

# Twelve Bridges Elementary 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

<b>School Name</b>	Twelve Bridges Elementary School
<b>Street</b>	2450 Eastridge Drive
<b>City, State, Zip</b>	Lincoln, CA 95648
<b>Phone Number</b>	(916) 434-5220
<b>Principal</b>	Will Middleton
<b>Email Address</b>	wmiddleton@wpusd.org
<b>School Website</b>	tb.es.wpusd.org
<b>County-District-School (CDS) Code</b>	31 66951 0106443

## 2022-23 District Contact Information

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

## 2022-23 School Overview

Twelve Bridges Elementary School (TBES) is a California Gold Ribbon School 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 school is located in the Western Placer Unified School District in the community of Twelve Bridges and the city of Lincoln. The school serves transitional kindergarten through fifth grade with a current enrollment of approximately 710 students. Our Mission Statement reads: "Our mission is to develop lifelong learners by providing a comprehensive education for every student which fosters high academic achievement, positive self-worth, and responsible citizenship in an environment of mutual respect, trust, and cooperation among students, staff, and parents."

Built in 2004, Twelve Bridges Elementary was designed to incorporate a strong emphasis on outdoor learning into our student's education. In the middle of campus, there are seven learning circles which includes: a 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. New this year, is a meeting circle with individual log stools for students and their teacher. The landscape is attractive and aesthetically pleasing with the five-acre Twelve Bridges Park adjacent to the playground.

The campus is comprised of:

34 classrooms (includes 2 science, 1 music, 1 P.E., 4 kindergarten, 1 transitional kindergarten [shared between two classes], 1 Special Day Classes, 1 Resource Specialist, 2 Speech Pathologists, 1 School Psychologist, and 1 Intervention Support Provider); Library; Multipurpose Room; Kitchen; Art Room; and Administration Building (Principal, Secretary, Clerk, and Health Clerk).

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. We have a focus on positive behavior intervention. Our PBIS "ROAR Rules" were developed to emphasize four school-wide expectations: Responsibility, Offer Kindness, Always Be Safe, and Resolve Problems. In addition, students are recognized with "ROAR" cards for demonstrating those qualities. Our staff has been trained in Love & Logic and principles of the Youth Development Institute. We have an active Parent Teacher Club that helps the school promote community-building opportunities and engaging experiences for our students. Our students are involved in our campus and the local community. We have a school leadership group called Tiger Crew and a Kiwanis run group called K-Kids. Those two groups focus on improving our campus, promoting a positive experience at school, and helping out those in need.

## 2022-23 School Overview

The collaborative culture at the site fosters purposeful communication and informed decision-making. Each week, teachers participate in grade-level Professional Learning Communities (PLC) as a school site. We have established a Leadership team comprised of the school principal, psychologist, and teacher representation from all grade-levels for shared decision-making to help guide the direction of our school. We also have a Multi-Tiered System and Supports (MTSS) team whose purpose is to meet monthly to analyze data (both behavioral and academic) and meet with teachers to help guide our instruction and intervention practices. We utilize the i-Ready program to help us gather academic performance data so we can appropriately address the individual learning needs of all of our students. We utilize our grade-level dedicated "Tiger Time" block to provide enrichment and interventions based upon student data. Our PBIS Team looks at behavior data and addresses any areas of concern as well as ways to continue promoting an overall positive school climate. Many of our staff are also YDI (Youth Development Institute) trained to work on ways to continue establishing positive, productive relationships with students and other staff members. In addition, to ensure each student has the opportunity to share and be heard each day, a morning meeting is held in all classes at the beginning of each day.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	119
Grade 1	102
Grade 2	106
Grade 3	97
Grade 4	116
Grade 5	105
<b>Total Enrollment</b>	<b>645</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.0
Male	51.0
American Indian or Alaska Native	0.2
Asian	4.5
Black or African American	0.6
Filipino	1.7
Hispanic or Latino	14.7
Native Hawaiian or Pacific Islander	0.3
Two or More Races	8.2
White	69.8
English Learners	3.3
Foster Youth	0.0
Homeless	1.9
Migrant	0.0
Socioeconomically Disadvantaged	9.9
Students with Disabilities	15.0

### 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)	23.90	95.96	332.80	75.58	228366.10	83.12
Intern Credential Holders Properly Assigned	0.80	3.32	6.60	1.51	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.70	1.53	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	81.90	18.61	12115.80	4.41
Unknown	0.10	0.64	12.20	2.77	18854.30	6.86
<b>Total Teaching Positions</b>	<b>25.00</b>	<b>100.00</b>	<b>440.30</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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						
<b>Total Teaching Positions</b>						

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	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

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	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

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

Year and month in which the data were collected

January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	* K-3 Benchmark Education Company Benchmark Advance (Adopted 2017) * 4-5 WPUSD English Language Arts Curriculum Maps and Anchor Texts; Curriculum Associates Ready Common Core Reading and Writing (Adopted 2017)	Yes	0
<b>Mathematics</b>	TK McGraw Hill My Math (Adopted 2014); K-5 Pearson Publishing: EnVisions (Adopted 2014); K-5 Curriculum Associates Ready Classroom Math (2019)	Yes	0
<b>Science</b>	K-5 Mystery Science (Adopted 2022)	Yes	0
<b>History-Social Science</b>	K-5 Pearson Scott Foresman History/Social Science for California (Adopted 2007)	Yes	0
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	N/A		N/A
<b>Visual and Performing Arts</b>	N/A		N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		N/A

**School Facility Conditions and Planned Improvements**

Year and month of the most recent FIT report

8/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<p><b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer</p>	X			<p>Admin: HVAC drive needs rebuilt Room 201: Mechanical equipment needs upgraded 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.</p>
<p><b>Interior:</b> Interior Surfaces</p>	X			<p>Admin: Staff room has stained ceiling tile K-2 Stained ceiling tile Restrooms: Boys by media center has rusted access panel Interior surfaces appear to be clean, safe, and functional.</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X			<p>School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident.</p>
<p><b>Electrical</b></p>	X			<p>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 is properly covered and secured from pupil access. Lighting appears to be adequate and working properly, including exterior lights.</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	X			<p>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.</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	X			<p>MPR: Exterior touch up paint needed K-1 Exterior touch up paint needed K-2 Exterior touch up paint needed Portable Classroom 313: Exterior touch up paint needed Portable Classroom 309: Exterior touch up paint needed Room 308: Exterior touch up paint needed Room 301: Exterior touch up paint needed Room 210: Exterior touch up paint needed Room 207 Exterior trim paint needed 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</p>



## School Facility Conditions and Planned Improvements

			chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
<b>Structural:</b> Structural Damage, Roofs	X		<p>Admin: Roof leak in office                      MPR custodian room roof leak evident                      Kitchen: Roof leak evident                      K-1: Roof leak                      Art-Roof leak evident                      Room 306: Gutter repair needed                      Room 301: Roof leak evident                      Room 101: Exterior touch up paint needed                      Room 108: Exterior touch up paint needed                      Room 201 Roof leak                      Room 205 Gutter needs repaired</p> <p>There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Severe cracks are not evident. Ceilings &amp; floors are not sloping or sagging beyond their intended design. Post, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. There is not visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. Roof systems appear to be functioning properly.</p>
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>Room 203: Playground light pole is damaged                      Playground: Fall cushion needs repaired, Hardcourt needs crack filled, slurry coated, and repainted, tree planters need resurfaced</p> <p>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.</p>

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	71	N/A	56	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	65	N/A	40	N/A	33

## 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
<b>All Students</b>	325	308	94.77	5.23	71.75
<b>Female</b>	160	150	93.75	6.25	70.67
<b>Male</b>	165	158	95.76	4.24	72.78
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	16	15	93.75	6.25	86.67
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	38	35	92.11	7.89	65.71
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	26	22	84.62	15.38	68.18
<b>White</b>	235	227	96.60	3.40	71.81
<b>English Learners</b>	11	6	54.55	45.45	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	28	27	96.43	3.57	51.85
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	45	36	80.00	20.00	50.00

## 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
<b>All Students</b>	325	310	95.38	4.62	64.52
<b>Female</b>	160	151	94.38	5.62	60.93
<b>Male</b>	165	159	96.36	3.64	67.92
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	16	15	93.75	6.25	80.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	38	35	92.11	7.89	51.43
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	26	24	92.31	7.69	70.83
<b>White</b>	235	227	96.60	3.40	65.20
<b>English Learners</b>	11	8	72.73	27.27	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	28	27	96.43	3.57	51.85
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	45	36	80.00	20.00	47.22

## 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
<b>Science</b> (grades 5, 8 and high school)	NT	49.52	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
<b>All Students</b>	110	105	95.45	4.55	49.52
<b>Female</b>	56	55	98.21	1.79	47.27
<b>Male</b>	54	50	92.59	7.41	52
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	82	81	98.78	1.22	49.38
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	12	11	91.67	8.33	54.55
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	11	84.62	15.38	45.45

## 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 5	94	90	94	94	95

## 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

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.

The Parent Teacher Club (PTC) is very active in supporting school-wide events and enrichment programs through well-planned fundraisers. The PTC organizes family events such as: Restaurant Nights, Harvest Festival, Bingo Nights, the Fun Run, Family Painting Nights, Family Dance Nights, and more. The Harvest Festival, Fun Run, and Bingo Nights are the main fundraisers for the 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, purchase technology, and help offset the cost of staff professional development.

Our PTC also serves as our School Site Council (SSC). Documents such as the School Plan for Student Achievement, School Safety Plan, and School Accountability Report Card are reviewed and updated. The SSC also monitors progress on school-wide goals and site budget allocations.

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.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	705	689	93	13.5
Female	339	331	46	13.9
Male	366	358	47	13.1
American Indian or Alaska Native	2	1	0	0.0
Asian	35	35	2	5.7
Black or African American	4	4	0	0.0
Filipino	11	10	0	0.0
Hispanic or Latino	108	104	19	18.3
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	57	56	10	17.9
White	481	472	61	12.9
English Learners	31	29	4	13.8
Foster Youth	0	0	0	0.0
Homeless	23	22	4	18.2
Socioeconomically Disadvantaged	89	88	22	25.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	130	129	31	24.0

### 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	0.63	1.72	2.45
Expulsions	0.00	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	0.15	0.85	1.03	3.12	0.20	3.17
Expulsions	0.00	0.00	0.00	0.17	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.85	0.00
Female	0.00	0.00
Male	1.64	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.25	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	4.35	0.00
Socioeconomically Disadvantaged	2.25	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.77	0.00

## 2022-23 School Safety Plan

The School Safety Plan is reviewed and revised annually by the School Site Council. It was last revised November, 2022. The plan includes procedures for emergencies. We practice fire drills monthly and have five other drills in accordance with the Standard Response Protocol adopted by our district (hold, secure, lockdown, shelter, and evacuation) practiced during the year.

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

The perimeter of the campus is fenced, including an interior gate that forces visitors to check into the office prior to accessing the campus as a whole. Gates are locked during the school day with the exception of the main, front gate. Visitors enter through the main gate, sign in at the office, and wear a visitor lanyard. Volunteers working in classrooms or chaperoning field trips must have a TB and fingerprint clearance. We have also installed numerous surveillance cameras focused on our blacktop and all of our school entrance/exit points.

We have created comprehensive classroom emergency kits in the event of an emergency or prolonged lock-down. All classrooms have a Barracuda Intruder Defense System which will securely lock the door in a lockdown situation.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2019-20 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	6	2	1
1	39	1	4	2
2	40	2	4	2
3	46	2	3	3
4	40	3	3	2
5	40	2	3	2

## 2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	4	2	1
1	18	2	3	
2	21	1	3	
3	16	5	2	1
4	20	2	3	
5	18	3	3	

## 2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	4	3	
1	51		4	2
2	36	4	2	2
3	54	1	2	3
4	30	2	4	1
5	40	3	1	2
Other	69		1	1

## 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	716.67

## 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)	0.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.6
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	12578	4226	8352	86130
District	N/A	N/A	8033	81795
Percent Difference - School Site and District	N/A	N/A	3.9	5.2
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	23.5	3.6

## 2021-22 Types of Services Funded

Categorical funds were used in 2021-22 for purchasing online assessment and skill building software (Reflex Math, mClass by Amplify), supplemental materials to support a multi-sensory approach to teach reading, employing Intervention Support Providers, and purchasing support materials for students such as homework folders and student planners. Funding was also used to support the professional development of teachers in the areas of classroom management, social-emotional learning, and literacy instruction.

## 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
<b>Beginning Teacher Salary</b>		\$52,478
<b>Mid-Range Teacher Salary</b>		\$80,810
<b>Highest Teacher Salary</b>		\$101,276
<b>Average Principal Salary (Elementary)</b>		\$127,080
<b>Average Principal Salary (Middle)</b>		\$134,264
<b>Average Principal Salary (High)</b>		\$147,200
<b>Superintendent Salary</b>		\$242,351
<b>Percent of Budget for Teacher Salaries</b>	35%	33%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## Professional Development

The collaborative culture at the site fosters purposeful communication and informed decision-making. On a weekly basis, teachers participate in grade-level Professional Learning Communities (PLC) as a school site. Professional development has been provided during PLC times and staff meetings throughout the year to further develop our understanding of site and district initiatives. In addition, Western Placer Unified School District provides a district professional development day for all staff each year. In the spring of 2021, the TK-3rd grade teachers and special education teachers attended 30 hours of professional development over a ten-day period from the Institute of Multi-Sensory Education to support the teaching of reading utilizing an Orton-Gillingham approach. This year, new primary teachers and several 4th and 5th grade teachers will have the opportunity to attend the 30-hour training through the Institute of Multi-Sensory Education.

The entire teaching staff received training in the of Morning Meetings to support the social-emotional well-being of our students. Several of our teachers attended a five-day training on the Responsive Classroom to assist with the schoolwide implementation of the Morning Meeting. Teachers have had ongoing support with their technology implementation by the principal, education specialists, district technology trainers, and the district's educational technology coordinator.

Most of our staff have gone through the YDI (Youth Development Institute) training the past few summers to work on ways to continue establishing positive, productive relationships with students and other staff members. There will be additional opportunities to attend YDI trainings at the end of this year.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	12	4	5