

Twelve Bridges Middle School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Twelve Bridges Middle School
Street	5270 Westview Drive
City, State, Zip	Lincoln, CA, 95648
Phone Number	(916) 434-5270
Principal	Jack Gout
Email Address	jgout@wpusd.org
School Website	tbms.wpusd.org
Grade Span	6-8
County-District-School (CDS) Code	31-66951-0000000

2024-25 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	www.wpusd.org

2024-25 School Description and Mission Statement

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.

2024-25 School Description and Mission Statement

Vision: Our vision is to foster safe and positive relationships, while preparing students for the academic requirements of high school.

Mission: The staff at Twelve Bridges Middle school will empower learners by providing a rigorous academic experience as well as a safe environment in which to thrive.

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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	304
Grade 7	292
Grade 8	328
Total Enrollment	924

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.8
Male	49.2
American Indian or Alaska Native	0.4
Asian	5.8
Black or African American	1.4
Filipino	2.9
Hispanic or Latino	17.4
Native Hawaiian or Pacific Islander	0.9
Two or More Races	6.8
White	63.2
English Learners	2.4
Foster Youth	0.2
Homeless	1.5
Socioeconomically Disadvantaged	17.9
Students with Disabilities	13.1

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/Incomplete/NA	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)	28.20	87.58	363.00	79.27	234405.20	84.00
Intern Credential Holders Properly Assigned	0.90	3.07	3.10	0.69	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.80	1.94	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.11	68.00	14.85	11953.10	4.28
Unknown/Incomplete/NA	2.00	6.21	14.80	3.25	15831.90	5.67
Total Teaching Positions	32.20	100.00	458.00	100.00	279044.80	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.

2022-23 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)	30.00	84.75	368.30	78.80	231142.40	100.00
Intern Credential Holders Properly Assigned	0.90	2.80	3.20	0.70	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.60	4.52	12.70	2.72	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.80	5.08	63.80	13.66	11746.90	4.23
Unknown/Incomplete/NA	1.00	2.82	19.20	4.11	14303.80	5.15
Total Teaching Positions	35.40	100.00	467.40	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	1.80	0.00	1.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.80	0.00	1.6

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00	0
Local Assignment Options	0.00	1.00	1.8
Total Out-of-Field Teachers	1.00	1.00	1.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.70	0	4.4
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	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: January 2024

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	McGraw Hill: Reveal 6-8 (Adopted 2023) Integrated Math 1: McGraw Hill Reveal Math (adopted 2022)	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		

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report: 07/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Admin 7,670 sq ft: HVAC needs replaced 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

School Facility Conditions and Planned Improvements

			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		Admin: Interior walls need paint touch up Room 701 899 sq ft: Interior touch up paint needed Gym 8,900 sq ft: Interior touch up paint needed in the Lobby Music Room 2,088 sq ft: Carpet needs replaced 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.
Safety: Fire Safety, Hazardous Materials		X	Admin Office: Exterior touch up paint needed Room 701: Stucco paint needed Room 702 899 sq ft: Exterior trim paint touch up needed Room 506 899 sq ft: Exterior trim touch up paint needed Room 510 899 sq ft: Exterior stucco needs painted Room 501 899 sq ft: Exterior trim paint touch up needed Room 401 1,170 sq ft: Exterior paint needed Room 310 899 sq ft: Exterior stucco needs painted Room 301 899 sq ft: Exterior stucco needs painted Room 303 899 sq ft: Exterior trim paint needed Room 305 899 sq ft: Exterior paint needed Gym: Exterior paint needed Multi-Purpose Room 5,214 sq ft: Exterior paint needed Room 101 2,170 sq ft: Exterior paint needed Room 108 899 sq ft: Exterior paint needed Music Room: Exterior paint needed Library 4,144 sq ft: Exterior trim paint needed Room 203 1,170 sq ft: Exterior stucco needs painted Room 201 1,170 sq ft: Exterior stucco needs painted Room 103 1,200 sq ft: Trim paint needed, exterior 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

School Facility Conditions and Planned Improvements

			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 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		Parking Lot: needs slurry coated and striped 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	67	70	55	53	46	47
Mathematics (grades 3-8 and 11)	51	52	42	42	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	929	864	93.00	7.00	69.91
Female	473	439	92.81	7.19	75.63
Male	456	425	93.20	6.80	64.00
American Indian or Alaska Native	--	--	--	--	--
Asian	58	54	93.10	6.90	70.37
Black or African American	14	13	92.86	7.14	61.54
Filipino	27	25	92.59	7.41	88.00
Hispanic or Latino	166	153	92.17	7.83	58.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	71	66	92.96	7.04	68.18
White	581	541	93.12	6.88	72.64
English Learners	19	16	84.21	15.79	18.75
Foster Youth	--	--	--	--	--
Homeless	16	15	93.75	6.25	66.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	169	148	87.57	12.43	58.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	118	103	87.29	12.71	12.62

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	930	859	92.37	7.63	52.27
Female	474	435	91.77	8.23	53.33
Male	456	424	92.98	7.02	51.18
American Indian or Alaska Native	--	--	--	--	--
Asian	59	54	91.53	8.47	48.15
Black or African American	14	13	92.86	7.14	30.77
Filipino	27	25	92.59	7.41	60.00
Hispanic or Latino	166	153	92.17	7.83	37.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	71	67	94.37	5.63	56.72
White	581	537	92.43	7.57	56.24
English Learners	20	16	80.00	20.00	6.25
Foster Youth	--	--	--	--	--
Homeless	16	15	93.75	6.25	33.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	170	148	87.06	12.94	35.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	118	102	86.44	13.56	5.88

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	48.05	46.90	36.03	33.43	30.29	30.73

2023-24 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	327	295	90.21	9.79	46.10
Female	164	149	90.85	9.15	48.32
Male	163	146	89.57	10.43	43.84
American Indian or Alaska Native	0	0	0	0	0
Asian	24	23	95.83	4.17	39.13
Black or African American	--	--	--	--	--
Filipino	12	11	91.67	8.33	36.36
Hispanic or Latino	54	49	90.74	9.26	32.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	12	80.00	20.00	41.67
White	212	192	90.57	9.43	50.52
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	64	55	85.94	14.06	27.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	27	79.41	20.59	7.41

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.

2023-24 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. The administration of the PFT requires only participation results 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	94%	95%	97%	98%	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.

2024-25 Opportunities for Parental Involvement

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

Communication with parents is a priority and occurs consistently. It is provided through periodic email messages, monthly newsletters, and school updates on Schoology, ParentSquare, and social media platforms. 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, and active communication is promoted often. 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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	960	947	147	15.5
Female	490	483	72	14.9
Male	470	464	75	16.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	60	58	7	12.1
Black or African American	15	14	5	35.7
Filipino	27	27	1	3.7
Hispanic or Latino	169	167	30	18.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	66	65	16	24.6
White	600	593	84	14.2
English Learners	32	29	5	17.2
Foster Youth	--	--	--	--
Homeless	17	17	3	17.6
Socioeconomically Disadvantaged	217	210	61	29.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	128	126	34	27.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
6.44	4.49	2.92	3.12	2.47	2.01	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.22	0.21	0	0.17	0.12	0.04	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.92	0.00
Female	1.63	0.00
Male	4.26	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.33	0.00
Black or African American	6.67	0.00
Filipino	3.70	0.00
Hispanic or Latino	3.55	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.55	0.00
White	2.33	0.00
English Learners	6.25	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.07	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.03	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Twelve Bridges comprehensive safety plan was revised and updated in October, 2024. The school safety plan is comprised of district protocols, policies, and procedures for emergencies, and includes detailed roles and responsibilities for all

2024-25 School Safety Plan

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 Hold, Secure, 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.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	10	8
Mathematics	27	5	11	7
Science	29	2	10	8
Social Science	29	2	11	7

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	29	5	4	13
Mathematics	29	5	6	11
Science	31	3	2	15
Social Science	31	2	5	13

2023-24 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	1026.67

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$13,704	\$4,401	\$9,303	\$88,976
District	N/A	N/A	\$10,270	\$88,148
Percent Difference - School Site and District	N/A	N/A	-9.9	0.9
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-14.6	-6.2

Fiscal Year 2023-24 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, Music Appreciation, 3-D Animation, Leadership, Yearbook, Robotics, Medical Detectives, and the CTE Wheel.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$54,259	\$58,855
Mid-Range Teacher Salary	\$92,257	\$92,519
Highest Teacher Salary	\$108,876	\$114,665
Average Principal Salary (Elementary)	\$129,656	\$142,791
Average Principal Salary (Middle)	\$134,787	\$151,078
Average Principal Salary (High)	\$148,891	\$167,094
Superintendent Salary	\$261,664	\$281,086
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development

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. CTE course offerings are expanding, including a development of a Media Arts program to be developed.

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. TBMS will be training in PBIS this year. Staff will incrementally be trained and roll out the program Spring 2025. This will include a focus on positive behavior expectations and reinforcements as a proactive approach to elicit desirable student behavior.

Staff will also be provided with multiple staff development/collaboration days during the school year, focusing on curricular knowledge, assessment preparation, and Co-teaching methods and practices to improve student learning.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3