



SELF-STUDY REPORT

**2360 Fieldstone Drive
Lincoln, CA 95648**

Western Placer Unified School District

February 2025

**ACS WASC/CDE Focus on Learning Continuous
Improvement Guide**



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Preface

Twelve Bridges High School (TBHS), located in the southeastern portion of Lincoln, California, has grown significantly since its inception in 2021. Originally built to alleviate overcrowding at Lincoln High School, TBHS has become a cornerstone of educational excellence in the community. The school currently enrolls approximately 1,325 students in grades 9-12 and offers a diverse range of academic and extracurricular programs designed to meet the needs of its students. This self-study provides a comprehensive overview of TBHS's achievements, growth, and development since the last WASC substantive change visit in 2023, highlighting key initiatives aimed at encouraging academic success, social-emotional well-being, and college readiness.

The opening of TBHS marked a new chapter in the rapidly expanding Twelve Bridges neighborhood, which has evolved from a rural farming area to a vibrant suburban community. With a strong focus on academic rigor, TBHS offers Career and Technical Education (CTE) pathways in fields such as Biomedical, Media Arts, Computer Science, and Business, alongside college-prep options like Advanced Placement (AP) courses and dual enrollment with Sierra College. The school's physical campus, designed with modern facilities and innovative learning spaces, supports its mission to provide a high-quality educational experience.

In addition to its academic offerings, TBHS is committed to creating a well-rounded student experience through a variety of extracurricular activities, including athletics, music, drama, art, and over 24 student-led clubs. The school's emphasis on student engagement extends beyond the classroom, ensuring that all students are supported in their academic, social, and emotional development.

This self-study focuses on the key components of TBHS's educational approach that targets support for English Learners, low-income students, and foster youth, and efforts to promote college and career readiness. Through our Local Control and Accountability Plan (LCAP) and School Plan for Student Achievement (SPSA), we aim to create an inclusive and supportive learning environment that prepares all students to thrive academically and socially.

Furthermore, the self-study examines TBHS's performance metrics, including CAASPP, CAST, AP exam results, and stakeholder survey feedback, to assess the effectiveness of our educational strategies and identify areas for continued growth. The school's commitment to maintaining a culture of excellence is reflected in its continuous efforts to improve academic outcomes, provide personalized support, and engage students in meaningful learning experiences.

Visiting Committee Chair

Mr. Craig Springer, Administrator of Special Projects- Alt. Ed, Modesto City H.S. District

Visiting Committee Members

Ms. Kelly Good, Intervention Specialist, Nevada Union High School
Ms. Corinne Poirer, Vice Principal, Del Campo High School
Ms. Brittany Shapley, English Teacher, Folsom High School
Ms. Mai Xiong, Vice Principal, Pleasant Grove High School

WPUSD School District Board

Criste Freymond, President
George Dykstra, Vice President
Marjorie Proffitt, Clerk
Jason Price, Member
April Nitsos, Member

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District Administration

Kerry Callahan, Superintendent
Scott Pickett, Assistant Superintendent, Educational Services
Cliff Degraw, Assistant Superintendent, Personnel Services
Audrey Kilpatrick, Assistant Superintendent, Business Services

Twelve Bridges High School Administration

Heather Pierce, Principal
Chris Bombard, Assistant Principal (A-GI)
Erik Yergensen, Assistant Principal (Go-On)
Allie Snyder, Assistant Principal (Op-Z)
Janet Baird, Counselor (A-GI)
Cesar Balderas, Counselor (Go-On)
Tom Kelley, Counselor (Op-Z)
Kystal Ricci, Activities Director
Dave Foxworthy, Athletic Director
Betty Zamora, Athletic Director

FOCUS GROUP A: Organization

Math: Marc Hopkinson
CTE AME: Debbie Tofft
CTE Bio Med: Mandy Retallack
Math: Chris Foster
Counselor: Cesar Balderas
CTE Business: Kim Cochran
World Language: Jenny Craig
English: Vanessa Tree
Cyber High: Jeff Cash
Special Education: Cyndie Willis
Social Science: Matt Lopez
Special Education: Tommy Kelly
Paraprofessional: Rebecca Torrey
Paraprofessional: Kathryn Allison
School Librarian: Socorro Ferguson
Campus Monitor: Kim Yarrington
Front Desk Secretary: Amber Bramhill
Paraprofessional: Marissa Rodriguez
Custodian: JC Branney

FOCUS GROUP B: Curriculum

English: Krista Dedriksen
Social Science: Krista Greenlee
World Languages: Jennifer Villanueva
CTE Comp. Sci.: Kent McCarley
Social Science: Tim Medeiros
Science: Ryan Wasurick
Science: Samantha Christensen
VAPA: Leah Florence
Special Education: Kevin Gage
Math: Ben Johnson
English: Brittney Gregory
Social Science: Michael Meyer
Physical Education: Jordan Holmes
Paraprofessional: Megan Silva
Paraeducator: Heather Glau
Paraprofessional: Dolores Reyes
Attendance Clerk: Sara Bartlett
Principal's Secretary: Desra Perez
Custodian: Franklin Row

Department Chairs

WASC Chairperson: Ersula Bombard
VAPA: Debbie Pratt
World Language: Rhonda Silva
Physical Education: Grant Fowler
Special Education: Anna Lehw-Lenz
Counseling: Tom Kelley
Mathematics: Matt Rutledge
Science: Christine Hodge
Social Studies: Krista Greenlee
English: Vicki Quirarte

FOCUS GROUP C: Instruction

VAPA: Debbie Pratt
World Languages: Rhonda Silva
English/AVID/EL: Wendy Hamaski
Physical Education: Grant Fowler
Counselor: Tom Kelley
Math: Betty Zamora
Social Science: Travis Richard
Math: Josh Turney
Athletic Director: David Foxworthy
Special Education: Anna Lehw-Lenz
English: Erin Davena
Math: Cristina Alonso
Science: Kristen Lively
ISP: Michaela Westington
Paraeducator: Kory Fink
Paraprofessional: Theresa Palos
Campus Monitor: Victor Quiroz
Attendance Clerk: Judy Catiis
Paraprofessional: Jacquelyn Vega
Custodian: Lloyd Townsend

FOCUS GROUP D: Assessment

Math/AVID: Matthew Rutledge
VAPA: Albert Medina
Math: Amy Cokgor
Physical Education: Gina Escobar
Science: Hayley Albrecht
World Languages: Yessenia Angel
Social Science: Robert Ash
Special Education: Amanda Cuomo
Science: Irina Pchelnikova
Special Education: Rebecca Ford- Soren
English/Yearbook: Katie Vellanoweth
Paraeducator: Elaine Borba
Paraprofessional: Martha Bond
Paraprofessional: Teresa Ramos-Salas
Register: CiCi Cook
Health Aide: Holly Gandee-Harris

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FOCUS GROUP E: Culture

Physical Education/AVID/Leadership: Krystal Ricci

CTE AME: Josh Reafsnyder

Counselor: Janet Baird

World Languages: Barbara Rachman

Science: Christine Hodge

Social Science: Chris Bean

CTE AME: Matt Tofft

Administrative Assistant to the Principal: Desra Perez

Special Education: Evelyn Anderson

Social Education: Jeff Duer

English: Vicki Quirarte

English: Amy Heno

Special Education: Jennifer Vickner

AP Secretary: Connie Brown

Paraprofessional: Kayla Bryson

College and Career Technician: Roosevelt Kent

Campus Monitory: Denise Clary

Library Technician: Paula Gross

Counselor Secretary: Kathleen Cummings

Custodian: Dave Snider

Chapter One: Progress Report

INTRODUCTION

Twelve Bridges High School is the second comprehensive high school to open in the Western Placer Unified School District. Funded primarily through a bond passed in 2016, the school was built on a budget of just under 90 million dollars. The school's opening satisfied two significant needs of the community: to provide a more local high school for the many residents of the Twelve Bridges and Lincoln Crossing communities of southern Lincoln and to alleviate the impact of high student populations at Lincoln High School, where the enrollment was close to 2200 students.

Twelve Bridges High School opened its doors to roughly 600 students on August 19, 2021, and is located at 2360 Fieldstone Drive in Lincoln; it is in the Twelve Bridges community, in the southeastern portion of Lincoln, and adjacent to the Lincoln/Rocklin border. We currently have a population of about 1325 high school students in grades 9-12. Our school is less than a mile from our primary "feeder" middle school, Twelve Bridges Middle School, and is equally close to one of our local elementary schools, Twelve Bridges Elementary. The area is highly suburban and residential, with a variety of local businesses, very little industry, and a high percentage of residences. This area has seen significant development over the past few years, and more houses are being built in the area. The community is relatively affluent, with a median home value and income significantly higher than the overall Lincoln statistics in those categories.

The school consists of eight major buildings, and sits on land that has a significant elevation gain, resulting in three of our buildings being two stories. The signature building, our student center, houses the gym, theater, dining area, CTE Media Arts classrooms, Leadership and Athletic Leadership classroom, and Band, Choir, and Dance classrooms. Our B and C buildings are both two-story buildings with typical classrooms, restrooms, and staff rooms, and can be accessed by elevator or stairs. Our D buildings contain our science labs, which have outdoor learning environments as well. Our E buildings are a total of eight portable classrooms. The Athletic Locker Rooms for each identified gender are located between the gym and the stadium. Plans for additional phases/building to allow for growth are currently taking place or are already in development.

The following table provides the base data of our student ethnicities, along with our two significant subgroups of students with disabilities and socio-economically disadvantaged. Neither our foster students nor our English Learners are a large enough population to qualify as statistically significant.

Subgroup	Male	Female	Total	Percent
Hispanic/Latino	83	98	181	13.6%
White	410	431	841	63.3%
American Indian/ Alaskan Native	5	5	10	0.75%
Asian/other Asian	15	22	37	2.78%
Pacific Islander	1	6	7	0.52%
Filipino	31	45	76	5.7%
Black	27	20	47	3.5%
Asian Indian	1	0	1	.075%
Other	59	56	115	8.6%
Unclassified	4	8	12	0.9%
Total	636	691	1327	(declined to state)
Socio-Economic Disadvantaged	126	123	249	18.7%

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Students with Disabilities	84	58	142	10.7%
McKinney Vento	16	12	28	2.1%
9 th Graders	179	183	362	27.3%
10 th Graders	146	175	321	24.2%
11th Graders	169	180	349	26.3%
12th Graders	142	153	295	22.2%

TBHS prides itself on its dedication to culture and a sense of purpose. While we have created a rich set of mission and vision statements that can be found [here](#), we have mostly chosen to focus on our Value Actions that represent what we want all members of our community to use as their guide in any decisions. These Value Actions are “Learn-Strive-Lead-Thrive,” and they act as a guide to how we go about providing a comprehensive, quality educational experience. You will see them posted in classrooms, worn proudly on t-shirts, and recognized in our “Rhino Strong” positive behavior acknowledgments. Each year the certificated staff reviews our Value Actions/Mission/Vision and we have chosen to keep what we established in year one.

Our school is dedicated to offering students a wide variety of opportunities and options to be college and career-ready upon graduation. From rigorous A-G approved coursework, to Advanced Placement and Dual Enrollment courses, to signature CTE programs that include Biomedical Science, Arts and Media Entertainment, Computer Science, and Business and Finance, our students can investigate educational paths that both engage and enlighten.

No report on our school would be complete without a mention of the vibrancy of our co-curricular and extra-curricular options. We have a full offering of sports, a robust slate of more than 20 clubs, and “school life” activities such as rallies, dances, and assemblies. Out of 1325 students, more than 850 participate in a sport at Twelve Bridges High School. We value student engagement and we work hard to offer many opportunities for students to engage in athletics or a school club or organization.

Through the reflective and collaborative work of schoolwide groups, the following changes and developments have been identified as the most significant since Twelve Bridges High School’s last WASC substantive change visit in September of 2023.

PHYSICAL ENVIRONMENT

Twelve Bridges High School recently completed additional construction at the west end of the school site this February. The project included a new JV softball field, a JV baseball field, and a grass practice field. Additionally, cement walkways now connect these fields, and all four fields—both the existing ones and the new additions—have been equipped with higher nets around the backstops to enhance spectator safety. Another key upgrade from this construction was the addition of a permanent restroom, as well as a combined ticket booth and concession stand.

In May 2024, we added a trophy case to our Student Center building that houses the majority of all of our student events.

This academic year we opened a Wellness Center on campus. It is in a pre-existing classroom; however, it has been transferred as a place for students to receive mental health care at any time during the school day. The Wellness Center Team works with the Administration, Counseling Department, and community-based organizations to offer classroom presentations and support school-wide events aimed at developing resilient, health-conscious students.

This academic year we also had to have teachers fully mobile, or share classrooms. We have one teacher who teaches in a different classroom every period. We have five teachers who share classrooms for at least one class period.

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ACADEMICS

Since the last WASC visit, we have added 12 new courses to our course offerings. Of these, we were strategic in identifying areas where we could further pathways and opportunities as well as address student needs. We added two Advanced Placement courses, one Intermediate CTE pathway class, an additional world language course, one English Language Development course, two Math Lab classes, two dual enrollment courses in the Computer Science Pathway, and an additional class during Zero Period to support students who need to make up credits outside of the time of the traditional academic time frame. These courses were chosen to add to our course offerings to provide additional interventions/supports for students (ELD and Math Lab), provide additional AP course offerings (AP Physics and AP Statistics), allow students to access advanced courses in their CTE pathway (SC IT90, SC IT 100, Intermediate Business and Finance), allow students to earn college credits while in high school (College Experience, SC IT 90, SC IT 100), and to give students electives that they were expressing a desire to take (Marching Band, Jazz Band, Psychology).

We also added 10 new certificated staff members. The district is recognizing the growth of the Twelve Bridges and Lincoln Crossing neighborhoods and allowed for three new growth positions in this academic year.

Western Placer Unified School District has also allowed students to take courses at the local community college, Sierra College, and allow that credit to be placed on their transcript for high school credits while earning college units.

CULTURE

The largest change that has occurred since the previous WASC substantive change visit in September of 2023 is that our school culture and traditions are starting to feel settled.

In June of 2024, we had our first-ever graduation ceremony with 270 graduates. We honored our first graduating class with a special [challenge coin](#) that they can use to return to all Homecoming Games for free. Before graduation, we created many fun opportunities for our Senior class. We purchased a large blow-up mascot tunnel that the graduates walked through. We now use the tunnel for events such as football games, the first day of school, and Rhino Roll Out (our school's showcase to 8th-grade families in Lincoln). We started, "Senior Stampede Week" which takes place during the final week of school. During this week the students practice the graduation ceremony while the Administration Team cooks them a BBQ lunch at the park, they watch the Senior Slideshow, they complete their Senior checkout, sign yearbooks, they are fed Senior Breakfast by the Junior class, and more. The graduation and Senior Stampede week marked our history and shaped what will be our traditions for years to come.

We also held our first Senior Awards Ceremony where students who won local scholarships are invited to attend with their families to accept their scholarships. Seniors also earned cords to wear during the graduation ceremony for many different academic or participatory actions such as having a 4.0, serving on the Student Senate, being in Music all 4 years, earning proficient or advanced scores on CAASPP tests, participating in AVID for 4 years, completing a CTE pathway, and more. We are creating a culture of honoring students for their academic excellence and meaningful participation in extracurricular activities.

We have also added a substantial amount of new clubs to campus. With more than 25 clubs on campus, we are providing many opportunities for students to be engaged with school.

We have changed some procedures to reflect what students want. Students wanted to have access to the classes that they requested the year before and our old procedure of having students complete their course requests on paper that was kept in the office did not allow for students to access it at any time. Therefore we have moved to an online course request procedure that Counselors help the students complete in PowerSchool. Now that students complete the requests digitally, they can also access the list of their requests at any time.

Students often get to school late and sometimes Junior and Senior students are unscheduled in the first classes of the day, so we added a second chance breakfast this academic year to ensure that all students get a chance to eat breakfast.

Chapter Two: Student/Community Profile and Supporting Data and Findings

A. General Background and History

Twelve Bridges High School (TBHS) opened in 2021 as the district's first new comprehensive high school since 1907, starting with a Freshman and Sophomore class of 600 students. Now in its fourth year, the school serves nearly 1,300 students, including Juniors and Seniors. Located in the affluent Twelve Bridges neighborhood of Lincoln, intra-district transfer options help maintain a diverse student body.

TBHS features a robust selection of academics and extracurriculars, highlighted by CTE pathways in Biomedical, Media Arts, Computer Science, and Business. Funded through CTEIG grants, these programs provide industry-standard equipment. Students can also transfer between TBHS and Lincoln High School (LHS) to access unique CTE offerings. TBHS offers college-prep classes to fulfill A-G requirements, dual enrollment, AP courses, and enrichment opportunities at Sierra College.

The school began with 25 credentialed teachers, growing to 65 full-time teachers by its fourth year, with a few splitting time between TBHS and LHS. The student population is primarily Caucasian and Hispanic, accounting for over 75%, with 15% socio-economically disadvantaged, below the district average of 31%. TBHS supports students with 504 plans, IEPs, and an Independent Living Skills program. TBHS is a CIF member, offering Varsity sports in all athletics, with plans to expand as facilities grow. The school also offers music, choir, drama, art, ceramics, and over 24 student-led clubs, guided by student input.

The campus features eight large buildings, newly renovated portables, a joint-use library with the City of Lincoln, and campus-wide WiFi. As a "one-to-one" campus, all students receive Chromebooks, with many textbooks and curricula available online.

TBHS continues to grow, promoting a culture of achievement and emphasizing its core values: Learn, Strive, Lead, and Thrive.

1. Community

The TBHS Raging Rhinos is one of two high schools in the Western Placer Unified School District (WPUSD), located approximately 40 miles north of Sacramento. The school continues to experience rapid growth, with over 1,300 students currently enrolled, reflecting the ongoing expansion of the Lincoln community, which now boasts more than 50,000 residents.

The 2023-2024 school year marked a significant milestone for TBHS, as it welcomed its first graduating class, completing its inaugural year of serving students across all grades, 9 through 12.

In recent years, the surrounding area has seen substantial development, evolving from a largely rural landscape into a suburban community. This transformation has attracted families seeking a quieter lifestyle with the convenience of urban amenities nearby.

a. Family and Community Trends

Lincoln, California, has experienced significant growth and development, making it an appealing suburban community.

- **Population Growth:** Rapid residential development has attracted new families and young professionals, increasing the number of school-aged children and the demand for schools.
- **Family-Friendly Environment:** Lincoln offers parks, recreational programs, and community events, fostering a family-oriented atmosphere.

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- **Diverse Housing Options:** A range of housing, from single-family homes to townhouses, caters to various family sizes and incomes, attracting diverse residents.
- **Focus on Education:** Families highly value education, supporting local schools and driving new programs within the Western Placer Unified School District.
- **Community Engagement:** Active participation in farmers' markets, festivals, and volunteer opportunities fosters a strong sense of belonging.
- **Health and Wellness:** A focus on outdoor activities, fitness, and community health initiatives promotes an active lifestyle, supported by access to natural spaces.
- **Economic Development:** Population growth has spurred new businesses and job opportunities, boosting the local economy.

Lincoln's evolution reflects its emphasis on family life, education, and active community engagement.

b. Parent/Community Organizations

TBHS thrives with strong support from parent and community organizations that enhance the educational experience and school spirit.

- **TBHS Boosters Club:** The Boosters Club supports various programs by funding spirit wear, teacher appreciation events, sports equipment, and activities in drama, baking, and art. They also subsidize the annual senior parking lot painting tradition. Last year, their first annual golf tournament raised over \$17,000, showcasing their dedication to creating meaningful student experiences.
- **TBHS Sober Graduation:** The Raging Rhinos Sober Grad group organizes fundraisers, including Bingo Night, Senior Yard Signs, Graduation Leis sales, and events like the Twelve Bridges Rib Cook-Off. Funds support a safe, alcohol-free graduation celebration at Golfland Sunsplash, fostering community and celebrating students' achievements.
- **School Site Council (SSC):** Comprising parents, students, and school staff, the SSC focuses on long-term instructional goals, approves the School Site Safety Plan, and approves the SPSA (planned budget).

These organizations play a vital role in fostering unity and enriching student life at TBHS.

c. Community Foundation Partnerships

- **Lincoln Community Foundation:** This nonprofit enhances local quality of life through grants, scholarships, and community projects. Each October, it offers grant opportunities for educational, health, and social causes. Last year, the Foundation supported TBHS's first Sober Graduation by funding Bruno Mars concert tickets for a fundraiser, raising over \$10,000.
- **Western Placer Education Foundation (WPEF):** WPEF provides financial support to enhance students' educational experiences beyond public funding. This year, they awarded \$2,000 to support TBHS's Sober Graduation as well as \$200+ additional dollars to teachers for individual grants.

Both organizations play a vital role in fostering community well-being and supporting local education.

d. School/Business Relationships

TBHS benefits from strong partnerships with local businesses and organizations that enhance student experiences and foster school spirit.

- **Starbucks of Twelve Bridges:** Located near the school, Starbucks supports TBHS by donating gift cards for student rewards, contributing coffee for staff events, and hosting field trips for special day class students to practice life skills.
- **In-N-Out & Leatherby's:** Both provide gift cards to reward positive behavior (PBIS). Leatherby's also offers fundraising nights and employment opportunities for students.

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- **Crawford Orthodontics:** A long-time supporter, they donated \$10,000 to the school and continue to support the football program.
- **Avalon Printing & Graphics:** This Roseville-based company handles invitations, programs, and tickets with efficiency and responsive service.
- **Jostens:** Their partnership supports the Yearbook program, teaching students critical skills. Last year's yearbook sales generated \$15,000 reinvested into the program.
- **BSN Sports:** Supplies TBHS with apparel, equipment, uniforms, and spirit gear through partnerships with top brands.
- **The 12:** A cozy off-campus spot hosting Culture Team meetings and staff celebrations, including after graduation.
- **ABC JAM:** Provides live-streaming and media coverage for TBHS sports, allowing the community to enjoy events remotely.
- **Buckhorn BBQ:** Caters a staff dinner annually during Homecoming and hosts fundraisers for school programs.
- **Camblin Steel:** Has supported TBHS through donations to multiple athletic programs.
- **Catta Verdera Golf Course:** Hosts the school's golf matches and supports booster fundraisers with their course.

These collaborations enrich the TBHS community and contribute to a vibrant and supportive school environment.

2. Staff Description

The TBHS support staff includes: school principal Mrs. Heather Pierce; three assistant principals, Mr. Chris Bombard, Mr. Erik Yergensen, and Mrs. Allie Snyder; three full-time counselors Mrs. Janet Baird, Mr. Kelley, Mr. Cesar Balderas; 69 certificated and 42 classified personnel.

3. School Purpose and Goals

TBHS embodies a progressive and forward-thinking approach, embracing new technologies with a focus on the future. Originally a major farming community, Lincoln has gradually transformed over the past fifty years into a more suburban environment, all while striving to maintain its small-town charm. TBHS reflects this evolution within the community.

We offer a diverse range of academic core subjects, elective courses, honors classes, Advanced Placement (AP), and Dual Enrollment programs tailored for college-bound students. In addition, our Career and Technical Education (CTE) program equips students who plan to enter skilled career fields or pursue military service after high school with essential skills and training.

Vision

Twelve Bridges High School will create the opportunities and provide the support for each member of its community to learn, grow, and become the people they aspire to be.

Mission

Twelve Bridges High School pursues excellence in education with purpose, commitment, and perseverance.

The Rhino Core Four: These are the four key pillars of the Rhino way of life. Inherent in our mission and vision will be the goal of living up to the meaning and spirit of these four words, and how by keeping them as a focus in how we want to act and achieve, we will make a difference in our school, in our community, and in our lives:

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- **Learn:** This simple word captures the essence of what school is about. We are always learning- in the classroom, on the field, on the stage-everywhere. We grow through learning, and we embrace the growth.
- **Strive:** Learning leads us to challenges. We are stretched to think in new ways, act in new ways, and make decisions in new ways based on learning. We strive to grow and be better, and to persevere through the challenges that come with learning and with life.
- **Lead:** Learning, growing, and battling through challenges empower us to lead. There is a leader in all of us- how will we use experiences to accept the challenge of leadership and be a model for others?
- **Thrive:** We don't want to simply exist, or to get by we want to thrive, and be the best possible versions of ourselves that we can be. How can we use the experiences of learning, striving, and leading to be a thriving person who can bring these same core values to life outside of school and into the future?

Twelve Bridges High School prides itself on its dedication to culture and a sense of purpose. While we have created a rich set of mission and vision statements that can be found here, we have mostly chosen to focus on our Value Actions that represent what we want all members of our community to use as their guide in any decisions. These Value Actions are "Learn-Strive-Lead-Thrive," and they act as a guide to how we go about providing a comprehensive, quality educational experience. You will see them posted in classrooms, worn proudly on t-shirts, and recognized in our "Rhino Strong" positive behavior acknowledgments.

Before opening our doors, we identified teachers and staff members that we knew were coming to TBHS to teach and members of the school district met online to create our first mission and vision statements as well as our core four value actions, "Learn-Strive-Lead-Thrive". After creating the first ideas of our mission, vision, and core values, we then had students at Twelve Bridges Middle School give their input about the first drafts of our mission, vision, and core values. Once we had stakeholders, staff and students alike, provide us with their opinions on our mission statement, vision, and value actions, we adopted what we have today.

At the beginning of each academic year, the staff revisits the mission, vision, and value actions. We determine if they are still meeting our needs and accurately converting into our schoolwide learner outcomes and graduate profile. In all three years since their inception, we have determined that we do not need to make revisions or refinements to our original mission, vision, and core values/school-wide learner outcomes.

4. Local Control and Accountability Plan (LCAP)

- **LCAP Leadership Team:** Comprising representatives from administration and classified/certificated associations (CSEA and WPTA), the team reviewed metrics, state priorities, and LCAP goals for the 2024-2027 plan. They also discussed allocating state and federal funds, such as the Arts, Music, and Instructional Materials Block Grant and Educator Effectiveness funds, to align with LCAP goals and funding requirements. Feedback from educational partners in spring 2024 informed adjustments to the draft plan.
Meetings – September 21, 2023; October 19, 2023; November 16, 2023; January 18, 2024; February 15, 2024; March 21, 2024; April 18, 2024; May 16, 2024.
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- **Parent Advisory Committee (PAC):** The PAC provided input on actions for 2023-2024 aligned with the 8 state priorities and LCAP goals. Similarly, the District Advisory Committee (DAC) discussed key areas impacting students, such as transportation, mental health, academic interventions, and extended learning, as well as the use of state and federal funds alongside

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LCFF supplemental funds to support LCAP goals and boost student achievement. The preliminary 2024-2027 LCAP draft, reflecting feedback from all educational partners, was then shared with the DAC.

Meetings – November 29, 2023; February 21, 2024; April 25, 2024; May 8, 2024.

- **District English Learner Advisory Committee (DELAC):** Composed entirely of Spanish-speaking parents of English Learners (ELs) or Reclassified Fluent English Proficient (RFEP) students, DELAC provided input on actions for 2023-2024 related to the 8 state priorities and LCAP goals. They identified key areas affecting students, such as transportation, mental health, academic interventions, and extended learning, and discussed the use of state and federal funds alongside LCFF supplemental funds to support LCAP goals and improve student achievement. The preliminary 2024-2027 LCAP draft, aligned with feedback from all educational partners, was shared with the committee. DELAC meetings are facilitated in Spanish.
Meetings – December 7, 2023; February 28, 2024; May 1, 2024; May 22, 2024
- **Admin PLC:** The school site administration met with district administration during biweekly Admin PLC meetings to provide input for the 2023-2024 update of the 2021-2024 LCAP. The Admin PLC group also discussed how to best utilize other state/federal funds (i.e. - the Arts, Music, and Instructional Materials Block Grant, Educator Effectiveness funds) to support the district's overarching LCAP goals and actions while simultaneously meeting each fund's specific requirements. Needs assessments related to WPUSD's identified areas of Differentiated Assistance were conducted, utilizing multiple measures of data (including data from the California School Dashboard). Site administrator input provided during Admin PLC meetings was reflective of input they solicited from staff, students, and parents at their respective school sites.
Meetings – Monthly meetings throughout the academic year.
- **Student Senate:** WPUSD's newly created student senate engaged students from all school sites to take an active role in our district. Students met to participate in activities around the metrics, the 8 state priorities, and the LCAP goals and actions to provide input for the 2024-2027 LCAP. Students met in grade level span teams to address needs from the student point of view on the state priorities and where they would like to see an increase or services/supports at schools. At the final meeting of this school year, each school site presented its action plan to each other, parents, and administration. This plan will impact our sites SPSA's and district LCAP. In addition to the Senate, WPUSD has three high school students who serve on the Board of Trustees. Those three students regularly gather input from their classmates and report their perspectives on various issues to the Board of Trustees.
Meetings - Bimonthly throughout the academic year.
- **Stakeholder Surveys:** The California Healthy Kids Survey (CHKS) was administered in February 2024 to 5th, 6th, 7th, and 9th graders, as well as to all students at our continuation high school. This survey provides us with much-needed data on student perceptions related to school safety and connectedness and directly impacts programmatic decisions. In addition, WPUSD has added the Youth Truth Survey. During the month of April 2024, all school sites will survey students in grades 3rd - 12th (based on parent approval). At the same time, both staff and parents will be surveyed to get a complete picture of our district. Students' perceptions are linked to academic performance and we hope to better inform our LCAP and SPSA through this increased reporting from our stakeholders.
Survey Administered - The month of April 2024
Survey Data Analysis - May 22, 2024 at Admin PLC Meeting

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- **Placer County Office of Education (PCOE):** WPUSD is actively working with the PCOE INSPIRE team to look at data and root causes of student groups that are struggling so we can better meet the needs of all student groups. From root cause analysis and action planning, WPUSD is planning solutions for low-performing student groups to improve through LCAP and district changes to better support the needs of these students.
Meetings - January 30, 2024, February 22, 2024 March 12, 2024, April 3, 2024, April 17, 2024
- **SELPA (Special Education Local Plan Area):** WPUSD met with SELPA to review action plans to improve results for students with disabilities. WPUSD is in DA and SIM for students with disabilities. This is a major focus to improve student outcomes for students with disabilities. SELPA reports that WPUSD has foundational changes for students with disabilities and is partnering to improve outcomes for this student group through training and data support.
Meeting - April 17, 2024
- **Public Review, including Public Hearing at WPUSD Board Meeting:** The draft LCAP was presented to the Board and members of the public during the public hearing.
Meeting - June 4, 2024

The LCAP was posted on the district website on May 31, 2024 for public review and comment; a link to provide public comment was also provided. The LCAP will remain on the website for review until it is approved by the Board (June 18, 2024).

A. State the identified needs and goals taken from the district LCAP that apply to the school and the metrics that will measure progress and goals.

Twelve Bridges High School (TBHS), as part of the Western Placer Unified School District (WPUSD), aligns its goals with the district's Local Control and Accountability Plan (LCAP) to ensure a cohesive approach to education. While specific school-level LCAP goals for TBHS are not detailed in the available sources, the school's mission and vision statements reflect its commitment to excellence and align with the district's objectives.

Mission Statement: "Twelve Bridges High School pursues excellence in education with purpose, commitment, and perseverance."

Vision Statement: "Twelve Bridges High School will create the opportunities and provide the support for each member of its community to learn, grow, and become the people they aspire to be."

These statements are encapsulated in the school's core values: "Learn, Strive, Lead, and Thrive."

In alignment with WPUSD's 2024-2025 Board Objectives, TBHS focuses on the following areas:

1. Academic Excellence

- **Rigorous Curriculum:** Ensuring that the curriculum is comprehensive, up-to-date, and aligns with academic standards to meet the diverse learning needs of all students.
- **Effective Teaching and Learning:** Investing in professional development for teachers to enhance instructional methodologies and integrate technology effectively into lessons.
- **Differentiated Learning and Intervention:** Implementing strategies to address individual learning needs through differentiated instruction and targeted interventions.

2. College and Career Readiness

- **Career Exploration:** Offering comprehensive career exploration opportunities, including internships, job shadowing, guest speakers, and career fairs.
- **Community Partnerships:** Establishing collaborations with local businesses, industries, and higher education institutions to enrich students' understanding of career possibilities.

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- Skills Development and Support: Providing comprehensive skill development, including financial literacy, to equip students with the necessary competencies for success after high school.

3. Safety and Engagement

- Positive School Climate: Implementing initiatives and policies that foster an environment where students, teachers, and staff feel safe, respected, and valued.
- Mental Health Services and Mentorship: Providing access to comprehensive mental health services and resources to help students cope with challenges and thrive academically and personally.
- Student Voice and Active Engagement: Actively involving students in decision-making processes that affect their education and school experience.

To measure progress toward these goals, TBHS utilizes various metrics, including:

- Student Achievement: Assessment scores, graduation rates, and college enrollment statistics.
- Student Engagement: Attendance rates, participation in extracurricular activities, and student feedback surveys.
- Parental Involvement: Levels of parent participation in school events, parent-teacher conferences, and involvement in decision-making committees.
- School Climate: Disciplinary incident reports, suspension/expulsion rates, and climate surveys assessing perceptions of safety and inclusivity.

These efforts are part of TBHS's commitment to providing a high-quality educational experience for all students, in line with the broader objectives of WPUSD.

B. School Program Data

TBHS continually looks to meet the needs of our students where we challenge them to take higher-level courses, but also counsel them to be mindful to create a balance in their academic schedule.

- **Counseling Resources:** The [counseling program](#) provides comprehensive counseling services, including college and career readiness guidance, mental health resources, and support with academic planning. This program provides equity and access to all students through classroom-based lessons and workshops while promoting AP courses, CTE pathways, and A-G-approved electives. The [course catalog](#) on our school website offers information for all courses offered so that both students and parents can make informed decisions regarding course selection along with access to four-year planning meetings with our counselors.
- **Daily Schedule:** [Early Release Monday / Tuesday-Friday](#) & [Odd/Even Schedule](#): Twelve Bridges High School (TBHS) operates on an alternating "Odd" and "Even" day schedule. On "Odd" days, students attend periods 1, 3, 5, and 7, while "Even" days feature periods 2, 4, 6, and 8. Each class lasts 81 minutes from Tuesday through Friday, with a seven-minute passing period between classes. Starting in the 2023-2024 school year, we introduced a 30-minute period called Flex, which occurs between morning classes every day except Mondays. During Flex, students can seek additional academic support, complete assignments for any class, participate in study hall, or attend enrichment opportunities offered by their teachers. Mondays are designated as early release days, with school ending at 2:30 PM. On these days, teachers participate in departmental meetings, Professional Learning Communities (PLC), and this year's WASC meetings. Additionally, students on Mondays attend their Advisory class, which is scheduled between the two-morning classes.
- **Advisory:** Advisory is a weekly period held on Mondays, reflecting the school's commitment to supporting students in various areas beyond academics and fostering a connected and supportive school community. This time is dedicated to building relationships, providing academic guidance, and helping students set personal and academic goals for their growth. During Advisory, students also watch Crash TV, a student-led media production program where they

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create video content focused on school events, news, and other topics relevant to their peers and the community.

- **Flex:** Flex is a dedicated period during our school day from Tuesday to Friday, offering students extra time for academic support, enrichment activities, or independent study. Both teachers and students can utilize this time effectively. Teachers can "hard schedule" students who need additional support, which means these students are unable to change their assigned support times. At the same time, students have the option to schedule themselves for class support or enrichment opportunities. This approach blends teacher-led sessions with student choice, allowing students to seek help from teachers, catch up on assignments, or engage in enrichment activities without conflicting with their regular class schedules.
- **After-School Tutoring:** Here students can access peer tutoring services to get help with coursework and academic challenges from peers or the teacher in charge. This support is offered to students Tuesday-Thursday 3:30 - 5:30.
- **College and Career Center:** The College and Career Center at TBHS offers a wide range of resources and guidance to help students prepare for life after high school, whether they aim to attend college, pursue a career, or explore other options. Key services include:
 - **College Preparation:** The center provides information on college readiness, including SAT/ACT test dates, college admissions guidance, and financial aid/scholarship opportunities. They also assist students with writing college application essays and preparing letters of recommendation.
 - **Career Exploration:** Students can explore different career paths using Pathful Explore, attend virtual job shadow programs, and learn about the required education and potential earnings for various professions. The center also helps with resume development and offers information on work permits.
 - **Extracurricular and Leadership Opportunities:** The center emphasizes the importance of leadership roles in extracurricular activities for college applications and helps students identify activities that align with their passions.
 - **Job and Internship Opportunities:** The center connects students with job openings and internships that help them build work experience, develop skills, and earn money, which is especially useful for saving for college application fees.
 - **College Rep Visits and College Fairs:** The center organizes college fairs and visits from college admission representatives to give students a chance to meet with recruiters and gather important information on schools they are interested in.
 - These resources help students plan their academic and career paths while preparing for post-secondary education or entering the workforce.
- **Wellness Center:** Beginning this school year, TBHS opened a Wellness Center aimed at supporting students' mental, emotional, and physical health. This includes a variety of resources such as mental health services, counseling, connections to community support programs, and the WPUSD Hub for students and families.
- **Leadership, Athletic Leadership, and Clubs:** The Leadership course equips students with project management, teamwork, and self-awareness skills through planning, executing, and evaluating activities like rallies, dances, spirit weeks, and community service projects. Students build healthy relationships, take personal responsibility, and organize events, dedicating significant time outside school hours to fulfill course requirements and serve both the school and local community. The Athletic Leadership course emphasizes communication, character development, teamwork, and personal growth. Students gain expertise in coaching, athletic administration, and time management while exploring sports' social, historical, and economic aspects. The course also fosters philanthropy, allowing students to contribute to the TBHS athletic community and support broader Lincoln initiatives.

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- **Crash Tags:** Crash Tags are a key component of PBIS at TBHS that serves to develop a positive school culture. Students may be awarded Crash Tags in their classes or during the school day when they are noticed by staff for exemplifying our value actions of LEARN, STRIVE, LEAD, or THRIVE. When Crash Tags are awarded, students can turn them into one of three buckets in the office for a drawing. Weekly, Monthly, and Semester-long drawings award students things like gift cards, TBHS swag, yearbooks, dance tickets, and more.
- **Visual and Performing Arts (VAPA):** VAPA courses and pathways offer students opportunities to express themselves artistically and develop technical skills in various art forms. These programs foster creativity, critical thinking, collaboration, and communication skills, while also providing students a platform to engage in self-expression, cultural appreciation, and artistic growth. Moreover, these courses can be pivotal for students pursuing future studies or careers in the arts.
- **CTE, AP, Dual Enrollment, and Concurrent Enrollment Pathways:** We offer a wide variety of CTE, AP, and dual enrollment courses, with representation from nearly every department on campus. CTE and AP coursework is available in grades 9, 10, 11 and 12. Moreover, we offer five dual enrollment courses currently in English and CTE, and we continue to work on relationships with our local community colleges to explore additional dual enrollment courses connected with pathways or as stand-alone courses. Students.
- We are planning to add additional Dual Enrollment courses in Kinesiology, Science, and American Sign Language in the 2025-2026 school year.
- **Career Technical Education (CTE):** Our programs offer a diverse range of Career and Technical Education (CTE) pathways designed to equip students with practical skills for the workforce or further education. These programs provide hands-on learning experiences that align with industry standards, ensuring students are well-prepared for their future careers.
 - Biotechnology
 - Software and Systems Development
 - Cyber Security
 - Visual Commercial Art
 - Video Production/Film
 - Broadcasting
 - Business and Finance Management
- **Advanced Placement (AP), Dual Enrollment, and Honors Courses:** For students looking for a more challenging academic experience, TBHS offers AP and Honors classes:

● AP Literature and Composition	● AP Precalculus
● AP Language and Composition	● AP Calculus AB
● AP United States History	● AP Statistics
● AP Government and Politics	● Dual Enrollment: English 1A
● AP European History	● Dual Enrollment: Introduction to Allied Health, Medical Terminology
● AP Biology	● Honors English 9
● AP Chemistry	● Honors English 10
● AP Physics	● Honors Biology
● AP Spanish Language and Culture	● Honors Chemistry
● AP Computer Science Principles	● Honors Human Body Systems
● AP Computer Science A	● Honors Medical Intervention
- **AVID:** AVID focuses on helping students develop skills in areas such as organization, study techniques, and critical thinking. With AVID, students participate in small group tutorials, mentorship, and a rigorous curriculum that emphasizes writing, inquiry, collaboration, and

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reading. The goal is to equip students with the tools they need to excel academically and navigate the challenges of college and beyond.

- **Special Education:** Tailored programs are available for students with special needs, ensuring they receive the necessary accommodations and modifications to succeed.
- **504 Plan:** Tailored programs utilizing a 504 Plan are available for students who do not qualify for special education services. A collaborative team of educators, parents, and specialists works together to identify necessary accommodations, ensuring that all students have equitable access to educational opportunities.

Online instructional Programs

- **ATLAS:** ATLAS is a hybrid learning program for grades 6-12 within the Western Placer Unified School District. Combining online learning with traditional classroom instruction, it offers a flexible and supportive environment focused on academic achievement, leadership, character development, and teamwork. Designed for students who thrive in independent study, ATLAS provides a structured curriculum aligned with academic goals, emphasizing project-based learning and outdoor education to foster both educational and personal growth.
- **Cyber High:** Cyber High is an innovative online platform that provides students with an alternative method to complete high school courses and earn credits toward graduation. This program is specifically designed to assist students in recovering credits they may have missed or accelerating their learning by allowing them to take additional courses. Cyber High classes are offered during a zero period as well as throughout the regular school day, providing students with multiple opportunities to achieve their academic goals.

In addition, our district runs a similar program during the summer using the Odysseyware online platform, which is hosted at our alternative high school, Phoenix. This program features a drop-in lab where students can access assessments and receive additional support as needed.

1. District LCAP and SPSA Alignment with English Learner, Low Income, and Foster Youth Students.

TBHS receives supplemental dollars based on our unduplicated student population count. This money is then used at the site level to help support these students at our site. Our supplemental budget comes from the LCAP, which is directly connected to our SPSA each year.

There are many support programs that are included within our supplemental budget each year.

- McKinney Vento and Foster Youth: To support low socioeconomic students, we offer a range of services, with the Principal of Phoenix High School also serving as the district coordinator for Foster Youth services. This collaboration ensures targeted support for foster youth at TBHS, leveraging strong connections in the foster and at-risk youth communities to identify tailored resources. Many initiatives for low socioeconomic students align with those for foster youth.
- AP Exam Scholarships for low income students
- EL support and resources, including Newcomer ELD class
- College and Career Technician
- Wellness Center
- Solution Tree/PLC support for both site and teachers
- Parent Liaisons
- iReady Diagnostic and Performance Matter
- Student Senate, supporting student voice and choice
- Youth Truth Student Surveys
-

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Additional Student Supports in Place

- **After School Peer Tutoring:** Students can access peer tutoring services for assistance with coursework and academic challenges Tuesday to Thursday, between 3:30 PM and 5:30 PM. This support provides a valuable opportunity for students to collaborate and learn from their peers and a certificated staff member in a focused environment.
- **AVID:** AVID focuses on helping students develop skills in areas such as organization, study techniques, and critical thinking. With AVID, students participate in small group tutorials, mentorship, and a rigorous curriculum that emphasizes writing, inquiry, collaboration, and reading. The goal is to equip students with the tools they need to excel academically and navigate the challenges of college and beyond.
- **Cyber High:** This program is specifically designed to assist students in recovering credits they may have missed or accelerating their learning by allowing them to take additional courses. Cyber High classes are offered during a zero period as well as throughout the regular school day, providing students with multiple opportunities to achieve their academic goals.
- **ELD Support:** We offer our newcomers access to a designated ELD program that is focused on building language skills using a combination of large group instruction, small group instruction, and individualized instruction using Rosetta Stone. Students in this program have a variety of language backgrounds. We enroll students with ELPAC scores in the 1-2 range into an ELD Support class. We offer an ELD support class, where the teacher is able to support students with their classes as well as work on academic and social language development. Students in these classes typically have a variety of language backgrounds.

Support Programs- Low Socioeconomic Students

In order to support our low socioeconomic students, we offer a combination of supports and services:

- Due to the changes in national policy, all students have access to free lunch at school daily, so beginning in the Fall 2022, both breakfast and lunch is served to students at no charge.
- Fee waivers/reductions are available for AP tests, extracurricular materials/activities and PE clothes which are paid from our LCAP.
- All students have access to a computer issued by the school to use for school work
- Community School's Grant ([The HUB](#)) helps to support students who may need clothing, shoes, food, a location to wash clothing, transportation, employment application completion, college application assistance, and other community assistance needs.
- We engage in relationships with local youth organizations and other community agencies such as Lincoln Police Department's SRO program, JR Rhinos Football and Cheer program, Lincoln FC, Lincoln Public Library events, and Next Level Flag Football.
- We also collaborate closely with our Special Education department to provide appropriate support for foster youth who have Individualized Education Programs (IEPs) or require specialized academic, behavioral, or social-emotional assistance.

Additionally, our counseling, mental health, and psychological support team work in partnership with local case managers, Court Appointed Special Advocates (CASA), and other advocates to assist foster youth and their families.

Support Programs- Special Education

At TBHS, we offer various specialized programs, including RSP (Resource Specialist Program), SDC (Special Day Class), and ILS (Independent Living Skills). These programs provide students with additional support in areas such as Speech and Language, Counseling, and Behavior Intervention.

Below is a table detailing the specific support available for each program.

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Program	Enrollment	Speech and Language	Counseling Support	Behavior Intervention	Occupational Therapy
RSP	96	19	19	2	1
SDC	51	16	6	3	0
ILS	10	12	2	4	4

To support special education students, we offer co-taught English and Math classes for grades 9-12, with each RSP teacher paired with a general education teacher to provide tailored support within the general education setting. Each RSP teacher also collaborates with a paraprofessional in Curriculum Support classes. This collaboration extends to other subjects, helping students with note-taking, accommodations, and assignment expectations.

We also offer co-enrollment opportunities in ATLAS (WPUSD online program) and Phoenix High School, providing students more voice and choice in their education.

Our Special Education program partners with agencies like Workability to offer career and work preparation. Students use differentiated digital workbooks to complete monthly activities related to careers, independent living, and future goals, with reports shared through the IEP process. While Workability doesn't offer job shadowing, students who complete the program receive certificates and can use it in the 18-22 program after graduation.

The PCOE SMD (Severely Medically Disabled) program which is housed at TBHS aims to provide a nurturing, adaptive, and highly supportive educational environment that enables students with severe and multiple disabilities to achieve their fullest potential. The key features of this program include:

- Highly specialized instruction and support tailored to students' individual needs.
- IEPs that outline their specific educational goals, required accommodations, and support services.
- Specialized instruction that is often adapted to accommodate a wide range of disabilities, focusing on both academic and functional skills.
- Functional skills emphases where students focus on developing life skills to help them achieve greater independence and improve their quality of life.
- Modified classroom and learning environments specially designed to accommodate the physical, sensory, and learning needs of these students.

C. Schoolwide Learner Outcomes/Graduate Profile (Value Actions - Learner Outcomes too)

At TBHS, we encourage students to deepen their understanding and foster growth through our Crash Tags, which align with our Value Actions: Learn, Strive, Lead, and Thrive. To assess students' progress in these areas, we utilize a Google Forms survey. The results are [here](#).

1. Course Enrollment Patterns Disaggregated by Student Groups

TBHS offers a diverse range of electives across core academic departments (Math, Social Science, Science, and Physical Education) and Career and Technical Education (CTE) Pathways. While world language is not a graduation requirement, courses in Spanish and American Sign Language are considered electives. The Visual and Performing Arts (VAPA) departments offer sequential courses, allowing students to explore their interests in art, music, and drama. Non-departmental electives are also available.

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Once students meet graduation requirements, additional courses are considered electives. For example, if a student fulfills the 30-credit math requirement and takes AP Precalculus in their senior year, that class counts as an elective. Similarly, in the CTE/VAPA/World Language category, one course can fulfill the requirement, while the other counts as an elective. TBHS currently offers over 75 electives, with new classes added annually.

Number of Students Enrolled in AP Classes: 423 (unduplicated)

Number of Students Enrolled in Electives: 1422 (unduplicated)

Race	AP	Elective
Multiple Races	38	130
American Indian	5	12
Chinese	4	10
Japanese	1	6
Korean	2	4
Vietnamese	4	8
Asian Indian	11	25
Laotian	1	3
Cambodian	0	1
Hmong	2	9
Other Asian	9	23
Hawaiian	1	2
Guamanian	2	3
Other Pacific Islander	0	8
Filipino	21	68
Black or African American	10	38
White	301	1005
Federal Ethnicity		
Hispanic	92	288
Not Hispanic	331	1029
Declined to State	0	10
Free/Reduced	64	183
EL	18	76
SDC, RSP, Speech	18	136

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D. Demographic Data

Socioeconomic status of the school according to the district data collections

TBHS Parent Education Level

Educational Levels	24/25	23/24
Graduate Degree or Higher	15	33
College Graduate	52	86
Some College or Associate's Degree	51	82
High School Graduate	32	35
Not a High School Graduate	5	10
Decline to State	12	18

Percent of Eligible Free and Reduced Lunch Students

Program	24/25	23/24
Free	167	212
Reduced	35	52

Student Enrollment TBHS Student Enrollment by Gender

Grade Level	Total In Grade	Female	Male
9	360	181	179
10	320	175	145
11	348	179	169
12	294	153	141
TOTAL	1322	688	634

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TBHS Student Enrollment by Ethnicity

Grade Level	Total in Grade	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
9	360	7	3	-	1	236	5	20	-	1	41	2	2	39	-	2	1
10	320	10	2	-	-	206	1	19	3	-	42	4	1	25	-	3	4
11	348	17	3	-	2	210	2	25	-	1	47	2	3	29	1	4	2
12	294	13	2	1	-	187	2	10	1	1	50	-	1	21	-	4	1
Total	1322	47	10	1	3	839	10	74	4	3	180	8	7	114	1	13	8

A: African American

B. American Indian

C: Asian Indian

D. Cambodian

E. Caucasian

F: Chinese

G. Filipino

H. Guamanian

I: Hawaiian

J: Hispanic or Latino

K: Japanese

L: Korean

M: Other

N. Other Asian

O: Undefined

P: Vietnamese

Language Proficiency

TBHS Language Proficiency

Language Proficiency	24/25	23/24
English Learner (EL)	42	26
Fluent-English Proficient (FEP)	18	18
Redesignated FEP (R-FEP)	93	87
English Language Proficiency Assessment for CA (ELPAC)	1163	1124

School Accountability Report Card (SARC)

E. Assessment Results

1. Results from the California Assessment of Student Performance and Progress (CAASPP).

- a. [CAASPP Results](#)
- b. [CAASPP Participation Rates](#)
- c. [CAASPP Progress](#)
- d. [CAST Results](#)
- e. [11th grade Smarter Balance Scores](#)
- f. [Disaggregated Data by Student Groups - from CA Dashboard](#)
- g. [Disaggregated Data by Performance Categories - from CAR Dashboard](#)

2. College Scholastic Assessment Test (SAT)

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The College Board reports that the national average SAT score is 1050, with a score of 1350 placing students in the top 10% of test takers. Students who meet the benchmarks are considered to be college and career ready.

In our analysis of scores from both the fall and spring testing sessions, we find that approximately 80% of our students are scoring within the average range. Furthermore, more than half of our students who take the SAT meet the established benchmarks for both. Notably, a greater percentage of students are meeting the ERW benchmarks compared to the math benchmarks. This indicates there is still more work to be done in preparing all of our students for being college and career ready.

Fall 2023 Total Score Distribution (SAT)

Total Students	400-590	600-790	800-990	1000-1190	1200-1390	1400-1600
39	0	1	6	20	11	1

Percentage Meeting Both Benchmarks	51%
Percentage Meeting ERW Benchmark	85%
Percentage Meeting Math Benchmark	51%
Percentage Meeting No Benchmark	15%

Spring 2024 Total Score Distribution (SAT)

Total Students	400-590	600-790	800-990	1000-1190	1200-1390	1400-1600
15	0	0	3	7	4	1

Percentage Meeting Both Benchmarks	60%
Percentage Meeting ERW Benchmark	100%
Percentage Meeting Math Benchmark	60%
Percentage Meeting No Benchmark	0%

3. Advanced Placement

Attached is our [AP Test Results](#) for our 2022, 2024, 2024 school years.

In addition, our Principal Heather Pierce and Assistant Principal Allie Snyder are both responsible for maintaining our AP course approval.

TB was named the 2024 AP School Honor Roll, receiving a Bronze. Schools can earn the Honor Roll recognition annually based on criteria that reflects a commitment to increasing their school's college-going culture, providing opportunities for students to earn college credit, and maximizing college readiness.

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50% percent of our graduating class took an AP exam at any point in their high school career. 29% of our seniors in the graduating class scored a 3 or more on any AP exam. 5% of students in the graduating class took 5 or more AP exams in high school where at least 1 exam was taken in 9th and 10th grade.

4. English Learner Proficiency, including performance on EL indicator form the California School Dashboard and other relevant data.

- NOTED ON CA WEBSITE: IN ORDER TO PROTECT STUDENT PRIVACY, DATA IS SUPPRESSED BECAUSE FEWER THAN 11 STUDENT TESTED.

5. English Learner Reclassification Rates

According to our District Education Services Specialist, Carrie Garbett, three of our English Learners last year were reclassified.

6. English Language Proficiency Assessment for California (ELPAC) results.

- NOTED ON CA WEBSITE: IN ORDER TO PROTECT STUDENT PRIVACY, DATA IS SUPPRESSED BECAUSE FEWER THAN 11 STUDENT TESTED.

7. Suspension and expulsion data for all students.

Suspension Rate by Year

2022	2023	2024
4.3%	2.7%	2.2%

F. Perception and Survey Data

- **Stakeholder Survey Results: Staff, Students, Parents**

Attached here are the results of our staff, student, and parent surveys. There was some trouble for the parents trying to access the survey as Google had made a change that resulted in many parents receiving an error message that we were unable to correct.

- [Staff Results](#)
- [Student Results](#)
- [Parent Results](#)
- [Combined Results](#) - As some questions were the same or similar, we combined for easier comparison.

California Healthy Kids Survey or other School Conditions and Climate Surveys.

- [CA Healthy Kids Survey](#)
- [Youth Truth](#)

Student participation in co and extracurricular activities for all students.

- Athletics: We have approximately 988 students or 74% of our student population participating in one or more sport teams for the 2024/2025 school year.
- Clubs: We have approximately 850 or 64% of our student population signed-up for at least one club for the 2024/2025 school year.

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Summary of Profile

The data from the stakeholder surveys demonstrates that TBHS excels in respect, safety, and bullying prevention. An impressive 90% of staff, 77% of students, and 77% of parents agree that students treat staff with respect, while 98% of staff, 76% of students, and 74% of parents say teachers treat students with respect. In terms of safety, 100% of staff, 70% of students, and 87% of parents feel TBHS is a safe school. Additionally, 76% of staff, 70% of students, and 70% of parents report that bullying is not an issue. These results highlight TBHS's strength in fostering a respectful and safe environment, with effective bullying prevention.

However, the data also reveals key areas for growth at TBHS. High student stress remains a concern, with 74% of staff, 63% of students, and 64% of parents reporting it as an issue. Additionally, there is a need to better inform students and parents about the importance of standardized testing, as only 20.5% of students and 16% of parents currently view it as beneficial. Efforts should also be made to ensure that students fully understand the significance of surveys, which will lead to more accurate results.

Surprisingly, the Youth Truth Student results show that only 17% of students feel teachers understand their lives outside of school, despite 83% of staff believing they are aware of students' personal lives. Additionally, the Youth Truth Student survey indicates that only 53% of students feel there is an adult on campus who would help them with personal problems. On a positive note, 80% of students and 70% of parents report that Flex is beneficial for students in achieving their educational goals, signaling a strong opportunity for continued development in this area.

In summary, while TBHS is doing well in creating a safe and respectful environment, there are clear opportunities to reduce student stress, better communicate the importance of standardized testing, enhance support for students, and improve survey participation and understanding.

Chapter 3: WASC Criteria and Indicators

Category A: Organization and Student Learning

Criterion A1: Vision and Purpose

Twelve Bridges High School (TBHS) has established a clear and well-defined [vision and mission](#) that reflect a commitment to student success, academic excellence, and college and career readiness. The school's vision and purpose are aligned with district goals and the Local Control and Accountability Plan (LCAP), ensuring that all students have access to high-quality educational opportunities. With a focus on diversity, equity, and inclusion, TBHS fosters a learning environment that supports all students in reaching their full potential.

TBHS promotes its core values—[Learn, Strive, Lead, Thrive](#)—through visible and interactive initiatives, such as posters in classrooms, Crash Tags that recognize student achievement, and school-wide incentives to reinforce positive behaviors. These values are embedded in both academic and extracurricular activities, cultivating a school culture that encourages personal growth and leadership.

To support students in achieving their academic and career goals, TBHS implements comprehensive guidance and [counseling services](#). School counselors conduct individual meetings with students multiple times a year to review transcripts, develop four-year academic plans, and provide intervention when needed. Programs like Cyber High, Summer School, and [Senior Contracts](#) help credit-deficient students stay on track for graduation. Additionally, students have access to [Flex periods](#) for intervention, allowing them to seek academic support proactively.

Communication with stakeholders is a key priority at TBHS. The school effectively engages students, parents, and staff through multiple channels, including emails, phone calls, ParentSquare, [Schoology](#), and PowerSchool. Yearly scheduled grade-level assemblies, leadership team meetings, and professional learning community ([PLC](#)) meetings ensure that the school's mission remains at the forefront of decision-making and instructional practices.

In alignment with the district-wide [Portrait of a Learner](#) initiative, TBHS equips students with the skills necessary for success beyond high school. The [AVID](#) program plays a crucial role in closing opportunity gaps by providing college readiness support, particularly for students who may not have regular guidance on post-secondary pathways. Moreover, specialized programs like [ELD](#) classes, [push-in paraeducator support](#), and individualized accommodations (IEP, 504, and SST plans) ensure that all students receive the assistance they need to thrive academically.

TBHS follows state graduation requirements, encouraging students to pursue [UC/CSU A-G coursework](#) to maximize their post-secondary opportunities. The school's [Guaranteed Viable Curriculum](#) (GVC) ensures consistency across classrooms, supporting high expectations and academic rigor.

Additionally, school culture is reinforced through engaging student media like [Crash TV](#), the school website, and Advisory activities. These platforms provide regular updates on school initiatives, share student achievements, and maintain a strong connection between administration, staff, and students.

Overall, TBHS has built a strong, student-centered culture where every learner is supported academically, socially, and emotionally. The school's proactive approach to communication, intervention, and inclusivity

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ensures that all students are empowered to Learn, Strive, Lead, and Thrive as they prepare for their future.

Criterion A2: Governance

TBHS aligns its purpose with Western Placer Unified School District ([WPUSD governing board goals and policies](#)), ensuring that every decision prioritizes student achievement and well-being. Our school utilizes data-driven decision-making to track student progress, provide targeted interventions, and promote college and career readiness. This alignment is reinforced through ongoing collaboration between school administration and the district, encouraging a shared commitment to student success.

The [WPUSD School Board](#) supports TBHS through core objectives, policies, and administrative regulations that guide instructional practices, resource allocation, and student support systems. The District [Superintendent's monthly newsletters](#) provide timely updates to staff and families, reinforcing transparency and keeping stakeholders informed about district-wide initiatives that impact student learning.

TBHS effectively communicates board expectations and decisions to the school community through staff meetings, the [SPSA](#), and the [WPUSD LCAP](#). These documents outline strategic goals, funding priorities, and student-centered initiatives that directly support the school's mission. [Administration PLCs](#) further ensure that school leaders remain aligned with board policies, follow best practices, and continuously analyze data to refine instructional strategies and support student growth.

The school fosters student engagement in governance through active participation in WPUSD Student Governance programs, [ASB](#), and [Student Senate](#). These platforms empower students to contribute their ideas, advocate for their interests, and play a role in shaping school policies and activities. The Student Senate strengthens communication between students and school leadership, ensuring that student voices are heard at both the site and district levels.

Additionally, TBHS leverages technology and communication tools to keep stakeholders informed and engaged. Schoology, the school's Learning Management System (LMS), provides students with 24/7 access to their coursework, supporting academic success and accessibility. The [WPUSD Community Survey Board Presentation](#) further promotes district-wide transparency by gathering input from students, parents, and staff on school priorities and improvement efforts.

Overall, the relationship between TBHS and the governing board is strong, demonstrated by regular communication, student-centered policies, and shared goals for academic achievement and well-being. While transparency and collaboration are evident, there are continued opportunities to further strengthen engagement and alignment on school-wide goals. With ongoing dialogue and support from the WPUSD governing board, TBHS remains committed to ensuring that all students graduate prepared for college, careers, and lifelong success.

Criterion A3: Leadership and Learning

Data-Driven Assessment of Student Needs

TBHS prioritizes regular evaluation of student performance data to identify areas of need and implement targeted interventions:

- D/F lists are pulled every grading period, and counselors/administrators meet with struggling students to develop improvement plans.

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- Multi-Tiered System of Support (MTSS) biweekly meetings analyze grade trends to determine appropriate academic and behavioral support interventions.
- SmartPass data is utilized to track student movement and access to intervention services, allowing for more efficient support structures.

Implementation of Targeted Strategies

To support students identified as needing additional assistance, TBHS employs various academic interventions, including:

- Math Lab for students struggling with Math 1.
- Cyber High for credit recovery, pm ensuring students stay on track for graduation.
- [Peer Tutoring](#) with credentialed teacher oversight, offering additional academic support.
- SmartPass for intervention access, allowing students to sign up for targeted support sessions.
- Incentives for high performance on CAASPP and CAST, motivating students to excel in standardized assessments.

Ongoing Monitoring & Improvement

TBHS actively tracks the effectiveness of implemented strategies and adjusts interventions as needed:

- Regular MTSS meetings and D/F list reviews ensure ongoing support and progress monitoring.
- PLC meetings serve as a platform for teachers to analyze student data, discuss instructional practices, and make necessary adjustments.
- Leadership Team and Culture Team meetings facilitate communication among department leads, administration, and staff to align efforts with school improvement plans.
- Schoolwide testing and survey results are reviewed and analyzed, leading to data-driven strategies for student and staff investment in academic success.

Focus on Mental Health & School Culture

Beyond academics, TBHS recognizes the importance of student and staff well-being:

- A [Wellness Center](#) has been established on campus, providing a space for students to access mental health support. Students can schedule visits via SmartPass, ensuring a structured and accessible system.
- The [Leadership Class](#) and student-led activities empower students to cultivate a positive school culture and foster peer engagement.
- Monthly [leadership team meetings](#) with department leads, the Activities Director, the Athletics Director(s), and administration help align initiatives with student needs and school culture goals.

Commitment to Shared Leadership & Community Involvement

TBHS values stakeholder engagement and ensures that leadership opportunities extend to all school community members:

- Monthly Department Lead meetings provide a structured forum for sharing ideas, problem-solving, and disseminating information to departments.
- The [TBHS Leadership Class](#) brings together students from different grade levels to brainstorm and implement campus-wide activities and initiatives.
- Schoolwide Action Plan alignment with LCAP ensures that student achievement, well-being, and district priorities remain at the core of decision-making.
- Intervention Services Provider participates(ISP) in IEP, SST, and 504 meetings, guaranteeing individualized student support plans are effectively implemented.

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Technology & Resources for Student Success

TBHS integrates technology and innovative resources to enhance student learning and instructional effectiveness:

- [Computers](#) and curriculum support programs in RSP classrooms help students with specialized academic needs.
- The [SWANK](#) online streaming service provides teachers with access to educational films to supplement classroom instruction.

TBHS is somewhat effective in fostering collaboration among administration, faculty, staff, students, and the community to drive student success. The school aims to use a more data-driven approach to student support, interventions, and continuous monitoring so all students receive the resources and guidance necessary to thrive.

Criterion A4: Qualified Staff and Professional Development

Hiring & Induction of Qualified Staff

TBHS, in collaboration with WPUSD, upholds clear hiring policies to ensure that only highly qualified teachers and staff join the school:

- [Hiring Process](#): All positions are posted on [Edjoin](#), candidates are screened at the district level, and final interviews are conducted at individual school sites, ensuring that all hires align with district instructional goals and school needs.
- New Teacher Support: Veteran teachers volunteer as mentors to help new staff acclimate to school culture, policies, curriculum, and procedures. This initiative has successfully helped new hires transition smoothly into their roles.
- Teacher Evaluations: Newly credentialed teachers undergo three observations per year for their first two years before receiving tenure, while tenured teachers are evaluated every other year. Evaluations are conducted through Evaluat'd, allowing teachers and administrators to set goals, receive feedback, and refine their instructional practices.

Professional Development & Continuous Improvement

TBHS is committed to ongoing professional learning, ensuring that teachers stay updated on best practices and are equipped with effective instructional strategies:

- Weekly PLC Meetings: Faculty meets every Monday to analyze student performance data, evaluate instructional strategies, and collaborate on improvement efforts. Departments compare student outcomes and monitor progress over time.
- Guaranteed Viable Curriculum (GVC) Professional Development: Teachers work across high school sites, ensuring curriculum consistency and focusing on essential standards for each course.
- Advanced Placement (AP) Summer Institute: AP teachers attend annual training to enhance their skills in curriculum development, instructional strategies, and exam preparation. Last year, 11 teachers participated.
- AVID Summer Institute & Ongoing Training: TBHS actively integrates AVID strategies schoolwide, with 12 teachers attending last summer's training and ongoing professional development provided throughout the school year.
- [Co-Teaching Professional Development](#): Co-teachers participate in training led by Dr. Phillip Bernhardt (2Teach Global) to enhance collaborative teaching techniques and provide inclusive instruction tailored to diverse learning needs.
- [CTE Teacher Development](#): CTE educators engage in ongoing professional development and work experience to maintain their credentials. They align curriculum and purchases with the

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California Department of Education's 11 Essential Elements, ensuring industry-relevant instruction.

Alignment of Professional Development with Student Needs

TBHS systematically aligns professional learning with student needs, using performance data and research-based strategies to enhance instruction and support diverse learners:

- **Data-Driven Decision-Making:** Teachers review student performance trends in PLCs, adjust instructional approaches, and develop interventions for struggling students.
- **Intervention & Academic Support:** The school provides structured intervention programs, including peer tutoring with credentialed teachers, Cyber High for credit recovery, and Math Lab for students struggling in Math 1.
- **Post-Secondary Transition Training:** As part of IEP processes, students are assessed for career and independent living skills and provided real-world practice opportunities, including mock interviews, financial literacy lessons, and community-based field trips.
- **Incentives for Student Achievement:** Students scoring proficient or advanced on the CAASPP and CAST exams receive recognition and rewards, fostering a culture of academic excellence.

Communication & Collaboration

TBHS maintains clear, structured systems to ensure faculty, staff, and families stay informed and engaged in student success:

- **Monthly Leadership Meetings** provide a forum for department leads, the Activities Director, the Athletics Director(s), and administrators to collaborate on school goals and initiatives.
- **ParentSquare** serves as a direct communication tool between administrators, teachers, parents, and students, ensuring timely updates and engagement.
- **School Handbooks:** Both staff and parent/student handbooks provide transparent policies, expectations, and procedures, ensuring alignment between leadership, faculty, students, and families.

Twelve Bridges High School exemplifies a strong system of staff qualification, induction, and ongoing professional growth that is aligned with student achievement goals and research-based best practices. The school's commitment to structured professional development, data-driven instructional improvements, and targeted student interventions ensures continuous growth and success for both educators and students. By maintaining clear communication, collaborative leadership, and a shared commitment to student excellence, TBHS continues to prepare students for college, careers, and lifelong learning.

Criterion A5: Resources

Financial & Resource Planning

TBHS actively engages stakeholders in budget and resource allocation decisions, ensuring that financial resources are directed where they are most needed:

- **School Site Council Meetings** involve students, parents, teachers, administrators, and community members in discussions and decisions about SPSA budget allocations.
- **Department Budgets** are allocated annually, giving each department the flexibility to determine how best to enhance the educational experience for students.
- **Sound financial policies** ensure budget transparency, responsible audits, and accountable spending, ensuring that funds are managed effectively to support instructional programs, technology, and student resources.

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Instructional Materials & Technology Access

TBHS provides all students and teachers with the necessary tools and resources for high-quality instruction:

- Every student has a [Chromebook](#) (1:1 device program), ensuring access to digital learning resources both in and out of the classroom.
- All students have access to printed textbooks, with some textbooks available online for convenience and accessibility.
- Classrooms are equipped with essential instructional technology, including:
 - Computers for student use
 - Projectors, document cameras, and printers
- Science classrooms are equipped with modernized lab spaces and lab equipment, including probeware, ensuring students receive hands-on, inquiry-based learning experiences.

Campus Safety & Security Measures

TBHS prioritizes student safety and campus security, implementing multiple safeguards to ensure a secure and supportive learning environment with our [Comprehensive School Safety Plan](#):

- Gated campus with self-locking gates at the front entrance.
- Emergency all lock key in the case of an emergency.
- Updated surveillance cameras strategically placed throughout the campus.
- Annual fire inspections conducted by the Placer County Fire Inspector.
- Earthquake, fire, and active shooter drills conducted yearly to ensure staff and student preparedness.
- Campus Monitors are present throughout the day, providing additional security and supervision.
- [School Resource Officer \(SRO\) Officer Collins](#):
 - Serves as a police officer, mentor, and educator.
 - Addresses safety concerns, mediates conflicts, and builds relationships with students.
 - Educates students on decision-making, substance abuse, bullying, and citizenship.
 - [Collaborates with staff and community partners to provide additional resources.](#)

Student Well-being and Digital Safeguards

TBHS ensures that students' mental health and digital safety are actively monitored:

- GoGuardian software alerts administrators when students search for potentially concerning topics related to mental or physical health, prompting intervention from counselors or administrators.
- StopIt App enables students to anonymously report safety concerns from their smartphones, ensuring that issues are addressed promptly.
- Wellness Center addresses student mental health and physical health needs.

Community and Stakeholder Input

TBHS actively involves the broader school community in decision-making to ensure resources align with student success goals:

- LCAP & Budgeting Processes incorporate input from students, parents, staff, and community members, ensuring that funding priorities reflect student needs.
- Schoolwide surveys indicate that students, parents, and staff feel the campus is safe, clean, and conducive to learning.

Twelve Bridges High School effectively manages and utilizes financial, technological, and physical resources to support student success and schoolwide learning goals. Through collaborative decision-making, transparent budgeting, modernized instructional materials, and extensive safety measures, TBHS ensures that students have access to the tools they need to thrive in academics, career readiness, and personal development. The school's commitment to a safe and well-equipped learning

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environment, along with ongoing stakeholder involvement, demonstrates its effectiveness in providing equitable and high-quality educational experiences for all students.

Category B: Curriculum

Criterion B1: Rigorous and Relevant Standards-Based Curriculum

Rigorous, Standards-Based Curriculum

TBHS offers a comprehensive curriculum aligned with academic standards and real-world applications, ensuring that all students have access to high-quality learning experiences:

English Language Arts

- 9th & 10th Grade: Uses StudySync, integrating multimedia resources and critical thinking activities.
- 12th Grade: Engages in California State University's Expository Reading and Writing Course (ERWC) to develop college-level literacy skills.

Mathematics

- Uses McGraw Hill curriculum, focusing on conceptual understanding and real-world problem-solving.

Science

- Biology follows [NGSS model-based learning](#), emphasizing critical thinking and application.
- Project Lead the Way ([PLTW](#)) offers hands-on biomedical science programs, preparing students for STEM careers.

Social Science

- Uses [TCI's](#) interactive, standards-based curriculum, ensuring active learning and civic engagement.

CTE

- [Exploring Computer Science](#)
- [AP CS Principles](#) (Code.org)
- [UTeach AP CS A Curriculum](#)
- [YouScience](#) national certification exams provide industry-relevant skills and credentials.
- Media Internships offer students real-world experiences and career preparation.
- Project Lead The Way (PLTW) – Hands-on, research-based curriculum in biomedical sciences, utilizing industry-aligned skills and equipment to prepare students for STEM careers.

World Languages

- Spanish, French, and ASL courses utilize Encuentros, [Somos](#), [Huellas](#), and [Signing Naturally](#), ensuring students gain proficiency through comprehensible input.

ELD Support

- Uses Duolingo and Rosetta Stone to enhance language acquisition and proficiency for non-native English speakers.

College & Career Readiness Initiatives

TBHS ensures that all students are well-prepared for post-secondary success through a variety of programs:

- [AP Courses](#): Offered in Social Science, [English](#), Math, Science, Computer Science, and Foreign Language, ensuring rigorous academic preparation.
- [Dual Enrollment](#): Enables students to earn both high school and college credits, giving them a head start on higher education.
- [AVID Program](#): Supports underrepresented students by teaching essential academic skills, mentoring, and guiding college applications.
- [Career & Technical Education \(CTE\) Pathways](#): Provides technical career certifications and industry-relevant training, equipping students with employable skills.

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- [Post-Secondary Collaboration](#): Partnerships with colleges, universities, and technical schools provide guest lectures, career fairs, and articulated pathways for students.

Cross-Curricular Integration & Vertical Alignment

TBHS ensures curriculum continuity and depth through vertical articulation and interdisciplinary collaboration:

- The [Portrait of a Learner](#) outlines six key tenets that all students will develop by graduation through all classes in WPUSD.
- [Guaranteed and Viable Curriculum](#) (GVC) ensures consistency in learning objectives, instructional strategies, and assessments across grade levels.
- Cross-curricular alignment allows students to build connections between disciplines:
 - APUSH, AP Lang, AP Euro, and AP Lit integrate common writing strategies, FRQs, and DBQs, reinforcing academic rigor across subjects.

Collaborative Instructional Practices & Continuous Improvement

TBHS ensures high-quality instruction through teacher collaboration and best-practice implementation:

- [PLC Meetings](#)
 - Teachers meet weekly to analyze student data, refine instructional strategies, and implement targeted interventions.
- Professional Development
 - AP teachers attend the AP Summer Institute, enhancing their expertise in advanced instruction and assessment.
 - CTE teachers engage in industry training and externships to maintain real-world relevance in their instruction.

TBHS has effectively developed and implemented a rigorous and relevant standards-based curriculum, ensuring academic excellence and college and career readiness for all students. Through strong curricular alignment, cross-disciplinary collaboration, and targeted support programs, TBHS provides students with a meaningful, research-based education that prepares them for post-secondary success.

Criterion B2: Equity and Access to Curriculum

Equitable Access to Academic & Career Programs

TBHS ensures that every student, regardless of background or ability, has access to the full range of academic and career preparation opportunities:

- [Comprehensive College & Career Readiness Programs](#)
 - Students receive personalized learning plans developed in partnership with counselors, teachers, and families to ensure progress toward graduation and post-secondary success.
 - [Dual Enrollment](#) provides students the opportunity to earn college credits while in high school, preparing them for a smooth transition to higher education.
 - [Career Technical Education](#) (CTE) pathways equip students with industry-relevant skills and certifications, preparing them for both immediate career opportunities and further education.
 - [Advanced Placement](#) (AP) Courses provide rigorous college-level instruction, allowing students to earn college credit and strengthen their academic profiles.
 - [AVID Program](#) supports underrepresented students by developing college readiness skills and providing mentorship.
- [Inclusive Curriculum & Real-World Learning](#)
 - The curriculum is designed to ensure equitable access for all students, incorporating real-world experiences and industry partnerships to support diverse learning needs.
 - CTE Advisory Meetings include input from teachers, students, parents, and industry professionals, ensuring that curriculum aligns with workforce expectations and evolving industry standards.

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- Ethnic Studies Curriculum Development is shaped by WPUSD Student Senate feedback, ensuring representation and inclusivity in historical and cultural education.

Personalized Student Support & Family Engagement

TBHS values a strong partnership between students, parents, and staff, ensuring that each student receives personalized support to navigate high school and plan for their future:

- Counselor-Guided Planning & Support
 - Counselors provide one-on-one guidance, assisting students in tracking graduation requirements, selecting courses, and exploring post-secondary options.
 - Students develop personal learning plans that align with their academic, personal, and career aspirations.
- Key Events to Support Student & Family Engagement
 - [Back to School Night](#) (September): Families meet with teachers and learn about curriculum expectations.
 - [Rhino Rollout](#) (January): Incoming 9th graders and their families receive guidance on high school pathways, elective choices, and graduation planning.
 - [CTE & College Information Nights](#): Help students explore technical career training, industry certifications, and post-secondary education pathways.

Stakeholder-Driven Decision Making & Community Involvement

TBHS actively engages students, families, and the broader community in shaping school policies and curriculum:

- The WPUSD Board of Education adopts [curriculum policies](#) based on stakeholder feedback, aligning instructional programs with educational standards, community needs, and district goals for student achievement and equity.
- [CTE Advisory Meetings](#) and Student Senate provide a platform for student voice, ensuring that curriculum remains relevant and reflective of student aspirations.

TBHS is highly effective in ensuring equitable access to its full range of academic and career programs. Through personalized learning plans, inclusive curriculum, and strong family engagement, students are empowered to make informed choices about their futures. By providing multiple pathways to success, including college preparation, career training, and technical education, TBHS ensures that upon graduation, students are fully prepared to pursue their academic, personal, and career goals.

Category C: Learning and Teaching

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

Equity-Centered Learning Environment & Student Engagement

TBHS ensures that all students, regardless of background or ability, have access to meaningful learning experiences and support systems:

- [FLEX Period](#): Provides dedicated time during the school day for academic intervention, enrichment, and leadership activities, ensuring that students can receive teacher-led study sessions or peer tutoring.
- Math Intervention (ALEKS Program): Supports diverse learning needs and fosters a growth mindset in math, particularly for students needing additional reinforcement.
- [ELD Classes](#): Tailored language support for English learners, focusing on reading, writing, speaking, and listening to ensure academic success.
- SPED Services: Provides individualized education plans (IEPs), 504 plans, and specialized instruction, promoting inclusive learning experiences.
- [After-School Peer Tutoring](#) (Tues-Thurs): Offers [personalized coursework](#) and [test/quiz makeup](#) support and progress tracking, ensuring academic accessibility beyond regular school hours.

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- Cyber High & Summer School Referrals: Supports credit recovery and acceleration, giving students flexibility in their academic pathways.
- AVID Program: Develops [organization](#), [critical thinking](#), and [collaboration skills](#), preparing students for college and beyond.

Ensuring Academic Readiness & Success

TBHS provides clear academic expectations, assessments, and structured support, equipping students for college, career, and lifelong learning:

- [The Rhino Way](#) (Learn, Strive, Lead, Thrive): Reinforces core values that promote personal and academic responsibility.
- AP Outlines & [AP Course Offerings](#): Provides rigorous, college-level coursework and structured guides to help students excel in [AP courses and exams](#).
- Rubrics & Common Assessments: Ensures fair, transparent, and measurable assessments across subjects:
 - Rubrics: [APUSH LEQ](#), [Dance Performance](#), [ASL](#)
 - Common Assessments: [History](#), [Spanish](#), [Math](#), [ALH 20 Dual Enrollment](#)
- Rhino Mastery Concepts (RMCs) – [Math](#): Allows students to retake standards-based assessments up to four times, fostering growth and mastery of key concepts.
- Counseling Services: Annual one-on-one sessions assist students in academic planning, [course selection](#), and career exploration.
- Schoology & Course Syllabi: Provides a centralized platform for students and parents to access assignments, course materials, grades, and communication:
 - Schoology: [Weight Training](#), [Biology](#), [English](#)
 - Course Syllabi: [Consumer Math](#), [Math Lab](#), [Psychology & Human Development](#), [Biology](#).
- Focused Notes: Encourages active learning strategies, enhancing student retention and comprehension: [Math](#), [English](#)

Real-World Learning & Career Preparation

TBHS ensures students are well-prepared for life beyond high school through college and career readiness initiatives:

- WPUSD Portrait of a Learner: Defines key skills and characteristics that prepare students for post-secondary success.
- [HOSA](#) Guest Speakers & ALH 20 Dual Enrollment: Provides monthly career insights from healthcare professionals, enriching student learning through industry connections.
- CTE Pathways & Dual Enrollment: Offers opportunities for career exploration, industry certifications, and college coursework while still in high school. We also have several colleges come to campus each year to present to students.

Twelve Bridges High School is highly effective in engaging students with challenging, relevant, and accessible learning experiences. Through equity-centered instruction, structured academic interventions, and personalized learning support, TBHS fosters student success, well-being, and future readiness. The school's comprehensive learning environment ensures that every student can learn, thrive, and achieve their goals in a supportive and inclusive setting.

Criterion C2: Student-Centered Instruction Through a Variety of Strategies and Resources

Engaging and Equity-Centered Instructional Strategies

TBHS teachers use innovative, research-based instructional strategies to ensure that all students engage in deep learning, critical thinking, and real-world problem-solving:

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- CTE Pathways – Offers career-based learning experiences, fostering independence, self-reflection, and professional readiness.
- [Co-Teaching](#) in Math & English – Supports diverse learning needs through collaborative instruction and personalized feedback.
- Building Thinking Classrooms – Student-centered collaborative learning environments that enhance creativity, independence, and problem-solving:
 - [Art Choice Assignment](#)
 - [Online Textbooks](#)
 - [Chemistry and Biology virtual activities](#): About 200 students participate in these activities each year.
- [Socratic Seminars](#) – Encourages critical discussions, self-reflection, and deeper understanding of complex concepts.
- AVID WICOR Strategies – Emphasizes [writing](#), [inquiry](#), [collaboration](#), [organization](#), and [reading](#), equipping students with essential college and career readiness skills.

Student Leadership, Independence & Personalized Learning

TBHS enhances student empowerment and self-advocacy by integrating leadership opportunities, personalized academic pathways, and student choice in learning:

- [Student Senate](#) & [Board Representation](#) – Provides student-led governance, ensuring student voices influence school and district decisions.
- ASB Leadership Class – Develops event planning, organizational skills, and real-world leadership experience.
- [FLEX Period](#) – Student Choice – Allows students to select academic support or enrichment opportunities, fostering independent decision-making.
- Workability Program for IEP Students – Hands-on work experience for students with IEPs, building professional and life skills.
 - [9th Transition Workbook](#)
 - [10th Transition Workbook](#)
 - [11th Transition Workbook](#)
 - [12th Transition Workbook](#)
- [Student-Led Course Registration](#) – Students independently select courses and plan their academic paths with counselor guidance.
- [Club Leadership & Membership](#) – With 32 active clubs, students engage in diverse interests, fostering inclusivity and school culture.
- [VAPA Program](#) – Opportunities in visual and performing arts help students showcase their talents and connect with the community:
 - [District Band Day](#)
 - [Art Show](#)

Technology Integration for Enhanced Learning

TBHS teachers utilize digital tools and platforms to create interactive, personalized, and meaningful learning experiences:

- [ALEKS](#)– Personalized, adaptive learning platforms that help students develop math and skills at their own pace.
- Reveal Curriculum & [Schoology Assessments](#) – Interactive digital resources that track student progress and engagement.
- DESMOS & PhET Science Simulations – Dynamic, hands-on math and science exploration using real-world simulations.
- EdPuzzle & Screencastify – Interactive video lessons with built-in comprehension checks to enhance student learning.

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- Google Suite & Study.com – Tools that support collaborative research, organization, and self-paced learning:
 - [English](#)
 - [Math](#)
- Cyber High – Self-paced online coursework and college-credit opportunities that allow students to advance their education beyond high school requirements.

Real-World Learning & Career Readiness

TBHS ensures that students connect classroom learning to real-world applications through internships, hands-on training, and career-focused programs:

- Student Internships & [Career Fair](#) – Hands-on industry experience and career exploration opportunities connect students with professionals and potential career pathways. Example: [Student created video for district use](#).
- Cross-Age Tutoring – Older students mentor younger peers, reinforcing academic concepts and leadership development.
- [Athletic Leadership](#) – Students lead PE classes, promoting teamwork, fitness, and communication skills.
- [Student Television Network](#) (STN) – Media-focused students gain real-world experience in broadcast journalism and digital media production.
- Library, Office, and Teacher Aides – Volunteer opportunities that develop organizational and interpersonal skills.
- Biomedical & Dual Enrollment Volunteering – Specialized medical development programs and hands-on healthcare experiences.
- [Independent Living Skills](#) (ILS) – Life skills training in cooking, budgeting, and small business management, preparing students for independent adulthood.
- [CyberPatriot](#) – National cybersecurity competitions where students develop IT and cybersecurity skills for the tech industry.

Effectiveness in Post-Secondary Preparation

TBHS ensures students are fully prepared for college, careers, and beyond through:

- AVID Career Prep & AP Test Performance – Structured college preparation and rigorous coursework, with rising AP test scores.
- College Visits & Dual Enrollment – Students gain early exposure to college expectations and earn college credits while in high school.
- CTE Pathways & Business Simulations – Industry-standard certifications and financial modeling experiences equip students with career-ready skills.

Twelve Bridges High School is highly effective in providing an equity-centered learning environment that engages all students in creative and critical thinking, problem-solving, and real-world applications of learning. Through diverse instructional strategies, hands-on career experiences, and leadership opportunities, students are empowered to take ownership of their education, explore meaningful pathways, and develop skills necessary for future success. TBHS ensures that every student, regardless of background or ability, has access to high-quality education and real-world learning experiences that prepare them for college, careers, and lifelong achievement.

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Criterion D: Assessment and Accountability

Criterion D1: Reporting and Accountability Process

TBHS is committed to utilizing effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data. Through a combination of technology-driven tools, collaborative analysis, and targeted interventions, the school ensures that all stakeholders—including staff, students, parents, and educational partners—are informed and engaged in student progress. These data-driven practices guide school programs, resource allocation, and the development of the schoolwide action plan (SPSA) aligned with the Local Control and Accountability Plan (LCAP).

Technology-Enhanced Assessment and Reporting

TBHS leverages various digital platforms, such as [Schoolology](#) and [PowerSchool](#) to provide real-time student performance data to educators, students, and parents. [ALEKS](#) offers personalized learning paths in mathematics. These tools facilitate transparency and accessibility, ensuring that assessment data is effectively communicated to all stakeholders.

Diverse and Equitable Assessment Methods

Teachers utilize Common Formative Assessments (CFAs), Common Summative Assessments, and [Guaranteed Viable Curriculum](#) (GVC) aligned evaluations to measure student learning against clear standards. Frequent exit tickets, checks for understanding, and interactive activities encourage critical thinking and provide immediate insights into student comprehension.

Project-Based Learning

- [Chemistry Lab](#)
- [English 10 \(H\) TFA Essay](#)
- [UDL SDC English Project](#)
- [Island Government Project](#)
- [AVID College Research](#)

Common Formative Assessments

- [Quizizz Review Game - Biology](#)
- [English 9 Exit Ticket](#)
- [Chemistry Exit Ticket](#)
- [Math 2 Review](#)
- [AP Lang Writing Assessments/FRQ's](#)
- [Piano Exit Ticket/worksheet](#)
- [ASL Mid Unit Check-in](#)
- [English 9 Formative Assessment](#)
- [Biology Exit Ticket](#)
- [Yearbook Sprint 1 Evidence](#)
- [Literature Circle Jobs](#)
- [Lit Circle Prep Sheet](#)
- [English 9 Jigsaw Group Presentation Example](#)
- [English 10 Socratic Seminar](#)
- [English 10 4-Corner Debate](#)
- [English 9 Socratic Seminar Directions and packet](#)
- [Biology Group Poster Project](#)
- [Spanish Socratic Circle](#)
- [Chemistry Gallery Walk Example](#)
- [Piouette Peer Assessment](#)

Common Summative Assessments

- [AP Lang Terms Quiz](#)
- [English Summative Writing](#)
- [Spanish 1 Summative Writing & Rubric](#)
- [Math 1 Concept Mastery Test](#)
- [ASL Unit 2 Beginning/End of Unit Self-Assessment](#)
- [English 9 Quiz](#)
- [English 10 Socratic Seminar](#)
- [Summative Writing: To-BEA-BEAR](#)

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Collaboration and Consistency in Assessment

Weekly Professional Learning Community (PLC) meetings allow educators to analyze assessment data, align instructional practices, and ensure grading consistency across subjects. Common rubrics, pacing guides, and shared curriculum resources stored in platforms like Schoology and Google Drive support a unified approach to instruction and assessment, promoting equitable evaluation practices. Collaboration and shared Resources:

- [ToBEABEAR Rubric](#)
- [English common syllabi:](#)
- [AP Lang Syllabus 24-25](#)
- [AP Literature Syllabus 23-24](#)
- [Dance Syllabus](#)
- [Spanish 1 Syllabus](#)
- [Choir Syllabus](#)
- [English Google Drive](#)

Targeted Interventions and Personalized Support

Assessment data informs interventions such as FLEX periods, reteaching sessions, and after-school tutoring, providing students with additional support where needed. Individualized Support Plans (ISPs) and IEP/504 meetings ensure accommodations for students with specialized needs, while SPED academic achievement assessments and social-emotional evaluations help guide tailored instruction.

- [After School Tutoring - flier](#)
- [Student attendance data](#)
- [Tutoring Schedule Request](#)
- [Test/Quiz Makeups/Retake Form](#)
- [Teacher Request, Math Lab - data](#)

Data-Driven Decision Making for School Improvement

TBHS leadership and instructional staff continuously use assessment data to refine school programs and instructional strategies. Assessment results from ALEKS and statewide tests (CAST, CAASPP, and AP exams) help identify student learning trends and areas for improvement. These insights drive decisions regarding professional development, curriculum adjustments, and resource allocation, ensuring a continuous cycle of improvement.

- [CAASPP ELA/Math Data](#)
- [CAST Results Data](#)
- [AP Results Data](#)

Professional Growth and Continuous Improvement

Regular classroom observations, professional development workshops, and cross-site collaboration meetings ensure that educators stay informed on best practices and instructional innovations. Periodic training in programs like AVID, Music, and Math equips teachers with the tools necessary to support student success effectively.

- [Music PD Conference](#)
- [AVID PD Sample Handout](#)
- [Math PD evidence](#)

By implementing a multi-faceted and data-driven approach, TBHS ensures that assessments are equitable, reflective of diverse learning needs, and aligned with schoolwide goals. The combination of technology, collaborative analysis, targeted interventions, and professional development fosters an educational environment where students receive the support they need to achieve academic success and college and career readiness.

Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

TBHS teachers play a vital role in assessing and supporting student growth by utilizing a variety of tools and strategies to monitor progress and adjust instruction as needed. Through a combination of collaborative efforts, data-driven decision-making, and targeted interventions, teachers ensure that students meet schoolwide goals, academic standards, and college and career readiness expectations.

Collaborative Data Analysis and Feedback

Weekly PLC meetings provide teachers with structured time to analyze student performance data, discuss best practices, and align instructional strategies. Common Formative Assessments (CFAs), study guides, and review games help teachers gather real-time insights into student learning, allowing them to pinpoint areas where students need additional support. Digital platforms like Schoology, PowerSchool, and Google Forms further enhance real-time tracking and feedback.

- PLC Notes: [Science](#), [English](#)

Personalized Instruction and Support

To address individual learning needs, teachers use a variety of assessment methods, including formative and summative assessments, class check-ins, and independent practice. Tools like ALEKS offer adaptive learning pathways that allow teachers to tailor instruction based on student progress. FLEX periods, reteaching sessions, and enrichment activities provide targeted interventions to ensure mastery of key concepts. Additionally, here are more examples of how TBHS provides personalized learning opportunities for our students:

- [Transition Workbook for SPED](#)
- [Tutoring Flier](#)
- [Weight Training Formative Check for Understanding](#)
- [Frankenstein Thesis lesson](#). [Teacher feedback](#). Teacher pulled students into FLEX that needed more specific feedback on their thesis statement.
- [AVID Grade Check](#)
- [Curriculum Support](#)
- [Concert Band Proficiency Test Chart - 1st Year](#)

Counselor Check-ins and Holistic Student Support

Beyond academics, TBHS incorporates counselor check-ins and SST meetings to identify students requiring additional academic, social, or emotional support. The SPED Transition Workbook supports students with special needs in tracking progress toward individualized education goals. These support structures ensure that all students receive the necessary resources for success.

Technology-Enhanced Assessment and Communication

Teachers utilize digital platforms such as Schoology, Remind, and BAND to maintain transparent communication with students and parents regarding progress and expectations. Summative assessments, including [CAST](#), [CAASPP](#), and AP tests, ensure students are meeting the benchmarks necessary for college and career readiness.

Continuous Improvement and Professional Growth

TBHS teachers actively refine their instructional methods based on assessment data. Grade checks, exit tickets, self-evaluations, and ongoing formative assessments create a dynamic feedback loop that informs teaching practices. Additionally, professional development opportunities and collaboration in PLCs ensure that teachers continue to develop strategies to meet diverse student needs.

- Science: Providing students with opportunities to do test corrections in order to improve scores, usually with either obtaining a 70% or half-points back that they missed from the test. Late credit is allowed on assignments within the current unit in science courses.
- English: Provides students with the opportunity to revise and resubmit their essays for a higher grade after they have been reviewed and graded. This process emphasizes the value of revision in helping students become stronger, more skilled writers by refining and improving their work.

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- Math: Concept tests are given where students are given multiple attempts (3 or 4) and the two highest scores are recorded.
- PE: skill tests, fitness tests, fitness for life notes, sports tests

Through a comprehensive approach that integrates assessments, targeted interventions, collaboration, and continuous professional growth, TBHS ensures that all students receive equitable, high-quality instruction. By leveraging data to modify and refine learning experiences, teachers create an environment where every student is supported in achieving academic success and preparing for future opportunities.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Criterion E1: Family and Community Involvement

TBHS actively strengthens our inclusive and welcoming environment that honors the diverse cultural backgrounds of its students and their families. The school employs a variety of culturally sensitive strategies to encourage meaningful family and community involvement in the teaching and learning process, ensuring all stakeholders feel valued and engaged. Multicultural events, such as the [Harvest Festival](#), Hometown Heroes Football Game, and holiday parades, celebrate diversity and strengthen community connections.

Family participation in school governance is encouraged through involvement in the [School Site Council](#), [Booster Club](#), and CTE Advisory groups, allowing families to contribute to decisions about programs and policies. Partnerships with organizations like the [TBHS Wellness Center](#) and [Lighthouse Counseling & Family Resource Center](#) provide essential resources and support for families in need. Inclusive [school activities](#), including sports events, performing arts showcases, Back to School Night, and college and career initiatives, are designed to be accessible and welcoming to all. [Clubs](#) also promote community service and engagement.

Examples of School Inclusive Activities

- [Visual & Performing Arts - flier for the fall production Puffs](#)
- [College & Career Center Colleges on Campus](#)
- [blood drive](#)
- [TBHS Club List](#)
- [CrashTV Youtube](#) (10/21/24)
- [Harvest Festival Flier](#) (10/24)
- [Harvest Faire link](#)
- [Rhino Rush Flier](#)
- Back to School Night
- [CTE Advisory](#)
- [AVID Strategies - English Classes](#)
- [Senior Parking Lot Painting](#)

To support non-English-speaking families, the school provides [translators](#) and bilingual staff at events and conferences. Additionally, mentorship opportunities connect students with diverse role models, including professionals in theater, community leaders, and club mentors. Through these initiatives, TBHS creates a collaborative environment where families and the broader community are integral to student success.

TBHS demonstrates a strong commitment to fostering respect and appreciation for the diverse cultures of its students and staff. The school provides extensive opportunities, materials, and experiences that promote cultural awareness and inclusion, ensuring all students, regardless of cultural background, feel valued and supported. This commitment is evident in the curriculum, which integrates global and multicultural perspectives across various courses, including Geography, World History, AP European History, and Ethnic Studies—a required course starting in 2026. The English Department further enriches students' understanding by offering a diverse selection of multicultural novels, while the American Sign

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Language (ASL) course fosters appreciation for linguistic and cultural diversity by exploring the traditions and values of the Deaf community.

Beyond the classroom, TBHS supports cultural understanding through numerous student-led clubs and organizations. These include the Black Student Union & Allies (BUSA), Gay-Straight Alliance (GSA), Asian Youth Leadership Association (AYLA), Sikh Honors Society, Sign Language Club, and Rhino Buddies. Students are encouraged to join or establish clubs that reflect their interests and cultural identities, creating an inclusive environment for all.

School-wide initiatives also reflect TBHS's dedication to inclusivity. For instance, ASL student signers participate in community events, promoting visibility for Deaf culture, while graduation ceremonies honor students' cultural and religious identities by allowing them to wear regalia that represents their heritage. Additionally, the [English Language Development](#) (ELD) course provides English learners with the support they need to access the curriculum through SDAIE strategies while meeting state ELD standards. Staff contributions further enhance this inclusive culture. Counselor Mr. Balderas, a Spanish-speaking staff member, supports students and families in their native language, while the History of Cinema class introduces students to multicultural films that celebrate diverse cultural narratives. Future initiatives, such as the implementation of Ethnic Studies and Technology Legislature courses by 2026, will continue to build on the school's dedication to fostering an inclusive and culturally aware community.

At TBHS, school leadership is deeply committed to building rapport and trust with students, staff, families, and the broader community. The leadership team works diligently to create a welcoming and inclusive environment where all individuals feel respected, valued, and understood. Through open communication, collaborative efforts, and diverse opportunities for engagement, TBHS ensures that the unique identities and perspectives of its community members are recognized and celebrated. This approach fosters a positive school culture that supports the success and well-being of everyone involved.

Open communication is a cornerstone of building trust at TBHS. Leadership maintains transparency and accessibility through initiatives such as all-sports meetings, parent meetings during Back-to-School Night, and digital communication tools like Schoology and [Screencastify](#), where teachers and staff share updates and resources. Additional resources, like the Wellness Center, ASB Friday check-ins, and AVID nights, provide platforms for students and families to connect with school staff and access support. The presence of a dedicated School Resource Officer further enhances the sense of security and trust on campus.

Collaboration is another key aspect of the school's approach. Regular meetings, including Culture Team gatherings, bi-monthly WPTA administrative meetings, Student Senate and ASB leadership forums, ensure that all stakeholders have a voice in decision-making. These collaborative opportunities strengthen relationships between students, staff, and administrators while fostering a shared sense of purpose.

Engagement opportunities at TBHS bring the school community together and celebrate its diversity. [Non-academic days](#), such as the first day of school activities, advisory periods, and team building events, allow staff to build meaningful connections with students. Traditions like [rallies](#), the [Crash Pit](#), parades, senior nights, [class wars](#), and dances (e.g., [Homecoming](#), Winter Dance, and Prom) create shared experiences that promote school spirit and unity. Fun activities, including staff-student contests like [Halloween](#) and ugly sweater competitions, along with events such as Senior Sunrise and the "Grads Dress Up and March Through Elementary Schools" tradition, further enhance the sense of belonging.

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Additionally, club participation is encouraged, with 68% of students involved in at least one of the many campus organizations.

The leadership's active involvement in events like classroom walk-throughs, lunchtime supervision, and personal greetings between classes demonstrates their dedication to fostering trust and rapport. These small but impactful actions, paired with larger-scale traditions like Rhino Wyno, and CAASPP celebrations (e.g., pie-in-the-face), illustrate TBHS's commitment to creating a supportive and connected community for all.

Criterion E2: School Culture and Environment

Twelve Bridges High School (TBHS) prioritizes creating a safe, clean, and orderly environment that nurtures learning while fostering a culture of trust, professionalism, and high expectations for all students. The leadership team is committed to continuous improvement by implementing comprehensive policies, providing necessary resources, and promoting an inclusive atmosphere.

TBHS ensures [safety](#) and structure through clear policies and effective resources. The school enforces a strict cell phone policy and provides district-issued Chromebooks with internet safeguards, ensuring students focus on their learning. Systems like SmartPass and GoGuardian help manage student movement and monitor online engagement. Safety measures include active shooter training, a dedicated [School Resource Officer](#), and campus-wide implementation of the Standard Response Protocol. Physical security is further enhanced by shatterproof office windows, annual fire extinguisher inspections, and measures like metal-detecting wands and breathalyzers for events. Custodial staff maintain a clean campus, while golf carts and parent volunteers support quick response and accessibility during large events. These efforts create a secure and structured learning environment.

TBHS demonstrates a strong commitment to trust, respect, and equity by addressing the social, emotional, and academic needs of all students. Personalized support is offered through the Wellness Center, which provides short-term counseling, group therapy, and referrals to external resources. Academic support programs, such as [peer tutoring](#), senior meetings, ALEKS (a reteaching and test-retake program), and teacher availability during lunch, ensure all students have the tools to succeed. Inclusivity is central to [TBHS's mission](#), with open enrollment for AP and [CTE](#) courses, as well as events like Club Rush and Rhino Roll-Out, fostering community and involvement. Celebrations like Senior Sunrise, Senior Stampede, and [Morning Rallies](#) further strengthen school spirit and unity. Initiatives such as Suicide Prevention Week and Mental Health Awareness Month highlight the school's commitment to social-emotional learning and student well-being.

The culture at TBHS is built on trust, respect, equity, and professionalism. Inclusive policies, such as Flex Intervention, AP course access for all students, and [QR code appointment systems for counselors](#), ensure equal access to resources. Collaborative practices, including study nights, Club Rush, and community events like parades and Senior Sunset, bring students, staff, and families together. The school further supports community connection through staff-led activities such as the [TB Rib Cook-off](#). Staff training in programs like Signs of Suicide (SOS) reflects the school's dedication to addressing student needs proactively. By promoting inclusivity and maintaining high standards of professionalism, TBHS cultivates a supportive and empowering environment where all students and staff can thrive.

Criterion E3: Academic, Social-Emotional, and Multi-tiered Supports

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At TBHS, leadership is committed to providing a comprehensive, multi-tiered system of support designed to ensure all students receive the academic, social-emotional, and personal assistance they need to thrive. The school implements a [structured approach](#) to meet the diverse needs of its students, offering universal strategies, targeted interventions, and intensive support when necessary. For academic support, TBHS uses universal strategies such as Schoology, advisory periods, and MTSS, along with differentiated instruction, project-based learning, and technology. Targeted interventions like FLEX time, after-school tutoring, and enrichment activities further assist students who need additional help. For those requiring intensive support, TBHS provides recorded lessons, Cyber High, and individualized Student Success Team (SST) meetings. These efforts ensure all students, including those with special talents or needs, have access to equitable learning opportunities and foster their academic growth.

TBHS offers multiple [support mechanisms](#) to address students' emotional well-being. The Wellness Center serves as a dedicated space for counseling and social-emotional development, and SEL programs such as suicide prevention week, mental health awareness month, and peer support help students manage emotional challenges. Data collected from surveys and counseling appointments helps the school evaluate the effectiveness of these interventions, ensuring students' social-emotional needs are met.

In addition to academic and emotional support, TBHS provides extensive extracurricular and co-curricular opportunities that align with the school's academic and personal development goals. These include CTE pathways, leadership roles, and athletic programs, which allow students to connect with peers, build skills, and prepare for college and careers. Programs like [Crash TV](#), student clubs, and sports activities also foster community involvement and leadership, helping students apply classroom learning in real-world settings.

Furthermore, TBHS emphasizes self-awareness and self-advocacy by offering opportunities for students to explore their interests and take ownership of their personal development. Through programs like the College and Career Center, peer mentorship, and leadership opportunities such as Boys and Girls State, students gain confidence in advocating for themselves and navigating their educational journey. Clubs like [Hope for Hospitals](#), [Red Cross Club](#), and [HOSA](#) offer students the chance to engage with the community and participate in service projects, further enhancing their sense of responsibility and belonging.

In conclusion, TBHS effectively implements a multi-tiered support system that addresses the academic, social-emotional, and personal development needs of all students. Through personalized learning, targeted interventions, and a variety of engagement opportunities, the school ensures that every student has the tools and resources they need for success. This comprehensive approach fosters an environment where students can grow academically, emotionally, and socially, equipping them for future success in college and beyond.

TBHS demonstrates several key areas of strength that contribute to a positive and supportive school environment. These strengths include:

- **Student Involvement in Extracurricular and Co-curricular Activities:** TBHS offers a wide range of extracurricular and co-curricular activities that encourage student engagement, including clubs, sports, and leadership opportunities. The current club listing and athletics page showcase a variety of interests, providing students with avenues for personal growth and community involvement. School rallies, Class Wars, and strong school spirit foster a sense of unity and pride among students, while high participation rates reflect the strong student engagement in these activities.

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- **Staff Involvement in Extracurricular and Co-curricular Activities:** Staff at TBHS are actively involved in extracurricular and co-curricular activities, which enhances the school's culture. The Site Staff Culture Team, leadership and department lead meetings, and staff socials all contribute to building strong relationships and maintaining a positive school atmosphere. This engagement fosters continuity between students, staff, and administration, reinforcing a sense of community within the school.
- **Physical and Socioemotional School Safety:** The physical safety of the school is prioritized through well-maintained policies and safety measures such as cameras, SmartPass, and safety drills. The Wellness Center plays a central role in supporting students' socioemotional well-being, providing them with a safe and supportive space to address mental health concerns. These efforts ensure that students feel secure both physically and emotionally, creating an environment conducive to learning and personal development.
- **School Policies and Environment:** The school has clear policies that contribute to a safe and orderly environment, including protocols for safety drills and a well-organized physical environment in classrooms. The proactive use of technology, such as SmartPass, enhances security and ensures that the school operates efficiently and safely.

These strengths demonstrate TBHS's commitment to creating a nurturing environment where students can thrive academically, socially, and emotionally. The strong involvement of both students and staff in school activities, along with the focus on safety and well-being, contributes to a positive and thriving school culture.

Chapter 4: Summary from Analysis of Identified Major Student Learning Needs

Prioritized Growth Areas

1. Enhance Social-Emotional Learning (SEL)
2. Strengthen Professional Learning Communities
3. Improve California Standardized Testing Performance

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

Areas of Strength

- Core Values Integration: The school's Core 4 values are embedded throughout student life, creating a consistent and supportive learning environment.
- Safe and Secure Campus: Students feel protected across campus, reflecting effective security measures and staff support.
- Consistent Learning & Accountability Tools: Schoology and SmartPass ensure effective intervention tracking and student accountability in and out of the classroom.

Areas for Growth

- Alignment of Learning Frameworks: Strengthen integration of Core 4 values, Learner Outcomes, and Portrait of a Learner, emphasizing key student attributes.
- Tracking Student Learning Outcomes (SLOs): Establish a systematic approach to monitor SLOs through assignments and assessments in Schoology.
- Data-Driven Instruction & Collaboration: Enhance the use of CFAs and data-driven discussions across departments to improve instruction.

Category B. Curriculum

Areas of Strength

- Rigorous & Research-Based Curriculum: A goal-oriented curriculum aligned with research and best practices ensures students meet academic standards and learner goals.
- Strong Student-Parent-Staff Collaboration: Ongoing collaboration fosters personalized learning plans, supports educational goals, and strengthens community belonging.
- Community Partnerships & Articulation: TBHS partners with local organizations, feeder schools, and higher education institutions to expand student opportunities and post-high school success.

Areas for Growth

- Expanding CTE Offerings: Broaden elective and vocational courses to meet diverse student interests, including culinary arts, floral design, home economics, woodshop, auto shop, robotics, and astronomy.
- Enhancing Career Readiness: Strengthen career preparation for students entering the workforce by integrating career-focused curriculum and hands-on training.
- Expanding Real-World Learning: Increase hands-on, experiential learning opportunities to ensure all students gain applied skills and career readiness.

Category C. Learning and Teaching

Areas of Strength

- AP Performance: Bronze Honor Roll for Achievement for the 23 /24 school year and we have a very large number of options for High Achieving students
- CTE pathway completion
- PLCs are in the process of creating Guaranteed Viable Curriculum

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- Progress on PLC Data gathering and application

Areas of Growth

- Increased communication regarding progress and status of initiatives and instructional strategies to teachers and stakeholders (Is Flex meeting its goal of reducing Ds and Fs)
- Use data to drive decisions regarding instructional programming (Bell schedule, master schedule, math lab, course offerings).
- Increase opportunities for all students through a variety of electives especially those that are not part of a pathway.
- PLC four questions: We need to progress to questions 3 & 4 (What happens if students don't get it? What happens if students do?)

Category D. Assessment and Accountability

Areas of Strength

- Collaborative PLCs: Weekly PLC meetings, support instructional alignment, and best practice sharing.
- Data-Driven Instruction: Teachers use common summative assessments aligned with essential standards to inform instruction and track student progress.
- Transparent Student Performance Communication: Teachers ensure clear, accessible updates on student performance via Schoology and PowerSchool.

Areas for Growth

- Aligning ALEKS & Assessment Tools: Improve integration of ALEKS and other assessments with classroom instruction to enhance student learning.
- Finalizing guaranteed viable curriculum (GVC) Standards & common formative assessments (CFAs): Establish clearly defined GVC essential standards and aligned CFAs across all content areas for consistency.
- Strengthening Foundational Skills: Provide targeted support in math, reading, and writing to close learning gaps.
- Raising Statewide Assessment Scores: Implement strategies to improve student performance on state assessments.

Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Areas of Strength

- Student Engagement in Activities: TBHS offers diverse extracurriculars, including clubs, sports, and leadership, promoting student growth, unity, and school spirit. High participation reflects strong engagement.
- Staff Involvement in Activities: TBHS staff actively support extracurriculars, strengthening school culture through leadership roles, staff socials, and collaboration, creating a connected community.
- Physical & Social-emotional Safety: Campus security measures, SmartPass, and safety drills ensure physical safety, while the Wellness Center provides crucial social-emotional support for students.
- School Policies & Environment: Clear policies, safety protocols, and technology like SmartPass maintain a secure, efficient, and structured learning environment.

Areas of Growth

- Student Support & Engagement: Enhance SEL initiatives using Youth Truth survey data to strengthen student-staff relationships. Broaden FLEX enrichment and expand academic support programs like MathLab and ISP for personalized learning.

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- **College & Career Readiness:** Increase AVID visibility and expand college and career activities to bolster the college-going culture. Refine standardized testing to reduce stress, improve flexibility, and enhance preparedness.
- **Communication & Parent Engagement:** Educate parents on school policies and involvement benefits to strengthen home-school partnerships and student success. Clarify teacher expectations and strengthen ISP roles for targeted academic interventions.
- **School Culture & Recognition:** Expand traditions and recognition programs, such as Senior Stampede Week and scholar-athlete awards, to create school pride. Implement Crash Tags to track student involvement in extracurricular activities.

Chapter 5: Schoolwide Action Plan/SPSA

1. Strengthen Social-Emotional Learning (SEL)

To create a supportive learning environment and enhance student well-being, the school will:

- **Wellness Center Trend Data:** Wellness Center staff will present trend data to teachers and offer targeted strategies based on the data.
- **Wellness Center Integration:** Continue integrating counseling and mental health support by enhancing access to services and resources, with targeted interventions for high-need students.
- **Implement Schoolwide SEL Practices:** Establish consistent routines, including advisory check-ins, mindfulness activities, and restorative practices.
- **Provide Youth Development Institute (YDI) Professional Development:** Train staff in trauma-informed teaching, behavior de-escalation, and student relationship-building strategies.
- **MTSS Team:** Continue enhancing the MTSS team by utilizing data to strengthen systems of support.
- **Enhance Student Leadership & Peer Support:** Expand mentorship programs, student-led initiatives, and inclusivity efforts to improve school connectedness.
 - Rhino Rush, ASB Leadership, Athletic Leadership, Club Leaders, Student Senate, Student Congress

2. Advancing Professional Learning Communities (PLCs)

To improve instructional effectiveness and student outcomes, the school will:

- **Formalize Data-Driven Collaboration:** Ensure PLCs meet regularly to analyze student performance data, use agreed-upon data protocols to analyze data and adjust instructional strategies accordingly.
- **Common Formative Assessment:** Strengthen collaborative instructional practices by developing and implementing common formative assessments, ensuring teachers effectively analyze data in PLCs to inform instruction and improve student outcomes.
- **Enhance Cross-Curricular Collaboration:** Foster interdisciplinary projects that promote real-world application and critical thinking.
- **Intervention and Extended Learning Opportunities:** Utilize PLC data to provide targeted and extended learning interventions during Flex, ensuring students receive the support needed to improve mastery and achievement.

3. Improving Student Performance on California Standardized Tests

To close achievement gaps and enhance performance on CAASPP, CAST, and ELPAC assessments, the school will:

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- **Use Assessment Data to Drive Interventions:** Identify students in need and provide targeted academic support through tutoring, enrichment programs, and FLEX period.
- **Support Underserved Student Populations:** Implement differentiated instruction and intervention plans for English learners, students with disabilities, and socioeconomically disadvantaged students.
- **Engage Families in the Importance of CAASPP:** Educate parents on the importance of the CAASPP by providing clear communication about its role in measuring student progress, guiding instruction, and influencing school accountability.
- **Interim Assessment:** Implement interim assessments to provide students with practice opportunities for the CAASPP, using data to inform instruction and improve readiness for state testing.
- **Incentivise CAASPP:** Implement incentive programs to motivate students to actively engage in and perform their best on the CAASPP assessment.
 - attendance, participation, effort, proficient and advanced graduation cords