

School Accountability Report Card Reported Using Data from the 2024–25 School Year

California Department of Education

For The Bridge School

Address: 545 Eucalyptus Avenue, Hillsborough, CA 94010

Phone: 650-696-7295

Principal: Gabriela Berlanga

Grade Span: PreK-6

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/sal/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lcl/>.
- 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/>.

About This School

Table 1: District Contact Information (School Year 2025–26)

Entity	Contact Information
District Name	Hillsborough City Elementary
Phone Number	650-342-5193
Superintendent	Ana De Arce
Email Address	adearce@hcsdk8.org
Website	www.hcsdk8.org

Table 2: School Contact Information (School Year 2025–26)

Entity	Contact Information
School Name	The Bridge School
Street	545 Eucalyptus Avenue
City, State, Zip	Hillsborough, CA 94010
Phone Number	650-696-7295
Principal	Gabriela Berlanga
Email Address	gberlanga@bridgeschool.org
Website	www.bridgeschool.org
Grade Span	PreK-6
County-District-School (CDS) Code	41689087031446

Table 3: School Description and Mission Statement (School Year 2025–26)

The mission of The Bridge School is to ensure that individuals with extensive physical and speech disabilities achieve full participation in their communities through the use of effective multimodal communication systems and assistive technologies, and to develop, implement and disseminate innovative and effective life-long educational strategies. Located in the San Francisco Bay Area, our educational program is a full-time transitional placement (preschool through grade 6) that serves up to 14 students each year having complex communication needs associated with extensive speech and physical disabilities. Our school year calendar and daily schedule are closely aligned with those of the North Hillsborough Elementary School.

The design of The Bridge School's Education Program is guided by our values of:

- Supporting our students' abilities to communicate functionally in the educational environment
- Identifying the most effective and efficient modes of communication across communication partners, environments, instructional contexts, and social activities
- Providing students access to the general education curriculum through active participation in all classroom activities
- Supporting the functional use of assistive technologies, including augmentative and alternative communication devices, techniques and strategies to maximize participation in daily life
- Supporting inclusion experiences and meaningful participation, both academically and socially, in appropriate grade-level general education settings and the community at large
- Using both student-centered and family-centered planning approaches that incorporate each student's and family's preferences and priorities
- As part of instruction, providing training for communication partners in students' environments including home, school, and community

- Ensuring educational accountability such that student assessment appropriately measures and tracks student progress to report to families, to guide instructional adjustments and decision-making, and for IEP purposes
- Building functional and age-appropriate life skills across domains
- Expanding our students' social networks and development of friendships
- Encouraging self-determination as a life skill that leads to a positive quality of life
- Using research findings as a resource for practice
- Transitioning students to their home school districts in the least restrictive environment
- Providing long-term support to students and their educational teams in the home school district

By focusing on the development of augmentative and alternative communication (AAC) systems for each student, our program aims to:

- Assist students in working towards communicative competence through the use of AAC systems and strategies
- Provide students access to the general education curriculum through active participation in all classroom activities
- Maximize each student's educational potential by providing access to assistive technologies for learning and literacy development
- Provide long-term, ongoing, individualized support to students and their educational teams in their home school districts

Table 4: Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	2
Grade 1	1
Grade 2	0
Grade 3	1
Grade 4	2
Grade 5	1
Grade 6	2
Grade 7	N/A
Grade 8	N/A
Grade 9	N/A
Grade 10	N/A
Grade 11	N/A
Grade 12	N/A
Total Enrollment	9

Table 5: Student Enrollment by Student Group (School Year 2024–25)¹

Student Group	Percent of Total Enrollment
Female	56%
Male	44%
Non-Binary	0%
American Indian or Alaska Native	0%
Asian	33%
Black or African American	0%
Filipino	0%
Hispanic or Latino	11%
Native Hawaiian or Pacific Islander	0%
Two or More Races	11%
White	44%
English Learners	22%
Foster Youth	0%
Homeless	0%
Migrant	0%
Socioeconomically Disadvantaged	0%
Students with Disabilities	100%

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.

Table 6: Teacher Preparation and Placement (School Year 2021–22)

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)	1	50%	82.50	86.51	234,405.20	84.00
Intern Credential Holders Properly Assigned	0	0	0	0	4,853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	50%	1	1.05	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	7.50	7.92	11,953.10	4.28
Unknown/Incomplete/NA	0	0	4.30	4.51	15,831.90	5.67279
Total Teaching Positions	2	100%	95.40	100.00	279,044.80	100.00

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

Table 7: Teacher Preparation and Placement (School Year 2022–23)

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)	2	100%	85.30	89.48	231,142.40	83.24
Intern Credential Holders Properly Assigned	0	0	0.00	0.00	5,566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.00	1.11	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	7.50	7.90	11,746.90	4.23
Unknown/Incomplete/NA	0	0	1.40	1.50	14,303.80	5.15
Total Teaching Positions	2	100%	95.30	100.00	277,698.00	100.00

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.

Table 8: Teacher Preparation and Placement (School Year 2023–24)

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)	2	100%	77.60	85.09	230,039.40	100.00
Intern Credential Holders Properly Assigned	0	0	1.10	1.21	6,213.80	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3.20	3.52	16,855.00	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	6.50	7.20	12,112.80	4.34
Unknown/Incomplete/NA	0	0	2.70	2.96	13,705.80	4.91
Total Teaching Positions	2	100%	91.20	100.00	278,927.10	100.00

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.

Table 9: Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	1	0	0
Misassignments	0	0	0
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	1	0	0

Table 10: Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0	0
Local Assignment Options	0	0	0
Total Out-of-Field Teachers	0	0	0

Table 11: Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

Table 12: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: January 2026

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	<p>K-5th Grade: McGraw-Hill School Education: Reading Wonders https://my.mheducation.com From Most Recent: Yes Adopted: 2023</p> <p>6th Grade: Amplify ELA: California Edition https://amplify.com/ From Most Recent: Yes Adopted: 2016</p>	0
Mathematics	<p>K-5th Grade: Houghton Mifflin Harcourt: Math Expressions https://www-k6.thinkcentral.com From Most Recent: Yes Adopted: 2015</p> <p>6th Grade: Big Ideas Learning: Big Ideas Math https://ca.bigideaselearning.com/california-math-curriculum From Most Recent: Yes Adopted: 2015</p>	0
Science	<p>K-5th Grade: Twig Education: Twig Science https://login.twigscience.com/accounts/login From Most Recent: Yes Adopted: 2022</p> <p>6th Grade: STEMscopes CA NGSS 3D https://acceleratelearning.com/ From Most Recent: Yes Adopted: 2019</p>	0
History- Social Science	<p>K-5th Grade: Studies Weekly: California Studies Weekly- Social Studies https://www.studiesweekly.com/ From Most Recent: Yes Adopted: 2017</p> <p>6th Grade: National Geographic World History https://ngl.cengage.com/programs/social-studies From Most Recent: Yes Adopted: 2019</p>	0
Foreign Language	N/A	N/A
Health	<p>K-6th Grade: Macmillan/McGraw-Hill: Health and Wellness https://www.mheducation.com/prek-12/program/health-wellness-2014/MKTSP-ABB02M01.html?srsltid=AfmBOoq8ctoDpLVXfdZqKVXyMn5b1HugmXLzmwIVLAFWGByEHtZi7zli#about From Most Recent: Yes Adopted: 2004</p>	0

Visual and Performing Arts	K-6 th Grade: The Art of Education University: FLEX Curriculum https://theartofeducation.edu/flex/ From Most Recent: Yes Adopted: 2021	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A

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

Table 13: School Facility Conditions and Planned Improvements

*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).]*

Within the annually updated Health and Safety Manual, the Bridge School has an Injury and Illness Prevention Program, an Emergency Action Plan, a Fire Response Plan, and a Hazard Communication Program in compliance with Cal/OSHA. The school practices monthly drills for Fire/Evacuation, Earthquake, Shelter-in-Place, Lockdown/Barricade and Secure Campus. The school performs routine hazard inspections for compliance with the Code of Safe Practices. The school passes annual inspections for: fire extinguishers (Fire Tech Protection), burglary alarm (Bay Alarm), fire alarm (Intrepid Electronics) and Fire Department clearance (Central County Fire Department). The school receives semi-annual air conditioning maintenance (Service Unlimited). The school has Medify Air Purifiers in place and filters are replaced routinely. The school receives safety inspections and health inspections when any changes are made to the facilities, e.g., when the Eastside modular was added to the campus in 2007.

In terms of Cleanliness:

The Bridge School has routine daily janitorial services for classrooms, office, common areas and restrooms, additional services on a monthly basis, and additional services during weeks when the school is closed. (A six-page contract, which lists the routine janitorial services is available upon request.)

In terms of Adequacy of School Facilities and the Condition and Cleanliness of the School Grounds, Buildings, and Restrooms: Hillsborough School District is responsible for maintenance and upkeep of the grounds and facilities of the Bridge School. They maintain compliance with school district standards

Table 14: School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2026

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: 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

Year and month of the most recent FIT report: January 2026

Table 15: Overall Rating

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAA 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.

Table 16: CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

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)	N/A	N/A	85	84	47	48
Mathematics (grades 3–8 and 11)	N/A	N/A	84	85	35	37

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.

Note: 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.

**Table 17: CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2024–25)**

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

Note: 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.

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.

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.

**Table 18: CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment**

Grades Three through Eight and Grade Eleven (School Year 2024–25)

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

Note: 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.

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.

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.

Table 19: CAASPP Test Results in Science for All Students**Grades Five, Eight, and High School****Percentage of Students Meeting or Exceeding the State Standard**

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)	N/A	N/A	76.00%	72.18%	30.73%	32.52%

Note: 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.

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.

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.

**Table 20: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2024–25)**

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

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.

Table 21: Career Technical Education (CTE) Programs (School Year 2024–25)

N/A

Table 22: Career Technical Education (CTE) Participation (School Year 2024–25)

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

Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements (School Year 2024–25)

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

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

Table 24: California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A

Note: The administration of the PFT requires only participation results for these five fitness areas.

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: 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.

Table 25: Opportunities for Parental Involvement (School Year 2025–26)

Our Parent Group coordinator is Peter Young. He can be reached via the main school number at: 650-696-7295. The Parent Group Coordinator helps organize volunteer opportunities which may include: assisting during classroom activities and community trip experiences; and assisting with classroom parties/holiday events throughout the school year, as well as fundraising events. Parents are encouraged to visit the classroom and to contribute to the whole school environment and success of our program.

General and ongoing communication with parents is considered an essential component of The Bridge School educational program, and, therefore, communication through the online app Remind occurs daily in addition to a daily notebook maintained between home and school. The Remind app is a texting tool used between teachers and parents where messages/photos are exchanged between the classroom and families. The school notebook is designed to: encourage a student's communication efforts in both of these environments by noting highlights about the day so that adults in the student's environments can encourage communication exchanges, share daily information between home and school that will help the team coordinate and be aware of changing needs in supporting the student. We also regularly schedule parent-teacher conferences to coincide with annual goal planning, progress reporting, AAC system development and other student-specific issues.

In addition to our online webinars and AAC By The Bay conference, The Bridge School provides ongoing opportunities for continuing education for professionals and parents in a variety of formats. The content and process of continuing educational activities is responsive to the needs and preferences of our students, staff and families. A wide range of topics have included: literacy and AAC; educational and communication interventions for students with cortical visual impairment; independent mobility for discovery; supportive interaction strategies; communication strategies to support peer interactions and social skill development outside of the school setting; communication and language assessment; development of self-determination; strategies for adapting toys, software and other creative access approaches.

State Priority: Pupil Engagement

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

- High school graduation rates,
- High school dropout rates, and
- Chronic Absenteeism

Table 26: Graduation Rate and Dropout Rate (Four-Year Cohort Rates)

N/A – deleted table

Table 27: Graduation Rate by Student Group (Four-Year Cohort Rate)

(School Year 2024–25)

N/A – deleted table

Table 28: Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	9	0	0	0
Female	5	0	0	0
Male	4	0	0	0
Non-Binary	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	3	0	0	0
Black or African American	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	1	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0
Two or More Races	1	0	0	0
White	4	0	0	0
English Learners	2	0	0	0
Foster Youth	0	0	0	0
Homeless	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0
Students with Disabilities	9	0	0	0

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.

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

Table 29: Suspensions and Expulsions

Rate	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
Suspensions	0.00%	0.00%	0.00%	1.06%	0.00%	.72%	3.60%	0.00%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	.08%	0.00%	.06%

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.

Table 30: Suspensions and Expulsions by Student Group (School Year 2024–25)

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

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.

Table 31: School Safety Plan (School Year 2025–26)

A Health and Safety Manual has been developed for The Bridge School and is available in the office of the Health and Safety Officer. This plan was last revised in January 2026 and staff members receive training on the Emergency Plan annually. The document describes the process used when disaster strikes and uses the Immediate Action Response (The Big 5) as part of the Emergency Procedures Plan.

All staff members with direct contact with students (teachers, speech-language pathologists, instructional assistants) are required to maintain First Aid and CPR certification as well as annual training in Universal Precautions.

We conduct monthly fire drills, semi-annual earthquake and lock-down/secure drills in conjunction with North Hillsborough Elementary School and The Hillsborough Fire Department.

There is a fire warning system in place, which is inspected annually. A complete fire inspection and clearance is completed annually.

Each classroom has a fully supplied First Aid kit and quick access to earthquake survival supplies maintained on our school site as well as those maintained as part of the North Elementary School general community supplies.

It is the policy of The Bridge School to comply with Labor Code 6401.7 (SB198) and General Industry Safety Order 3202, Injury and Illness Prevention Program to provide a work environment that is as free of hazard to injury and illness as is possible within the mission of the organization to provide education and other services for individuals with special learning needs. The staff members with authority to implement the injury and illness prevention program are the Executive Director, the Director of Education, and the Health and Safety Officer. Codes of Safe Practice have been developed with respect to health and safety in the areas of: fires and attempts to control fires; earthquakes; electrical power; operating equipment; vermin, communicable diseases, flu, colds and other ailments; wheelchair operation and positioning; and miscellaneous hazards. Monthly inspections are conducted by the Health and Safety Officer.

The Bridge School also has a Workplace Violence Prevention Plan ("WVPP"), revised in January 2026, which addresses the hazards known to be associated with the four types of workplace violence as defined by California Labor Code section 6401.9 ("§ 6401.9"). Staff members receive training on the plan upon hire and at regularly scheduled meetings to address security issues, potential workplace violence hazards, and updates to the WVPP.

D. Other SARC Information

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

Table 32: Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**	7	2	N/A	N/A

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Table 33: Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**	7	2	N/A	N/A

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

**Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2024–25)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**	7	2	N/A	N/A

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

**Table 35: Average Class Size and Class Size Distribution (Secondary)
(School Year 2022–23)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A

*Number of classes indicates how many classrooms 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.

**Table 36: Average Class Size and Class Size Distribution (Secondary)
(School Year 2023–24)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A

*Number of classes indicates how many classrooms 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.

**Table 37: Average Class Size and Class Size Distribution (Secondary)
(School Year 2024–25)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A

*Number of classes indicates how many classrooms 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.

Table 38: Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	N/A

*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.

Table 39: Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	0
Other** - Assistive Technologist	1

*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.

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

Table 40: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$89,856.19	\$0.00	\$89,856.19	\$95,305.64
District	N/A	N/A	\$30,843.39	\$137,497.00
Percent Difference – School Site and District	N/A	N/A	97.78%	-36.25%
State	N/A	N/A	\$11,146.18	\$100,089.00
Percent Difference – School Site and State	N/A	N/A	155.86%	-4.90%

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

Table 41: Types of Services Funded (Fiscal Year 2024–25)

The Bridge School provides high quality academic and social experiences that encompass a broad range of knowledge, skills and abilities across all subject areas with concurrent emphasis on supporting students' use of assistive technologies, development of communicative competence with augmentative and alternative communication (AAC) systems, and attainment of self-determination skills.

The organization and structure of The Bridge School staff promote the development of the individual within the context of a multidisciplinary team.

The classroom staff includes special educators and speech-language therapists supported by an assistive technology specialist, instructional assistants, an occupational therapist and external consultants with specialized areas of expertise such as cortical vision impairments.

Table 42: Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$75,521	\$61,516.32
Mid-Range Teacher Salary	\$126,547	\$95,478.69
Highest Teacher Salary	\$164,374	\$125,207.90
Average Principal Salary (Elementary)	\$212,174	\$152,668.30
Average Principal Salary (Middle)	\$239,552	\$156,487.16
Average Principal Salary (High)		\$165,427.38
Superintendent Salary	\$290,881	\$242,780.63
Percent of Budget for Teacher Salaries	36.76%	29.76%
Percent of Budget for Administrative Salaries	7.68%	5.74%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Table 43: Advanced Placement (AP) Courses (School Year 2024–25)**Percent of Students in AP Courses:** N/A

Subject	Number of AP Courses Offered*
Computer Science	N/A
English	N/A
Fine and Performing Arts	N/A
Foreign Language	N/A
Mathematics	N/A
Science	N/A
Social Science	N/A
Total AP Courses Offered*	N/A

*Where there are student course enrollments of at least one student.

Table 44: Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5