

Bear River High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 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/
County-District-School (CDS) Code	29-66357-2930048

2023-24 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	https://www.njuhsd.com/

2023-24 School Description and Mission Statement

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 has been a fixture in South Nevada County for many years. 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, this past year has seen an increase in enrollment and it's currently at 645 students. Bear River has 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, Digital Media Arts and Health Careers. During the 2022-23 school year, we started two new CTE pathways of Engines and Building and Construction Trades and the 2023-24 school year we started a Health Careers pathway.

With the 2023-24 school year being Bear River's 6-year WASC accreditation cycle, Bear River re-examined its Core Values. 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 other clubs and organizations. The staff felt that over the past 6 years Bear River has evolved and improved and its Core Values, mission and vision should as well. The Core Values that define what it means to be a Bear River Bruin are: Brave, Resilient, Unified, Innovative, Noble and Self-Disciplined. These Core

2023-24 School Description and Mission Statement

Values are practiced and taught by the staff at Bear River High School. Our Mission Statement: Bear River High School's mission is to provide a positive environment for all students developing lifelong learners who utilize a multitude of educational opportunities to grow socially, emotionally, professionally and academically, preparing them to make empowered choices for their future. The vision for Bear River High School is as follows: Bear River High School strives to inspire all students to value and practice resilience, problem solving, empathy, and integrity, equipping them to contribute and thrive in an ever-changing global society.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	152
Grade 10	150
Grade 11	120
Grade 12	116
Total Enrollment	538

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5%
Male	53%
American Indian or Alaska Native	0.2%
Asian	0.7%
Black or African American	0.6%
Filipino	0.7%
Hispanic or Latino	18.4%
Two or More Races	5.4%
White	74%
English Learners	0.7%
Homeless	1.1%
Socioeconomically Disadvantaged	25.5%
Students with Disabilities	13%

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)	21.50	85.78	115.40	78.26	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	1.30	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	3.69	5.30	3.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	2.38	14.70	9.98	11953.10	4.28
Unknown	2.00	8.10	10.00	6.80	15831.90	5.67
Total Teaching Positions	25.10	100.00	147.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.20
Misassignments	0.70	0.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.10	0.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.0	0.00
Local Assignment Options	1.80	0.60
Total Out-of-Field Teachers	1.80	0.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	5.8	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.4	2.2

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Language Arts Textbooks: 9th Grade: Pearson My Perspectives 9th grade, 10th Grade: Pearson My Perspectives 10th grade, 11th Grade: Pearson My Perspectives American Literature, 12th Grade: ERWC Modules from CSU ERWC Website <https://writing.csusuccess.org/>.

Math: Integrated 1: Integrated 1 MATH CPM Core Connections, Integrated 2: Integrated 2 MATH CPM Core Connections, Integrated 3: Integrated 3 MATH CPM Core Connections, Pre-Calculus: Precalculus with Limits.

Science: Earth and Space Science: Inspire Earth Science, Biology: Living Earth Biology, Chemistry: Introductory Chemistry a Foundation, Species of the Sierra Nevada: Secrets of the Oak Woodlands, John Muir Laws Guide to the Sierra Nevada, Physics: Conceptual Physics.

Social Science: World History: World History, Culture, & Geography The Modern World California, US History: United States History and Geography Continuity & Change, US Government: Principles of American Democracy, Economics: Principles of Economics {Ca}.

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	Language Arts Textbooks: 9th Grade: Pearson My Perspectives 9th grade, 10th Grade: Pearson My Perspectives 10th grade, 11th Grade: Pearson My Perspectives American Literature, 12th Grade: ERWC Modules from CSU ERWC Website https://writing.csusuccess.org/ .	Yes	0.0
Mathematics	Math: Integrated 1: Integrated 1 MATH CPM Core Connections, Integrated 2: Integrated 2 MATH CPM Core Connections, Integrated 3: Integrated 3 MATH CPM Core Connections, Pre-Calculus: Precalculus with Limits.	Yes	0.00
Science	Science: Earth and Space Science: Inspire Earth Science, Biology: Living Earth Biology, Chemistry: Introductory Chemistry a Foundation, Species of the Sierra Nevada: Secrets of the Oak Woodlands, John Muir Laws Guide to the Sierra Nevada, Physics: Conceptual Physics.	Yes	0.0
History-Social Science	Social Science: World History: World History, Culture, & Geography The Modern World California, US History: United States History and Geography Continuity & Change, US Government: Principles of American Democracy, Economics: Principles of Economics {Ca}.	Yes	0.0
Foreign Language	Spanish 1: Asi Se Dice Level 1, Spanish 2: Asi Se Dice Level 2, Spanish 3: Asi se Dice Level 3.	Yes	0.0
Health	Health: Glenco Health	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)	N/A	N/A	0.0

School Facility Conditions and Planned Improvements

Bear River High School was completed in 1989. The main facility is over 30 years old and is starting to show its age. 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 is completing a new a Facilities Master 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 the plan is expected in spring of 2024. in years past Measure B (our \$47 million school bond measure), the district began 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.

At Bear River, our greatest facilities concerns come from a lack of differed maintenance funding . The most recent renovations have extended the serviceability of Bear River but the site will need considerably more work done in the coming years.

Year and month of the most recent FIT report

10/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			The sit has approximately 50% of the HVAC and associated systems replaced the remaining portion is largely over 20 years old and will soon require replacement.
Interior: Interior Surfaces			X	Some interior finishes such as flooring, casework and ceiling tile are showing signs of wear; years of no or limited differed maintenance has taken its toll on the sites finishes
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		Several areas of the school are habitual offenders of hazardous waste storage and safety issues
Structural: Structural Damage, Roofs		X		The site has some on going issues associated with rot and roof leaks. Years of no or limited differed maintenance funding has taken its toll on the sites.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			The grounds are currently in good condition. The grounds, parking lots and exterior envelope of the buildings will need attention in coming years

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	43	68	45	49	47	46
Mathematics (grades 3-8 and 11)	28	37	28	24	33	34

2022-23 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	117	116	99.15	0.85	68.10
Female	54	54	100.00	0.00	81.48
Male	63	62	98.41	1.59	56.45
American Indian or Alaska Native	0.0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	19	19	100.00	0.00	52.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	87	86	98.85	1.15	70.93
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	21	95.45	4.55	71.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	36.36

2022-23 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	117	116	99.15	0.85	37.07
Female	54	54	100.00	0.00	37.04
Male	63	62	98.41	1.59	37.10
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	19	19	100.00	0.00	26.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	87	86	98.85	1.15	38.37
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	22	100.00	0.00	36.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	0.00

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	33.07	23.83	31.32	26.36	29.47	30.29

2022-23 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	231	214	92.64	7.36	23.83
Female	109	99	90.83	9.17	17.17
Male	120	113	94.17	5.83	29.20
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	39	37	94.87	5.13	8.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	38.46
White	173	158	91.33	8.67	26.58
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	58	54	93.10	6.90	18.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	25	92.59	7.41	8.00

2022-23 Career Technical Education Programs

Bear River offers six different Career Technical Education pathways. Each pathway includes 3 or 4 year-long courses:

- Agricultural Mechanics: Ag Mech I -> Ag Mech II or Small Engines -> Ag Mech III
- Animal Science: Agriscience -> Introduction to the Animal Science Industry -> Anatomy & Physiology of Animals
- Media Arts: Introduction to Digital Media or Publication Design I -> Publication Design II -> Publication Internship
- Health Careers (offered in 23-24)
- Residential and Commercial Trades: Introduction to Residential & Commercial Construction -> Advanced Residential & Commercial Construction (offered in 23-24)
- Stage Technology: Production -> Live Production -> Live Production Management

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. In addition to each sector's advisory, 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, and board members.

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

Dan Prout - Advisory Chair, All Pathways
 Noah Levinson - NJUHSD CTE Director, All Pathways
 Suzanne Hall, NJUHSD Workability
 Kathe Frazer, Hospitality
 Melissa Hannebrink, Information Communication Technology
 Kimberly Parker, Economic Development Office
 Jeff Hansen, Building Construction Trades/Agriculture

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	439
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	35
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.81
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	50

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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 7					
Grade 9	95%	96.25%	96.25%	96.25%	96.25%

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.

2023-24 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 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 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 High School will have a WASC visitation during this school year (2023-24) where parents will once again play a crucial role.

This year (2023-24) Bear River High School, in cooperation with parents, started a PTC (Parent Teacher Club). This has been very well received by both the community and the staff and has brought a much needed level of parental support to the campus. Something parents had commented has been missing in years past.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0.8	2.3	1.8	6.4	5.6	8.8	9.4	7.8	8.2
Graduation Rate	96.6	96.9	96.4	88.2	89.9	86.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	110	106	96.4
Female	55	53	96.4
Male	54	52	96.3
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	22	21	95.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	80	77	96.3
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	37	36	97.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	19	18	94.7

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	568	554	116	20.9
Female	264	259	54	20.8
Male	299	290	60	20.7
Non-Binary	5	5	2	40.0
American Indian or Alaska Native	1	1	0	0.0
Asian	4	4	0	0.0
Black or African American	3	3	0	0.0
Filipino	4	4	0	0.0
Hispanic or Latino	106	103	17	16.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	29	29	7	24.1
White	421	410	92	22.4
English Learners	4	4	1	25.0
Foster Youth	1	1	0	0.0
Homeless	12	12	7	58.3
Socioeconomically Disadvantaged	186	175	48	27.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	79	75	23	30.7

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.53	5.52	6.34	0.60	4.93	6.30	0.20	3.17	3.60
Expulsions	0.00	0.86	0.53	0.00	0.89	0.58	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.34	0.53
Female	3.79	0.38
Male	8.7	0.67
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	6.6	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	10.34	0
White	6.18	0.71
English Learners	0	0
Foster Youth	0	0
Homeless	16.67	8.33
Socioeconomically Disadvantaged	10.75	1.61
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.86	0

2023-24 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 last safety plan that was submitted to the County office of Education was submitted in March of 2023. This plan was reviewed by Bear River's Site Council (comprised of classified and certificated staff, parents and students) in January of 2023 and approved by the NJUHSD Board of Trustees in February of 2023. The Nevada Joint Union High School District, in an effort to be more safe and purposeful with our safety plans for each school site, has changed the due date of the safety plan to earlier in the school year from previous years.

The safety plan includes the following: an Introduction (gives an overview of the plan and discusses the purpose of the plan), Concept of Operations (outlines staff roles in the event of an emergency), Organization and Assignment of Responsibilities (outlines each role's responsibilities during an emergency), Direction, Control, and Coordination (discusses the coordination and procedure of each emergency scenario), Communications (outlines the school communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media), Administration, Finance, and Logistics (overview of the costs of each emergency scenario), Plan Development, Maintenance, and Distribution (discusses how the plan will be disseminated), Authorities and References (State authorizations and mandates upon which this Comprehensive School Safety Plan is based) and School Climate (The purpose of this section is to ensure that there are programs in place to provide staff and students with a positive school climate).

The remainder of the plan outlines protocol and staff roles for each of the identified emergency scenarios. Along with this plan, Bear River High School utilizes cameras around campus that provide administration 150 different views of the campus; specifically entrances and access points to the campus.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	20	14	11	4
Mathematics	21	13	12	1
Science	22	6	8	3
Social Science	27	3	8	7

2022-23 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	269

2022-23 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
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	15194.59	2579.08	12615.51	79827.89
District	N/A	N/A	2055.21	29308.31
Percent Difference - School Site and District	N/A	N/A	144.0	92.6
State	N/A	N/A	7606.00	85804.00
Percent Difference - School Site and State	N/A	N/A	49.5	-7.2

Fiscal Year 2022-23 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 through California Highway Patrol (This happens every other school year)
- *Career Technical Education pathways in Agriculture, Computer Science, Health Careers, Internship Placement 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 Career Choices 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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$53,665	\$53,824
Mid-Range Teacher Salary	\$79,592	\$84,312
Highest Teacher Salary	\$102,916	\$104,930
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	
Average Principal Salary (High)	\$137,820	\$148,501
Superintendent Salary	\$177,735	\$199,596
Percent of Budget for Teacher Salaries	30.01%	28.73%
Percent of Budget for Administrative Salaries	6%	5.39%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	32.7
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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	2
Foreign Language	1
Mathematics	1
Science	3
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	15

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. During this effort, NJUHSD contracted with Maria Nielson, from Solution Tree, to provide the training in PLC's. More recently, NJUHSD has utilized district PLC specialist that have extensive knowledge of the PLC framework. These specialists are many of their site administrators. White River School District, near Seattle Washington, has been identified as a model PLC district for the country. NJUHSD has sent several waves of teachers, administrators, and board members to White River School District to be trained by their staff in all things PLC's.

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	7	4	5

