Executive Summary School Accountability Report Card, 2010–11

For Twelve Bridges Elementary

Address:	2450 Eastridge Dr., Lincoln, CA, 95648-8282	Phone:	(916) 434-5220
Principal:	Daniela Thompson, Principal	Grade Span:	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 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 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

Twelve Bridges Elementary was built in 2004 and has become a positive learning environment where students and parents are valued and treated with respect. Our ultimate goal is to collaboratively create an educational atmosphere that is safe and enriching for all students. The strong parent base of volunteers enhances the educational experience for students.

At TBE, students are provided with a standards-based curriculum, which has been designed to help each student achieve the best results possible. Students are challenged and inspired to reach their potential through meaningful and engaging lessons or activities. Students are given the opportunity to learn through cross-curricular and hands-on activities involving classroom garden plots, outdoor learning centers, and technology.

Some opportunities available are:

  *Science curriculum taught by a science specialist each week
  *Large greenhouse utilized by students on a regular basis
  *Orchard, planted and maintained by students
  *School-wide music program taught by music specialists
  *After-school band and choir program for upper grades
  *Comprehensive art program taught by teachers and parent volunteers
  *Fully stocked Art Room, equipped with a kiln
  *Character education program embedded school-wide
  *Physical education opportunities including a circuit training center and rock-climbing walls

Student Enrollment

Group	Enrollment
Number of students	675

Black or African American	2.1%
American Indian or Alaska Native	0.7%
Asian	6.0%
Filipino	3.3%
Hispanic or Latino	11.7%
Native Hawaiian or Pacific Islander	0.4%
White	74.6%
Two or More Races	1.1%
Socioeconomically Disadvantaged	8.8%
English Learners	5.4%
Students with Disabilities	11.7%

Teachers

Indicator	Teachers
Teachers with full credential	35
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	1
Total Teacher Misassignments	1

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	73%
Mathematics	75 %
Science	77%
History-Social Science	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*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	863
Statewide Rank (from 2010 Base API Report)	9
Met All 2011 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 9 of 9
2011–12 Program Improvement Status (PI Year)	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

The Twelve Bridges Elementary School campus and grounds are in very good condition

Repairs Needed

There are no repairs needed at this time beyond daily maintenance and cleaning

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	N/A
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$6,336
District	$6,361
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 2010–11 School Year

Published During 2011–12

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 2011–12)

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

School Description and Mission Statement (School Year 2010–11)

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, 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 working 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.

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.

Opportunities for Parental Involvement (School Year 2010–11)

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

The Parent Teacher Club (PTC) is very active supporting school-wide events, fundraisers, and supporting programs at school. The PTC organizes family events such as: Movie Night, Skate Night, Restaurant Nights, Harvest Festival, and the Daddy-Daughter Dance. The main fundraising events are the Fun Run, Golf Tournament, and Fireworks booth. With the funds raised and dedication of the PTC, programs are supported such as: assemblies, playground equipment, art, dance,
classroom supplies, Nature Club, paper and ink for classrooms, school beautification, and technology.

The School Site Council (SSC) meets monthly and is comprised of parents, teachers, and administration. They review and revise documents such as: Single Plan for Student Achievement, School Safety Plan, and School Accountability Report Card. 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.

Contact information for the PTC, SSC, and WatchDOGS can be found on the school website:
http://tbes.wpusd.k12.ca.us/

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	118	Grade 8	0
Grade 1	124	Ungraded Elementary	0
Grade 2	136	Grade 9	0
Grade 3	126	Grade 10	0
Grade 4	102	Grade 11	0
Grade 5	111	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	717

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	2.1%
American Indian or Alaska Native	0.7%
Asian	6.0%
Filipino	3.3%
Hispanic or Latino	11.7%
Native Hawaiian or Pacific Islander	0.4%
White	74.6%
Two or More Races	1.1%
Socioeconomically Disadvantaged	8.8%
English Learners	5.4%
Students with Disabilities	11.7%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.2	0	5	0	24.8	0	5	0	23.6	0	5	0
1	20.2	5	1	0	21.5	0	6	0	21.0	3	3	0
2	20.0	6	0	0	19.3	3	3	0	21.5	2	4	0
3	20.2	5	1	0	19.2	5	0	0	23.8	0	5	0
4	32.7	1	2	0	30.6	0	3	0	29.4	0	4	0
5	31.7	2	1	0	32.6	0	1	2	31.4	0	4	0
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	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 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 2010–11)

The School Safety Plan is reviewed and revised annually by the School Site Council. It was last revised in December, 2011. 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 curtail bullying. Staff members on duty wear an orange/pink/yellow safety vest and carry a radio for quick accessibility or locating, if needed.

The campus is closed and fully fenced. Visitors must enter through the main gate and sign in at the office. Volunteers working in classrooms must have a TB and fingerprint clearance.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	0	0	0	8.7	12.4	N/A
Expulsions	0	0	0	.5	.3	.002

* 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 2011–12)

Playground matting material repair.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			N/A
Interior: Interior Surfaces		X			N/A
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			N/A
Electrical: Electrical		X			N/A
Restrooms/Fountains: Restrooms, Sinks/					N/A

Fountains		X		
Safety: Fire Safety, Hazardous Materials		X		N/A
Structural: Structural Damage, Roofs		X		N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		N/A
Overall Rating		X		

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	33	33	35	324
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Mis-assignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	0	1

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 2010–11)

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	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	100.00%	0.00%

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 2010–11)

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	0.4	
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 2011–12)

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 instruction 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: _____August, 2011_____

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

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary

School Site	$8,202	$1,866	$6,336	$64,251
District			$6,361	$65,181
Percent Difference – School Site and District			0%	-1%
State			$5,455	$66,511
Percent Difference – School Site and State			16%	-3%

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 2010–11)

PTC Fundraisers enhance the learning environment and experience for student by purchasing: Painting on blacktop for recess and/or PE games; shade structure on playground; two carts for mobile tech lab; Starstuck Dance Showcase; supplemental PE programs utilizing student teachers from Sacramento State and a part time PE consultant.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,352	$41,284
Mid-Range Teacher Salary	$65,153	$65,173
Highest Teacher Salary	$85,676	$83,460
Average Principal Salary (Elementary)	$101,519	$102,834

Average Principal Salary (Middle)	$105,021	$108,953
Average Principal Salary (High)	$110,218	$118,384
Superintendent Salary	$158,442	$179,397
Percent of Budget for Teacher Salaries	41.14%	40.00%
Percent of Budget for Administrative Salaries	5.55%	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		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	71.0	75.5	70.2	62.4	62.9	64.4	50.0	54.0	56.2
Mathematics	74.0	77.3	72.4	63.7	64.3	64.3	46.0	56.4	58.4
Science	64.0	73.0	77.0	53.0	N/A	69.0	50.0	55.0	58.0
History-Social Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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	64.3%	64.4%	61%	46%
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	N/A	N/A	N/A	N/A

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		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	N/A	N/A	N/A	86	82	86	80	80	77
Mathematics	N/A	N/A	N/A	86	85	86	81	81	77

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	Advanced	Not	Proficient	Advanced

	Proficient			Proficient		
All Students in the LEA	14%	86%	N/A	14%	86%	N/A
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Male	16%	84%	N/A	12%	88%	N/A
Female	13%	87%	N/A	17%	83%	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	24%	76%	N/A	22%	78%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	11%	89%	N/A	12%	88%	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	26%	74%	N/A	23%	77%	N/A
English Learners	50%	50%	N/A	30%	70%	N/A
Students with Disabilities	67%	33%	N/A	28%	72%	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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 2010–11)

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	76.4%	56.7%	33.5%
7	77.6%	57.2%	31.4%
9	87.1%	66.9%	4.62%

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	2008	2009	2010
Statewide	9	9	9
Similar Schools	2	2	4

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	15	13	-19
Black or African American			
American Indian or Alaska Native			

Group			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	17	16	-22
Two or More Races	N/D		
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 – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	467	863	4,674	822	4,683,676	778
Black or African American	11	732	79	759	317,856	696
American Indian or Alaska Native	0		48	783	33,774	733
Asian	28	892	160	882	398,869	898
Filipino	17	885	136	887	123,245	859
Hispanic or Latino	56	794	1,303	769	2,406,749	729
Native Hawaiian or Pacific Islander	3		25	806	26,953	764

White	345	875	2,766	841	1,258,831	845
Two or More Races	7		147	858	76,766	836
Socioeconomically Disadvantaged	46	735	1,561	754	2,731,843	726
English Learners	28	770	692	712	1,521,844	707
Students with Disabilities	79	692	673	664	521,815	595

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 2010–11)

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

Federal Intervention Program (School Year 2011–12)

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.

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2011-2012
Year in Program Improvement	N/A	Year 1
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		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		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-year)	N/A	N/A	N/A	4.1	6.7	4.1	4.9	5.7	4.6
Graduation Rate	N/A	N/A	N/A	82.53	86.35	85.68	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 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 2011		
	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 2010–11)

Narrative provided by the LEA.

Career Technical Education Participation (School Year 2010–11)

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

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

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	83.2%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	31.7%

Advanced Placement Courses (School Year 2010–11)

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		

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 provided three Staff Development Days each year for the last
three years. One Staff Development Day was taken as a furlough day in 2011 – 2012. Additionally,
many opportunities are available for staff development credit, both during the school day and after
hours for Staff Development Buyback credit.

Twelve Bridges Elementary   **School Accountability Report Card, 2010-2011**

Western Placer Unified   *Provided by the Ed-Data Partnership*

                                                        For more information visit www.ed-data.org