

# Twelve Bridges Middle School

770 Westview Drive • Lincoln, CA 95648 • (916) 434-5270 • Grades 6-8

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Western Placer Unified School District

600 6th Street, Suite 400  
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#### District Governing Board

Paul Carras

Brian Haley

Kris Wyatt

Damian Armitage

Paul Long

#### District Administration

Scott Leaman

**Superintendent**

Kerry Callahan

**Assistant Superintendent of  
Educational Services**

Audrey Kilpatrick

**Assistant Superintendent of  
Business and Operations**

Gabe Simon

**Assistant Superintendent of  
Personnel Services**

### School Description

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

**Vision:** To create a respectful, success-oriented, cooperative community that challenges all students to develop a curiosity for learning and to pursue academic excellence.

**Mission:** The staff at Twelve Bridges Middle School, in cooperation with the students, parents and community, will provide students with a safe and supportive learning environment in which to foster a culture of academic excellence and discipline in addition to life-long learning. Our goal is for our students to not only become responsible and well-rounded individuals, but also to become better citizens.

## About the SARC

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, 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 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	269
Grade 7	263
Grade 8	268
<b>Total Enrollment</b>	<b>800</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	1.2
Asian	5.5
Filipino	4.1
Hispanic or Latino	18.0
Native Hawaiian or Pacific Islander	1.1
White	64.5
Socioeconomically Disadvantaged	21.7
English Learners	3.3
Students with Disabilities	13.8
Foster Youth	0.4

## 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

Teacher Credentials			
Twelve Bridges Middle School	16-17	17-18	18-19
With Full Credential	34	34	34
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	1
Western Placer Unified School District	16-17	17-18	18-19
With Full Credential	◆	◆	320
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	15

Teacher Misassignments and Vacant Teacher Positions at this School			
Twelve Bridges Middle School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Gr 6: WPUSD English Language Arts Curriculum Maps and Anchor Texts; Curriculum and Associates Ready Common Core Reading and Writing (Adopted 2018)  Gr 7-8: Amplify ELA (Adopted 2018)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	Pearson: Digits (Adopted 2014)  Carnegie Learning Integrated I (8th Grade Honors) (Adopted 2014)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	Pearson Prentice Hall: Focus on Science for California (Adopted 2007) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	Holt Rinehart and Winston: History Social Studies (Adopted 2006) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Foreign Language	N/A
Health	N/A
Visual and Performing Arts	N/A
Science Laboratory Equipment	N/A <b>The textbooks listed are from most recent adoption:</b> N/A

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/5/17		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	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.
<b>Interior:</b> Interior Surfaces	Good	Interior surfaces appear to be clean, safe, and functional.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident.

**School Facility Good Repair Status (Most Recent Year)**  
 Year and month in which data were collected: 12/5/17

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Good	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.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	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.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	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).
<b>Structural:</b> Structural Damage, Roofs	Good	Office: Stained ceiling tile
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Storeroom: Gap under door There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.
<b>Overall Rating</b>	<b>Exemplary</b>	

**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, which 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); and
- 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	66.0	68.0	54.0	55.0	48.0	50.0
Math	55.0	60.0	39.0	43.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

**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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	19.0	23.2	35.4

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	755	743	98.41	67.83
Male	401	395	98.50	61.27
Female	354	348	98.31	75.29
Black or African American	27	26	96.30	61.54
American Indian or Alaska Native	--	--	--	--
Asian	42	41	97.62	70.73
Filipino	32	32	100.00	78.13
Hispanic or Latino	134	132	98.51	54.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	481	474	98.54	70.89
Two or More Races	13	13	100.00	69.23
Socioeconomically Disadvantaged	152	148	97.37	53.38
English Learners	55	54	98.18	40.74
Students with Disabilities	91	90	98.90	18.89
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	755	743	98.41	59.62
Male	401	395	98.5	59.75
Female	354	348	98.31	59.48
Black or African American	27	26	96.3	38.46
American Indian or Alaska Native	--	--	--	--
Asian	42	41	97.62	63.41
Filipino	32	32	100	59.38
Hispanic or Latino	134	132	98.51	46.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	481	474	98.54	64.56
Two or More Races	13	13	100	61.54
Socioeconomically Disadvantaged	152	148	97.37	48.65
English Learners	55	54	98.18	31.48
Students with Disabilities	91	90	98.9	16.67
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

## 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 for the school district and each school site

### Opportunities for Parental Involvement (School Year 2018-19)

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

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

### 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.

### School Safety Plan

The TBMS School Safety Plan includes a Crisis Response Plan, monthly fire drills, semiannual lock down drills and annual evacuation drills. The plan includes detailed roles and responsibilities for all staff members in an emergency on campus. The fire drills maintain student and staff familiarity with classroom evacuation, while the evacuation drill allows us to practice removing all students from campus in an orderly manner. We conduct lock down drills for maintaining a safe campus if an emergency requires all staff and students to be locked inside.

Two separate lunch periods are monitored by four noon-duty aides to assist in the lunch time supervision. Teachers have duty stations before and after school for added school safety. We have a closed campus, visitors must enter through the main office and sign in and students are not allowed off campus during the school day. The school is also monitored by surveillance cameras 24/7.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	2.1	3.7	3.1
Expulsions Rate	0.3	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.8	2.4	1.9
Expulsions Rate	0.1	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

### D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.80
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	2
Other	0
Average Number of Students per Staff Member	
Academic Counselor	N/A

\* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	23.0	22.0	22.0	6	8	9	15	10	9	2	5	6
Mathematics	23.0	20.0	22.0	7	8	8	15	13	14	1	1	1
Science	24.0	23.0	24.0	6	8	7	15	13	13	3	3	4
Social Science	25.0	24.0	25.0	4	6	4	17	8	13	2	8	4

\* Number of classes indicates how many classrooms 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.

### Professional Development provided for Teachers

Teachers work within their Professional Learning Community during early release days each Monday. During this time, educators analyze performance data, design lessons, develop common assessments, and articulate progress with colleagues.

In addition, multiple professional development opportunities have been provided in preparation for the transition to the Common Core State Standards, especially in the areas of language arts, mathematics, and technology.

There has been a focus on technology training and the use of technology in the classroom. Many teachers have been trained at "Google Summits", which are focused on Google applications that are specific to the the classroom. These trainings are delivered periodically through weekend workshops.

We have also, this school year, focused on the AVID and STEAM programs. AVID (Advancement Via Individual Determination) is a college preparation program that requires the extensive training of staff members. Several staff members have been trained in AVID methods and many more are registered participants in future training. Some training is completed throughout the school year in workshops. The bulk of the training comes during Summer workshops. STEAM (Science, technology, engineering, arts and math) is a program we have implemented this school year through our elective schedule.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,518	\$47,547
Mid-Range Teacher Salary	\$70,300	\$74,775
Highest Teacher Salary	\$92,445	\$93,651
Average Principal Salary (ES)	\$107,814	\$116,377
Average Principal Salary (MS)	\$111,757	\$122,978
Average Principal Salary (HS)	\$126,014	\$135,565
Superintendent Salary	\$186,983	\$222,853
Percent of District Budget		
Teacher Salaries	37.0	35.0
Administrative Salaries	5.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Twelve Bridges Middle School students have the opportunity to participate in a variety of special programs. Special education and intervention support are offered utilizing district and state funding. We offer a full range of enrichment classes including art, digital art, band, choir, music appreciation, drama, leadership, yearbook, astronomy, forensics, and robotics.

### 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).

### 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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,412	\$2,318	\$7,094	\$73,756
District	◆	◆	\$7,328	\$76,175
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			-3.2	-4.3
Percent Difference: School Site/ State			7.9	-1.0

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.