Bear Mountain Elementary
School Site Council
Agenda: October 28, 2025
Room E5

ITEMS	ACTIONS	NOTES
1. Call to Order		Call to order by: At:
2. Welcome and Introductions	Introductions of those present including new members Review of sign-in/attendance	Quorum: Yes or no
3. Review of Agenda	Explanation of items Requests for additional items/changes	
4. Read Minutes	Motion to Approve SSC Meeting August 26, 2025	M: 2nd: In favor: Opposed:
5. Public Comment	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another School Site Council meeting.	
6. DAC Report	Report by DAC Representative- September 24, 2025 Next meeting Oct. 29, 2025 9:00 @ HD	
7. Bylaw Approval	Approval of Bylaws presented on August 26, 2025	M: 2nd: In favor: Opposed:
8. Data	Review Data i-ready, ELPAC, CAASPP, Attendance	
9. Title 1: Single Plan for Student Achievement	Review of goals/action steps, budget priorities as related to the SPSA	Advise:
10. Uniform Complaint Procedures	Distribute UCP Annual Notice for 2025-2026	
11. Safety Plan Input	Safety Plan input-	
12. LCAP Input Opportunities	• Professional Development/Basic Services • Environment/Engagement • Attendance • Parent Involvement • Academics • English Learners	
13. Announce future meeting date	Tuesday, November 18, 2025 2:20 pm	
14. Upcoming Dates	Student School PE Walk Oct. 31th Red Ribbon Week October 27 – October 31, 2025 Lunch on the Lawn October 30, 2025 No School November 10-11th Coffee with the Principals November 21, 2025 8:00 am Minimum Day November 21, 2025 (12:10 dismissal) Thanksgiving Break-November 24th - 28th	
15. Adjournment		M: 2nd: In favor: Opposed: Meeting adjourned at

Bear Mountain Elementary
Concilio Escolar
Agenda- 28 de octubre de 2025
Salón E5

ARTICULOS	ACCIONES	NOTAS
1. Llamar al Orden		Llamado a orden por: A las:
2. Bienvenida y presentaciones	Introducciones de los presentes incluyendo nuevos miembros Repaso de la asistencia	Quórum: si o no
3. Revisión de la agenda	Explicación de artículos Pedir artículos adicionales	
4. Leer Minutos	Moción para aprobar Junta de 26 de agosto de 2025	M: 2ª: En favor: Opuestos:
5. Comentario Publico	Bajo la ley de junta abierta, se prohíbe que el comité tome acción en asuntos relacionados con comentarios públicos. Asuntos presentados en esta junta puede ser programado para otra junta del Concilió.	
6. Reporte de DAC	Reporte de Representante de DAC- 24 de septiembre de 2025 Próxima fecha- 29 de octubre de 2025 9:00 HD	
7. Aprobación de los estatutos	Aprobación de Estatutos presentados el 26 de agosto de 2025	M: 2ª: En favor: Opuestos:
8. Datos	Repaso de Datos: i-ready, ELPAC, CAASPP, Asistencia	
9. Titulo 1: Plan Escolar de Logros Estudiantiles	Revisión de objetivos/pasos de acción, prioridades presupuestarias en relación con el SPSA	Avisé:
10. Procedimientos Uniformes de Quejas	Distribuir el aviso anual de UCP para 2025-2026	
11. Plan de Seguridad	Aporte de Plan de seguridad-	
12. LCAP- Oportunidad para dar Sugerencias	• Desarrollo Profesional/Servicios Básico • Ambiente/Compromiso • Asistencia • Participación de los padres • Académico • Aprendices de Inglés	
13. Anunciar próxima junta	Martes, 18 de noviembre de 2025 a las 2:20 pm	
14. Fechas Próximas	Caminata de educación física para estudiantes en la escuela el 31 de octubre Semana del Listón Rojo 27 de octubre – 31 de octubre de 2025 Almuerzo en el césped 30 de octubre de 2025 No hay clases del 10 al 11 de noviembre Café con los Principales 21 de noviembre de 2025 8:00 am Día Mínimo 21 de noviembre de 2025 (salida 12:10) Vacaciones de Acción de Gracias: 24 al 28 de noviembre	
15. Aplazamiento		M: 2ª: En favor: Opuestos: Aplazamiento:

BEAR MOUNTAIN ELEMENTARY
School Site Council (SSC)
Minutes: August 26, 2025

1. **Call to Order**- Mr. Salinas called the meeting to order at 2:27 p.m.

2. **Welcome and Introductions**- Introductions were made. The following members were present: Ricardo Salinas, Carmelita Vega, Steve Cunicelli, Javier Pacheco, Veronica Zaragoza, Diana Garcia, and Rocio Barragan. A quorum was established and members absent were Antonio Martinez, Carina Banos, and Rebeca Alvarado.

3. **Review of Agenda**- Ricardo Salinas reviewed the items on the agenda.

4. **Read minutes**- The minutes from the May 20, 2025, meeting were read. A motion was made by Steve Cunicelli to approve the minutes as read and the motion was seconded by Javier Pacheco. The motion was voted on and the minutes were approved. All were in favor.

5. **Public Comments**- Mr. Salinas shared a copy and asked for their input on the ELAC Needs Assessment.

6. **Guidance and Purpose for SSC**- Mr. Salinas reviewed the Law and Governance and Bylaws with the committee. There were no questions or comments.

7. **SSC Composition**- Mr. Salinas reviewed the School Site Composition of membership and stated there was no open position.

8. **The Greene Act**- Mr. Salinas reviewed the Greene act and there were no questions or comments.

9. **Nominations**- The following nominations were made by committee members: Javier Pacheco for President, Steve Cunicelli for Vice President, Ricardo Salinas as Secretary, Rocio Barragan as DAC representative, and Mireya Moguel and Diana Garcia as DAC Alternate. A motion was made by Steve Cunicelli to approve nominations and a second was made by Rocio Barragan. The motion was voted on and all were in favor.

10. **Roles and Responsibilities**: Mr. Salinas provided training and reviewed the committees' roles and responsibilities as a School Site Council. There were no comments or questions.

11. **Title I Responsibility**- Mr. Salinas Title 1 meeting was held on August 14, 2025 at 9 and 5. School Site Goal #1 was reviewed and funding expenditures were discussed. Parent Involvement Policy, Title 1 Annual Meeting, School Plan for Achievement Goal #1, Site Title 1 Program Evaluation and Other Evidence, and SSC Participants in Evaluations were covered. There were no questions or comments.

12. **Title 1 Parent Policy**- Mr. Salinas reviewed the Parent Involvement Policy that was approved on May 20, 2025.

13. **Title 1 Parent Compact**- Mr. Salinas provided a copy and reviewed the Parent Compact which was also approved May 20, 2025. He also stated the Compact was sent out electronically. There were no questions or comments.

14. **Uniform Complaint Procedures**- Mr. Salinas was unable to distribute and review the UCP Annual Notice due to a delay at the State level. The district will distribute it electronically via ParentSquare.

15. **School Plan for Student Achievement (SPSA) Title 1 Budget**- Mr. Salinas reviewed the SPSA and the Title 1 budget. He stated Mr. Davis is working on closing out last year's accounts and will hopefully have rollover money for this year.

16. **LCAP Input Opportunities:** Mr. Salinas reviewed the LCAP focuses-Professional Development/Basic Services, Environment/Engagement, Attendance, Parent Involvement, Academics, and English Learners. Mr. Cunicelli brought up trimester report cards and how the end of the year report card is difficult to complete with the time restrictions of printing.

17. **Announce future meeting date-** The next SSC meeting was announced for September 16, 2025 at 2:20 p.m.; however, Mr. Salinas stated that this meeting will be canceled.

18. **Upcoming Dates-** Mr. Salinas reviewed upcoming dates with members—Labor day (9/1/2025), Attendance Awareness Week (9/7/2052-9/12/2025), Suicide Prevention Week (9/15/2025-9/19/2025), AUSD Board Meeting 9/9/2025, CWTP 9/19/2025, Parent Teacher Conference (9/23/2025-9/25/2025) and Night Conference 9/23/2025, DAC 9/24/2025 at 9:00, DELAC 9/24/2025 at 3:30.

19. **Adjournment-** A motion to adjourn was made by Steve Cunicelli and second by Diana Garcia. All members were in favor. The meeting was adjourned at 3:07 p.m..

BEAR MOUNTAIN ELEMENTARY
School Site Council (SSC)
Minutes: 26 de agosto de 2025

1. **Llamado al orden:** Sr. Salinas convocó la reunión al orden a las 2:27 p.m.

2. **Bienvenida y presentaciones**: Se hicieron las presentaciones. Estuvieron presentes los siguientes miembros: Ricardo Salinas, Carmelita Vega, Steve Cunicelli, Javier Pacheco, Verónica Zaragoza, Diana García y Rocío Barragán. Se estableció quórum y los miembros ausentes fueron Antonio Martínez, Carina Baños y Rebeca Alvarado.

3. **Revisión de la agenda**: Ricardo Salinas revisó los puntos del orden del día.

4. **Lectura de los minutos:** Se leyó el acta de la reunión del 20 de mayo de 2025. Steve Cunicelli hizo una moción para aprobar el acta tal como fue leída y la moción fue apoyada por Javier Pacheco. Se votó la moción y se aprobó el acta. Todos estaban a favor.

5. **Comentarios públicos**: No hubo comentarios públicos.

6. **Orientación y Propósito para SSC:** El Sr. Salinas revisó la Ley, la Gobernanza y los Estatutos con el comité. No hubo preguntas ni comentarios.

7. **SSC Composición**: El Sr. Salinas revisó la composición de miembros del sitio escolar y afirmó que no había ningún puesto vacante.

8. **Ley Greene:** El Sr. Salinas revisó la ley Greene y no hubo preguntas ni comentarios.

9. **Nominaciones:** Los miembros del comité hicieron las siguientes nominaciones: Javier Pacheco para presidente, Steve Cunicelli para vicepresidente, Ricardo Salinas como secretario, Rocío Barragán como representante del DAC y Mireya Moguel y Diana García como suplentes del DAC. Steve Cunicelli hizo una moción para aprobar las nominaciones y Rocío Barragán hizo una segunda moción. La moción fue votada y todos estuvieron a favor.

10. **Roles y responsabilidades:** El Sr. Salinas brindó capacitación y revisó las funciones y responsabilidades de los comités como Consejo Escolar. No hubo comentarios ni preguntas.

11. **Responsabilidades del Título 1:** La reunión de Título 1 del Sr. Salinas se llevó a cabo el 15 de agosto de 2024 a las 9 y 5. Se revisó la Meta #1 del sitio escolar y se discutieron los gastos de financiamiento. Se cubrió la Política de participación de los padres, la reunión anual de Título 1, el plan escolar para el logro de la meta n.° 1, la evaluación del programa de Título 1 del sitio y otras pruebas, y los participantes del SSC en las evaluaciones. No hubo preguntas ni comentarios.

12. **Política de los padres del Título 1:** El Sr. Salinas revisó la Política de Participación de los Padres que fue aprobada el 20 de mayo de 2025; sin embargo, actualizó la fecha de las reuniones escolares.

13. **Compacto de padres del Título 1:** El Sr. Salinas proporcionó una copia y revisó el Convenio para padres que también fue aprobado el 20 de mayo de 2025. También indicó que el Convenio se envió electrónicamente. No hubo preguntas ni comentarios.

14. **Procedimientos Uniformes de Quejas:** El Sr. Salinas no pudo distribuir ni revisar el Aviso Anual de la UCP debido a un retraso a nivel estatal. El distrito lo distribuirá electrónicamente a través de ParentSquare.

15. **Plan escolar para el rendimiento estudiantil (SPSA) Presupuesto del Título 1):** El Sr. Salinas revisó el SPSA y el presupuesto del Título 1. Dijo que el Sr. Davis está trabajando para cerrar las cuentas del año pasado y, con suerte, tendrá dinero transferido para este año.

16. **LCAP Oportunidades para dar Sugerencias:** El Sr. Salinas revisó los enfoques del LCAP: Desarrollo profesional/Servicios básicos, Medio ambiente/Compromiso, Asistencia, Participación de los padres, Académico y Estudiantes de inglés. El Sr. Cunicelli mencionó las boletas de calificaciones trimestrales y cómo las boletas de calificaciones de fin de año son difíciles de completar debido a las restricciones de tiempo de impresión.

17. **Anunciar fecha de la próxima junta:** La próxima reunión del SSC fue anunciada para el 16 de septiembre de 2025 a las 14:20 horas; sin embargo, el Sr. Salinas declaró que esta reunión será cancelada debido.

18. **Próximas fechas:** El Sr. Salinas repasó las próximas fechas con los miembros: Día del Trabajo (1/9/2025), Semana de Concientización sobre la Asistencia (7/9/2052-12/9/2025), Semana de Prevención del Suicidio (15/9/2025-19/9/2025), Reunión de la Junta de AUSD 9/9/2025, CWTP 19/9/2025, Conferencia de padres y maestros (23/9/2025-25/9/2025) y Conferencia Nocturna 23/9/2025, DAC 24/9/2025 a las 9:00, DELAC 24/9/2025 a las 3:30.

19. **Aplazamiento:** Steve Cunicelli presentó una moción para aplazar la sesión y Diana Garcia la secundó. Todos los miembros estaban a favor. Se levantó la sesión a las 3:07.

Bear Mountain Elementary
School Site Council Bylaws

ARTICLE I: NAME

The name is this committee shall be the Bear Mountain School Site Council

ARTICLE II: PURPOSE:

The purpose of this council shall be to:

1. Develop and Recommend the school improvement plan (School Site plan).
2. Have ongoing responsibility to review with the principal, teachers, other school personnel and pupils the implementation of the school improvement plan and to assess periodically the effectiveness of the program
3. Annually review the school improvement plan and if necessary, make modifications in the plan to reflect changing improvement needs and priorities.
4. Take other actions as required by the Education Code.

ARTICLE III: MEMBERSHIP:

Section 1:

The council shall be composed of the principal and other representatives: teachers at the school, other school personnel., parent of pupils attending the school elected by their peers.

The council shall be constituted to ensure parity between the principal, classroom teachers, and other school personnel and parents or community members.

Classroom teachers shall comprise the majority of the persons representing school staff.

The council will elect both an alternate staff member and an alternate parent.

One member of the School Site Council shall approve to serve as an official representative to the District Advisory Committee. An official alternate shall also be approved.

Section 2:

The membership of this committee shall not exceed 22 nor be less than 10.

Section 3:

Resignations will be accepted only by the chairperson. A member shall no longer hold membership should he or she no longer meet the membership requirements under which they were elected. Membership shall automatically terminate for any member who is absent from all regular meetings for a period of 3 consecutive meetings. The council, by affirmative vote of two-thirds of all members, can suspend a member.

Section 4:

All members of the council shall serve for a 2-year term. Those terms however, shall be staggered. Only one half, or the nearest approximation thereof, (with exception of the principal), of the School Site Council membership shall be elected at any one time. It is permissible for a person to elect to serve for more than one term in succession.

Section 5:

Each member shall be entitled to one vote and may cast cote on each matter submitted to a vote of the council. The elected alternate shall vote in absence of the representative. Absentee ballots shall not be permitted.

ARTICLE IV: OFFICERS AND MEMBERS

Section 1:

Resignation will be accepted only by the chairperson. A member shall no longer hold membership should he or she cease to meet the membership requirements under which he or she was selected, e.g., a parent becomes employed by the site. Membership shall automatically terminate for any member who is absent from all regular meetings for a period of 3 consecutive meetings. The council, by affirmative vote of two-thirds of all members, can suspend or expel a member.

Section 2:

Any vacancy on the council shall be filled by the regular peer selection process.
(Article 3, Section 1)

Section 3:

The officers of this council shall be a chairperson, vice- chairperson, and a recording secretary.

ARTICLE V: MEETINGS

Section 1:

Meetings shall be held at least 6 times per school calendar year.

Section 2:

A simple majority of the membership shall constitute a quorum. (50% + 1; at least 6 members)

School Site Council Bylaws adopted & approved by SSC:

_____

School Site Council Bylaws approved by the Arvin Union School District:

_____

Escuela Primaria Bear Mountain

Estatutos del Consejo Escolar

ARTÍCULO I: NOMBRE

El nombre de este comité será el Consejo Escolar de Bear Mountain.

ARTÍCULO II: OBJETO

El propósito de este consejo será:

1. Desarrollar y recomendar el plan de mejora escolar (plan del sitio escolar).
2. Tener la responsabilidad continua de revisar con el director, los maestros, otro personal escolar y los alumnos la implementación del plan de mejora escolar y evaluar periódicamente la efectividad del programa.
3. Revisar anualmente el plan de mejora escolar y, si es necesario, realizar modificaciones en el plan para reflejar las necesidades y prioridades cambiantes de mejora.
4. Tomar otras acciones según lo requiera el Código de Educación.

ARTÍCULO III: MEMBRESÍA:

Sección 1:

- El consejo estará compuesto por el director y otros representantes: profesores de la escuela, otro personal de la escuela, padres de los alumnos que asisten a la escuela elegidos por sus compañeros.
- El consejo se constituirá para garantizar la paridad entre el director, los maestros del salón de clases y otro personal escolar y los padres o miembros de la comunidad.
- Los profesores de aula constituirán la mayoría de las personas que representen al personal de la escuela.
- El consejo elegirá tanto a un miembro del personal suplente como a un padre suplente.
- Un miembro del Consejo Escolar deberá aprobar servir como representante oficial ante el Comité Asesor del Distrito. También se aprobará un suplente oficial.

Sección 2:

La composición de este comité no excederá de 22 ni será inferior a 10.

Sección 3:

Las renuncias serán aceptadas únicamente por el presidente. Un miembro dejará de ser miembro si ya no cumple con los requisitos de membresía bajo los cuales fue elegido. La membresía terminará automáticamente para cualquier miembro que esté ausente de todas las reuniones regulares por un período de 3 reuniones consecutivas. El consejo, por voto afirmativo de dos tercios de todos los miembros, puede suspender a un miembro.

Sección 4:

Todos los miembros del consejo servirán por un período de 2 años. Esos plazos, sin embargo, serán escalonados. Sólo la mitad, o la aproximación más cercana a la misma (con excepción del director), de los miembros del Consejo Escolar serán elegidos en cualquier momento. Está permitido que una persona elija servir durante más de un mandato consecutivo.

Sección 5:

Cada miembro tendrá derecho a un voto y podrá emitir comité sobre cada asunto sometido a votación del consejo. El suplente electo votará en ausencia del representante. No se permitirán votos en ausencia.

ARTÍCULO IV: FUNCIONARIOS Y MIEMBROS

Sección 1:

La renuncia será aceptada únicamente por el presidente. Un miembro dejará de ser miembro si deja de cumplir con los requisitos de membresía bajo los cuales fue seleccionado, por ejemplo, si un padre pasa a ser empleado del sitio. La membresía terminará automáticamente para cualquier miembro que esté ausente de todas las reuniones regulares por un período de 3 reuniones consecutivas. El consejo, por voto afirmativo de dos tercios de todos los miembros, puede suspender o expulsar a un miembro.

Sección 2:

Cualquier vacante en el consejo se cubrirá mediante el proceso regular de selección de pares. (Artículo 3, Sección 1)

Sección 3:

Los funcionarios de este consejo serán un presidente, un vicepresidente y un secretario de actas.

ARTÍCULO V: REUNIONES

Sección 1:

Las reuniones se llevarán a cabo al menos 6 veces por año calendario escolar.

Sección 2:

Una mayoría simple de los miembros constituirá quórum. (50% + 1; al menos 6 miembros)

Estatutos del Consejo Escolar adoptados y aprobados por el SSC:

_____

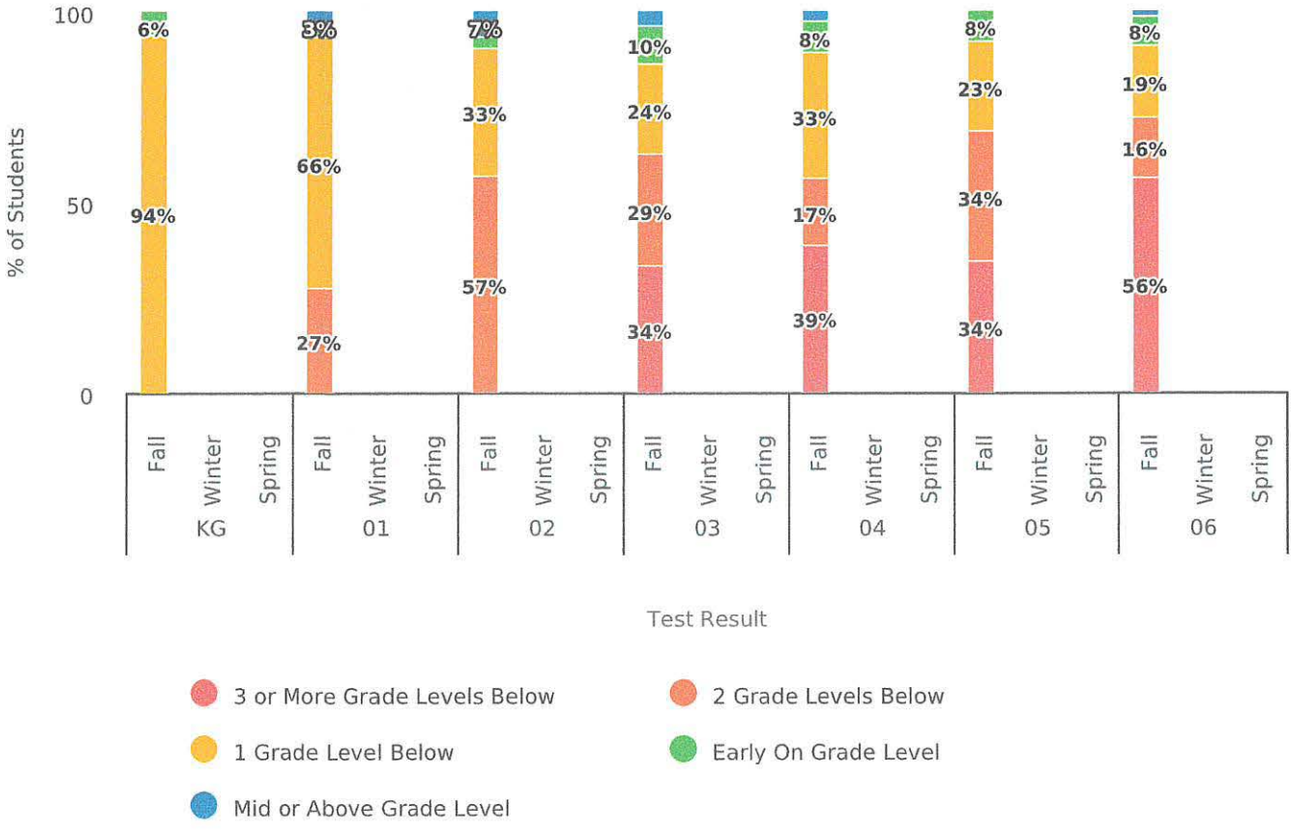
Estatutos del Consejo Escolar aprobados por el Distrito Escolar Unido de Arvin:

_____

i-Ready ELA Overall Score

Filter Criteria:

District	Arvin Union School District	**School**	Bear Mountain Elementary
Grade Level	[All Grades]	**Ethnicity**	[All]
Gender	[All]	**Homeless Youth**	[All]
Students w Disabilities	[All]	**English Learner Status**	[All]
Foster Youth Status	[All]	**LTEL Status**	[All]
Migrant Status	[All]	**SED Status**	[All]
Unduplicated Status	[All]	**Custom Student Group**	[None Selected]
Custom School Group	[None Selected]	**Student Status**	[All]
Test Year	2025-2026		



Total of 29 row(s) with 10000 Row Limit

Grade	Test Result	Period	# Students
KG	1 Grade Level Below	Fall	49
KG	Early On Grade Level	Fall	3
01	1 Grade Level Below	Fall	41
01	2 Grade Levels Below	Fall	17
01	Early On Grade Level	Fall	2
01	Mid or Above Grade Level	Fall	2
02	1 Grade Level Below	Fall	25
02	2 Grade Levels Below	Fall	43
02	Early On Grade Level	Fall	2

03	2 Grade Levels Below	Fall	38
03	3 or More Grade Levels Below	Fall	26
03	Early On Grade Level	Fall	2
04	1 Grade Level Below	Fall	26
04	2 Grade Levels Below	Fall	23
04	3 or More Grade Levels Below	Fall	34
04	Early On Grade Level	Fall	3
05	1 Grade Level Below	Fall	35
05	2 Grade Levels Below	Fall	17
05	3 or More Grade Levels Below	Fall	32
05	Early On Grade Level	Fall	5
06	1 Grade Level Below	Fall	27
06	2 Grade Levels Below	Fall	14
06	3 or More Grade Levels Below	Fall	33
06	Early On Grade Level	Fall	7

BME- Chronic Absenteeism Indicator

Performance Level	Increased Significantly from Prior Year (by 3.1 p.pts or more)	Increased from Prior Year (by 0.5 p.pts to 3.0 p.pts)	Maintained from Prior Year (declined or increased by 0.4 p.pts or fewer)	Declined from Prior Year (by 0.5 p.pts to 2.9 p.pts)	Declined Significantly from Prior Year (by 3.0 p.pts or more)
Very Low 2.5% or less in Current Year	21. Yellow	22. Green	23. Blue	24. Blue	25. Blue
Low 2.6% to 5.0% in Current Year	16. Orange	17. Yellow	18. Green	19. Green	20. Blue
Medium 5.1% to 10.0% in Current Year	11. Orange	12. Orange	13. Yellow	14. Green	15. Green
High 10.1% to 20.0% in Current Year	6. Red	7. Orange	8. Orange	9. Yellow	10. Yellow
Very High 20.1% or greater in Current Year	1. Red	2. Red	3. Red	4. Orange	5. Yellow

Results by Subgroup

Subgroup	Current (2024-2025)	Goal (2025-2026)
Overall N=818	21.9% Chronically Absent a Significant Decline of 3.2% points (Yellow #5)	Decline 3% points (18.9%) High Absenteeism Decline Significantly (Yellow #10)
EL N=530	17.4% Chronically Absent a Decline of 1.6% points (Yellow #9)	Decline 3% points (14.4%) High Absenteeism Decline Significantly (Yellow #10)
Hispanic N=781	21.9% Chronically Absent a Decline of 1.9% points (Orange #4)	Decline 3% points (18.9%) High Absenteeism Decline Significantly (Yellow #10)
Socioeconomically Disadvantaged N=795	22.1% Chronically Absent a Significant Decline of 3.7% points (Yellow #5)	Decline 3% points (19.1%) High Absenteeism Decline Significantly (Yellow #10)
Students with Disabilities N=88	35.2% Chronically Absent a Significant Increase of 10.2% points (Red #1)	Decline 6% points (29.2%) Very High Absenteeism Decline Significantly (Yellow #5)

Subgroup	2023-2024 Data	Goal 2024-2025
Overall N=788	25.1% Chronically Absent a decline of 10.4% points (Yellow #5)	Decline 6% points (19.1%) High Absenteeism Decline Significantly (Yellow #10) -GOAL NOT MET
EL N=507	18.9% Chronically Absent a decline of 11.6% points (Yellow #10)	Decline 6% points (12.9%) High Absenteeism Decline Significantly (Yellow #10)- GOAL NOT MET
Hispanic N=744	23.8% Chronically Absent a decline of 10.1% points (Yellow #5)	Decline 6% points (17.8%) High Absenteeism Decline Significantly (Yellow #10)- GOAL NOT MET
Socioeconomically Disadvantaged N=750	25.9% Chronically Absent a decline of 10.6% points (Yellow #5)	Decline 6% points (19.9%) High Absenteeism Decline Significantly (Yellow #10)- GOAL NOT MET
Students with Disabilities N=80	25% Chronically Absent a decline of 9.2% points (Orange #4)	Decline 6% points (19%) High Absenteeism Decline Significantly (Yellow #10)- GOAL NOT MET

BME- English Learner Progress Indicator

Performance Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
	From Prior Year (by 10.1% p.pts or more)	From Prior Year (by 2.0 p.pts to 10 p.pts)	From Prior Year (declined or increased by 1.9 p.pts or fewer)	From Prior Year (by 2.0 p.pts to 9.9 p.pts)	From Prior Year (by 10.0 p.pts or more)
Very High 65.0% or greater in Current Year	21. Yellow	22. Green	23. Blue	24. Blue	25. Blue
High 55.0% to 64.9% in Current Year	16. Orange	17. Yellow	18. Green	19. Green	20. Blue
Medium 45.0% to 54.9% in Current Year	11. Orange	12. Orange	13. Yellow	14. Green	15. Green
Low 35.0% to 44.9% in Current Year	6. Red	7. Orange	8. Orange	9. Yellow	10. Yellow
Very Low 34.9% or less than in Current Year	1. Red	2. Red	3. Red	4. Orange	5. Yellow

ELPAC Results for EL

Subgroup	Current 2024-2025	Goal 2025-2026
English Learner N= 333	40.8% Making Progress Declined 5.8% (Orange 12)	Gain 6% (52.6%) Making Progress Medium Performance Increase (Green #14)

ELPAC Results for EL

Subgroup	2023-2024	Goal 2024-2025
English Learner N= 358	46.6% Making Progress Declined 6.2% (Orange 12)	Gain 6% (52.6%) Making Progress Medium Performance Increase (Green #14)-GOAL NOT MET

BME- Academic Indicators

English Language Arts/Literacy for Grades 3–8

Performance Level	Declined Significantly from Prior Year (by 15.1 points or more)	Declined from Prior Year (by 3.0 to 15.0 points)	Maintained from Prior Year (declined or increased by 2.9 points or fewer)	Increased from Prior Year (by 3.0 to 14.9 points)	Increased Significantly from Prior Year (by 15.0 points or more)
Very High +45.0 points or more in Current Year	21. Green	22. Green	23. Blue	24. Blue	25. Blue
High +10.0 to +44.9 points in Current Year	16. Green	17. Green	18. Green	19. Green	20. Blue
Medium -5.0 points to +9.9 points in Current Year	11. Yellow	12. Yellow	13. Yellow	14. Green	15. Green
Low -5.1 to -70.0 points in Current Year	6. Orange	7. Orange	8. Orange	9. Yellow	10. Yellow
Very Low -70.1 points or fewer in Current Year	1. Red	2. Red	3. Red	4. Orange	5. Orange

CAASPP Results by Subgroup

Subgroup	Current (2024-2025)	Goal (2025-2026)
Overall N=357	-86.9 points below with a decline of 3.2 points (Red #2)	Gain 15 points (-71.9 points) Very Low Performance Increase Significantly in points (Orange #5)
EL N=249	-94.3 points below with a increase of 3.7 points (Orange #4)	Gain 15 points (-79.3 points) Very Low Performance Increased Significantly (Orange #5)
Hispanic N=347	-88.1 points below with a decline of 3.4 points (Red #2)	Gain 15 points (-73.1 points) Very Low Performance Increase Significantly (Orange #5)
Socioeconomically Disadvantaged N=346	-86.9 points below with a decline of 0.7 points (Red #3)	Gain 15 points (-71.9 points) Very Low Performance Increase Significantly (Orange #5)
Students with Disabilities N=33	-140.8 points below with an increase of 3.7 (Orange #4)	Gain 15 points (-125.8 points) Very Low Performance Increased Significantly (Orange #5)

CAASPP Results by Subgroup

Subgroup	2023-2024	Goal 2024-2025
Overall N=356	-83.7 points below with a decline of 12.6 points (Red #2)	Gain 13.7 (-70 points) Low Performance Increase in points (Yellow #9)- GOAL NOT MET
EL N=253	-98.1 points below with a decline of 20.8 (Red #1)	Gain 15 points (-83.1 points) Very Low Performance Increased Significantly (Orange #5)- GOAL NOT MET
Hispanic N=341	-84.7 points below with a decline of 13 (Red #2)	Gain 15 points (-69.7 points) Low Performance Increase Significantly (Yellow #10)- GOAL NOT MET
Socioeconomically Disadvantaged N=338	-86.2 points below with a decline of 12.9 points (Red #2)	Gain 15 points (-71.2 points) Very Low Performance Increase Significantly (Orange #5)- GOAL NOT MET
Students with Disabilities N=46	-144.5 points below with a decline of 54.2 (Red #1)	Gain 15 points (-129.5 points) Very Low Performance Increased Significantly (Orange #5)- GOAL NOT MET

BME- Mathematics for Grades 3–8

Performance Level	Declined Significantly from Prior Year (by 15.1 points or more)	Declined from Prior Year (by 3.0 to 15.0 points)	Maintained from Prior Year (declined or increased by 2.9 points or fewer)	Increased from Prior Year (by 3.0 to 14.9 points)	Increased Significantly from Prior Year (by 15.0 points or more)
Very High +35.0 points or more in Current Year	21. Green	22. Green	23. Blue	24. Blue	25. Blue
High 0.0 to +34.9 points in Current Year	16. Green	17. Green	18. Green	19. Green	20. Blue
Medium -0.1 to -25.0 points in Current Year	11. Yellow	12. Yellow	13. Yellow	14. Green	15. Green
Low -25.1 to -95.0 points in Current Year	6. Orange	7. Orange	8. Orange	9. Yellow	10. Yellow
Very Low -95.1 points or fewer in Current Year	1. Red	2. Red	3. Red	4. Orange	5. Orange

Math CAASPP Results by Subgroup

Subgroup	Current (2024-2025)	Goal (2025-2026)
Overall N=362	-91.3 points below Standard declined 1.5 points (Orange #8)	Gain 15 points (-76.3) Low Performance Increase Significantly((Yellow #10)
English Learners N=254	-93.9 points below Standard increased 4.2 points (Yellow #9)	Gain 15 points (-78.9) Low Performance Increase Significantly (Yellow #10)
Hispanic N=352	-92.2 points below Standard declined 1.7 points (Orange #8)	Gain 15 points (-77.2) Low Performance Increase Significantly (Yellow #10)
Socioeconomically Disadvantaged N=351	-92.8 points below Standard declined 1.8 points (Orange #8)	Gain 15 points (-77.8) Low Performance Increase Significantly (Yellow #10)
Students with Disabilities N=33	-172.3 points below Standard declined 7.6 points (Red #2)	Gain 15 points (-157.3) Very Low Performance Increase Significantly (Orange #5)

Subgroup	2023-2024	Goal (2024-2025)
Overall N=355	-89.7 points below Standard declined 4.8 points (Orange #7)	Gain 15 points (-74.7) Low Performance Increase Significantly((Yellow #10)- GOAL NOT MET
English Learners N=253	-98.1 points below Standard declined 9.8 points (Red #2)	Gain 15 points (-83.7) Low Performance Increase Significantly (Yellow #10)- GOAL NOT MET
Hispanic N=341	-90.5 points below Standard declined 5.5 points (Orange #7)	Gain 15 points (-75.5) Low Performance Increase Significantly (Yellow #10)- GOAL NOT MET
Socioeconomically Disadvantaged N=337	-91 points below Standard declined 4.2 points (Orange #7)	Gain 15 points (-76) Low Performance Increase Significantly (Yellow #10)- GOAL NOT MET
Students with Disabilities N=46	-164.7 points below Standard declined 46.8 points (Red #1)	Gain 15 points (-149.7) Very Low Performance Increase Significantly (Orange #5)- GOAL NOT M

Overview of Student Attendance

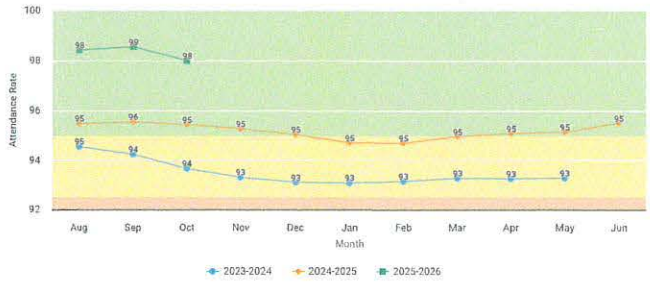
Applied Filters: Arvin Union School District | Bear Mountain Elementary

# of currently enrolled students	Students Absent This Week - (10/20 - 10/24)	Students Absent - 10/20/25
645	45	45

Attendance this instructional week	Attendance last instructional week	Attendance for the last 30 days	Year-to-date Attendance
93.02%	94.18%	97.72%	97.98%

Cumulative Student Attendance

The cumulative monthly attendance rate trend for students over the last 3 years.



Monthly Student Attendance

The monthly attendance rate trend for students over the last 3 years.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Achievement
All students attending Bear Mountain Elementary will attain increasingly higher levels of academic proficiency on state standards in both English Language Arts and Mathematics.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #5: Develop and implement strategies (targeted initiatives) to ensure a minimum of one year academic growth per year for all students, as measured by state standardized assessments and classroom formative assessments.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Site data from multiple sources including iReady, 95% Reading Intervention, ELPAC, and CAASPP indicates a majority of students are significantly and consistently below grade level in Language Arts and Math without patterns of improvement. A large portion of these students are English Learners, 63.5%. Surveys and evidence of students' work indicate a need to support core instruction aligned to the frameworks and state standards. The district and site have concluded that state and local data indicate Bear Mountain has yet to consistently implement equitable actions through aligned systems of continuous improvement with integrated supports to improve social, emotional, behavioral , and academic outcomes for ALL students. To address the needs of our English Language Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Homeless the root causes need to be considered and addressed. The root causes include an 1) inconsistent Tier 1 (universal) social, emotional, behavioral and academic instruction and supports 2.) Lack of structured referral process and system of intervention for Tier 2 and Tier 3 to address manifested behaviors and academic needs 3.) Need to build a culture of shared accountability by all educational partners for expected student outcomes on state & local measures.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
I-Ready Language Arts	24-25 i-Ready English Language Arts Midyear Data (Diagnostic 2) 40%- 2 years or more below grade level 41%- 1 grade level below 18%- Early on or above grade level	An Increase by 5% the percentage of students who are Early on or above grade level standards and decrease by 5% percentage of students falling in the 2 years or more below grade level
I-Ready- Mathematics	24-25 i-Ready Mathematics Midyear Data (Diagnostic 2) 34%- 2 years or more below grade level 53%- 1 grade level below 12%- on or above grade level	An Increase by 5% the percentage of students on or above grade level standards and decrease by 5% percentage of students falling in the 2 years or more below grade level

Dashboard-CAASPP English Language Art	2023-2024 English Language Arts All students Very Low, -86.9 points below standard with a decline of 3.2 points Performance Level by Subgroup English Learners- Very Low, -94.3 points below with a increase of 3.7 points Hispanic- Very Low, -88.1 points below standard with a decline of 3.4 points Socioeconomically Disadvantaged- Very Low, -86.9 points below standard with a decline of 0.7 points Students with Disabilities- Very Low, -140.8 points below standard with an increase of 3.7 points	All Student Goal: Gain 15 points (-71.9 points) Very Low Performance Increase Significantly in points (Orange) Performance Level by Subgroup English Learners- Gain 15 points (-79.3 points) Very Low Performance Increased Significantly (Orange) Hispanic- Gain 15 points (-73.1 points) Very Low Performance Increase Significantly (Orange) Socioeconomically Disadvantaged- Gain 15 points (-71.9 points) Very Low Performance Increase Significantly (Orange) Students with Disabilities- Gain 15 points (-125.8 points) Very Low Performance Increased Significantly (Orange)
Dashboard- CAASPP Math	2023-2024 Mathematics All students Low, -91.3 points below Standard declined 1.5 points (Orange) Performance Level by Subgroup English Learners Low, -93.9 points below Standard increased 4.2 points (Yellow) Hispanic Low, -92.2 points below Standard declined 1.7 points (Orange) Socioeconomically Disadvantaged Low, -92.8 points below Standard declined 1.8 points (Orange) Students with Disabilities Very Low, -172.3 points below Standard declined 7.6 points (Red)	All Student Goal: Gain 15 points (-76.3) Low Performance Increase Significantly((Yellow) Performance Level by Subgroup English Learners- Gain 15 points (-78.9) Low Performance Increase Significantly (Yellow) Hispanic- Gain 15 points (-77.2) Low Performance Increase Significantly (Yellow) Socioeconomically Disadvantaged- Gain 15 points (-77.8) Low Performance Increase Significantly (Yellow) Students with Disabilities- Gain 15 points (-157.3) Very Low Performance Increase Significantly (Orange)
Dashboard- English Learner Progress Indicator	2023-2024 English Learner Progress Indicator Overall EL Student: 40.8% Making Progress Declined 5.8% (Orange)	All EL Student Goal: Gain 6% (52.6%) Making Progress Medium Performance Increase (Green)
Dashboard- Attendance	2023-2024 Chronic Attendance All Students Very High, 21.9% Chronically Absent a Significant Decline of 3.2% points (Yellow) Performance Level by Subgroup English Learners (EL), 17.4% Chronically Absent a Decline of 1.6% points (Yellow) Hispanic, 21.9% Chronically Absent a Decline of 1.9% points (Orange) Socioeconomically Disadvantaged, 22.1% Chronically Absent a Significant Decline of 3.7% points (Yellow)	Overall Chronic Absenteeism indicator for students is to decline 3 percentage points which would move students to a "High" chronic absenteeism performance level ban and show a "Significant Decline." Performance Level by Subgroup English Learners (EL) subgroup goal is to decline 3 percentage points which would maintain EL students at a "High" chronic absenteeism performance level ban but show a "Significant Decline."

	Students with Disabilities, 35.2% Chronically Absent a Significant Increase of 10.2% points (Red)	Hispanic subgroup goal is to decline 3 percentage points which would move Hispanic students to a "High" chronic absenteeism performance level ban and show a "Significant Decline." Socioeconomically Disadvantaged (SED) subgroup goal is to decline 3 percentage points which would move SED students to a "High" chronic absenteeism performance level ban and show a "Significant Decline." Students with Disabilities (SWD) subgroup goal is to decline 6 percentage points which would keep SWD students to a "Very High" chronic absenteeism performance level ban but show a "Significant Decline."

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Direct services and professional development provided by the Academic Coach and Teacher on Special Assignment in the form of co-teaching model support to meet the students academic needs in ELA, Math, and ELD. Academic coach and TOSA's, in addition, provide professional development with Coaching Cycle as their plan to increase access to standards based instruction through the implementation of effective teaching strategies. Academic Coach: Support all grade levels through supporting teachers: *PLT process *Lesson Modeling *Professional Development *Cycles of Inquiry *Walkthroughs (PLT, ELD, Math, ELA, and District & Site Interventions) *Formative and Summative local and state assessments *Small group instruction for students identified by state and local assessments District Dual TOSA: Supporting all Dual teachers: *PLT discussions *Lesson Modeling *Professional Development *Walkthroughs (PLT, ELD, Math, and ELA) *Formative local assessments	All students specifically targeted on the Academic California Dashboards: All Students White African American Hispanic Pacific Islander Foster Homeless LTEL EL Hispanics SED Students with Disabilities	55,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Academic Coach Salary (50% Funded by Site Title I) 22,000 Title I Part A: Allocation 3000-3999: Employee Benefits Academic Coach Benefits (50% Funded by Site Title I) 55,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Academic Coach Salary (50% Funded by District LCAP) 22,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Academic Coach Benefits (50% Funded by District LCAP) 16,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries District TOSA 12%

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			6500 Title I Part A: Allocation 3000-3999: Employee Benefits Benefits District TOSA 12%
1.2	One (1) K-6th intervention teacher will support small groups of students to target students not at grade level in order to support learning and assist students with foundational literacy and language development for students in Kinder -3rd grades and 4th -6th grade students in ELA and Math with integrated core as measured by cycle and diagnostic data.	Students below grade level as identified by local and state data-targeted students as identified by Tiered Menu of interventions and by priority. Intervention Teacher support all grade levels through: *District & Site Intervention Programs *Push-in & Pull-out small group instruction for students identified by local or state assessment	110,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Salary for one full-time (100%) intervention teachers 45,000 Title I Part A: Allocation 3000-3999: Employee Benefits Benefits for one full-time (100%) intervention teachers
1.3	Two 5.5 Paraprofessional will be utilized to help support students in K-6 grades. Interventions may include 95 Percent, students below grade level requiring support with foundational literacy skills, and support in accessing core materials to move towards language proficiency.	Targeted groups of students below grade level as identified by local and state data. Interventions will be performed in a small group setting to support students who are below grade level in foundational literacy or mathematics to move students towards proficiency.	40,000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Paraprofessional Salary 6000 Title I Part A: Allocation 3000-3999: Employee Benefits Paraprofessional Benefits
1.4	One 6hr Paraprofessional will be utilized to help support students in K-3 grades. Interventions may include 95 Percent, students below grade level requiring support with foundational literacy skills, and support in accessing core materials to move towards language	Targeted groups of students below grade level as identified by local and state data. Interventions will be performed in a small group setting to support students who are below grade level in foundational literacy or mathematics to move students towards proficiency.	28,000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Paraprofessional Salary 3000 Title I Part A: Allocation 3000-3999: Employee Benefits Benefits
1.5	After school Paraprofessionals (2) will be utilized to fill identifiable gaps in district core curriculum and student skill set to differentiate instruction at the appropriate instructional level and move towards Math and ELA proficiency including concepts and procedures and comprehension skills. Students will	Students enrolled in Afterschool Intervention groups who are currently participating in 95% groups during the day.	20,000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries After School Paraprofessional

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	be identified by student need and measured by diagnostic reports.		5000 Title I Part A: Allocation 3000-3999: Employee Benefits Benefits
1.6	Two 2.5 hr. Paraprofessionals will be utilized to help support students in K-3 grades. Interventions may include 95 Percent, students below grade level requiring support with foundational literacy skills, and support in accessing core materials to move towards language	Targeted groups of students below grade level as identified by local and state data. Interventions will be performed in a small group setting to support students who are below grade level in foundational literacy to move students towards proficiency.	18500 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Paraprofessional Salary 2500 Title I Part A: Allocation 3000-3999: Employee Benefits Benefits
1.7	One Student Study Team coordinator serve the campus to support and facilitate meetings with the RTI process and data collection that include the teacher, administrator, and parent. These meetings are necessary to promote academic achievement for struggling students as plans are created with embedded interventions to support the students.	Students underperforming with a teacher referral.	5,500 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries SST Coordinator Stipend and Substitutes 500 Title I Part A: Allocation 3000-3999: Employee Benefits Benefits
1.8	Themed school functions via Lunch-on-the Lawns, AVID Nights, and Parent Teacher Conferences and provide books for reading activities or home-based activities with survey to gather data of the effectiveness of the event.	All students specifically targeted on the Academic California Dashboards: All Students White African American Hispanic Pacific Islander Foster Homeless LTEL EL Hispanics SED Students with Disabilities	8,287.37 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Site Reservations- Parent Involvement
1.9	Summer School Intervention Teachers (2024-2025) to support students not at grade level during the regular year program.	2 Intervention teachers with rollover funds will be funded to support the 2024/2025 Summer School Bear Mountain students attending who are not performing at grade level in ELA and Math and are currently in 95% Intervention groups	24,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Salary for two Summer School Intervention Teachers 6,000 Title I Part A: Allocation 3000-3999: Employee Benefits

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
		and/or in Math intervention groups. Cost: $24,000 and Benefits ($6,000)	Benefits
1.10	Summer School Intervention Teachers (2025-2026) to support students not at grade level during the regular year program.	2 Intervention teachers with rollover funds will be funded to support the 2024/2025 Summer School Bear Mountain students attending who are not performing at grade level in ELA and Math and are currently in 95% Intervention groups and/or in Math intervention groups.	24,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Salary for two Summer School Intervention Teachers 6,000 Title I Part A: Allocation 3000-3999: Employee Benefits Benefits
1.11	~~Three~~ 2 5.25 hour Paraprofessional will be utilized to help support students in K-1 grades.	K-1 Core Tier 1 and small group supports which may include 95 Percent, students below grade level requiring support with foundational literacy and math skills, and support in accessing core materials to move towards proficiency	60,000.00 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Paraprofessional Salary 9,000 Title I Part A: Allocation 3000-3999: Employee Benefits Benefits
1.12	After School Intervention	Students underperforming with a teacher referral.	9249 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Teacher Salaries 2000.76 Title I Part A: Allocation 3000-3999: Employee Benefits Benefits
1.13	Supplemental materials to provide additional practice to develop foundational math skills	First through sixth grade students specifically targeted on the Academic California Dashboards or local assessments: All Students White African American Hispanic Pacific Islander	4000 Title I Part A: Allocation 4000-4999: Books And Supplies Reflex & Frax

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
		Foster Homeless LTEL EL Hispanics SED Students with Disabilities	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Action Step #1 Academic Coach: IMPLEMENTATION SUCCESSES
Our Academic Coach provided Direct Services to students in the form of intervention instruction providing small group writing support to meet academic needs in ELA, Math and ELD. In addition, she provided staff professional development to increase effective teaching strategies and support planning and modeling standard based instruction. The Academic Coach directly impacts student learning via professional development as teachers' universal teaching is supported during modeling, PLT, planning, cycle of inquiry, and data. The Academic Coach provided support through professional development, coaching cycles, facilitated planning days, focused on standards and frameworks to strengthen universal instruction, facilitated grade level teams to support the cycle of inquiry and the Single Plan for Student Achievement goals via implementation of AVID strategies, Integrated and Designated ELD, student collaboration and student data chats focused on each student personal academic goals.

OUTCOMES: Classroom ELD, AVID ELA, and Math Walkthrough Rubrics indicate growth across the rubric in a positive direction. Comparing the walkthroughs of September to March:

ELD Walkthrough
Emerging: 23% to 0%
Progressing: 39% to 0%
Developing: 23% to 55%
Full Implementation: 15% to 45%

AVID ELA Walkthrough
Emerging: 45% to 20%
Progressing: 40% to 18%
Developing: 12% to 50%
Full Implementation: 3% to 12%

Math Walkthrough
Emerging: 33% to 0%
Progressing: 17% to 0%
Developing: 33% to 50%
Full Implementation: 17% to 50%

Actions 2, 3, 4, 5, 6 & 7
Action Step #2 Intervention Teachers: IMPLEMENTATION SUCCESSES
Our Intervention Teachers, with support from classroom teachers and data, provided early identification and targeted services for students not meeting grade-level proficiency in ELA and Math. Instruction was based on student needs, identified through i-Ready data and teacher recommendations. The intervention included instruction in phonics and phonological awareness using the 95% Intervention Program, which focuses on letter-sound correspondence, phonemic awareness, and phonics skills. While serviced have been provided, there has been inconsistency in reducing the number

of students performing at lower skill levels, which has contributed to a growing gap between students who meet or exceed standards and those who do not. Local assessments will be analyzed and disaggregated to form student groups based on specific needs.

Action Step #3, 4, and 6 Paraprofessional
The morning routine for all Paraprofessional provided practice in phonics and phonological awareness utilizing the intervention program, 95 Percent. Students in Kinder through 3rd grade were being supported to help facilitate and fill in reading gaps. The 6 hour Paraprofessional also helped to support and provide services to students who were not meeting grade level proficiency in ELA and/or Math in grades 4th through 6th. Our 4 hour and one 2.5 hour Paraprofessionals provide additional practice for students in Kindergarten and 1st grade in foundational literacy and mathematic skills. Without their support, students would not have received the skills based on their needs causing them to fall further behind.

Action Step #5 Afterschool Paraprofessionals
The Afterschool Paraprofessionals provided assistance in both ELA and Math support for students during the after school program. The Paraprofessionals supported students with identifiable gaps in district core curriculum and student skill set to differentiate instruction at the appropriate level.

Action #7 SST Coordinator
Bear Mountain hired one SST Coordinator due to the demand of students performing at low levels. With the support of the SST coordinators, meetings ensured cycles of discussion and creations of instructional plans for students through a collaborative process. The SST coordinator facilitated meetings with the Student Study Team to determine the students needs and provide suggestions for research based strategies. Throughout the year, ongoing monitoring takes place to determine student growth along with recommendation for evaluations as needed.

OUTCOMES: There is no significant difference on iReady Reading or Math from last year to current year. Thus, first core instruction and intervention supports have not significantly moved students to grade level mastery. While Dashboard data is not yet available for the 2024-2025 school year, 2023-2024 data showed declines which are leading to necessary updates/changes in the Bear Mountain site plan as items not indicated to be successful must be changed.

Action #8 Parent Engagement: IMPLEMENTATION SUCCESS
Site funds were utilized to purchase Kinder Round Up supplies as well as parent school communication tools. Additionally, books, in English and Spanish, will be purchased for our AVID Nights, Lunch-on-the-Lawn events, and Parent Teacher Conferences. Parents or students selected book to take to read on site or at home to increase Parent Involvement with their child's education. Throughout the year, multiple events were held that focused on teaching parent educational strategies that could be used at home to support their student academically. These included Kinder Round-Up, AVID Career nights, Title 1 Meetings, Literacy Lunch-on-the-Lawn, AVID Math, and AVID Science Nights.

OUTCOME: The 2024-2025 CHKS indicates that students feel their parents are more involved in their schooling, 78%. Additionally, there were 16 parents who participated in the Parenting classes, over 100 parents for the AVID nights, an average of 8 parents at Coffee with the Principals throughout the school year and about 7 parents who attended our Parent Empowerment Committee regularly. The goal for next year is to continue to implement these parent engagement opportunities and track parent engagement via CHKS and site surveys.

In summary, Bear Mountain did not yet successfully met metric outcomes outlined in the 2023–2024 Single Plan for Student Achievement. While some subgroups or grade levels showed growth, that progress has not been consistent over time. Site administration, in collaboration with the Leadership Team, remains committed to advancing the school in the areas of academics, attendance, and school climate.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

For Goal #1, funds were allocated to provide additional academic engagement opportunities aimed at reducing the percentage of students performing two or more grade levels below standard. However, budgeted staff salary and benefits in the initial budget was not fully expended due to difficulties staffing; thus, positions remained unfilled due to employees seeking positions with more hours.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes were made to this goal.

Changes were made to annual outcomes to gain ground loss during the 2023-2024 academic year. While we strive to gain all the ground loss, we have created obtainable goals based on each Dashboard Measure (noted above). Chronic Absentees was added to the metrics due to the concern of our Student with disabilities academic and attendance disparity.

Strategy/Activity 1.2: Reduction to 1 Intervention Teacher paid out of Title 1, while morning intervention groups will remain the same, Intervention teacher will be assigned to support 2nd and 3rd grade students who are not performing at grade level in Reading or Math.
Strategy/Activity 1.3: Dropped the 4 hour Paraprofessional and added a 5.5 hour Paraprofessional (2024-2025) to increase service time spent supporting underperforming students and adding one additional Paraprofessional for the 2025-2026. Their focus will be 1st-3rd grade foundational literacy skills, and 4th grade foundational literacy and math skills.
Strategy/Activity 1.5: Reduction in staffing from 3 to 2 Paraprofessionals; however, we added After school Intervention with teacher support for students who are underperforming (see Strategy/Activity 1.12).
Strategy/Activity 1.6: Reduction in staffing at 2.5 hours, but we added 5.25 hour paraprofessional staffing support for students who are underperforming (see Strategy/Activity 1.11).
Strategy/Activity 1.8: The intended focus changed to specific Themed Events with parent input via surveys to improve active parent understanding of grade level standards.
Strategy/Activity 1.9 & 1.10: Instead of relying on rollover funds (1.9) we have included 1.10 as a proposed expenditures to support BME students, during Summer School, who are not performing at grade level in ELA and Math.
Strategy/Activity 1.11: Adding additional Paraprofessionals to support with foundational literacy and math skills for Kindergarten and 1st grade. Afterschool Paraprofessionals focus will change to support students who are currently enrolled in the 95% Intervention during the day with a second dose of literacy skills using the 95% Rap Program.
Strategy/Activity 1.12: Add after-school teacher support for students who are below grade level/at-risk of retention.
Strategy/Activity 1.13: We have included 1.13 as a proposed expenditures to support BME students with automaticity of foundational math skills (adding, subtracting, multiplication, division, and fractions).

Uniform Complaint Procedures (UCP)
Annual Notice
2025–2026

Arvin Union School District

The *Arvin Union School District* annually notifies our students, employees, parents or guardians of its students, district advisory committees, school advisory committees, appropriate private school officials, and other interested parties of our Uniform Complaint Procedures (UCP) process. The annual written notice of the complaint procedures shall be in English, and when necessary, in the primary language or mode of communication of the recipient of the notice. The UCP Annual Notice is available on our website.

We are primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities Subject to the UCP

- Accommodations for Pregnant and Parenting Pupils
- Adult Education Programs
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under California *Education Code* (*EC*) sections 200 and 220 and *Government Code* Section 11135, including any actual or perceived characteristic as set forth in *Penal Code* Section 422.55, or on the basis of a person's association with a person or group with one or more of these actual or

perceived characteristics, in any program or activity conducted by an educational institution, as defined in *EC* Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.

- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and pupils participating in a newcomer program.
- Every Student Succeeds Act (*ESSA*)
- Instructional Materials and Curriculum: Diversity
- Local Control and Accountability Plans (LCAP)
- Migrant Child Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School or athletic team names, mascots, or nicknames
- Schoolsite Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing
- And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate.

The programs and activites subject to the UCP in which the *Arvin Union School District* operates or may operate are:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education Programs
- After School Education and Safety
- Agricultural Career Technical Education

- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under California *Education Code* (*EC*) sections 200 and 220 and *Government Code* Section 11135, including any actual or perceived characteristic as set forth in *Penal Code* Section 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in *EC* Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and pupils participating in a newcomer program.
- Every Student Succeeds Act (*ESSA*)
- Instructional Materials and Curriculum: Diversity
- Local Control and Accountability Plans (LCAP)
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- State Preschool

- State Preschool Health and Safety Issues in LEAs Exempt from Licensing
- And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate.

Filing a UCP Complaint

A pupil fee or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

A pupil enrolled in any of our public schools shall not be required to pay a pupil fee for participation in an educational activity.

A UCP complaint shall be filed no later than one year from the date the alleged violation occurred.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by our agency.

A pupil fee complaint may be filed with the principal of a school or our superintendent or their designee.

Contact Information

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Emma Pereida-Martinez, Assistant Superintendent
District Office
737 Bear Mountain Blvd, Arvin, CA 93203
(661) 854-6500
compliance@arvin-do.com

The above contact is knowledgeable about the laws and programs that they are assigned to investigate in the Arvin *Union School District.*

Responsibilities of the *Arvin Union School District*

We shall post a standardized notice, in addition to this notice, with educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and pupils participating in a newcomer program.

We advise complainants of the opportunity to appeal an Investigation Report to the California Department of Education (CDE) of complaints regarding programs within the scope of the UCP.

We advise complainants of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Copies of our UCP complaint procedures shall be available free of charge.

For UCP Complaints Regarding State Preschool Health and Safety Issues Pursuant to Section 1596.7925 of the California *Health and Safety Code* (*HSC*)

In order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the California *Health and Safety Code* (*HSC*) a notice shall be posted in each California state preschool program classroom in each school in our agency.

The notice is in addition to this UCP annual notice and addresses parents, guardians, pupils, and teachers of (1) the health and safety requirements under *California Code of Regulations*, Title 5 (5 *CCR*) that apply to California state preschool programs pursuant to *HSC* Section 1596.7925, and (2) the location at which to obtain a form to file a complaint.

Procedimientos Uniformes de Quejas (UCP)
Aviso Anual
2025–2026

Distrito Escolar Unión de Arvin

El *Distrito Escolar Unión de Arvin* notifica anualmente a nuestros estudiantes, empleados, padres o tutores de sus estudiantes, comités asesores del distrito, comités asesores escolares, funcionarios de escuelas privadas apropiadas y otras partes interesadas sobre nuestro proceso de Procedimientos Uniformes de Quejas (UCP). La notificación anual por escrito de los procedimientos de quejas se realizará en inglés y, cuando sea necesario, en el idioma o modo de comunicación principal del destinatario de la notificación. La Notificación Anual de UCP está disponible en nuestro sitio web.

Somos los principales responsables del cumplimiento de las leyes y regulaciones federales y estatales, incluidas aquellas relacionadas con la discriminación ilegal, el acoso, la intimidación o el hostigamiento contra cualquier grupo protegido, y todos los programas y actividades que están sujetos al UCP.

Programas y actividades sujetos a UCP

- Adaptaciones para alumnas embarazadas o con hijos
- Educación para adultos
- Educación y seguridad después de clases
- Educación Profesional Técnica Agrícola
- Carrera Técnica y Programas de Educación Técnica y de Capacitación Técnica y Profesional
- Programas de Desarrollo y Cuidado Infantil
- Educación Compensatoria
- Programas de Ayuda Categórica Consolidados
- Períodos de Cursos sin Contenido Educativo
- Discriminación, acoso, intimidación o acoso contra cualquier grupo protegido según lo identificado en las secciones 200 y 220 del *Código de Educación de California (CE)* y la Sección 11135 del *Código de Gobierno*, incluida cualquier

- Adaptaciones para alumnas embarazadas o con hijos
- Educación para adultos
- Educación y seguridad después de clases
- Educación Técnica y Profesional Agrícola
- Carrera Técnica y Programas de Educación Técnica y de Capacitación Técnica y Profesional
- Programas de Desarrollo y Cuidado Infantil
- Educación Compensatoria
- Programas de Ayuda Categórica Consolidados
- Períodos de curso sin contenido educativo
- Discriminación, acoso, intimidación o acoso contra cualquier grupo protegido según lo identificado en las secciones 200 y 220 del *Código de Educación de California (CE)* y la Sección 11135 del *Código de Gobierno*, incluida cualquier característica real o percibida según lo establecido en la Sección 422.55 del Código Penal, o sobre la base de la asociación de una persona con una persona o grupo con una o más de estas características reales o percibidas, en cualquier programa o actividad llevada a cabo por una institución educativa, como se define en la Sección 210.3 del CE, que es financiada directamente por, o que recibe o se beneficia de, cualquier asistencia financiera estatal.
- Requisitos educativos y de graduación para alumnos en hogares de crianza, alumnos sin hogar, alumnos de familias militares, alumnos que anteriormente estaban en el Tribunal de Menores y ahora están inscritos en un distrito escolar, alumnos migrantes y alumnos que participan en un programa para recién llegados.
- Ley Cada Estudiante Triunfa *(ESSA)*
- Materiales didácticos y plan de estudios: Diversidad
- Planes de Control Local y Rendición de Cuentas (LCAP)
- Educación de niños migrantes
- Minutos de instrucción de educación física
- Tarifas de alumnos
- Adaptaciones razonables para una alumna lactante

- Centros y Programas Ocupacionales Regionales
- Planes Escolares para el Rendimiento Estudiantil
- Nombres de escuelas o equipos deportivos, mascotas o apodos.
- Concilios escolares
- Preescolar estatal
- Cuestiones de salud y seguridad en los centros preescolares estatales de las LEA exentas de licencia
- Y cualquier otro programa educativo estatal o federal que el Superintendente Estatal de Instrucción Pública (SSPI) o la persona designada considere apropiado.

Presentar una queja de UCP

Una queja sobre tarifas de alumnos o LCAP se puede presentar de forma anónima, es decir, sin una firma de identificación, si el denunciante proporciona evidencia o información que conduzca a evidencia para respaldar una acusación de incumplimiento.

Un alumno matriculado en cualquiera de nuestras escuelas públicas no estará obligado a pagar una tarifa de alumno por participar en una actividad educativa.

Una queja UCP deberá presentarse a más tardar un año después de la fecha en que ocurrió la supuesta violación.

Para las quejas relacionadas con los Planes de Control Local y Rendición de Cuentas (LCAP), la fecha de la supuesta violación es la fecha en que la autoridad revisora aprueba el LCAP o la actualización anual que fue adoptada por nuestra agencia.

Se puede presentar una queja sobre la tarifa de un alumno ante el director de una escuela o ante nuestra superintendente o su designado.

Información del contacto

Las quejas en el ámbito del UCP deben presentarse ante la persona responsable de procesar las quejas:

Emma Pereida-Martinez, Asistente Superintendente
Oficina del distrito
737 Bear Mountain Blvd, Arvin, CA 93203
(661) 854-6500
compliance@arvin-do.com

El contacto mencionado anteriormente conoce bien las leyes y los programas que se le han asignado para investigar en el Distrito Escolar Unión de Arvin.

Responsabilidades del Distrito *Escolar Unión de Arvin*

Publicaremos un aviso estandarizado, además de este aviso, con los requisitos educativos y de graduación para los alumnos en hogares de crianza, alumnos sin hogar, alumnos de familias militares, y alumnos que anteriormente estaban en el Tribunal de Menores y ahora están inscritos en un distrito escolar, alumnos migrantes y alumnos que participan en un programa para recién llegados.

Aconsejamos a los denunciantes la oportunidad de apelar un Informe de Investigación de quejas sobre programas dentro del alcance de la UCP ante el Departamento de Educación de California (CDE).

Asesoramos a los denunciantes sobre los remedios de la ley civil, que incluyen mandatos judiciales, órdenes de restricción u otros remedios u órdenes que pueden estar disponibles bajo las leyes estatales o federales de discriminación, acoso, intimidación o acoso, si corresponde.

Copias de nuestros procedimientos de quejas UCP estarán disponibles sin cargo.

Para quejas relacionadas con la salud y la seguridad en los centros preescolares estatales, de conformidad con la sección 1596.7925 del Código de Salud y Seguridad de California (HSC).

Para identificar los temas apropiados de la salud y seguridad preescolares estatales de conformidad con la Sección 1596.7925 del *Código de Salud y Seguridad de California (HSC)* se colocará un aviso en cada salón de clases del programa preescolar estatal de California en cada escuela de nuestra agencia.

El aviso es adicional a este aviso anual de UCP y se dirige a los padres, tutores, alumnos y maestros de (1) los requisitos de salud y seguridad bajo el Título 5 del *Código de Regulaciones de California (5 CCR)* que se aplican a los programas preescolares del estado de California de conformidad con la Sección 1596.7925 de HSC, y (2) la ubicación en la que se puede obtener un formulario para presentar una queja.