

Twelve Bridges Middle School

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

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2013-14 School Accountability Report Card Published During the 2014-15 School Year

Western Placer Unified School District

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Assistant Superintendent of
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Audrey Kilpatrick
Assistant Superintendent of
Business and Operations

Ryan Davis
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

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (916) 434-5270.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 6	280
Gr. 7	274
Gr. 8	273
Gr. 9	
Total	827

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	1.3
Asian	4.9
Filipino	4.3
Hispanic or Latino	18.2
Native Hawaiian/Pacific Islander	0.8
White	64.6
Two or More Races	3.6
Socioeconomically Disadvantaged	21.2
English Learners	3.0
Students with Disabilities	11.9

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	12-13	13-14	14-15
Fully Credentialed	38	37	36
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Western Placer Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	295
Without Full Credential	◆	◆	1
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School			
Twelve Bridges Middle School	12-13	13-14	14-15
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

2013-14 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	95.77	4.23
Districtwide		
All Schools	33.13	66.87
High-Poverty Schools	27.93	72.07
Low-Poverty Schools	39.09	60.91

* 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 2014-15)

Textbooks and Instructional Materials

Year and month in which data were collected: September, 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Holt Rinehart & Winston: Literature and Language Arts (Adopted 2002) (State Waiver 2010)
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Pearson: Digits (Adopted 2014) Carnegie Learning Integrated I (8th Grade Honors) (Adopted 2014)
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Pearson Prentice Hall: Focus on Science for California (Adopted 2007)
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Holt Rinehart and Winston: History Social Studies (Adopted 2006)
Foreign Language The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	N/A
Health The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	N/A
Visual and Performing Arts The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	N/A
Science Laboratory Equipment The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Twelve Bridges Middle School is in very good condition. No major repairs are needed or scheduled at this time.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: October, 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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]	[]	[]	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October, 2014

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]		
Overall Rating	Exemplary	Good	Fair	Poor	
	[X]	[]	[]	[]	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	87	83	86	63	60	65	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	75	79	75	59	62	58	54	56	55
Math	69	68	65	51	51	48	49	50	50
HSS	74	75	69	46	50	46	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	9	9	9
Similar Schools	9	7	9

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	16.3	28.1	41.1

* 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	65
All Student at the School	86
Male	88
Female	84
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	76
Hispanic or Latino	86
Native Hawaiian/Pacific Islander	
White	85
Two or More Races	
Socioeconomically Disadvantaged	80
English Learners	
Students with Disabilities	68
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	4	5	-15
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	4	9	-30
Native Hawaiian/Pacific Islander			
White	4	4	-11
Two or More Races			
Socioeconomically Disadvantaged	9	10	8
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

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 such as Veteran's Day Assembly , Honors Recognition/Celebration, School Dances, and volunteering in classrooms in other capacities.

Communication with parents is provided with a weekly email message sent each Monday called "What's Happening This Week." 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 is updated daily or weekly to provide information for classwork, homework, texts/quizzes, and projects. Grades/progress reports can be accessed any time through the Teacher Ease software, 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.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	14.42	15.94	7.9
Expulsions Rate	0.0	0.2	0
District	11-12	12-13	13-14
Suspensions Rate	3.0	3.4	3.7
Expulsions Rate	0.1	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 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

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Gr. 6	13	22	22	2	27	27	0	44	44	0	7	7
English	19.9	23	19	16	9	21	14	18	8	0		2
Math	21	20	22	14	17	11	14	11	15	0	1	1
Science	28.7	30	30	0			20	18	19	0	1	1
SS	28.8	29	27	0		1	19	19	20	0	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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$33,631	\$41,243
Mid-Range Teacher Salary	\$63,016	\$64,893
Highest Teacher Salary	\$82,867	\$83,507
Average Principal Salary (ES)	\$97,651	\$103,404
Average Principal Salary (MS)	\$101,020	\$109,964
Average Principal Salary (HS)	\$112,540	\$120,078
Superintendent Salary	\$153,657	\$183,557
Percent of District Budget		
Teacher Salaries	43	40
Administrative Salaries	6	6

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,029	\$1,596	\$5,433	\$67,592
District	♦	♦	\$5,672	\$66,280
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			-4.2	2.0
Percent Difference: School Site/ State			15.8	-0.3

Types of Services Funded at Twelve Bridges Middle School

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.

Professional Development provided for Teachers at Twelve Bridges Middle School

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.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA						
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced

Twelve Bridges Middle School	2011-12	2012-13	2013-14
English-Language Arts			
Mathematics			
Western Placer Unified School District	2011-12	2012-13	2013-14
English-Language Arts	59	58	34
Mathematics	54	57	33
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Dropout Rate and Graduation Rate			
Twelve Bridges Middle School	2010-11	2011-12	2012-13
Dropout Rate (1-year)			
Graduation Rate			
Western Placer Unified School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)			
Graduation Rate			
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)			
Graduation Rate			

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	0.00
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Career Technical Education Programs

N/A