

# Executive Summary School Accountability Report Card, 2011–12

## For Twelve Bridges Elementary

<b>Address:</b>	2450 Eastridge Drive, Lincoln, CA, 95648-8282	<b>Phone:</b>	(916) 434-5220
<b>Principal:</b>	Daniela Thompson	<b>Grade Span:</b>	K-5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

## About This School

Students, parents, teachers, and staff are valued and treated with respect at Twelve Bridges Elementary. Students demonstrate their “Tiger Traits” by being respectful, responsible, and safe.

In addition to the standards-based curriculum, a variety of learning opportunities are offered such as hands-on activities involving classroom gardens, outdoor learning circles, and technology.

Additionally, there is:

- \*Science curriculum taught by a science specialist weekly
- \*Greenhouse utilized by students on a regular basis
- \*Orchard, planted, and maintained by students and volunteers
- \*School-wide music program taught by a music specialist
- \*After-school band and choir program for upper grades
- \*Comprehensive art program taught by teachers and Art Docents
- \*Fully stocked Art Room, equipped with a kiln
- \*Technology, including a mobile lab of i-pads currently used by grades 4 and 5
- \*Physical education opportunities including a circuit training center and rock-climbing walls

Twelve Bridges Elementary students are viewed as future leaders. Our goal is to create well-rounded students who are empowered to bring about positive change in our world.

## Student Enrollment

Group	Enrollment
<b>Number of students</b>	687
<b>Black or African American</b>	2.3%
<b>American Indian or Alaska Native</b>	1.0%
<b>Asian</b>	6.3%
<b>Filipino</b>	2.9%
<b>Hispanic or Latino</b>	12.2%

<b>Native Hawaiian or Pacific Islander</b>	0.1%
<b>White</b>	74.2%
<b>Two or More Races</b>	0.9%
<b>Socioeconomically Disadvantaged</b>	8.2%
<b>English Learners</b>	3.5%
<b>Students with Disabilities</b>	8.7%

## Teachers

<b>Indicator</b>	<b>Teachers</b>
<b>Teachers with full credential</b>	32
<b>Teachers without full credential</b>	0
<b>Teachers Teaching Outside Subject Area of Competence</b>	0
<b>Misassignments of Teachers of English Learners</b>	1
<b>Total Teacher Misassignments</b>	1

## Student Performance

<b>Subject</b>	<b>Students Proficient and Above on STAR* Program Results</b>
<b>English-Language Arts</b>	73%
<b>Mathematics</b>	77%
<b>Science</b>	74%
<b>History-Social Science</b>	N/A

\*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

## Academic Progress\*

<b>Indicator</b>	<b>Result</b>
<b>2012 Growth API Score (from 2012 Growth API Report)</b>	882
<b>Statewide Rank (from 2011 Base API Report)</b>	8
<b>Met All 2012 AYP Requirements</b>	Yes
<b>Number of AYP Criteria Met Out of the Total Number of Criteria Possible</b>	Met 9 of 9
<b>2012–13 Program Improvement Status (PI Year)</b>	N/A

\*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## School Facilities

## Summary of Most Recent Site Inspection

This campus is in excellent condition and does not require any major repair at this time.

## Repairs Needed

N/A

## Corrective Actions Taken or Planned

N/A

## Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	N/A
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	N/A

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,161
District	\$6,369
State	\$5,455

## School Completion

Indicator	Result
Graduation Rate (if applicable)	N/A

## Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

# School Accountability Report Card

## Reported Using Data from the 2011–12 School Year

*Published During 2012–13*

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.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

## II. About This School

### Contact Information (School Year 2012–13)

School		District	
<b>School Name</b>	Twelve Bridges Elementary	<b>District Name</b>	Western Placer Unified
<b>Street</b>	2450 Eastridge Drive	<b>Phone Number</b>	(916) 645-6350
<b>City, State, Zip</b>	Lincoln, CA, 95648-8282	<b>Web Site</b>	www.wpusd.k12.ca.us
<b>Phone Number</b>	(916) 434-5220	<b>Superintendent</b>	Scott Leaman
<b>Principal</b>	Daniela Thompson	<b>E-mail Address</b>	sleaman@wpusd.k12.ca.us
<b>E-mail Address</b>	dthompson@wpusd.k12.ca.us	<b>CDS Code</b>	31669510106443

### School Description and Mission Statement (School Year 2011–12)

Built in 2004, Twelve Bridges Elementary was designed to incorporate a strong emphasis of outdoor learning into our student's education. In the middle of campus, there are seven learning circles which includes: a solar-powered drinking fountain, giant sundial, herb garden, and bird feeders. In grade level clusters, each class had a class garden to grow vegetables, fruit, or flowers. There is also a school orchard and greenhouse. The landscape is attractive and aesthetically pleasing with a five acre Twelve Bridges Park adjacent to the playground.

The campus is comprised of:

33 classrooms (includes 2 science, 2 music, 2 kinder, 1 Special Day Class, 1 Resource Specialist, 1 Speech Pathologist, and Intervention); Library; Technology Lab; Multipurpose Room; Kitchen; Art Room; and Administration Building (Principal, Vice Principal, Secretary, Attendance Clerk, Clerk, Health Clerk, and School Psychologist).

Twelve Bridges Elementary students are viewed as future leaders. Our goal is to create well-rounded students who are empowered to bring about positive change in our world. There has been a recent focus on positive behavior intervention. Our "Tiger Traits" were developed to emphasize three school-wide rules: Be Respectful, Be Safe, and Be Responsible. In addition, students are recognized with a "Tiger PAW" for demonstrating Qualities of Greatness, which is based on *The Nurtured Heart Approach* philosophy.

The collaborative culture at the site fosters purposeful communication and informed decision making. Teachers participate in grade level Professional Learning Communities (PLC) as a school site and district-wide on a bi-monthly basis.

### Opportunities for Parental Involvement (School Year 2011–12)

Parent involvement at TBE is the cornerstone of the school and parents are viewed as partners in the education of students. Parents are actively involved as volunteers in the classroom and participate on various committees. Our parents assist in a variety of capacities, which includes: learning centers, reading groups, math groups, field trip chaperones, Garden Docents, Art Docents, and PE Docents. Parents bring with them a broad background of expertise and experience, which enhances the learning experience for students. In addition to parents, there is a large group of Sun City Volunteers who also participate in similar roles.

The Parent Teacher Club (PTC) is very active supporting school-wide events and enrichment programs through well planned fundraisers. The PTC organizes family events such as: Movie Night, Skate Night,

Restaurant Nights, Harvest Festival, and the Daddy-Daughter Dance. The Fun Run, Golf Tournament, and Fireworks booth are the main fundraisers each year. With the ongoing dedication of the PTC and funds raised, our school is able to: host purposeful assemblies; purchase playground equipment, art supplies, and classroom supplies; provide paper and ink for classrooms; beautify the school; and purchase technology.

The School Site Council (SSC) meets monthly and is comprised of parents, teachers, and administration. Documents such as the Single Plan for Student Achievement, School Safety Plan, and School Accountability Report Card are reviewed and updated by the SSC. The SSC also monitors progress on school-wide goals and site budget allocations.

Specifically for fathers, TBE has the WatchDOGS Program (Dads of Great Students). Dads volunteer to spend the day on campus and participate in the classroom, recess, lunch, and other activities. DOGS are warmly welcomed and their presence is greatly appreciated on campus.

TBE depends on parent and community volunteers to enhance and enrich the learning environment for all students. Teachers and staff continue to be grateful for their on-going participation and dedication.

### Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	98	Grade 8	0
Grade 1	118	Ungraded Elementary	0
Grade 2	120	Grade 9	0
Grade 3	128	Grade 10	0
Grade 4	112	Grade 11	0
Grade 5	111	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	687

### Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	2.3%
American Indian or Alaska Native	1.0%
Asian	6.3%
Filipino	2.9%
Hispanic or Latino	12.2%
Native Hawaiian or Pacific Islander	0.1%
White	74.2%
Two or More Races	0.9%
Socioeconomically Disadvantaged	7.9%
English Learners	4.1%

Students with Disabilities

8.7%

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

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24.8	0	5	0	23.6	0	5	0	24.5	0	4	
1	21.5	0	6	0	21.0	3	3	0	23.6	1	4	
2	19.3	3	3	0	21.5	2	4	0	24.0	0	5	
3	19.2	5	0	0	23.8	0	5	0	25.2	0	5	
4	30.6	0	3	0	29.4	0	4	0	26.4	1	4	
5	32.6	0	1	2	31.4	0	4	0	31.0	0	3	
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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.

## III. School Climate

### School Safety Plan (School Year 2011–12)

The School Safety Plan is reviewed and revised annually by the School Site Council. It was last revised November, 2012. The plan includes procedures for emergencies. We practice fire drills monthly, earthquake drills twice a year, and lock-down drills twice a year.

Staff members monitor our playground and campus before school, during recesses, during lunch, and

after school. Close supervision is employed to create positive interaction with students and to proactively stop any unsafe behavior or interactions. Staff members on duty wear an orange/pink/yellow safety vest and carry a radio for quick accessibility or locating, if needed.

The perimeter of campus is fenced. Gates are locked during the school day with the exception of the main, front gate. Classrooms are locked during the school day with the exception of occasional activities or situations that require the door to be propped open. Visitors enter through the main gate, sign in at the office, and wear a visitor sticker. Volunteers working in classrooms or chaperoning field trips must have a TB and fingerprint clearance.

### Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
<b>Suspensions</b>	0	0	0	12.4	N/D	LEA provided
<b>Expulsions</b>	0	0	0	.3	.002	LEA provided

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

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2012–13)

This campus is in excellent condition, no major improvements are scheduled

### School Facility Good Repair Status (School Year 2012–13)

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

Note: Cells shaded in black do not require data.



## V. Teachers

### Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	33	35	32	311
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments*	1	1	0
Vacant Teacher Positions	0	0	0

Note: "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 (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	97%	3%
High-Poverty Schools in District	97%	3%
Low-Poverty Schools in	0%	0%

<b>District</b>		
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Note: 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 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Counselor (Social/Behavioral or Career Development)	N/A	
Library Media Teacher (librarian)	N/A	
Library Media Services Staff (paraprofessional)	1.0	
Psychologist	0.6	
Social Worker	N/A	
Nurse	0.2	
Speech/Language/Hearing Specialist	1.0	
Resource Specialist (non-teaching)	1.0	
Other	N/A	

Note: Cells shaded in black do not require data.

\* 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected: September, 2012**

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin Legacy of Literature 2003; Reading Mastery & Corrective	YES	0%

	Reading 2002; Medallions 2010		
<b>Mathematics</b>	Harcourt School Publishers CA HSP Math 2009	YES	0%
<b>Science</b>	FOSS Science 2008	YES	0%
<b>History-Social Science</b>	Scott Foresmann: History Social Science for CA 2006	YES	0%
<b>Foreign Language</b>	N/A	N/A	N/A
<b>Health</b>	N/A	N/A	N/A
<b>Visual and Performing Arts</b>	N/A	N/A	N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	N/A

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,880	\$1,719	\$6,161	\$66,262
District			\$6,369	\$67,291
Percent Difference – School Site and District			-3%	-2%
State			\$5,455	\$66,511
Percent Difference – School Site and State			13%	0%

Note: Cells shaded in black do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

## Types of Services Funded (Fiscal Year 2011–12)

Categorical funds were used in 2011-12 for: Purchasing assessment and communication software (RenLearn, ESGI, and Canyon Creek); employing Intervention Support Providers; purchasing support materials for students such as homework folders, student planners, and vocabulary handbooks; after school band and choir; after school tutoring; enrichment programs such as Legos-Robotics and chess; and student recognition for perfect attendance.

## Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,771	\$40,656
Mid-Range Teacher Salary	\$65,153	\$64,181
Highest Teacher Salary	\$85,676	\$82,486
Average Principal Salary (Elementary)	\$101,800	\$102,165
Average Principal Salary (Middle)	\$105,021	\$108,480
Average Principal Salary (High)	\$116,787	\$117,845
Superintendent Salary	\$158,442	\$181,081
Percent of Budget for Teacher Salaries	43.00%	40.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting 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		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	74%	70%	73%	56%	59%	62%	52%	54%	56%
Mathematics	76%	72%	77%	49%	51%	51%	48%	50%	51%
Science	73%	77%	74%	58%	62%	63%	54%	57%	60%
History-Social Science	0%	0%	0%	45%	46%	50%	44%	48%	49%

Note: 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.

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	62%	51%	63%	50%
All Students at the School	73%	77%	74%	0%
Male	71%	82%	73%	0%
Female	76%	71%	75%	0%

<b>Black or African American</b>	0%	0%	0%	0%
<b>American Indian or Alaska Native</b>	0%	0%	0%	0%
<b>Asian</b>	74%	94%	0%	0%
<b>Filipino</b>	73%	93%	0%	0%
<b>Hispanic or Latino</b>	67%	65%	62%	0%
<b>Native Hawaiian or Pacific Islander</b>	0%	0%	0%	0%
<b>White</b>	76%	78%	74%	0%
<b>Two or More Races</b>	0%	0%	0%	0%
<b>Socioeconomically Disadvantaged</b>	55%	47%	0%	0%
<b>English Learners</b>	28%	67%	0%	0%
<b>Students with Disabilities</b>	44%	46%	0%	0%
<b>Students Receiving Migrant Education Services</b>				

Note: 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.

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

### California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
<b>English-Language Arts</b>	N/A	N/A	N/A	57%	61%	59%	54%	59%	56%
<b>Mathematics</b>	N/A	N/A	N/A	50%	53%	54%	54%	56%	58%

Note: 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.

**California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	41%	26%	33%	46%	37%	16%
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Note: 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.

**California Physical Fitness Test Results (School Year 2011–12)**

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.50%	31.00%	40.70%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

Note: 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.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	9	9	8
Similar Schools	2	4	1

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	13	-19	19
Black or African American			



American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	16	-22	20
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "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.

### Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	452	882	4,720	826	4,664,264	788
Black or African American	10		69	763	313,201	710
American Indian or Alaska Native	5		59	811	31,606	742
Asian	30	906	173	887	404,670	905
Filipino	14	922	131	877	124,824	869
Hispanic or Latino	60	829	1,344	774	2,425,230	740
Native Hawaiian or Pacific Islander	1		30	812	26,563	775
White	327	895	2,759	845	1,221,860	853
Two or More Races	5		154	855	88,428	849
Socioeconomically Disadvantaged	37	780	1,653	759	2,779,680	737
English Learners	22	794	695	716	1,530,297	716

<b>Students with Disabilities</b>	62	709	664	653	530,935	607
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### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

<b>AYP Criteria</b>	<b>School</b>	<b>District</b>
<b>Made AYP Overall</b>	Yes	No
<b>Met Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Met Participation Rate - Mathematics</b>	Yes	Yes
<b>Met Percent Proficient - English-Language Arts</b>	Yes	No
<b>Met Percent Proficient - Mathematics</b>	Yes	No
<b>Met API Criteria</b>	Yes	Yes
<b>Met Graduation Rate</b>	N/A	Yes

### Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>	N/A	In PI
<b>First Year of Program Improvement</b>	N/A	2011-2012

<b>Year in Program Improvement</b>	N/A	Year 2
<b>Number of Schools Currently in Program Improvement</b>		3
<b>Percent of Schools Currently in Program Improvement</b>		23.1%

Note: Cells shaded in black do not require data.

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (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* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

#### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
<b>Dropout Rate</b>		N/A	N/A		12.7	7.4		16.6	14.4
<b>Graduation Rate</b>		N/A	N/A		83.60	85.45		74.72	76.26

Note: Cells shaded in black do not require data.

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	N/A	LEA Provided	N/D
Black or African American	N/A	LEA Provided	N/D
American Indian or Alaska Native	N/A	LEA Provided	N/D
Asian	N/A	LEA Provided	N/D
Filipino	N/A	LEA Provided	N/D
Hispanic or Latino	N/A	LEA Provided	N/D
Native Hawaiian or Pacific Islander	N/A	LEA Provided	N/D
White	N/A	LEA Provided	N/D
Two or More Races	N/A	LEA Provided	N/D
Socioeconomically Disadvantaged	N/A	LEA Provided	N/D
English Learners	N/A	LEA Provided	N/D
Students with Disabilities	N/A	LEA Provided	N/D

Note: “N/D” means that no data were available to the CDE or LEA to report.

### Career Technical Education Programs (School Year 2011–12)

N/A
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### Career Technical Education Participation (School Year 2011–12)

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

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
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<b>2011-12 Students Enrolled in Courses Required for UC/CSU Admission</b>	
<b>2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	0.0%

**Advanced Placement Courses (School Year 2011–12)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
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	
All courses	N/A	

Note: Cells shaded in black do not require data. \*Where there are student course enrollments.

## **XII. Instructional Planning and Scheduling**

### **Professional Development**

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Western Placer Unified School District generally provides three Staff Development Days each year to all teachers. However, for two of the last three years, one Staff Development Day was taken as a furlough day due to budget restrictions. Additionally, the district sponsors many opportunities for staff development credit, both during the school day and after hours for Staff Development Buyback and/or local units of credit.

<b>Twelve Bridges Elementary</b>	<b>School Accountability Report Card, 2011-2012</b>
Western Placer Unified	<i>Provided by the Ed-Data Partnership</i>
	<i>For more information visit <a href="http://www.ed-data.org">www.ed-data.org</a></i>