

Bear River High School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Bear River High School
Street	11130 Magnolia Road
City, State, Zip	Grass Valley, CA 95949
Phone Number	(530) 268-3700
Principal	James Nieto
E-mail Address	jnieto@njuhsd.com
CDS Code	29-66357-2930048

District Contact Information	
District Name	Nevada Joint Union High School District
Phone Number	(530) 273-3351
Web Site	www.njuhsd.com
Superintendent	Dr. Louise Johnson
E-mail Address	dpencik@njuhsd.com

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

School Description:

The Nevada Joint Union High School District is located in Grass Valley, California; a small, rural community with a rich Gold Rush history located about sixty miles northeast of Sacramento. Its derringer shape encompasses 980 square miles of scenic foothills and mountains. The county covers both the eastern and western sides of the Sierra Nevada mountain range. The elevation ranges from less than 1,000 feet to more than 9,000 feet.

Bear River High School is one of two comprehensive high schools in the Nevada Joint Union High School District. Opened in 1986, the Bear River community celebrated its 25th anniversary throughout the 2010-2011 school year. Bear River is located in the Sierra foothills between the Nevada County communities of Nevada City and Grass Valley and the Placer County community of Auburn, California. The campus, located on 44 acres, is without question the hub for southwestern Nevada County. Given the multitude of athletic competitions, choral and band concerts, drama productions, and other extra-curricular activities, Bear River High School is pivotal to the community. As a means of accentuating the significance Bear River plays for all stakeholders, the school has forged a partnership with the Nevada County Library and functions as the branch's South County home. Additionally, Bear River High School allows the community access to its swimming pool after school hours and during the summer months.

As is the case with most other comprehensive high schools within proximity, Bear River is experiencing declining enrollment. The geographical region we serve has functioned as a bedroom community, with many parents commuting forty miles to work in Sacramento and other outlying areas. Now, with the economic downturn experienced throughout the country, and in our county in particular, families are being forced to find employment out of the area or are choosing to move closer to their places of employment to alleviate the costs associated with commuting.

In spite of declining enrollment and depleted funds from the state, we have made every effort to maintain the depth and breadth of our programs. Even though there are no available funds for GATE students, we continue to meet these students' needs by offering a significant number of honors and Advanced Placement classes. We also continue to provide a variety of visual and performing arts courses, including photography, clay, drawing, band, choral music, drama and dance.

Our Expected School-Wide Learning Results (BEARs) are embedded within our curriculum and are even reflected in our athletic competitions as well as our various other extra-curricular activities. During the course of our faculty meetings in preparation for our WASC, it was agreed upon that we wanted to include language that illustrated the use and importance of technology. This remains true today as we have implemented the Student Instructional Technology Acceptable Use & Internet Safety Agreement which both student and parent are required to sign.

Mission Statement: Bear River High School's mission is to provide students with a positive learning environment that provides a variety of opportunities to develop a solid educational background, one offering the tools to enable them to become productive and adaptable members of an evolving society.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Our parents and community members are extremely involved and committed to helping our students succeed at Bear River High School. We are fortunate to have several parent booster clubs that work year round helping support student activities. We have community members who volunteer as panelists for our senior project and who speak in our classrooms as special guests. Additionally, we also have many parents, as well as other community members, who donate funds to support different activities and dedicate many, many hours planning and organizing our Senior Grad Night. Furthermore, we have parents participating on our Site Council, and parents who are active in our Bear River Community Parent Group which work year round supporting our student activities by fundraising and volunteering their time. If you are interested in finding out more information about our Bear River Community Parent Group, please call Susan Kirk at 530-368-2860.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	57	65	71	56	61	59	54	56	55
Mathematics	28	30	27	33	34	32	49	50	50
Science	50	62	61	58	64	62	57	60	59
History-Social Science	60	70	63	54	57	54	48	49	49

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	59	32	62	54
All Student at the School	71	27	61	63
Male	65	28	62	66
Female	76	26	60	60
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	79	19		48
Native Hawaiian/Pacific Islander				
White	71	28	60	64
Two or More Races	54	17		
Socioeconomically Disadvantaged	55	19	42	35
English Learners				
Students with Disabilities	31	12	33	28
Students Receiving Migrant Education Services				

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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	86	71	75	75	68	70	59	56	57
Mathematics	75	71	68	70	69	65	56	58	60

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 High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	30	30	39	35	41	24
All Students at the School	25	30	44	32	41	28
Male	32	34	34	30	38	32
Female	19	27	54	33	43	23
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White	25	31	45	30	39	30
Two or More Races						
Socioeconomically Disadvantaged	46	39	14	50	43	7
English Learners						
Students with Disabilities	90	10		90	10	
Students Receiving Migrant Education Services						

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 Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	12.8	17.8	59.8

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	8	7	8
Similar Schools	1	1	1

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-16	24	-1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-20	22	2
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	556	817	2,213	793	4,655,989	790
Black or African American	4		11	777	296,463	708
American Indian or Alaska Native	5		30	804	30,394	743
Asian	2		23	779	406,527	906
Filipino	1		7		121,054	867
Hispanic or Latino	38	784	175	762	2,438,951	744
Native Hawaiian/Pacific Islander	0		8		25,351	774
White	495	819	1,886	799	1,200,127	853
Two or More Races	11	807	73	743	125,025	824
Socioeconomically Disadvantaged	108	766	693	737	2,774,640	743
English Learners	0		31	684	1,482,316	721
Students with Disabilities	44	613	222	574	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	100.0

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 9	243
Grade 10	183
Grade 11	172
Grade 12	193
Total Enrollment	791

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.6	White	87.4
American Indian or Alaska Native	1.0	Two or More Races	3.0
Asian	0.6	Socioeconomically Disadvantaged	16.8
Filipino	0.3	English Learners	0.0
Hispanic or Latino	7.1	Students with Disabilities	7.7
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.7	6	7	10	25.5	11	12	12	21	11	14	9
Mathematics	24.6	4	7	4	23.6	10	18	2	24	9	18	3
Science	29.1	0	10	1	30.6	0	12	2	31	2	7	8
Social Science	29.4	3	4	10	30.3	3	4	13	25	5	12	6

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The District/School Safety Plan is developed in conjunction with Bear River High School. The plan is comprised of six key components: 1) An Emergency Preparation Manual, An Intruder Plan and Evacuation Location Assignments; 2) A description of Safe School Strategies and Programs, Procedures to Ensure a Safe and Orderly Environment, and Policies supporting Safe Ingress and Egress; 3) Suspension and Expulsion Policies, and Process for Notifying Teachers of Dangerous Pupils; 4) The BRHS Discipline Chart and the District Dress Code Policy; 5) Child Abuse Reporting Procedures; and 6) The District Sexual Harassment Policy.

With the help of our entire staff, our campus supervisor, and resource officer, we enforce the district-wide Zero Tolerance Policy. We continue to teach and train our staff emergency procedures, and we continue to have emergency drills which includes participation from everyone on campus, including our first responders. In fact, we have a staff and student trained emergency response team.

Due to the award of the Readiness and Emergency Management for Schools grant, NJUHSD has been able to create, strengthen, and improve emergency management plans at the district and school-building levels, including training school personnel on emergency management procedures; communicating with parents about emergency plans and procedures; and coordinating with local law enforcement, public safety or emergency management, public health, and mental health agencies and local government. Additionally, classroom and campus disaster kits were purchased, as well as, emergency evacuation chairs.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	44.57	14.0	10.6	57.49	20.7	14.1
Expulsions	0.63	0.50	0.632	1.17	0.60	1.126

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

Bear River High School was completed in 1986. In 2002 we added a library/media center building, which also houses a satellite of the Nevada County Library serving our entire community. The voters approved a \$15 million bond for the district. Seven million dollars was designated to the construction of an aquatic center and a performing arts center. The pool and theater projects were completed in the fall of 2006.

The main facility is 27 years old; however, the McCrory Gym and weight room were added in 1989. Bear River has three maintenance employees on staff, one full time and one part time groundkeeper, and three custodians. They all work diligently to keep the plant in good repair, clean and attractive. Inspections are performed on an annual basis.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: October 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	41	35	37	154
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	4	8	5	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99.3	0.7
All Schools in District	99.2	0.8
High-Poverty Schools in District	95.8	4.2
Low-Poverty Schools in District	99.5	0.5

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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.00	395.5
Counselor (Social/Behavioral or Career Development)	0.1	---
Library Media Teacher (Librarian)	0.6	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	0.9	---
Social Worker	N/A	---
Nurse	0.5	---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist	N/A	---
Other	N/A	---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

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.

Year and month in which data were collected: September 2013

The 2009/2010 textbook adoption included World History, American Government and United States History.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks cover the state adopted content standards according to the course of study reviews and are current	Yes	0.0
Mathematics	Textbooks cover the state adopted content standards according to the course of study reviews and are current	Yes	0.0
Science	Textbooks cover the state adopted content standards according to the course of study reviews and are current	Yes	0.0
History-Social Science	Textbooks cover the state adopted content standards according to the course of study reviews and are current	Yes	0.0
Foreign Language	Textbooks cover the state adopted content standards according to the course of study reviews and are current	Yes	0.0
Health	Textbooks cover the state adopted content standards according to the course of study reviews and are current	Yes	0.0
Visual and Performing Arts	Textbooks cover the state adopted content standards according to the course of study reviews and are current	Yes	0.0
Science Laboratory Equipment (grades 9-12)	Textbooks cover the state adopted content standards according to the course of study reviews and are current	Yes	0.0

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,982	\$1,063	\$6,919	\$63,702
District	---	---	\$7,179	\$67,842
Percent Difference: School Site and District	---	---	-3.6	-6.1
State	---	---	\$5,537	\$69,602
Percent Difference: School Site and State	---	---	25.0	-8.5

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Bear River High School offers an array of supplement services to students, including:

- *A variety of extra- and co-curricular activities (sports, clubs, etc.)
- *Accelerated classes including advancement placement and honors courses
- *Anti-bullying program implemented in the 2012/13 school year
- *Parent involvement program
- *Career Technical Education program in agriculture and child development which provides students with career-related experience and the opportunity to participate in career-oriented competitions, student leadership organizations and job shadowing.. The Regional Occupational Program and Sierra College are an integral part of this program.
- *Economic Impact Aid funding provides instructional support for English Language Learners (ELL) in the classroom and after school.
- *STARS program which includes group and individual counseling services, alcohol and drug diversion groups, violence prevention, and alternative activities for students in collaboration with outside community agencies
- *Freshmen Link Crew to help acclimate incoming freshmen to the Bear River experience
- *CAHSEE Intensive Instruction is available for seniors who have not passed the CAHSEE. If funding permits, services are also provided to juniors who have not passed the CAHSEE.
- *Bruin Time – weekly time for student to seek individual help from a teacher, make-up work or a missed test, use the library or computer lab to do work, see assistance from a counselor and much more
- *After school tutoring program

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,713	\$41,956
Mid-Range Teacher Salary	\$61,866	\$66,299
Highest Teacher Salary	\$79,378	\$85,517
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	
Average Principal Salary (High)	\$115,199	\$118,994
Superintendent Salary	\$136,000	\$156,140
Percent of Budget for Teacher Salaries	34.0%	35.5%
Percent of Budget for Administrative Salaries	6.1%	6.0%

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	0.40	1.60	0.80	7.80	4.70	5.20	16.60	14.70	13.10
Graduation Rate	100.0	97.98	97.89	91.84	89.89	88.68	80.53	77.14	78.73

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	233	784	418,598
Black or African American		3	28,078
American Indian or Alaska Native	2	22	3,123
Asian	1	9	41,700
Filipino		1	12,745
Hispanic or Latino	11	49	193,516
Native Hawaiian/Pacific Islander		5	2,585
White	217	662	127,801
Two or More Races	2	33	6,790
Socioeconomically Disadvantaged	44	222	217,915
English Learners		6	93,297
Students with Disabilities	13	40	31,683

Career Technical Education Programs (School Year 2012-13)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Bear River High School offers sequenced courses in the following CTE pathways: * Agricultural Mechanics Pathway, * Agriscience Pathway, and * Child Development Pathway. A program sequence typically has three parts: 1) a foundation course, 2) one or more intermediate courses, and 3) a capstone course. Capstone courses may be offered through the school or ROP. Classes may be eligible for college credit through the district's articulation with community colleges. Courses may also meet the "a-g" college entrance requirements for preparation into the UC and/or CSU system. A coherent sequence allows students to move through courses in an organized manner to facilitate the students' mastery of standards and sometimes provides opportunities to earn industry certifications.

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	341
% of pupils completing a CTE program and earning a high school diploma	18%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	100%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	69.5
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	51.1

Advanced Placement Courses (School Year 2011-12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language	2	---
Mathematics	3	---
Science	5	---
Social Science	2	---
All courses	14	5.1

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Through our analysis of district STAR scores, we have determined that our primary focus for improvement of student achievement lies in reading. As a result, we have developed a district wide approach to improving literacy levels for all students. Students in the lower two levels – “Intensive” and “Strategic” receive specific instruction in reading during a single period each day. The district has purchased and is implementing READ 180, a state approved (K-8) reading intervention program at every site. Teachers of those classes receive training specific to the use of those materials from the vendors, Scholastic. In addition, all teachers are expected to incorporate literacy strategies into their daily lessons, regardless of their curriculum and subject area. Teachers are receiving ongoing training in order to accomplish this goal.

In our efforts to understand and implement the Common Core Standards, teachers and administrators were given the opportunity to be versed/trained on the California Common Core Standards. The initial training, offered by outside consultants, took place over the course of three days in the summer of 2012. Since then, other training sessions have been provided, and as a result, 34 of our 38 faculty members have been trained (and one of those remaining four is new to our district).

We have already dedicated several collaboration days to continue our discussions of the California Common Core Standards, and the Bear River math department has elected to use the Integrated Math approach. This pilot endeavor will begin in the 2013-2014 school year. We will continue to assess our progress via department meetings and collaboration days.

As one of two comprehensive high schools in the district, we continue to dialog with our primary feeder school, Magnolia Intermediate School, since our decisions, particularly in the area of math, will have a direct impact on them.

Some of our professional development discussions have extended beyond the Bear River faculty as some of our meetings, each year, have allowed for district-wide training and dialog. Each school in the district has unique perspectives, and these discussions allow for a healthy exchange of ideas.