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Bear River High School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Bear River High School
Street	11130 Magnolia Road
City, State, Zip	Grass Valley, CA 95949
Phone Number	(530) 268-3700
Principal	Amy Besler
E-mail Address	abesler@njuhsd.com
Web Site	http://bearriver.njuhsd.com/
CDS Code	29-66357-2930048

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

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

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 30th anniversary during the 2015-2016 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 and performing arts center after school hours and during the summer months.

As is the case with most other comprehensive high schools within proximity, Bear River has experienced declining enrollment for several years. 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. With the economic downturn experienced throughout the country in recent years, and in our county in particular, families have been forced to find employment out of the area or have chosen to move closer to their places of employment to alleviate the costs associated with commuting. That being said, the enrollment has stabilized to a degree and our enrollment this year is hovering around 650 students, which is significantly higher than the 611 students projected for the 2016-2017 school year.

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. We are working to build upon our CTE/STEM pathways, including the introduction of an A.P. Computer Science course for the 2016-2017 school year, as a means of meeting the needs of 21st century careers. We have developed two new CTE pathways, Computer Science and Digital Media Arts, which have been implemented during the 2016-2017 school year.

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. Our six-year WASC accreditation was reaffirmed in the 2014-2015 school year at the mid-cycle visit and review, carrying us through the duration of our six-year accreditation term. We continue to revise and draw upon our WASC goals and action plans as the foundation of our continual progress.

Our 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, while offering the tools to enable them to become productive and adaptable members of an evolving society.

The staff recently engaged in a process to reinvigorate our vision statement. The new vision for Bear River High School is as follows: Bear River is a supportive, rigorous, adaptive environment where all stakeholders strive to be lifelong learners who are productive, contributing members of the larger community.

Additionally, we are often asked, "Why Bear River?" Below are some of the defining traits of Bear River High School, which we communicate to our stakeholders and community in on-going, myriad ways:

Bear River High School's beautiful, rural setting perfectly reflects the experience students have on our campus. The safe, serene, welcoming environment enables students to grow in their confidence and skills, preparing them for success beyond high school. We pride ourselves in creating and building a school culture that is inclusive, engaging, and respectful; our students and staff feel at home at BRHS and experience the tremendous pride that comes with being a Bruin and being a part of something greater than yourself.

Being a Bruin means embracing a multitude of opportunities to shine, through courage, determination, creativity, and curiosity. Our students excel, not only in the classroom, but on the stage, on the athletic fields and courts, in the labs, and in the larger community. They are challenged each day to take risks, explore possibilities, and serve their school and world. We recognize the unique talents and capabilities in our students and provide them the means to realize their fullest potential, often in ways they never would have imagined.

Our academic excellence speaks for itself, as does our rich 30-year history of outstanding accomplishments in athletics, arts, and agriculture. The BRHS staff is highly trained to meet the individual needs of each student while inspiring them to grow and develop as scholars and human beings. We believe in hard work, dedication, and personal attention and treat each student as we would our own children -- with love and expectation.

Our school's size lends itself perfectly to an ideal high school experience. We are able to offer a wide assortment of opportunities to meet any student's needs and interests, while providing a small enough environment that students are known well personally by adults and peers alike, creating an environment that is both warm and challenging. Our surrounding community is highly engaged with and supportive of our school and students, which adds tremendous collective power to our efforts.

Bear River High School is a unique and special place, where students thrive. Every day is met with excitement and fierce loyalty, as we know our school environment is something special. We are proud to be Bruins and carry the qualities of a Bruin (generosity, determination, inquisitiveness, courage, compassion, and respect, to name a few) with us wherever life takes us, both within the high school experience and beyond.

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

Grade Level	Number of Students
Grade 9	165
Grade 10	161
Grade 11	176
Grade 12	194
Total Enrollment	696

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	1.3
Asian	0.1
Filipino	0.3
Hispanic or Latino	9.5
Native Hawaiian or Pacific Islander	0.1
White	85.1
Two or More Races	3.3
Socioeconomically Disadvantaged	23.1
English Learners	0.6
Students with Disabilities	9.3
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	30	30.1	31	134.4
Without Full Credential	1	0	2	7
Teaching Outside Subject Area of Competence (with full credential)	8	1.8	1.8	13.8

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	98.4	1.6
High-Poverty Schools in District	96.3	3.7
Low-Poverty Schools in District	98.6	1.4

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

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

Year and month in which data were collected: November 2016

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

Our District Curriculum Committee recently engaged in a process to reinstate a district textbook adoption cycle in order to ensure that textbooks in all subject areas reflect the new California State Standards and Next Generation Science Standards. Textbooks will be adopted during the 2016-2017 school year in Health and Spanish. Further textbook adoptions will occur in each of the next several years, district-wide. Additionally, the District Curriculum Committee developed a comprehensive process for textbook adoption, which ensures community and stakeholder input at each phase of the process.

Subject	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	No	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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 groundskeeper, and three custodians. They all work diligently to keep the plant in good repair, clean and attractive. Inspections are performed on an annual basis.

Our district has engaged in an extensive evaluation of all district facilities and completed a Facilities Improvement Plan (http://www.njuhsd.com/documents/District%20Facilites%20Plan%20FINAL%20from%20web.pdf) in conjunction with stakeholder representatives, including parents, students, and staff members from each school site. This plan is used on an on-going basis to prioritize needs and ensure that facilities are well-maintained for years to come. Additionally, with the passage of Measure B (our $47 million school bond measure), the district will begin construction on many of the facilities repairs and upgrades in this plan as early as spring of 2017.

At Bear River, our greatest facilities issues are leaking underground water pipes, HVAC issues, and leaky roofs. Our maintenance staff does an excellent job of performing regular maintenance and repair, ensuring that our campus is safe for students, staff, and the community.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2015				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	84	84	61	68	44	48
Mathematics	50	40	34	41	34	36

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

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	176	166	94.3	84.3
Male	11	84	80	95.2	76.3
Female	11	92	86	93.5	91.9
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Hispanic or Latino	11	20	20	100.0	80.0
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	147	139	94.6	85.6
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	37	34	91.9	88.2
English Learners	11	--	--	--	--
Students with Disabilities	11	22	21	95.5	38.1
Foster Youth	11	--	--	--	--

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

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

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

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	176	163	92.6	39.8
Male	11	84	79	94.0	39.0
Female	11	92	84	91.3	40.5
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Hispanic or Latino	11	20	20	100.0	31.6
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	147	136	92.5	41.9
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	37	34	91.9	29.4
English Learners	11	--	--	--	--
Students with Disabilities	11	22	20	90.9	15.0
Foster Youth	11	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	69	56	63	65	61	61	60	56	54

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

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

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

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	153	152	99.4	62.5
Male	77	76	98.7	59.2
Female	76	76	100.0	65.8
Hispanic or Latino	14	13	92.9	53.9
White	129	129	100.0	63.6
Socioeconomically Disadvantaged	45	45	100.0	53.3
Students with Disabilities	12	11	91.7	18.2

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

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

Career Technical Education Programs (School Year 2015-16)

Career Technical Education Programs

Bear River High School offers sequenced courses for the following CTE pathways; Agricultural Mechanics, Agri-Science, Computer Science, and Digital Media Arts. A program sequence typically has three parts: 1) A foundation class, 2) one or more intermediate courses and 3) a capstone course. Classes may be eligible for college credit the districts articulation with community colleges. Some courses such as Agricultural Science I, Integrated Agricultural Biology and Environmental Horticultural Science also meet "A-G" UC college entrance requirements in preparation for the UC/CSU system. Classes are integrated into the student's daily schedule with opportunities for work experience and internships both during and after school hours. All classes are available to any student as an elective. They are popular student choices with a successful combination of academic rigor and hands on learning. The CTE program is an effective and coherent sequence that allows students to move through courses in an organized manner that facilitates the mastery of standards, and to have the occasional opportunity to provide industry experience through internships and employment.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	133
% of pupils completing a CTE program and earning a high school diploma	30
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	99.58
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	51.4

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.8	33.3	27

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Our 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 Mock Interviews and Speeches and who speak in our classrooms as special guests. Again, given limited budgets, parents are instrumental in providing transportation for co and extra-curricular activities (such as athletic events, band and choir competitions, etc.). 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. This group works 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. Our parents and community partners were instrumental in the passage of Measure B, our district's bond measure, which successfully met the required passage rate during the November 2016 election. This bond will ensure $47 million for upgrades in the facilities of our district's campuses; much of these funds will be spend at Bear River High School and Nevada Union High School, the two comprehensive high schools in the Nevada Joint Union High School District.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.50	1.80	0.00	4.80	6.00	4.80	11.40	11.50	10.70
Graduation Rate	99.47	96.39	97.30	90.81	87.71	89.63	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	91	85	86
Black or African American	0	75	78
American Indian or Alaska Native	33	71	78
Asian	100	58	93
Filipino	0	100	93
Hispanic or Latino	100	81	83
Native Hawaiian/Pacific Islander	0	100	85
White	92	86	91
Two or More Races	100	86	89
Socioeconomically Disadvantaged	68	53	66
English Learners	0	18	54
Students with Disabilities	88	77	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	8.1	6.5	6.8	12.0	8.6	7.5	4.4	3.8	3.7
Expulsions	0.3	0.0	0.0	0.8	0.3	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 include 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.

For our current school year, we are working closely with a near-by church in order to coordinate our (potential) need to use the site for purposes of evacuation from Bear River and reunification with students' parents. We have updated our "to go" kits and have a plan in place for updating all information on a regular basis.

Our district funds our ability to host two significant safety-related programs at Bear River during alternating school years -- Every 15 Minutes http://www.everyfifteenminutes.org/aboutus/) and Breaking Down the Walls (http://learningforliving.com/breaking-down-the-walls/). .

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25	10	13	10	26	8	11	9	29	3	11	8
Mathematics	24	10	13	6	23	8	14	4	27	5	13	2
Science	31	1	12	5	28	3	7	7	28	4	9	5
Social Science	29	3	6	13	30	1	10	9	34	0	7	11

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	328
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1.0	N/A
Social Worker	N/A	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	N/A	N/A
Other	N/A	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$8,600	$1,427	$7,174	$66,628
District	N/A	N/A	$7,996	$67,184
Percent Difference: School Site and District	N/A	N/A	-10.3	-0.8
State	N/A	N/A	$5,677	$75,859
Percent Difference: School Site and State	N/A	N/A	26.4	-12.2

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

Types of Services Funded (Fiscal Year 2015-16)

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
- Breaking Down the Walls school culture-building program (February 2016)
- Every 15 Minutes student driving/safety program (scheduled for spring 2017)
- Parent Involvement Program
- Career Technical Education pathways in Agriculture, Computer Science, and Digital Media Arts, which provide students with career-related experience and the opportunity to participate in career-oriented competitions, student leadership
- organizations and job shadowing.
- Economic Impact Aid funding provides instructional support for English Language Learners (ELL) in the classroom and after school.
- STARS program offers group and individual counseling services, alcohol and drug diversion groups, violence prevention, and alternative activities for students in collaboration with outside community agencies
- Bruin Time – daily time (four days per week) for students to seek individual help from a teacher, make-up work or a missed test, use the library or computer lab to do work, seek assistance from a counselor, participate in enrichment offerings, and much more
- After school tutoring program staffed by credentialed teachers in English and Math.
- In-school APEX classes offered for remediation (several students use APEX classes during the day for acceleration)

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,650	$45,265
Mid-Range Teacher Salary	$64,739	$72,281
Highest Teacher Salary	$82,693	$94,342
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	$117,830	$127,317
Superintendent Salary	$145,550	$168,625
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	6%	6%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	3	N/A
Social Science	2	N/A
All courses	9	.4

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Through our analysis of district assessment scores, we have determined that our primary focus for improvement of student achievement continues to center on critical reading and writing. 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 continue with the implement the Common Core Standards, teachers and administrators continue to 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, all current faculty members have been trained.

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. We are currently in the third year of implementation of the Integrated Math program, which marks the full implementation of all three levels in the 2016-2017 school year. We will continue to assess our progress via department meetings and collaboration days. Our main feeder school, Magnolia Intermediate School, is also implementing the Integrated Math curriculum and our Math teachers are working closely with the Magnolia Math teachers to ensure continuity of implementation. As one of two comprehensive high schools in the district, we continue to dialogue 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 dialogue. Each school in the district has unique perspectives, and these discussions allow for a healthy exchange of ideas.

As a district, we have implemented a curriculum alignment project in all subject areas, which ensures that teachers are adequately addressing the new California State Standards in all areas. Additionally, we are tying our curriculum alignment project work to PLC concepts, including the team generation of Essential Learning Outcomes and common formative assessments based on those ELOs, With the roll-out of Chromebooks for student use, we are heavily engaged in professional development around the ways in which these technology devices and the associated tools can be used for instruction and to improve student engagement and achievement.

At the site level, we have weekly collaboration time embedded into our school day on a weekly basis, which is used for the work of our PLC teams, which are in their tenth year.