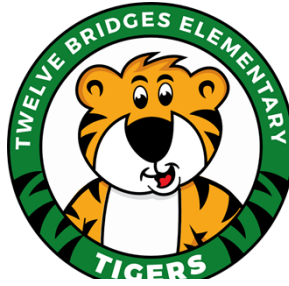


Twelve Bridges Elementary School

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 Elementary School
Street	2450 Eastridge Dr.
City, State, Zip	Lincoln, CA 96548
Phone Number	(916) 434-5220
Principal	Will Middleton
Email Address	wmiddleton@wpusd.org
School Website	tbes.wpusd.org
Grade Span	K-5
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 Elementary School (TBES) is a California Gold Ribbon School where students and parents are valued and treated with respect. Our ultimate goal is to collaboratively create an educational atmosphere that is safe and enriching for all students. The school is located in the Western Placer Unified School District in the community of Twelve Bridges and the city of Lincoln. The school serves transitional kindergarten through fifth grade with a current enrollment of approximately 800 students. Our Mission Statement reads: "Our mission is to develop lifelong learners by providing a comprehensive education for every student which fosters high academic achievement, positive self-worth, and responsible citizenship in an environment of mutual respect, trust, and cooperation among students, staff, and parents."

2025-26 School Description and Mission Statement

Built in 2004, Twelve Bridges Elementary was designed to incorporate a strong emphasis on outdoor learning into our student's education. In the middle of campus, there are seven learning circles which includes: a giant sundial, herb garden, and bird feeders. In grade-level clusters, each class had a class garden to grow vegetables, fruit, or flowers. There is also a school orchard, greenhouse, and a meeting circle with individual log stools for students and their teacher. The landscape is attractive and aesthetically pleasing with the five-acre Twelve Bridges Park adjacent to the playground.

The campus is comprised of:

35 classrooms (includes a science lab, 2 music rooms, 2 transitional kindergarten rooms [shared between four classes], 2 Resource Specialist rooms, 2 Speech Pathologist rooms, 1 School Psychologist room, and 1 Intervention classroom); Library; Art Room; Multipurpose Room; Kitchen; and Administration Building (Principal, Secretary, Clerk, and Health Clerk).

At Twelve Bridges Elementary, we are committed to developing future leaders who are empowered to bring about positive change. Through our PBIS "ROAR Rules" (Responsibility, Offer Kindness, Always Be Safe, and Resolve Problems), we emphasize positive behavior and foster a supportive school culture. Students are recognized with "ROAR" cards for demonstrating these values. Our staff, trained in Love & Logic strategies and Youth Development Institute principles, promotes strong relationships and effective classroom practices. Programs like Tiger Crew, choir, and Eco Club engage students in leadership, community service, and school improvement, while our active Parent Teacher Club enhances community-building and student experiences.

Collaboration drives our success. Teachers meet weekly in Professional Learning Communities (PLCs) to analyze data and refine instruction, supported by tools like i-Ready and DIBELS assessments. Our Leadership Team, which includes the principal, psychologist, and teacher representatives, ensures shared decision-making, while the Multi-Tiered System of Supports (MTSS) team addresses behavioral and academic needs. Daily morning meetings in every classroom ensure students feel heard and valued, creating an inclusive and positive school climate where all students can thrive.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	48
Kindergarten	151
Grade 1	106
Grade 2	120
Grade 3	113
Grade 4	127
Grade 5	127
Total Enrollment	744

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.9
American Indian or Alaska Native	0.1
Asian	6.5
Black or African American	1.2
Filipino	2.7
Hispanic or Latino	19.6
Native Hawaiian or Pacific Islander	0.1
Two or More Races	10.6
White	57
English Learners	5.1
Homeless	3
Socioeconomically Disadvantaged	13
Students with Disabilities	12.2

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)	24.1	92.93	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)	1	3.84	8.8	1.94	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	68	14.85	11953.1	4.28
Unknown/Incomplete/NA	0.8	3.19	14.8	3.25	15831.9	5.67
Total Teaching Positions	26	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)	26.1	98.72	368.3	78.8	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	3.2	0.7	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	12.7	2.72	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	63.8	13.66	11746.9	4.23
Unknown/Incomplete/NA	0.3	1.25	19.2	4.11	14303.8	5.15
Total Teaching Positions	26.5	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)	25.6	94.46	369.1	78.31	230039.4	100
Intern Credential Holders Properly Assigned	0	0	4.6	0.99	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	10.5	2.24	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	3.69	56.8	12.07	12112.8	4.34
Unknown/Incomplete/NA	0.5	1.85	30.1	6.4	13705.8	4.91
Total Teaching Positions	27.1	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	1.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	0	0

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	1
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	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)	4	0	0
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

Year and month in which the data were collected: January 2026

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	* K-3 Benchmark Education Company Benchmark Advance (Adopted 2017) * 4-5 WPUSD English Language Arts Curriculum Maps and Anchor Texts; Curriculum Associates Ready Common Core Reading and Writing (Adopted 2017)	0
Mathematics	TK McGraw Hill My Math (Adopted 2014); K-5 McGraw Hill Reveal Math (Adopted 2023)	0
Science	K-5 Mystery Science (Adopted 2022)	0
History-Social Science	Studies Weekly (Adopted 2025)	0
Foreign Language	N/A	N/A
Health	N/A	N/A
Visual and Performing Arts	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report: 07/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

<p>Systems: Gas Leaks, Mechanical/HVAC, Sewer</p>	X		<p>Gas systems and pipes appear safe, functional, and free of leaks. There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. The HVAC system is operable. Sewer line stoppage is not evident. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.</p>
<p>Interior: Interior Surfaces</p>		X	<p>MPR 4,814 sq ft: Interior touch up paint needed K-2 1,240 sq ft: Stained ceiling tile, Science Lab 1,092 sq ft.: Stained ceiling tiles Room 204 924 sq ft: Carpet stained Room 209 924 sq ft: Carpet stained Interior surfaces appear to be clean, safe, and functional.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident.</p>
<p>Electrical</p>	X		<p>There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. Lighting appears to be adequate and working properly, including exterior lights.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X		<p>K-1 1,240 sq ft: Restroom vinyl needs replaced K-2 1,240 sq ft Restroom vinyl needs replaced Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>MPR: Exterior touch up paint needed Kitchen 1,000 sq ft: Exterior paint needed K-1 Exterior touch up paint needed K-2 Exterior touch up paint needed Art 960 sq ft: Exterior trim paint needed Portable Classroom 313 960 sq ft: Exterior touch up paint needed, Exterior dry rot evident Portable Classroom 311 960 sq ft: Exterior handrail paint needed Room 308 924 sq ft: Exterior touch up paint needed Room 301 924 sq ft: Exterior touch up paint needed Room 101 924 sq ft: Exterior touch up paint needed Room 108 924 sq ft: Exterior touch up paint needed Room 205 924 sq ft: Exterior trim paint touch up needed Room 206 924 sq ft: Exterior door touch up needed Room 207 924 sq ft: Exterior trim paint needed Room 210 924 sq ft: Exterior trim paint needed The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as</p>

School Facility Conditions and Planned Improvements

			designed, exits are unobstructed. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	X		Admin 1,440 sq ft: Roof needs renovation Science Lab: Roof leak evident Portable 313: Exterior dry rot evident 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. Post, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. There is not visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. Roof systems appear to be functioning properly.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		K-1 Hardcourt needs slurry and stripping Science Lab 1,092 sq ft Skylight broken Room 307 924 sq ft: Walkway tree planters need repaired Room 304 924 sq ft:: Exterior planter needs a boarder installed Playground: Hardcourt needs creack filled, slurry and restriped, Walkway tree planters need resurfaced Room 203 924 sq ft: Exterior planter needs a border intstalled The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident. There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.

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)	64	67	53	55	47	48
Mathematics (grades 3-8 and 11)	67	68	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	376	368	97.87	2.13	66.85
Female	179	178	99.44	0.56	71.91
Male	197	190	96.45	3.55	62.11
American Indian or Alaska Native	0	0	0	0	0
Asian	29	29	100.00	0.00	65.52
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	73	72	98.63	1.37	55.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	44	95.65	4.35	61.36
White	219	214	97.72	2.28	70.56
English Learners	16	16	100.00	0.00	18.75
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	50.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	43	97.73	2.27	51.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	44	88.00	12.00	36.36

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	376	368	97.87	2.13	67.93
Female	179	178	99.44	0.56	64.04
Male	197	190	96.45	3.55	71.58
American Indian or Alaska Native	0	0	0	0	0
Asian	29	29	100.00	0.00	65.52
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	73	72	98.63	1.37	65.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	44	95.65	4.35	56.82
White	219	214	97.72	2.28	70.56
English Learners	16	16	100.00	0.00	37.50
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	41.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	43	97.73	2.27	53.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	44	88.00	12.00	43.18

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)	60.71	50.4	33.43	37.89	30.73	32.52

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	128	125	97.66	2.34	50.40
Female	56	56	100.00	0.00	35.71
Male	72	69	95.83	4.17	62.32
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	24	24	100.00	0.00	45.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	13	92.86	7.14	46.15
White	81	79	97.53	2.47	51.90
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	14	93.33	6.67	42.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	14	87.50	12.50	7.14

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

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	100%	100%	100%	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

Parent involvement at Twelve Bridges Elementary (TBE) is a vital component of our school community, where parents are valued as partners in the education of students. Parents actively contribute as classroom volunteers and participate on various committees. They assist in numerous capacities, including learning centers, reading and math groups, art volunteers, field trip chaperones, and as Garden and PE Docents. The diverse expertise and experience parents bring significantly enhance the educational experience for our students.

The Parent Teacher Club (PTC) is instrumental in supporting school-wide events and enrichment programs through carefully planned fundraisers. Signature events, such as the Harvest Festival and Fun Run, serve as primary fundraisers, while additional activities like Restaurant Nights, Movie Nights, Dance Nights, and fun family activities foster a sense of community. Funds raised by the PTC allow the school to host meaningful assemblies, purchase playground and classroom equipment, provide art and technology supplies, and support staff professional development, among other initiatives.

Our PTC also functions as the School Site Council (SSC), where key documents such as the Single Plan for Student Achievement, School Safety Plan, and School Accountability Report Card are reviewed and updated. The SSC plays an essential role in monitoring progress on school-wide goals and overseeing site budget allocations.

TBE relies on the dedication of parents and community volunteers to enhance and enrich the learning environment for all students. Teachers and staff are deeply grateful for their ongoing support and involvement, which contribute to the success of our school.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	791	782	31	4.0
Female	390	384	13	3.4
Male	401	398	18	4.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	59	55	3	5.5
Black or African American	--	--	--	--
Filipino	20	20	0	0.0
Hispanic or Latino	159	156	5	3.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	83	83	3	3.6
White	442	440	16	3.6
English Learners	41	41	1	2.4
Foster Youth	--	--	--	--
Homeless	32	32	3	9.4
Socioeconomically Disadvantaged	120	116	9	7.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	120	119	9	7.6

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
0.4	0.27	0.25	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	0	0	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	0.25	0.00
Female	0.00	0.00
Male	0.50	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.45	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

2025-26 School Safety Plan

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

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

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

We have created comprehensive classroom emergency kits in the event of an emergency or prolonged lockdown.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	24		2	
K	23	1	5	0
1	25	0	4	0
2	46	0	4	1
3	39	1	4	1
4	31	3	3	1
5	49	2	4	2
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	24		2	
K	23	0	4	0
1	55	0	4	2
2	49	0	4	2
3	59	0	4	2
4	46	2	4	2
5	47	1	4	2
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	20	4		
K	26		4	
1	27		4	
2	30		4	
3	28		4	
4	32		3	
5	22	2	4	

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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	
Other	2

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	\$14,809	\$4,921	\$9,888	\$98,136
District	N/A	N/A	\$10,263	\$92,779
Percent Difference - School Site and District	N/A	N/A	-3.7	10.7
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-8.5	3.6

Fiscal Year 2024-25 Types of Services Funded

Categorical funds were used in 2024-25 for purchasing online assessment and skill-building software (Reflex Math, mClass by Amplify, Institute of Multisensory Education), supplemental materials to support a multi-sensory approach to teach reading, employing Intervention Support Providers, and purchasing support materials for students such as homework folders and student planners. Funding was also used to support the professional development of teachers in the areas of classroom management, social-emotional learning, and literacy instruction.

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%

Professional Development

The collaborative culture at Twelve Bridges Elementary fosters purposeful communication and informed decision-making. Teachers participate in weekly grade-level Professional Learning Communities (PLCs) to analyze data, refine instructional practices, and align with site and district initiatives. Professional development is integrated into PLC sessions and staff meetings throughout the year, providing opportunities to deepen understanding of these initiatives. Additionally, Western Placer Unified School District offers an annual professional development day for all staff.

Nearly all of our TK-3rd grade teachers have undergone extensive training through the Institute of Multi-Sensory Education to implement Orton-Gillingham techniques for teaching reading. These efforts are further supported by coaching aligned with the University of Florida Literacy Institute curriculum. The entire teaching staff has been trained to conduct Morning Meetings to address students' social-emotional well-being. Several teachers also completed a five-day Responsive Classroom training to support the schoolwide implementation of this practice.

Technology integration remains a priority, with ongoing support provided by the principal, education specialists, and district technology trainers. Most of our staff have participated in Youth Development Institute (YDI) training over the past few summers, focusing on building positive, productive relationships with students and colleagues. Additional YDI training opportunities will be available later this year. This year, much of our professional development time has been dedicated to enhancing the PLC process and utilizing software to support collaboration and instructional improvement.

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	4	4	4