

Bridges Academy

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information	
School Name	Bridges Academy
Street	1702 McLaughlin Ave.
City, State, Zip	San Jose CA, 95122
Phone Number	(408) 283-6410
Principal	Stacy Stauffer
Email Address	stacy.stauffer@fmsd.org
School Website	bridges.fmsd.org
Grade Span	7-8
County-District-School (CDS) Code	43-69450-6047229

2024-25 District Contact Information	
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

2024-25 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 300 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

2024-25 School Description and Mission Statement

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 the bigger challenge of 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	147
Grade 8	126
Total Enrollment	273

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
Asian	16.5
Black or African American	0.4
Filipino	3.3
Hispanic or Latino	76.9
Native Hawaiian or Pacific Islander	1.8
Two or More Races	0.4
White	0.7
English Learners	55.3
Homeless	6.6
Socioeconomically Disadvantaged	82.1
Students with Disabilities	17.9

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

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/Incomplete/NA	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

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/Incomplete/NA	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

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.

2022-23 Teacher Preparation and Placement

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)	16.70	84.95	302.40	78.25	231142.40	100.00
Intern Credential Holders Properly Assigned	0.20	1.01	20.70	5.38	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	2.89	37.70	9.75	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.40	1.15	11746.90	4.23
Unknown/Incomplete/NA	2.20	11.14	21.10	5.46	14303.80	5.15
Total Teaching Positions	19.70	100.00	386.50	100.00	277698	100

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)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.50	0.00	0.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.50	0.00	0.5

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.10	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 is conducted at every school by each September of the school year. 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 2024. 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 24, 2024. A Resolution on Sufficiency of Materials, according to the Williams Act mandates, was passed at a public hearing on September 24, 2024.

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	Yes	0%

	College Prep Math Gr 6-8 (CPM) 2014		
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; TCI, 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		

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

School Facility Conditions and Planned Improvements

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

8/09/2024

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			Principal - Holes in wall need to be repaired (Complete April 2025) Office- Hole in ceiling needs to be repaired (Complete April 2025) Nurse- Remove carpet stains (Complete April 2025) Gym- Repair mats on wall (Complete April 2025) Gym- Benches need to be repainted (Complete April 2025) Gym- Door hardware needs to be adjusted (Complete April 2025)

School Facility Conditions and Planned Improvements

				Kitchen- Walls need to be repaired (Complete April 2025)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Admin, Office (admin), C3, B6 - Carpet stains need to be removed (Complete April 2025) Boys Restroom by Gym, Custodian room- Needs to be cleaned (Complete April 2025) Girls Restroom by Gym, G8, Kitchen, Boys Restroom B wing- Floor tile needs to be cleaned (Complete April 2025) Girls Restroom by Gym- Partitions need to be cleaned (Complete April 2025) G8, G2 (storage)- Baseboards need to be cleaned (Complete April 2025) G8- Vents need to be cleaned (Complete April 2025) M4- Cabinets/room/spiderwebs need to be cleaned (Complete April 2025) Boys restroom B wing- Drinking fountain needs to be cleaned (Complete April 2025) B6- Classroom door needs to be cleaned (Complete April 2025) Women's Restroom neat work room- Roach trap needs to be replaced (Complete Dec 2024)
Electrical	X			Workroom, C5, G1, G6, Kitchen, B8 - Lightbulbs need to be replaced (Complete April 2025)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boy's Restroom C wing- Paper towel dispenser needs to be replaced (Complete April 2025)
Safety: Fire Safety, Hazardous Materials	X			Nurse- Remove Air Freshener (Complete December 2024) Electrical/Weight room- Remove all items (Complete April 2025) B7, B6- Items stack too high on cabinets (Complete April 2025)
Structural: Structural Damage, Roofs	X			None.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Parking lot- Weeds and trash need to be removed (Complete April 2025)

Overall Facility Rate			
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 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	29	24	40	39	46	47
Mathematics (grades 3-8 and 11)	11	17	31	31	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	283	263	92.93	7.07	24.33
Female	141	129	91.49	8.51	23.26
Male	142	134	94.37	5.63	25.37
American Indian or Alaska Native	0	0	0	0	0
Asian	44	43	97.73	2.27	41.86
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	27.27
Hispanic or Latino	216	197	91.20	8.80	19.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	123	106	86.18	13.82	4.72
Foster Youth	0	0	0	0	0
Homeless	16	13	81.25	18.75	15.38
Military	0	0	0	0	0
Socioeconomically Disadvantaged	233	217	93.13	6.87	21.66
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	50	48	96.00	4.00	6.25

2023-24 CAASPP Test Results in Math by Student Group

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	283	275	97.17	2.83	16.73
Female	141	135	95.74	4.26	13.33
Male	142	140	98.59	1.41	20.00
American Indian or Alaska Native	0	0	0	0	0
Asian	44	43	97.73	2.27	41.86
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	36.36
Hispanic or Latino	216	209	96.76	3.24	10.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	123	118	95.93	4.07	9.32
Foster Youth	0	0	0	0	0
Homeless	16	16	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	233	228	97.85	2.15	15.79
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	50	48	96.00	4.00	4.17

CAASPP Test Results in Science for All Students

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	6.47	14.06	21.96	21.80	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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	131	128	97.71	2.29	14.06
Female	69	66	95.65	4.35	9.09
Male	62	62	100.00	0.00	19.35
American Indian or Alaska Native	0	0	0	0	0
Asian	25	25	100.00	0.00	36.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	94	91	96.81	3.19	7.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	50	49	98.00	2.00	2.04
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	107	106	99.07	0.93	13.21
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	22	100.00	0.00	4.55

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.

2023-24 California Physical Fitness Test Results					
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 requires only participation results 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	99%	99%	99%	99%	99%

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.

2024-25 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, weekly parent newsletters, 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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	311	303	80	26.4
Female	152	150	40	26.7
Male	159	153	40	26.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	47	47	4	8.5
Black or African American	--	--	--	--
Filipino	11	11	2	18.2
Hispanic or Latino	239	233	70	30.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	175	171	43	25.1
Foster Youth	--	--	--	--
Homeless	19	19	4	21.1
Socioeconomically Disadvantaged	252	249	69	27.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	58	55	15	27.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
8.89	10.19	9.32	1.64	2.49	2.35	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.32	0.00
Female	12.50	0.00
Male	6.29	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	11.30	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	8.57	0.00
Foster Youth	0.00	0.00
Homeless	15.79	0.00
Socioeconomically Disadvantaged	10.32	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.34	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School Safety Plan

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 medium of the school website and via email from a district 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.

2021-22 Secondary Average Class Size and Class Size Distribution

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

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	
Mathematics	14	19	1	
Science	18	14	2	
Social Science	15	20	1	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	14	23	1	
Mathematics	13	18		
Science	18	11	3	
Social Science	15	15	2	

2023-24 Ratio of Pupils to Academic Counselor

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	273

2023-24 Student Support Services Staff

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. The “Other” category is for all other student support services staff positions not listed.

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	0.1
Resource Specialist (non-teaching)	
Other	0.4

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$104,750
Percent Difference - School Site and District	N/A	N/A	-12.0	-8.5
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-6.3	-0.2

Fiscal Year 2023-24 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$60,712	\$58,553
Mid-Range Teacher Salary	\$104,953	\$93,924
Highest Teacher Salary	\$121,021	\$119,489
Average Principal Salary (Elementary)	\$158,496	\$149,898
Average Principal Salary (Middle)	\$158,045	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$272,538	\$270,432
Percent of Budget for Teacher Salaries	32.45	31.93
Percent of Budget for Administrative Salaries	5.66	5.62

Professional Development

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).

In Summer 2024, a teacher from each subject area as well as a counselor attended PBL Works in order to support Bridges Academy's focus on Project Based Learning and the district's alignment with all three LCAP Goals. Project based learning aligned with goal 1 by focusing on equitable practices and "Achievement for All". The inclusion and community building of project based learning aligned with goal 2, "Positive School Environment and Culture." The public project display brings parents and community into schools, aligning with goal 3, "Family and Community Engagement."

In January 2025, teachers will participate in a full-day of professional development. Workshops will align to the district focus, with professional development focused on Tier I instruction and Tier II interventions. We will be analyzing student data from the Panorama Survey and grading outcomes to discuss what Tier I strategies have been effective per LCAP goal 1, "Achievement for All". We will then collaborate as a staff to identify Tier II interventions that we have tried or need to try to create in alignment with LCAP goal 1 and LCAP goal 2, "Positive School Environment and Culture." The day will end with a virtual PD session on "Maintaining a Positive School Culture."

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 aligning with LCAP Goal 1, "Achievement for All." Throughout the 2024-2025 school year, Bridges Academy staff participated in Trauma Informed Training in collaboration with the organization, Drop Out Prevention, in alignment with LCAP goals 1 and 2.

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 all students.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4