

Twelve Bridges High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

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

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Twelve Bridges High School
Street	2360 Fieldstone Drive
City, State, Zip	Lincoln
Phone Number	9164092631
Principal	Heather Pierce
Email Address	hpierce@wpusd.org
School Website	tbhs.wpusd.org
County-District-School (CDS) Code	CA

2022-23 District Contact Information

District Name	Western Placer Unified School District
Phone Number	(916)645-6350
Superintendent	Kerry Callahan
Email Address	kcallahan@wpusd.org
District Website Address	www.wpusd.org

2022-23 School Overview

Twelve Bridges High School is in its second year of operations, serving approximately 975 students in the 9th, 10th and 11th grades. Our comprehensive high school offers a full slate of core academic classes, rigorous and engaging electives, and three distinct CTE pathways that include Biomedical Science, Computer Science, and Media Arts. In addition to robust academic offerings, our school offers diverse extra-curricular activities as well so that all students can feel connected to their school. From clubs, to sports, to visual/performing arts, our students have a variety of options to find activities that suit their interests and help feed their connection to our school and community.

Our beautiful facilities are a true point of pride- our classrooms feature flexible seating arrangements, 1:1 technology for our students, state of the labs for our science and CTE classes, and so much more. From our theater, to our gymnasium, to our stadium, and to every other corner of our campus, our facilities are aesthetic, efficient, and supportive of a safe and effective learning environment.

Our Mission Statement is Twelve Bridges High School pursues excellence in education with purpose, commitment, and perseverance; our Vision is that Twelve Bridges High School will create the opportunities and provide the support for each member of its community to learn, grow, and become the people they aspire to be. Combining how we serve our students and community with what we want to accomplish, we condensed these two statements into our Value Actions- four simple yet powerful words that define how we measure success and what we challenge every member of our Rhino family to accomplish- "Learn, Strive, Lead, and Thrive."

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	302
Grade 10	264
Total Enrollment	566

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
American Indian or Alaska Native	0.7
Asian	4.4
Black or African American	2.7
Filipino	4.9
Hispanic or Latino	20.0
Native Hawaiian or Pacific Islander	1.2
Two or More Races	4.9
White	60.6
English Learners	2.1
Foster Youth	0.2
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	18.0
Students with Disabilities	9.7

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)			332.80	75.58	228366.10	83.12
Intern Credential Holders Properly Assigned			6.60	1.51	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)			6.70	1.53	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)			81.90	18.61	12115.80	4.41
Unknown			12.20	2.77	18854.30	6.86
Total Teaching Positions			440.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

A key element of our instructional materials is that TBHS, like the entire district, is now 1:1 in computers/chromebooks, so that each student has their own Chromebook device. With this in place, many of our instructional materials are now delivered online, although hard copy books are still in use in several departments and classroom sets of textbooks/novels are available. For families that have internet connectivity issues, our district is able to provide mobile hotspots to boost internet connectivity, which is essential for many of our online instructional programs.

Year and month in which the data were collected	October 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 9-10: McGraw Hill Study Sync (adopted 2017);	Yes	0
Mathematics	Integrated Math 1-3: McGraw Hill Reveal Math (adopted 2022) AP Calculus: Calculus Extended, Gary Taylor (adopted 2015) Statistics: Pearson Stats- Modeling the World (Adopted 2018)	Yes	0
Science	Biology: Kendall Hunt Biology (Adopted 2007) supported by UC Davis MBER curriculum (Adopted 2021); Chemistry- Wesley Chemistry (Adopted 2007); Forensic Science: Kendall Hunt Forensic Science (Adopted 2007) supported by Wards Forensics Science Kits	Yes	0
History-Social Science	TCI Geography (Grade 9) and History (Grades 10 and 11) Adopted 2020	Yes	0
Foreign Language	No Core Textbook- various novels to support teacher-created units	Yes	0
Health	Goodhart Wilcox Essential Health TX (Adopted 2021)	Yes	0
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	Ward Science and Fischer Scientific Products	Yes	0

School Facility Conditions and Planned Improvements				
Year and month of the most recent FIT report			10/2022	
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Gas systems and pipes appear safe, functional, and free of leaks. There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. The HVAC system is operable. Sewer line stoppage is not evident. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	X			SC Gym Interior hall needs touch up paint SC Dining Dining hall interior wall paint needs touch up Interior surfaces appear to be clean, safe, and functional.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			School grounds, building, common areas, and individual rooms appear to have been cleaned regularly. There is no evidence of a major pest or vermin infestation.
Electrical	X			There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. There are no exposed electrical wires. Electrical equipment

School Facility Conditions and Planned Improvements

			is properly covered and secured from pupil access. Lighting appears to be adequate and working properly, including exterior lights.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended.
Safety: Fire Safety, Hazardous Materials	X		The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g. there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	X		There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Severe cracks are not evident. Ceilings & floors are not sloping or sagging beyond their intended design. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. Roof systems appear to be functioning properly.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		the playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident. There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT		NT	36.63	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2021-22 Career Technical Education Programs

TBHS offers CTE programs in three industry sectors- Health Sciences, Arts/Media and Entertainment, and Information and Computer Technology. Once we have all four grades active at TBHS, students will be able to complete three or four year CTE pathways. Our district has a rich history of commitment to CTE studies. Funding of these programs comes primarily through CTEIG grants that our district applies for annually, and which we have a positive history of being successful with.

The sequences listed here represent only grades 9 and 10, and will expand as we bring grades 11 and 12 onboard- all of these classes are offered at TBHS and conducted by TBHS staff:

Health Sciences: Principles of Biomedical Science and Human Body Systems

Arts/Media and Entertainment: Media Communications and Digital Photography, Video Productions, and/or Graphic Design Information and Computer Technologies: Exploring Computer Science and AP Computer Science Principles and/or Cisco IT Essentials (with the option for dual enrollment with Sierra College class IT 90)

The primary district representative is the district College and Career Coordinator, who organizes all CTE advisory meetings. Our district advisory committee meetings include multiple representatives from all industries that our district offers CTE pathways in.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	439
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	97	98	99	99	99

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents have many opportunities to be involved in our school. One of the first interactions for every incoming parent is to have a course selection meeting with a TBHS staff member, the parent, and the student, to have a meaningful meeting to get the student enrolled in a set of classes where the parents is an active voice in the course selection process, while also empowering the student to begin making choices that will share his ore her high school and post secondary paths.

Our "Rhino Rollout" Event allows for parents to come and see all of the programs TBHS has to offer, and provides the opportunity for our parents to "mingle" with staff members and find out the options students have when they come our school. They can also attend informational break out sessions that allow for questions and answers.

All sports are required to have parent informational meetings, many of which include opportunities for parents to volunteer within the team to help support programs that their son or daughter has an interest in.

Our School Site Council is open to any parents who would like to be involved with some of the more in-depth decision making, budgetary, and school safety aspects of the school. We meet quarterly to ensure the lines of communication are always open.

Our TBHS Booster Club is likewise open to any parents who wish to be involved in the support of academic, athletic, and co-curricular programs at TBHS. They meet monthly, and their meeting are open to any members of the community who wish to participate.

Several district opportunities exist as well, including our District Facilities Planning meetings, where parents and other community members provide input on facility improvement plans, including for TBHS. The District English Learner Advisory Committee (DELAC) provides families the opportunity to interact and engage with school leaders on the important topic of how to better engage and support our families where English is not the primary language spoken at home.

Through communications avenues like Schoology, Parent Square, and FaceBook, we strive to keep our parents fully informed of news, events, and happenings at TBHS, and these platforms provide the opportunity for two-way communications. Our phones are always answered by a live person during office hours and parents are welcome to walk in and ask to speak with an Administrator at any time.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate					9.3	8		8.9	7.8
Graduation Rate					87.4	85.8		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0	0	0.0
Female	0	0	0.0
Male	0	0	0.0
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	0	0	0.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	0	0	0.0
English Learners	0	0	0.0
Foster Youth	0	0	0.0
Homeless	0	0	0.0
Socioeconomically Disadvantaged	0	0	0.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	0	0	0.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	600	590	153	25.9
Female	299	291	77	26.5
Male	301	299	76	25.4
American Indian or Alaska Native	6	5	3	60.0
Asian	29	27	4	14.8
Black or African American	15	15	5	33.3
Filipino	29	28	8	28.6
Hispanic or Latino	122	120	34	28.3
Native Hawaiian or Pacific Islander	7	7	2	28.6
Two or More Races	29	28	13	46.4
White	357	354	83	23.4
English Learners	13	13	4	30.8
Foster Youth	3	3	2	66.7
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	124	120	47	39.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	66	65	17	26.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions		1.72	2.45
Expulsions		0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions		4.33	1.03	3.12	0.20	3.17
Expulsions		0.50	0.00	0.17	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.33	0.50
Female	1.00	0.33
Male	7.64	0.66
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	6.67	6.67
Filipino	0.00	0.00
Hispanic or Latino	11.48	0.82
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	10.34	3.45
White	1.96	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.06	1.61
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.09	0.00

2022-23 School Safety Plan

The Twelve Bridges High School School safety plan was updated in the fall of 2022, and discussed at staff meetings in August and September of 2022, and shared and reviewed at the October 2022 School Site Council meeting that includes certificated staff, classified staff, parents, students, administration, and our school resource officer. The plan was approved by the LEA in December of 2022. Key elements of this plan include safety drills in connection with the Standard Response/I Love You Guys Protocol that is utilized by our entire district, Socio/Emotional well being supports so that students feel not only physically but emotionally safe, and a review/growth/reflection plan so that, in the second year of our existence, we can learn from our drills and procedures, evaluate what worked, and improve what was less effective. We did a vulnerability assessment with the Sacramento County Sheriff agency in Spring of 2022 and we are working this year to put the recommended safety suggestions into place this year. We also gain input from Lincoln Police Department and Lincoln Fire Department to ensure that we are using best practices, and we gain feedback from these entities on our drill efficiency.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	9	2	14
Mathematics	28	5	4	11
Science	34		2	14
Social Science	30	2		7

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A		

2021-22 Types of Services Funded

Many programs at our site are funded directly by district support, including programs like AVID, which helps create a college going mindset for students on campus, and our Wellness Together counseling program, which offers students regular counseling services to support their mental health and well being. In addition, the district grants site funds to allow site administrators the flexibility to fund programs that are most relevant and needed at their individual sites. At TBHS, these funds are utilized in large part to support our tutoring program. Based upon the highly-successful peer tutoring program at Lincoln High School, we offer twice a week in-person and four times a week virtual peer tutoring for students, completely free of charge. Students are able to get 1:1 and small group support from peers who are hired for their expertise in specific subjects and their desire to help other students be successful, all under the supervision of a certificated staff member. Sports were provided with a start up budget so that our students would be able to participate in sports with a minimum of fundraising at the onset. Funds are also used to support professional growth in teachers and staff members who wish to challenge themselves with learning new programs and new strategies in order to better support students and learning. Our district, through CTEIG funds, also strongly supports the implementation and growth of three distinct CTE industry sector pathways at TBHS so that students can investigate college and career readiness in an environment tied to an industry of interest.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$52,478
Mid-Range Teacher Salary		\$80,810
Highest Teacher Salary		\$101,276
Average Principal Salary (Elementary)		\$127,080
Average Principal Salary (Middle)		\$134,264
Average Principal Salary (High)		\$147,200
Superintendent Salary		\$242,351
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	6.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	1

Professional Development

Our staff committed itself to the primary goal of creating a positive school culture where our value actions could flourish. Professional development is a continual part of our staff meetings, including refreshers from our Learning for Living work, and AVID strategy development to help ensure that our school is AVID certified after its first year of having a graduating class. Teachers involved in our co-taught classes that provide support for students on an IEP were provided with time during two days with our co-teach support specialist, who observes and debriefs each of our co-teach teams. Four members of our AVID team attended a three-day conference to develop our AVID site goals and create our AVID platform. Our Culture team meets once a month after school to share ideas, examine best practices, and continually update our school culture creation/improvement plan. Our English department participated in PD surrounding PLC's for one day and our Foreign Language department attended professional development for a day around curriculum building. These professional development plans reflect only this year, as it is our school's second year, but staff members were also involved in other district and site-based professional development annually before this year including a two day whole staff (certificated and classified) professional training in Learning for Living during the 21-22 school year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	n/a	13	26