

Bear Mountain Elementary School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Bear Mountain Elementary School
Street	1501 Hood Street
City, State, Zip	Arvin CA, 93203
Phone Number	(661) 854-6590
Principal	Magdalena Hernandez
Email Address	mhernandez@arvin-do.com
School Website	www.arvinschools.com
County-District-School (CDS) Code	15-63313-6110464

2021-22 District Contact Information

District Name	Arvin Union Elementary School District
Phone Number	(661) 854-6500
Superintendent	Georgia Rhett
Email Address	rhett@arvin-do.com
District Website Address	www.arvinschools.com

2021-22 School Overview

Known as the "Garden in the Sun," Arvin is located just 18 miles from Bakersfield in the San Joaquin Valley. Nationally known as a rich agricultural area, Arvin offers a warm climate and a friendly small town atmosphere. Established in 1991, Bear Mountain Elementary School is a PreK-6 Title 1 school and is one of four schools in the Arvin Union School District.

Bear Mountain's mission, aligned with the Arvin Union School District, is " Every child learning, everyday, no matter what it takes"! Our priority is teaching high academic standards using standards based materials. Teachers and students use educational technology to enhance curriculum and instruction across the school. While teachers meet every Monday for "Professional Collaboration" meetings, they focus on the continuous academic growth of all students. Currently, the school-wide focus is on building students' reading comprehension skills through close and analytical reading of text throughout content areas. Additionally, the site is also focusing on mathematics and problem solving using the mathematics practices as well as English Language Development. This focus is outlined in the School Implementation Plan developed by the Site Leadership Team to provide a strategic and focused approach to increasing student achievement. To support teaching and learning, every teacher has the appropriate materials including a laptop computer, dual monitor, and document camera to support teaching. Additionally, every student at Bear Mountain Elementary are provided with AVID organizational materials and a Chromebook to support and enhance their learning.

The list below identifies learning opportunities for students. These opportunities include, but are not limited to:

- Digital Learning Strategies
- Gifted and Talented Education (GATE) Enrichment activities
- Dual Immersion Program (Spanish/English)- biliteracy
- Intensive Intervention opportunities (K-3 95%, 4-6 WIN groups, after school intervention)
- Arvin Advantage Extending Learning Program
- 21st Century Grant Extended Learning Program
- 95% Intervention Program for students in TK-3 to build literacy skills
- I-Ready ELA and Math skill building and diagnostic assessments
- Summer School
- Parent Education Classes
- English Language Development Curriculum (for English Learners)
- School-wide AVID
- Migrant Education
- Title I Extended Day Programs

2021-22 School Overview

- Social/Emotional Learning support with a full-time Social Worker
- Attendance recognition
- Short term and long term independent study programs

Working together with all stakeholders, Bear Mountain Elementary School proudly supports and builds upon the academic, social, and emotional areas and potential of every student. Bear Mountain Elementary continues as an AVID elementary focusing on the skills and strategies to support note-taking, note-making, annotation of text, organizational skills, collaborative opportunities and emphasizes on students being a critical thinker and problem solver. Teachers and students work diligently and focus on the California state standards. While the ultimate goal is meeting or exceeding standards, the site also focuses on all subgroups making academic growth.

We ensure:

Every child learning, every day, no matter what it takes!

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	99
Grade 1	91
Grade 2	91
Grade 3	94
Grade 4	110
Grade 5	126
Grade 6	102
Total Enrollment	713

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
Asian	0.1
Black or African American	2.5
Filipino	0.1
Hispanic or Latino	95.9
Two or More Races	0.1
White	1
English Learners	67.3
Foster Youth	0.8
Homeless	1.3
Socioeconomically Disadvantaged	96.6
Students with Disabilities	9.4

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Arvin Union School District held a Public Hearing on August 17, 2021, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners (ELL), are given their own individual standards-aligned textbooks/instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available.

Arvin Union School District staff members are actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle. 100% of students were provided textbooks as evidenced by the most recent August 2021 Williams Review.

Year and month in which the data were collected	December 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark, Advance ELD/ELA/ 2017, Read 180 Intervention Program 2017	Yes	0%
Mathematics	K-6 Houghton Mifflin, Math Expressions 2015	Yes	0%
Science	K-8 McMillan McGraw Hill, Inspire 2020	Yes	0%
History-Social Science	K-8 Pearson Education, California History Social Science: My World Interactive 2019	Yes	0%

School Facility Conditions and Planned Improvements

Bear Mountain Elementary School consists of 55 classrooms, a library, a multipurpose room/cafeteria, a staff room, three playgrounds, and an administrative office. The facility strongly supports teaching and learning through its ample classroom and playground space.

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available upon request from the district MOT office. The principal works closely with the Lead Maintenance person and custodial staff of three to develop cleaning schedules to ensure a clean and safe school.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An online work order process is used to ensure efficient service and that emergency repairs are given the highest priority. A complete repaint of the school and a new roof were completed during the summer of 2016 along with an electrical modernization project which was completed in the cafeteria during the 2015-2016 school year. A Solar panel project was completed in March of 2017 and is fully operational. Remodeling of our office and library occurred in 2017-2018 along with additional play equipment for the upper elementary playground. A new classroom building consisting of 10 classrooms replaced portable modular classrooms. The new wing was ready for students opening in January 2020. Additionally, all of the HVAC units had an upgraded filtration system in 2021.

Year and month of the most recent FIT report

August 2021

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	431	10	2.32	97.68	--
Female	212	3	1.42	98.58	--
Male	219	7	3.2	96.8	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	412	10	2.43	97.57	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	284	10	3.52	96.48	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	412	8	1.94	98.06	--

Students Receiving Migrant Education Services	47	0	0	100	--
Students with Disabilities	52	10	19.23	80.77	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	431	10	2.32	97.68	--
Female	212	3	1.42	98.58	--
Male	219	7	3.20	96.80	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	412	10	2.43	97.57	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	284	10	3.52	96.48	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	412	8	1.94	98.06	--
Students Receiving Migrant Education Services	47	0	0.00	100.00	--
Students with Disabilities	52	10	19.23	80.77	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

I-Ready 3-6 Student Groups	I-Ready 3-6 Total Enrollment	I-Ready 3-6 Number Tested	I-Ready 3-6 Percent Tested	I-Ready 3-6 Percent Not Tested	I-Ready 3-6 Percent At or Above Grade Level
All Students	433	430	99.31	0.69	21.4
Female	213	210	98.59	1.41	27.14

Male	220	220	100	0	15.91
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	409	409	100	0	22.52
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	282	282	100	0	8.51
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	402	402	100	0	22.64
Students Receiving Migrant Education Services	38	38	100	0	10.53
Students with Disabilities	51	51	100	0	0

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

I-Ready 3-6 Student Groups	I-Ready 3-6 Total Enrollment	I-Ready 3-6 Number Tested	I-Ready 3-6 Percent Tested	I-Ready 3-6 Percent Not Tested	I-Ready 3-6 Percent At or Above Grade Level
All Students	433	430	99.31	0.59	7.91
Female	213	210	98.59	1.41	8.10
Male	220	220	100	0	7.73
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	409	409	100	0	7.82
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	282	281	99.65	0.35	2.85
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA

Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	402	402	100	0	7.96
Students Receiving Migrant Education Services	38	38	100	0	7.89
Students with Disabilities	51	51	100	0	0

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	12.61	N/A	10.21	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	114	112	98.25	1.75	12.61
Female	58	57	98.28	1.72	10.53
Male	56	55	98.21	1.79	14.81
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	108	106	98.15	1.85	12.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	74	73	98.65	1.35	5.56
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	108	106	98.15	1.85	11.43
Students Receiving Migrant Education Services	11	11	100.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

The staff at Bear Mountain Elementary is aware of the positive correlation between parent and community involvement and the success of students. Parents and community members are encouraged to join teachers and administrators in the activities, programs, and organizations that support our students. Formal committees include School Site Council (SSC) and English Language Advisory Council (ELAC). In addition, parents are invited to become a member of the Parent Teacher Association (PTA) and attend our virtual monthly Coffee with the Principal event to receive new information on a variety of topics or to provide input on matters related to the school site. Parents are also invited to contact their child's teacher in order to participate in volunteering opportunities during a regular school year. Additionally, parents are encouraged to participate in Parent Workshops and attend student performances or events as scheduled. The site also has a Parent Center led by the site Student Success Facilitator and Categorical Clerk which is open daily through in-person or virtual formats with resources to help families support their child's education. Due to the limitations of visitors on campus, safety measures are in place to continue to support students and parents with technology. The district is also offering courses to parents that is promoted at the district and site level.

Parents or community members who wish to participate on leadership teams, school committees, take part in school activities, or become a volunteer are encouraged to make contact through the Bear Mountain Elementary School office. Our contact phone number is 661-854-6590. Please ask to speak to Magdalena Hernandez, Principal.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	778	745	193	25.9
Female	396	375	97	25.9
Male	382	370	96	25.9
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	1	100.0
Black or African American	18	18	11	61.1
Filipino	1	1	0	0.0
Hispanic or Latino	743	715	179	25.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	1	0	0.0
White	11	8	2	25.0
English Learners	521	502	109	21.7
Foster Youth	8	7	1	14.3
Homeless	8	7	1	14.3
Socioeconomically Disadvantaged	751	720	191	26.5
Students Receiving Migrant Education Services	80	79	18	22.8
Students with Disabilities	75	72	25	34.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.49	0.39	1.18	0.10	3.47	0.20
Expulsions	0.00	0.00	0.06	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.23	1.00	2.45
Expulsions	0.00	0.09	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.39	0.00
Female	0.00	0.00
Male	0.79	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.27	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	9.09	0.00
English Learners	0.38	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.40	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Bear Mountain Elementary School's Comprehensive School Site Safety Plan was last revised by school administrators, staff representatives, parents, community members, and board approved on February 16, 2021 to ensure the protection of students, staff, school property, as well as establish a climate that is conducive to learning. All staff members and parents have access to the plan and a committee annually reviews the school site safety policies. Key elements of the safety plan include: developing consistency in behavior expectations, site safety and maintenance, and training in disaster response.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire drills are held once a month, earthquake drills held quarterly and lock-down drills are held once a trimester. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations and emergency supplies are available.

Students are supervised throughout the day by certificated and classified employees when on campus. There is a designated area for student drop-off and pick-up in front of the school. All visitors must check-in and register in the office using our district visitor management system, Raptor, when able to be on campus. Additional precautions have been implemented since the beginning of the COVID-19 that includes several safety protocols guided by the CDE, OSHA, and the California Department of Public Health.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	4	
1	24		4	
2	21	2	3	
3	23		4	
4	27		4	
5	29		4	
6	28		3	
Other	13	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	2	3	
1	24		4	
2	24		4	
3	24		5	
4	24	1	4	
5	19	2	4	
6	24	1	4	

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		4	
1	23		4	
2	23		4	
3	24		4	
4	22	1	4	
5	21	2	4	
6	20	2	3	

2020-21 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	NA

2020-21 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)	0
Library Media Teacher (Librarian)	0.25
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.5
Social Worker	0
Speech/Language/Hearing Specialist	.75
Resource Specialist (non-teaching)	1
Other	4.6

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$9898.07	\$2180.30	\$7717.77	80,957.34
District	N/A	N/A	\$7380.71	\$76,655
Percent Difference - School Site and District	N/A	N/A	4.5	5.5
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A	-9.0	-1.8

2020-21 Types of Services Funded

The picture of funding within the Arvin Union School District stabilized with the ongoing implementation of Local Control Funding Formula (LCFF) funds. Supplemental and concentration funds, above and beyond base funding, provided monies for the district and sites to focus on expanding staffing, providing professional development, improving instructional programs to support academic achievement, improving student attendance, training staff to support building respectful and positive relationships, expanding intervention programs and wrap-around services for mental and physical health, and facilities improvement for the most needy school sites. Funds specifically targeted to the school site included action steps for extended learning sessions, library books, intervention teachers and intervention computer programs, student success facilitators, elementary PE teachers, nurses, social workers, district teachers on special assignment for teacher support, field trips to expand the horizons of our students, and professional development. These funds are in addition to federal funds including Title 1 funds with set-asides for Extended Learning and Parent Involvement. Parent Involvement funds allow us to continually build our outreach and training services for parents. District and site based intervention programs and staff are also funded out of Title I. Title II supports one additional teacher for class size reduction and Title III provides aides specifically for our campus as well as support staff and Professional Development for teachers and instructional assistants. Title IV funds have supported technology and professional development, campus supervisors, and a focus on safety. Special Education funds, supported with general funds, provide programs and transportation for students with special needs at our site including teachers and instructional assistants for Special Day Class, Resource Specialist Program and Speech services. After-School grant funds including ASES and 21st Century allow us to serve a large number of students in our daily Arvin Advantage Extended Learning Program. State preschool funds provide both AM and PM classes at our site to support student readiness for school.

2020-21 Types of Services Funded

In addition to the funding sources listed above, significant funding was received to mitigate the effects of COVID. These funds supported the hire of additional personnel to support safety, social-emotional support, technology impacts, and instruction. Technology including ensuring 1 to 1 Chromebooks and augmenting resources at the school site was a priority. In addition, structures and safety materials to support social distancing and promote COVID prevention were funded.

Services funded are intended to support the district vision for equity among student groups.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$50,658	\$51,450
Mid-Range Teacher Salary	\$76,970	\$80,263
Highest Teacher Salary	\$93,592	\$101,012
Average Principal Salary (Elementary)	\$121,720	\$128,082
Average Principal Salary (Middle)	\$125,970	\$132,453
Average Principal Salary (High)	\$0	\$134,792
Superintendent Salary	\$154,800	\$197,968
Percent of Budget for Teacher Salaries	31%	34%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

The district schedules "back to school" staff development days annually and staff are offered a variety of professional growth opportunities in curriculum, teaching strategies, methodologies, safety, and required policy reviews. Staff members build work skills, strategies, and concepts by participating in training, conferences and workshops throughout the year. Professional development is supported by peer to peer collaboration, site academic coach and/or administration support, district personnel including Directors and Teachers on Special Assignment, as well as external sources such as consultants. This training keeps a lens on the population of the district with a focus on building English Language Development and an increasing focus on Multi-tiered systems of support. Topics are selected based on high student population needs (EL and SWD specifically), survey results, data reviews of local and Dashboard data focused on patterns and trends, instructional materials adoptions, and preventative safety measures/restorative practices. Site Professional Development is available throughout the year via Site and District coaches, Flexdays, Staff meetings, and designated Site Leadership Team meetings scheduled in the afternoon or during the day as possible with substitutes..

2019-2020 Professional Development: Equity in Education with Patrick Briggs from AVID, Science adoption overviews for science teachers and Integrated ELD for single subject non-science teachers, I Love U Guys Foundation safety training for disaster management, mandatory policies, Internet safety, Read 180 for specific teachers on use of materials, and data review at sites. Student engagement strategies and a focus on rigorous instruction, Close Reading, and writing were focus areas at all sites.

Professional Development

2020-2021 Professional Development: District wide training included setting a foundation for implementation of distance learning with the impact of COVID-19 and scheduling, utilization of the CANVAS platform to support distance learning, 95% training for Kinder through Third grade to support foundational reading skills and usage of STAR assessment for diagnostic at the Middle School. Mandatory policies were reviewed and Get Safety Trained included Sexual Harassment Training/Child Support Prevention Training/ Bloodborne Pathogen,/Injury and Illness Prevention/Pesticide Training all provided in a virtual learning format. RULER training for Social-emotional learning began with a trainer of trainer model and continues to be rolled out at each site with lead trainers. Utilization of Teams, CANVAS, Zoom, Flipgrid, Parent Portal and various other components to support distance learning while continuing to implement best teaching strategies have been provided by Kern County Superintendent of Schools personnel as well as district Teachers on Special Assignment and district/site administrators. Use of Personal Protective Equipment/safety measures and cleaning routines have been key trainings this year.

2021-2022 Professional Development: District -wide training focused building awareness of frameworks and standards as well as modeling and supporting instruction in Math and Mathematical Practices, Designated and Integrated ELD, and Science instruction. Mandatory policies were reviewed with the inclusion of Get Safety Trained Sexual Harassment/Child Support Prevention Training/Bloodborne Pathogen, Injury and Illness Prevention/Pesticide Training and Homeless/Foster program requirements. These were all provided in a virtual learning format. Teachers on Special Assignment supported classroom discipline, AVID, integrating technology, and new teacher training. Four professional development days were scheduled at the beginning of the year with an additional 3 days scheduled mid-year for instructional staff. In addition, three days were added for staff new to the district to ensure knowledge of district structures and expectations for implementation of district wide strategy implementation. One day is dedicated each year to Dual Immersion and Special Education training in conjunction with new teacher training dates.

Additional site professional development opportunities included 95% Training, Leadership trainings focusing on the site implantation plan, Canvas support trainings as well as Parent Square. and professional development focused on standards based instruction. Professional growth and participation in Professional Learning Communities and Leadership is an ongoing focus as well as Leading from the Middle with support from Innovate Ed throughout 2018-2021 and continuing with Performance Education Partnership for the 2021-2022 school year. Team members work as a Leadership professional learning community to implement strategies and work toward attainment of the School Implementation Plan.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	10

Arvin Union Elementary School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Arvin Union Elementary School District
Phone Number	(661) 854-6500
Superintendent	Georgia Rhett
Email Address	rhett@arvin-do.com
District Website Address	www.arvinschools.com

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2042	14	0.69	99.31	0.00
Female	1027	4	0.39	99.61	--
Male	1015	10	0.99	99.01	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	19	0	0.00	100.00	--
Filipino	--	--	--	--	--
Hispanic or Latino	1949	14	0.72	99.28	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	65	0	0.00	100.00	--
English Learners	1252	12	0.96	99.04	0.00
Foster Youth	--	--	--	--	--
Homeless	92	0	0.00	100.00	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1930	12	0.62	99.38	0.00
Students Receiving Migrant Education Services	296	0	0.00	100.00	--
Students with Disabilities	178	14	7.87	92.13	0.00

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2042	14	0.69	99.31	0.00
Female	1027	4	0.39	99.61	--
Male	1015	10	0.99	99.01	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	19	0	0.00	100.00	--
Filipino	--	--	--	--	--
Hispanic or Latino	1949	14	0.72	99.28	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	65	0	0.00		--
English Learners	1252	12	0.96	99.04	0.00
Foster Youth	--	--	--	--	--
Homeless	92	0	0.00	100.00	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1930	12	0.62	99.38	0.00
Students Receiving Migrant Education Services	296	0	0.00	100.00	--
Students with Disabilities	178	14	7.87	92.13	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.