Bear Creek High
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office. |
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Bear Creek High
Street	10555 Thornton Rd.
City, State, Zip	Stockton, CA, 95209
Phone Number	209-953-8234
Principal	Julie Hummel
Email Address	jhummel@lodiusd.net
School Website	
County-District-School (CDS) Code	39685853930237

2023-24 District Contact Information

District Name	Lodi Unified School District
Phone Number	(209) 331-7000
Superintendent	Neil Young
Email Address	nyoung@lodiusd.net
District Website	www.lodiusd.net

2023-24 School Description and Mission Statement

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.

2023-24 School Description and Mission Statement

- - 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 individual's
- 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 know ledge.
- 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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	501
Grade 10	509
Grade 11	498
Grade 12	429
Total Enrollment	1,937

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2%
Male	49.7%
American Indian or Alaska Native	0.4%
Asian	17.6%
Black or African American	14.7%
Filipino	9.1%
Hispanic or Latino	41.6%
Native Hawaiian or Pacific Islander	0.8%
Two or More Races	4.2%
White	9.5%
English Learners	7.7%
Foster Youth	1.1%
Homeless	0.2%
Migrant	0.2%
Socioeconomically Disadvantaged	76.4%
Students with Disabilities	14.4%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	92.80	86.99	1289.60	83.44	228366.10	83.12
Intern Credential Holders Properly Assigned	1.50	1.40	64.90	4.20	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.90	2.76	54.90	3.55	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	52.40	3.39	12115.80	4.41
Unknown	9.40	8.83	83.50	5.41	18854.30	6.86
Total Teaching Positions	106.70	100.00	1545.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	83.00	83.67	1281.60	82.81	234405.20	84.00
Intern Credential Holders Properly Assigned	4.00	4.03	60.60	3.92	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.70	6.77	83.10	5.38	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.90	0.97	49.60	3.21	11953.10	4.28
Unknown	4.50	4.54	72.50	4.69	15831.90	5.67
Total Teaching Positions	99.20	100.00	1547.60	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.90
Misassignments	1.90	5.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.90	6.70

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.90
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.90

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2	8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.1	0

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

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

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

Year and month in which the data were collected	August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(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 (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 (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 (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 (Grade 11 Base Core) StudySync, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016 (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 (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 (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 (Grade 12 - AP Language) Bedford Introduction to Literature, Bedford/St. Martin's Press, c. 2005 Adoption Year: 2007		0.00%

	From most recent adoption: No, Local Board Approval on 4/17/2007		
Mathematics	(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 (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 (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 (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 (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 (Grade 11-12) Math for Financial Literacy, Goodheart & Wilcox, 2013 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/15/18 (Grade 11-12) Personal Financial Literacy, Pearson, 2014 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/5/16 (Grade 11-12 AP) AP The Practice of Statistics, Bedford, Freeman & Worth Co., c.2020 Adoption Year: 2022 From most recent adoption: No, Local Board Approval on 6/7/2022 (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		0.00 %
Science	(Grade 9) Inspire Earth Science, McGraw Hill, c.2020 Adoption Year: 2020		0.0 %

From most recent adoption: No, Local Board Approval on 4/7/2020

(Grade 9-12) Physics of the Universe, Discovery Ed., c.2019
Adoption Year: 2020
From most recent adoption: No, Local Board Approval on 7/7/2020

(Grade 9-12) Inquiry Into Life, McGraw Hill., c.2020
Adoption Year: 2020
From most recent adoption: No, Local Board Approval on 4/7/2020

(Grade 9-12) CA Inspire Chemistry, McGraw Hill., c.2020
Adoption Year: 2020
From most recent adoption: No, Local Board Approval on 4/7/2020

(Grade 10-12) CA Inspire Biology, McGraw Hill, c.2020
Adoption Year: 2020
From most recent adoption: No, Local Board Approval on 4/7/2020

(Grade 10-12) Forensic Science: Fundamentals and Investigations 3rd Ed., Cengage, c.2021
Adoption Year: 2022
From Most Recent Adoption: No, Local Board Approval on 6/7/2022

(Grade 11-12 AP) Campbell: Biology in Focus 3rd Ed., AP Edition, Pearson/SAVVAS, c.2020
Adoption Year: 2022
From most recent adoption: No, Local Board Approval on 6/7/2022

(Grade 11-12) CA Inspire Chemistry, McGraw Hill, c. 2020
Adoption Year: 2020
From most recent adoption: No, Local Board Approval on 4/7/2020

(Grade 11-12 AP) Chang, Chemistry: AP Edition, McGraw Hill, c.2023
Adoption Year: 2022
From most recent adoption: No, Local Board Approval on 6/7/2022

(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) Environmental Science for the AP Course, Bedford, Freeman & Worth, c.2019
Adoption Year: 2021
From most recent adoption: No, Local Board Approval on 6/1/2021

(Grade 11-12) CA Inspire Physics, McGraw Hill, c.2020
Adoption Year: 2020
From most recent adoption: No, Local Board Approval on 4/7/2020

	(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 (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) Marine Science 2nd Ed., McGraw Hill, c.2019 Adoption Year: 2022 From most recent adoption: No, Local Board Approval on 6/7/2022 (Grade 12 AP) College Physics for the AP Physics 1 & 2 Courses, BFW, c.2023 Adoption Year: 2023 From most recent adoption: No, Local Board Approval on 6/6/2023		
History-Social Science	(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 (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 4/15/2008 (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 (Grade 9-12 AP) Human Geography for the AP Course, BFW, c. 2021 Adoption Year: 2023 From most recent adoption: No, Local Board Approval on 6/6/2023 (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 Enhanced AP Edition, Cengage, c.2021 Adoption Year: 2022 From most recent adoption: No, Local Board Approval on 6/7/2022		0.0 %

	(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) Fabric of a Nation: A Brief History with Skills and Sources, Bedford/ St. Martin /BFW, c.2020 Adoption Year: 2022 From most recent adoption: No, Local Board Approval on 6/7/2022 (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 (Micro), 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 (Macro), Thomson Learning, c.2007 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007		
Foreign Language	(Grade 9-12 Spanish) Senderos Level 1-4, Vista Higher Learning, c.2022		0.0 %

Adoption Year: 2022
From most recent adoption: No, Local Board Approval on
5/10/2022

(Grade 9-12 Spanish for Native Speakers) Galeria 1-2, Vista
Higher Learning, c.2020
Adoption Year: 2020
From most recent adoption: No, Local Board Approval on
6/2/2020

(Grade 9-12 AP Spanish) Temas, Vista Higher Learning,
c.2023
Adoption Year: 2023
From most recent adoption: No, Local Board Approval on
1/17/2023

(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, Level 1-2,
Cheng & Tsui Co., c.2015
Adoption Year: 2020
From most recent adoption: No, Local Board Approval on
2/18/2020

(Grade 9-12 Japanese) Adventures in Japanese 3, Cheng &
Tsui Co., c.2017
Adoption Year: 2020
From most recent adoption: No, Local Board Approval on
2/18/2020

(Grade 9-12 French) Entre Cultures, Level 1-3, Wayside
Publishing, c.2020
Adoption Year: 2022
From most recent adoption: No, Local Board Approval on
5/10/2022

(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

(Grade 9-12 German) Portfolio Deutsch Neu, Level 1-3, Klett
Publishing, c.2019
Adoption Year: 2022
From most recent adoption: No, Local Board Approval on
5/10/2022

(Grade 9-12 AP German) Stationen-Ein Kursbuch Fuer die
Mittlestufe, Thomson & Heinle, c.2008
Adoption Year: 2008
From most recent adoption: No, Local Board Approval on
5/20/2008

(Grade 11-12 AP French) Prespectives, 1st Ed., Vista Higher
Learning, c.2023
Adoption Year: 2023
From most recent adoption: No, Local Board Approval on
6/6/2023

Health	(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 (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 (Grade 9-12) FLASH Curriculum, King County Public Health, c.2019 Adoption Year: 2020 From the most recent adoption: Yes	0.0 %
Visual and Performing Arts	N/A	

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: N/A

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. 2020 Fire Alarm project. 2022 New Ag Complex. 2023 Paving Project.

Data on school facilities was collected for Bear Creek High on 11/20/2023.

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 November 2023, 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

School Facility Conditions and Planned Improvements

- 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

Year and month of the most recent FIT report	November 2023

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.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	46	51	39	39	47	46
Mathematics (grades 3-8 and 11)	19	22	27	28	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	442	426	96.38	3.62	51.41
Female	230	221	96.09	3.91	52.49
Male	212	205	96.70	3.30	50.24
American Indian or Alaska Native	--	--	--	--	--
Asian	85	82	96.47	3.53	67.07
Black or African American	58	57	98.28	1.72	28.07
Filipino	37	36	97.30	2.70	69.44
Hispanic or Latino	188	180	95.74	4.26	46.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	23	95.83	4.17	56.52
White	40	39	97.50	2.50	58.97
English Learners	23	21	91.30	8.70	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	16	16	100.00	0.00	56.25
Socioeconomically Disadvantaged	335	321	95.82	4.18	47.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	59	95.16	4.84	11.86

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	442	424	95.93	4.07	21.93
Female	230	220	95.65	4.35	16.36
Male	212	204	96.23	3.77	27.94
American Indian or Alaska Native	--	--	--	--	--
Asian	85	82	96.47	3.53	37.80
Black or African American	58	57	98.28	1.72	5.26
Filipino	37	36	97.30	2.70	30.56
Hispanic or Latino	188	178	94.68	5.32	16.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	23	95.83	4.17	34.78
White	40	39	97.50	2.50	25.64
English Learners	23	20	86.96	13.04	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	16	16	100.00	0.00	25.00
Socioeconomically Disadvantaged	335	319	95.22	4.78	18.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	58	93.55	6.45	1.72

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	20.32	25.21	22.47	23.40	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	854	827	96.84	3.16	25.03
Female	431	420	97.45	2.55	20.24
Male	422	406	96.21	3.79	30.05
American Indian or Alaska Native	--	--	--	--	--
Asian	157	155	98.73	1.27	38.71
Black or African American	112	111	99.11	0.89	8.11
Filipino	92	91	98.91	1.09	36.26
Hispanic or Latino	346	332	95.95	4.05	21.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	48	44	91.67	8.33	20.45
White	87	83	95.40	4.60	27.71
English Learners	40	38	95.00	5.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	22	22	100.00	0.00	27.27
Socioeconomically Disadvantaged	634	612	96.53	3.47	22.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	109	106	97.25	2.75	4.72

2022-23 Career Technical Education Programs

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 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 workplace 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.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	655
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	69.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	94.11
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	30.36

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	92%	94%	96%	93%	95%

C. Engagement	State Priority: Parental Involvement
	The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents who wish to participate in Bear Creek High's leadership teams, school committees, school activities, or become volunteers may contact Principal Julie Hummel at (209) 953-8234.

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 Julie Hummel at (209) 953-8234: 1) School Site Council (SSC), 2) Parent/Teacher/Student Association (PT SA), 3) English Learners Advisory Committee (ELAC), and 4) Bear Creek Boosters.

C. Engagement	State Priority: Pupil Engagement
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):
	• High school Dropout Rates; • High school Graduation Rates; and • Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	6.6	8	6.2	6.1	7.1	7	8.9	7.8	8.2
Graduation Rate	90.7	89.4	88.3	87.6	89	87.3	84.2	87	86.2

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

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	403	356	88.3
Female	198	183	92.4
Male	205	173	84.4
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	75	72	96.0
Black or African American	48	39	81.3
Filipino	58	56	96.6
Hispanic or Latino	148	129	87.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	17	13	76.5
White	49	42	85.7
English Learners	31	23	74.2
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	324	282	87.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	52	30	57.7

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2121	2041	471	23.1
Female	1069	1029	262	25.5
Male	1050	1010	208	20.6
Non-Binary	2	2	1	50.0
American Indian or Alaska Native	10	10	1	10.0
Asian	365	353	53	15.0
Black or African American	329	309	97	31.4
Filipino	185	183	33	18.0
Hispanic or Latino	878	847	205	24.2
Native Hawaiian or Pacific Islander	17	16	4	25.0
Two or More Races	87	84	18	21.4
White	202	193	47	24.4
English Learners	193	187	46	24.6
Foster Youth	39	33	10	30.3
Homeless	18	17	11	64.7
Socioeconomically Disadvantaged	1632	1573	372	23.6
Students Receiving Migrant Education Services	3	3	1	33.3
Students with Disabilities	312	299	95	31.8

C. Engagement	State Priority: School Climate

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	1.63	9.35	7.59	0.94	5.83	6.06	0.20	3.17	3.60
Expulsions	0.00	0.76	0.61	0.01	0.26	0.27	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.59	0.61
Female	6.74	0.19
Male	8.48	1.05
Non-Binary		
American Indian or Alaska Native	0	0
Asian	6.3	1.1
Black or African American	17.63	0.91
Filipino	1.62	0
Hispanic or Latino	5.92	0.46
Native Hawaiian or Pacific Islander	0	0
Two or More Races	12.64	0
White	4.95	0.99
English Learners	10.36	1.55
Foster Youth	20.51	0
Homeless	16.67	0
Socioeconomically Disadvantaged	8.64	0.74
Students Receiving Migrant Education Services	0	0
Students with Disabilities	14.74	0.32

2023-24 School Safety Plan

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 02/6/2022.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	26	52	11
Mathematics	28	18	29	21
Science	26	15	35	9
Social Science	27	15	38	18

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	91	52	1
Mathematics	25	17	49	5
Science	26	13	47	
Social Science	17	67	48	1

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	15	93	49	0
Mathematics	26	14	41	10
Science	24	17	37	3
Social Science	16	65	44	3

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	387.4

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$16,606.80	$6,423.50	$10,183.30	$79,682.20
District	N/A	N/A	$9,477.38	$78,767
Percent Difference - School Site and District	N/A	N/A	7.2	1.2
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	29.0	-9.8

Fiscal Year 2022-23 Types of Services Funded

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
- Distance Learning Resources
- Online and in-person tutoring

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$45,433	$55,550
Mid-Range Teacher Salary	$72,182	$80,703
Highest Teacher Salary	$101,051	$109,418
Average Principal Salary (Elementary)	$132,043	$137,703
Average Principal Salary (Middle)	$155,713	$143,760
Average Principal Salary (High)	$161,758	$159,021
Superintendent Salary	$291,088	$319,443
Percent of Budget for Teacher Salaries	30.61%	30.35%
Percent of Budget for Administrative Salaries	4.55%	4.87%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	12.6

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	4
Fine and Performing Arts	0
Foreign Language	1
Mathematics	2
Science	4
Social Science	7
Total AP Courses Offered Where there are student course enrollments of at least one student.	18

Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3