

# 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/>



## 2014-15 School Accountability Report Card Published During the 2015-16 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 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 at (916) 434-5270 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	247
Grade 7	276
Grade 8	281
<b>Total Enrollment</b>	<b>804</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	1.1
Asian	5.2
Filipino	4.1
Hispanic or Latino	17.8
Native Hawaiian or Pacific Islander	0.9
White	64.9
Two or More Races	3
Socioeconomically Disadvantaged	22.6
English Learners	2.7
Students with Disabilities	11.7
Foster Youth	0.7

## 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	13-14	14-15	15-16
<b>With Full Credential</b>	37	36	35
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Western Placer Unified School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	303
<b>Without Full Credential</b>	♦	♦	1
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Twelve Bridges Middle School	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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

2014-15 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
<b>This School</b>	96.0	4.0
Districtwide		
<b>All Schools</b>	32.3	67.7
<b>High-Poverty Schools</b>	25.8	74.2
<b>Low-Poverty Schools</b>	97.9	2.1

\* 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 2015-16)**

**Textbooks and Instructional Materials**

Year and month in which data were collected: September, 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt Rinehart & Winston: Literature and Language Arts (Adopted 2002) (State Waiver 2010)  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	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
Science	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
History-Social Science	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: January 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Gas systems and pipes appear safe, functional, and free of leaks. Sewer line stoppage is not evident. Temperature is colder in five classrooms.
<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.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Missing soap dispenser in Multi-Purpose Room and two drinking fountains not working in the Office and one classroom.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			There is an oil filled radiator heater in one classroom.
<b>Structural:</b> Structural Damage, Roofs	X			Roof systems appear to be functioning properly. There is a stained ceiling tile in the Office.

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				Door closure broken in girls Gym restroom and one classroom. There is a gap under the storage room 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], Science California Standards Tests); and
- The percentage of pupils 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>7</b>	19.80	30.20	36.90

\* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>ELA</b>	62	50	44
<b>Math</b>	53	40	33

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
<b>All Students in the LEA</b>	67
<b>All Student at the School</b>	86
<b>Male</b>	83
<b>Female</b>	90
<b>Black or African American</b>	--
<b>American Indian or Alaska Native</b>	--
<b>Asian</b>	88
<b>Filipino</b>	--
<b>Hispanic or Latino</b>	78
<b>Native Hawaiian or Pacific Islander</b>	--
<b>White</b>	88
<b>Two or More Races</b>	90
<b>Socioeconomically Disadvantaged</b>	53
<b>English Learners</b>	--
<b>Students with Disabilities</b>	75
<b>Foster Youth</b>	--

\* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
<b>Science</b>	82	85	86	67	68	67	59	60	56

\* Results are for grades 5, 8, and 10. 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	244	244	100.0	8	25	46	21
	7	276	273	98.9	15	17	52	16
	8	280	273	97.5	13	34	43	10
Male	6		144	59.0	8	28	44	21
	7		145	52.5	19	19	48	14
	8		146	52.1	17	39	36	8
Female	6		100	41.0	8	20	49	21
	7		128	46.4	10	15	58	17
	8		127	45.4	9	28	51	13
Black or African American	6		7	2.9	--	--	--	--
	7		7	2.5	--	--	--	--
	8		7	2.5	--	--	--	--
American Indian or Alaska Native	6		2	0.8	--	--	--	--
	7		7	2.5	--	--	--	--
	8		1	0.4	--	--	--	--
Asian	6		11	4.5	18	0	64	18
	7		12	4.3	8	17	33	42
	8		17	6.1	12	35	41	12
Filipino	6		12	4.9	0	8	42	50
	7		12	4.3	8	17	67	8
	8		8	2.9	--	--	--	--
Hispanic or Latino	6		33	13.5	12	33	39	12
	7		57	20.7	19	21	54	5
	8		49	17.5	12	45	39	4
Native Hawaiian or Pacific Islander	6		1	0.4	--	--	--	--
	7		4	1.4	--	--	--	--
	8		1	0.4	--	--	--	--
White	6		167	68.4	7	26	44	22
	7		171	62.0	12	16	52	20
	8		178	63.6	13	29	45	12
Two or More Races	6		11	4.5	9	9	64	18
	7		3	1.1	--	--	--	--
	8		12	4.3	17	33	42	8
Socioeconomically Disadvantaged	6		56	23.0	11	25	43	18
	7		57	20.7	23	16	53	9
	8		56	20.0	21	45	32	2

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	6		7	2.9	--	--	--	--
	7		10	3.6	--	--	--	--
	8		4	1.4	--	--	--	--
Students with Disabilities	6		21	8.6	52	29	14	5
	7		34	12.3	56	21	21	3
	8		26	9.3	77	15	8	0
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	244	243	99.6	14	36	24	26
	7	276	272	98.6	19	27	25	28
	8	280	270	96.4	16	29	33	22
Male	6		144	59.0	13	30	25	33
	7		145	52.5	21	23	28	28
	8		143	51.1	20	28	27	23
Female	6		99	40.6	15	44	22	17
	7		127	46.0	17	31	22	28
	8		127	45.4	11	29	39	20
Black or African American	6		7	2.9	--	--	--	--
	7		7	2.5	--	--	--	--
	8		7	2.5	--	--	--	--
American Indian or Alaska Native	6		2	0.8	--	--	--	--
	7		7	2.5	--	--	--	--
	8		1	0.4	--	--	--	--
Asian	6		11	4.5	18	27	18	36
	7		12	4.3	8	0	33	58
	8		17	6.1	12	24	24	41
Filipino	6		12	4.9	8	33	33	25
	7		12	4.3	17	25	17	42
	8		8	2.9	--	--	--	--

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	6		33	13.5	30	39	18	12
	7		56	20.3	21	34	23	21
	8		49	17.5	22	27	35	16
Native Hawaiian or Pacific Islander	6		1	0.4	--	--	--	--
	7		4	1.4	--	--	--	--
	8		1	0.4	--	--	--	--
White	6		166	68.0	10	36	24	29
	7		171	62.0	16	26	26	30
	8		175	62.5	15	29	33	22
Two or More Races	6		11	4.5	18	18	18	45
	7		3	1.1	--	--	--	--
	8		12	4.3	8	50	25	17
Socioeconomically Disadvantaged	6		56	23.0	18	45	20	16
	7		57	20.7	26	28	26	19
	8		56	20.0	29	38	23	11
English Learners	6		7	2.9	--	--	--	--
	7		10	3.6	--	--	--	--
	8		4	1.4	--	--	--	--
Students with Disabilities	6		21	8.6	67	14	10	10
	7		33	12.0	64	18	12	6
	8		25	8.9	72	24	4	0
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

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	2012-13	2013-14	2014-15
Suspensions Rate	7.94	4.84	4.94
Expulsions Rate	0.22	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.45	3.65	3.19
Expulsions Rate	0.13	0.08	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

**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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 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

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	23	19	22	9	21	7	18	8	15		2	3
Math	20	22	21	17	11	10	11	15	17	1	1	1
Science	30	30	30				18	19	19	1	1	1
SS	29	27	28		1	1	19	20	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.



### 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
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\* 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.

### 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. Several teachers have been trained at "Google Summits", which are focused on Google applications that are specific to 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 2013-14 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,581	\$42,315
Mid-Range Teacher Salary	\$64,797	\$66,451
Highest Teacher Salary	\$85,208	\$85,603
Average Principal Salary (ES)	\$94,098	\$105,079
Average Principal Salary (MS)	\$97,343	\$111,005
Average Principal Salary (HS)	\$108,366	\$121,310
Superintendent Salary	\$156,004	\$189,899
Percent of District Budget		
Teacher Salaries	42%	39%
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/).

### FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7742	1813	5929	68254
District	♦	♦	\$5,672	\$68,795
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			4.5	-0.8
Percent Difference: School Site/ State			10.9	-1.4

\* Cells with ♦ do not require data.

### 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, the county, and the state. 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.