



Part II: School Profile

Write an introductory paragraph or two about the school that briefly summarizes the information found in the description below that can be used by the visiting committee in their report to the Commission. This brief overview of the school will assist Commissioners in understanding the basic information about the school.

Provide a description of the school that includes such areas as:

- Location of the school with brief geographical context
- When the school was opened
- Enrollment by grade level

Provide demographic and achievement information regarding the students, including the following:

- Ethnicity or nationality (list percentages of the following categories: American Indian or Alaska Native; Asian; African American, not of Hispanic Origin; Filipino; Hispanic or Latino; Pacific Islander; White, not of Hispanic Origin; or Other)
- English proficiency
- Gender/age mix
- Special populations
- Attrition rate or student mobility in and out of the school
- Analyzed and interpreted student achievement data, including subpopulations, if applicable. Include three years of data and comparative local or state or national data, if available. (Provide hyperlinks to data sources, e.g., California School Dashboard.)

Is there anything that is unique or special about your school that is not addressed in this or other parts of this form?



Description

The Bridge Academy, located in San Mateo, California, is a newly designated high school within the San Mateo Union High School District (SMUHSD), officially established in May 2024. Initially founded in 2016 as a program at the district's Adult School, The Bridge Academy was created in response to the increasing number of unaccompanied minors entering the U.S. education system at the 11th or 12th grade level, often with no high school credits and minimal prior schooling. The program began in a single classroom—Room 48—with the mission of providing this specific student population with a supportive and accelerated educational experience.

Nestled in the heart of the Bay Area Peninsula, the Bridge Academy's formation was driven by the region's demographic reality: San Mateo County has one of the highest populations of Newcomers in the state. After identifying enrollment trends of where our incoming students live, we determined that the most geographically convenient location was the Adult School, as most of our students walk or bike to school. The Academy was developed to offer a safe, welcoming, and empowering environment where students, many of whom have fled violence, poverty, and political instability, could rebuild their lives through education. The school has since evolved into a standalone alternative high school that emphasizes love, justice, and hope, winning the prestigious Kent Award in 2020 for its innovative model. The program has garnered attention from districts across California and has influenced similar initiatives elsewhere.

Superintendent Randall Booker emphasized the significance of this evolution in a May 2024 Daily Journal article, stating, "Having Bridge as our 10th school in the district says something about how this board and how this community, how this district values our multilingual learners and more specifically our newcomer students." The school's foundation in In Lak'ech pedagogy—a philosophy that affirms mutual respect and shared responsibility—guides every aspect of its operations.

At The Bridge Academy, we embrace the Mayan concept of In Lak'ech, which teaches us that "We are a reflection of one another and the other is a reflection of us." This philosophy guides our approach to education, fostering a learning community rich in empathy and compassion. Our students are at the center of our teaching practices, and we prioritize understanding their experiences as vital to their learning journey. We believe that by nurturing love, hope, and community inside and outside of the classroom, we create a supportive space that encourages students to thrive.

	<h2 style="text-align: center;">The Bridge Academy</h2> <h3 style="text-align: center;">In Lak'ech</h3> <p style="text-align: center; font-size: small;">Poem inspired by Mayan philosophy and written by Luis Valdez Poema inspirado en la filosofía maya y escrito por Luis Valdez</p>
	<p style="text-align: center;"> Tu eres mi otro yo, You are my other me. Si te hago daño a ti, If I do harm to you. Me hago daño a mi mismo, I do harm to myself. Si te amo y respeto, If I love and respect you, Me amo y respeto yo, I love and respect myself. </p>

The Bridge Academy shares a campus with the San Mateo Adult School and serves as a vital transitional program for newcomer students, most of whom arrive in 11th or 12th grade with limited academic records. Initially envisioned as a bridge to the Adult School, AB 2121 as opened graduation pathways to the students we serve. With a mission rooted in love, hope, and justice, the school nurtures its students both academically and socially. Starting from a single classroom, the school has expanded significantly and now celebrates increasing graduation rates, with its first class of five students graduating in 2022. In the current academic year, the graduating class has grown to 29 students.

Mission and Vision

Grounding ourselves through In Lak'ech pedagogy, our mission is to support recently arrived newcomers in their academic and social development and healing. In Lak'ech pedagogy focuses on prioritizing our relationships and responsibility to one another in order to foster a supportive learning community. Our staff is dedicated to creating a safe and compassionate alternative educational space centered in love, hope, and justice in order to support the educational and personal goals of our students.

Demographics and Student Information

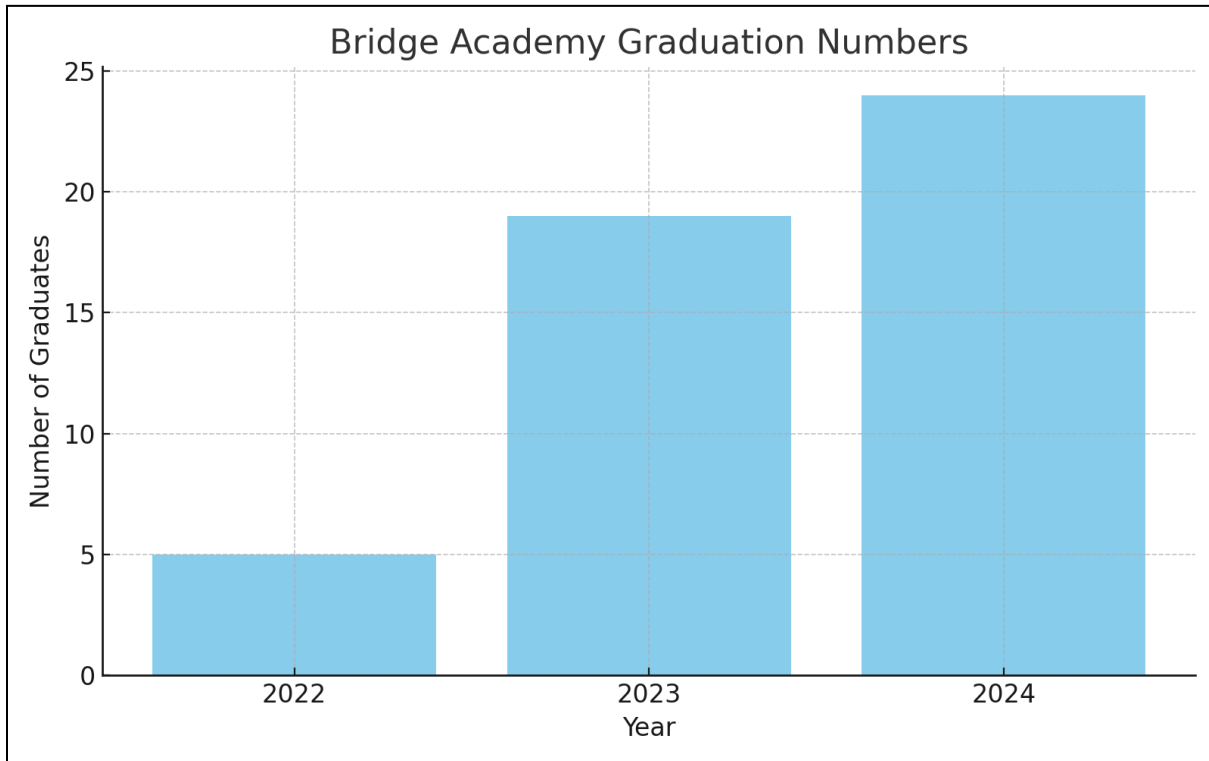
During the 2024-25 school year, Bridge Academy has served 84 students, with 74 currently enrolled. Of the ten students who left, reasons include relocation, transition to adult school, and family or work obligations. While Bridge is most of our students first school of enrollment, 8 of our students are transfers from our comprehensive sites.

- **Ethnicity:** 100% Latino students (except one Brazilian student)
- **Languages:** Predominantly Spanish; one Portuguese speaker
- **Gender:** 57 male, 27 female
- **Special Populations:** 54 students are identified as SIFE (Students with Interrupted or Limited Formal Education); 1 student qualifies for special education services
- **Grade Levels:** 10th grade (10 students), 11th grade (24 students), 12th grade (50 students)
- **Newcomer Typologies:**
 - 10 students: Newcomer 0
 - 37 students: Newcomer 1
 - 30 students: Newcomer 2

- 5 students: Newcomer 3
- 2 students: Newcomer 3+ years

Data

Due to the school’s recent official designation, disaggregated achievement data is not yet available, as prior years’ data was attributed to Peninsula High School.



Community School Elements

The Bridge Academy incorporates several features of a community school model:

1. **Integrated Student Supports:** Services include academic support through an After School Learning Center and health services via the Teen Mobile Health Van; they have access to groceries every Friday through our partnership with Hillsdale High School’s peace pantry.
2. **Enrichment Activities:** Students participate in college visits, career exploration, and other experiential learning events. Additionally, we have a team that participates in our district’s newcomer soccer league and a team of students who serve as our representatives on the district’s student equity council to the board of education.
3. **Family and Community Engagement:** Resources such as a Family Portal and events to foster family involvement strengthen community ties and support student success.

Unique Features

The Bridge Academy’s commitment to love, equity, and cultural responsiveness has drawn attention from school districts statewide. It has received the Kent Award in 2020 and inspired similar programs in other regions. Staff and students uphold In Lak’ech as a foundational ethos, promoting mutual respect, accountability, and celebration of identity.

The school represents a model for how districts can create responsive, compassionate educational environments for marginalized populations, particularly newcomers navigating a new language, culture, and academic system.

Part III.

Category A Organization for Student Learning

A1. Vision and Purpose Criterion

The school has established a clearly stated vision and purpose reflecting students' needs, current educational research-based practices, with a focus on diversity, equity, inclusion and a belief that all students can learn and achieve. The school's purpose is further defined by schoolwide student goals/graduate profile and academic standards, supported by the governing board and the district Local Control and Accountability Plan (LCAP).

Identify the vision and purpose of the school that reflects a belief that all students can learn and achieve.

Explain how the school team has established a clear, coherent vision and purpose, and schoolwide learner goals/graduate profile based upon high-quality standards and congruent with research, school practices, and aligned with district goals for students.

Explain the processes in place to ensure involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.

Explain the processes in place for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

The advantage of having a small staff is that it can be easier to collaborate and reach consensus on the anchors and drivers of our school. We believe that collective input and responsibility is what being In Lak'ech is all about. Just like we expect our students to help maintain that culture, our staff need to be leading that effort and that starts with experiencing and operating from an In Lak'ech pedagogy. Creating our graduate profile began last school year, with some intentional and intense professional collaboration last summer. With the support of our professional development provider, we were able to create a graduate profile to begin to implement this spring; with a fuller implementation planned for the next and following school year. We included all of our staff, certificated and classified, in this process and our extended staff collaboration time that happens once a month and includes all of our staff. Additionally, our teachers have embedded collaboration time once a week.

Our students and families learned about our grad profile throughout the year through our trimester showcases and communications home. During our graduation ceremony this year we will be recognizing our graduates who earned an exceeding on their graduate profile demonstration presentation.

Our students contributed to the building of our graduate profile, by giving input and feedback throughout the process.

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Graduate Profile

At The Bridge Academy, we embrace the Mayan concept of In Lak'ech, which teaches us that "We are a reflection of one another and the other is a reflection of us." This philosophy guides our approach to education, fostering a learning community rich in empathy and compassion. Our students are at the center of our teaching practices, and we prioritize understanding their experiences as vital to their learning journey. We believe that by nurturing love, hope, and community inside and outside of the classroom, we create a supportive space that encourages students to thrive.

Our graduate profile outlines the essential attributes of a Bridge student as they become communicators, collaborators, and navigators, equipped to express themselves confidently, build meaningful relationships, and navigate their paths with independence and curiosity.

Linked below are our graduate profile (both a community facing version whose audience is adults and a student facing version for our students) and documents that support its roll out and implementation this year.

[Community Facing](#)

[Student Facing](#)

[Grad Profile Implementation](#) (Timeline created with input from all staff through our extended collaboration and teacher collaboration time)

[Grad Profile Student Demonstration Pilot - year 1 & Rubric](#)

[School Calendar](#) which includes site collaboration days

A2. Governance Criterion

The school purpose is aligned with governing board goals and policies and focused on student achievement and well-being through data-driven decisions with the aim of preparing students for college and career readiness.

Explain how the school community gains a clear understanding of the role of the governing board and how the governing board's decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.

The school community at Bridge gains a clear understanding of the role of the governing board through consistent communication of decisions, policies, and district-wide goals that directly impact student success. This alignment was exemplified last spring when the SMUHSD Board of Trustees unanimously voted (5–0) in favor of establishing Bridge as a standalone alternative school in the district. This decision, grounded in a [five year development plan](#), reflects a deep commitment to data-driven strategies that support student achievement and well-being—particularly for our multilingual and Newcomer learners.

The board's actions are guided by the overarching goals of preparing all students for college and career readiness. Superintendent Randall Booker articulated this commitment in a May 15, 2024 *Daily Journal* article, stating, “having Bridge as our 10th school in the district says something about how this board and how this community, how this district values our multilingual learners and more specifically our newcomer students.” This public affirmation not only reinforces the board's priorities but also increases stakeholder awareness of how governance shapes school initiatives.

Bridge's alignment with the district's Local Control and Accountability Plan (LCAP) goals and the SMUHSD Equity Vision and Mission further underscores the governing board's influence. The Equity Vision ensures that all students learn in a safe, inclusive, and equitable environment that honors their diverse backgrounds. The Equity Mission calls for the disruption and elimination of institutional barriers to ensure all students thrive physically, emotionally, and academically. These foundational commitments guide the board's expectations and influence the work at Bridge, driving programs and support systems that directly contribute to increased graduation rates among Newcomer students.

By transparently aligning its decisions with district policies and community values, the governing board ensures that Bridge's purpose remains focused on student achievement and well-being, ultimately strengthening outcomes for all learners.

A3. Leadership for Learning Criterion

The school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students' needs and achievement. The result is accountability for implementing practices, programs, and providing services based on the school's purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP.

Explain how the school's leadership, faculty, and staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.

Explain how the school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.

Explain how the schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.

A3. Leadership for Learning Criterion Response

Bridge Academy

Collaborative Leadership Focused on Student Achievement

Bridge Academy's leadership, faculty, staff, and parent/community partners work collaboratively to assess and respond to the academic, social-emotional, and linguistic needs of all students. This collective effort is central to our implementation of the **schoolwide action plan (SPSA)** and alignment with the **district LCAP**, especially Goal #3, which ensures access to relevant, rigorous learning experiences and tiered supports.

Our leadership teams engage in regular decision-making rooted in **student voice, community input, and data analysis**, creating a dynamic cycle of reflection, action, and continuous improvement. These efforts have been bolstered significantly through the **Community School Grant**, which provides resources to develop deeper, more inclusive support systems for students and families.

A. Data-Informed Needs Assessment and Action

a) Assessing Student Needs

Bridge Academy employs a range of qualitative and quantitative methods to assess student needs:

- **Graduation and Academic Planning Data:** Used to track student progress toward post-secondary goals.
- **Language Proficiency Tools:** Including ELPAC, lexile assessments, and internal rubrics to assess English development.
- **Attendance and Behavioral Trends:** Used to identify Tier I and II intervention triggers.
- **Surveys, Focus Groups, and Advisory Boards:** Provide feedback loops from students, families, and staff.
- **Learning Gap Screeners:** In development to better identify students who may have undiagnosed learning disabilities due to residency exclusionary factors.

b) Strategic Implementation

In response to assessed needs, the school implements targeted strategies:

- **Tiered Intervention Systems (Tiers I–III):** Address academic, behavioral, and socio-emotional barriers.
- **After-School Learning Center:** Supports academic completion, enrichment, and oral English practice.
- **Professional Development:** Focused on developing curriculum for language acceleration and literacy/numeracy intervention.
- **Individualized Language Progress Plans:** Monitor student progress in English acquisition.

c) Monitoring Impact

To ensure efficacy, the school utilizes:

- **Language and Literacy Development Tracking:** Through the Bridge Language Progress Profile.
- **Assessment Growth Data:** Evaluates learning outcomes.
- **Graduate Profile Tracker:** Collects teacher and student input for self-assessment and goal tracking.
- **Automated After-School Participation Logs:** Help determine usage and effectiveness of support programs.

Shared Decision-Making and Reflective Accountability

Bridge Academy demonstrates a culture of **shared responsibility and continuous reflection** across all stakeholder groups:

- **Student Equity Council:** Meets weekly, co-leads school climate initiatives, and participates in district equity events.
- **Bridge Advisory Board:** Functions as the English Learner Advisory Committee (ELAC), reviewing data, making programmatic recommendations, and ensuring family voices are centered.
- **Staff Collaboration:** Includes monthly 3-hour planning meetings, weekly collaboration hours, and whole-school professional development sessions focused on instructional vision, equity, and values-based practices.

These processes ensure that programs and interventions are **reflective of real-time feedback**, evidence-based, and aligned to the school's overarching goals.

Data-Driven Alignment with SPSA and LCAP

The **SPSA is deeply rooted in analysis of student achievement data** and mirrors the district LCAP goals, especially around equity, language development, and access to rigorous learning. Specifically:

- **English Learner Measures:** Targeted goals for ELPAC growth and ELD level advancement guide instruction and intervention.
- **LCAP Goal #3 Alignment:** Ensures academic, social, and emotional supports are guaranteed and tailored through tiered systems.
- **Community School Framework:** Enhances existing initiatives and ensures alignment with district priorities through expanded support services, data review structures, and sustained community engagement.

The integration of student and family feedback into **program planning and SPSA revision** ensures that decisions reflect lived experiences, contributing to a more inclusive and responsive educational environment.

Community Engagement and Humanizing Education

Bridge's model prioritizes a **strengths-based, humanizing approach** to education. Leadership at all levels—students, staff, and families—embraces love, justice, and equity as drivers of decision-making. These values inform:

- **Trauma-informed Practices**
- **Culturally Fluent Wellness Services**
- **Open, Accessible Communication with Families**
- **Asset-driven Curriculum Design**

This approach fosters authentic connection, resilience, and empowerment—ensuring that our most vulnerable students thrive not in spite of, but because of, the supportive structures around them.

Recognition and Replication

Bridge Academy has become a **model of excellence** for serving Newcomer students, with **districts and agencies visiting** to learn from its programs. The school's innovative blend of **academic rigor, community engagement, and healing-centered support** continues to inspire replication efforts across the region.

A4. Qualified Staff and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Explain how the school team understands district and school procedures to ensure that leadership and staff are qualified based on staff background, and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Explain how the school team effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college and career readiness expectations.

Explain how the school team implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Our commitment to Powerful, Culturally Proficient and Relevant Instruction can be seen in our professional learning, in which staff engages in reflection on indigenous values, practice building community through centering joy, the transformational power of Love, Justice, and Hope, creating a plan to implement and practice these values for Bridge. Our curriculum is enhanced through our partnership with the Legacy Youth Project, which helps infuse our instructional methods with an academically rigorous culturally responsive educational equity model. The strategies we incorporate into our curriculum are evidence-based pedagogical strategies that effectively serve the unique needs of our Newcomer students and their families.

All of our teachers employ circle pedagogy in their teaching, which focuses Collaborative Leadership and Shared Decision-Making is a strong area for Bridge. This is the process we engage in to continually improve our ability to serve our students. We are continually asking for feedback from families, staff, teachers, Students in order to understand our assets and needs: our strengths and areas of growth. The Bridge advisory board is comprised of parents and caretakers of our students and is facilitated by the school principal, staff assistant, and Newcomer Transition Coordinator. They are provided with relevant school data, and updates on school activities. There is also time built in for general discussion and feedback. In the Advisory meeting that took place 9/18/24, family input was provided on what they want from their student's schooling experience, what is going well, and questions they have. They liked that students have the opportunity to play fútbol, and suggested music classes, more support for English after school, and access to computer programs, which are among our proposed expansion areas.

Monthly, our staff engages in 3 hours collaboration meetings. Through several collaborative meetings over the summer, we have developed the graduate profile model we want to implement (i.e., Communicator, Collaborator, Navigator). Teachers, instructional aides, our staff assistant, our wellness counselor, and our social worker all collaborated on the graduate profile model. We feel that students developing their strengths as a collaborator, communicator, and navigator goes beyond the classroom. We want students to know how to access resources, how to effectively communicate with people, and how to ask for help beyond completing their academic work.

Every Tuesday teachers have 1 hour of built in collaboration time. They have used this time to engage in ongoing reflection on feedback from families and students. In one of our recent meetings teachers reflected on student focus group feedback to refine our Instructional Mission and Vision. In focus groups, students let us know what they believed we are doing well and what we could do better. We determined that what we were doing well was meeting students where they are, creating positive community in the classroom, making students feel welcome and cared for, that some needed a shorter day, the importance of flexibility, less emphasis on homework, being creative and flexible, sense of community, sense of comfort, art techniques confidence, providing students an opportunity to learn, eat, and adjust to a new country, and Supporting students in adjusting. When we reflected on what we could be doing better, we realized there was a real need to support Literacy students - students who cannot read and write in any language. We also acknowledged the need to provide more support for the students who are able to accelerate at a faster; creating more challenges, differentiation, keeping students focused (boredom vs. frustration), helping students

keep motivated, having more conversations that promote diversity (specifically LGBTQ issues), more reflection on the work, writing and talking about their process (art), and more targeted skill instruction (in math). We need to reflect on our usage of Spanish in the classroom and when it is appropriate so we can focus on creating the most English-rich environment we can. We want to have a better idea of the “big idea” of the course, and create more multi-layered curriculum to accommodate students arriving and old ones at the same time.

Additionally, our district has a robust support system for new teachers, of which we have two at Bridge.

The San Mateo Union High School District (SMUHSD) provides comprehensive and individualized support for newly hired teachers through a robust two-year Teacher Induction Program. All new teachers are assigned a credential-matched Mentor—an experienced Instructional Coach—within the first 30 days of program enrollment. These Mentors support teachers through structured inquiry cycles tied to an Individual Learning Plan (ILP), developed collaboratively within the first 60 days of induction. The ILP aligns with the California Standards for the Teaching Profession (CSTPs) and serves as a foundation for reflective goal setting and professional growth. Newly hired teachers in the induction program receive an average of four hours of support each month, either coordinated or directly provided by their Mentor. This support includes classroom observations, collaborative goal setting, just-in-time assistance, and ongoing coaching to guide teachers through the challenges of their early teaching years.

In addition to individualized mentoring, SMUHSD integrates new teacher support into a broader professional learning framework. Newly hired teachers participate in district orientation, attend differentiated professional learning sessions, and engage in school-based Professional Learning Communities (PLCs). Mentors and site administrators work together to ensure alignment between school goals and the teacher’s ILP, including participating in a Triad Meeting early in the year. Mentors receive ongoing training to ensure they provide high-quality, equity-focused support, and contribute to the development of culturally responsive and inclusive classrooms. This intentional, collaborative approach to induction not only strengthens instructional practice but also supports the long-term success and retention of new teachers within the district.

Provide a link to the school’s master schedule indicating staff assignments and length of period or module.

[Master Schedule](#)

[Bell Schedule](#)

Give the student-teacher ratio: total student enrollment as of October 1 divided by the total number of teaching personnel.

We have students entering all throughout the school year; this our teacher to student ratio can fluctuate. This also means that we also opening new sections at the beginning of each trimester to accommodate growth and keep student/teacher ratios down. Currently, our student/teacher ratio is 10:0 but on October 1st it was closer to 8:1. We do have a higher teacher/student ratio in PE but we also have more help in those classes. In classes where there are more students, we utilize our instructional aides and sometime other teaching staff as co-teachers.

Provide relevant information on how support and/or classified staff are part of the school team.

Except for the embedded collaboration time, our support staff (instructional aides, social worker, wellness counselor, staff assistant and transition coordinator) are included in ALL professional development we do as a site. They even attend on the teacher release days and we compensate them for their time. At Bridge everyone is valued and we have really tried to flatten any hierarchy there is between certificated and classified staff. The agendas and materials linked below have included all of our support staff.

Additionally our school MTSS team is made up of mostly our support staff and our instructional lead. They are a big part of directing and driving this work which has helped them develop agency and a leadership role at our school.

Provide links to relevant evidence and documentation.

[Staff Collaboration Agendas & Notes](#)

[Professional Development Folder](#)

[Backwards Mapping PD](#)

[Instruction Team Collaboration](#)

[Newly Hired Teacher Program Overview 24-25](#)

[Teacher Induction Handbook](#)

[SMUHSD Induction Accreditation Website](#)

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner goals/graduate profile, academic standards, and college and career readiness expectations.

Explain how resources are allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, student needs identified in the district LCAP, the academic standards, and the college and career readiness standards.

Explain how school leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and goals of the schoolwide action plan/SPSA and the LCAP.

Explain what transparent district/agency and school procedures are in place to develop an annual budget, conduct audits, and follow quality accounting practices.

Describe the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

Explain how the school's facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.

We are very fortunate to have strong financial support from our district. Our staffing model follows a lower student: teacher ratio because our school is made up solely of multilingual students. Additionally, because 90%+ of our students meet Title I and III criteria, we draw additional funding through these resources and our LCAP supplemental resources. We collaborate with our Department of Multilingual Learners and Office of Curriculum and Instruction on resources we need and they have been very supportive in providing what we need and guidance on allowable expenses. We are especially grateful to our board and district leadership for approving the budget and securing a location to build our own school building.

This has allowed us to maintain smaller class sizes and implement a full MTSS model to support our students. Our staff is a part of resource allocation through solicited input and staffing decisions. We solicit student and family feedback on services desired through surveys and in person discussions.

Teachers are able to request instructional materials and supplies through a form that is reviewed at each trimester and more often if needed. Our district is very supportive in securing the instructional materials our teachers and students need.

We are fortunate to offer several enrichment opportunities to our students at little to no cost. Students paid \$10 for prom tickets, they will all get free yearbooks; and we have a clothes and food pantry. All of our students have access to 1:1 computers, and tables in classrooms are white board surfaces which allows students the ability to get in time help and collaborate with one another. This is an example of a special resource that the district supported Bridge having for all of our classes. All Bridge classrooms are equipped with SMART boards and doc cameras to facilitate instruction. Our lab based classes such as art and science are able to maintain the latest technology (ie. cameras and Macbooks in photography class).

We are currently in the process of working with an architect to build a new campus for Bridge which is set to open in August of 2027 if the timeline does not have to shift. This will be a huge game changer as our current facilities at the Adult School do not really meet the high school environment we want to create for our students. We are grateful for their sharing of the campus and it has really served us well when we were more of a program with the goal of sending our students to the Adult School; now that we are a fully functioning high school, we are excited to have our own campus.

Our philosophy on resource allocation is simple: keep them as close to students and the classroom as possible.

Summarize the following for Category A: Organization for Student Learning

Category A: Organization for Student Learning

Supporting Evidence and Documentation

- **Mission and Vision Statement:** Grounded in In Lak'ech pedagogy, emphasizing love, hope, and justice to support Newcomer students' academic and social development.
- **Graduate Profile:** Focus on developing communicators, collaborators, and navigators, with rollout documents and student-facing materials.

- **Governance Evidence:** SMUHSD Board of Trustees' unanimous vote to establish Bridge Academy as an independent school; alignment with LCAP goals and Equity Vision.
 - **Leadership Practices:** Implementation of data-informed decision-making, tiered intervention supports (MTSS), after-school learning center, and professional development.
 - **Collaborative Structures:** Weekly teacher collaborations, monthly extended staff meetings, Student Equity Council, and Bridge Advisory Board.
 - **Professional Development and Induction:** Partnership with Legacy Youth Project for culturally proficient instruction; robust SMUHSD induction program for new teachers.
 - **Resource Allocation:** Effective use of Title I, III, and LCAP supplemental funds; maintenance of small class sizes, access to technology, enrichment opportunities, and campus expansion planning.
 - **Facilities:** Current shared site with Adult School; future standalone campus planned for 2027.
 - **Student Supports:** Integrated social-emotional wellness services, trauma-informed practices, and culturally responsive initiatives.
 - **Recognition and Replication:** Model recognized by other districts (e.g., Sequoia Union, Jefferson Union) and recipient of the Kent Award in 2020.
 - **Family Engagement:** Multiple formats of engagement including trimester showcases, home visits, one-on-one meetings, and participation in advisory boards.
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Areas of Strength

- **Shared Vision and Culture:** Deep commitment to a relational, love-centered educational environment through In Lak'ech pedagogy.
 - **Stakeholder Involvement:** Authentic engagement of students, families, and staff in decision-making, reflection, and school improvement processes.
 - **Strong Governance Support:** Clear alignment between the school's mission and SMUHSD's Equity Vision and LCAP goals, with high-level board and district investment.
 - **Robust Support Systems:** Effective implementation of tiered interventions, individualized language development plans, and after-school academic supports.
 - **Professional Collaboration and Growth:** Comprehensive professional learning structures, including teacher collaboration time, summer retreats, and integration of culturally relevant pedagogy.
 - **Resource Accessibility:** Prioritization of direct student support through enrichment opportunities, small class sizes, and one-to-one technology access.
 - **Community Recognition:** Bridge Academy serves as a replicable model for Newcomer education, inspiring similar initiatives across Northern California.
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Areas for Growth

- **Data Systems Development:** Continued refinement of assessment tools to identify learning gaps, particularly for Students with Interrupted Formal Education (SIFE) and students with undiagnosed learning disabilities.
- **Language-Rich Environment:** Strengthen English immersion experiences while maintaining affirming cultural practices, responding to student feedback requesting more English language practice opportunities.

- **Expanded Academic Challenges:** Increase differentiated instructional practices to better meet the needs of both emerging and more advanced English Learners.
- **Enrichment Program Expansion:** Broaden after-school programs with more structured literacy, numeracy, and enrichment options (e.g., book clubs, music classes) to engage a larger proportion of students.
- **Family Engagement Enhancement:** Innovate additional strategies for family involvement, especially for families facing logistical and economic barriers to school participation.
- **Monitoring and Evaluation:** Develop more systematic evaluation of intervention impacts, using the Graduate Profile Tracker and Language Progress Profile to ensure continuous program improvement.

Category B - Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and college and career readiness standards in order to meet graduation requirements.

Explain how the school provides an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.

The Bridge Academy serves recently arrived Newcomer students, predominantly from Central America and Mexico. As described previously, more than 50% of our students are SIFE and the vast majority come to us at the beginning levels of English. Because they are entering mostly as juniors and seniors, with a few sophomores, most qualify and graduate under AB2121 which requires students meet the California minimum graduation requirements. Students who come as tenth graders will have graduation plans that follow our district's alternative Newcomer graduation plan which requires 180 credits. While our students may be developing their English, and need more scaffolding to learn and express ideas in English, they are fully capable of understanding and expressing their thinking on grade level concepts. All of our classes are teaching grade level content and supporting that through strong language development strategies. Our teachers have all participated in professional development that is anchored in strong teaching practice for Newcomer students.

As linked and referenced previously, our school has adopted a graduate profile which is driving our academic work as a school. We started curating a [list of assignments and projects](#) that teachers are facilitating in their classes that align to our graduate profile.

Comment on the congruence and integration among the concepts and skills taught, the schoolwide student goals/graduate profile, academic standards, and the college and career readiness indicators.

Here is a polished, formal narrative in response to the WASC prompt on congruence and integration among the concepts and skills taught, the schoolwide student goals/graduate profile, academic standards, and college and career readiness indicators:

Congruence and Integration of Curriculum, Graduate Profile, Standards, and College & Career Readiness Indicators

At The Bridge Academy, the alignment between curriculum, schoolwide learner outcomes, academic standards, and college and career readiness indicators is both intentional and deeply embedded in our educational philosophy. Grounded in In Lak'ech pedagogy, our academic and cultural framework is designed to foster a supportive and rigorous learning environment that reflects students' lived experiences, promotes their social-emotional well-being, and prepares them for success beyond high school.

Our graduate profile—centered on developing students as **Communicators, Collaborators, and Navigators**—serves as the cornerstone of our instructional design and student outcomes. These attributes are more than aspirational traits; they are practical competencies that our students develop across all content areas through scaffolded, standards-aligned, and culturally responsive instruction. The graduate profile is not an isolated initiative, but rather the organizing framework through which academic content is delivered and assessed. Students engage in demonstration presentations aligned with the profile, which are evaluated using a rubric developed collaboratively by our staff and piloted during the current academic year. These demonstrations, showcased publicly during graduation, signal the central role of the profile in assessing readiness and achievement.

The academic standards taught at Bridge Academy reflect California's core expectations for college and career preparation, even as we serve a student body composed entirely of recently arrived Newcomers, many of whom are Students with Interrupted Formal Education (SIFE). Despite English language acquisition needs, our instructional model maintains the rigor of grade-level content by incorporating high-leverage scaffolds, language development strategies, and differentiated pathways. Teachers participate in regular professional development focused on Newcomer pedagogy, with support from organizations like the Legacy Youth Project to integrate culturally proficient, equity-based instructional practices.

Furthermore, our curriculum is explicitly tied to **college and career readiness (CCR) indicators**, including real-world application, postsecondary access, and skill development. Our strong partnership with the College of San Mateo (CSM) and Skyline College allows our students to engage in dual enrollment opportunities and receive tailored support for registration, course planning, and financial aid. Alumni engagement in career-oriented programs (e.g., cosmetology, barbering, and English language coursework) demonstrates the practical pathways available to our students. The

addition of [Newcomer Transition Coordinator](#) this year has further enhanced our ability to guide students in identifying postsecondary goals, applying for scholarships, and exploring future career and education options.

The congruence among our instructional practices, graduate profile, and CCR indicators is supported by a network of data-informed systems. We utilize tools such as the Bridge Language Progress Profile, the Graduate Profile Tracker, and the ELPAC and Lexile assessments to monitor student growth and ensure alignment with both state standards and student needs. These tools inform tiered interventions, individualized learning plans, and curricular adjustments, all of which contribute to a coherent and responsive educational experience.

In sum, The Bridge Academy offers a well-integrated, student-centered approach to education, in which **academic standards, schoolwide goals, and college/career readiness are mutually reinforcing**. By embedding these elements within a culturally affirming and trauma-informed model, we ensure that our students are not only meeting graduation requirements but are also empowered to pursue meaningful futures with confidence and agency.

The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

Explain how the school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

Our school has a strong partnership with the College of San Mateo (CSM) which has been developed over the past few years. All of our graduating seniors receive support in registering for classes at the community college; whether it is CSM or Skyline, our other local community college. We have alumni that have graduated from the cosmetology program at CSM; are currently enrolled in the barber program at Skyline, and are taking English classes at CSM as well.

For the past two years we have had a few students each year concurrently enrolled at CSM and Bridge which has been a great bridge to the college experience.

This year we were able to bring a new role to our school which is a [Newcomer Transition Coordinator](#). This has allowed us to explore more options for our students after high school; Our coordinator has facilitated guest speakers, helped our students apply and win scholarships, and create plans for life after high school. As we continue to build our school, our coordinator will continue to expand our students' exposure to their possibilities after graduation. We are only in year one.

Provide a link of each of the classes offered under such major headings as English, technology, mathematics, science, social science, music, art, physical education, special career-oriented classes, etc. If there are other areas, create appropriate headings or list them under "other classes."

List the graduation requirements of the school, if applicable.

[AB2121](#) - Graduation Requirements

English	Social Science	Math	PE	Arts	Science
ML English 1 ML English 2 ML English 3 Designated ELD 1 Designated ELD 2	ML US History ML World History ML Economics ML Government	ELD Math Math 1 Math 2 ML Geometry ML Algebra ML Integrated Math 2	PE 1 PE 2 PE 3 PE 4	Intro to Art Advanced Art Photography Yearbook	ML Intro to Science ML Biology ML Integrated Science ML Environmental Science ML Chemistry ML Physics

**Courses highlighted in green are not currently offered but may be offered 25-26 or are able to be offered in the future

B2. Equity and Access to Curriculum Criterion

At The Bridge Academy, equity and access are not supplemental considerations—they are foundational to our existence and purpose. As a school designed specifically to meet the needs of recently arrived Newcomer students, including a significant percentage identified as Students with Interrupted Formal Education (SIFE), our entire program is built on the premise that *all students deserve access to rigorous academics, personalized support, and opportunities for future advancement*—regardless of when they enter the U.S. educational system or their prior schooling experiences.

Access to Curriculum and Postsecondary Pathways

All students at The Bridge Academy follow individualized graduation pathways aligned to state requirements (AB2121 or the District's Alternative Newcomer Plan), while also engaging with college and career readiness experiences. Each student receives **personalized academic planning support**, led by our school counselor, Newcomer Transition Coordinator, and other members of our support team. These plans are revisited regularly to monitor credit accrual, course selection, and readiness for life beyond high school. Students have realistic, accessible, and supported routes to graduation and postsecondary success.

Through our growing partnership with the **College of San Mateo (CSM)** and **Skyline College**, students are exposed to dual enrollment opportunities, campus visits, and ongoing support to navigate registration and coursework. Alumni currently enrolled in cosmetology, barbering, and ESL programs demonstrate that the options presented to students are not merely theoretical but actively pursued and realized.

Our school also ensures that students explore and prepare for career pathways. In our first year as a standalone school, we introduced a **Newcomer Transition Coordinator** role, which has greatly enhanced our capacity to provide exposure to career options, guest speakers, scholarship opportunities, and application support. This staff member also coordinates transition planning for seniors and identifies pathways aligned with each student's interests and goals.

Rigor, Relevance, and Real-World Application

Despite the diverse academic backgrounds and English language development levels of our students, all courses at The Bridge Academy are grounded in **California academic standards and grade-level content**. Our teachers implement evidence-based strategies to ensure accessibility, including the use of scaffolded instruction, project-based learning, and high-leverage literacy and language development techniques.

The curriculum is rich with real-world connections. Students engage in projects that explore identity, migration, social justice, and community engagement—aligning with both their lived experiences and the core attributes of our Graduate Profile (Communicator, Collaborator, Navigator). These competencies support students in becoming empowered learners who can express themselves, collaborate meaningfully, and navigate complex systems.

Enrollment patterns reflect our school's design: all students have access to the full range of offerings and are not tracked or separated based on language proficiency. Our small size and low student-teacher ratio (approximately 8:1 at the beginning of the year) further support individualized learning and equal access.

Belonging, Family Engagement, and Personal Planning

Belonging and inclusivity are core to our school culture. Grounded in **In Lak'ech pedagogy**, every student and family is welcomed into a community that values love, mutual respect, and shared responsibility. The school fosters this through **trimester student showcases**, culturally responsive practices, home visits, and personalized outreach.

Personal learning plans are not just academic tools—they are part of a broader **humanizing educational model**. Students, families, and staff collaborate in developing these plans, which are reviewed during advisory sessions, counseling appointments, and family meetings. Our **Bridge Advisory Board** (ELAC-equivalent) and **Student Equity Council** provide forums for ongoing feedback and involvement in decision-making, ensuring that curriculum and support structures evolve to meet student needs.

Summary for Category B: Curriculum

Supporting Evidence and Documentation:

- Graduate Profile Rubric and Student Demonstration Pilot
- Sample Senior Transition Plans and Graduation Pathways

- Course Descriptions and Teacher-Developed Standards-Aligned Units
 - College Partnerships (e.g., [CSM Workshops](#), CSM Dual Enrollment Documentation)
 - Student Equity Council and Advisory Board Meeting Agendas
 - Professional Development Materials on Newcomer and SIFE Instruction
 - Language Progress Profile and Graduate Profile Tracker
-

Areas of Strength:

- **Intentional Design for Equity:** Every component of the school model—staffing, curriculum, support systems—is centered on equitable access for Newcomer students.
 - **Personalized Learning Plans:** Robust systems are in place to help students develop and monitor individualized postsecondary and academic plans.
 - **Integrated College & Career Exposure:** Dual enrollment opportunities, guest speakers, and alumni engagement offer realistic and inspiring post-high school options.
 - **Culturally Responsive Environment:** A strengths-based, trauma-informed culture fosters belonging, encourages expression, and values family voice.
-

Areas for Growth:

- **Expansion of Career Technical Education (CTE) Exposure:** As the school develops, there is room to formalize more direct access to CTE coursework or partnerships.
 - **More Systematized Monitoring Tools:** Further development of digital tools to track personal learning plans and CCR benchmarks for all students.
 - **Additional Parent Engagement Channels:** Continue exploring formats to engage working families with limited availability, including digital tools and flexible meeting options.
-

Category C Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion

All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting schoolwide goals, academic standards, and college and career readiness indicators.

Explain how all students are involved in challenging and relevant work in an equity-centered learning environment.

Explain how all students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Thank you! Based on your WASC draft and background on The Bridge Academy, I can draft a strong response to **C1: Student Engagement in Challenging and Relevant Learning Experiences**. However, if you'd like to enrich it further, here are a few optional details you could provide:

1. **Examples of specific projects or assignments** from various content areas (especially those that reflect your graduate profile or CCR alignment).
 2. **Descriptions of how students are made aware of standards and expectations**—e.g., through rubrics, success criteria, exemplars, or student-led conferences.
 3. **Any use of portfolios, demonstrations, or capstones** that show mastery of skills or concepts.
 4. **Student voice in curriculum** (e.g., how students help shape their learning experiences or choose topics relevant to their lives).
-

C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion

At The Bridge Academy, all students—regardless of prior educational experience, language proficiency, or immigration background—are engaged in rigorous and relevant learning within an **equity-centered environment**. Our pedagogy, rooted in the Mayan principle of *In Lak'ech*, fosters a classroom culture where students see themselves and their lived experiences reflected in their education. This ensures that academic rigor is paired with personal relevance and emotional safety, particularly important for our Newcomer student population, many of whom are Students with Interrupted Formal Education (SIFE).

Challenging and Relevant Curriculum

Despite the unique learning needs of our students, every course at Bridge is aligned to **California academic standards**, emphasizing grade-level content through the use of **language-rich scaffolding** and differentiated supports. Teachers design lessons that challenge students to engage in **critical thinking, problem-solving, and self-expression**, while drawing on culturally sustaining practices.

Our curriculum includes **real-world, justice-centered themes**—including identity, migration, resilience, and community empowerment—that reflect students' experiences and deepen engagement. This relevance not only increases motivation but ensures students see education as a tool for transformation and empowerment.

Bridge's **Graduate Profile**—focused on Communicator, Collaborator, and Navigator—guides instructional planning and serves as a touchstone for rigorous, interdisciplinary learning. Students participate in **demonstration projects** that synthesize skills across subject areas, culminating in presentations evaluated against a shared rubric. These tasks require students to research, problem-solve, collaborate, and present—key college and career readiness indicators.

Understanding Expectations and Standards

Bridge Academy ensures that all students clearly understand the **performance expectations** tied to academic standards and postsecondary readiness. Teachers make **learning objectives, rubrics, and models of excellence** visible and accessible in the classroom. Furthermore, all students receive **individualized academic planning support**, through which they understand how their current performance aligns with graduation requirements and future opportunities.

In addition, student voice is central to curriculum development. Through **focus groups, equity council participation, and advisory sessions**, students contribute feedback on the learning environment, academic supports, and curricular

content. This feedback loop ensures that teaching is not only aligned with external standards, but responsive to students' experiences.

Equity-Centered Strategies:

- Student engagement strategies such as equity sticks, randomized calling on students using tech
- Differentiated instruction that supports different learning styles
- Flexible seating options
- School Wide Norms and Routines: Beginning day with In Lak'ech, and morning meetings to create community
- Student roles/jobs to support classroom
- Posters with English language references
- Classroom walls reflect diverse student identities and backgrounds, word walls
- Diverse cultural perspectives in units
- [Relevant content for students](#)
- Allowing students to share their culture
- [Bridge Best Practices 24-25](#)
- Co-created community norms
- Accommodating to different students scheduling needs
- Girls Group, Boys Group, Leadership Group

Projects:

- Project Planning document for science projects and assessments
- Students can share their journeys through different projects
- Students build on their English by sharing about their identities: heartifacts, I am poem, Goals essay, autobiography

Experiences

- Relevant field trips such as library, college field trip, Cooley landing
- College workshops and counseling
- Career exploration activities such as guest speakers (finance), college visits, and opportunities to exhibit and showcase works (art galleries, student showcase)

Units:

- Curriculum aligned to state and ELD standards
- [Immigration Unit](#) - [personal push and pull factor projects](#), [resisting nativism posters](#)
- Survival English curriculum through Lift (National Geographic) + [Dialogues relevant to students](#)' everyday lives
 - ["About Me Project" Paragraph Model](#) (Qureshi)
 - ["About Me Project" Presentation Model](#) (Qureshi)
 - Assessment and Progress Monitoring
- Student-teacher conferences with [reflection and goal setting](#) regarding English progress in reading, writing and speaking/listening
- Grade reflection on canvas in math ([example](#))
- Clear rubrics
- Real World Problem Solving Performance Tasks
 - [Performance Task](#)

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

Explain how teachers use a variety of evidence-based instructional methodologies to promote student learning and encourage student agency within an equity-centered environment.

All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking, problem solving, and application of learning. Teachers employ a wide range of evidence-based instructional methodologies to support student learning and cultivate student agency within an equity-centered environment. Strategies such as Constructing Meaning language supports, differentiated instruction, and scaffolding allow educators to meet the diverse needs of learners, including English language learners and students with varying academic levels. Collaborative learning structures—such as group work, role-playing, and problem-solving in math—foster communication and peer support, while hands-on projects and technology integration (e.g., Google Suite, Canva, DSLR cameras) encourage creativity and engagement. Teachers also use formative assessments, including quizzes, polls, exit tickets, and performance tasks, to monitor progress and adjust instruction accordingly. Metacognitive strategies, such as goal setting and self-monitoring, empower students to take ownership of their learning, supported by tools like rubrics and essential questions. Instructional models like the Gradual Release of Responsibility, and strategies aligned with the Zone of Proximal Development, ensure that students are supported as they build independence. By integrating reading supports, critical thinking discussions, and culturally responsive practices like Newcomer ‘Survival’ English, educators create inclusive, student-centered classrooms that promote both academic growth and equitable access to learning.

- Constructing Meaning language support strategies such as use of sentence frames, scaffolds, lines of communication (ex. in [math](#))
- Group work
 - [Math Example](#)
- Differentiated instruction for different levels (English proficiency, content as well as learning differences)
- Formative assessments
 - Quizzes/ Quizitos ([math example](#))
 - Polls
 - Exit ticket
 - Kahoot
- Project-Based Learning
- Technology based learning
 - Students use digital tools and platforms (Canva, DSLR cameras, google suite) to create, edit, and present artwork,
- Critical thinking discussions
- Metacognitive strategies
 - Goal setting
 - Monitoring progress on goals
- Role playing - Write a paragraph in this perspective
- Quizzes
- [Do Nows](#)
- Collaborative learning
 - writing definitions together
 - Solving problems in math in a group
- Hands on projects
- Essential Questions
- Gradual Release of responsibility:
 - Modeling, Guided practice
- Reading strategies:
 - Prediction activities, pre teach vocabulary, guided questions, note-taking tools
- Using rubrics to help students see their growth and set goals
- Zone of proximal development
- [3 before me](#)
- Problem based learning
 - Newcomer ‘survival’ english
 - Math performance tasks

Explain how student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.

Teachers foster student voice and agency by creating learning environments where all students are empowered to actively participate in shaping their educational experiences. Through strategies such as posing open-ended questions and designing inquiry-based projects, educators invite students to explore topics of personal interest and relevance. Projects grounded in real-world issues, such as health-related investigations, further engage students by connecting classroom learning to their lived experiences. The inclusion of Graduate Profile Demonstrations provides students with authentic opportunities to reflect on and showcase their learning and growth. Teachers also adapt content to align with students' curiosities and cultural contexts, making learning more meaningful and accessible. In physical education, for instance, students set personal goals and direct their growth based on individual interests and needs. Additionally, offering students choice in how they engage with and demonstrate their learning—whether through project formats, topics, or tools—cultivates ownership, strategic thinking, and problem-solving skills, ensuring that every student has a voice in their educational journey.

- Posing questions, inquiry based projects
- Projects that address real world issues (Health project in Q's)
- Graduate Profile Demonstration
- Shifting content to be more relevant and addressing students curiosities
- PE based on how students want to improve, how they want to grow, what they want to learn
- Choice of how students want to engage with their learning

Explain how teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

Teachers integrate a wide array of technology and digital learning tools to enhance instruction, promote student engagement, and prepare learners to navigate real-world challenges. Through platforms like Classkick, Quizlet, IXL, Rosetta Stone, Duolingo, and Kahoot, students receive individualized support in core areas such as reading, writing, listening, speaking, vocabulary, and math. Tools like Google Slides and Docs develop students' digital literacy by teaching foundational skills such as formatting, multimedia integration, and effective online communication. Recording tools—including Screencastify, Vocaroo, and slide recordings—allow students to work at their own pace and demonstrate understanding in multiple formats. Teachers also use Canvas and Google Classroom to organize instruction, communicate expectations, and promote self-directed learning through modules, assignments, and grade tracking. Specialized tools like translation apps, calculators, SMART boards, and document cameras support accessibility and interactive learning, while access to Chromebooks, MacBooks, and Canon EOS100 cameras provides hands-on experience in photography, graphic design (via Canva), and media production. Real-world skill-building is further supported through initiatives such as Jobs for Youth and advisory workshops that help students practice networking, job applications, and interview techniques. This dynamic use of technology ensures students are not only mastering academic content but also building the digital competencies and problem-solving skills needed for success beyond the classroom.

- Classkick
 - Listening, Reading, Speaking, Writing Practice
 - External tool possibilities– link videos with lessons
 - Recording in math (ex. [link](#))
- Google Slides Presentations - basic tech skills: formatting, recording, creating a textbox, recording slides, highlighting, bolding, italicizing, adding images, adding videos
- Quizlet
 - Vocabulary practice - listening to pronunciation
- Rosetta Stone/Duolingo - real world English
- Kahoot
- Calculators
- Vocaroo
- Translation tools
- SMART board and technology
- Doc camera
- IXL in math
- Canvas
 - Checking grades (ex. in [math](#))
 - Navigating modules, assignments
 - recording
- Google Mail

- Sending emails
- Canon EOS100 cameras
 - Operating different functions of the camera
- Canva
 - Edit photographs
 - Graphic design skills
 - Canva classroom to submit assignments
- Chromebooks (Laptop cart in each classroom) and Macbooks
- Screencastify
 - To help students with instruction if students need more instruction so students can work at their own pace
- Google Docs
- Use of online instructional tools such as Rosetta Stone, i-Ready, IXL, classkick...
- Use of recording tools
- Jobs for Youth Workshops and Advisory workshops in networking, filling out job application, interview skills
- Canvas courses designed for accessibility and engagement

Explain how teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

Teachers design learning experiences that transcend traditional classroom boundaries, deepening students' understanding and equipping them with the skills needed for college, careers, and civic engagement. By integrating real-world applications and authentic tasks—such as crafting resumes, conducting interviews, and solving contextualized word problems—educators foster critical thinking and practical skill development. Students engage with their broader communities through initiatives like emailing school board members, writing letters to advocate for school improvements, or collaborating with departments such as nutrition services to influence campus offerings. Field trips to college campuses, art museums, and local resources like Cooley Landing enrich academic content with cultural and environmental relevance. Projects like the garden-as-a-model for sustainability, tied to climate resilience education, help students understand pressing global issues through hands-on learning. Guest speakers and specialized tutorials further support students' academic and professional growth. These diverse, experiential learning opportunities empower students to become informed, engaged, and prepared for life beyond high school.

- Garden as a model of sustainability - attach climate resilience lessons/project (JV)
- Tutorial
- Emailing school board members
- Real World Word problems where students apply content knowledge
- Guest speakers and teachers
- Field trips i.e. cooley landing, art museums, college campus visits, local community resources
- Jobs skills: resume, interviewing...
- Collaborating with nutrition services to give their input on better food options
- Letter to school or community member (with idea to improve Bridge)

Summarize the following for Category C: Teaching and Learning

Supporting Evidence and Documentation:

Evidence included and listed above.

Areas of Strength:

1. Equity-Centered, Culturally Responsive Pedagogy

Bridge Academy's instructional approach is deeply rooted in the principle of *In Lak'ech*, creating emotionally safe and identity-affirming spaces. Culturally sustaining curriculum themes—such as migration, resilience, and justice—ensure relevance and inclusivity for all learners, especially Newcomers and SIFE students.

2. Integration of Student Voice and Agency

Students are consistently empowered to shape their learning through choice, inquiry-based projects, PE goal-setting, and platforms like focus groups and advisory councils. Graduate Profile Demonstrations offer real-world, interdisciplinary performance opportunities that highlight student ownership of learning.

3. Intentional Use of Technology and Real-World Skill Development

Teachers leverage a broad array of digital tools (e.g., Canva, Screencastify, Google Suite, Rosetta Stone, IXL, and Classkick) to personalize learning, build digital fluency, and prepare students for postsecondary contexts. Initiatives like Jobs for Youth workshops further extend real-world skill application.

4. Deep Learning Beyond the Classroom

Bridge offers extensive opportunities for applied, experiential learning through sustainability projects, community engagement (e.g., emailing the school board), field trips, and problem-based tasks. This helps solidify college and career readiness and positions students as active participants in their communities.

Areas for Growth:

1. Systematic Monitoring of Depth of Knowledge

While project-based learning and performance tasks are present, it would strengthen academic rigor to ensure that learning consistently advances through higher levels of Bloom's Taxonomy. Formal structures for measuring depth of knowledge (DOK) across all subject areas could enhance this further.

2. Scaffolding Access to Independent Learning

Although the Gradual Release of Responsibility and metacognitive strategies are in place, continued emphasis on helping students build self-regulation and executive function skills—especially for SIFE and Newcomers—can help ensure students navigate learning independently with confidence.

3. Consistent Alignment Between Instruction and Postsecondary Readiness Benchmarks

Bridge provides college and career-oriented learning experiences, but developing a clearer system for aligning instructional practices and student outputs (e.g., rubrics, demonstrations) with **specific college and career readiness standards** (e.g., CCSS anchor standards, career tech competencies) could add coherence and strengthen impact.

4. Expand Student Feedback Loops into Instructional Design

Student voice is currently present in curriculum development and school culture; however, building **regularized and structured reflection opportunities** where students analyze how instructional methods support their learning (e.g., through course evaluations or reflective protocols) could further promote strategic thinking and shared responsibility.

Category D Assessment and Accountability

D1. Reporting and Accountability Process Criterion

Explain how the school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.

Explain how the school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

Explain how the school team uses assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

Explain how school leadership partners with district leadership to periodically assess programs and expectations for students' academic growth and progress.

At **The Bridge Academy**, assessment and accountability are intentionally designed as equity-centered, transparent, and student-empowering processes. In our inaugural year of operation, the school has proactively developed systems for collecting, disaggregating, analyzing, and reporting student performance data that both reflect our values and support continuous school improvement. These systems are aligned with district expectations and the Local Control and Accountability Plan (LCAP), and are especially responsive to the needs of our Newcomer and SIFE student populations.

Equitable and Effective Assessment Practices

Bridge Academy's assessment framework emphasizes student growth and English language development, grounded in culturally affirming, individualized practices. All eligible students participate in **ELPAC** testing, with results used to guide placement and instructional supports. The school also administers **district-designed assessments** in reading, writing, listening, and speaking, which are used throughout the year to monitor progress.

A central element of our approach is the **Individual Learning Plan (ILP)** developed for each student. Updated every trimester, these plans track language acquisition, academic progress, and goals, and are reviewed in student-teacher conferences and family conferences. These one-on-one data dialogues empower students to reflect on their own growth and build investment in their learning.

Assessment data is shared with families during **Trimester Showcases**, which serve dual purposes as academic conferences and celebratory events. Families review student work, meet with every teacher, and for seniors, discuss graduation progress and postsecondary plans. These regular touchpoints ensure transparency and equitable access to performance data for all educational partners.

Consistency Across Courses and Grade Levels

Staff at The Bridge Academy have collaboratively developed **common expectations for grading and performance**, rooted in academic standards and our school's **Graduate Profile**. This profile—developed through cross-role collaboration among certificated and classified staff—defines core competencies including **Communicator**, **Collaborator**, and **Navigator**. These attributes drive instructional planning and shape a shared rubric for evaluating student work across content areas.

In spring 2025, the school launched a **pilot Graduate Profile Demonstration Project**, which invites students to present evidence of their skills in a performance-based format. Returning students are building **portfolio-based assessments** that will be expanded and standardized over the next school year. These initiatives foster alignment in grading practices and promote authentic demonstrations of learning.

Using Assessment to Drive Improvement

Bridge Academy is committed to **data-driven decision-making** at every level of the school. Student performance data guides course placement, particularly for English Language Development supports, in collaboration with the district's **Multilingual Learner (ML) Department**. Instructional staff use data to inform curriculum modifications, while site leaders adjust schedules, resource allocations, and intervention supports based on need.

Professional development is **directly linked to assessment trends**. A long-term partnership with an external PD facilitator has helped build a healing-centered, culturally affirming instructional environment, including co-development of the Graduate Profile and aligned rubrics. Resources such as targeted staffing or literacy supports are deployed based on both data and community input.

Collaboration with District Leadership

School leadership works closely with district partners, especially the **ML Department**, to ensure that assessment practices and instructional expectations reflect the latest research and state policy for Newcomer education. The district provides input on placement, curriculum, and professional learning, ensuring that school-level practices align with broader goals for multilingual learners across SMUHSD.

Key Areas of Strength

- **Student-Centered Assessment System:** ILPs, student-teacher conferences, and performance tasks personalize learning and support growth.
 - **Stakeholder Engagement:** Family showcases, data sharing, and participatory decision-making create transparency and inclusion.
 - **Grading Consistency and Alignment:** Shared expectations, Graduate Profile rubrics, and pilot portfolio assessments establish coherence.
 - **Data-Driven Improvement:** Assessment data drives professional development, resource allocation, and instructional refinements.
 - **District Partnership:** Ongoing collaboration with ML leadership ensures alignment with district goals and expertise.
-

Areas for Growth

- **Readiness for California Dashboard Reporting:** As the school enters formal state accountability cycles, alignment between internal and external systems must be strengthened.
 - **Formalizing Portfolio-Based Assessments:** The graduate profile demonstration model should be expanded and standardized across content areas.
 - **Data Infrastructure Development:** Investing in centralized digital tools for tracking student growth and portfolio artifacts will improve efficiency and collaboration.
 - **Longitudinal Analysis:** As the school matures, systems for tracking year-over-year progress and postsecondary outcomes will be critical for evaluating program impact.
-

D1. Reporting and Accountability Process Criterion

At The Bridge Academy, assessment and accountability are approached as **equity-centered, relationship-driven processes** that ensure students, families, and staff are informed, empowered, and actively involved in students' academic journeys. Even as a newly designated school in its first official year of operation, we have implemented

intentional, equitable systems for collecting, analyzing, and communicating student performance data. These systems drive our decision-making, support continuous school improvement, and align with district goals articulated in the Local Control and Accountability Plan (LCAP).

Equitable and Effective Assessment Practices

Our assessment system is built to reflect the unique needs and strengths of our Newcomer student population. While The Bridge Academy will not appear on the California School Dashboard until the 2025–2026 reporting cycle, we have proactively developed **internal processes for assessing and tracking student learning and growth**. These include:

- **ELPAC assessments** for all eligible students, which help determine students' English proficiency levels.
- **District-designed common assessments** in reading, writing, listening, and speaking, which are administered and monitored regularly.
- **Individual Learning Plans (ILPs)** developed for every student to track language acquisition and academic progress. These are updated each trimester and shared in family conferences.

English teachers meet with students individually to review their assessment results and reflect on growth and areas for improvement. This dialogue strengthens student ownership and understanding of their learning goals. Staff collaboratively analyze assessment data and use these insights to determine **course placements each trimester**, ensuring students are both challenged and appropriately supported. When a change in placement is recommended, teachers engage students and families in the conversation to build transparency and trust.

Data is shared broadly through **trimester family showcases**, where parents and caregivers meet with every teacher, view student work, and connect with support staff. These events double as family conferences for our graduating seniors, during which student graduation plans are reviewed and next steps are discussed. ILPs and academic transcripts are also shared at these events.

Consistency in Performance Expectations

The Bridge Academy is deeply committed to **consistency and fairness in grading and performance expectations**. Instructional staff have collaboratively developed a **shared understanding of what mastery looks like** within content areas, informed by standards, formative assessments, and the school's Graduate Profile. Our team approach—small, unified, and highly collaborative—allows for consistency across courses and grade levels.

Our Graduate Profile, developed over a multi-year professional collaboration process involving all staff (certificated and classified), articulates not only academic competencies but also **social-emotional and character-based competencies**. This spring, we are piloting a **graduate profile demonstration project**, which asks students to showcase evidence of their development as Communicators, Collaborators, and Navigators. Returning students are creating **portfolios** that will be expanded next year as part of a broader performance-based assessment model.

Additionally, students are honored at our **trimester recognition ceremonies**, where they are acknowledged for academic achievement, personal growth, and positive contributions to the school community—an important method for reinforcing expectations and celebrating progress.

Assessment-Driven Improvement and Resource Allocation

Assessment results inform **programmatic, instructional, and resource decisions** at every level of the school. For example:

- **Placement decisions** for English support courses are based on assessment data and monitored by both staff and the Multilingual Learner (ML) department.
- **Professional development** is responsive to assessment trends and staff-identified needs. Our long-standing partnership with a professional development facilitator has supported us in building a healing-centered, culturally affirming instructional culture while also co-developing our Graduate Profile and associated rubrics.
- **Resource allocation**, such as additional support staffing or targeted literacy interventions, is guided by our data analysis and community input.

These efforts are supported and aligned through close partnership with **district leadership**, particularly the Department of Multilingual Learners. The ML department provides guidance on policy, placement, curriculum,

instruction, and ongoing professional development—ensuring that our systems reflect best practices for language development and Newcomer education.

Supporting Evidence and Documentation:

- [Individual Learning Plan \(ILP\) Templates](#)
 - Graduate Profile [Rubric](#) and [Demonstration Project](#)
 - Internal District Language Assessments
 - Trimester Showcase Agendas and Family Conference Materials
 - Student Recognition Ceremony Programs
 - Meeting Notes with Multilingual Learner Department
 - Professional Development Agendas and Planning Documents
-

Areas of Strength:

- **Student-Centered Assessment System:** ILPs and one-on-one teacher conferences support personalized academic growth.
 - **Integrated Stakeholder Engagement:** Family showcases, conferences, and collaborative decision-making ensure transparency and inclusion.
 - **Consistency in Expectations:** Shared grading practices and graduate profile rubrics provide coherence across grade levels and content areas.
 - **Alignment with District Leadership:** Strong collaboration with the ML department supports fidelity to research-based practices and district goals.
 - **Responsive Professional Learning:** Professional development is embedded in school culture and driven by student needs and performance data.
-

Areas for Growth:

- **Dashboard Readiness:** As the school becomes eligible for Dashboard reporting, we will need to align internal and external data systems for broader accountability.
- **Formalizing Portfolio Assessments:** Expand and refine the graduate profile demonstration model and student portfolios for consistent use in performance-based assessments.
- **Data Infrastructure:** Develop digital tools for tracking assessment data more efficiently across staff and student portfolios.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parental and Community Engagement Criterion

The school leadership employs a range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

Explain how the school team implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.

Explain how the school team demonstrates they value the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.

Explain how school leadership develops rapport and trust with students, staff, families, and the community, valuing the multiple the identities of all individuals.

Here is a polished and comprehensive response to **E1: Parental and Community Engagement Criterion**, with an emphasis on your school's deep cultural responsiveness, small-school identity, and commitment to relational trust:

E1. Parental and Community Engagement Criterion

At The Bridge Academy, parental and community engagement is not viewed as an ancillary support—it is a **core pillar of our school culture**, deeply rooted in our belief that learning is communal, relational, and healing. As a school that serves exclusively Newcomer students, primarily from Central America and Mexico, we recognize that effective family engagement requires cultural responsiveness, linguistic accessibility, and radical hospitality. Our school's small size is not a limitation—it is our superpower, enabling **deep relationships with families** and a truly personalized approach to partnership.

Culturally Sensitive Strategies for Family Engagement

Bridge Academy implements a wide range of **culturally sensitive, equity-driven practices** to ensure that families are welcomed, informed, and empowered. We host **Trimester Showcases** three times a year, where families are invited to campus to view student work, meet with each teacher, and engage in dialogue about their child's academic and social-emotional growth. These events are intentionally designed as **family celebrations**—not just academic check-ins—and include shared meals and **on-site childcare** so all members of the household can attend comfortably.

To ensure accessibility, **all communication home is provided in both English and Spanish**, including voice messages and video updates to accommodate families who may not be literate in either language. The principal and the entire support staff are bilingual, and over 99% of our families speak Spanish as their primary language. This linguistic congruence allows for **fluid, trust-based communication** and relationship-building. In addition, the school maintains an **open-door policy**: families are welcome to visit or request support without needing an appointment.

When students begin their journey at Bridge, **intake meetings with families** provide a foundation for connection, during which we learn not only about the student's background but also about family needs, aspirations, and cultural values. We view our families not through a deficit lens, but through the strengths-based framework of **Tara Yosso's Community Cultural Wealth model**, which has been studied and applied by all Bridge staff. These theoretical frameworks guide our practice, allowing us to recognize and honor the navigational, linguistic, familial, and aspirational capital that our families bring to our school.

Valuing Cultures Through Curriculum and Practice

Bridge Academy's educational model is anchored in **indigenous epistemology**, most notably through our adoption of *In Lak'ech pedagogy*, which centers love, mutual respect, and shared responsibility. This approach is not theoretical—it shapes how we teach, how we relate to students and families, and how we organize schoolwide events and rituals. Our curriculum, advisory practices, and wellness supports are all infused with a deep commitment to honoring students' identities, stories, and lived experiences.

For example, our **graduation ceremony** is not only a formal rite of passage but also a **communal celebration** that includes a shared dinner with families. We intentionally design this event to reflect our students' cultural traditions, ensuring that the ceremony resonates with their values and is accessible for families—many of whom are witnessing their child graduate from high school for the first time.

Building Trust and Rapport in a Small-School Context

Our small size enables us to do what many larger institutions struggle with: **build genuine, humanizing relationships** with every student and family. The principal knows every student by name and has personally met almost every caretaker. Our **frequent phone calls home**—not just for concerns, but also to celebrate progress and growth—create an ongoing conversation that reinforces our shared commitment to student success.

Bridge has also established a **Bridge Advisory Committee**, composed of parents and caretakers, to gather input on school programs, assess family needs, and collaboratively shape school decisions. This group has played a vital role in providing feedback, including on our **state-mandated alternative school survey**, which we distributed to all families to ensure their voices were part of our continuous improvement process.

Summary of Supporting Evidence and Documentation

- Trimester Showcase Invitations and Attendance Records
 - Bilingual Family Communications (voice, video, print) ([Directora Message](#))
 - Bridge Advisory Committee Meeting Notes
 - Alternative School Survey Results and Analysis
 - Tara Yosso PD Materials and Implementation Plans
 - Graduation Ceremony Program and Family Participation Data
 - Family Intake Meeting Protocols
 - In Lak'ech Pedagogy Framework and Training Materials
-

Areas of Strength

- **Cultural and Linguistic Responsiveness:** All communication is linguistically accessible; staff and leadership are bilingual and deeply culturally attuned.
 - **Community-Centered Rituals and Celebrations:** Events like showcases and graduation are designed as culturally rooted family celebrations.
 - **Relationship-Driven Model:** Small school size enables meaningful, sustained relationships with students and their families.
 - **Equity-Based Engagement Philosophy:** Staff are trained in Yosso's community cultural wealth model and operate from a trauma-informed, asset-based lens.
-

Areas for Growth

- **Digital Engagement Tools:** Explore adding accessible online platforms for families who cannot attend in person, especially those balancing work and care obligations.
- **Formal Family Feedback Cycles:** Systematize the analysis and follow-up to family surveys and advisory input to close the loop more visibly.
- **Alumni Family Engagement:** Consider developing a structured way to maintain relationships with families after graduation to support transition and build a multigenerational community.

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

Explain how the school policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.

Explain how the school team and the entire school community demonstrates an atmosphere of trust, respect, and equity in support of student achievement and well-being.

Explain how students experience a caring school culture that is conducive to learning, with high expectations for all and a learning environment that honors individual differences, and social emotional needs.

E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at school and in the community.

Explain how the school leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.

Explain how the school leadership implements and assesses the effectiveness of multi- tiered support for students' social-emotional learning needs.

Explain how the school team ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college- and career-readiness.

Explain how students deepen their sense of self and make personal and community connections that are meaningful and relevant, allowing students to become advocates for their own needs and supports.

Enter text here

Summarize the following for Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Immigration presentations and support

Expectations presentations every trimester

Bridge soccer team - Andy Hodzic soccer league

Once a month after school enrichment activities - multilingual club coordinators

- Ice skating downtown San Mateo
- Movie
- Game day

Two school dances - that included prom

Food Pantry every friday

Clothing every month

December Holiday Celebration

May End of Year Celebration

September Dias de Independencia Celebration

Independent Study for teen parents

Supporting Evidence and Documentation:

[MTSS framework](#)

[After School Learning Center](#)

[YMCA Field Trip & Reflection](#)

[Example of Tier II boy group agenda](#)

Areas of Strength:

Enter text here

Areas for Growth:

Enter text here

Part IV: Admission Procedures and Records

Respond as applicable for a CA public school.

Describe the admissions procedures used by the school.

Any newcomer student entering our district or enrolled at one of our comprehensive sites is eligible to choose the Bridge Academy as their school. Our general eligibility criteria can be found [HERE](#) although we do and can make exceptions as an alternative school who knows that there are students who may benefit from our school.

How are permanent records/transcripts secured against fire, theft, etc.?

We have student records locked and only accessible by key BUT we also have all records electronically as well.

If the school ever discontinues operation, where will permanent records/transcripts be transferred and permanently housed? How are parents and students informed of this plan?

Records will be transferred to the school that students are moving to and/or moved to our district office where they have a secure room for student files. Students and families will be informed in person when possible, by phone and in writing.

Supporting Evidence and Documentation:

[Eligibility Criteria](#)

Part V: Major Strengths and Growth Areas

Major Strengths and Accomplishments: *Summarize the list of prioritized major achievements/ accomplishments (within the past three years) of students, staff, and school.*

Enter text here

Major Schoolwide Growth Areas: *Summarize the list of major schoolwide growth areas for the next few years, focusing on student achievement.*

Enter text here

D2. Using Student Assessment Strategies to Monitor and Modify Learning Progress Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

Explain how teachers determine and monitor all students' growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

Explain how teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. How do teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers?

Explain how teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Enter text here

Summarize the following for Category D: Assessment and Accountability

Supporting Evidence and Documentation:

Enter text here

Areas of Strength:

- Using UDL framework to employ variety of assessment strategies
- Trimester English language proficiency assessments and student teacher conferences and goal settings

Areas for Growth:

- Continuing to enhance standards based grading practices
- Continue to build graduate profile portfolios and standards based projects aligned to the graduate profile