

Bear River School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	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
Website	bear.wheatland.k12.ca.us
County-District-School (CDS) Code	58727516056816

Entity	Contact Information
District Name	Wheatland School District
Phone Number	(530) 633-3130
Superintendent	Craig Guensler
Email Address	cguensler@wheatland.k12.ca.us
Website	www.wheatland.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

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 and an award winning FFA 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. Last year Bear River worked 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, 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 fourteen 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 2018-19)

Grade Level	Number of Students
Grade 4	74
Grade 5	92
Grade 6	144
Grade 7	151
Grade 8	141
Total Enrollment	602

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.7
American Indian or Alaska Native	1
Asian	2.7
Filipino	0.8
Hispanic or Latino	26.7
Native Hawaiian or Pacific Islander	0.8
White	52.7
Two or More Races	10.6
Socioeconomically Disadvantaged	48.7
English Learners	6.1
Students with Disabilities	11.1
Homeless	1.5

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	31	31	31	71
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	1	2	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 2019 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	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 fourteen 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 recently collected** 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

Year and month of the most recent FIT report: 08/26/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	The site exterior will be repainted this summer.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	46	50	48	51	50	50
Mathematics (grades 3-8 and 11)	39	41	40	40	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	608	588	96.71	3.29	50.00
Male	325	316	97.23	2.77	42.72
Female	283	272	96.11	3.89	58.46
Black or African American	28	21	75.00	25.00	38.10
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	40.00
Filipino	--	--	--	--	--
Hispanic or Latino	166	164	98.80	1.20	48.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	314	307	97.77	2.23	53.42

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	61	58	95.08	4.92	46.55
Socioeconomically Disadvantaged	305	297	97.38	2.62	40.74
English Learners	66	65	98.48	1.52	27.69
Students with Disabilities	68	67	98.53	1.47	11.94
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	608	588	96.71	3.29	40.82
Male	325	316	97.23	2.77	41.14
Female	283	272	96.11	3.89	40.44
Black or African American	28	21	75.00	25.00	28.57
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	46.67
Filipino	--	--	--	--	--
Hispanic or Latino	166	164	98.80	1.20	40.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	314	307	97.77	2.23	42.02
Two or More Races	61	58	95.08	4.92	39.66
Socioeconomically Disadvantaged	305	297	97.38	2.62	34.01
English Learners	66	65	98.48	1.52	30.77
Students with Disabilities	68	67	98.53	1.47	7.46
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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. After collecting data at these 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.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	8.2	6.6	5.4	3.9	3.3	2.9	3.6	3.5	3.5
Expulsions	0.2	0.2	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	17	9	4	4	18	7	9		21	6	9	
Mathematics	18	7	6	2	18	9	7		23	5	9	
Science	21	7	5		26	2	8		27	2	7	2
Social Science	25	2	6	2	29		9		27	1	10	

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	602.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.25
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8847.82	1346.35	7501.47	89839.34
District	N/A	N/A	8394.06	\$83,602.00
Percent Difference - School Site and District	N/A	N/A	-10.6	15.9
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	14.1	21.1

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

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

Types of Services Funded (Fiscal Year 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,988	\$49,378
Mid-Range Teacher Salary	\$79,710	\$77,190
Highest Teacher Salary	\$94,012	\$96,607
Average Principal Salary (Elementary)	\$130,038	\$122,074
Average Principal Salary (Middle)	\$0	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$218,905	\$189,346
Percent of Budget for Teacher Salaries	34%	36%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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.