



BRIDGES ACADEMY

EDUCATING THE EXCEPTIONAL²

2015-2016 ANNUAL REPORT

* MOZART is believed to have been twice-exceptional, or 2e, referring to the fact that he was a musical genius (one exception) and was thought to be challenged with Tourette Syndrome and with OCD (the other exception).



2e*

At Bridges, we are completely devoted to the social, emotional, intellectual, academic, and creative growth of our “2e” students. After all, we could be teaching some of this generation’s greatest minds.

FROM THE HEAD OF SCHOOL & OUR BOARD OF TRUSTEES



Bridges Academy is the leader in the education of twice-exceptional students. Our commitment to the continued research and development of teaching strategies for neurodiversity in the 21st-century classroom has not waned since Bridges' founding in 1994. From our work in the classrooms and research through the 2e Center, we have made significant contributions to the field. We are increasingly looked to for advice and support by new schools and programs across the country.

Strategic expansion has been a goal since the founding. Over the past five years, we have added new sections and grades to our lower, middle, and high school divisions. As our enrollment has increased, we have maintained our student-faculty ratios, ensuring that each student receives the high-quality attention we expect in our classrooms.

Solid financials are integral to the success of our school. With the exception of the three years of transition from renting to owning, since 2000 we have regularly balanced our operational budget. Over the past few years, our community has increased its financial commitment to the growth of Bridges. More and more individuals are stepping up with larger, more transformational gifts. We plan and execute projects with tenacity and determination, coupled with a pay-as-you-go attitude.

A bright future is ahead of us. Our financial stability has given us the security to transform our dormitory into administrative offices and a new elementary school learning space. From here we will upgrade our main building, tear down our convent, and build bungalows and other structures to meet the creative and explorative needs of our students. We will continue to add learning opportunities to our 4-12 programs and explore boarding program options. The 2e Center will continue its research and launch educational programs for our faculty and educators outside of Bridges.

The Bridges faculty, staff, students, parents, and education support professionals throughout Southern California continue to believe in and support the real successes of our philosophy and programs. It is their energy, talents, and perseverance that will propel Bridges and the field to the next level.

A handwritten signature in cursive that reads "Carl Sabatino".

Carl Sabatino
Head of School



On behalf of the Bridges Academy Board of Trustees, I am pleased to present our school's 2015-2016 Annual Report.

Bridges Academy continues to grow and thrive. We have, again, improved our campus—this time by creating new classroom space in the former dorm building. This new space allows our burgeoning Phoenix Program to operate in a separate facility, where it can better implement its innovative programs addressing the interests and strengths of our younger students. The new construction also allows more room in the existing classroom building for the middle and high schools to realize the full potential of their educational programs. We continue to advance 2e education not only in our physical space but also by creating more effective strength-based teaching.

The Board continues to evaluate additional plans to renovate the grounds in order to complete our goal of a more innovative campus, one that will further develop the strengths and talents of our children.

Once again, we have united to support the Annual Fund in remarkable fashion, surpassing our goal of \$403,000 with a ninety-six percent parent participation rate. Our community came out in full force and demonstrated resounding commitment to Walkapalooza and the very enjoyable Gala. Because of this strong support from our students' families and friends, we have accomplished so much and our future continues to look bright.

At this time, the Board welcomes Rabbi Laurence Scheindlin to the Bridges Academy Board of Trustees. Larry comes to us after serving as Head of Sinai Akiba Academy in Westwood from 1997 to 2012. Since then, Larry has been working as a private consultant to independent schools and school boards.

I want to thank all of our dedicated supporters and encourage those new to the community to get involved. Your efforts are what make Bridges Academy a place where our children can continue to imagine, persevere, and achieve.

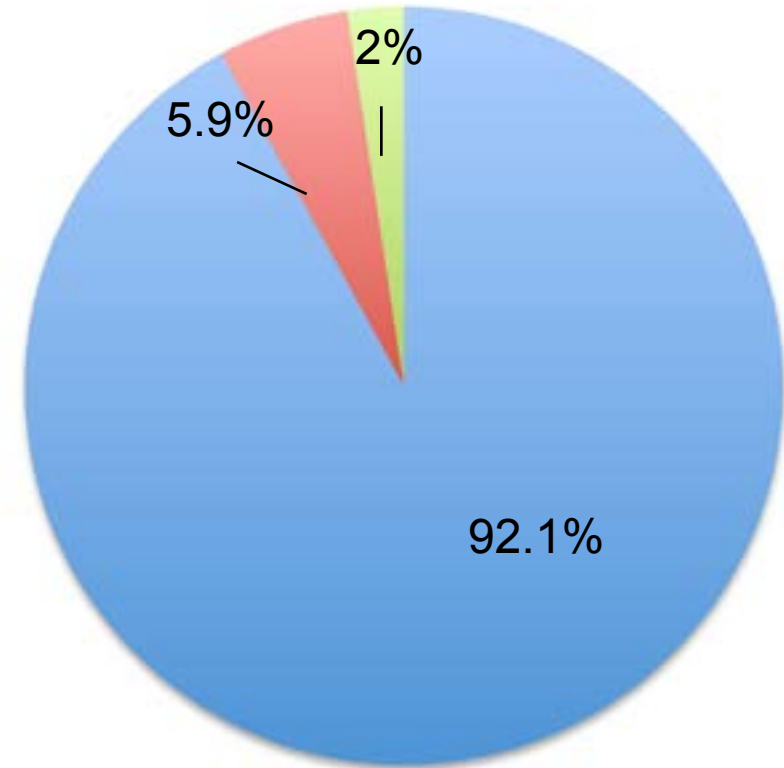
A handwritten signature in cursive that reads "Ellen R. Rosen".

Ellen R. Rosen
Chair, Board of Trustees

ANNUAL FINANCIAL REPORT

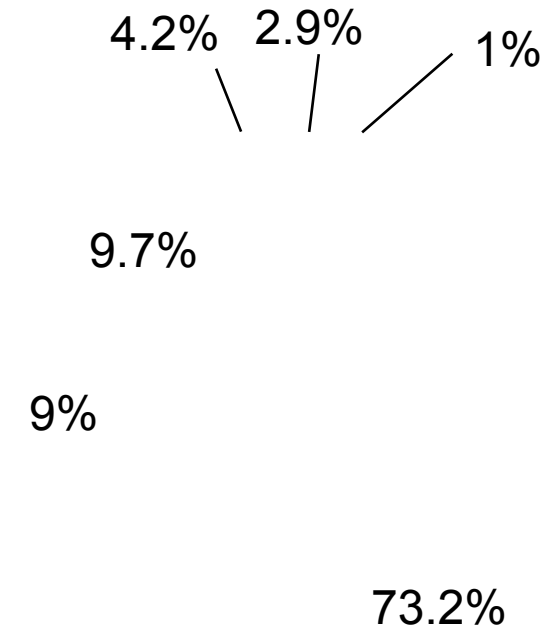
2016 INCOME & EXPENSES

\$6,951,723 2015-16 INCOME



- Tuition
- Fundraising/Contribution
- Other

\$6,951,723 2015-16 EXPENSES



- Payroll/Benefits
- Financial Aid
- Building/Grounds
- Administrative
- Instructional Support Materials
- Other

THANK YOU: BRIDGES VOLUNTEERS & DONORS

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(100+ Hours)

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Julia Lapeze
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(\$25,000 or more)

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The Palermo Ravich Family Foundation

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Robin & Steve Fox
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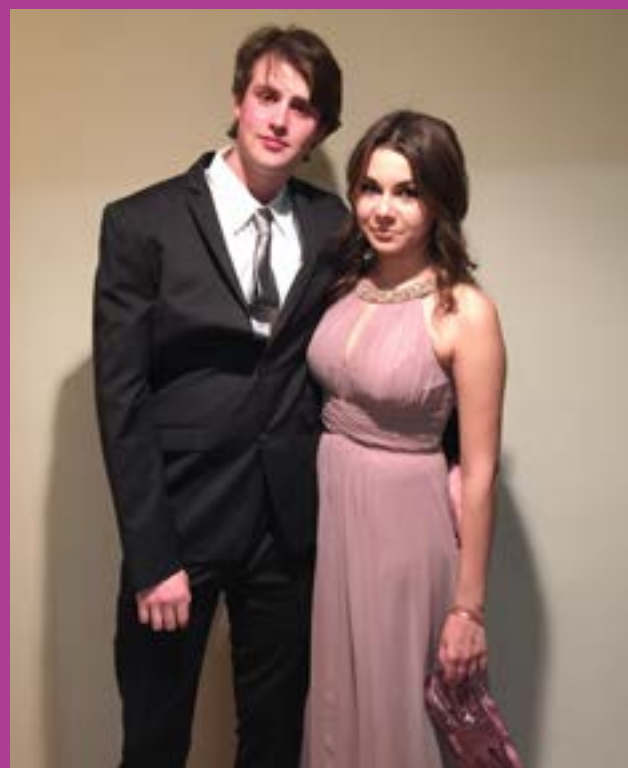
2016 WHERE THEY ARE NOW... ALUMNI NEWS



Max Goldberg (Class of 2003)



Griffin Dean (Class of 2008)



Griffin Dean (Class of 2008)

For as long as Griffin can remember, he has had a passion for designing games. It started in elementary school when he invented games for his friends that incorporated imaginary places populated by made-up characters who spoke a variety of make-believe languages. In seventh grade he turned to designing video games and at Bridges found the perfect testing ground for his work. Everyone at the school supported his passion, and fellow students spent countless hours playing his maps and giving him feedback so that he could improve gameplay. At the same time, he began creating maps in the modding community in an effort to hone his skills.

By the time he graduated in 2008, he was torn between his interest in pursuing a history degree and making a career crafting innovative video games. He began college at a small liberal arts school back east as a history major, thinking he would continue his studies until he earned a PhD and could teach at a university. Video-game design would be his hobby.

But that didn't work. He saw ideas for video games everywhere and in everything: the whirl of a fan, his girlfriend's shadow, 18th-century poetry, wars on every continent in every time period. Game design is what he loved.

He researched colleges offering a solid curriculum in video-game design and chose Digipen Institute of Technology in Redmond, WA. It was an exhilarating and at times grueling four years working with engineering and art students to produce inventive games. He learned that creating a video game that was "fun" was an arduous task that required not only intelligence and talent but also an enormous amount of discipline and hard work. His team often toiled 80 hours a week to meet the deadlines of a project.

Griffin now has been working as a game designer for just over a year at a major entertainment studio in Los Angeles, and he loves every minute of it. "It is thrilling and inspiring to work with master

artists at the top of their craft to create Titanfall 2," he says.

When not designing games, Griffin enjoys playing the mandolin, reading Scottish poetry, preparing medieval meals, reading about European, Japanese, Chinese, and military history, and making mead. He and his girlfriend often go to concerts and also see various stand-up comedians around Los Angeles.

Griffin often thinks of Bridges: "I feel lucky my family found this program and community at a time in my life when I most needed it," he says. "It played a huge role in supporting my dreams of the future. I will be forever grateful."

Max Goldberg (Class of 2003)

Max Goldberg joined the Bridges Board of Trustees in 2015, becoming the first Bridges Alumnus to serve on the Board. Max graduated with the Class of 2003 from Bridges' original campus in Sherman Oaks. Max earned a Bachelor of Arts degree from Emerson College in Boston, studying Entrepreneurial Studies and Stand-Up Comedy; he helped to create Emerson's first ever Stand-Up Comedy major. He launched several online marketing companies and has served as Director of Search & Social Marketing for ad agencies and Fortune 1,000 companies. Max actively strives to bring a "Bridges kid's perspective" to all Board-related activities.

Max is an outspoken progressive political activist, having spent 2015-2016 with the Senator Bernie Sanders for President campaign. There he helped people communicate directly with the campaign, serving as lead digital marketing officer in Southern California. Max oversaw 20-plus research assistants for the official social media organizing tool for the Sanders campaign: connect.berniesanders.com. Max is now focused on helping defeat Donald Trump in November.

CLASS OF 2016 COLLEGE & UNIVERSITY ACCEPTANCE



Top left: Melody Carey, Isa Crisostomo, Lewis Frank & Wyatt Hambrick
 Middle left: H.S. English teacher Matt Carroll
 Top right: Inspired speaker Matthew Rosen
 Below: Head of School Carl Sabatino addresses graduates



FINDING THE PERFECT FIT

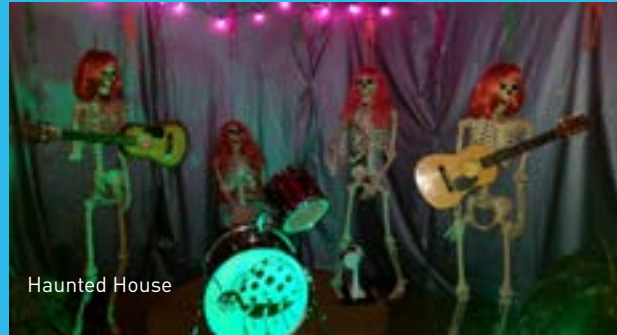
This year, the Bridges senior class gained admittance to 51 colleges in 14 states, including Bard college, DigiPen Institute of Technology, Embry-Riddle Aeronautical University, Pratt Institute, Rensselaer Polytechnic Institute, and University of California, Los Angeles, receiving up to \$30,000 in grant and scholarship funding at 20 of these schools.

- | | |
|---|---|
| American University | Parsons School of Design-The New School |
| Arcadia University | Pratt Institute*** |
| Art Center College of Design | Purdue University* |
| Bard College | Rensselaer Polytechnic Institute** |
| California Lutheran University*** | Roger Williams University** |
| California Polytechnic, Pomona* | Santa Monica College |
| California State University, Long Beach | Savannah College of Art and Design* |
| California State University, Northridge | Sonoma State University |
| Chapman University*** | University of Arizona** |
| DigiPen Institute of Technology | University of California, Davis |
| Drexel University** | University of California, Irvine |
| Eckerd College*** | University of California, Los Angeles |
| Embry-Riddle Aeronautical University* | University of California, Merced |
| Los Angeles Valley College | University of California, Riverside |
| Los Angeles Pierce College | University of California, San Diego |
| Loyola Marymount University | University of California, Santa Barbara |
| Hawaii Pacific University** | University of California, Santa Cruz |
| Hofstra University*** | University of Colorado, Boulder |
| Indiana University, Bloomington | University of Hawaii, Manoa (Honors) |
| Johnson & Wales University** | University of Oregon** |
| Kenyon College | University of Southern California |
| Laguna College of Art and Design* | University of Denver** |
| Marist College* | University of San Francisco |
| Maryland Institute College of Art | Washington and Jefferson University*** |
| Otis College of Art and Design** | Whittier College*** |
| Pace University*** | |

Asterisks denote merit scholarships in the following amounts:
 * up to \$9,999 per year **\$10,000 – 19,999 per year ***\$20,000 – 30,000 per year

PARENT ASSOCIATION :

EVENTS & FUNDRAISING



Haunted House



Grady & Tommy Shoemaker



Matt Mallel



Haunted House



Liza Esposito, Jack Ventimillia, & Ben Neumann



Tami Turner & Robin Fox



Holiday Party: Erin Kastelz, Ryan Siebrasse, & Greg Kaczynski



Speakeasy Gala 2016



Eric & Jennifer O'Rafferty

The Bridges Parent Association is proud to announce another year of strong volunteerism and fundraising. We kicked off the year with our traditional Halloween Carnival, which not only was our most festive carnival to date, but also economical in that we lowered the admission price to less than half of what it had been the previous year. We feel that the price point we were able to offer made the event more family-friendly and therefore more successful in terms of building community.

The holidays quickly followed, and our events included a PA cocktail party at President Tami's Turner's home. This gave parents another opportunity to get to know one another in a fun, lively environment. We also continued our tradition of Holiday Giving, collecting enough money to give each staff member a generous cash gift.

In February we held our most profitable Walkathon to date. Thanks in large part to the tireless enthusiasm of chair Karen Shoemaker, the event drew many volunteers as well as unprecedented student participation.

April featured our annual Gala, which was a resounding success. It was held at the historic Avalon Hollywood, a spectacular example of Art Deco architecture that complemented our theme of a roaring twenties speakeasy. Parents and staff alike enjoyed abundant food and drinks and danced the night away a roaring twenties garb.

The event featured our first-ever Human Jukebox, comprised of teachers who sang songs voted on by parents. We were also able to appreciate the prodigious talent of Bridges student Michel Melichar, a young drummer whose skill was simply astonishing. These events, as well as Peter Rader's poignant film,

Before we knew it, May had arrived and with it, Teacher Appreciation Week. Bridges teachers were showered with gestures of gratitude from parents and were very appreciative. Later in the month, the PA was honored to receive a lovely lunch at Ceremony, celebrating our work throughout the year. This event was very special to us, and we will remember it fondly.

Finally, we are thrilled to announce the new Co-Presidents of the PA for the upcoming year: Corinne Taylor-Cyngiser and Valerie Weisenfeld. Both have been instrumental in several of our events, and we are confident they will do a fabulous job carrying the Bridges PA into the future.



Flapper: Chelsea Baer, Rose Blucher & Tom Hebert

PHOENIX 4TH-6TH GRADES: PROGRAM HIGHLIGHTS



(Top row) Phoenix Variety Show: "Mario & Princess" with Brenton Fontes & Christa Cheney, and "Tech Guys" with Alexander Wickser & Daniel Humphrey



(Middle left) "Digital Music" Enrichment Cluster: Linus Odenkirk

(Middle right) "Planetary Exploration" Fall Intersession: Eleanor Fleckenstein

(Bottom left) "Horticulture" Enrichment Cluster: Samuel Kleinberg, Jacob Manos, Eleanor Fleckenstein, Bennett Thompson, Laurny Elliott, Colin O'Rafferty, and Jack Lampert (the junior class helped build the coop)

(Bottom right) "Game Day" Enrichment Cluster: Jacob Manos, Leo Ventimilia & the Phoenix class



Program Development and Clubs

The 2015-16 Phoenix Advisory program began with activities and discussions designed to help students get to know one another and articulate their strengths and personalities to the Phoenix community. Advisory also featured units on time management, teamwork, civics, personal organization, nutrition, finance and money, typing skills, and public speaking. All students were able to develop and practice basic skills in these important areas within their Advisory groups, which met daily. Students also were once again encouraged to form lunch clubs by securing members, a teacher sponsor, and a meeting space.

Fall Intersession "Variety Show"

After studying the ancient Greek origins of drama and performance, students were tasked with organizing and performing a live variety show for an audience of parents and friends. A field trip to Will Geer's Theatricum Botanicum in Topanga provided students with a background in acting and performance techniques such as juggling, stage combat, and improvisation. After organizing themselves into small troupes based on different types of performances, students chose roles as writers, actors, set builders, or hosts. Over two weeks each team brainstormed ideas for a short performance, wrote a script, rehearsed, built sets and props, and coordinated with other teams to put together a coherent, entertaining show. The final result was a huge success and included comedy skits, music, an art gallery, and a trivia game with audience volunteers. The one-hour program drew on the talents of every student and served as a creative showcase for all sorts of exceptional abilities.

Wintersession "Planetary Exploration"

For two weeks Phoenix students probed unanswered questions about the universe. Will we ever leave our solar system? What's the best way to organize a new civilization on another world? How might we identify and reach distant planets in the future? Could complex life develop elsewhere, and what would it even be like? Students attended a planetarium show and took a docent-led tour

of the Griffith Observatory before being invited to join small groups – based on the students' respective interests and strengths – to answer one of these big questions. Students collaborated in many different areas, including city planning, architecture, spacecraft design, storytelling, astrophysics, and TV news production. On the final day of Wintersession, parents and friends joined us to view exhibits, tour model habitats, and watch films – all of which showed a thoughtful and diverse series of visions for the future.

Spring Intersession "Game Design"

For eight days in the spring, Phoenix students examined favorite games and used their knowledge of probability and statistics to design, test, and construct original games of all kinds. Small groups of two to five students worked to create games that were fun but also challenging. Students used the principles of game design to ensure that their games had clear rules and objectives, along with payoffs for the winners. Through play-testing and statistical analysis, students made sure their games could be played strategically and hold up to repeat playing. A full day of game play allowed everyone to try out the creations, which ranged from a life-sized outdoor version of Monopoly to a role-playing card game to new takes on classic board games with original themes and characters.

Enrichment Clusters

For full-day Friday Enrichment Clusters, teachers planned courses based on their expertise and knowledge of student interests and strengths. In the fall semester, students were able to choose between the strategy and statistics of Game Theory, the natural science and hard outdoor work of Horticulture, the excitement of Filmmaking and Criticism, and the joy of Cooking. In the spring, Game Theory and Horticulture were opened up to more students. New options included Visual Storytelling (studying symbols and practicing drawing techniques), Around the World (an exploration of cultures through food and crafts), and Computer Programming (using code to create original musical compositions).

MIDDLE SCHOOL: EXPLORE THE WORLD AND BEYOND



(Top left & middle left) Bridges to Mars: space suite and space station

(Top right) Pali Institute: outdoor adventure and science camp

(Bottom right) Getty Villa: guided tour

Visionaries Week

Using the My LearningPrint™ tool to gain insight into strengths, interests, and learning preferences, students were assigned to groups in performance, economics, social activism, inventions, design, and journalism. The students brainstormed problem-solving ideas with respect to the California drought, touring various parts of campus, planning projects, and hosting a guest speaker.

This type of problem-based project engages students in critical thinking, problem solving, research, deductive and inductive reasoning, collaboration, conflict resolution, self-regulation, active listening, and staying in the discussion by contributing relevant information. It will serve students well over a lifetime.

Bridges To Mars

During fall Intersession Middle School students and faculty investigated the ideas of space exploration and colonization. The journey began with a trip to the California Science Center to learn some fundamentals. Based on their interests and gifts, students chose to collaborate with peers on marketing, writing and performance, space culture, art and design, diplomacy, and engineering as they considered the elements involved in traveling to and colonizing Mars.

The groups, both separately and collaboratively, produced various materials and presentations, including:

- An audience participation skit in which Bridges parents and staffers took an intergalactic cruise to Mars
- A marketing and media effort featuring a logo, slogan, a #bridges2mars social media campaign, commercials, flyers, videos, and a documentary
- A life-size space suit and an 8' x 8' space house that simulated a number of space station fixtures
- A rocket model and papers on the technologies that make space travel and habitation possible
- A board game exploring colonization, resources, diplomacy, and intergalactic law, and a commercial to advertise the game

- 3D graphics of alien species discoveries as part of an extensive catalog of life on Mars

The culminating presentations were spectacular and made for a wonderful day of learning for visiting family members, friends, and staff.

Learning Outside the Classroom

Short excursions and overnight trips are staples at Bridges. These experiences help define practical application for areas of academic study and provide a springboard for project development. They also create a platform for learning across disciplines and through a variety of learning styles. Further, field trip

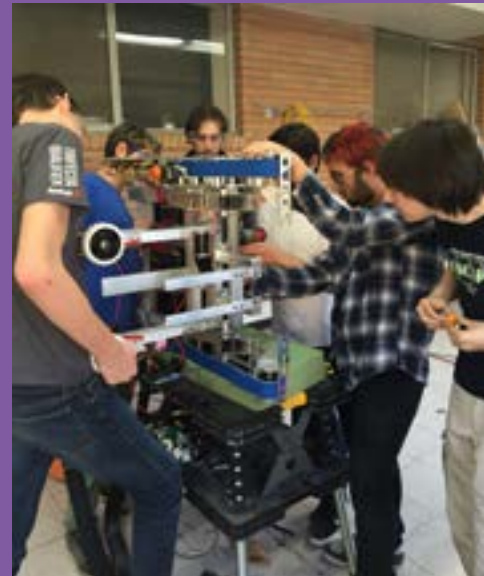
experiences help our students make connections between observed scenarios and the expectations of middle school skill development.

Our annual overnight trip to the Pali Institute – during which students participate in activities such as science experiments, hiking, archery, and ropes/obstacle courses – provides a special opportunity for team building and social-emotional skills development, as well as building self-confidence and grit. This trip traditionally is held at the beginning of the school year, fostering relationship development with classmates and teachers.

In September the middle school students visited Dodger Stadium. Among the topics explored were the physics of different pitches, the statistics of baseball, and pieces of writing about the game – including “Casey at the Bat” and original works by the students. Students also practiced baseball skills, and faculty tied the techniques to daily life skills, such as the importance of continuity, routine, and consistency. We had a great time and the Dodgers orchestrated a comeback and won the game!

In February, while studying ancient Greece and Rome, students visited the Getty Villa to gather perspective on the humanities, art, and government systems projects they were developing. Museum guides led students on guided tours about life in ancient Greece and Rome.

HIGH SCHOOL: EXPLORE & DEVELOP INTERESTS



(Top left) Cast of "Once Upon A Mattress"

(Top right - left to right) Robotics Team:
Jamie Wetherbee, Milo Lieblein, Greg Baeza (coach),
Jack Lampert, Antony Suarez, Tim Berry

(Middle left - left to right) Jamfest:
Matteo Rader, Cooper Anderson, Lewis Frank

(middle right) Drama Tech:
Daniella Kiewicz & Ken Moore

(Bottom left - left to right) Music Composition:
Josh Mironer & Ben Schwartz

This year the Bridges high school division added another dimension to its student-centered approach, rolling out a Student-Driven Learning Program (Badges) which invites students to delve deeply into a chosen topic as they develop skills in critical thinking, communication, collaboration, creativity, and other vital areas. In its pilot year, this program augmented the interest-driven and talent-development options already present in core classes, afternoon electives, and after-school activities.

Student-Driven Learning Program (Badges)

The Student-Driven Learning Program gives students the opportunity to become "young experts" in a chosen subject area. Students deeply explore a topic of interest and then work with their coaches and mentors to design a personalized curriculum. Badge work can consist of educational activities such as field trips, conversations with outside experts, independent reading, research, writing, hands-on learning, project-based problem solving and many other experiences. Once the student satisfies the criteria of the curriculum, they are issued a digital badge, which is shareable on the web and contains a brief description the student's course of study, a list of acquired skills, and a link to a portfolio of work that is shareable on the web. The Class of 2018 has become our program pioneers, exploring topics such as creative writing, rocket science, video-game design, speech and debate, and computer manufacturing.

Electives

Bridges electives continue to provide an opportunity for students to explore new areas of interest, or hone their skills in an area of talent and enrichment. Elective choices included Music Composition and Production, Studio Art, Photography, Drama Performance, Drama Tech, Design Principles, and Debate. To provide only a few examples, students in Music Composition and Production wrote original compositions as they learned to use a digital interface, offering explanations of some of their thematic, melodic, rhythmic, and stylistic choices. In Studio Art, students learned the fundamentals

of painting, drawing, and sculpture as they created original works. Students in the Design Principles elective took on a variety of outside-the-box projects, ranging from industrial to architectural to repurposed design experiments.

After-school activities

Over the course of the school year, many students participated in exciting after-school programs. In the fall, drama students produced and performed "Once Upon a Mattress," a musical theater spoof on the children's fairytale, "The Princess and the Pea." The Bridges robotics team spent hours in the Tiki Hut in preparation for the spring's FIRST robotics competition. After collaborating on a video about safety precautions, team members programmed computer code, and engineered and built their robot. Finally, Bridges' after-school music program continued to entertain audiences at coffeehouses and school events. The program is heavily performance-based, with each band spending their rehearsals in groups learning to play together as one unit before performing in front of audiences. The bands continued their tradition of playing at JamFest, an event that brings together other private schools in the area for a special evening to showcase talented student musicians and raise money for charity.

Symposia

This year the Class of 2019 participated in our inaugural symposia program. The purpose of the symposium is to introduce students to new interest areas, further knowledge of a particular area, and create awareness around what scholars and professionals do. During the first months of the semester, the symposium also covered high school preparedness, executive functioning strategies, and other topics to support students' academics in addition to Academic Support and Advisory (ASA). During the 2016-17 school year, the symposia will provide a forum for students in the Badges program to share what they are working on.

BRIDGES TEAMS: DEBATE - ATHLETICS - ROBOTICS



Bridges Cross Country Team

(back row - left to right):
Oscar Stashwick
Oliver Roveda
Abe Shapiro
Juan-Fernando Morales
Jamie Wetherbee
Isaac Vizas
Ian Tindell (coach)

(front row - left to right):
Sam Kahn
Barry Blonsky (coach)

This was a year of great strides for the Bridges athletic teams. The program continues to grow in numbers, experience, strength, and wins.

Cross Country & Track

This past year's cross country team had its most successful season to date. Not only did we compete very well, earning a bid to the CIF Southern Sectional race in Riverside, CA., but we also fielded our largest team ever (16 runners). In addition to the regular-season training that began with the school year, many of these runners also participated in the summer workout program – and three completed the 300-mile challenge, logging at least 300 miles of summer running.

As part of our team's continued growth, Bridges Academy entered its very first cross country invitational race, the Bell-Jeff Invitational, and competed against hundreds of other runners from across the state. Two of our freshmen placed in the top 10 in their race, earning medals in the process. As a team, we also placed third in our league and earned one First Team All-League recognition and one Second Team All-League recognition.

Basketball

The Bridges boys' basketball squad developed as a team, making great progress and working together to play good team basketball last season. We were proud to see the boys learn how to work together and play defense. This allowed the team to excel and gain a victory against Summit View West, 43-30. They also played well and had a close game against the Bridges staff in what always is a fun, competitive matchup at the end of the season.

Debate

The 2015-16 school year was a year of firsts for the Bridges speech and debate team. Our team ventured out into new territory and tried new speech and debate events, including: Lincoln Douglas Debate, International Extemporaneous Speech, Expository Speech, and many more. Additionally, we had a student make it to both State and National Finals. It was a fantastic year of

exploring, growing, and truly establishing a name for our school in the State Circuit.

Robotics Team 4019

2015-2016 was a banner year for Bridges Robotics! We started off strong by integrating a more detailed and sequential curriculum of weekly workshops into our fall semester, which helped everyone on the team, old and new, to develop a standardized set of skills and know-how. This ended up proving to be very useful because when kickoff ultimately happened, a lot more of the team members were prepared to work – and work they did. Going off of the new curriculum and focusing on designing before building, we spent a hefty amount of time during our rigorous six-week challenge actually designing and prototyping our ideas before setting them in metal. The change in procedure was very noticeable, the streamlining of construction was apparent, and the quality of the robot was light years ahead of where it was in prior years.

We returned to our regularly scheduled Los Angeles Regional Event in Long Beach this March feeling much more confident than in years past. With a new group of talented and dedicated team captains, and our motley crew of knowledgeable and seasoned mentors, we were hopeful. After a minor setback, we moved through our inspection with relative ease, which is a huge achievement. Our first matches, however, did not go as hoped. But we made improvement after improvement, and by the end of the first day of competition, we were leading our alliances in points and performance. We had made a real, competitive, and inventive robot, and everyone couldn't have been more proud! In the end, the system of ranking this year was not in our favor due to our weaker alliances, but we proved ourselves as worthy of the competition, and the team went away feeling like winners. If we stay on this trajectory of growth, we are certain to become a force to be reckoned with before the iPhone 8 comes out!

Robotics Team

At the Robotics First Competition in the Mechanical Paradise headquarters, our team prepares to be reviewed by the judges.

(Left to right)
Jack Lampert
Wyatt Hambrick
Mark Lampert, mentor
(front row) Isa Crisostomo



Debate Team:

(left to right)
Shaunt Avakian
Matt Molaro
Sam Young (Coach)
Thomas Macartney

NEW CAMPUS EXPANSION: MORE ROOMS TO GROW IN



The new Phoenix entry (top left)
Dafna Kaiserman, Phoenix support staff (top right)
Middle school art room (middle left)
Phoenix math/science room (bottom left)
Maria Kennedy, Phoenix division director (bottom right)



The New Phoenix Wing

In 2015, the south wing of our 60-room dormitory was converted into administration offices, housing the headmaster, development, admissions, and business offices, plus the 2e Center, a boardroom, and a kitchenette.

During the summer of 2016, the 9,000-square-foot build-out for our Phoenix Program (Grades 4-6) was completed, and students and staff moved into the new central and north wings of the dormitory/administration building. Featured there are five large classrooms, four administrative and support offices, a community room, a music room, and a faculty lounge/kitchen.

This opened up 4,800 square feet in the main building for the middle school and high school programs. The former Phoenix area was retooled to accommodate a newly expanded art studio and two math rooms for the middle school.

We will be putting finishing touches on landscaping around campus over the course of the 2016-2017 school year before turning our attention to the main classroom building for further improvement.

Thank you to our Bridges families and Board members for making this and other projects possible through their support of the school.



At Bridges we recognize that the cognitive, psychological and physical needs of twice-exceptional students are often profoundly different from those of their neurotypical peers. We understand that their asynchronous development does not follow the same pattern as their non twice-exceptional peers. We recognize that difficulties in one or more areas do not in any way preclude the existence or the enormity of their gifts and talents in other areas.

Communities that value 2e students for who they are and define them not by what they cannot do, but by the extraordinary things they can do, best facilitate social, emotional, and academic development. 2e students thrive when they become aware of their strengths and challenges, self advocate, and become the principal architects of their lives.

BRIDGES AT A GLANCE:

2014-2015: 170 Students

Overall faculty-student ratio: 3.8 to 1

Instructional Teacher-Student ratio: (Grades 4-8) 4.5 to 1 and (Grades 9-12) 8 to 1

99.6% of our seniors graduate each year

90% of our students graduate from a university or specialized music, science or tech college within six years of high school graduation

9.5% of our students go on to earn graduate degrees, greater than the national average of 8%

For more information about a Bridges education, visit us at Bridges.edu or
Contact Doug Lenzini: (818) 506.1091 or doug.lenzini@bridges.edu

