

Bear River High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

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

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 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	Chris Roberts
Email Address	croberts@njuhsd.com
School Website	https://bearriver.njuhsd.com/index.html
County-District-School (CDS) Code	29-66357-2930048

2022-23 District Contact Information

District Name	Nevada Joint Union High School District
Phone Number	(530) 273-3351
Superintendent	Dan Frisella
Email Address	jdanieli@njuhsd.com
District Website Address	www.njuhsd.com

2022-23 School Overview

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 36th anniversary during the 2021-2022 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, and 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, performing arts center and athletic fields and gymnasiums 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, especially during the pandemic of 2020 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 545 students. 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 constantly working to build upon our CTE/STEM pathways and includes an A.P. Computer Science course, as a means of meeting the needs of 21st century careers. We also offer two CTE pathways, Computer Science and Digital Media Arts. During the 2018-2019 school year, we added another level within the Computer Science pathway, A.P. Computer Science A. Our Ag Science and Ag Mechanics pathways have also taken Bear River High School to new levels. During the 2022-23 school year, we started two new CTE pathways of Engines and Building and Construction Trades.

One of the most powerful cultural shifts at Bear River occurred with the development of our Core Values through an extension stakeholder process that heavily involved staff and all students. The Core Values have become fundamental to who we are and what we do as Bruins -- they are visible everywhere on campus and are embedded in classrooms, on athletic teams, and in our

2022-23 School Overview

other clubs and organizations. The Core Values that define what it means to be a Bear River Bruin are: Grit, Empathy, Integrity, Intellectual and Creative Curiosity, and Community. Below is additional description of each of our Core Values. These Core Values are practiced and taught by the staff at Bear River High School and the Badge of the Bruin Award, for students exhibiting the traits of the Core Values, are given to the students by staff members. 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 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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	158
Grade 10	132
Grade 11	121
Grade 12	136
Total Enrollment	547

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3
Male	52.5
American Indian or Alaska Native	0.7
Asian	0.5
Black or African American	0.9
Filipino	0.5
Hispanic or Latino	14.4
Native Hawaiian or Pacific Islander	0.0
Two or More Races	6.2
White	76.6
English Learners	0.4
Foster Youth	0.0
Homeless	1.1
Migrant	0.0
Socioeconomically Disadvantaged	23.8
Students with Disabilities	13.2

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.80	83.24	108.80	77.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.30	0.97	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	4.23	4.50	3.24	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.80	6.85	13.80	9.89	12115.80	4.41
Unknown	1.50	5.65	11.20	8.04	18854.30	6.86
Total Teaching Positions	27.40	100.00	139.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.40	
Misassignments	0.70	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	1.80	
Total Out-of-Field Teachers	1.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.80	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November, 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent 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

School Facility Conditions and Planned Improvements

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 over 30 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 campus 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 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 began construction on many of the facilities repairs and upgrades. Bear River has received a new video surveillance and intercom systems, replaced building roofs, an all-weather track, and new HVAC system in A-wing. The district has updated the HVAC systems to the MPR, Band & Choir, C, and B-Wing. The McCrory Gym floor was refinished and the Library flooring was carpeted. Additionally, projects for the D-wing - Ag. Mechanics Shop Modernization, HVAC, roofing, ADA path of travel, and interior classroom modernization; restroom ADA Improvements in buildings C/L, D & G, and minor restroom improvements in building E; new roofing for buildings B, D, & C/L, courtyard paving and path of travel from Building A and at front of school, and repair to the exterior envelope and water seal exterior of elevator & restroom building met with completion at the end of January of 2021. The custodian room and repair shop has been emptied and converted into the shop for Small Engines and Building and Construction Trades.

At Bear River, our greatest facilities concerns have been with leaking underground water pipes, HVAC issues, and leaky roofs. The most recent renovations should ensure that our campus is safe for students, staff, and the community.

Year and month of the most recent FIT report

01/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Some interior finishes such as flooring, casework and ceiling tile are showing signs of wear; District

School Facility Conditions and Planned Improvements

				Facilities Department is working on a Exterior and Interior paint plane to capture protective coating needs district wide.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			With a stable custodial staff have improved the level of service thus increasing the quality of cleanliness.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Library roof has had leak issue annually. Latest repairs made by maintenance looks to have fixed the problem,
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Theater store front doors have been freshened up with new hardware and closure along with new doors to the Pools bathroom room facility.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	43	N/A	45	N/A	47
Mathematics (grades 3-8 and 11)	N/A	28	N/A	28	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	115	112	97.39	2.61	42.86
Female	55	53	96.36	3.64	45.28
Male	58	57	98.28	1.72	38.60
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	20	20	100.00	0.00	30.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	86	84	97.67	2.33	45.24
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	31	31	100.00	0.00	45.16
Students Receiving Migrant Education Services	0.0	0	0.00	0.00	0.00
Students with Disabilities	15	15	100.00	0.00	20.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	114	111	97.37	2.63	27.93
Female	55	53	96.36	3.64	22.64
Male	57	56	98.25	1.75	32.14
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	19	19	100.00	0.00	21.05
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	86	84	97.67	2.33	29.76
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	30	30	100.00	0.00	20.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	15	15	100.00	0.00	6.67

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	38.46	33.07	36.08	31.32	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	258	254	98.45	1.55	33.07
Female	128	124	96.88	3.12	32.26
Male	128	128	100	0	33.59
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	37	37	100	0	13.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100	0	53.33
White	200	197	98.5	1.5	35.03
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	65	64	98.46	1.54	32.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	32	96.97	3.03	15.63

2021-22 Career Technical Education Programs

Nevada Joint Union High School District offers a sequence of courses in the following Career Technical Education Pathways (schools that offer the program are noted in parentheses):

- *Agriculture Business (Bear River, Nevada Union)
- *Agricultural Mechanics (Bear River, Nevada Union)
- *Animal Science (Bear River, Nevada Union)
- *Ornamental Horticulture (Nevada Union)
- *Forestry & Natural Resources (Nevada Union)
- *Stage Technology (Bear River)
- *Media Arts (Bear River)
- *Graphic Design (Bear River)
- *Visual/Commercial Arts (Nevada Union)
- *Automotive (Nevada Union and Bear River)
- *Residential and Commercial Trades (Silver Springs)
- *Culinary Arts (Nevada Union)
- *Machining & Forming (Nevada Union)
- *Patient Care (Nevada Union and Bear River in 2023-24 school year)

A program sequence has a minimum of two parts: a concentrator, with introductory to intermediate course content and a capstone with mastery level content; however, some of our pathways expand on this two-course sequence, with up to four courses supporting a student to mastery. As the district implements the 4x8 schedule, each pathway will have at least three courses.

A coherent sequence allows students to move through courses in an organized manner to facilitate student mastery of standards and provides opportunities to earn industry certifications and/or internships or work-based learning opportunities. Bear River capstone courses include Metal Art Sculpture, Greenhouse & Nursery Management, Technical Theatre, Online Multimedia II/Publication Design II.

CTE courses are supported by the District and are integrated into the school's master schedule. With the new state standards and a focus on College and Career Readiness skills, these pathways are mutually supportive of both college readiness and career-bound students. The district's advisory committee is made up of representatives from education and industry across sectors. These include school administrators (high school and college), business owners (construction, landscaping, digital media arts, agriculture, automotive, etc.), teachers, and board members.

Nevada Joint Union High School District hosts an active CTE Advisory Committee. Members and related industries they represent are as follows:

- *Stephanie Ortiz - Advisory Chair, All Pathways
- *Aurora Thompson - NJUHSD CTE Director, All Pathways

- *Jana Kolakowski, Agriculture
- *Eric Sweet, Agriculture
- *Kathe Frazer, Hospitality
- *Melissa Hannebrink, Information Communication Technology
- *Nate Anglin, Multimedia Production/Graphic Design
- *Jeff Hansen, Building Construction Trades/Agriculture

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	285
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	63.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.82
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	33.04

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	98	99	99	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental 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 (AG/FFA, Football, Basketball, Band, etc.) 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

2022-23 Opportunities for Parental Involvement

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. 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 ensured \$47 million for upgrades in the facilities of our district's campuses; much of these funds have been spent at Bear River High School and Nevada Union High School, the two comprehensive high schools in the Nevada Joint Union High School District.

Our parents are also heavily involved in planning our activities each year, including our LCAP planning process and WASC planning. We have parents who serve each year on our district's LCAP Steering Committee, which includes a commitment of three full days during the spring. With our WASC accreditation process, our parents are highly engaged in helping us develop our new goals and action plans. We engage our parents with surveys, meetings at the school site, and dialogue with staff. The input we receive from our parents is extremely helpful as we plan for the future. We are fortunate to have an engaged community of families who are invested in the work that we do and supportive of our efforts.

Bear River plans to reinstate the PTA/PTC on campus during the 2023-24 school year. This is all dependent on parent involvement and interest in the community.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		4.7	2.3		8.0	5.6		8.9	7.8
Graduation Rate		93.8	96.9		86.4	89.9		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	131	127	96.9
Female	67	64	95.5
Male	64	63	98.4
American Indian or Alaska Native	--	--	--
Asian	0	0	0.0
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	13	13	100.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	106	102	96.2
English Learners	0	0	0.0
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	45	45	100.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	17	16	94.1

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	580	566	167	29.5
Female	275	268	81	30.2
Male	302	295	86	29.2
American Indian or Alaska Native	4	4	1	25.0
Asian	3	3	3	100.0
Black or African American	6	6	2	33.3
Filipino	3	3	0	0.0
Hispanic or Latino	87	80	21	26.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	34	34	12	35.3
White	443	436	128	29.4
English Learners	3	3	2	66.7
Foster Youth	1	0	0	0.0
Homeless	9	9	6	66.7
Socioeconomically Disadvantaged	169	162	53	32.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	75	73	28	38.4

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.98	3.09	2.45
Expulsions	0.000	0.14	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.53	5.52	0.60	4.93	0.20	3.17
Expulsions	0.00	0.86	0.00	0.89	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.52	0.86
Female	2.91	0.36
Male	7.95	1.32
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.60	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.94	0.00
White	5.87	0.90
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.88	1.18
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.67	0.00

2022-23 School Safety Plan

Bear River High School's Safety Plan is reviewed and revised on a yearly basis. Each March, our updated plan is put on file with the Nevada County Office of Education. The purpose of this plan is to identify and respond to incidents by outlining the responsibilities and duties of Bear River High School and its employees.

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.

This coming March, in conjunction with our site and district nurses, we will be including an entirely new section regarding pandemic (most specifically the current COVID-19) protocols.

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. These include fire drills, lock down drills and shelter in place drills, including our first responders.

We communicate with parents about emergency plans and procedures. Whether it is a drill or a real event, we communicate with parents via auto dialer and Facebook. We coordinate 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. Administration attends monthly CAUSSSS (Community Agencies Unified for Safe Schools and Safe Streets) meetings. Our attendance affords us the opportunity to collaborate with all significant agencies in the community, including the Sheriff's Office, Grass Valley Police Department, CPS, CHP, Nevada County Mental Health and administrators from all schools in Nevada County.

We work 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 allows us to host two significant safety-related programs for our students at Bear River during alternating school years.

With the passing of Measure B, Bear River High School has been able to install a security camera system that has enhanced our ability to ensure a safe campus. We have moved from using 12 cameras of questionable quality, to cameras that provide us with over 150 views of the campus. All constituents (staff, students, parents and community members) indicate the significant improvement they feel as a result of this surveillance.

As soon as distance learning has been lifted, Bear River High School, with help from the Nevada County Superintendent of Schools Office and the County Safety Coordinator, will train students in Teen CERT (Community Emergency Response Team). The Teen Community Emergency Response Team (CERT) program educates teen volunteers about disaster preparedness for the hazards that may impact their area and trains them in basic disaster response skills, such as fire safety, light search and rescue, team organization, and disaster medical operations. Teen CERT offers a consistent, nationwide approach to volunteer training and organization that professional responders can rely on during disaster situations, allowing them to focus on more complex tasks. Again, our ability to train Teen CERT members is directly dependent upon when students are allowed to return to campus full time.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	16	16	2
Mathematics	19	15	11	3
Science	24	7	5	3
Social Science	31	0	6	9

2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	15	8	3
Mathematics	20	13	9	1
Science	23	4	10	
Social Science	27	4	7	5

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	18	9	6
Mathematics	21	10	12	2
Science	17	11	5	1
Social Science	24	5	9	4

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	273.5

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	0.8
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	0.9
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.2

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,099.31	\$3,555.09	\$10,544.22	\$80,472
District	N/A	N/A	\$10,835.72	\$81,121
Percent Difference - School Site and District	N/A	N/A	-2.7	-0.8
State	N/A	N/A	\$6,594	\$84,932
Percent Difference - School Site and State	N/A	N/A	46.1	-5.4

2021-22 Types of Services Funded

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

- *A variety of extra- and co-curricular activities (sports, clubs, etc.)
- *A plethora of activities, presentations, workshops, and more to assist students and parents in the college search/application process
- *Accelerated classes including Advancement Placement and honors courses
- *Breaking Down the Walls school culture-building program for all BRHS students (This happens every other school year)
- *Survive the Drive (This happens every other school year)
- *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
- *Comprehensive career development program initiated in grade 9 via the Get Focused, Stay Focused course and continued in the 10th, 11th and 12th grades through follow-up modules to keep students on track with their goals
- *Advisory - one day per week (Mondays)
- *Flex 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
- *Before and after school tutoring program staffed by credentialed teachers in English and Math
- *Two full-time, credentialed school counselors who serve as academic, social/emotional, and college/career resources for students
- *In-school APEX classes offered for credit recovery, with additional options for acceleration
- *Through the district's LCAP, our school site received additional services in the roles of School Psychologist (full-time) and Intervention Specialist (full-time)
- *North Point Academy (NPA) South County Campus and Adult Education held on the Bear River campus

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,354	\$50,352
Mid-Range Teacher Salary	\$76,165	\$83,849
Highest Teacher Salary	\$98,484	\$103,007
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$169,216
Average Principal Salary (High)	\$127,548	\$144,431
Superintendent Salary	\$173,400	\$193,259
Percent of Budget for Teacher Salaries	30%	30%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	19.7
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	1
Foreign Language	1
Mathematics	1
Science	1
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	10

Professional Development

The NJUHSD professional development focus has been, and continues to be, a focus on Professional Learning Communities (PLC's). PLC's answer 4 essential questions: What do we want students to know and be able to do? How will we know when they learn it? How will we respond if some students don't learn? How will we extend the learning for those that are proficient? In terms of what we want students to know and be able to do, each teacher has identified essential learning outcomes (ELO's) for each of the sections they teach. These ELO's are specific common core state standards that PLC's have identified as essential for students to know and be able to do for success at the next level, whether in high school or post secondary education or career. To answer the question of how we will know when the students have learned the identified standards, PLC's have created common benchmark assessments aligned with their ELO's. Using the data from ELO aligned assessments, teachers can provide either targeted intervention during our flex time period or provide extension for students that have shown mastery on those essential standards. The extension would also take place during flex time. The NJUHSD has contracted with Maria Nielson, from Solution Tree, to provide the training in PLC's. This training is ongoing and will continue for the foreseeable future.

In addition to the district-wide professional development focus on Professional Learning Communities, each school site has its own needs in terms of professional growth. There are discretionary funds set aside for teachers to use to further their expertise in their subject areas. Teachers can attend conferences and trainings in these subject areas.

Lastly, the NJUHSD has partnered with NCSOS (Nevada County Superintendent of Schools) office on a grant to implement restorative practices and peer solutions to select schools in the district. The money from this grant finds training for staff in restorative practices as well as peer solutions. The grant also provides funding to train trainers to implement restorative practices on each campus selected.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	