

Twelve Bridges High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Twelve Bridges High School
Street	2630 Fieldstone Drive
City, State, Zip	Lincoln, CA 95648
Phone Number	9164092631
Principal	Heather Pierce
Email Address	hpierce@wpusd.org
School Website	tbhs.wpusd.org
Grade Span	9-12
County-District-School (CDS) Code	31-66951-0000000

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Twelve Bridges High School is in its fifth year of operation and currently serves 1,381 students in grades 9–12. As a comprehensive high school, we offer a full slate of core academic courses, rigorous and engaging electives, and four CTE pathways: Biomedical Science, Computer Science, Business and Finance, and Media Arts. We continue to expand academic opportunities through increased Advanced Placement and Dual Enrollment offerings, while FLEX time is intentionally embedded in the school day to provide targeted intervention and academic support. In addition to strong academics, students are supported through a wide range of extracurricular opportunities, including athletics, clubs, and visual and performing arts, fostering connection and engagement across campus.

2025-26 School Description and Mission Statement

Our campus facilities continue to grow alongside our school community and are a significant point of pride. Classrooms feature flexible seating, 1:1 technology, and state-of-the-art science and CTE labs, supported by high-quality athletic, performance, and shared spaces. Last year, additional athletic fields, a ticket booth and snack bar, and permanent restroom facilities were completed to better serve students and the community. During the current academic year, solar panels will be added to the parking lot, supporting sustainability and long-term infrastructure development.

Twelve Bridges High School successfully completed its first full WASC accreditation review and was granted a six-year accreditation, with a mid-cycle visit scheduled for the 2027–2028 school year. Guided by our mission to pursue excellence in education with purpose, commitment, and perseverance, and our vision to provide opportunities and support for every member of our community, we measure our success through our core Value Actions: Learn, Strive, Lead, and Thrive.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	360
Grade 10	319
Grade 11	347
Grade 12	291
Total Enrollment	1,317

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.9
Male	48.1
American Indian or Alaska Native	0.1
Asian	5.8
Black or African American	1.8
Filipino	4.3
Hispanic or Latino	20.3
Native Hawaiian or Pacific Islander	0.6
Two or More Races	7.2
White	57.1
English Learners	3.3
Foster Youth	0.1
Homeless	2.1
Socioeconomically Disadvantaged	20.7
Students with Disabilities	10.3

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

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.3	93.89	363	79.27	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.1	0.69	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.1	0.44	8.8	1.94	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.8	3.78	68	14.85	11953.1	4.28
Unknown/Incomplete/NA	0.4	1.85	14.8	3.25	15831.9	5.67
Total Teaching Positions	22.7	100	458	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.6	86.81	368.3	78.8	231142.4	83.24
Intern Credential Holders Properly Assigned	0.4	1.03	3.2	0.7	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.8	2.19	12.7	2.72	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	2.78	63.8	13.66	11746.9	4.23
Unknown/Incomplete/NA	2.7	7.14	19.2	4.11	14303.8	5.15
Total Teaching Positions	38.8	100	467.4	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	49.1	88.85	369.1	78.31	230039.4	100
Intern Credential Holders Properly Assigned	0.5	0.9	4.6	0.99	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	1.84	10.5	2.24	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.1	3.81	56.8	12.07	12112.8	4.34
Unknown/Incomplete/NA	2.5	4.55	30.1	6.4	13705.8	4.91
Total Teaching Positions	55.3	100	471.3	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.10	0.8	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.10	0.8	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.80	1	2.1
Total Out-of-Field Teachers	0.80	1	2.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.3	2.7	1.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

A key element of our instructional materials is that TBHS, like the entire district, is now 1:1 in computers/chromebooks, so that each student has their own Chromebook device. With this in place, many of our instructional materials are now delivered online, although hard copy books are still in use in several departments and classroom sets of textbooks/novels are available.

Year and month in which the data were collected

Jan 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 9-10: McGraw Hill Study Sync (adopted 2017); Grade 11 uses board approved, teacher created curriculum and pacing guide, Grade 12: CSUS Expository Reading and Writing	0
Mathematics	Integrated Math 1-3: McGraw Hill Reveal Math (adopted 2022) AP Calculus: Essentials of Calculus, Taylor Math (adopted 2023) AP Pre-Calculus: Precalculus with Limits, Cengage Learning (adopted 2023) Personal Finance and Consumers Math: Digital Site License from Ramsey Education (adopted 2018) AP Statistics: Pearson Stats- Modeling the World (Adopted 2018)	0
Science	Biology: Kendall Hunt Biology (Adopted 2007) supported by UC Davis EMBER curriculum (Adopted 2021) Chemistry: Addison Wesley Chemistry (Adopted 2007) Forensic Science: Kendall Hunt Forensic Science (Adopted 2007) supported by Wards Forensics Science Kits Anatomy: Introduction to Anatomy and Physiology, Susan J. Hall, Michelle A. Provost-Craig, and William C. Rose Physics: Foundations of Physics 2ND EDN, CPO Science (adopted 2023); Equipment kit for CPO Foundations of Physics 2ND EDN AP Physics: Principles of Physics, 6th edition by Douglas Giancoli, 2004 (adopted 2006) Chemistry ap Edition, 10th edition. National Geographic Learning/Cengage Learning (adopted 2018)	0
History-Social Science	9-12: TCI Econ Alive, Government Alive, History Alive (adopted 2020) AP Gov: Edwards, Government in America: People, Politics and Policy AP Edition 2020 & AMSCO (supplemental)	0

	AP Euro: A History of Western Society 13th Edition. McKay; Crash Course AP European History (supplemental) AP USH: American Pageant & Crash Course AP United States History (supplemental) Psychology: Understanding Psychology, 2014, by Richard A. Kasschau Ph.D., McGraw- Hill	
Foreign Language	Spanish 1, 2, and 3: Encuentros 2022 (adopted in 2023), and SOMOS. French 1, 2, and 3 Chemins 2023 (adopted in 2023) AP Spanish TEMAS (adopted in 2022)	0
Health	Believe in You SEL, Varsity Brands (adopted 2021) Goodhart Wilcox Essential Health TX (Adopted 2021) Science of Strength and Conditioning: Foundations of Physical Education, Exercise Science & Sport, 19th edition, by Wuest and Walton-Fisette. Published by McGraw Hill.	0
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	Ward Science and Fischer Scientific Products	0

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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				07/2025
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Gas systems and pipes appear safe, functional, and free of leaks. There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. The HVAC system is operable. Sewer line stoppage is not evident. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	X			Interior surfaces appear to be clean, safe, and functional.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			School grounds, building, common areas, and individual rooms appear to have been cleaned regularly. There is no evidence of a major pest or vermin infestation.
Electrical	X			There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. Lighting appears to be adequate and working properly, including exterior lights.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section

School Facility Conditions and Planned Improvements

			35292.5). Drinking fountains appear to be accessible and functioning as intended.
Safety: Fire Safety, Hazardous Materials	X		The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g. there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	X		There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Severe cracks are not evident. Ceilings & floors are not sloping or sagging beyond their intended design. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. Roof systems appear to be functioning properly.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Conditions that pose a safety and/or security risk are not evident. There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are mostly functioning. The gate between the C building and the parking lot, as well as the Stadium gates, do not work and it does pose a security risk.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	48	61	53	55	47	48
Mathematics (grades 3-8 and 11)	33	40	42	44	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	342	332	97.08	2.92	61.14
Female	179	174	97.21	2.79	68.97
Male	163	158	96.93	3.07	52.53
American Indian or Alaska Native	0	0	0	0	0
Asian	23	22	95.65	4.35	68.18
Black or African American	--	--	--	--	--
Filipino	18	18	100.00	0.00	66.67
Hispanic or Latino	72	69	95.83	4.17	47.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	32	100.00	0.00	53.13
White	188	182	96.81	3.19	66.48
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	61	57	93.44	6.56	40.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	35	94.59	5.41	31.43

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	341	333	97.65	2.35	39.64
Female	178	175	98.31	1.69	46.86
Male	163	158	96.93	3.07	31.65
American Indian or Alaska Native	0	0	0	0	0
Asian	22	22	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	18	18	100.00	0.00	55.56
Hispanic or Latino	72	70	97.22	2.78	24.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	32	100.00	0.00	37.50
White	188	182	96.81	3.19	44.51
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	60	57	95.00	5.00	28.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	35	94.59	5.41	11.43

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	30.5	39.02	33.43	36.7	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	324	308	95.06	4.94	38.64
Female	167	157	94.01	5.99	39.49
Male	157	151	96.18	3.82	37.75
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	45.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	74	71	95.95	4.05	32.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	22	84.62	15.38	36.36
White	187	178	95.19	4.81	40.45
English Learners	11	11	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	12	10	83.33	16.67	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	65	62	95.38	4.62	32.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	36	83.72	16.28	2.78

2024-25 Career Technical Education Programs

TBHS offers CTE programs in four industry sectors- Health Sciences, Arts/Media and Entertainment, Business and Finance, and Information and Computer Technology. Students are able to complete three or four year CTE pathways. The Business and Finance began two years ago, and will be adding a completer course that is dual enrolled in the 2026-2027 academic year. Our district has a rich history of commitment to CTE studies. Funding of these programs comes primarily through CTEIG grants that our district applies for annually, and which we have a positive history of being successful with.

All of these classes are offered at TBHS and conducted by TBHS staff. The courses are listed here:

Health Sciences: Principles of Biomedical Science. Human Body Systems, Honors PLTW Medical Interventions, Medical Terminology (DE semester long course) and Allied Health (DE semester long course)

Arts/Media and Entertainment: Intro to Media Arts, Intermediate Film/Video Production, Digital Photography, Media Internship, Intermediate Student Media, Advanced Student Media, Advanced Video/Film Production and Advanced Digital Photography.

Information and Computer Technologies: Exploring Computer Science, AP Computer Science Principles

Business and Finance: Introduction to Business and Finance, Intermediate Business Communication Technology, and Advanced Business Management Enterprise and Project.

The primary district representative is the district College and Career Coordinator, who organizes all CTE advisory meetings.

Our district advisory committee meetings include multiple representatives from all industries that our district offers CTE pathways in.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	846
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	28.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	99.48
Graduates Who Completed All Courses Required for UC/CSU Admission	65.47

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	99%	99%	99%	99%	100%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Twelve Bridges High School offers multiple opportunities for parents to be actively involved in school programs and activities. One key opportunity is Rhino Rollout, which invites all families to campus to explore academic programs, extracurricular offerings, and Career Technical Education (CTE) pathways. During this event, parents are encouraged to engage with staff, attend informational breakout sessions, and ask questions related to academics, student engagement, and future planning.

Parents may also participate through athletics and classroom-based learning opportunities. All athletic programs host required parent informational meetings each season (Fall, Winter, and Spring), many of which include opportunities for parents to volunteer in support of team operations and events. In addition, several CTE courses invite parents and community members to serve as guest speakers, allowing them to share professional experiences and provide students with real-world insight into various career pathways. Parents interested in attending an athletic meeting may contact their student's coach, and those interested in serving as guest speakers in CTE Business and Finance or Biomedical Science courses may reach out directly to the course instructors.

For families interested in leadership and shared decision-making, parents may participate in the School Site Council, which meets quarterly and focuses on budgeting, school safety, and continuous improvement efforts, or join the TBHS Booster Club, which meets monthly to support academic, athletic, and co-curricular programs. Ongoing communication through Schoology, ParentSquare, and social media, along with direct access to school administrators, ensures open, two-way communication and strong partnerships with families.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate		3.2	2.8	14.8	13.1	6	8.2	8.9	8
Graduation Rate		94.6	96.5	79.7	84.5	87.6	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	284	274	96.5
Female	145	142	97.9
Male	139	132	95.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	20	18	90.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	70	65	92.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	11	10	90.9
White	164	163	99.4
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	79	74	93.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	32	28	87.5

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1349	1338	236	17.6
Female	706	699	124	17.7
Male	643	639	112	17.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	79	78	11	14.1
Black or African American	25	25	2	8.0
Filipino	58	57	8	14.0
Hispanic or Latino	274	270	40	14.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	96	96	17	17.7
White	767	766	149	19.5
English Learners	49	46	6	13.0
Foster Youth	--	--	--	--
Homeless	31	28	8	28.6
Socioeconomically Disadvantaged	303	297	85	28.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	143	142	49	34.5

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.68	2.23	1.93	2.47	2.01	2.07	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.1	0.08	0.07	0.12	0.04	0.06	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.93	0.07
Female	1.42	0.00
Male	2.49	0.16
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.27	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.28	0.36
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.08	0.00
White	1.30	0.00
English Learners	2.04	0.00
Foster Youth	0.00	0.00
Homeless	6.45	0.00
Socioeconomically Disadvantaged	3.96	0.33
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.50	0.70

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

2025-26 School Safety Plan

The Twelve Bridges High School School safety plan was updated in the fall of 2025, and discussed at staff meetings in August 2025, and shared and reviewed at the October 2025 School Site Council meeting that includes certificated staff, parents, students, and administration. It will be Board approved. These goals are embedded in the School Site Safety Plan through clearly defined supervision expectations, consistent use of the SmartPass system, and structured protocols that prioritize student accountability and campus safety. The plan also includes routine fire, lockdown, and reunification drills, along with proactive adult presence in high-traffic areas, strengthened student–staff relationships, revised campus monitor schedules, and ongoing safety education to ensure systems are implemented with fidelity. We also gain input from Lincoln Police Department and Lincoln Fire Department to ensure that we are using best practices, and we gain feedback from these entities on our drill efficiency.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	23	3	22
Mathematics	26	12	6	19
Science	31	3	5	19
Social Science	24	11	5	13

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	24	22	16
Mathematics	23	15	21	11
Science	28	6	21	9
Social Science	22	20	16	19

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	31	18	19
Mathematics	25	14	17	18
Science	28	5	21	10
Social Science	28	11	16	21

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	415.67

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,821	\$5,145	\$10,676	\$89,918
District	N/A	N/A	\$10,263	\$92,779
Percent Difference - School Site and District	N/A	N/A	3.9	2.0
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-0.9	-5.2

Fiscal Year 2024-25 Types of Services Funded

Many programs at Twelve Bridges High School are funded through district and site supplemental resources to ensure students have access to high-quality academic and career-focused supports. District-funded programs include AVID, which promotes a college-going mindset; Edgenuity, which provides students the opportunity to recover credits they did not previously earn; and SmartPass, which supports the scheduling of academic interventions and student accountability throughout the school day. In addition, the district provides site-level supplemental funds that allow school administrators flexibility to allocate resources based on the unique needs of the campus.

At TBHS, site supplemental funds are strategically used to enhance student learning and access to support. These funds support an additional hour per day of a College and Career Technician to assist students with postsecondary planning, as well as supplemental staffing and resources for English Language Development (ELD) classes. Funds are also allocated to peer tutoring, providing students with free, in-person academic support in both one-on-one and small-group settings, supervised by certificated staff and designed to promote both academic growth and student leadership.

Additional site supplemental funds are dedicated to teacher professional development, allowing staff to engage in ongoing learning, refine instructional practices, and implement new strategies to better support student achievement. The district also supports the continued implementation and expansion of four Career Technical Education (CTE) industry sector pathways through CTEIG funding, ensuring students have meaningful opportunities to explore college and career readiness aligned to their interests.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,818	\$62,145
Mid-Range Teacher Salary	\$83,387	\$97,088
Highest Teacher Salary	\$113,231	\$120,436
Average Principal Salary (Elementary)	\$135,378	\$151,343
Average Principal Salary (Middle)	\$139,473	\$159,514
Average Principal Salary (High)	\$156,951	\$177,261
Superintendent Salary	\$270,312	\$294,805
Percent of Budget for Teacher Salaries	32.03%	29.95%
Percent of Budget for Administrative Salaries	5.75%	5.4%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	28.6
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	5
Fine and Performing Arts	0
Foreign Language	2
Mathematics	4
Science	5
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	35

Professional Development

Our staff committed itself to the primary goal of creating a positive school culture where our value actions could flourish. Professional development is a continual part of our staff meetings, including refreshers from Solution Tree, and AVID strategy development, Data use development, social emotional training, Information about vape use and best practices, and more. Five members of our AVID team and 1 administrator attended a three-day conference to develop our AVID site goals and create our AVID platform. Our Culture team meets bi-weekly to share ideas, examine best practices, and continually update our school culture creation/improvement plan. These professional development plans reflect only this year, as it is our school's fifth year,

Professional Development

but staff members were also involved in other district and site-based professional development annually before this year including Youth Development Network.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	16	10	4