist them in becoming productive members of their communities.

The curriculum is based on a multidisciplinary team approach that includes functional academics, vocational skills, community based instruction, and social skills.

The curriculum reflects skills that are required for all adults to function independently. It is based on the premise that students learn best from direct instruction and “real-life” experiences. Integrated throughout the curriculum is social skill instruction and improving communication skills. Delivery of the curriculum is age-appropriate and as close to the natural environment as possible. The Bridgeport curriculum is structured for life-long independence and self-fulfillment.

Academics Program – Bridgeport School has a school-wide framework integrating the California State Standards into the curriculum. Instruction in core areas uses a balanced comprehensive program with a strategic selection of methodologies and curriculum. Explicit instruction is integrated with experiential learning providing meaningful instruction. Ninety-four percent of the students take the California Alternative Proficiency Assessment – therefore, the curriculum reflects both academic and functional skills.

The instructional focus and delivery design changes by grade level. The elementary grades use a diagnostic/intervention curriculum. Given the individual learning differences it is difficult to predict the academic achievement of the students. Through intensive remediation the students are provided with the means to develop basic skills or remediate core skills. Bridgeport School uses the tiered curriculum design:

Tier 1: Base Instruction – provides good first instruction in the content standards.

Tier 2: Extended Instruction – provides additional support beyond the base instruction required for some students to achieve mastering.

Tier 3: Intensive Instruction – provides individualized, explicit instruction with the necessary level of intensity for the student to achieve competency.

The Elementary curriculum uses a research-based core curriculum with supplemental materials to provide the necessary intervention. A diagnostic-prescriptive model of assessment is used to appraise student learning. Assessment is an on-going process to identify needs, determine goals, measure progress, and revise goals as necessary. Modifications and accommodations are used as necessary based on assessment results.

The Middle School curriculum continues the diagnostic/intervention curriculum along with functional academic skills. The Bridgeport curriculum offers applied academic skills recognizing a necessary balance of academics and functional skills for the students to achieve their potential.

The High School curriculum is progressively more functional in its content. Remediation in core subjects is still evident in the curriculum but more emphasis is placed on accommodations and alternative skills to achieve independence.

The Transition Program curriculum is primarily functional and experiential with core academics embedded in the curriculum reflecting how the skills are used by adults. Students also have the option to take classes at the local community college.

Research-Based Literacy Interventions – Bridgeport has created the three-tier model for literacy education. A systematic approach is used to explicitly teach word identification, including phonemic awareness and phonics, fluency, vocabulary, and comprehension. Using formal and informal assessments, students are provided with the reading instruction to meet their needs. Students are placed in ability-based groups for 60 minutes each morning. The instruction is individualized and specific to their needs. In addition, there is an interest-based reading club in the afternoon to create the desire to read. On-going assessments allow for adjustments as needed in the educational delivery.

To support the literacy model research-based curriculum, Bridgeport utilizes the following curriculum recommended by the Cal STAT Literacy Institute, a project of the California Department of Education, Special Education Division.

CORE Curriculum for students on the alternative Curriculum

Unique

Unique Learning System® is an award-winning, online, standards-based set of interactive tools specifically designed for students with special needs to access the general curriculum. Used daily in school districts and classrooms across the country, Unique Learning System provides preschool through transition students with rigorous, standards-based materials specifically designed to meet their instructional needs.

Users interact with differentiated, thematic units of study with text to speech, interactive components, hundreds of activities and multiple opportunities to show what they know.

Books, lessons & activities are viewable on a variety of hardware platforms, including tablets, whiteboards, and smartboards. Additionally, n2y's proprietary user interface and tools combine with touch technology to encourage engagement and exploration of many types of content

General Education Curriculum

For students which the IEP indicates a General Curriculum program, Bridgeport offers a core curriculum that meets or exceeds the California Common Core Standards. In addition to academic subjects, we are able to offer physical education, art, robotics, athletics, drama and computer technology. Daily Planners and homework organizers are used in all grades, and notebook organization is stressed and checked on weekly.

The scope and sequence of classes are based on the graduation requirements adopted by Los Angeles Unified School District

Mastery of content and access to curriculum are ensured through assessment and accommodations in testing, curriculum and presentation. Textbooks and curriculum materials are selected from the instructional resources reviewed and adopted by the California State Board of Education and the LAUSD approved textbooks list. In order to ensure that textbooks meet state standards, we purchase the California editions of textbooks when available.

Supplemental Curriculum for students on the Alternative Curriculum

Houghton-Mifflin Reading

Houghton-Mifflin Reading is a scientifically-based comprehensive reading program. It uses explicit instruction in phonetic awareness and phonics reading, comprehension, vocabulary, spelling, grammar, and written expression. The program is divided into 10 themes each with big books, student workbooks, and supplemental readers. Assessments are built into the program as well as intervention resources and resources for students who are excelling. The program allows for the varied pace of student learning and extra support as needed for student success.

Language!

Language! is designed to teach students all the essential skills of reading, language comprehension, and composition in a cumulative, sequential curriculum. This research-based program provides the vital foundations that enable fluent reading to develop. Students are taught the basic orthographic phonological and morphological processing skills that would unlock for them the mystery of print. They learn about sounds, spellings, and syllables in a systematic manner as they start on the road to becoming confident, independent readers.

SRA

SRA is a researched based intervention and remediation program designed to meet the needs of diverse learners. Direct instructional methods are utilized with scripted

materials, lesson plans and student workbooks. This comprehensive programming targets reading fluency, reading comprehension, math computation and problem solving.

LIPS (Lindamood Phonemic Sequencing)

Gander Publishing

Lindamood Phonemic Sequencing (LIPS) is a curriculum for K-2 students with poor phonological processing. The curriculum provides intense instruction in word-level skills including building awareness of the sounds within words (“phonemic awareness”) and letter-sound correspondences to enable students to “decode” individual words. After the children demonstrate mastery in decoding words, they begin reading text that is readily decodable, followed by oral reading of regular books with tutors focusing on comprehension skills.

Seeing Stars

Gander Publishing

The Nancibell *Seeing Stars: Symbol Imagery for Phonemic Awareness, Sight Words and Spelling Program* successfully develops symbol imagery and directly applies that sensory-cognitive function to sight word development, contextual fluency, spelling and increasing the speed and stability of phonemic awareness. The program begins by visualizing the identity, number, and sequence of letters for the sounds within words, and extends into multisyllable and contextual reading and spelling.

Visualizing/Verbalizing

Gander Publishing

The Visualizing/Verbalizing process is delivered in a series of specific steps. The imaging process moves from small units of language to larger units of language – first for a word, then to sentences, paragraphs, pages, and chapters.

Students are taught how to connect visual imagery to language in a sequenced series of steps as follows: (1) Picture to Picture. Here the student is presented with pictures and is then asked to describe them using “structure words” of what, size, color, number, shape, where, movement, mood, background, perspective, when and sound. The objective is to have the student develop fluent verbalizing of a real image “Choice and contrast” questions are used to stimulate appropriate verbalizing and thinking. (2) Word Imaging. In this step, the student describes his/her own internal images for familiar, high-imagery words in order to develop both the “imogen” in the first place and then to describe it to someone (structure words are used to assist this). (3) Sentence by Sentence Imaging. The teacher assists the student in the creation of images for paragraphs of longer duration. The process starts receptively (teacher reads to the student) and moves to an expressive mode (student reads him/herself). The student places a colored square on the table once s/he has an image for the sentence. Once the paragraph is completed, the student is asked for a “picture summary” and then a “word summary.” (5) Sentence by Sentence with Interpretation. At this level, higher-order thinking skills can be stimulated since the individual, by this time, is making clearer internal “gestalts” or “imogens” for the information that is being listened to or read. (6) Multiple Sentencing Imaging, Paragraph Imaging, Paragraph by Paragraph Imaging. The student is now challenged with information that is both longer and denser.

Extensions and overlaps into writing and note-taking take place as appropriate for the individual's needs and processing ability.

Technology - Bridgeport School places a strong emphasis on incorporating technology into the instructional program in the areas of reading, math, language, arts, and organizational skills.

The Bridgeport School computer lab provides opportunities for students of all grade levels to access the Internet and research a variety of subjects. The lab is equipped with numerous software programs that are used to enhance classroom instruction. Examples of reading software include Reader Rabbit, Reading Journey, and Living Books. Math software includes The Learning Company, DK Software and Fundamath. Programs that facilitate written language include Inspiration, Story Weaver, Microsoft Word, Microsoft Publisher, Write Outloud, and Co-Writer. Keyboarding is taught with programs such as Typing for Kids, Learn Typing Quick and Easy, and Mavis Beacon Teaches Typing. There is also a teacher's resource guide for language arts for internet websites. It integrates the state standards with curriculum appropriate for our students. The acquisition of keyboarding skills is an ever-increasing requirement in both the educational and vocational domains of our students' lives. In addition to the keyboarding programs in the computer lab, the Bridgeport School utilizes Alpha Smarts to provide daily keyboarding practice to all students in grades 3-12. Every student in each class is allotted 10-15 minutes per day for individual and/or group lessons in keyboarding.

Vocational Education – The comprehensive vocational program facilitates Bridgeport students with a smooth transition into the adult working world. Students begin their vocational training in the early grades, and as young adults they become independent workers in real job sites. Bridgeport students run various classroom businesses and access the Practical Assessment Exploration System (PAES) to simulate real work settings. Additionally, students in high school and transition grades perform office work, tutor, and run on-campus businesses throughout the school as well as maintaining off-campus jobs. In the vocational program, Bridgeport students learn to work independently, follow directions, and use appropriate social skills with a sense of responsibility, respect, and a strong work ethic.

Community Based Instruction Program – All Bridgeport students participate in the Community Based Instruction (CBI) Program where they learn real-life skills in their actual environments including riding a bus, purchasing food in a restaurant, and shopping in stores. In multiple environments students practice their social and communication skills, their money handling ability, and their independence.

Social Skills Instruction –Bridgeport School believes that children show the most growth when they are provided with a safe, predictable, and structured learning environment. The Bridgeport social skills philosophy is that the way to strengthen all skills is to highlight what a student is doing correctly, rather than by focusing on inappropriate behaviors. Throughout the day at Bridgeport, students are reinforced with immediate, specific and positive feedback each time they demonstrate appropriate behaviors or approximations thereof. Students at Bridgeport School are taught social skills on a daily basis. Bridgeport uses the “Super Skills” program by Judith Coucouvanis as its core curriculum for all grades kindergarten through 12th. This curriculum is supported by Brenda Smith Miles (author of “The Hidden Curriculum”) and

reflects all the key concepts reflected in Michelle Garcia Winner’s Social Thinking curriculum, the Boystown model, and Skill Streaming. The curriculum focuses on 4 areas of skills necessary for social success:

- Fundamental skills
- Social initiation skills
- Getting along with others
- Social response skills

The Super Skills’ “Steps to Success” are published each week in the campus newsletter that goes home to each family every Friday. In this way, families are able to practice and reinforce the same skills teachers are working on during the week. Teachers use a developmental approach and may encourage students who move at a faster pace to serve as role models or peer mentors for the other students.

Transition Program – Bridgeport Intermediate Transition Program is a unique learning environment for young adults with special needs ages 18 to 22 where they can develop and master the critical skills necessary for a successful transition from school to adult independence.

The program offers a structured curriculum that combines classroom instruction with life skills application based on evidence that students learn best from this integrated approach. This one-of-a-kind program embeds core academics within community-based instruction and vocational education, which includes practical life skills and functional vocational skills, which our students master in the PAES Lab.

EXTRACURRICULAR ACTIVITES

Bridgeport School offers many opportunities to support extracurricular activities on and off the campus during the school year. This is done to add enrichment and experiential opportunities that are not covered in the core curriculum. Bridgeport serves a population of students on the autism spectrum, and these activities promote self worth, independence and the ability to generalize appropriate social skills within a mainstream environment.

- ✓ Recreation Clubs
- ✓ Student Council
- ✓ Monthly Student-Planned Socials
- ✓ School Dances
- ✓ Competitive Track/Field and Basketball Teams
- ✓ Community Service
- ✓ Computer Classes
- ✓ Choir
- ✓ Student of the Month
- ✓ Art Classes/ Yearly Art Show
- ✓ Sensory Integration
- ✓ School-wide Positive Behavior Support
- ✓ Fitness Center
- ✓ Music Classes

- ✓ School-wide Reading Enrichment
- ✓ Physical Education
- ✓ Social Skill of the Week
- ✓ Library
- ✓ Self Advocacy Classes
- ✓ Mentoring Program / Peer Tutoring
- ✓ Sports Days
- ✓ On and Off Campus Jobs
- ✓ Community Based Instruction
- ✓ Science Fair
- ✓ Student Art Show
- ✓ Etiquette Classes

VII. STUDENT PERFORMANCE

Standardized Testing and Reporting Program

Bridgeport students in grades 2 through 11 participate in the Standardized Testing and Reporting Program, consisting of either the California Standards Test (CST), the California Modified Assessment (CMA) or the California Alternate Performance Assessment (CAPA)

VIII. ACCOUNTABILITY

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

IX. POSTSECONDARY PREPARATION

Career preparation and vocational training is provided to students in accordance to their IEP and Transition Plans. Bridgeport promotes growth and development using a curriculum that combines classroom instruction with real world application.

Vocational Training

Vocational training provides hands-on learning experiences through on-campus experiences and the Practical Assessment Exploration System that is a comprehensive curriculum that provides Basic Career/Vocational and Life Skills. These skills relate to almost every type of career. Skills are taught in a systematic format that helps student become more independent. Life skill are taught to help students learn everyday skills The goal of these work experiences is to teach students basic job skills in addition to specialized skills, such as customer service, food preparation, money management, inventory and accounting.

Vocational training and on-campus businesses include:

- ✓ On-site clerical assistance
- ✓ Baking and other food preparation
- ✓ The Stand – student run store
- ✓ Food Sales
- ✓ Student Training Center
- ✓ Off-campus work enclaves
- ✓ Concessions during movie day
- ✓ Birthday Grams

X. INSTRUCTIONAL PLANNING AND SCHEDULING

Professional development is a crucial part of Bridgeport School. To provide quality education for the students, the teachers participate in on-going training. A high level of professionalism and a commitment to excellence is expected of all teachers.

Instructional Planning

Teachers attend weekly faculty meetings, as well as weekly team meetings to discuss student needs, curriculum and develop effective teaching strategies, collaboration and the use of best practices is an integral element of the school.

Professional Development

Prior to the beginning of each school year the teachers participate in a one week orientation. Training topics range from learning characteristics of students, child abuse reporting, social skills instruction, emergency procedures, I.E.P. development, Behavior Management, implementation of differentiated instruction, direct instructions, community based instruction and data tracking.

Minimum days are scheduled once every month for staff development. In the 2011-12 school year, the following topics were addressed during teacher-training workshops:

- ✓ Guidelines for writing Present Levels of Performance
- ✓ Progress/Report Cards
- ✓ Curriculum and State Standards
- ✓ Woodcock Johnson III
- ✓ Brigance Inventory
- ✓ Transition Planning
- ✓ Assessments and Rubrics
- ✓ Lesson Planning
- ✓ Behavior Modification

- ✓ Behavior Plans
- ✓ Social Skills Review
- ✓ Technology in the Classroom

INSTRUCTIONAL DAYS

This table displays a comparison of the number of instructional days offered at the school compared to the state requirement for each grade.

GRADE LEVEL	Instructional Days With at Least 180 Instructional Minutes	
	Offered Requirement	State
9	180 days	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days