

Bear River School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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/fq/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.

2025-26 School Contact Information

School Name	Bear River School
Street	100 Wheatland Park Dr
City, State, Zip	Wheatland, CA, 95692
Phone Number	(530) 633-3135
Principal	Angela Gouker
Email Address	agouker@wheatland.k12.ca.us
School Website	https://bear.wheatlandsd.com
Grade Span	
County-District-School (CDS) Code	58727516056816

2025-26 District Contact Information

District Name	Wheatland School District - Bear River School
Phone Number	(530) 633-3130
Superintendent	Craig Guensler
Email Address	cguensler@wheatland.k12.ca.us
District Website	www.wheatlandsd.com

2025-26 School Description and Mission Statement

At Bear River School, students receive an exemplary education designed to expand their academic potential and personal growth. Our rigorous core programs in language arts, mathematics, science, and history are complemented by an extensive array of elective opportunities, allowing students to explore their interests and talents. Electives include technology, computer animation, BRTV, art, video editing, coding, PE games, agriculture projects (shop), horticulture, agricultural art, yearbook, leadership, STEM, and Renaissance.

We are proud to offer a variety of after-school activities, from a competitive sports program to our award-winning FFA chapter. Leadership development is a central focus, with opportunities for students to serve as mentors, school officers, peer mediators, program directors, and event leaders. These experiences build confidence, responsibility, and a sense of civic engagement.

In partnership with Wheatland High School, we are expanding Career Technical Education (CTE) pathways in agriculture, technology, and related fields. These pathways allow middle school students to accelerate academically and seamlessly transition into high school coursework, ensuring college and career readiness. Our consistent high student achievement scores demonstrate the strength of these programs, and our school has proudly been recognized with the Title I Academic Achievement Award, the California Distinguished School Award, A Purple Star School, and the California State Golden Ribbon Award.

Bear River is fortunate to have a well-maintained, beautiful campus that supports learning and extracurricular activities. Facilities include a full-size gymnasium with weight room, large video screen, and audio-visual system, as well as extensive outdoor recreational spaces: eight full basketball courts, two wall ball courts, three tetherball courts, four square areas, and a football/soccer field. The campus is fully gated to ensure student safety.

One of our greatest strengths is our Renaissance program, which celebrates student motivation and achievement. Students are recognized through rewards at break and lunch, as well as at trimester Renaissance Rallies, building a culture of pride and positivity. We were recognized in 2025 as a Gold School of Distinction, putting us in the top 3% of the nation for culture and climate.

Our Family Resource Center (FRC) provides wrap-around support for students and families. In addition to acting as a safe

2025-26 School Description and Mission Statement

haven during breaks and after school, the FRC offers case management, resource referrals, and direct family engagement. Staff monitor grades, behavior, and attendance for at-risk students while also supervising recreational activities.

The district also provides the After School C.A.R.E. Program (Clubs, Academics, Recreation, and Enrichment) at all four Wheatland schools. C.A.R.E. operates daily until 6:00 PM and offers both academic support (homework help, remedial classes, GATE-like enrichment) and engaging activities (STEM, arts and crafts, physical education). The program also sponsors a full-day summer camp, which provides the only structured summer program available to many district families.

To ensure every student feels welcome, Bear River implements the Anchored4Life program, which promotes resilience, confidence, and peer connection. Anchored4Life empowers students to lead, educate, and support their peers while fostering a sense of belonging across campus. Its activities spark new friendships, reduce isolation, and create a school culture where all students feel valued.

The success of Bear River School is built on the collective efforts of our students, families, dedicated educators, and support staff. Together, we create a safe, engaging, and academically rich environment where students are challenged to strive, overcome, achieve, and take responsibility. Bear River is not just a place to learn—it is a community where students are prepared to succeed in high school, college, career, and life.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	92
Grade 5	96
Grade 6	124
Grade 7	134
Grade 8	139
Total Enrollment	585

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
American Indian or Alaska Native	0.3
Asian	1.5
Black or African American	1.7
Filipino	0.9
Hispanic or Latino	32.1
Native Hawaiian or Pacific Islander	1.2
Two or More Races	10.1
White	52.1
English Learners	7
Foster Youth	0.2
Homeless	1.7
Socioeconomically Disadvantaged	58.8
Students with Disabilities	12.8

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.

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)	25.4	84.71	60.4	88.84	234405.2	84
Intern Credential Holders Properly Assigned	0.7	2.5	0.7	1.1	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.3	7.76	4.3	6.37	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	1.5	5	2.5	3.68	15831.9	5.67
Total Teaching Positions	30	100	68	100	279044.8	100

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.

2022-23 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)	22.6	75.1	59.6	86.24	231142.4	83.24
Intern Credential Holders Properly Assigned	1	3.31	1	1.45	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.4	18.18	6.4	9.38	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	1.75	0.5	0.77	11746.9	4.23
Unknown/Incomplete/NA	0.5	1.66	1.5	2.17	14303.8	5.15
Total Teaching Positions	30.2	100	69.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	26.3	81.23	59.6	85.17	230039.4	100
Intern Credential Holders Properly Assigned	0.1	0.4	0.1	0.19	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.9	12.19	8.2	11.79	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	1.9	6.11	1.9	2.83	13705.8	4.91
Total Teaching Positions	32.4	100	70	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	2.30	5.4	3.9
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.30	5.4	3.9

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0.5	0
Total Out-of-Field Teachers	0.00	0.5	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.9	27.4	15.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		2020 August
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill/2017 Wonders 4th/5th; McGraw Hill/2017 Study Sync Grades 6th-8th	0%
Mathematics	iReady 2024	0%
Science	Amplify	0%
History-Social Science	Holt, Rinehart, Winston/2005	0%
Foreign Language	N/A	0%
Health	N/A	
Visual and Performing Arts	N/A	

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

School Facility Conditions and Planned Improvements

Bear River School is nineteen years old. It is an immaculate campus. The campus has a wide-open feel but is equipped with appropriate lighting and has security cameras in strategic areas to promote safety. Bear River has site-established cleaning standards and four full-time custodians. The campus is always well maintained and classrooms and bathrooms are cleaned daily. Only minor repairs to the carpet and weather stripping in some of our classrooms are necessary due to usual wear and tear. There is adequate room for all students in classrooms, on the playground, and in the eating areas. We have a fully functioning kitchen and multipurpose room with plenty of tables and room to sit. We also have an outstanding full-size gymnasium that is used for school sports programs and for community events. The campus is fully fenced and gated. There is room behind our campus for future expansion of our school or for sports fields and other extracurricular activities. Several years ago, the school added solar parking structures to move to a more green approach to maintaining our planet and its resources. This parking structure helps to reduce the buildings dependence on fossil fuels and educate students on conservation efforts for our planet.

Year and month of the most recent FIT report	08/30/2025
--	------------

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	42	48	46	49	47	48
Mathematics (grades 3-8 and 11)	37	39	39	42	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	594	581	97.81	2.19	47.50
Female	300	293	97.67	2.33	47.78
Male	294	288	97.96	2.04	47.22
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	10	90.91	9.09	--
Filipino	--	--	--	--	--
Hispanic or Latino	195	192	98.46	1.54	41.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	58	57	98.28	1.72	50.88
White	308	301	97.73	2.27	48.84
English Learners	35	35	100.00	0.00	17.14
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	16.67
Military	95	93	97.89	2.11	56.99
Socioeconomically Disadvantaged	350	342	97.71	2.29	38.01
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	81	74	91.36	8.64	8.11

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	594	580	97.64	2.36	39.31
Female	300	292	97.33	2.67	34.93
Male	294	288	97.96	2.04	43.75
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	10	90.91	9.09	--
Filipino	--	--	--	--	--
Hispanic or Latino	195	191	97.95	2.05	28.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	58	57	98.28	1.72	45.61
White	308	301	97.73	2.27	44.85
English Learners	35	35	100.00	0.00	8.57
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	16.67
Military	95	93	97.89	2.11	48.39
Socioeconomically Disadvantaged	350	341	97.43	2.57	29.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	81	74	91.36	8.64	8.11

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	27.42	23.66	29.78	25.75	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	240	229	95.42	4.58	24.02
Female	124	120	96.77	3.23	23.33
Male	116	109	93.97	6.03	24.77
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	80	78	97.50	2.50	17.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	22	95.65	4.35	27.27
White	123	115	93.50	6.50	24.35
English Learners	14	14	100.00	0.00	14.29
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	35	33	94.29	5.71	36.36
Socioeconomically Disadvantaged	147	140	95.24	4.76	14.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	28	84.85	15.15	10.71

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.

2024-25 California Physical Fitness Test Participation Rates					
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 requires only participation results 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 5	99.0	97.9	100.0	97.9	100.0
Grade 7	99.2	99.2	98.5	96.9	98.5

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.

2025-26 Opportunities for Parental Involvement
<p>Parents and families play an important role in the success of Bear River School, and there are many opportunities to become actively involved. Our School Site Council (SSC) guides the annual site plan and budget decisions and is made up of parents, certificated and classified staff, student representatives, and school administration. In addition, the District English Language Advisory Committee (DELAC) provides input and support to ensure English Learner students and their families are welcomed and supported in meaningful ways.</p> <p>Parents may also volunteer in classrooms, at school-wide events, or within special programs such as athletics, FFA, leadership, or Renaissance activities. Volunteer interest forms are available both in the school office and online, and staff use this information to connect families with opportunities that fit their interests. Volunteers are regularly recognized for their contributions at our trimester Renaissance rallies. Families interested in volunteering or learning more about opportunities for involvement may contact the Bear River School Office at (530) 633-3135.</p>

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	615	612	68	11.1
Female	308	306	33	10.8
Male	307	306	35	11.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	11	11	0	0.0
Filipino	--	--	--	--
Hispanic or Latino	203	201	28	13.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	59	59	9	15.3
White	318	317	28	8.8
English Learners	44	44	3	6.8
Foster Youth	--	--	--	--
Homeless	13	13	2	15.4
Socioeconomically Disadvantaged	365	362	49	13.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	92	92	16	17.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.94	5.16	2.28	2.71	2.47	1.37	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.28	0.00
Female	2.27	0.00
Male	2.28	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	9.09	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.99	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.08	0.00
White	2.52	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.29	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.17	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Bear River School provides a safe and clean environment for students, staff, and volunteers. We provide supervision for our students before, during, and after school. There are designated areas for student drop off and pick up. Bear River School is a closed campus. For security purposes, all visitors are required to sign in at the office while on school grounds and all volunteers are required to have Department of Justice clearance through fingerprinting.

The school safety committee meets to discuss safety on campus. The committee works with the vice-principal to develop scenarios so that staff can practice emergency procedures during faculty meetings. The district contracted with D-Prep to evaluate our emergency preparedness plan and identify strategies for improvement. D-Prep also provided staff training in the implementation of the safety plan. The School Safety Plan is updated yearly.

The campus is fully equipped with a video monitoring system to help monitor all outdoor areas. There is a live feed of the entry points in the school office. The campus is also fully fenced and gated.

Bear River holds monthly Fire Drills and at least 3 Lock-Down Drill yearly. The school works collaboratively with Wheatland Fire and Police Departments to coordinate emergency preparedness.

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	21	7	5	0
Mathematics	20	6	6	0
Science	25	1	9	0
Social Science	27	0	9	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	22	4	8	
Mathematics	21	7	5	
Science	25	1	9	
Social Science	25	1	9	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	7	7	
Mathematics	19	7	7	
Science	22	5	8	
Social Science	24	2	9	

2024-25 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	0

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$8,847.82	\$1,346.35	\$7,501.47	\$89,839.34
District	N/A	N/A	\$8,394.06	\$99,918
Percent Difference - School Site and District	N/A	N/A	-11.2	-7.9
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-35.8	-4.7

Fiscal Year 2024-25 Types of Services Funded

We use School Improvement funds and grant money to purchase supplies for elective courses, including horticulture, music, band, and foreign languages. Title I money is used for staff training, particularly for Curricular alignment to Common Core training and effective instruction support. School Improvement funds and state funds, which are designated for specific purposes, are used to purchase technology. We continually update our library with books that support our Accelerated Reader program.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$56,040	\$61,516
Mid-Range Teacher Salary	\$101,551	\$95,479
Highest Teacher Salary	\$126,229	\$125,208
Average Principal Salary (Elementary)	\$205,168	\$152,668
Average Principal Salary (Middle)	\$214,843	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$284,515	\$242,781
Percent of Budget for Teacher Salaries	28.35%	29.76%
Percent of Budget for Administrative Salaries	5.89%	5.74%

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Bear River School and Wheatland School District are dedicated to the educational development of teachers and staff. Seven staff development minimum days are scheduled yearly, designed to enhance the educational experience of our students.

Professional Development

During the minimum day release, staff evaluate student data to develop interventions, work with curricular maps, and meet with consultants to enhance instructional strategies. Teachers tackle the areas of Common Core curriculum, school safety, state testing demands, and emotional student needs to develop a program that looks to educate the whole student. In addition to these on campus opportunities, staff attends best practice conferences ranging in topics from 504 and special education implementation, military student support classes, as effective instructional practices.

Teachers are supported throughout the implementation process through a combination of peer led trainings and meetings, as well as administrative coaching. Performance data is evaluated often to ensure the continued growth of our programs and provide opportunities to address student needs through our continued professional development.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8