Twelve Bridges Middle 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 Middle School
Street	770 Westview Drive
City, State, Zip	Lincoln, CA 95648
Phone Number	(916) 434-5270
Principal	Randy Woods
Email Address	rwoods@wpusd.org
School Website	tbms.wpusd.org
County-District-School (CDS) Code	31669510111385

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

Middle School serves as a bridge between a more sheltered elementary experience and the more independent high school years. It is a time of transition for students and families. Students at Twelve Bridges have the support of their teachers, staff, and administration. Students are exploring a more challenging academic environment. At the same time, they are experiencing rapid personal, physical, and emotional growth. It is our intention to challenge students academically while providing them with appropriate support, and to be available to families with concerns, questions, or needs during this transitional phase of their students.

Mission/Vision: The staff at Twelve Bridges Middle School, in partnership with the students, parents and community, will motivate our learners by providing a rigorous academic experience with an emphasis on STEAM, AVID, and current technology. Our goal is to foster positive relationships with our students, to not only prepare them for high school, but also build great citizens.

Collective Commitments:
We will focus on student learning and academic growth by providing meaningful curriculum which is based on best practices and current research.
Through the PLC process, we will use data to guide instruction.
We will provide a safe and respectful learning environment for all students.
We agree to collaborate and be respectful and professional as a staff.
We will support each other in developing instructional strategies and interventions, as well as take advantage of relevant professional development.
We are an AVID schoolwide site, which promotes student engagement and rigor by using AVID teaching strategies.
We will be open to changes that are in the best interest of our students.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	282
Grade 7	269
Grade 8	299
Total Enrollment	850

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.2
Male	46.8
American Indian or Alaska Native	0.6
Asian	4.9
Black or African American	1.9
Filipino	3.5
Hispanic or Latino	16.4
Native Hawaiian or Pacific Islander	0.6
Two or More Races	4.8
White	67.3
English Learners	2.6
Foster Youth	0.2
Homeless	0.4
Migrant	0.0
Socioeconomically Disadvantaged	18.1
Students with Disabilities	12.1

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)	27.20	82.62	332.80	75.58	228366.10	83.12
Intern Credential Holders Properly Assigned	0.90	3.00	6.60	1.51	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.80	5.45	6.70	1.53	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.03	81.90	18.61	12115.80	4.41
Unknown	1.90	5.84	12.20	2.77	18854.30	6.86
Total Teaching Positions	33.00	100.00	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	0.00	
Misassignments	1.80	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.80	

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	1.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	1.00	

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.70	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.80	

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 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Gr 6-8: Amplify ELA (Adopted 2018)	Yes	0
Mathematics	Pearson: Digits (Adopted 2014) Carnegie Learning Integrated I (8th Grade Honors) (Adopted 2014)	Yes	0
Science	Gr 6-8: Green Ninja (Adopted 2022)	Yes	0
History-Social Science	TCI (Teacher's Curriculum Institute) (Adopted 2019)	Yes	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

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			Room 701: Interior touch up paint needed Room 702: Interior touch up paint needed Music Room: Flooring stained Interior surfaces appear to be clean, safe, and functional.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident.
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 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.

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials		X		Admin Office: Exterior touch up paint needed Room 506: Exterior trim touch up paint needed Room 507: Exterior trim touch up paint needed Room 501: Exterior trim paint touch up needed Room 403: Exterior touch up paint needed Room 308: Exterior trim paint needed Room 303: Exterior trim paint needed Gym: Exterior stucco needs repainted Multi-Purpose Room: Exterior trim paint needed Room 108: Exterior touch up paint needed Music Room: Exterior paint needed Library: 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 chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	X			Admin Office: Roof leak evident in school office hall Room 207 Gutter repair needed There does not appear to be structural damage that has created or could create hazardous or uninhabitable condition. 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			Gym: hardcourt needs slurry Storeroom: Gap under door Playground: Asphalt areas need crack filled, slurry, and lines repainted The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. 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		

B. Pupil Outcomes	**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	68	N/A	56	N/A	47
Mathematics (grades 3-8 and 11)	N/A	47	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
All Students	877	834	95.10	4.90	68.11
Female	459	438	95.42	4.58	78.31
Male	418	396	94.74	5.26	56.82
American Indian or Alaska Native	--	--	--	--	--
Asian	45	44	97.78	2.22	72.73
Black or African American	17	16	94.12	5.88	75.00
Filipino	34	33	97.06	2.94	69.70
Hispanic or Latino	145	137	94.48	5.52	60.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	43	93.48	6.52	67.44
White	580	551	95.00	5.00	69.15
English Learners	27	24	88.89	11.11	20.83
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	154	145	94.16	5.84	55.86
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	98	90	91.84	8.16	17.78

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	877	834	95.10	4.90	46.88
Female	459	438	95.42	4.58	49.09
Male	418	396	94.74	5.26	44.44
American Indian or Alaska Native	--	--	--	--	--
Asian	45	44	97.78	2.22	54.55
Black or African American	17	16	94.12	5.88	37.50
Filipino	34	33	97.06	2.94	48.48
Hispanic or Latino	145	137	94.48	5.52	35.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	42	91.30	8.70	54.76
White	580	552	95.17	4.83	48.55
English Learners	27	24	88.89	11.11	8.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	154	146	94.81	5.19	32.88
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	98	92	93.88	6.12	8.70

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	45.58	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	302	283	93.71	6.29	45.58
Female	161	152	94.41	5.59	49.34
Male	141	131	92.91	7.09	41.22
American Indian or Alaska Native	--	--	--	--	--
Asian	18	17	94.44	5.56	35.29
Black or African American	--	--	--	--	--
Filipino	13	12	92.31	7.69	58.33
Hispanic or Latino	50	49	98	2	28.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	12	92.31	7.69	58.33
White	196	182	92.86	7.14	49.45
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	50	96.15	3.85	30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	28	90.32	9.68	7.14

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 7	98	99	99	100	100

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

TBMS encourages all parents to have an active role in their student's education. This includes opportunities such as the Parent Teacher Club, School Site Council, and supporting school activities/assemblies, Honors Recognition/Celebration, School Dances, and volunteering in classrooms in other capacities.

Communication with parents is provided through periodic email messages and school updates.   There is a daily Student Bulletin, which is announced in classrooms each morning and also posted on the school website. The school website includes contact information for the teachers. Schoology provides information for classwork, homework, texts/quizzes, and projects through a link to on the school website. Grades/progress reports can be accessed any time through Schoology, which posts each assignment and related assignment scores.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	916	900	275	30.6
Female	486	474	145	30.6
Male	430	426	130	30.5
American Indian or Alaska Native	5	5	2	40.0
Asian	46	46	6	13.0
Black or African American	18	17	4	23.5
Filipino	34	34	6	17.6
Hispanic or Latino	151	149	44	29.5
Native Hawaiian or Pacific Islander	5	5	2	40.0
Two or More Races	43	43	15	34.9
White	610	597	195	32.7
English Learners	32	30	6	20.0
Foster Youth	4	3	0	0.0
Homeless	5	4	2	50.0
Socioeconomically Disadvantaged	189	183	79	43.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	117	117	58	49.6

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	2.09	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	1.53	6.44	1.03	3.12	0.20	3.17
Expulsions	0.00	0.22	0.00	0.17	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.44	0.22
Female	1.85	0.00
Male	11.63	0.47
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	2.94	0.00
Hispanic or Latino	3.97	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	13.95	0.00
White	7.38	0.33
English Learners	3.13	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	10.58	0.53
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.82	0.00

2022-23 School Safety Plan

The Twelve Bridges comprehensive safety plan was revised and updated in October, 2022. The school safety plan is comprised of district protocols, policies, and procedures for emergencies, and includes detailed roles and responsibilities for all staff members in an emergency on campus. The fire drills maintain student and staff familiarity with classroom evacuation, while the evacuation drill allows us to practice removing all students from campus in an orderly manner. We conduct lock down/lock out drills for maintaining a safe campus if an emergency requires all staff and students to be locked inside. TBMS is involved in ongoing professional development with regard to school safety and procedures. Teachers have duty stations before and after school for added school safety. We have a closed campus, visitors must enter through the main office and sign in and students are not allowed off campus during the school day. The school is also monitored by surveillance cameras 24/7.

The safety plan is reviewed and utilized by the staff regularly to assure that TBMS is safe and secure. Our current school safety plan is designed based on the Standard Response Protocol (SRP) system, that includes different levels of response including Lockout, Lockdown, Evacuate, and Shelter. All staff are trained on the parameters of each response, and drills for each response are practiced multiple times each year, based on state law and district office directives.

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	26	6	8	7
Mathematics	28	4	7	9
Science	30	2	7	9
Social Science	29	3	11	5

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	25	3	11	2
Mathematics	29	2	12	5
Science	29	2	12	5
Social Science	27	2	18	

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	28	3	9	8
Mathematics	30	2	10	7
Science	29	2	4	9
Social Science	30	2	9	8

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	944.44

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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
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	12200	4474	7727	85335
District	N/A	N/A	8033	81795
Percent Difference - School Site and District	N/A	N/A	-3.9	4.2
State	N/A	N/A	$6,594	$83,102
Percent Difference - School Site and State	N/A	N/A	15.8	2.7

2021-22 Types of Services Funded

Twelve Bridges Middle School students have the opportunity to participate in a variety of special programs. Special education and intervention support are offered utilizing district and state funding. We offer a full range of enrichment classes including Avid, Art, Digital Art, Digital music, Band, Guitar
Music Appreciation, 3-D Animation, Leadership, Yearbook, Robotics, Medical Detectives, Exploring the Science of Technology and the CTE Wheel.

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%

Professional Development

Teachers work within their Professional Learning Community during early release days each Monday. During this time, educators analyze performance data, design lessons, develop common assessments, and articulate progress with colleagues. The PLC system is monitored through accountability documentation as well as teacher-principal interaction.

A major focus at TBMS is on the AVID and STEAM programs. AVID (Advancement Via Individual Determination) is a college preparation program that requires the extensive training of staff members. Staff members have been trained in AVID methods and many more are registered participants for future training. Some training is completed throughout the school year in workshops. The bulk of the training comes during Summer workshops. STEAM (Science, technology, engineering, arts and math) is a program we have implemented through our elective schedule, and also includes STEAM courses from Project Lead the Way.

Teachers have been learning cooperative learning strategies. Research has shown that student engagement is one of the keys to success and cooperative learning strategies emphasize student engagement through peer interactions and discourse. Teachers have been given training through after school workshops as well as through peer coaching.

As we make a shift to a more restorative environment, with regard to discipline, teachers will begin the process of learning restorative practices. This training will be administered at after school workshops.

2021-2022 also brought a renewed and reinvigorated interest in learning about Growth Mindset. The staff has participated in discussions and professional development with the sole purpose of creating and maintaining a Growth Mindset not only within themselves but also in the classroom with their students.

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		3	3