

Bear Creek High

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/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](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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



Hillary Harrell, Principal

Principal, Bear Creek High

About Our School

Bear Creek High School strives to support the high achievement of all students. Our expectation is to create life long learners who will become contributing and respectful members of society within a challenging and nurturing environment.

Contact

Bear Creek High
10555 Thornton Rd.
Stockton, CA 95209-4100

Phone: 209-953-8239
E-mail: harrell@lodiUSD.net

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Lodi Unified
Phone Number	(209) 331-7000
Superintendent	Cathy Washer
E-mail Address	cwasher@lodiUSD.net
Web Site	www.lodiUSD.net

School Contact Information (School Year 2017-18)	
School Name	Bear Creek High
Street	10555 Thornton Rd.
City, State, Zip	Stockton, Ca, 95209-4100
Phone Number	209-953-8239
Principal	Hillary Harrell, Principal
E-mail Address	hharrell@lodiUSD.net
County-District-School (CDS) Code	39685853930237

Last updated: 11/30/2017

School Description and Mission Statement (School Year 2017-18)

Bear Creek High School in northwest Stockton opened as the third Lodi Unified School District high school in the fall of 1991 to serve the many LUSD high school students who reside in north Stockton. The campus opened with approximately 1,150 students and currently has an enrollment that exceeds 2000 students. The student population from our primarily residential attendance area reflects the diversity of our community ethnically, and economically. The staff and students value this diversity and believe that it enriches the teaching and learning experience for all. The school's philosophy emphasizes the ability of all students to learn in what is primarily a heterogeneous environment. High standards are held for all, while multiple support services and programs have been developed over the years to ensure the ability of all students to meet those standards. The certificated staff members are highly committed to the school and its students, as are the excellent support staff personnel. The two groups are the centerpiece of our success with students.

Vision Statement:

Bear Creek High School students graduate empowered with the academic and personal skills they need to take responsibility for their college and career ambitions and to mature into productive members of the community.

Mission Statement:

Teachers, students, parents, support staff, and community members work together to create a welcoming environment at Bear Creek High School that is safe, academically challenging, and supportive of students' social, emotional, and physical development. Students honor and share their unique cultural backgrounds to nurture growth, responsibility, and productivity in a climate that fosters pride in diversity. Through a broad offering of rigorous and challenging courses, and with the support of Bear Creek's extended learning community, teachers inspire curiosity and model adaptive expectations so that all students can achieve educational success. Teachers also collaborate across disciplines to build relevant and stimulating academic activities that ensure students develop and refine their ability to think critically, solve problems, work collaboratively, and create meaning. This process enables students to become responsible, invested partners in their educational and personal growth. Finally, students experience a positive school-wide atmosphere that promotes sportsmanship, school spirit, and self-respect through the celebration of their accomplishments.

Bear Creek High School Student Learner Outcome

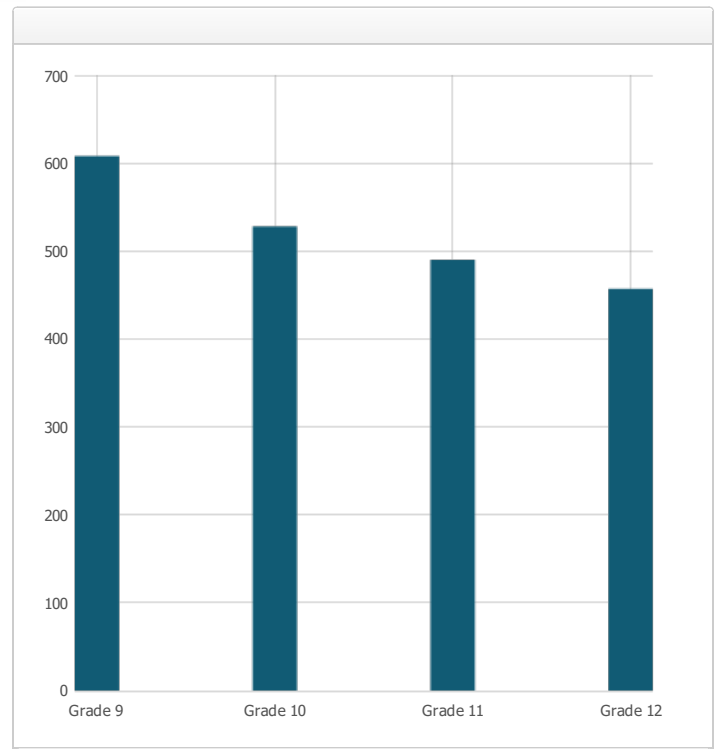
- I. Students think critically and analytically
 - a. Students identify a problem, break it into parts, and project possible solutions.
 - b. Students read with comprehension (fiction, non-fiction, technical, subject-specific).
 - c. Students make connections with the text based on the authorial, historical, and publication information.
 - d. Students interact with subject matter through Close Reading.
- II. Students learn to solve problems
 - a. Students solve problems using a variety of strategies.
 - b. Students use context clues and hands-on learning to increase understanding.
 - c. Students identify and decipher unfamiliar words and/or ideas.
- III. Students develop as socially conscious individuals
 - a. Students create a welcoming environment at Bear Creek High School.
 - b. Students honor and share their cultural backgrounds.
 - c. Students volunteer to participate in community-based activities.
- IV. Students create meaning by bridging their life and their academic subjects
 - a. Students create meaning and develop a topic's complexity through practicing higher level questioning skills.
 - b. Students make predictions based on prior knowledge.

- c. Students create deeper connections through self-questioning.
 - d. Students connect education and employment through career technical education opportunities
- V. Students learn to collaborate effectively
- a. Students are effective and active listeners.
 - b. Students read materials collectively and independently.
 - c. Students converse with peers and tutors about subject matter.
 - d. Students seek peer academic partnerships.

Last updated: 11/30/2017

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	608
Grade 10	528
Grade 11	490
Grade 12	457
Total Enrollment	2083



Last updated: 11/30/2017

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	14.6 %
American Indian or Alaska Native	0.5 %
Asian	20.1 %
Filipino	11.6 %
Hispanic or Latino	33.3 %
Native Hawaiian or Pacific Islander	1.2 %
White	15.7 %
Two or More Races	1.2 %
Other	1.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	59.6 %
English Learners	9.7 %
Students with Disabilities	11.5 %
Foster Youth	1.2 %

Last updated: 11/30/2017

A. Conditions of Learning

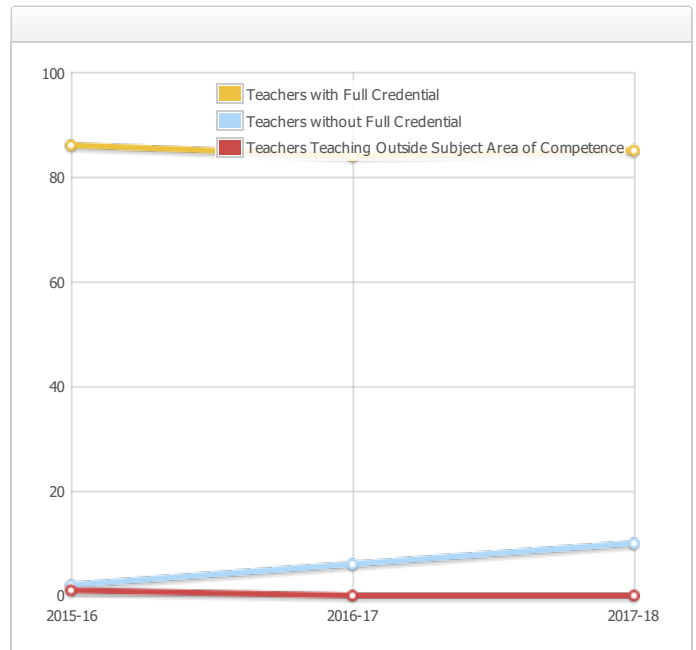
State Priority: Basic

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

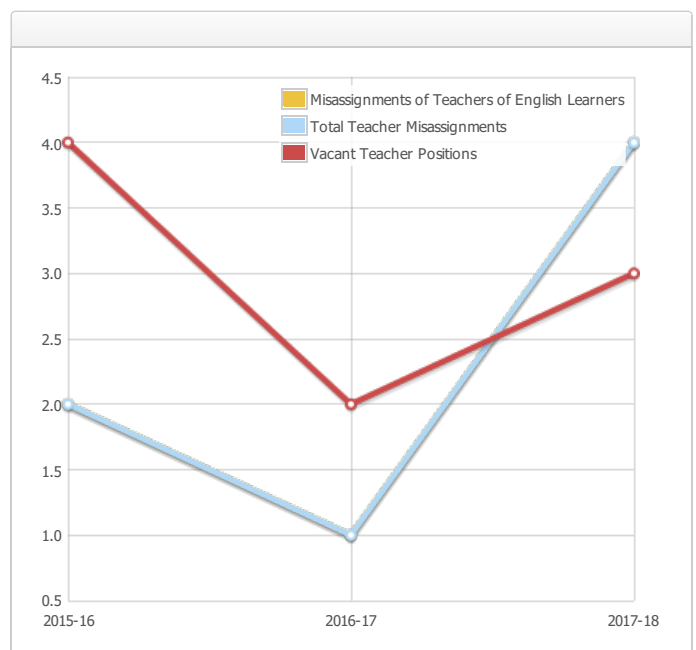
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	86	84	85	1222
Without Full Credential	2	6	10	85
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	0	8



Last updated: 12/2/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	2	1	4
Total Teacher Misassignments*	2	1	4
Vacant Teacher Positions	4	2	3



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.

Last updated: 12/13/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: July 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>(Grade 9-12 ELD Support) Scholastic English 3D, Scholastic, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 7/22/2014</p> <p>(Grade 9 Base Core) StudySync, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016</p> <p>(Grade 10 Base Core) StudySync, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016</p> <p>(Grade 11 Base Core) StudySync, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016</p> <p>(Grade 11 AP Language) The Language of Composition: Reading, Writing, Rhetoric, Bedford, c.2013 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 1/12/2016</p> <p>(Grade 12 Base Core) StudySync, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016</p> <p>(Grade 12 AP Literature) Bedford Introduction to Literature, Bedford/St. Martin's Press, c. 2005 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007</p> <p>(Grade 9-12 Creative Writing) Bedford Introduction to Literature, Bedford/St. Martin's Press, c. 2005 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007</p> <p>(Grade 9-12 Intensive Intervention) Scholastic Read 180: Next Generation, Scholastic, c.2012 Adoption Year: 2011 From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 4/17/2011</p> <p>(Grade 9-12 Intensive Intervention) Scholastic System 44 Next Gen, Scholastic, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014</p>		0.0 %
Mathematics	<p>(Grade 9 Intervention) Core Connections Course 3, CPM, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014</p> <p>(Grade 9-12 Base Core) Core Connections: Integrated Course 1, CPM, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014</p> <p>(Grade 10-12 Base Core) Core Connections: Integrated Course 2, CPM, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014</p> <p>(Grade 10-12 Base Core) Core Connections: Integrated Course 3, CPM, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014</p> <p>(Grade 11-12) AP The Practice of Statistics, Bedford, Freeman & Worth Co., c.2015 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 5/6/2014</p>		0.0 %

(Grade 12) **Pre-Calculus with Limits**, Houghton Mifflin, c. 2008
Adoption Year: 2009
From most recent adoption: No, Local Board Approval on 3/3/2009

(Grade 12) **Calculus for AP**, Cengage 2017
Adoption Year: 2017
From most recent adoption: No, Local Board Approval on 6/6/2017

(Grade 10-12) **Stats in Your World**, Pearson, c.2016
Adoption Year: 2017
From most recent adoption: No, Local Board Approval on 6/6/2017

Science

0.0 %

(Grade 9) **Earth Science**, Pearson/Prentice Hall, c.2006
Adoption Year: 2007
From most recent adoption: No, Local Board Approval on 4/3/2007

(Grade 10-12) **CA Biology**, Pearson/Prentice Hall, c.2007
Adoption Year: 2008
From most recent adoption: No, Local Board Approval on 4/3/2007

(Grade 11-12 AP) **Biology AP**, Pearson/Benjamin Cummings, c.2008
Adoption Year: 2008
From most recent adoption: No, Local Board Approval on 5/6/2008

(Grade 11-12) **Chemistry Matter & Change**, McGraw Hill, c. 2007
Adoption Year: 2008
From most recent adoption: No, Local Board Approval on 5/6/2008

(Grade 11-12 AP) **Chemistry 7th ed.**, McDougal/Cengage, c.2007
Adoption Year: 2008
From most recent adoption: No, Local Board Approval on 5/6/2008

(Grade 11-12) **Holt Environmental Science**, Holt, Rinehart & Winston, c.2008
Adoption Year: 2008
From most recent adoption: No, Local Board Approval on 5/6/2008

(Grade 11-12) **AP Living in the Environment**, 18th ed., Cengage, c.2015
Adoption Year: 2014
From most recent adoption: No, Local Board Approval on 5/6/2014

(Grade 9-12) **Conceptual Physics 12th Ed.**, Pearson c.2015
Adoption Year: 2015
From most recent adoption: No, Local Board Approval on 5/5/2015

(Grade 11-12) **Physics: Principles & Problems**, Glencoe/McGraw Hill, c.2008
Adoption Year: 2008
From most recent adoption: No, Local Board Approval on 5/6/2008

(Grade 12 AP) **Physics 6th ed.**, Pearson/Prentice Hall, c.2005
Adoption Year: 2007
From most recent adoption: No, Local Board Approval on 4/17/2007

(Grade 11-12) **Fundamentals of Anatomy & Physiology**, Pearson/Benjamin Cummings, c.2006
Adoption Year: 2006
From most recent adoption: No, Local Board Approval on 6/6/2006

(Grade 11-12) **Astronomy: Journey to the Cosmic Frontier**, McGraw Hill, c.2008
Adoption Year: 2008
From most recent adoption: No, Local Board Approval on 5/6/2008

(Grade 11-12) **Life on an Ocean Planet**, Current Publishing, c.2006
Adoption Year: 2008
From most recent adoption: No, Local Board Approval on 5/6/2008

History-Social Science

0.0 %

(Grade 9) **World Geography Today**, Holt, Rinehart & Winston, c.2005
Adoption Year: 2007
From most recent adoption: No, Local Board Approval on 4/17/2007

(Grade 9-12 AP) **The Cultural Landscape: An Introduction to Human Geography**, Pearson/Prentice Hall, c.2008
Adoption Year: 2008
From most recent adoption: No, Local Board Approval on 4/15/2008

(Grade 10) **World History: A Modern World**, Pearson/Prentice Hall, c.2007
Adoption Year: 2007
From most recent adoption: No, Local Board Approval on 4/17/2007

(Grade 10-12 AP) **Western Civilization Since 1300**, Cengage Learning, c.2015

Adoption Year: 2016

From most recent adoption: No, Local Board Approval on 1/12/2016

(Grade 11) **The Americans: Reconstruction to the 21st Century**, McDougal Littell, c.2007

Adoption Year: 2007

From most recent adoption: No, Local Board Approval on 4/17/2007

(Grade 11 AP) **The American Pageant**, Cengage, c.2015

Adoption Year: 2014

From most recent adoption: No, Local Board Approval on 5/6/2014

(Grade 11-12 AP) **Psychology 9th ed.**, Bedford St. Martin/Worth, c.2010

Adoption Year: 2009

From most recent adoption: No, Local Board Approval on 10/20/2009

(Grade 11-12) **Sociology & You**, Glencoe, c.2003

Adoption Year: 2004

From most recent adoption: No, Local Board Approval on 6/1/2004

(Grade 11-12) **Psychology: Principles & Practice**, Holt, Rinehart & Winston, c.2003

Adoption Year: 2004

From most recent adoption: No, Local Board Approval on 6/1/2004

(Grade 12) **Magruder's American Government**, Pearson/Prentice Hall, c.2006

Adoption Year: 2007

From most recent adoption: No, Local Board Approval on 4/17/2007

(Grade 12 AP) **American Government and Politics Today**, Thomson Learning, c.2007

Adoption Year: 2007

From most recent adoption: No, Local Board Approval on 4/17/2007

(Grade 12) **Economics: Principles in Action**, Pearson/Prentice Hall, c.2007

Adoption Year: 2007

From most recent adoption: No, Local Board Approval on 4/17/2007

(Grade 12 AP) **Principles of Economics**, Thomson Learning, c.2007

Adoption Year: 2007

From most recent adoption: No, Local Board Approval on 4/17/2007

(Grade 9-12 AP) **Art Through the Ages: A Global History**, Cengage Learning, c. 2016

Adoption Year: 2015

From most recent adoption: No, Local Board Approval on 5/19/2015

Foreign Language

0.0 %

(Grade 9-12 Spanish) **Que Chevere! Level 1-4**, EMC Publishing, c.2016

Adoption Year: 2015

From most recent adoption: No, Local Board Approval on 6/2/2015

(Grade 9-12 Spanish for Native Speakers) **Que Chevere! Level 4-5**, EMC Publishing, c.2016

Adoption Year: 2015

From most recent adoption: No, Local Board Approval on 6/2/2015

(Grade 9-12 AP Spanish Language) **Temas**, Vista Higher Learning, c.2014

Adoption Year: 2015

From most recent adoption: No, Local Board Approval on 6/2/2015

(Grade 9-12 AP Spanish Literature) **Abriendo Puertas: Ampliando Perspectivas**, HMH Co., c.2013

Adoption Year: 2015

From most recent adoption: No, Local Board Approval on 6/2/2015

(Grade 9-12 Japanese)

Adventures in Japanese 1, Cheng & Tsui Co., c.2004

Adventures in Japanese 2, Cheng & Tsui Co., c.2004

Adoption Year: 2007

From most recent adoption: No, Local Board Approval on 4/17/2007

(Grade 9-12 Japanese) **Adventures in Japanese 3**, Cheng & Tsui Co., c.2004

Adoption Year: 2013

From most recent adoption: No, Local Board Approval on 3/5/2013

(Grade 9-12 French) **T'es Branche? Level 1-4**, EMC Publishing, c.2014

Adoption Year: 2015

From most recent adoption: No, Local Board Approval on 6/2/2015

	<p>(Grade 11-12 AP French) Themes, Vista Higher Learning, c.2016 Adoption Year: 2015 From most recent adoption: No, Local Board Approval on 6/2/2015</p> <p>(Grade 9-12 Italian) Avanti 1-3, McGraw Hill, c.2018 Adoption Year: 2017 From most recent adoption: No, Local Board Approval on 3/7/2017</p> <p>(Grade 9-12 German) Komm Mit! 1, Holt, Rinehart & Winston, c.2006 Komm Mit! 2, Holt, Rinehart & Winston, c.2006 Komm Mit! 3, Holt, Rinehart & Winston, c.2006 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 5/20/2008</p> <p>(Grade 9-12 AP German) Stationen-Ein Kursbuch Fuer die Mittelstufe, Thomson & Heinle, c.2008 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 5/20/2008</p>			
Health	<p>(Grade 9-10) Glencoe Health, Glencoe/McGraw, c.2005 Adoption Year: 2004 From the most recent adoption: No, Local Board Approval on 6/6/2004</p> <p>(Grade 9-10) Project Toward No Drug Abuse, USC, c.2004 Adoption Year: 2005 From the most recent adoption: No, Local Board Approval on 6/7/2005</p>			0.0 %
Visual and Performing Arts	N/A			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A		N/A	0.0 %

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

Last updated: 12/26/2017

School Facility Conditions and Planned Improvements

AGE OF SCHOOL BUILDINGS:

This school site sits on 48.98 acres and was built in 1991. It began with 34 classrooms, 3 portable classrooms, an administration and counseling building, library, multi-purpose/kitchen and gymnasium. There were 6 portable classrooms added in 1995, 5 portable classrooms added in 2000 and 14 portable classrooms added in 2001 along with a portable restroom. Security gates were installed in 2002 by funding received from the School Safety Program Grant.

MAINTENANCE AND REPAIR:

The Bear Creek High School facilities' condition, including grounds and restrooms, are very good based on custodial staffing, a regular district painting and maintenance schedule and funding available for equipment and supplies. Custodial workers are assigned based on a district formula to ensure equity. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

CLEANING PROCESS AND SCHEDULE:

A scheduled maintenance program is administered by Lodi Unified School District to ensure that all classrooms, restrooms and facilities are well-maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

DEFERRED MAINTENANCE PROJECTS:

MODERNIZATION PROJECTS: 2011 photovoltaic project. 2012 re-roof portable; 2013 kitchen chiller and hot water system installed. Theatre lighting & various outside siding repaired; 2015 added access control and cameras for security; repaired concrete in various areas; replaced football field with turf materials; replaced fire alarm panel and pool heaters. 2016 resurfaced tennis courts, replaced new gutters, renovated JV baseball infield and girls softball fields. 2017 Prop 39 Yr 2 Wireless Energy Management System Replacement Project completed. 2017 Measure U Painting Project.

Data on school facilities was collected for Bear Creek High on 10-13-17.

Lodi Unified School District takes great effort to ensure that all schools are clean, safe and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or the district office. As of October 2017, none of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at Bear Creek High. These needs include:

- gas leaks
- nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems
- electrical power failure
- major sewer line stoppage
- major pest or vermin infestation
- broken windows or exterior doors or gates that will not lock and that pose a security risk
- abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff
- structural damage creating a hazardous or uninhabitable condition

Last updated: 12/9/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2017

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

Overall Facility Rate

Year and month of the most recent FIT report: October 2017

Overall Rating	Good
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Last updated: 12/9/2017

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	53%	59%	41%	43%	48%	48%
Mathematics (grades 3-8 and 11)	30%	34%	31%	33%	36%	37%

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.

Last updated: 12/13/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	470	458	97.45%	58.52%
Male	235	229	97.45%	52.40%
Female	235	229	97.45%	64.63%
Black or African American	76	71	93.42%	36.62%
American Indian or Alaska Native	--	--	--	--
Asian	98	97	98.98%	72.16%
Filipino	53	52	98.11%	69.23%
Hispanic or Latino	150	147	98.00%	55.10%
Native Hawaiian or Pacific Islander	--	--	--	--
White	72	71	98.61%	63.38%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	283	274	96.82%	48.54%
English Learners	65	62	95.38%	24.19%
Students with Disabilities	55	53	96.36%	20.75%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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

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

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

Last updated: 12/13/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	470	459	97.66%	33.55%
Male	235	230	97.87%	33.91%
Female	235	229	97.45%	33.19%
Black or African American	76	70	92.11%	20.00%
American Indian or Alaska Native	--	--	--	--
Asian	98	97	98.98%	42.27%
Filipino	53	52	98.11%	42.31%
Hispanic or Latino	150	149	99.33%	27.52%
Native Hawaiian or Pacific Islander	--	--	--	--
White	72	71	98.61%	40.85%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	283	275	97.17%	23.64%
English Learners	65	64	98.46%	--
Students with Disabilities	55	53	96.36%	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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

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

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

Last updated: 12/13/2017

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	51.0%	48.0%	51.0%	50.0%	56%	54%

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

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 12/13/2017

Career Technical Education Programs (School Year 2016-17)

Students at Bear Creek High have the opportunity to participate in Career Technical instructional programs offered and designed to improve student achievement, while continuing to place specific emphasis on the standards-based curriculum. These courses are designed with career and college preparation in mind. Classes are designed to meet the needs of our unique student population and to provide a comprehensive education for all students through a variety of academic, co-curricular and extra-curricular programs. Academic success is facilitated by courses such as Engineering, Technology, Health Science, Medical Technology, Automotive Technology and many more. These programs offer a comprehensive curriculum emphasizing technical and employability skills and as well as work place learning. Students also have the opportunity to participate in CTE courses at Lincoln Technical Academy, the district's CTE learning center, in which courses are designed with career and college preparation in mind.

Last updated: 12/13/2017

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	624
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	80.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	40.0%

Last updated: 12/25/2017

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	96.6%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	29.4%

Last updated: 12/13/2017

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

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	12.6%	29.0%	33.4%

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.

Last updated: 12/13/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Parents who wish to participate in Bear Creek High's leadership teams, school committees, school activities, or become volunteers may contact Principal Hillary Harrell at (209) 953-8213

The school welcomes community involvement. Community members make significant contributions to the school by volunteering to serve as advisory committee members, mentors, coaches and judges for speech competitions and the senior project oral boards.

The Bear Creek High School Academic and Athletic Foundation (BC Boosters) provide fundraising support to many school programs. Tax-deductible contributions are gladly accepted by the foundation. Bear Creek High School actively makes use of internal and external community resources. The school leadership employs a wide range of strategies to allow parental and community involvement in the school's support system for students. If you are interested in participating on one of the following committees, please contact Hillary Harrell at (209) 953-8213: 1) School Site Council (SSC), 2) Parent/Teacher/Student Association (PTSA), 3) English Learners Advisory Committee (ELAC), and 4) Bear Creek Boosters.

Last updated: 11/30/2017

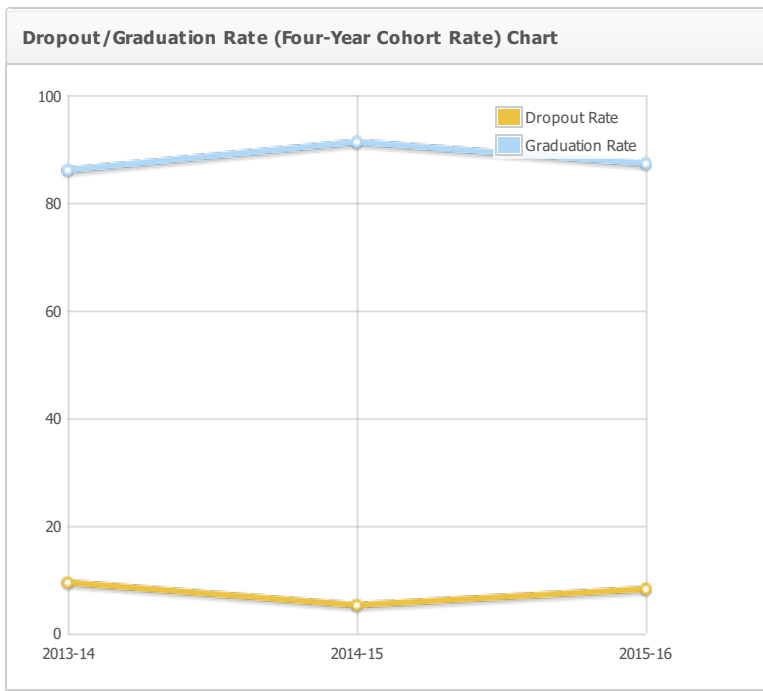
State Priority: Pupil Engagement

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	9.5%	5.3%	8.3%	12.3%	7.9%	9.4%	11.5%	10.7%	9.7%
Graduation Rate	86.1%	91.3%	87.3%	80.6%	85.4%	84.9%	81.0%	82.3%	83.8%



Last updated: 12/13/2017

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	84.8%	82.0%	87.1%
Black or African American	68.2%	60.3%	79.2%
American Indian or Alaska Native	0.0%	87.5%	80.2%
Asian	85.0%	84.8%	94.4%
Filipino	89.7%	89.7%	93.8%
Hispanic or Latino	85.3%	79.9%	84.6%
Native Hawaiian or Pacific Islander	100.0%	76.0%	86.6%
White	89.3%	87.3%	91.0%
Two or More Races	85.7%	93.3%	90.6%
Socioeconomically Disadvantaged	84.2%	80.9%	85.5%
English Learners	45.5%	49.7%	55.4%
Students with Disabilities	38.9%	36.7%	63.9%
Foster Youth	83.3%	50.0%	68.2%

Last updated: 12/13/2017

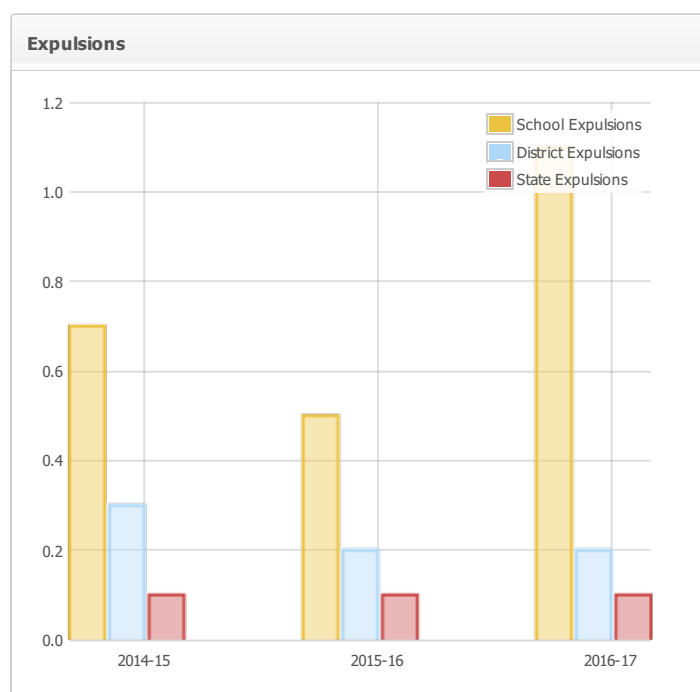
State Priority: School Climate

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	9.3%	6.1%	7.3%	5.6%	5.5%	5.1%	3.8%	3.7%	3.7%
Expulsions	0.7%	0.5%	1.1%	0.3%	0.2%	0.2%	0.1%	0.1%	0.1%



Last updated: 12/13/2017

School Safety Plan (School Year 2017-18)

A Comprehensive School Safety Plan is in place to address safety issues as well as a school wide plan to eliminate bullying behavior. Key elements of the safety plan include safe school strategies and programs, disaster response procedures, procedures for safe ingress and egress and rules and procedures on school discipline. School wide behavior expectations and discipline policies are consistently applied, and students are provided adult supervision at all times. Visitors to the school must sign in at the office and receive a visitor's pass prior to going to classrooms. Visitors must return to the office and sign out upon leaving the school. Our Comprehensive School Safety Plan was last reviewed on 11/17/2016.

Last updated: 12/12/2017

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	19
Percent of Schools Currently in Program Improvement	N/A	67.9%

Last updated: 12/13/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.0	20	39	22	25.0	31	49	14	26.0	28	39	27
Mathematics	29.0	6	38	15	29.0	9	37	14	27.0	14	39	12
Science	29.0	7	33	11	29.0	5	37	9	29.0	7	23	17
Social Science	31.0	2	28	29	28.0	3	57	4	30.0	6	24	32

* 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.

Last updated: 12/13/2017

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	520.8
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.9	N/A
Psychologist	1.8	N/A
Social Worker	0.0	N/A
Nurse	0.6	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	5.0	N/A
Other	0.2	N/A

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

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

Last updated: 12/13/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10791.0	\$2976.0	\$7815.0	\$68988.7
District	N/A	N/A	\$7521.0	\$70254.0
Percent Difference – School Site and District	N/A	N/A	3.8%	-1.8%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	17.3%	-13.8%

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

Last updated: 12/13/2017

Types of Services Funded (Fiscal Year 2016-17)

In addition to services provided with general funding, Lodi Unified School District also provides programs and supplemental services that are funded through either categorical or other sources. Services vary by school and may include:

- After School Programs
- AVID Programs
- Special Education
- Counseling Services (Academic and Career)
- Extended Day/Year/Summer School
- Supplemental instructional materials
- Enrichment Programs
- Access to Technology
- Social Services
- Athletic Programs
- Program for English Learners

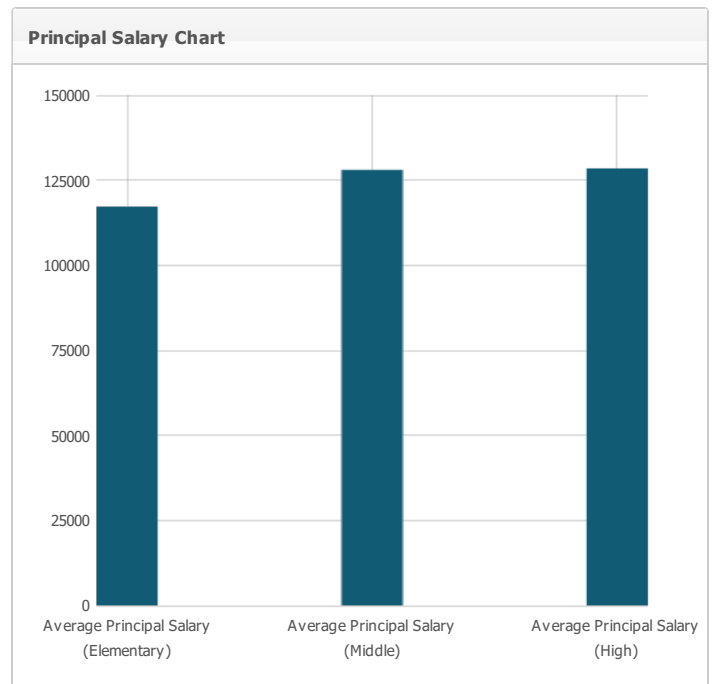
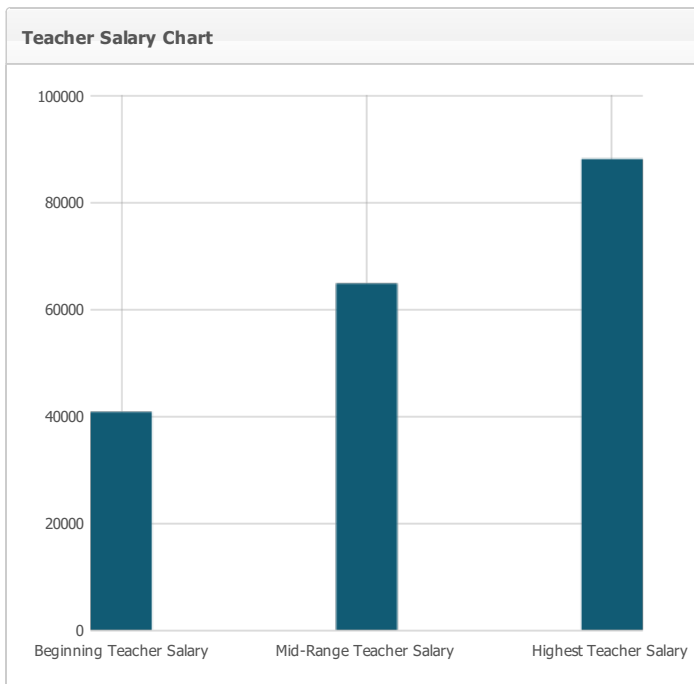
Check with the school principal to get more information about the services that are specific to the school.

Last updated: 12/13/2017

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,781	\$47,808
Mid-Range Teacher Salary	\$64,791	\$73,555
Highest Teacher Salary	\$88,064	\$95,850
Average Principal Salary (Elementary)	\$117,196	\$120,448
Average Principal Salary (Middle)	\$128,029	\$125,592
Average Principal Salary (High)	\$128,461	\$138,175
Superintendent Salary	\$248,676	\$264,457
Percent of Budget for Teacher Salaries	34.0%	35.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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



Last updated: 12/13/2017

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	5	N/A
All Courses	14	18.6%

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

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

Last updated: 12/13/2017

Professional Development

Lodi Unified School District is committed to supporting school district staff through quality professional development. Teachers receive professional development each year. A variety of data is used to determine the focus of staff development in Lodi Unified School District. Data from state assessments, district assessments and teacher surveys assist us in identifying areas of concentration. Our current focus is on common core in mathematics and English language arts, social science, core practices, assessment, and technology. Our goal is to continue to have a highly trained professional staff that supports the success of all students in the classroom. We provide several programs and a variety of strategies to allow staff full access to training.

Teacher Induction Program (TIP) is available to newly credentialed teachers through the district. Teachers participate for two years in workshops, trainings and work closely with an assigned mentor teacher. Non-instructional personnel are offered training in technology, budget, and job specific content. Many Paraprofessionals take advantage of district offered training. Instructional coaches are available to work with staffs on-site in their classrooms as well as through district sponsored events.

Last updated: 11/28/2017