Bear River School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 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
Email Address	agouker@wheatland.k12.ca.us
School Website	https://bear.wheatlandsd.com
County-District-School (CDS) Code	58727516056816

2023-24 District Contact Information

District Name	Wheatland School District - Bear River School
Phone Number	(530) 633-3130
Superintendent	Craig Guensler
Email Address	cguensler@wheatland.k12.ca.us
District Website	www.wheatlandsd.com

2023-24 School Description and Mission Statement

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 choir, band, technology, computer animation, BRTV, art, video editing, coding, PE games, ag projects (shop), horticulture, ag art, yearbook, leadership, STEM and Renaissance. We have many after school activities, including an excellent sports program and an award winning FFA program. Students also 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. Bear River has been working with Wheatland High School to create CTE pathways for our students. These pathways allow students to accelerate their academics. Our student achievement scores have a history of being the highest in the local area. As a result of the school's outstanding academics and programs, Bear River was recognized multiple times with the Title 1 Academic Achievement Award, California Distinguished School Award and the California State Golden Ribbon Award.

The school is eighteen 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. Our campus is also fully gated for safety.

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 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

2023-24 School Description and Mission Statement

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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	77
Grade 5	89
Grade 6	142
Grade 7	118
Grade 8	127
Total Enrollment	553

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3%
Male	53.7%
American Indian or Alaska Native	0.7%
Asian	1.1%
Black or African American	1.3%
Filipino	0.5%
Hispanic or Latino	31.5%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	9%
White	54.4%
English Learners	6.5%
Foster Youth	0.2%
Homeless	4.5%
Migrant	0.4%
Socioeconomically Disadvantaged	53.2%
Students with Disabilities	13.4%

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.

2020-21 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)	24.30	89.44	55.10	91.87	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.90	6.97	1.90	3.17	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	1.10	0.30	0.50	12115.80	4.41
Unknown	0.60	2.42	2.60	4.43	18854.30	6.86
Total Teaching Positions	27.20	100.00	60.00	100.00	274759.10	100.00

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.

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)	25.40	84.71	60.40	88.84	234405.20	84.00
Intern Credential Holders Properly Assigned	0.70	2.50	0.70	1.10	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.30	7.76	4.30	6.37	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	1.50	5.00	2.50	3.68	15831.90	5.67
Total Teaching Positions	30.00	100.00	68.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.90	2.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.90	2.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.30	0.00
Total Out-of-Field Teachers	0.30	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13	10.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.3	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	2020 August

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill/2017 Wonders 4th/5th; McGraw Hill/2017 Study Sync Grades 6th-8th	Yes	0%
Mathematics	McGraw-Hill/2015 Grades 4th/5th; Mathlinks/2015 Grades 6th-8th	Yes	0%
Science	Amplify	Yes	0%
History-Social Science	Holt, Rinehart, Winston/2005		0%
Foreign Language	N/A		0%
Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

Bear River School is seventeen 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. Several years ago, the school added solar parking structures to move to a more green approach to maintaining our planet and its resources. This parking structure helps to reduce the buildings dependence on fossil fuels and educate students on conservation efforts for our planet.

Year and month of the most recent FIT report	07/11/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/Doors/Gates/Fences			

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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy	50	46	53	48	47	46

(grades 3-8 and 11)					
Mathematics (grades 3-8 and 11)	38	41	43	43	33	34

2022-23 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 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.

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	559	548	98.03	1.97	46.17
Female	261	253	96.93	3.07	49.41
Male	298	295	98.99	1.01	43.39
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	182	179	98.35	1.65	38.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	55	52	94.55	5.45	61.54
White	297	292	98.32	1.68	48.63
English Learners	38	38	100.00	0.00	5.26
Foster Youth	--	--	--	--	--
Homeless	22	21	95.45	4.55	33.33
Military	97	94	96.91	3.09	63.83
Socioeconomically Disadvantaged	300	296	98.67	1.33	37.50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	75	70	93.33	6.67	10.00

2022-23 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 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.

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	559	548	98.03	1.97	40.51
Female	261	253	96.93	3.07	37.55
Male	298	295	98.99	1.01	43.05
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	182	179	98.35	1.65	30.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	55	52	94.55	5.45	57.69
White	297	292	98.32	1.68	45.55
English Learners	38	38	100.00	0.00	7.89
Foster Youth	--	--	--	--	--
Homeless	22	21	95.45	4.55	23.81
Military	97	94	96.91	3.09	55.32
Socioeconomically Disadvantaged	300	296	98.67	1.33	30.74
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	75	70	93.33	6.67	5.71

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	30.09	32.52	34.22	34.40	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	219	211	96.35	3.65	32.23
Female	93	90	96.77	3.23	25.56
Male	126	121	96.03	3.97	37.19
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	62	60	96.77	3.23	21.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	21	95.45	4.55	33.33
White	124	119	95.97	4.03	39.50
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	37	34	91.89	8.11	29.41
Socioeconomically Disadvantaged	111	108	97.30	2.70	23.15
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	29	93.55	6.45	6.90

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.

2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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	97.8	96.7	95.7	94.6	96.7
Grade 7	100	99.1	99.1	100	100
Grade 9	NA	NA	NA	NA	NA

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.

2023-24 Opportunities for Parental Involvement

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. Parents can sign up to volunteer in their areas of interest at our school, the sign-up form is also available online. After collecting data at school events, the office gives teachers the list of parents who are interested in volunteering in their classroom or for particular events. The school recognizes volunteers at trimester rallies for their service and donations. Please contact the office if you would like to volunteer, (530) 633-3135.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	589	581	126	21.7
Female	274	270	58	21.5
Male	315	311	68	21.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	1	25.0
Asian	7	7	0	0.0
Black or African American	7	7	2	28.6
Filipino	4	4	0	0.0
Hispanic or Latino	186	185	42	22.7
Native Hawaiian or Pacific Islander	5	5	3	60.0
Two or More Races	56	54	11	20.4

White	316	311	67	21.5
English Learners	43	42	12	28.6
Foster Youth	5	5	2	40.0
Homeless	24	24	11	45.8
Socioeconomically Disadvantaged	316	312	85	27.2
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	87	85	26	30.6

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.17	2.66	5.94	0.07	1.30	2.71	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.94	0
Female	4.01	0
Male	7.62	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	4.3	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	7.14	0
White	6.65	0
English Learners	4.65	0

Foster Youth	0	0
Homeless	12.5	0
Socioeconomically Disadvantaged	6.65	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.75	0

2023-24 School Safety Plan

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 at least 3 Lock-Down Drill yearly. The school works collaboratively with Wheatland Fire and Police Departments to coordinate emergency preparedness.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	10	4	
Mathematics	15	15	3	
Science	22	6	6	
Social Science	22	6	6	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	5	8	
Mathematics	21	7	5	
Science	26	2	8	
Social Science	26		10	

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	7	5	0
Mathematics	20	6	6	0
Science	25	1	9	0
Social Science	27	0	9	0

2022-23 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

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	1
Nurse	0.3
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	0.4

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$8,847.82	$1,346.35	$7,501.47	$89,839.34
District	N/A	N/A	$8,394.06	$89,233
Percent Difference - School Site and District	N/A	N/A	-11.2	4.2
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	12.9	6.0

Fiscal Year 2022-23 Types of Services Funded

We use School Improvement funds and grant money 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$47,605	$54,046
Mid-Range Teacher Salary	$86,265	$84,515
Highest Teacher Salary	$107,228	$110,867
Average Principal Salary (Elementary)	$152,146	$136,841
Average Principal Salary (Middle)	$168,021	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$243,926	$217,473
Percent of Budget for Teacher Salaries	30.17%	32.43%
Percent of Budget for Administrative Salaries	4.73%	5.62%

Professional Development

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.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	