

Bear Mountain Elementary School

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

2023-24 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	www.arvinschools.com

2023-24 School Description and Mission Statement

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...Building Bright Futures, Motivating Minds, Exceeding Expectations... is aligned with the Arvin Union School District's mission " Every child learning, everyday, no matter what it takes!" Our staff collectively worked on our school's charter. Bear Mountain staff is intentionally cultivating a safe and welcoming environment through goal setting, building strong relationships, modeling growth mindset, and engaging in purposeful collaboration. We strive to be equitable and empathetic to meet the diverse academic and social-emotional needs of our learners and support them with the ever-changing challenges facing our society. BME is the place to be! During the weekly "Professional Collaboration" meetings held every Monday, teachers at Bear Mountain Elementary concentrate on fostering the continual academic advancement of all students. This involves utilizing data derived from iReady Math and English assessments, encompassing 95% Group Assessments, and assessing Core growth for Transitional Kindergarten students. The integration of English Language Development is woven into daily instruction through both Designated and Integrated ELD, emphasizing proficiency in Listening, Speaking, Reading, and Writing.

To establish a targeted and strategic approach to elevate student achievement, the School Implementation Plan, developed by the Site Leadership Team, delineates specific goals. Each teacher is equipped with essential materials such as curriculum resources, a laptop computer/Chromebook, projectors or televisions, and a document camera to support effective teaching methods. Furthermore, students at Bear Mountain Elementary receive AVID organizational materials and a Chromebook, contributing to the enhancement of their learning experience.

2023-24 School Description and Mission Statement

Bear Mountain Elementary takes pride in being an AVID Elementary school, placing emphasis on cultivating skills that foster college and career readiness. The AVID goals at the school center around engaging in student data discussions and employing DOK/Costa leveled questions to further enrich the educational environment.

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 K-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
- * Social Emotional Learning support with two full-time Social Worker
- *Attendance recognition
- *Short term and long term independent study programs

Collaborating with all educational stakeholders, Bear Mountain Elementary School takes great pride in actively nurturing and enhancing the academic, social, and emotional development of each student. The school maintains its commitment as an AVID elementary, concentrating on instilling essential skills and strategies such as note-taking, note-making, text annotation, organizational proficiency, collaborative capabilities, and fostering critical thinking and problem-solving abilities among students.

Ongoing diligent efforts are invested by teachers and district support with aligning their focus with California's English Language Arts (ELA) and Math Frameworks and standards. While the overarching objective is to meet or exceed these standards, the school places particular importance on ensuring academic growth for all students and subgroups.

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	162
Grade 1	94
Grade 2	101
Grade 3	91
Grade 4	92
Grade 5	97
Grade 6	108
Total Enrollment	745

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8%
Male	50.2%
Asian	0.3%
Black or African American	2.3%
Filipino	0.1%
Hispanic or Latino	94.9%
Two or More Races	0.4%
White	1.7%
English Learners	63.5%
Foster Youth	0.7%
Homeless	1.9%
Migrant	12.3%
Socioeconomically Disadvantaged	94.2%
Students with Disabilities	8.2%

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)	26.60	79.20	107.40	76.21	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	2.13	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	8.91	8.10	5.81	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.10	0.84	12115.80	4.41
Unknown	4.00	11.88	21.10	14.99	18854.30	6.86
Total Teaching Positions	33.60	100.00	141.00	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)	29.30	73.01	116.20	76.03	234405.20	84.00
Intern Credential Holders Properly Assigned	1.90	4.95	3.30	2.18	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.30	5.80	8.20	5.38	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.20	3.11	1.60	1.05	11953.10	4.28
Unknown	5.20	13.07	23.40	15.36	15831.90	5.67
Total Teaching Positions	40.10	100.00	152.90	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	3.00	2.30
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.00	2.30

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	0.00
Local Assignment Options	0.00	1.20
Total Out-of-Field Teachers	0.00	1.20

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)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.2	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

Arvin Union School District held a Public Hearing on August 15, 2023, 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 2023 Self- Review.

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	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 MOT Director, Maintenance Leads, and Custodial Staff 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 in January 2020. Additionally, all of the HVAC units had an upgraded filtration system in 2021. The HVAC technician is in communication with site leads and responds to any needs in a timely manner.

Year and month of the most recent FIT report

August 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

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)	20	17	27	27	47	46
Mathematics (grades 3-8 and 11)	13	16	15	17	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	390	387	99.23	0.77	17.31
Female	201	200	99.50	0.50	20.50
Male	189	187	98.94	1.06	13.90
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	373	371	99.46	0.54	17.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	259	258	99.61	0.39	9.69
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	371	368	99.19	0.81	16.58
Students Receiving Migrant Education Services	42	42	100.00	0.00	9.52
Students with Disabilities	48	48	100.00	0.00	2.08

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	389	386	99.23	0.77	16.32
Female	200	199	99.50	0.50	15.08
Male	189	187	98.94	1.06	17.65
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	373	371	99.46	0.54	15.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	259	258	99.61	0.39	12.02
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	370	367	99.19	0.81	15.80
Students Receiving Migrant Education Services	42	42	100.00	0.00	14.29
Students with Disabilities	48	48	100.00	0.00	4.17

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)	11.21	9.00	14.62	10.13	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	102	102	100.00	0.00	8.82
Female	43	43	100.00	0.00	11.63
Male	59	59	100.00	0.00	6.78
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	100	100	100.00	0.00	9.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	71	71	100.00	0.00	2.82
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	96	96	100.00	0.00	8.33
Students Receiving Migrant Education Services	16	16	100.00	0.00	6.25
Students with Disabilities	12	12	100.00	0.00	0.00

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 5	100%	100%	100%	100%	98%

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

The Bear Mountain Elementary staff recognizes the positive connection between parental and community engagement and student success. We actively encourage parents and community members to collaborate with teachers and administrators in various activities, programs, and organizations dedicated to supporting our students. Formal committees, including the School Site Council (SSC) and English Language Advisory Council (ELAC), provide structured platforms for involvement.

Parents are invited to participate in the Parent Teacher Association (PTA) and attend monthly Coffee with the Principal meetings and workshops, where they can gain insights into various topics and contribute input on school-related matters. Communication with teachers is facilitated through Parent Square, enabling parents to actively engage in their child's education. Furthermore, parents are encouraged to attend Parent Workshops, student performances, and scheduled events such as AVID, Math, Reading, and Lunch on the Lawn.

Bear Mountain Elementary's Parent Center, overseen by Student Success Facilitators and the Categorical Clerk, is open daily, offering resources to assist families in supporting their child's education. Throughout the year, parent education and training sessions are provided, covering topics like parenting classes and ways to support children. To adapt to campus visitor limitations, safety measures are in place to continue supporting students and parents with technology.

In addition, the district extends opportunities through parenting courses and promotes Parent University via social media, Parent Square, and flyers. For those interested in leadership roles, committee participation, school activities, or volunteering, please contact the Bear Mountain Elementary School office at 661-854-6590 and ask to speak with Ricardo Salinas Jr., Principal.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	822	788	198	25.1
Female	411	397	100	25.2
Male	411	391	98	25.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	0	0.0
Black or African American	21	19	13	68.4
Filipino	1	1	0	0.0
Hispanic or Latino	776	744	177	23.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	0	0.0
White	17	17	8	47.1
English Learners	528	507	96	18.9
Foster Youth	9	9	2	22.2
Homeless	24	21	11	52.4
Socioeconomically Disadvantaged	784	750	194	25.9
Students Receiving Migrant Education Services	123	115	27	23.5
Students with Disabilities	83	80	20	25.0

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.

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	0.39	0.00	0.00	0.10	0.84	0.80	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Bear Mountain Elementary School's Comprehensive School Site Safety Plan was last revised by school administrators, staff representatives, parents, community members at a School Site Council meeting December 5, 2023 and is pending board approved on February 21, 2024 to ensure the protection of students, staff, school property, as well as establish a climate that is conducive to learning. The plan was discussed with students in January 2024. 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, AED drill held annually, 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 with adult supervision. 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 school year that includes several safety protocols where we continue to offer student masks in their classroom or office throughout the day as requested.

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.

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	

2021-22 Elementary 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 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	19	2	3	
1	18	2	3	
2	18	2	3	
3	20	1	4	
4	18	2	4	
5	17	3	4	
6	13	5	4	
Other	22		1	

2022-23 Elementary 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 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	16	7	3	0
1	19	1	4	0
2	17	3	3	0
3	23	0	4	0
4	18	1	4	0
5	16	3	3	0
6	18	2	4	0
Other	0	0	0	0

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	0

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)	
Library Media Teacher (Librarian)	0.3
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

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	\$12,264.90	\$3603.27	\$8661.64	\$87,945.91
District	N/A	N/A	\$8418.06	\$83,485
Percent Difference - School Site and District	N/A	N/A	2.9	5.2
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	13.0	-0.4

Fiscal Year 2022-23 Types of Services Funded

Local Control Funding Formula (LCFF) funds provide stable, on-going resources for the district. These resources provide basic necessary personnel at school sites and for district services. Maintenance set-asides support facility upkeep, transportation funds provide busses and drivers for many of the district's students outside the walking areas, and cafeteria funds provide Community Based Eligibility meals to all students. LCFF Supplemental and Concentration funds, which are provided above and beyond base funding and are prioritized to support equitable outcomes for all students, provide monies to address needs identified through a strategic planning process and allocated to meet targeted goals and metrics determined both by the site and locally. These funds allow the district and sites to focus on expanding staffing, provide professional development, improve instructional programs to support academic achievement, improve student attendance, train staff to support building respectful and positive relationships, expand intervention programs and wrap-around services for mental and physical health, and facilities improvement for school sites. Funds specifically targeted to the school site included action steps for extended learning sessions, library upgrades, intervention teachers and intervention computer programs, classified student success staff, elementary PE teachers, nurses, social workers, district teachers on special assignment, field trips, 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 allocations from various funding sources allow us to continually build our outreach and training services for parents. District and site based intervention programs and support staff are funded out of Title I. Title II supports one additional teacher at each elementary site 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. Increased grant funds for programs outside regular school hours including Expanded Learning Opportunity, ASES and 21st Century allow the district to serve an increased number of students in continuing and new extra hours programs. State preschool funds provide both AM and PM classes at two sites to support student readiness for school.

In addition to the funding sources listed above, significant funding has been received to mitigate the effects of COVID and interrupted learning. The short-term budget for the Arvin Union School District has almost doubled with the influx of ESSER, Expanded Learning Opportunity, American Rescue Plan, In-Person Instruction Funds, and COVID Response Funds. These funds supported significant infrastructure upgrades, additional days of instruction and professional development, materials, and the hire of additional personnel to support safety, social-emotional support, technology impacts, and instruction. Technology including ensuring 2 to 1 Chromebooks at the elementary level and 1 to 1 Chromebooks at the middle school and augmenting resources at the school site was a priority. In addition, structures and safety materials to support social distancing and promote COVID prevention have been and will continue to be funded as needed.

Additional state and local funding including P3CC, Community Schools Planning Grant, and First 5 support grant specific actions throughout the district and this site.

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	\$54,292	\$54,046
Mid-Range Teacher Salary	\$82,492	\$84,515
Highest Teacher Salary	\$105,306	\$110,867
Average Principal Salary (Elementary)	\$129,566	\$136,841
Average Principal Salary (Middle)	\$139,954	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$165,268	\$217,473
Percent of Budget for Teacher Salaries	26.05%	32.43%
Percent of Budget for Administrative Salaries	4.18%	5.62%

Professional Development

2021-2022 Professional Development: District-wide training supported 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 and safety/clearing training included use of Personal Protective Equipment/safety measures and cleaning routines. Teachers on Special Assignment supported classroom management, AVID, integrating technology, new teacher training, and standards-based instruction. 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.

2022-2023 Professional Development: The district School Board has developed an equity statement which significantly focuses our foundational work on the development and implementation of Multi-Tiered supports. Topics are further developed through survey results, data reviews of local and Dashboard data focused on patterns and trends, instructional materials adoptions, and preventative safety measures/restorative practices. 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. 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. District-wide instructional support continued the previous year's focus on Math and Mathematical Practices, English Language Development, and behavior/Social emotional learning foundations. Teachers on Special Assignment supported classroom discipline, AVID, integrating technology, new teacher training, and standards based instruction. Five 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 in combination with Dual Immersion and Special Education training.

2023-2024 Professional Development: District-wide annual training included mandatory policies, procedures, and safety through Get Safety Trained- Sexual Harassment; Child Abuse Prevention; Bloodborne Pathogen Awareness & Prevention; Injury and Illness Prevention; Pesticide Awareness; and Homeless/Foster Program Training from the district's Director of Support Services McKinney-Vento and Foster Youth Liaison to ensure state and federal program requirements. Further, Dual Immersion and Special Education training was also provided to staff as pertinent. Strengthening efforts that support the board of trustees' equity statement, staff received training on Restorative Practices including PBIS and RULER as well as training on Social Emotional Behavior to provide a foundation for Multi-Tiered Systems of supports as a refined referral process was initiated this year during part of the five professional development days scheduled at the beginning of the year including aligning of diagnostically determined interventions for Tier 2 and Tier 3 social, emotional, behavioral, and academic needs. Tiered and targeted professional development is being tailored and implemented to address areas of need as identified from

Professional Development

surveys, district walkthroughs, and outcomes from the Continuous Improvement Process (CIP) and root cause analyses focusing on the promotion of effective Tier I instruction district wide. Teachers on Special Assignment support classroom discipline, AVID, integrating technology, new teacher training, and standards based instruction. An intentional focus on Professional Learning Teams throughout the school year and an ongoing math alignment project spanning the past 3 years continues. District walkthroughs with 4 P feedback (provide evidence, praise, pose, propose) continues to guide short term site based professional development in regard to math and English Language Development Instruction.

Instructional staff will have 2 days scheduled mid-year for training. Day 1 to encompass the 7 Stages of Collaboration deepening our Professional Learning Teams (PLTs) as well as a deep data dive guiding instruction using formative assessments. Day 2 to support the district move to Google including technological logistics, dig into our Math Alignment Tool, Math formative assessments, Writing- essential characteristics/goal setting, Narcan Training, and Social Emotional Behavior (SEB) next-steps. Site administrator coaching from Performance Education Partnership to promote site leadership skills leading to implementation of Professional Learning Teams and guiding conversations for clearly scheduled formative assessments designed to inform classroom instruction for "what do students need to know", "how do we know if students know it", "what do we do if they master content", and "what do we do if they don't". Two days of training for school site and district teams from Dr. Luis Cruz from Solution Tree utilizing "Learning by Doing" to promote Professional Learning Community implementation and foster effective Tier I instruction district wide.

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	10	11	10