

Bridges Academy

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

These fields should be reviewed and updated by the LEA/School.

School Name	Bridges Academy
Street	1702 Mclaughlin Ave.
City, State, Zip	San Jose CA, 95122
Phone Number	(408) 283-6410
Principal	Edwin Avarca
Email Address	Edwin.avarca@fmsd.org
School Website	bridges.fmsd.org
County-District-School (CDS) Code	43-69450-6047229

2023-24 District Contact Information

These fields should be reviewed and updated by the LEA/School.

District Name	Franklin-McKinley Elementary School District
Phone Number	(408) 283-6000
Superintendent	Juan Cruz
Email Address	juan.cruz@fmsd.org
District Website	www.fmsd.org

2023-24 School Description and Mission Statement

Bridges Academy is a project-based 7th - 8th grade middle school in the Franklin-McKinley School District. It is located in the northeast section of San Jose and is one of sixteen schools in the Franklin-McKinley School District. We are a multicultural community, with the majority of our 282 seventh and eighth grade students being Latina/o or Asian. We believe diversity enhances our students' ability and opportunity to learn.

The staff is dedicated, experienced and trained in middle level educational practices. They provide a rich educational environment that challenges all students to think critically, solve complex problems, express themselves articulately and work cooperatively in a diverse and multicultural world. Bridges Academy is an educational institution that provides students a challenging project-based curriculum. Our programs are designed to meet our students' academic needs. Our main goal is helping all students in this important and critical time of transition, moving from the elementary experience and preparing for a bigger challenge, high school. This is accomplished by setting high academic expectations for all children and providing supportive systems to assure such expectations are met.

Bridges Academy's vision is committed to equitable outcomes for all students by facilitating opportunities to gain knowledge, skills, and dispositions needed to thrive in a changing global society.

Bridges Academy Mission Statement:

At Bridges Academy, our students will develop and grow into responsible people who act with intention, are effective communicators, and are engaged in their learning. Our students will be supported through a shared culture, social/emotional supports, and real world experiences that will develop these skills.

About this School

2022-23 Student Enrollment by Grade Level

These fields will be populated by DTS with data provided by CDE as it becomes available.

Grade Level	Number of Students
Grade 7	112
Grade 8	175
Total Enrollment	287

2022-23 Student Enrollment by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

Student Group	Percent of Total Enrollment
Female	48.1%
Male	51.9%
Asian	20.2%
Black or African American	1%
Filipino	2.1%
Hispanic or Latino	74.2%
Native Hawaiian or Pacific Islander	0.3%
White	2.1%
English Learners	51.9%
Homeless	2.8%
Socioeconomically Disadvantaged	80.1%
Students with Disabilities	14.3%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

These fields will be populated by DTS with data provided by CDE as it becomes available.

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.70	91.88	333.30	79.92	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	18.50	4.45	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	2.59	35.10	8.43	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.30	1.76	12115.80	4.41
Unknown	1.00	5.53	22.70	5.44	18854.30	6.86
Total Teaching Positions	19.30	100.00	417.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

These fields will be populated by DTS with data provided by CDE as it becomes available.

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.40	83.23	332.80	79.13	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	16.30	3.88	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	38.90	9.26	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.50	1.33	11953.10	4.28
Unknown	3.30	16.77	26.90	6.40	15831.90	5.67
Total Teaching Positions	19.70	100.00	420.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

These fields will be populated by DTS with data provided by CDE as it becomes available.

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.50	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.50	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

These fields will be populated by DTS with data provided by CDE as it becomes available.

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

These fields will be populated by DTS with data provided by CDE as it becomes available.

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.1	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

This field should be reviewed and updated by the LEA/School. The narrative field is optional, but the table data is required. Please keep the narrative content to 2-3 paragraphs.

Note:

List all textbooks and instructional materials used in the school in core subjects (reading/language arts, math, science, and history-social science).

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

Note: Cells with N/A values do not require data.

Textbook and instructional Materials: The local governing board of the Franklin-McKinley School District has certified that each pupil in the District, in transitional kindergarten through eighth grade, has been provided with standards-aligned textbooks and/or instructional materials in each of the following areas: reading/language arts, mathematics, science and history/social studies. Health is included in the science curriculum. All District textbook adoptions are within the scope of the most recent State Board of Education adoptions and comply with California Education Code provisions.

In accordance with the California Education Code and the Williams Settlement mandates, procedures, monitoring processes and reporting practices by principals and District departments have ensured that all students have access to the current, standards-based textbooks and instructional materials.

In order to comply with the mandates to provide students with the most recent state-approved adoptions in the core areas of Reading/Language Arts, Mathematics, Science and History/Social Studies (Health is included in the Science curriculum), a textbook inventory was conducted at every school by September 2023. Each principal was responsible for ensuring that every student was provided with the necessary textbooks and instructional materials. In addition, the updated inventory count was also verified by each site for every classroom in September 2023. In addition, principals were responsible for the replenishment of needed textbooks at every grade level (TK-8). All ordering and delivery materials are through an established set of procedures with the District Service Center. As part of the monitoring of sufficiency of textbooks and instructional materials, principals submit a school wide and an individual classroom report to the Curriculum, Instruction, and Assessment Department annually.

As a result of the inventories, the Franklin-McKinley Board of Education certified that each student in grades TK-8, including English learners, have been furnished a complete set of core instructional materials and textbooks that meet the requirements of the California Education Code. A public hearing regarding the sufficiency of said materials that are consistent with state-adopted frameworks was held on September 12, 2023. A Resolution on Sufficiency of Materials, according to the Williams Act mandates, was passed at a public hearing on September 12, 2023.

Year and month in which the data were collected

9/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Creative Curriculum (TK)/2022 Journeys: Houghton Mifflin Harcourt Brace (K-5)/2020 Collections: Houghton Mifflin Harcourt Brace (6-8)/2020	Yes	0%
Mathematics	Creative Curriculum (TK)/2022 Engage NY Math Gr K-5 (Eureka) 2014 College Prep Math Gr 6-8 (CPM) 2014	Yes	0%

Science	Amplify (K-6) Adopted 2022 Discovery Science (7-8), Adopted 2020	Yes	0%
History-Social Science	History-Social Science for California Pearson Scott Foresman (K-5) Adopted 2007; TCl, Inc. (7-8) Adopted 2022	Yes	0%
Foreign Language	No Foreign Language text		0
Health	Positive Prevention Plus, HIV/STD Prevention Education for California Youth, Middle School Curriculum, Grade 7, 2016 Positive Prevention Plus, Comprehensive Sexual Education, Upper Elementary, Grade 5, 2019	Yes	0
Visual and Performing Arts	No Visual Arts Textbook		

School Facility Conditions and Planned Improvements

This field should be reviewed and updated by the LEA/School. The narrative field is optional, but the table data is required. Please keep the narrative content to 2-3 paragraphs.

Bridges Academy main campus was built in 1969. This school has 30 classrooms, a multipurpose room, a library, an administration building and a gymnasium. The site has three (3) 8-hour custodians assigned to clean on a daily basis.

In 2020 FMSD Bond Measure R was passed and will fund a variety of campus facility projects district wide. Recent site improvements to the facilities include addition of ceiling projectors in all classrooms (2021), roof repairs (2021). ESSER funds were utilized to provide additional picnic tables for outdoor learning use (2021), Wellness Centers were also established to ensure students are provided with psychological and counseling services and a safe, healthy, and connected school environment (2021), and one (1) part-time custodian was added to concentrate on cleaning and disinfecting touch-points campus-wide.

ACE Esperanza Charter school was constructed on the campus with 13 portable classrooms. Site improvements to the charter schools include exterior painting to facilities and lighting replacement.

Year and month of the most recent FIT report

7/10/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None.
Interior: Interior Surfaces	X			Conference, Library, C5, - Broken ceiling tile (Complete April 2024) C5- Carpet needs replacement, Baseboard is loose (Complete April 2024) C9- Broken blinds (Complete April 2024) Boy's locker room C wing- Broken base board (Complete April 2024) Gym- Loose hardware (Complete April 2024) Girl's restroom near office- Broken tile (Complete April 2024) G1- Broken tile (Complete April 2024)

School Facility Conditions and Planned Improvements

			<p>G8- Broken windows (Complete April 2024)</p> <p>M0- Broken window seal, broken cabinets (Complete April 2024)</p> <p>M2, B5- Broken blinds (Complete April 2024)</p> <p>M3, B12, - Remove TV (Complete April 2024)</p> <p>B2- Wallpaper torn (Complete April 2024)</p> <p>Nurse- Repaint wall (Complete April 2024)</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>Women's/Men's restroom near workroom, Library, Community center, G5, Staff Lounge, B2- Clean vents (Complete April 2024)</p> <p>C3, C9, G4/Counselor, B8, B11, B10, B9, B3- Carpet stain (Complete April 2024)</p> <p>Girl's restroom C wing, Boy's restroom C wing, Girl's restroom near office, Boy's restroom near office, Band room, Custodian, M4, Custodian, Boy's restroom near custodian, Boy's/Girl's restroom near custodian- Needs to be cleaned (Complete April 2024)</p> <p>Boy's locker room- Clean vents, clean lights (Complete April 2024)</p> <p>Girl's locker room- Need to clean light lens (Complete April 2024)</p> <p>Gym- Wall needs to be cleaned (Complete April 2024)</p>
<p>Electrical</p>	X		<p>Workroom, C3, C4, C6, C7, C8, C9, C10, G3, Copy room, G5, G6, G7, G8, Women's restroom G wing, Men's restroom G wing, Custodian, M2, M4, Boy's restroom B wing, Girl's restroom B wing, B8, B6, B5- Lights out (Complete April 2024)</p> <p>Electrical- Lights out, electrical cover missing (Complete April 2024)</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X		<p>G4A/Counselor- Paint restroom, sink broken (Complete April 2024)</p> <p>G2- Loose faucet (Complete April 2024)</p> <p>Men's restroom near staff- Faucet leaking (Complete April 2024)</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	X		<p>C3, C8, G3, B7, B5- Boxes too high (Complete April 2024)</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>None.</p>
<p>External:</p>	X		<p>None.</p>

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/
Doors/Gates/Fences

Overall Facility Rate

These fields should be reviewed and updated by the LEA/School. Please make sure they match your most recent facilities inspection ratings.

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table will be populated with data by DTS when it is released by CDE.

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	31	29	41	40	47	46
Mathematics (grades 3-8 and 11)	11	11	33	31	33	34

2022-23 CAASPP Test Results in ELA by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	288	275	95.49	4.51	29.09
Female	134	129	96.27	3.73	31.01
Male	154	146	94.81	5.19	27.40
American Indian or Alaska Native	0	0	0	0	0
Asian	55	52	94.55	5.45	50.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	219	210	95.89	4.11	23.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	134	121	90.30	9.70	6.61
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	231	220	95.24	4.76	28.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	47	100.00	0.00	6.38

2022-23 CAASPP Test Results in Math by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	288	288	100.00	0.00	11.46
Female	134	134	100.00	0.00	8.21
Male	154	154	100.00	0.00	14.29
American Indian or Alaska Native	0	0	0	0	0
Asian	55	55	100.00	0.00	32.73
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	219	219	100.00	0.00	5.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	134	134	100.00	0.00	2.99
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	231	231	100.00	0.00	12.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	47	100.00	0.00	4.26

CAASPP Test Results in Science for All Students

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	12.66	6.47	22.71	21.96	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	172	172	100.00	0.00	7.56
Female	79	79	100.00	0.00	5.06
Male	93	93	100.00	0.00	9.68
American Indian or Alaska Native	0	0	0	0	0
Asian	32	32	100.00	0.00	18.75
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	132	132	100.00	0.00	5.30
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	75	75	100.00	0.00	2.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	136	136	100.00	0.00	8.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	26	100.00	0.00	7.69

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This field should be reviewed and updated by the LEA/School.

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Bridges Academy encourages parents to become involved in a variety of school activities. The staff supports parents and community members as partners. Parents are provided school information through the school website, ParentSquare messages, fliers, and social media such as Facebook and Instagram. The staff welcomes the support of parents and community members. Parents can become involved in many ways such as school programs, volunteering on campus, and helping with special projects.

Parents can be directly involved in the policies of Bridges Academy by participating in School Site Council and English Language Advisory Council. Throughout the year, invitations are extended for parents to attend activities such as Back to School Night, Open House, Awards Night, band concerts, parent conferences, digital literacy classes, as well as other school wide activities. We also monthly Principal Chats, an informal space for parents to be in dialogue with our school and provide feedback on our academic programs.

2022-23 Chronic Absenteeism by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	324	311	89	28.6
Female	160	151	49	32.5
Male	164	160	40	25.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	60	60	7	11.7
Black or African American	3	3	0	0.0
Filipino	7	7	2	28.6
Hispanic or Latino	246	234	77	32.9
Native Hawaiian or Pacific Islander	2	1	0	0.0
Two or More Races	0	0	0	0.0
White	6	6	3	50.0
English Learners	171	164	54	32.9
Foster Youth	0	0	0	0.0
Homeless	9	8	3	37.5
Socioeconomically Disadvantaged	259	251	74	29.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	57	52	18	34.6

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	8.89	10.19	0.00	1.64	2.49	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.19	0
Female	6.25	0
Male	14.02	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	5	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	11.38	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	8.19	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	9.65	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	15.79	0

2023-24 School Safety Plan

All schools in the Franklin-McKinley School District have a very detailed, comprehensive safety plan designed to ensure both the health and security of all students and staff. The safety plan consists of a wide variety of site drills designed to meet a number of emergency situations that might arise. All school sites within Franklin-McKinley School District practice fire, drop and cover (earthquake), and intruder drills. There are established committees at all sites and levels to review safety procedures, correct any problems that may exist and expand FMSD's capacity to deliver services when and where needed. In addition, all required drills are calendared, completed, and evaluated with the results being communicated to all staff and parents in the

2023-24 School Safety Plan

medium of the school website and via email from an administrator. The School Safety Plan is reviewed, updated, and discussed with the school faculty and approved by the Board of Trustees each year before March 1.

Bridges Academy's School Safety Plan received faculty input in November of 2023. In addition, student feedback was given on the Safety Plan by our Leadership class in November 2023 as well. Our School Site Council - composed of administration, certificated and classified faculty, parents, and students - approved our SY 23 - 24 Safety Plan on December 14th, 2023.

2020-21 Secondary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	31	1	
Mathematics	15	23	1	
Science	15	22	1	
Social Science	15	23	2	

2021-22 Secondary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	23	4	
Mathematics	18	17	1	
Science	19	15	2	
Social Science	17	16	5	

2022-23 Secondary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	25	1	0
Mathematics	14	19	1	0
Science	18	14	2	0
Social Science	15	20	1	0

2022-23 Ratio of Pupils to Academic Counselor

This field will be populated by DTS with data provided by CDE as it becomes available.

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	287

2022-23 Student Support Services Staff

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

These fields will be populated by DTS with data provided by CDE as it becomes available:

- District Average Teacher Salary
- State Expenditures Per Pupil (Unrestricted)
- State Average Teacher Salary
- Percent Difference - School Site and District
- Percent Difference - School Site and State

The fields listed below should be reviewed and updated by the LEA/School:

- School Total Expenditures Per Pupil (School)
- School Expenditures Per Pupil (Restricted)
- School Expenditures Per Pupil (Unrestricted)
- School Average Teacher Salary (School)
- District Expenditures Per Pupil (Unrestricted)

Note:

The most recent data available from CDE is for fiscal year 2021-22. For comparison purposes, data for the same fiscal year is requested from the school.

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,263	2,145	10,118	96,175
District	N/A	N/A	11,410	\$99,173
Percent Difference - School Site and District	N/A	N/A	-12.0	-3.1
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	28.3	7.1

Fiscal Year 2022-23 Types of Services Funded

The following is a list of Federal and State funded programs that are provided to students at Franklin-McKinley School District:

- Title I (Basic Grant) funded intervention programs, supplemental instructional materials, professional development and parent engagement activities
- Title II (Teacher & Principal Training and Recruiting) funds Teacher Induction and mentoring for new teachers
- Title III (for Limited English Proficient Students) funds support interpretation and translation services and parent engagement activities for parents of EL students.
- Title IV (Technology, Social-Emotional Learning and Well Rounded-Educational Activities)
- After School Education and Safety Program (ASES)
- Hourly Programs (extended day/year education)
- Local Control Funding Formula (LCFF) funded services include instructional materials, staffing, academic and social emotional support, school site supplemental services for identified students and professional development
- Starting Smart and Strong Grant
- National School Lunch Program

Fiscal Year 2021-22 Teacher and Administrative Salaries

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,080	\$54,215
Mid-Range Teacher Salary	\$100,404	\$86,843
Highest Teacher Salary	\$116,035	\$111,440
Average Principal Salary (Elementary)	\$152,465	\$140,851
Average Principal Salary (Middle)	\$149,947	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$254,367	\$252,466
Percent of Budget for Teacher Salaries	35%	33.16%
Percent of Budget for Administrative Salaries	5.83%	5.15%

Professional Development

This field should be reviewed and updated by the LEA/School. The narrative field is optional, but the table data is required. Please keep the narrative content to 2-3 paragraphs.

The primary areas of focus for our professional development in FMSD schools is training our staff to support the goals outlined in the district Local Control and Accountability Plan (LCAP).

FMSD provided teachers with professional development that emphasized the district focus, "Learning to Read" before students returned to school in August. Staff was provided with professional development opportunities that focused on the newly acquired supplemental phonics programs SIPPS and Sonday, along with sessions on the phonemic awareness program, Heggerty in grades K-2nd. Middle school staff was provided with workshops covering vocabulary instruction and morphology at the secondary level to ensure alignment to the FMSD Literacy Block. Additionally, staff participated in workshops that provided an overview on new adoptions; TCI, K-6 Social Studies and the TK Curriculum, Creative Curriculum for Transitional Kindergarten, California, as well as continued learning in Math, Science, and Writing instruction. New teachers were provided workshops orienting them to the district adopted curriculum and participated in Implicit Bias training. Special Education staff received training on facilitating and writing IEPs, and the requirements for Special Education instruction. Throughout the fall, optional professional development opportunities were provided monthly including topics such as Assessments including ESGI, NSGRA, FastBridge, Lexia, SIPPS, Sonday, Heggerty, and Orton-Gillingham foundational training.

In January 2024, teachers will participate in a full-day series of professional development. Workshops will align to the district focus, with professional development focused on Tier I instruction. Last school year, all staff were provided training in Implicit Bias from Collaborative Learning Solutions. This year, 2023-24, FMSD provided Implicit Bias training for all new staff and staff who were unable to attend training last year.

Ongoing Professional Learning Communities allow teachers to learn from each other and discuss best practices. All FMSD schools are participating in the implementation of a Multi-Tiered System of Support (MTSS) focused on Tier I instruction and universal access.

Site administrators and teachers at Bridges continue to participate in the Partners in School Innovation Network to increase more equitable outcomes for all students in assessments such as CAASPP and district benchmarks, and in areas such as attendance, discipline incidents, and parent participation. Bridges Academy has also partnered with the National Dropout Prevention Center to train faculty on trauma-informed practices and be proactive and reactive to the socio-emotional needs of

Professional Development

all students.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4