

Bear River School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Bear River School
Street	100 Wheatland Park Dr
City, State, Zip	Wheatland, CA, 95692
Phone Number	(530) 633-3135
Principal	Angela Gouker
E-mail Address	agouker@wheatland.k12.ca.us
Web Site	bear.wheatland.k12.ca.us
CDS Code	58727516056816

District Contact Information	
District Name	Wheatland Elementary School District
Phone Number	(530) 633-3130
Superintendent	Craig Guensler
E-mail Address	cguensler@wheatland.k12.ca.us
Web Site	www.wheatland.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

Students who attend Bear River School receive an exemplary education and an opportunity to expand academically. In addition to providing excellent core classes (language arts, math, science, and history), we offer a choice of electives. Our electives include Spanish, band, technology, computer animation, BRTV, art, video editing, PE games, ag projects, horticulture, yearbook, leadership, PLUS and Renaissance. We have many after school activities, including an excellent sports program. Students have the opportunity to expand personal skills through our Leadership classes. Leadership students are given opportunities to be mentors, school officers, program activity directors, peer mediators, and much more. Our student achievement scores have a history of being the highest in the local area, and were over 800 prior to the states change in assessment systems. As a result of the school's outstanding academics and programs, Bear River was recognized with the Title 1 Academic Achievement Award and the California State Golden Ribbon award in 2015.

The school is eleven years old, and we are very fortunate to have a beautiful facility. We have a full-size gymnasium, which includes a weight room. The gym is wired with a large video screen and a complete audio-visual system. On the blacktop the students have access to eight full-court basketball courts, two wall ball courts, three tetherball courts, four square areas, and a grass football/soccer field.

One of our strongest assets is our student motivation and rewards program called Renaissance. We recognize our students for their efforts as well as their achievement by giving rewards at break, at lunch, and at our trimester Renaissance Rallies. Another wonderful component of our school is the Family Resource Center (FRC), which provides assistance and resources for families. The FRC is also a haven at lunch time, break, and after school for students. The FRC facilitates case management for students, including connecting families to county resources and acting as a liaison between parents and school. The FRC monitors grades, behavior, and attendance for at-risk students. It also provides supervision of recreational activities. All four of Wheatland School District schools offer an ASES after school program. WSD's After School C.A.R.E. (Clubs, Academics, Recreation and Enrichment) Programs start on the first day of school and end on the last day of school, open Monday through Friday from the end of the school day until 6:00 PM. C.A.R.E. is open on minimum days at the early dismissal time and is closed on school holidays. After School C.A.R.E. offers cycles of academic (e.g. homework, remedial, and GATE-like classes) and enrichment (e.g. theme-based arts and crafts, STEM, and physical education activities) components. Students enrolled in the district and who are entering grades Transitional Kindergarten through 8 in the fall are eligible to participate. Furthermore, the After School Program sponsors a highly recognized Camp program (a full day program of at least 6 hrs), offering the only intercession and/or summer activity option for most district children.

At Bear River School we strive to make all students feel welcome through our Peer Leaders Uniting Students (PLUS) program. The mission of PLUS is to serve as a means for students to develop an understanding of who they are, rather than what they are. It is a platform for students to express their individuality, while identifying similarities with those around them. The overall purpose of PLUS is to stimulate conversations between students who have never spoken together before. Students who engage in PLUS activities will develop a sense of belonging. PLUS empowers students to lead, educate, influence, and support their peers. It also provides an ongoing plan that enables our school to address all issues that affect students' learning environment. Our wonderful students, families, dedicated teaching team and support staff make Bear River School a fabulous place to work and learn.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 4	95
Grade 5	86
Grade 6	124
Grade 7	126
Grade 8	135
Total Enrollment	566

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	1.4
Asian	3.4
Filipino	1.1
Hispanic or Latino	18.9
Native Hawaiian or Pacific Islander	0.5
White	65
Two or More Races	6.2
Socioeconomically Disadvantaged	46.6
English Learners	4.4
Students with Disabilities	10.6
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	29	24	31	72
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	3	5	1	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments *	12	0	1
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.9	1.1
All Schools in District	99.3	0.8
High-Poverty Schools in District	99.3	0.8
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill/2002 Grades 4th/5th Prentice Hall/2002 Grades 6th-8th		0%
Mathematics	McGraw-Hill/2015 Grades 4th/5th Mathlinks/2015 Grades 6th-8th		0%
Science	Holt, Rinehart, Winston/2007		0%
History-Social Science	Holt, Rinehart, Winston/2005		0%
Foreign Language	Holt/2003		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Bear River School is eleven years old. It is an immaculate campus. The campus has a wide-open feel but is equipped with appropriate lighting and has security cameras in strategic areas to promote safety. Bear River has site-established cleaning standards and four full-time custodians. The campus is always well maintained and classrooms and bathrooms are cleaned daily. Only minor repairs to the carpet and weather stripping in some of our classrooms are necessary due to usual wear and tear. There is adequate room for all students in classrooms, on the playground, and in the eating areas. We have a fully functioning kitchen and multipurpose room with plenty of tables and room to sit. We also have an outstanding full-size gymnasium that is used for school sports programs and for community events. There is room behind our campus for future expansion of our school or for sports fields and other extracurricular activities. Recently, the school added solar parking structures to move to a more green approach to maintaining our planet and its resources. This parking structure will help to reduce the buildings dependence on fossil fuels and educate students on conservation efforts for our planet.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 07/13/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 07/13/2016				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	36	46	41	45	44	48
Mathematics	34	38	36	40	34	36

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	4	94	91	96.8	34.1
	5	87	87	100.0	31.0
	6	126	124	98.4	50.8
	7	126	123	97.6	49.6
	8	136	132	97.1	55.3
Male	4	47	46	97.9	30.4
	5	51	51	100.0	21.6
	6	66	66	100.0	37.9
	7	66	64	97.0	42.2
	8	67	66	98.5	47.0
Female	4	47	45	95.7	37.8
	5	36	36	100.0	44.4
	6	60	58	96.7	65.5
	7	60	59	98.3	57.6
	8	69	66	95.7	63.6
Hispanic or Latino	4	17	16	94.1	37.5
	5	21	21	100.0	28.6
	6	20	19	95.0	52.6
	7	25	24	96.0	45.8
	8	29	28	96.5	42.9
White	4	60	59	98.3	37.3
	5	52	52	100.0	28.9
	6	85	84	98.8	51.2
	7	84	82	97.6	48.8
	8	83	80	96.4	61.3
Two or More Races	4	13	12	92.3	25.0
Socioeconomically Disadvantaged	4	52	50	96.2	24.0
	5	39	39	100.0	33.3
	6	59	58	98.3	39.7
	7	55	53	96.4	50.9
	8	60	56	93.3	32.1
Students with Disabilities	4	11	11	100.0	9.1
	5	11	11	100.0	9.1
	7	18	17	94.4	11.8
	8	16	15	93.8	

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	4	94	92	97.9	41.3
	5	87	87	100.0	14.9
	6	126	124	98.4	40.3
	7	126	123	97.6	35.8
	8	126	123	97.6	35.8
Male	4	47	46	97.9	47.8
	5	51	51	100.0	11.8
	6	66	66	100.0	40.9
	7	66	64	97.0	32.8
	8	66	64	97.0	32.8
Female	4	47	46	97.9	34.8
	5	36	36	100.0	19.4
	6	60	58	96.7	39.7
	7	60	59	98.3	39.0
	8	60	59	98.3	39.0
Hispanic or Latino	4	17	17	100.0	29.4
	5	21	21	100.0	14.3
	6	20	19	95.0	36.8
	7	25	24	96.0	33.3
	8	25	24	96.0	33.3
White	4	60	59	98.3	45.8
	5	52	52	100.0	11.5
	6	85	84	98.8	40.5
	7	84	82	97.6	36.6
	8	84	82	97.6	36.6
Two or More Races	4	13	12	92.3	50.0
Socioeconomically Disadvantaged	4	52	51	98.1	27.4
	5	39	39	100.0	12.8
	6	59	58	98.3	31.0
	7	55	53	96.4	30.2
	8	55	53	96.4	30.2
Students with Disabilities	4	11	11	100.0	27.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	11	11	100.0	
	7	18	17	94.4	
	8	18	17	94.4	

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	76	60	50	77	63	54	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	223	219	98.2	50.2
Male	118	117	99.2	48.7
Female	105	102	97.1	52.0
Hispanic or Latino	50	49	98.0	40.8
White	135	132	97.8	57.6
Two or More Races	14	14	100.0	42.9
Socioeconomically Disadvantaged	99	95	96.0	39.0
Students with Disabilities	27	26	96.3	15.4

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.3	24.1	28.7
7	18.3	30.8	40.8

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Our school's annual site plan and school site budget approvals are made by our School Site Council. The Site Council is comprised of parent members, certificated staff, classified staff, student body representatives, and site administration. We have a District English Language Advisory Committee to help students and their families who are learning English feel welcome at our school. At Back-to-School Night parents can sign up to volunteer in their areas of interest at our school; the sign-up form is also available online. We give teachers the lists of parents who are interested in volunteering in their classroom or for particular events. We recognize volunteers at trimester rallies for their service and donations. Please contact our office if you would like to volunteer, (530)633-3135.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	7.0	6.9	6.8	3.5	3.7	4.2	4.4	3.8	3.7
Expulsions	0.0	0.3	0.3	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Bear River School provides a safe and clean environment for students, staff, and volunteers. We provide supervision for our students before, during, and after school. There are designated areas for student drop off and pick up. Bear River School is a closed campus. For security purposes, all visitors are required to sign in at the office while on school grounds and all volunteers are required to have Department of Justice clearance through fingerprinting.

The school safety committee meets to discuss safety on campus. The committee works with the vice-principal to develop scenarios so that staff can practice emergency procedures during faculty meetings. The district contracted with D-Prep to evaluate our emergency preparedness plan and identify strategies for improvement. D-Prep also provided staff training in the implementation of the safety plan. The School Safety Plan is updated yearly.

The campus is fully equipped with a video monitoring system to help monitor all outdoor areas. There is a live feed of the entry points in the school office.

Bear River holds monthly Fire Drills and a yearly Lock-Down Drill. The school works collaboratively with Wheatland Fire and Police Departments to coordinate emergency preparedness.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2012-2013	
Year in Program Improvement*	Year 2	
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18	7	7		20	6	7	1	18	12	4	1
Mathematics	17	11	4		17	9	7		17	13	5	1
Science	26	1	7		21	6	6		19	7	6	0
Social Science	22	3	9		21	5	7	1	18	12	4	2

Note: 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	560
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.25	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8381.16	1573.86	6807.30	79585.03
District	N/A	N/A	8017.59	\$75,277
Percent Difference: School Site and District	N/A	N/A	-15.1	5.9
State	N/A	N/A	\$5,677	\$71,610
Percent Difference: School Site and State	N/A	N/A	27.3	15.2

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

Types of Services Funded (Fiscal Year 2015-16)

We use School Improvement funds to purchase supplies for elective courses, including horticulture, music, band, and foreign languages. Title I money is used for staff training, particularly for Curricular alignment to Common Core training and effective instruction support. School Improvement funds and state funds, which are designated for specific purposes, are used to purchase technology. We continually update our library with books that support our Accelerated Reader program.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,650	\$44,507
Mid-Range Teacher Salary	\$73,661	\$68,910
Highest Teacher Salary	\$86,877	\$88,330
Average Principal Salary (Elementary)	\$118,300	\$111,481
Superintendent Salary	\$170,827	\$169,821
Percent of Budget for Teacher Salaries	34%	39%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Bear River School and Wheatland School District are dedicated to the educational development of teachers and staff. Seven staff development minimum days are scheduled yearly, designed to enhance the educational experience of our students. During the minimum day release, staff evaluate student data to develop interventions, work with curricular maps, and meet with consultants to enhance instructional strategies. Teachers tackle the areas of Common Core curriculum, school safety, state testing demands, and emotional student needs to develop a program that looks to educate the whole student. In addition to these on campus opportunities, staff attends best practice conferences ranging in topics from 504 and special education implementation, military student support classes, as effective instructional practices.

Teachers are supported throughout the implementation process through a combination of peer led trainings and meetings, as well as administrative coaching. Performance data is evaluated often to ensure the continued growth of our programs and provide opportunities to address student needs through our continued professional development.