

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year) Input Sections

Input Section 1: SARC Input Sections Overview

SARC Overview

SARC Publishing Deadline

The SARC publishing deadline is 2/1/26.

SARC Input Form Sections

Use the **SARC Input Sections** to update SARC information that is not populated by DTS.

The information you enter in the SARC Input Sections will automatically update the full SARC.

Where available, the section header is linked to detailed guidance from CDE.

A full version of CDE's Data Elements Document can be downloaded by [clicking here](#). CDE's Data Elements Document was updated in September of 2024. We will update this section when the 2025 SARC Data Elements are released.

SARC PDF from DTS

Once your updates are complete, please notify your district's SARC Coordinator (or DTS if you are a Single School District). DTS will provide a PDF export of the SARC with data and initiate translations (if applicable). Additionally, Coordinators can now download all SARCs at once through the Coordinator Menu. Please see instructions below:

Downloading the SARCs for all sites:

1. Log into DTS.
2. Select the District account.
3. Click the "View Documents (All Locations)" link on the right side of the Coordinator Menu.
4. Press the "Export Documents" button on the left side of the screen.
5. Follow the prompts to complete the export request.

SARC Data from CDE

SARC data is typically released by CDE in December. DTS populates the data to your SARC as soon as it becomes available. DTS will email as soon as data is released and imported to your SARC.

Please refer to the "SARC Data Updated by LEA" and "CDE SARC Data Populated by DTS" areas of this section for clarification on how data is populated to your SARC.

SARC Submission to CDE

SARC Coordinators are required to register using [MyCDEConnect](#). You will want to register as a SARC Coordinator. Once registered, your Main Authorizer (Superintendent) will need to approve your account. Once approved, you can follow the directions below to submit your SARC URL.

- Access the school accounts main "School Accountability Report Card (SARC)" page.
- Click the chain button for "External link to SARC" directly under the school's name within the blue box
- Enter the full SARC URL, which will be the webpage that hosts your SARC documents on your district website.

DTS SARC Support

Update Data for Multiple Sites	You can update data for multiple schools by clicking " Update Data - All Locations " in your Coordinator Menu (Coordinators only).
FIT Results	<p>DTS will import FIT Results for one or all schools on your behalf. You may send your completed CDE MS Excel FIT report to DTS by clicking here. Only the MS Excel version of the CDE FIT Tool can be imported to DTS. Please ensure that the FIT Tool sheet names have not been removed, renamed or otherwise altered.</p> <p>When downloading, please note that you may need to "Keep" the file based on your browser settings.</p>
PFT Results	<p>LEAs are required to populate their own Physical Fitness Test Participation Percentages. We've created an import request spreadsheet to make it easy for you to provide the data to DTS. You can download the spreadsheet by clicking here. Please provide one spreadsheet for all schools. You may send your results to DTS by clicking here.</p> <p>When downloading, please note that you may need to "Keep" the file based on your browser settings.</p>
DTS SARC Support	Please feel free to contact the DTS Support Team by clicking here .

SARC Data

SARC Data Updated by LEA	<ul style="list-style-type: none">• SARC Input Sections Overview• School Information• District Information• School Overview• Opportunities for Parental Involvement• School Safety Plan• School Facility Conditions and Planned Improvement• Textbooks• Expenditures per Pupil• Types of Services Funded• California Physical Fitness Test Participation• Professional Development• CTE (Grades 9-12 Only)
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CDE SARC Data Populated by DTS

- Student Enrollment by Grade Level
- Student Enrollment by Student Group
- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Percentage of Students Meeting or Exceeding the State Standard on CAASPP
- CAASPP Test Results in ELA by Student Group
- CAASPP Test Results in Math by Student Group
- CAASPP Test Results in Science for All Students
- CAASPP Test Results in Science by Student Group
- Career Technical Education Programs
- Course Enrollment/Completion
- Graduation Rate
- Dropout Rate
- Graduation Rate by Student Group
- Chronic Absenteeism by Student Group
- Suspensions and Expulsions
- Suspensions and Expulsions by Student Group
- Elementary Average Class Size and Class Size Distribution
- Secondary Average Class Size and Class Size Distribution
- Ratio of Pupils to Academic Counselor
- Student Support Services Staff
- Expenditures Per Pupil and School Site Teacher Salaries
- Teacher and Administrative Salaries
- Advanced Placement (AP) Courses

Input Section 2: 2025-26 School Contact Information



School Name	The Bridge Academy
Street	789 E. Poplar Street San Mateo, CA 94401
City, State, Zip	San Mateo, CA 94401
Phone Number	650-558-2173
Principal	Samia Shoman
Email Address	sshoman@smuhsd.org
School Website	https://bridge.smuhsd.org/
County-District-School (CDS) Code	41690470142497

Input Section 3: 2025-26 District Contact Information

These fields should be reviewed and updated by the LEA/School. Provide current contact information.

District Name	San Mateo Union High School District
Phone Number	650-558-2299
Superintendent	Randall Booker
Email Address	rbooker@smuhsd.org
District Website Address	https://www.smuhsd.org/

Input Section 4: 2025-26 School Overview

Use this space to provide information about the school, its program, and its goals.

This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.

This is the second year of Bridge Academy as an official school; we previously existed as a program under the umbrella of our district's continuation school. We are proud to have grown our program to a full scale school who has been specially designed over many years to meet the unique needs of Newcomer multilingual learners. We were WASC accredited in the spring of 2025.

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 and humanizing 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.

Bridge is designed as an alternative Newcomer school of choice for 10th, 11th, or 12th grade students entering or currently enrolled in the San Mateo Union High School District and who are identified as Newcomer multilingual learners. 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.

Our goal is to accelerate students' language acquisition through all of their courses: English, Math, Social Science, Science, PE and Visual Arts. Because most of our students enter with interrupted formal education or few to no high school credits, our staff collaborates to design educational experiences that specifically meet our particular students' needs in order to prepare them to be successful in their transitions after Bridge, whether that be our Adult School, college, career, or other path they choose.

Our school year is broken into three trimesters, allowing students more flexibility to advance into higher level English and Math courses as they progress as well as complete the multiple Science and Social Science requirements for graduation. We offer additional academic support in numeracy and literacy for students' who have experienced extended periods without schooling. We work to keep classroom size small and create collaborative learning environments so students have multiple opportunities to receive the support they need. Bridge offers an after school learning center and all students have licenses to online English and Math programs that support their acceleration.

We believe education extends beyond the classroom and strive to support all students' needs; we have weekly community circles, a social worker, mental health therapist, family engagement coordinator, and bilingual support staff.

Input Section 5: 2025-26 Opportunities for Parental Involvement

Use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement.

This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.

The Bridge Academy has an English Language Advisory Committee and a Bridge Advisory Board made up of parents and student caretakers. Additionally, each trimester we host a student work showcase that provides an opportunity for parents and caretakers to meet with teachers and staff about students progress. Lastly, we ask families to participate in student conferences as needed, and we encourage families to schedule conferences as they feel needed as well. We have a parent representative on the district English learner advisory committee.

Input Section 6: 2025-26 School Safety Plan

This section should include information about the school’s Comprehensive School Safety Plan (CSSP), including the dates on which the safety plan was last annually reviewed, updated, board approved and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field).

This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.

Our school safety plan has been entered into the DTS system and is aligned with the state and county's BIG 5 protocols and all district safety standards and protocols. It was adopted on September 25, 2025 but our school safety committee and then our board of education. Our school safety plan includes the various drills we will run throughout the year to ensure students and staff are prepared in case of emergencies; we have already run four drills this fall. The plan was reviewed with our families at our Boverember English Learner Advisory Committee.

Input Section 7: School Facility Conditions and Planned Improvements

This field should be reviewed and updated by the LEA/School. Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).]. Please keep the narrative content to 2-3 paragraphs.

The Bridge Academy shares a campus with the San Mateo Adult School until our own campus is built. We expect to break ground June 2026. Bridge has six dedicated classrooms and a dedicated Wellness Center and office that houses the principal, staff assistant and Newcomer transition coordinator. Our classrooms are in good condition and our art class and wellness center are in new portables. Our classrooms are cleaned daily and students have access to multiple bathrooms and a student lounge if they decide to eat lunch indoors. Our campus conditions are good.

Year and month of the most recent FIT report

December 18, 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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

Exemplary	Good	Fair	Poor
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Input Section 8: 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Note:

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

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

The Bridge Academy uses district adopted textbooks and additional supplemental materials needed to directly meet the needs of multilingual Newcomer students. These supplemental materials are focused on language development and have been suggested and approved by both our County Office of Education and Office of Multilingual Learners, as well as our Board of Education. All students at Bridge have access to educational materials that match their needs as Newcomers.

Year and month in which the data were collected	December 2024
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Current and meets state and local standards	0
Mathematics	Current and meets state and local standards	0
Science	Current and meets state and local standards	0
History-Social Science	Current and meets state and local standards	0
Foreign Language	Current and meets state and local standards	0
Health	Current and meets state and local standards	0
Visual and Performing Arts	Current and meets state and local standards	0
Science Laboratory Equipment (grades 9-12)		

Input Section 9: 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

NOTE: The most recent data available from CDE is two years old; the 2023-24 year reference is correct. For comparison purposes, data for the same fiscal year is requested from the school.

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

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

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

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

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	0	0	0	0
District	N/A	N/A		\$133,238
Percent Difference - School Site and District	N/A	N/A		-200.0
State	N/A	N/A	\$11,146	\$113,595
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

Input Section 10: 2024-25 Types of Services Funded

This field should be reviewed and updated by the LEA/School. Use this space to provide specific information about the types of programs and services available at the school that support and assist students. Please keep the narrative content to 2-3 paragraphs.

In addition to the Tier I instruction and services available to students, our school has an extensive Tier II and III support program. We have an advisory program that includes Tier II specialized groups for all students. These are run by internal staff and outside providers. We have an after school learning center, a wellness center, a clothes closet and food pantry. Our school has a full time wellness counselor and part time social worker. We offer an academic literacy and numeracy course for students with interrupted formal education; an art therapy program, and several enrichment activities, for example a biking club. All students have access to English and Math online learning platforms to supplement their in class learning, as well as a library where they can check out books. We have a student equity council and leadership program, and a gang prevention program. As a community school, we try and meet all students needs; this includes a once/month teen health van, support with driver licenses, medical and legal needs.

Input Section 11: 2024-25 California Physical Fitness Test Percentage of Students Participating

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

Only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) should appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

You may send your PFT Participation Percentages to DTS using the spreadsheet provided by [clicking here](#). You may send your results to DTS by [clicking here](#).

For multiple school updates, DTS Coordinators may update data for all schools using the [“Update Data – All Locations”](#) link in the Coordinator Menu. You can review an overview of the link by clicking here.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	N/A	N/A	N/A	N/A	N/A

Input Section 12: Professional Development

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

The Bridge Academy professional learning has two focuses this year; sustaining our In Lak'ech culture and continuing our implementation of our graduate profiles. We continue to support an imbedded teacher collaboration period once a week and have had full staff attendance at all of our district allocated site PD days. Additionally, we have dedicated resources to teachers meeting outside of the school day to develop cross curricular projects, look at student work, and develop portfolio worthy projects.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	N/A	12	12

Input Section 13: Career Technical Education Programs (Grades 9-12 Only)

This section applies to schools serving grades 9-12 only. If your school does not serve grades 9-12, simply skip and leave this section blank. It will not be included in the full SARC.

2024-25 Career Technical Education Programs

This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.

To complete this section, provide:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

THE REMAINING SECTIONS ARE PROVIDED FOR REVIEW AND INCLUDE THE UPDATES FROM YOUR INPUT SECTIONS

The Bridge Academy

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	The Bridge Academy
Street	789 E. Poplar Street San Mateo, CA 94401
City, State, Zip	San Mateo, CA 94401
Phone Number	650-558-2173
Principal	Samia Shoman
Email Address	sshoman@smuhsd.org
School Website	https://bridge.smuhsd.org/
Grade Span	10-12
County-District-School (CDS) Code	41690470142497

2025-26 District Contact Information

District Name	San Mateo Union High School District
Phone Number	650-558-2299
Superintendent	Randall Booker
Email Address	rbooker@smuhsd.org
District Website	https://www.smuhsd.org/

2025-26 School Description and Mission Statement

This is the second year of Bridge Academy as an official school; we previously existed as a program under the umbrella of our district's continuation school. We are proud to have grown our program to a full scale school who has been specially designed over many years to meet the unique needs of Newcomer multilingual learners. We were WASC accredited in the spring of 2025.

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Our goal is to accelerate students' language acquisition through all of their courses: English, Math, Social Science, Science, PE and Visual Arts. Because most of our students enter with interrupted formal education or few to no high school credits, our staff collaborates to design educational experiences that specifically meet our particular students' needs in order to prepare them to be successful in their transitions after Bridge, whether that be our Adult School, college, career, or other path they choose.

Our school year is broken into three trimesters, allowing students more flexibility to advance into higher level English and Math courses as they progress as well as complete the multiple Science and Social Science requirements for graduation. We offer additional academic support in numeracy and literacy for students' who have experienced extended periods without schooling. We work to keep classroom size small and create collaborative learning environments so students have multiple opportunities to receive the support they need. Bridge offers an after school learning center and all students have licenses to online English

2025-26 School Description and Mission Statement

and Math programs that support their acceleration.

We believe education extends beyond the classroom and strive to support all students' needs; we have weekly community circles, a social worker, mental health therapist, family engagement coordinator, and bilingual support staff.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	10
Grade 12	44
Total Enrollment	54

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	35.2
Male	64.8
Hispanic or Latino	100
English Learners	100
Socioeconomically Disadvantaged	90.7

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

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers			
Misassignments			
Vacant Positions			
Total Teachers Without Credentials and Misassignments			

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver			
Local Assignment Options			
Total Out-of-Field Teachers			

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)			
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)			

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Bridge Academy uses district adopted textbooks and additional supplemental materials needed to directly meet the needs of multilingual Newcomer students. These supplemental materials are focused on language development and have been suggested and approved by both our County Office of Education and Office of Multilingual Learners, as well as our Board of Education. All students at Bridge have access to educational materials that match their needs as Newcomers.

Year and month in which the data were collected

December 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Current and meets state and local standards	0
Mathematics	Current and meets state and local standards	0
Science	Current and meets state and local standards	0
History-Social Science	Current and meets state and local standards	0
Foreign Language	Current and meets state and local standards	0
Health	Current and meets state and local standards	0
Visual and Performing Arts	Current and meets state and local standards	0

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

School Facility Conditions and Planned Improvements

The Bridge Academy shares a campus with the San Mateo Adult School until our own campus is built. We expect to break ground June 2026. Bridge has six dedicated classrooms and a dedicated Wellness Center and office that houses the principal, staff assistant and Newcomer transition coordinator. Our classrooms are in good condition and our art class and wellness center are in new portables. Our classrooms are cleaned daily and students have access to multiple bathrooms and a student lounge if they decide to eat lunch indoors. Our campus conditions are good.

Year and month of the most recent FIT report

December 18, 2025

System Inspected	Rate	Rate	Rate	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	20				
Female	--				
Male	13				
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	20				
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	20				
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16				
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	20	4	20.00	80.00	--
Female	--	--	--	--	--
Male	13	4	30.77	69.23	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	20	4	20.00	80.00	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	20	4	20.00	80.00	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	3	18.75	81.25	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)		--		48.61		32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	20	2	10.00	90.00	--
Female	--	--	--	--	--
Male	15	1	6.67	93.33	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	20	2	10.00	90.00	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	20	2	10.00	90.00	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	1	5.88	94.12	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

2024-25 Career Technical Education Programs

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	28
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	N/A	N/A	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

The Bridge Academy has an English Language Advisory Committee and a Bridge Advisory Board made up of parents and student caretakers. Additionally, each trimester we host a student work showcase that provides an opportunity for parents and caretakers to meet with teachers and staff about students progress. Lastly, we ask families to participate in student conferences as needed, and we encourage families to schedule conferences as they feel needed as well. We have a parent representative on the district English learner advisory committee.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate									
Graduation Rate									

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	23	9	39.1
Female	--	--	--
Male	17	7	41.2
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	23	9	39.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	23	9	39.1
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	20	8	40.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	84	83	50	60.2
Female	27	27	22	81.5
Male	57	56	28	50.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	84	83	50	60.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	84	83	50	60.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	76	75	46	61.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25

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

2024-25 Suspensions and Expulsions by Student Group

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

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

2025-26 School Safety Plan

Our school safety plan has been entered into the DTS system and is aligned with the state and county's BIG 5 protocols and all district safety standards and protocols. It was adopted on September 25, 2025 but our school safety committee and then our board of education. Our school safety plan includes the various drills we will run throughout the year to ensure students and staff are prepared in case of emergencies; we have already run four drills this fall. The plan was reviewed with our families at our November English Learner Advisory Committee.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	6		
Mathematics	22	2	1	1
Science	18	2		
Social Science	8	7		

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	0	0	0	0
District	N/A	N/A		\$133,238
Percent Difference - School Site and District	N/A	N/A		-200.0
State	N/A	N/A	\$11,146	\$113,595
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

Fiscal Year 2024-25 Types of Services Funded

In addition to the Tier I instruction and services available to students, our school has an extensive Tier II and III support program. We have an advisory program that includes Tier II specialized groups for all students. These are run by internal staff and outside providers. We have an after school learning center, a wellness center, a clothes closet and food pantry. Our school has a full time wellness counselor and part time social worker. We offer an academic literacy and numeracy course for students with interrupted formal education; an art therapy program, and several enrichment activities, for example a biking club. All students have access to English and Math online learning platforms to supplement their in class learning, as well as a library where they can check out books. We have a student equity council and leadership program, and a gang prevention program. As a community school, we try and meet all students needs; this includes a once/month teen health van, support with driver licenses, medical and legal needs.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$79,574	\$67,238
Mid-Range Teacher Salary	\$128,361	\$106,841
Highest Teacher Salary	\$151,187	\$136,881
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$167,233
Average Principal Salary (High)	\$237,089	\$193,950
Superintendent Salary	\$307,000	\$314,304
Percent of Budget for Teacher Salaries	27.52%	29.51%
Percent of Budget for Administrative Salaries	5.08%	4.87%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
--	---

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

The Bridge Academy professional learning has two focuses this year; sustaining our In Lak'ech culture and continuing our implementation of our graduate profiles. We continue to support an imbedded teacher collaboration period once a week and have had full staff attendance at all of our district allocated site PD days. Additionally, we have dedicated resources to teachers meeting outside of the school day to develop cross curricular projects, look at student work, and develop portfolio worthy projects.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	N/A	12	12