

SARC 2014-15

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16



Bear River

Address: 100 Wheatland Park Dr. Wheatland, CA 95692-9286

Principal: Angela Gouker, Principal

Phone: (530) 633-3135

Email: agouker@wheatland.k12.ca.us

Web Site: www.wheatland.k12.ca.us

CDS Code: 58727516056816



Wheatland

Superintendent: Craig Guensler

Phone: (530) 633-3130

Email: cguensler@wheatland.k12.ca.us

Web Site: www.wheatland.k12.ca.us



I DATA AND ACCESS

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 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 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

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

School Contact Information Most Recent Year

School Name: Bear River
 Street: 100 Wheatland Park Dr.
 City, State, Zip: Wheatland, CA 95692-9286
 Phone Number: (530) 633-3135
 Principal: Angela Gouker, Principal
 E-mail Address: agouker@wheatland.k12.ca.us
 Web Site: www.wheatland.k12.ca.us
 County-District-School
 (CDS) Code: 58727516056816

School Description and Mission Statement – Most Recent Year

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, computers, art, video editing, PE games, 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 2014-15)**

Student Enrollment by Student Group (School Year 2014-15)

Grade Level	Number of Students
Grade 4	77
Grade 5	75
Grade 6	137
Grade 7	142
Grade 8	121
Total Enrollment	552

Student Group	Percent of Total Enrollment
Black or African American	3.6%
American Indian or Alaska Native	2.7%
Asian	4.3%
Filipino	1.4%
Hispanic or Latino	19%
Native Hawaiian/Pacific Islander	0.5%
White	65.2%
Two or More Races	2.9%
Socioeconomically Disadvantaged	46.7%
English Learners	4.2%
Students with Disabilities	9.8%
Foster Youth	0.5%

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

Teachers	School 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	29	24	33	75
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	3	5	4	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	11	12	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	94.19%	5.81%
All Schools in District	95.93%	4.07%
High-Poverty Schools in District	95.93%	4.07%
Low-Poverty Schools in District	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 – Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption ?	Percent 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		
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: January 2016

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-
Interior: Interior Surfaces	✓	-	-
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-
Electrical: Electrical	✓	-	-
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-
Safety: Fire Safety, Hazardous Materials	✓	-	-
Structural: Structural Damage, Roofs	✓	-	-
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-

Overall Facility Rate – Most Recent Year

Month and year in which data were collected: January 2016

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

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], Science California Standards Tests); and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress Results for All Students – (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	36%	40%	44%
Mathematics (grades 3-8 and 11)	34%	36%	33%

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.

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	78	75	96.2%	53%	33%	9%	3%
Male	78	43	55.1%	56%	35%	7%	0%
Female	78	32	41%	50%	31%	13%	6%
Black or African American	78	2	2.6%	--	--	--	--
American Indian or Alaska Native	78	1	1.3%	--	--	--	--
Asian	78	3	3.8%	--	--	--	--
Filipino							
Hispanic or Latino	78	20	25.6%	60%	20%	15%	5%
Native Hawaiian or Pacific Islander							
White	78	43	55.1%	51%	40%	7%	0%
Two or More Races	78	6	7.7%	--	--	--	--
Socioeconomically Disadvantaged	78	32	41%	59%	22%	13%	3%
English Learners	78	7	9%	--	--	--	--
Students with Disabilities	78	7	9%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	77	71	92.2%	35%	25%	28%	11%
Male	77	38	49.4%	47%	26%	16%	11%
Female	77	33	42.9%	21%	24%	42%	12%
Black or African American	77	2	2.6%	--	--	--	--
American Indian or Alaska Native	77	2	2.6%	--	--	--	--
Asian	77	6	7.8%	--	--	--	--
Filipino							
Hispanic or Latino	77	12	15.6%	25%	42%	8%	25%
Native Hawaiian or Pacific Islander							
White	77	47	61%	30%	26%	34%	11%
Two or More Races	77	2	2.6%	--	--	--	--
Socioeconomically Disadvantaged	77	38	49.4%	45%	24%	24%	8%
English Learners	77	7	9.1%	--	--	--	--
Students with Disabilities	77	4	5.2%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	138	129	93.5%	29%	33%	31%	7%
Male	138	62	44.9%	34%	39%	27%	0%
Female	138	67	48.6%	25%	27%	34%	13%
Black or African American	138	4	2.9%	--	--	--	--
American Indian or Alaska Native	138	4	2.9%	--	--	--	--
Asian	138	2	1.4%	--	--	--	--
Filipino	138	5	3.6%	--	--	--	--
Hispanic or Latino	138	24	17.4%	29%	29%	42%	0%
Native Hawaiian or Pacific Islander	138	1	0.7%	--	--	--	--
White	138	86	62.3%	30%	35%	26%	9%
Two or More Races	138	3	2.2%	--	--	--	--
Socioeconomically Disadvantaged	138	57	41.3%	37%	32%	25%	7%
English Learners	138	3	2.2%	--	--	--	--
Students with Disabilities	138	18	13%	72%	28%	0%	0%
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	141	138	97.9%	41%	20%	29%	9%
Male	141	69	48.9%	46%	22%	26%	6%
Female	141	69	48.9%	36%	19%	32%	12%
Black or African American	141	6	4.3%	--	--	--	--
American Indian or Alaska Native	141	4	2.8%	--	--	--	--
Asian	141	6	4.3%	--	--	--	--
Filipino	141	2	1.4%	--	--	--	--
Hispanic or Latino	141	26	18.4%	54%	27%	19%	0%
Native Hawaiian or Pacific Islander							
White	141	87	61.7%	38%	18%	31%	11%
Two or More Races	141	6	4.3%	--	--	--	--
Socioeconomically Disadvantaged	141	60	42.6%	52%	22%	22%	5%
English Learners	141	3	2.1%	--	--	--	--
Students with Disabilities	141	17	12.1%	88%	12%	0%	0%
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	121	120	99.2%	17%	39%	37%	8%
Male	121	67	55.4%	19%	39%	36%	6%
Female	121	53	43.8%	13%	40%	38%	9%
Black or African American	121	6	5%	--	--	--	--
American Indian or Alaska Native	121	3	2.5%	--	--	--	--
Asian	121	6	5%	--	--	--	--
Filipino	121	1	0.8%	--	--	--	--
Hispanic or Latino	121	17	14%	18%	59%	18%	6%
Native Hawaiian or Pacific Islander	121	2	1.7%	--	--	--	--
White	121	82	67.8%	15%	38%	39%	9%
Two or More Races	121	2	1.7%	--	--	--	--
Socioeconomically Disadvantaged	121	47	38.8%	28%	45%	26%	2%
English Learners	121	1	0.8%	--	--	--	--
Students with Disabilities	121	6	5%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	78	75	96.2%	33%	43%	20%	3%
Male	78	43	55.1%	35%	44%	19%	2%
Female	78	32	41%	31%	41%	22%	3%
Black or African American	78	2	2.6%	--	--	--	--
American Indian or Alaska Native	78	1	1.3%	--	--	--	--
Asian	78	3	3.8%	--	--	--	--
Filipino							
Hispanic or Latino	78	20	25.6%	40%	40%	20%	0%
Native Hawaiian or Pacific Islander							
White	78	43	55.1%	26%	47%	21%	5%
Two or More Races	78	6	7.7%	--	--	--	--
Socioeconomically Disadvantaged	78	32	41%	44%	31%	22%	0%
English Learners	78	7	9%	--	--	--	--
Students with Disabilities	78	7	9%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	77	71	92.2%	32%	31%	25%	11%
Male	77	38	49.4%	37%	26%	21%	16%
Female	77	33	42.9%	27%	36%	30%	6%
Black or African American	77	2	2.6%	--	--	--	--
American Indian or Alaska Native	77	2	2.6%	--	--	--	--
Asian	77	6	7.8%	--	--	--	--
Filipino							
Hispanic or Latino	77	12	15.6%	33%	50%	17%	0%
Native Hawaiian or Pacific Islander							
White	77	47	61%	32%	26%	26%	17%
Two or More Races	77	2	2.6%	--	--	--	--
Socioeconomically Disadvantaged	77	38	49.4%	37%	37%	16%	11%
English Learners	77	7	9.1%	--	--	--	--
Students with Disabilities	77	4	5.2%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	138	131	94.9%	34%	36%	24%	7%
Male	138	63	45.7%	30%	35%	27%	8%
Female	138	68	49.3%	37%	37%	21%	6%
Black or African American	138	4	2.9%	--	--	--	--
American Indian or Alaska Native	138	4	2.9%	--	--	--	--
Asian	138	2	1.4%	--	--	--	--
Filipino	138	5	3.6%	--	--	--	--
Hispanic or Latino	138	24	17.4%	33%	46%	17%	4%
Native Hawaiian or Pacific Islander	138	1	0.7%	--	--	--	--
White	138	88	63.8%	36%	33%	23%	8%
Two or More Races	138	3	2.2%	--	--	--	--
Socioeconomically Disadvantaged	138	59	42.8%	39%	41%	17%	3%
English Learners	138	3	2.2%	--	--	--	--
Students with Disabilities	138	18	13%	83%	17%	0%	0%
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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- Level 4 = Standard exceeded

Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	141	137	97.2%	32%	32%	23%	12%
Male	141	68	48.2%	34%	31%	21%	13%
Female	141	69	48.9%	30%	33%	25%	10%
Black or African American	141	6	4.3%	--	--	--	--
American Indian or Alaska Native	141	4	2.8%	--	--	--	--
Asian	141	6	4.3%	--	--	--	--
Filipino	141	2	1.4%	--	--	--	--
Hispanic or Latino	141	26	18.4%	46%	42%	4%	4%
Native Hawaiian or Pacific Islander							
White	141	86	61%	28%	29%	28%	14%
Two or More Races	141	6	4.3%	--	--	--	--
Socioeconomically Disadvantaged	141	60	42.6%	43%	32%	18%	5%
English Learners	141	3	2.1%	--	--	--	--
Students with Disabilities	141	17	12.1%	94%	6%	0%	0%
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	121	120	99.2%	21%	37%	31%	12%
Male	121	67	55.4%	22%	36%	27%	15%
Female	121	53	43.8%	19%	38%	36%	8%
Black or African American	121	6	5%	--	--	--	--
American Indian or Alaska Native	121	3	2.5%	--	--	--	--
Asian	121	6	5%	--	--	--	--
Filipino	121	1	0.8%	--	--	--	--
Hispanic or Latino	121	17	14%	35%	47%	18%	0%
Native Hawaiian or Pacific Islander	121	2	1.7%	--	--	--	--
White	121	82	67.8%	20%	34%	32%	15%
Two or More Races	121	2	1.7%	--	--	--	--
Socioeconomically Disadvantaged	121	47	38.8%	32%	32%	32%	4%
English Learners	121	1	0.8%	--	--	--	--
Students with Disabilities	121	6	5%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	69%	76%	60%	68%	77%	63%	59%	60%	56%

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	63%	Native Hawaiian or Pacific Islander	–
All Students at the School	60%	White	64%
Male	62%	Two or More Races	–
Female	56%	Socioeconomically Disadvantaged	47%
Black or African American	–	English Learners	–
American Indian or Alaska Native	–	Students with Disabilities	–
Asian	–	Students Receiving Migrant Education Services	–
Filipino	–	Foster Youth	–
Hispanic or Latino	44%		

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 OUTCOME

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	16.9%	28.2%	26.8%
7	16.2%	29.4%	44.1%
9			

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 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 - Most Recent Year

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 Hannah VanWinkle, our Family Resource Center director, if you would like to volunteer, at (530) 633-4061.

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

Rate*	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	6.23	7.03	6.9	3.57	3.49	3.72	5.07	4.36	3.8
Expulsions	0	0	0.34	0	0	0.14	0.13	0.1	0.09

School Safety Plan – Most Recent Year

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.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes	Yes
Met Percent Proficient - English-Language Arts	N/A	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

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 NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
4	20	1	3		21	1	2		25		3	
5	22		4		20	1	3		19	1	3	
6	22	11	16		21	10	13	2	21	12	13	1
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19	7	5	1	18	7	7		20	6	7	1
Mathematics	17	10	4		17	11	4		17	9	7	
Science	28	2	5	1	26	1	7		21	6	6	
Social Science	23	3	7		22	3	9		21	5	7	1

* 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 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non - teaching)		N/A
Other		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 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		\$75,173
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$5,348	\$69,086
Percent Difference – School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2014-15)

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. We are fortunate to be the recipients of grant funds to support our school Family Resource Center (FRC).

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,086	\$42,723
Mid-Range Teacher Salary	\$70,828	\$65,936
Highest Teacher Salary	\$83,536	\$84,545
Average Principal Salary (Elementary)	\$115,000	\$106,864
Average Principal Salary (Middle)	\$0	\$110,494
Average Principal Salary (High)		\$103,499
Superintendent Salary	\$144,282	\$159,133
Percent of Budget for Teacher Salaries	37%	40%
Percent of Budget for Administrative Salaries	8%	6%

NOTE: 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. Eight 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.