

Bear Creek High

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

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@bdiusd.net

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
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 2018—19)	
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: 12/26/2018

School Description and Mission Statement (School Year 2018—19)

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

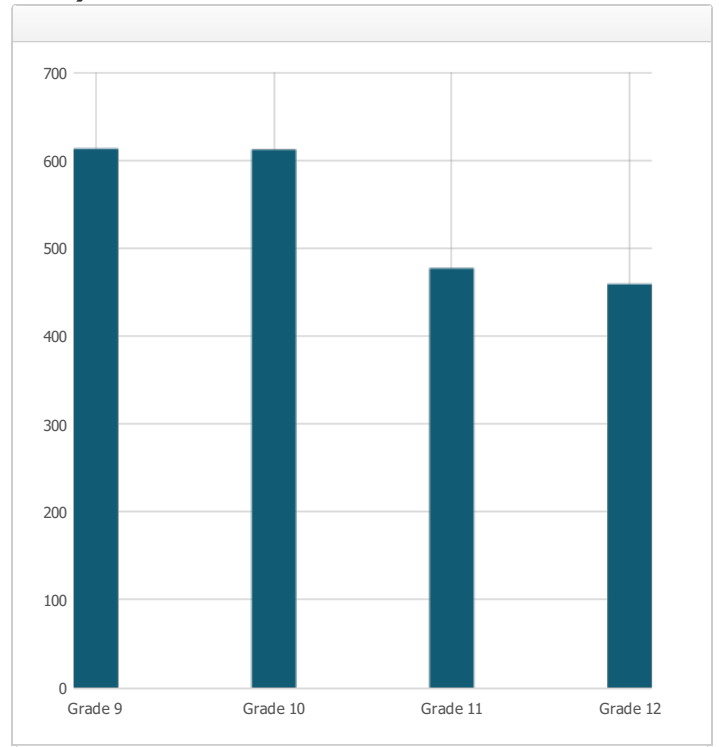
- I. Students think critically and analytically
 - a. Students identify a problem, break it into parts, and project possible solutions.
 - b. Students read with comprehension (fiction, non-fiction, technical, subject-specific).
 - c. Students make connections with the text based on the authorial, historical, 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: 12/26/2018

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 9	613
Grade 10	612
Grade 11	477
Grade 12	459
Total Enrollment	2161



Last updated: 12/30/2018

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	13.8 %
American Indian or Alaska Native	0.4 %
Asian	19.8 %
Filipino	11.4 %
Hispanic or Latino	34.2 %
Native Hawaiian or Pacific Islander	1.1 %
White	15.3 %
Two or More Races	1.8 %
Other	2.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	60.6 %
English Learners	8.4 %
Students with Disabilities	12.3 %
Foster Youth	1.1 %

A. Conditions of Learning

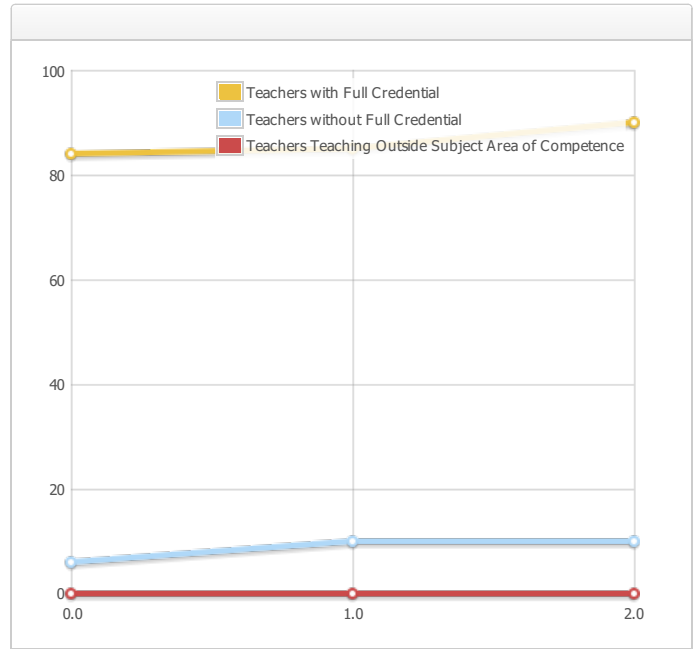
State Priority: Basic

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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	84	85	90	1250
Without Full Credential	6	10	10	94
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	6



Last updated: 12/21/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	1	4	0
Total Teacher Misassignments*	1	4	0
Vacant Teacher Positions	2	3	0



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

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

Last updated: 12/21/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: July 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>(Grade 9 Base Core/EL Support) StudySync, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016</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> <p>(Grade 10 Base Core/EL Support) 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 11-12 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 12 Base Core/EL Support) 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 Language) 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>		0.0 %
Mathematics	<p>(Grade 9-12 SDC) Math 180, Scholastic, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014</p> <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) Stats in Your World, Pearson, c.2016 Adoption Year: 2017 From most recent adoption: No, Local Board Approval on 6/6/2017</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) 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) **Precalculus**, CPM, c.2018
 Adoption Year: 2018
 From most recent adoption: No, Local Board Approval on 5/15/18

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

Science	<p>(Grade 9) Earth Science, Pearson/Prentice Hall, c.2006 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/3/2007</p> <p>(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</p> <p>(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</p> <p>(Grade 11-12 AP) Biology in Focus, Pearson, c.2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 5/17/2016</p> <p>(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</p> <p>(Grade 11-12 AP) Chemistry & Chemical Reactivity, Cengage Learning, c.2015 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 5/17/2016</p> <p>(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</p> <p>(Grade 11-12 AP) Living in the Environment, 18th ed., Cengage, c.2015 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 5/17/2016</p> <p>(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</p> <p>(Grade 11-12) Hole's Anatomy & Physiology, MacMillan/McGraw, c.2019 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(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</p> <p>(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</p> <p>(Grade 12 AP) College Physics, 10th Ed., Cengage Learning, c.2015 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 5/17/2016</p>	0.0 %
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History-Social Science	<p>(Grade 9) World Geography: My World Interactive, Pearson/Prentice Hall, c. 2019 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(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 4/15/2018</p> <p>(Grade 9-12 AP) World Civilizations: The Global Experience, Pearson, c.2017 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 3/27/2018</p>	0.0 %
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(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

(Grade 10) **World History: A Modern World**, Pearson/Prentice Hall, c.2018
 Adoption Year: 2018
 From most recent adoption: No, Local Board Approval on 5/1/2018

(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) **United States History: the Twentieth Century**, Pearson/Prentice Hall, c.2019
 Adoption Year: 2018
 From most recent adoption: No, Local Board Approval on 5/1/2018

(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) **Sociology & You**, Glencoe, c.2014
 Adoption Year: 2018
 From most recent adoption: No, Local Board Approval on 5/1/2018

(Grade 11-12) **Understanding Psychology**, McGraw Hill, c.2014
 Adoption Year: 2018
 From most recent adoption: No, Local Board Approval on 5/1/2018

(Grade 11-12 AP) **Myer's Psychology**, Bedford Freeman/Worth, c.2019
 Adoption Year: 2018
 From most recent adoption: No, Local Board Approval on 5/1/2018

(Grade 12) **Magruder's American Government**, Pearson/Prentice Hall, c.2018
 Adoption Year: 2018
 From most recent adoption: No, Local Board Approval on 5/1/2018

(Grade 12) **Economics: Principles in Action**, Pearson/Prentice Hall, c.2018
 Adoption Year: 2018
 From most recent adoption: No, Local Board Approval on 5/1/2018

(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 AP) **Principles of Economics AP**, Thomson Learning, c.2007
 Adoption Year: 2007
 From most recent adoption: No, Local Board Approval on 4/17/2007

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) **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

<p>(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> <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) 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> <p>(Grade 9-12) Glencoe Health, Glencoe/McGraw, c.2018 Adoption Year: 2018 From the most recent adoption: No, Local Board Approval on 5/15/2018</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: 12/28/2018

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. 2018 Prop 39 Yr 3-5 Lighting Retrofit Project completed.

Data on school facilities was collected for Bear Creek High on 9/27/2018.

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 September 2018, 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: 1/3/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2018

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: September 2018

Overall Rating	Good
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Last updated: 12/26/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	59.0%	46.0%	43.0%	44.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	34.0%	32.0%	33.0%	33.0%	37.0%	38.0%

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

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

Last updated: 12/30/2018

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	446	445	99.78%	46.29%
Male	232	232	100.00%	40.52%
Female	214	213	99.53%	52.58%
Black or African American	63	62	98.41%	38.71%
American Indian or Alaska Native	--	--	--	
Asian	94	94	100.00%	50.00%
Filipino	64	64	100.00%	51.56%
Hispanic or Latino	137	137	100.00%	43.07%
Native Hawaiian or Pacific Islander	--	--	--	
White	62	62	100.00%	48.39%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	287	286	99.65%	39.51%
English Learners	69	69	100.00%	14.49%
Students with Disabilities	38	38	100.00%	7.89%
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: 12/30/2018

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	447	445	99.55%	32.36%
Male	232	231	99.57%	30.74%
Female	215	214	99.53%	34.11%
Black or African American	63	62	98.41%	17.74%
American Indian or Alaska Native	--	--	--	
Asian	94	94	100.00%	48.94%
Filipino	64	64	100.00%	39.06%
Hispanic or Latino	137	136	99.27%	22.79%
Native Hawaiian or Pacific Islander	--	--	--	
White	62	62	100.00%	35.48%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	287	285	99.30%	27.72%
English Learners	69	69	100.00%	13.04%
Students with Disabilities	38	37	97.37%	--
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.

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Last updated: 12/30/2018

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

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

Last updated: 12/30/2018

Career Technical Education (CTE) Programs (School Year 2017–18)

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: 1/3/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	590
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: 1/3/2019

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	97.1%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	29.0%

Last updated: 1/2/2019

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 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	11.8%	27.1%	36.7%

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: 1/2/2019

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018–19)

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: 12/30/2018

State Priority: Pupil Engagement

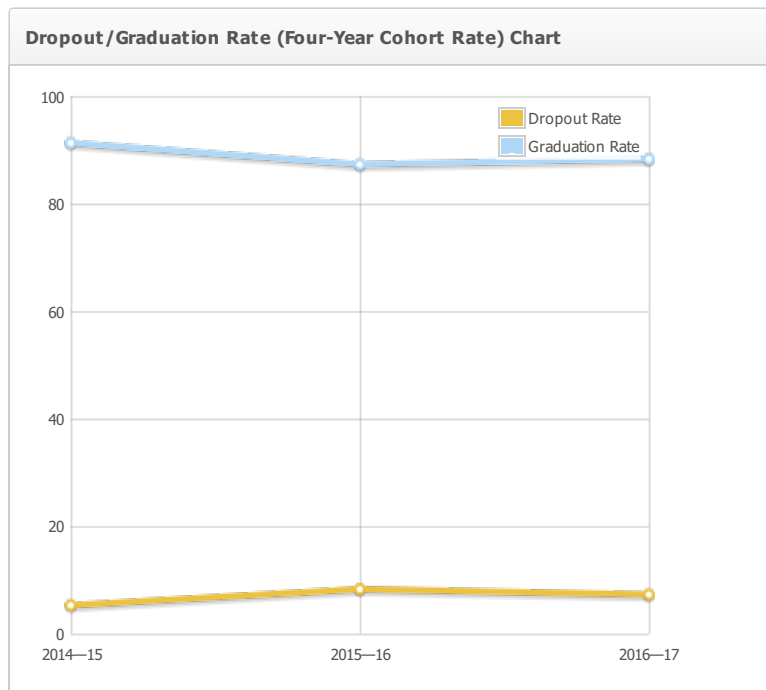
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	5.3%	8.3%	7.9%	9.4%	10.7%	9.7%
Graduation Rate	91.3%	87.3%	85.4%	84.9%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	7.3%	9.0%	9.1%
Graduation Rate	88.3%	84.1%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/2/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	87.5%	82.1%	88.7%
Black or African American	70.5%	65.2%	82.2%
American Indian or Alaska Native	100.0%	88.9%	82.8%
Asian	87.5%	86.5%	94.9%
Filipino	100.0%	89.7%	93.5%
Hispanic or Latino	85.7%	80.8%	86.5%
Native Hawaiian or Pacific Islander	70.0%	73.1%	88.6%
White	96.9%	84.9%	92.1%
Two or More Races	100.0%	88.2%	91.2%
Socioeconomically Disadvantaged	92.7%	85.0%	88.6%
English Learners	44.4%	45.7%	56.7%
Students with Disabilities	45.9%	39.6%	67.1%
Foster Youth	42.9%	41.7%	74.1%

Last updated: 1/2/2019

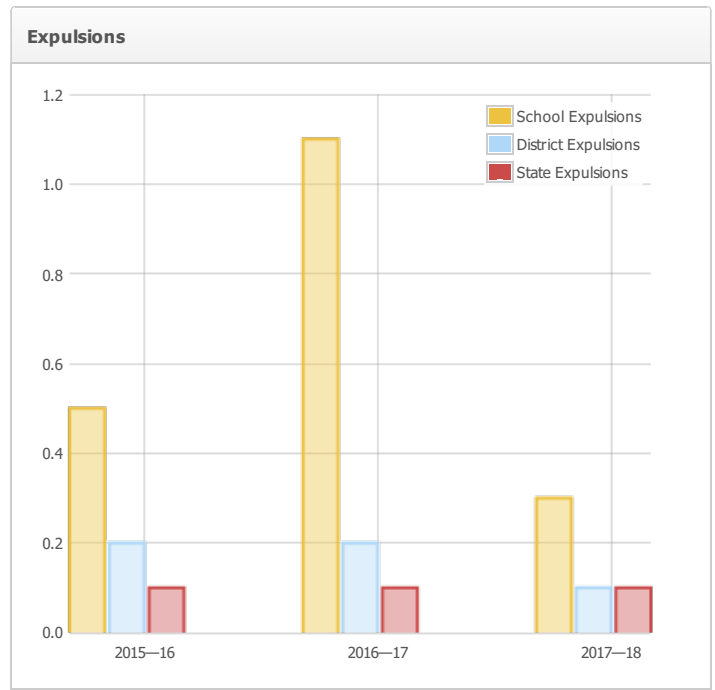
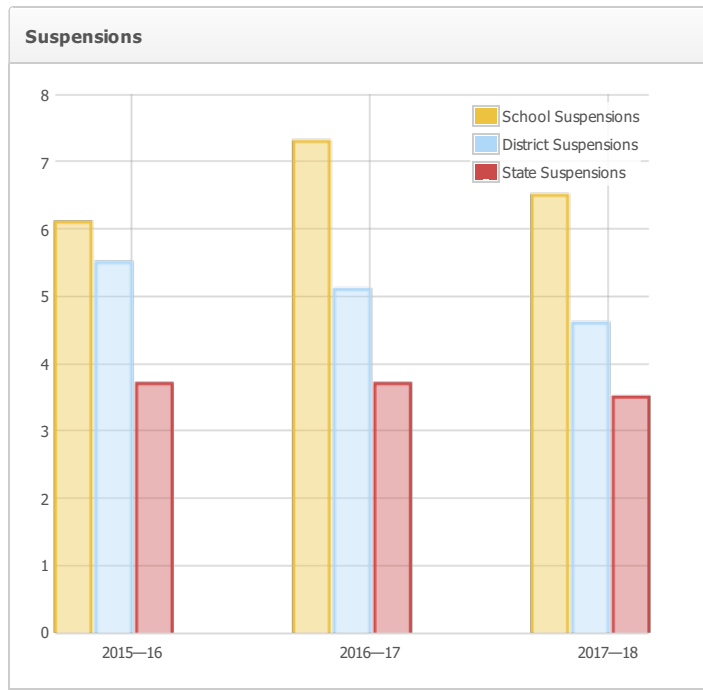
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	6.1%	7.3%	6.5%	5.5%	5.1%	4.6%	3.7%	3.7%	3.5%
Expulsions	0.5%	1.1%	0.3%	0.2%	0.2%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/2/2019

School Safety Plan (School Year 2018—19)

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 11/9/2017.

Last updated: 1/3/2019

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0	31	49	14
Mathematics	29.0	9	37	14
Science	29.0	5	37	9
Social Science	28.0	3	57	4

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0	28	39	27
Mathematics	27.0	14	39	12
Science	29.0	7	23	17
Social Science	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0	28	63	8
Mathematics	29.0	7	43	14
Science	28.0	6	50	
Social Science	31.0	2	44	20

* 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: 1/2/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	540.3
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	0.7	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	7.0	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: 12/26/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10345.8	\$2977.1	\$7368.7	\$68615.3
District	N/A	N/A	\$7393.4	\$71664.0
Percent Difference – School Site and District	N/A	N/A	-0.3%	-4.3%
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	3.4%	-16.3%

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

Last updated: 1/3/2019

Types of Services Funded (Fiscal Year 2017—18)

In addition to services provided with general funding, Lodi Unified School District also provides programs and supplemental services that are funded through either Local Control Funding Formula (LCFF) 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

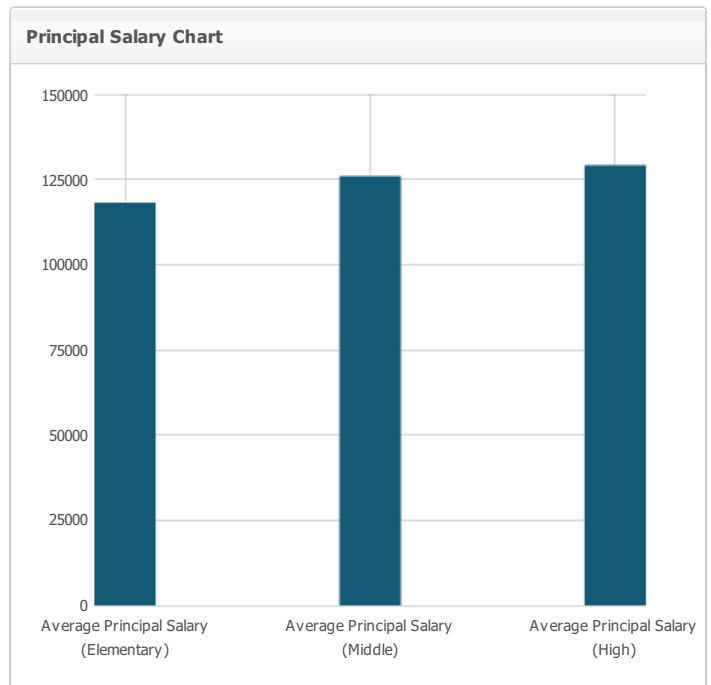
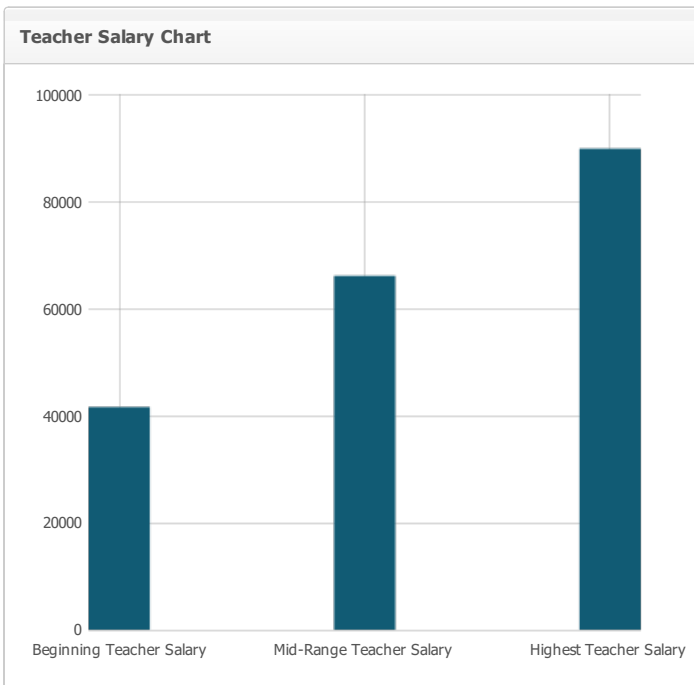
Check with the school principal to get more information about the services that are specific to the school.

Last updated: 1/3/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,597	\$47,903
Mid-Range Teacher Salary	\$66,087	\$74,481
Highest Teacher Salary	\$89,825	\$98,269
Average Principal Salary (Elementary)	\$118,104	\$123,495
Average Principal Salary (Middle)	\$125,927	\$129,482
Average Principal Salary (High)	\$129,133	\$142,414
Superintendent Salary	\$248,676	\$271,429
Percent of Budget for Teacher Salaries	36.0%	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 <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 12/31/2018

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	4	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	14	N/A
All Courses	25	19.6%

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

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

Last updated: 1/2/2019

Professional Development

Lodi Unified School District is committed to supporting school district staff through quality professional development. Teachers and staff 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 and staff surveys assist us in identifying areas of concentration. Our current focus is on early literacy skills, school safety, computer science, STEAM and support for students at risk of failure. 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. All Teachers participate for two days of professional development per year, attend after school workshops, conferences and are released from their classroom for professional development. 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: 12/30/2018