

# Bear River High School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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 webpage 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.

## **About This School**

### **School Contact Information (School Year 2020-2021)**

Entity	Contact Information
<b>School Name</b>	Bear River High School
<b>Street</b>	11130 Magnolia Road
<b>City, State, Zip</b>	Grass Valley, CA 95949
<b>Phone Number</b>	(530) 268-3700
<b>Principal</b>	Chris Roberts
<b>Email Address</b>	<a href="mailto:croberts@njuhsd.com">croberts@njuhsd.com</a>
<b>Website</b>	<a href="http://bearriver.njuhsd.com/">http://bearriver.njuhsd.com/</a>
<b>County-District-School (CDS) Code</b>	29-66357-2930048

## District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Nevada Joint Union High School District
Phone Number	(530) 273-3351
Superintendent	Brett W. McFadden
Email Address	djzeisler@njuhsd.com
Website	www.njuhsd.com

## School Description and Mission Statement (School Year 2020-2021)

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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 will celebrate its 35th anniversary during the 2020-2021 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 530 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, including the introduction of an A.P. Computer Science course during the 2016-2017 school year, as a means of meeting the needs of 21st century careers. We developed two new CTE pathways, Computer Science and Digital Media Arts, which were implemented during the 2016-2017 school year. 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 with recent additions of new courses in the 2019-20 and 2020-21 school years.

One of the most powerful cultural shifts at Bear River in recent years has occurred with the development of our Core Values, which were generated in the spring of 2017 through an extension stakeholder process that heavily involved staff and all students. The Core Values have already 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 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.

## **BRUIN CORE VALUES**

Our core values reflect what it means to be a Bruin... each staff member, student, and family and community partner strives to embody these ideals, both at Bear River and beyond it, in the larger community.

### **GRIT**

A Bruin with grit...

sticks with things, even (and especially) when they get hard -- never giving up

demonstrates guts, initiative, resilience, and tenacity

is goal-oriented and able to plan and meet deadlines, resisting procrastination

asks for help

turns things around -- working harder to improve

takes on challenges in rigorous coursework and other opportunities to grow and learn

communicates with staff and peers about needs and challenges

### **EMPATHY**

A Bruin with empathy...

seeks cultural awareness

values diversity

actively collaborates to support all individuals

is vulnerable and approachable

listens without judgment

is inclusive, patient, and understanding

works to make sure others feel heard, valued, and understood

### **INTEGRITY**

A Bruin with integrity...

takes personal responsibility for his/her own behavior, academics, and relationships

competes and performs with sportsmanship, originality, and self-control

is honest and trustworthy, avoiding the temptation to cheat, lie, or blame others

takes ownership of his/her mistakes

doesn't make excuses

leads by example and is a positive role model and influence on others

does the right thing, even (and especially) when no one is looking

### **INTELLECTUAL & CREATIVE CURIOSITY**

A Bruin with intellectual and creative curiosity...

learns for the sake of learning

is willing to take risks

engages in civil civic discourse and accepts others' viewpoints

comes to school with an open mind and asks deeper-level questions in order to learn more

recognizes different ways to demonstrate and measure intelligence and learning

learns from failure

creates and innovates, making his/her school and community better and richer

## COMMUNITY

A Bruin with ownership in our community...

takes pride in maintaining a clean and vibrant campus

mentors and supports other Bruins through everyday interactions

understands that "tradition never graduates" and is unrestricted by time and space

demonstrates community-mindedness through service, involvement, volunteerism, stewardship, and activism

leaves his/her school and community better than he/she found it

represents Bear River, the community, state, and nation with pride and ownership

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.

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 2019-2020)

Grade Level	Number of Students
Grade 9	157
Grade 10	163
Grade 11	147
Grade 12	131
<b>Total Enrollment</b>	<b>598</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	1.3
Asian	1
Hispanic or Latino	11.9
Native Hawaiian or Pacific Islander	0.3
White	80.9
Two or More Races	4.2
Socioeconomically Disadvantaged	27.3
English Learners	1
Students with Disabilities	10
Homeless	

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	32.2	31	28	129.7
Without Full Credential	2	1.40	.80	3.8
Teaching Outside Subject Area of Competence (with full credential)	2	2.20	3.2	15.588

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	.20	.80
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: November, 2020

The 2016-2017 textbook adoption included World Language and Health.

The 2017-2018 textbook adoption included English Language Arts and AP Chemistry.

The 2018-2019 textbook adoption includes World History, American Government/Economics and United States History, as well as Physics and AP Physics

The 2019-2020 textbook adoption includes AP World History and Agricultural Mechanics

The 2020-2021 textbook adoption includes Earth Science, Anatomy, Chemistry, and Agricultural Biology. Additionally, Biology is in a pilot book program this year.

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. Health and Spanish textbooks were adopted during the 2016-2017 school year. During the 2017-2018 school year English/Language Arts and AP Chemistry textbooks were adopted, as well as Physics and AP Physics in August of 2018. Further textbook adoption is occurring in the 2018-2019 school year for World History, American Government/Economics, and United States History. The 2019-2020 school year textbook adoption included Agricultural Mechanics and AP World History, and the 2020-2021 textbook adoption included: Earthy Science, Anatomy, Chemistry, and Agricultural Biology. Additionally, the District Curriculum Committee has developed a comprehensive process for regularly scheduled on-going textbook adoption, which ensures community and stakeholder input at each phase of the process.

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Health</b>	Textbooks cover the state adopted content standards according to the course of study reviews and are current	Yes	0.0
<b>Visual and Performing Arts</b>	Textbooks cover the state adopted content standards according to the course of study reviews and are current	Yes	0.0
<b>Science Laboratory Equipment (grades 9-12)</b>	Textbooks cover the state adopted content standards according to the course of study reviews and are current	Yes	0.0

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

## 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.

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.

## School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 01/21**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	Administrations two bathrooms have a sewage drain issue. The three inch cast line which runs from the bathroom to the main sewage line is corroded and may need replaced. The Districts Facilities Department is looking into possible solution.
<b>Interior: Interior Surfaces</b>	Fair	Some interior finishes such as flooring and casework are showing signs of wear; some have already been repaired through deferred maintenance. Large scale renovations are scheduled 2019-2022. District Facilities Department is working on a Exterior Interior Paint plane to capture protective coating needs district wide.
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	Site Is engaged in a custodial improvement process
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	Library roof has had leak issue annually. Latest repairs made by maintenance looks to have fixed the problem.
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	Good	



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	82	N/A	69	N/A	50	N/A
Mathematics (grades 3-8 and 11)	53	N/A	40	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
<b>Science (grades 5, 8 and high school)</b>	39	N/A	38	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## Career Technical Education Programs (School Year 2019-2020)

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Bear River High School offers a sequence of courses in the following Career Technical Education (CTE) Pathways:

- Agricultural Mechanics
- Agriscience
- Film/Video Production
- Graphic Design
- Information Communication Technology (Computer Science)
- Ornamental Horticulture
- Stage Technology
- Visual/Commercial Arts

Nevada Union High School District is currently preparing to launch a district-wide pathway in Residential and Commercial Construction with courses anticipated in the 2020-21 academic year. Additional CTE Pathways are offered at Nevada Union High School in the following:

- Agriculture Business
- Cabinetry, Millwork, and Woodworking
- Product Innovation (Manufacturing)
- Food Service and Hospitality (Culinary)
- Manufacturing and Forming Technologies
- Production and Managerial Arts (TV Production/Broadcast)
- Sports Medicine
- Systems Diagnostics, Service, and Repair (Automotive)

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. 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.

Current capstone courses include Advanced Agricultural Mechanics, Advanced Agricultural Science, Technical Theater 2: Design, AP Computer Science, Advanced TV Production, and Portfolio Development and Presentation. Digital Design and Ag Mechanics II are eligible for dual enrollment college credit through district articulation with Sierra Community College. All courses with the exception of our Agricultural Mechanics courses meet the "A-G" college entrance requirements in preparation for the UC/CSU system.

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.

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

- Mike Hauser - Advisory Chair, Automotive/Engineering & Design
- Stephanie Ortiz - Advisory Vice-Chair, All Pathways
- Aurora Thompson - NJUHSD CTE Director, All Pathways
- Jana Kolakowski, Agriculture
- Linda Melugin, All Pathways
- Eric Sweet, Agriculture
- Kathe Frazer, Hospitality
- Melissa Hannebrink, Information Communication Technology
- Mike DeCicco, Multimedia Production/Graphic Design
- Jeff Hansen, Building Construction Trades/Agriculture

### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	321
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	42.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	15

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	43.7

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2020-2021)

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. 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 our planning activities each year, including our LCAP planning process and WASC planning. Each year, we host a Town Hall meeting on our campus that is open to all parents. The level of parent engagement at our Town Hall meetings is very high, relative to the other school communities within our district. We also 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 three years ago, our parents were 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.

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	0.6	3	1.6	4.3	7	5.9	9.1	9.6	9
Graduation Rate	96.4	95.5	95.1	89.8	89.1	91.9	82.7	83	84.5

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	9.7	7.3	10.4	11.0	3.5	3.5
Expulsions	1.1	0.6	0.5	0.6	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0		2.5
Expulsions	4.0		0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

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.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	18	20	10	7	22	16	4	9	19	16	16	2
Mathematics	23	7	13	4	20	11	14	2	19	15	11	3
Science	25	4	10	1	23	7	5	3	24	7	5	3
Social Science	26	5	4	8	34	1	5	7	31		6	9

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

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	299



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

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.1

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12818.50	2651.03	10167.47	81326.27
District	N/A	N/A	9761.76	\$74,169
Percent Difference - School Site and District	N/A	N/A	4.1	9.2
State	N/A	N/A	\$7,750	\$82,697
Percent Difference - School Site and State	N/A	N/A	27.0	-1.7

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

### Types of Services Funded (Fiscal Year 2019-2020)

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 carried out in February, 2020
- Survive the Drive - spring 2019
- 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
- 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

- 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
- 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
- Please note due to COVID-19 many of our programs had to be temporarily suspended for the safety of our students, staff and community.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,411	\$49,328
Mid-Range Teacher Salary	\$71,800	\$75,987
Highest Teacher Salary	\$92,839	\$99,665
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$140,227
Average Principal Salary (High)	\$128,858	\$136,386
Superintendent Salary	\$170,000	\$183,166
Percent of Budget for Teacher Salaries	29.0	30.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

### Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	4	N/A
All courses	12	24.6

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

## Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

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. That being said, we have made the determination that improving critical reading and writing skills is the responsibility of each faculty member, regardless of his/her subject matter. 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. Teachers are provided with the opportunity to receive ongoing training to accomplish this goal.

In our efforts to continue with the implementation of the Common Core Standards, teachers and administrators continue to be trained on the California Common Core Standards. Many 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 have now reached full implementation of the Integrated Math program, which replaces the Algebra 1/Geometry/Algebra 2 sequence. We will continue to assess our progress via department meetings and collaboration days where members of the department take the opportunity to evaluate students' progress. This is done by assessing both internal as well as external measures. 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. 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 one-to-one 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 thirteenth year. During the 2019-20 school year, and subsequent years, the Nevada Joint Union High School District has dedicated its professional development funding to the district-wide implementation of professional learning communities. With cooperation from Solution Tree each department is adopting essential standards, through scaffolding and vertical alignment, creating pacing guides and units of instruction, as well as end of unit assessments. Teachers are continuing to fine tune their ELO's to keep up with any changes to state standards in their area of focus.

At the start of the 2020-21 school year, and using both professional development days, teachers were trained in the effective use of Schoology. Schoology is a district adopted learning management system that teachers are using to facilitate distance learning and hybrid education during the COVID pandemic.