

# Twelve Bridges Middle School

770 Westview Drive • Lincoln, CA 95648 • (916) 434-5270 • Grades 6-8

Randy Woods, Principal

[rwoods@wpusd.k12.ca.us](mailto:rwoods@wpusd.k12.ca.us)

<http://tbms.wpusd.k12.ca.us/>



## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Western Placer Unified School District

600 6th Street, Suite 400

Lincoln, CA 95648

(916) 645-6350

[www.wpusd.k12.ca.us](http://www.wpusd.k12.ca.us)

### District Governing Board

Paul Carras

Brian Haley

Kris Wyatt

Damian Armitage

Paul Long

### District Administration

Scott Leaman

**Superintendent**

Kerry Callahan

**Assistant Superintendent of  
Educational Services**

Audrey Kilpatrick

**Assistant Superintendent of  
Business and Operations**

Gabe Simon

**Assistant Superintendent of  
Personnel Services**

### School Description

Middle School serves as a bridge between a more sheltered elementary experience and the more independent high school years. It is a time of transition for students and families. Students at Twelve Bridges have the support of their teachers, staff, and administration. Students are exploring a more challenging academic environment. At the same time, they are experiencing rapid personal, physical, and emotional growth. It is our intention to challenge students academically while providing them with appropriate support, and to be available to families with concerns, questions, or needs during this transitional phase of their students.

**Vision:** To create a respectful, success-oriented, cooperative community that challenges all students to develop a curiosity for learning and to pursue academic excellence.

**Mission:** The staff at Twelve Bridges Middle School, in cooperation with the students, parents and community, will provide students with a safe and supportive learning environment in which to foster a culture of academic excellence and discipline in addition to life-long learning. Our goal is for our students to not only become responsible and well-rounded individuals, but also to become better citizens.

## About the SARC

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

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	236
Grade 7	252
Grade 8	285
<b>Total Enrollment</b>	<b>773</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	1.6
Asian	4.9
Filipino	4
Hispanic or Latino	16.6
Native Hawaiian or Pacific Islander	1.3
White	66.1
Two or More Races	3.1
Socioeconomically Disadvantaged	18.9
English Learners	3.4
Students with Disabilities	11.1
Foster Youth	0.9

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials			
Twelve Bridges Middle School	14-15	15-16	16-17
With Full Credential	36	35	34
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Western Placer Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	340
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Twelve Bridges Middle School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99.0	1.0
Districtwide		
All Schools	99.0%	1.0%
High-Poverty Schools	99.0%	1.0%
Low-Poverty Schools	99.0%	1.0%

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Textbooks and Instructional Materials Year and month in which data were collected: September, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Holt Rinehart & Winston: Literature and Language Arts (Adopted 2002) (State Waiver 2010) Springboard (8th Grade)  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
<b>Mathematics</b>	Pearson: Digits (Adopted 2014)  Carnegie Learning Integrated I (8th Grade Honors) (Adopted 2014)  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
<b>Science</b>	Pearson Prentice Hall: Focus on Science for California (Adopted 2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
<b>History-Social Science</b>	Holt Rinehart and Winston: History Social Studies (Adopted 2006) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The campus and grounds are in very good repair. Minor maintenance noted below scheduled to be completed over the next twelve months.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/14/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Room 105: Room 201: Cool in room using a space heater Room 203: Cool in room using a space heater Room 301: cold room using a space heater Room 301: Room cold using a space heater Room 510: Cold in room teacher using a space heater
<b>Interior:</b> Interior Surfaces	X			Interior surfaces appear to be clean, safe, and functional.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident.
<b>Electrical:</b> Electrical	X			There is no evidence that any portion of the school has a power failure. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. Lighting appears to be adequate and working properly, including exterior lights.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 1/14/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		MPR: Missing soap dispensers Office: Drinking fountain not working, Stained ceiling tile Room 508: Drinking fountain not working
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Room 101: Oil filled radiator heater
<b>Structural:</b> Structural Damage, Roofs	X			Office: Drinking fountain not working, Stained ceiling tile Room 510: Cold in room teacher using a space heater
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Gym: Girls exterior door lock to restroom Room 106: Safety concern - Door closure broken Storeroom: Gap under door
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>Science</b>	85	86	86	68	67	62	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>7</b>	12	34.9	38.2

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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>ELA</b>	63	67	48	53	44	48
<b>Math</b>	53	52	36	37	34	36

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

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	285	283	99.3	85.5
Male	155	154	99.4	83.8
Female	130	129	99.2	87.6
Asian	13	13	100.0	92.3
Filipino	14	14	100.0	78.6
Hispanic or Latino	59	59	100.0	84.8
White	178	176	98.9	86.9
Socioeconomically Disadvantaged	59	59	100.0	83.1
Students with Disabilities	29	29	100.0	41.4

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	234	232	99.2	66.4
	7	253	252	99.6	68.7
	8	284	283	99.7	65.4
Male	6	121	119	98.3	60.5
	7	149	148	99.3	68.2
	8	155	155	100.0	56.8
Female	6	113	113	100.0	72.6
	7	104	104	100.0	69.2
	8	129	128	99.2	75.8
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Asian	6	14	14	100.0	78.6
	7	13	13	100.0	53.9
	8	13	13	100.0	84.6
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	14	14	100.0	71.4

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	6	31	30	96.8	50.0
	7	37	37	100.0	54.0
	8	59	59	100.0	57.6
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	6	158	157	99.4	68.8
	7	170	169	99.4	72.2
	8	177	176	99.4	67.6
Two or More Races	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	34	33	97.1	60.6
	7	54	53	98.2	62.3
	8	58	58	100.0	56.9
English Learners	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	6	33	32	97.0	25.0
	7	23	23	100.0	13.0
	8	29	29	100.0	13.8
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	235	233	99.2	50.2
	7	253	252	99.6	50.8
	8	284	283	99.7	55.8
Male	6	121	119	98.3	51.3
	7	149	148	99.3	58.1
	8	155	155	100.0	52.3
Female	6	114	114	100.0	49.1
	7	104	104	100.0	40.4
	8	129	128	99.2	60.2
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Asian	6	14	14	100.0	64.3
	7	13	13	100.0	61.5
	8	13	13	100.0	92.3
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	14	14	100.0	57.1
Hispanic or Latino	6	32	31	96.9	48.4
	7	37	37	100.0	32.4
	8	59	59	100.0	50.9
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	6	158	157	99.4	50.3
	7	170	169	99.4	53.3
	8	177	176	99.4	59.1
Two or More Races	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	34	33	97.1	45.5
	7	54	53	98.2	34.0
	8	58	58	100.0	44.8

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	6	33	32	97.0	15.6
	7	23	23	100.0	17.4
	8	29	29	100.0	10.3
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2016-17)

TBMS encourages all parents to have an active role in their student's education. This includes opportunities such as the Parent Teacher Club, School Site Council, and supporting school activities/assemblies, Honors Recognition/Celebration, School Dances, and volunteering in classrooms in other capacities.

Communication with parents is provided through periodic email messages and school updates. There is a daily Student Bulletin, which is announced in classrooms each morning and also posted on the school website. The school website includes individual teacher websites, which are updated to provide information for classwork, homework, texts/quizzes, and projects through a link to Schoology. Grades/progress reports can be accessed any time through Schoology, which posts each assignment and related assignment scores.

#### State Priority: School Climate

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

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

#### School Safety Plan

The TBMS School Safety Plan includes a Crisis Response Plan, monthly fire drills, semiannual lock down drills and annual evacuation drills. The plan includes detailed roles and responsibilities for all staff members in an emergency on campus. The fire drills maintain student and staff familiarity with classroom evacuation, while the evacuation drill allows us to practice removing all students from campus in an orderly manner. We conduct lock down drills for maintaining a safe campus if an emergency requires all staff and students to be locked inside.

Two separate lunch periods are monitored by four noon-duty aides to assist in the lunch time supervision. Teachers have duty stations before and after school for added school safety. We have a closed campus, visitors must enter through the main office and sign in and students are not allowed off campus during the school day. The school is also monitored by surveillance cameras 24/7.



### Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	4.8	4.9	2.1
Expulsions Rate	0.0	0.0	0.3
District	2013-14	2014-15	2015-16
Suspensions Rate	3.7	3.2	2.8
Expulsions Rate	0.1	0.0	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

#### 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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		66.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.80
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	.5
Resource Specialist	2
Other	0
Average Number of Students per Staff Member	
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.

### Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	19	22	22	21	7	7	8	15	15	2	3	3
Mathematics	22	21	21	11	10	10	15	17	17	1	1	1
Science	30	30	30				19	19	19	1	1	1
Social Science	27	28	28	1	1	1	20	18	18		1	1

\* 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.

#### Professional Development provided for Teachers

Teachers work within their Professional Learning Community during early release days each Monday. During this time, educators analyze performance data, design lessons, develop common assessments, and articulate progress with colleagues.

In addition, multiple professional development opportunities have been provided in preparation for the transition to the Common Core State Standards, especially in the areas of language arts, mathematics, and technology.

There has been a focus on technology training and the use of technology in the classroom. Many teachers have been trained at "Google Summits", which are focused on Google applications that are specific to the the classroom. These trainings are delivered periodically through weekend workshops.

We have also, this school year, focused on the AVID program. AVID (Advancement Via Individual Determination) is a college preparation program that requires the extensive training of staff members. Several staff members have been trained in AVID methods and many more are registered participants in future training. Some training is completed throughout the school year in workshops. The bulk of the training comes during Summer workshops.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,075	\$43,821
Mid-Range Teacher Salary	\$67,596	\$69,131
Highest Teacher Salary	\$88,889	\$89,259
Average Principal Salary (ES)	\$99,522	\$108,566
Average Principal Salary (MS)	\$102,954	\$115,375
Average Principal Salary (HS)	\$114,512	\$125,650
Superintendent Salary	\$179,791	\$198,772
Percent of District Budget		
Teacher Salaries	41%	37%
Administrative Salaries	5%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Twelve Bridges Middle School students have the opportunity to participate in a variety of special programs. Special education and intervention support are offered utilizing district and state funding. We offer a full range of enrichment classes including art, digital art, band, choir, music appreciation, drama, leadership, yearbook, astronomy, forensics, and robotics.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

### 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.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8435	2244	6191	69359
District	♦	♦	6399	73186
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-3.3	-5.2
Percent Difference: School Site/ State			9.1	-3.0

\* Cells with ♦ do not require data.