Bear Mountain Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

2025-26 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
Grade Span	TK-6
County-District-School (CDS) Code	15-63313-6110464

2025-26 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

2025-26 School Description and Mission Statement

Bear Mountain Elementary School, located in the agricultural community of Arvin—known as the "Garden in the Sun"—is a TK–6 Title I school within the Arvin Union School District which also houses State Preschool classes. Rooted in its mission of Building Bright Futures, Motivating Minds, Exceeding Expectations and aligned with AUSD's vision of Every child learning, every day, no matter what it takes, the school is committed to providing a safe, welcoming, and growth-oriented learning environment. Staff intentionally cultivate strong relationships, model a growth mindset, and collaborate to meet the diverse academic and social-emotional needs of all learners.

Teachers engage in weekly professional collaboration focused on improving student achievement through the use of multiple data sources, including CFA's, iReady assessments, and 95% assessments. English Language Development is embedded in daily instruction through both Designated and Integrated ELD. To support the goals outlined in the School Plan for Student Achievement, teachers and students receive essential instructional tools such as curriculum materials, Chromebooks/laptops, AVID organizational resources, and classroom technology. As an AVID Elementary school, Bear Mountain emphasizes college and career readiness through collaboration, data discussions, and higher-level questioning strategies.

Students benefit from a wide array of learning opportunities including digital learning, enrichment activities, Dual Immersion, targeted interventions, expanded learning programs, summer school, ELD curriculum, Migrant Education, SEL supports, attendance initiatives, and short-term independent study. Through strong partnerships with families, staff, and district supports, Bear Mountain continues to foster each student's academic, social, and emotional growth while aligning instruction with California's ELA and Math Frameworks. The school remains dedicated to ensuring that all students and subgroups experience continuous progress—"Every child learning, every day, no matter what it takes."

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	188
Grade 1	83
Grade 2	81
Grade 3	91
Grade 4	96
Grade 5	91
Grade 6	98
Total Enrollment	728

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.9
Asian	0.4
Black or African American	1
Filipino	0.1
Hispanic or Latino	94.8
Two or More Races	0.4
White	3.3
English Learners	54
Foster Youth	0.4
Homeless	3
Migrant	13.9
Socioeconomically Disadvantaged	95.5
Students with Disabilities	10

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.

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)	29.3	73.01	116.2	76.03	234405.2	84
Intern Credential Holders Properly Assigned	1.9	4.95	3.3	2.18	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.3	5.8	8.2	5.38	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.2	3.11	1.6	1.05	11953.1	4.28
Unknown/Incomplete/NA	5.2	13.07	23.4	15.36	15831.9	5.67
Total Teaching Positions	40.1	100	152.9	100	279044.8	100

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.

2022-23 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)	36.4	82.02	125.7	79.31	231142.4	83.24
Intern Credential Holders Properly Assigned	4.5	10.11	10.5	6.62	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	6.74	14.4	9.09	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0.2	0.18	11746.9	4.23
Unknown/Incomplete/NA	0.5	1.12	7.5	4.79	14303.8	5.15
Total Teaching Positions	44.4	100	158.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	37.9	82.02	124.4	74.95	230039.4	100
Intern Credential Holders Properly Assigned	2	4.32	6.5	3.92	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.3	13.67	17.3	10.44	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2	1.23	12112.8	4.34
Unknown/Incomplete/NA	0	0	15.6	9.45	13705.8	4.91
Total Teaching Positions	46.3	100	166	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	2.30	3	6.3
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.30	3	6.3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.20	0	0
Total Out-of-Field Teachers	1.20	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Arvin Union School District held a Public Hearing on August 19, 2025, 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 which most recently included updating the elementary Benchmark Language Arts program for Reading and Language Arts to begin utilization for the 2024-2025 school year. The selection process for new math curriculum has begun with adoption expected for the 2026-2027 school year. When new adoption cycles indicate a timeline for selection, the process involves teachers, administrators, district support personnel, and parents. 100% of students were provided textbooks as evidenced by the most recent August 2025 Self- Review.

Year and month in which the data were collected August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance ELD 2016, Benchmark Advance ELA 2024, Benchmark Adelante (Dual Immersion) 2024	0%
Mathematics	K-6 Houghton Mifflin, Math Expressions 2018	0%
Science	K-6 McMillan McGraw Hill, Inspire 2019	0%
History-Social Science	K-6 Pearson Education, California History Social Science: My World Interactive 2018	0%

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

School Facility Conditions and Planned Improvements

Bear Mountain Elementary School includes 54 rooms, a library, a multipurpose room/cafeteria, a staff room, four playground areas, and an administrative office. The facility effectively supports teaching and learning through its ample classroom spaces and expansive outdoor areas. Of the 54 rooms, 35 are designated as classrooms, 12 are utilized by support staff, 4 serve as additional rooms, 2 are used for storage, and 1 functions as a science lab.

The district governing board has adopted cleaning standards for all schools, and a summary of these standards is available upon request from the district MOT office. The principal collaborates closely with the MOT Director, Maintenance Leads, and

School Facility Conditions and Planned Improvements

Custodial Staff to develop cleaning schedules that maintain a clean and safe learning environment. The district HVAC technician also works in coordination with site leads to ensure all heating and cooling needs are addressed promptly.

District maintenance staff ensures that all necessary repairs are completed in a timely manner, with an online work order system in place to support efficient service and prioritize emergency repairs. Significant facility improvements have been completed in recent years, including a full campus repaint and new roof in summer 2016, and an electrical modernization project in the cafeteria during the 2015–2016 school year. A solar panel system was installed and became fully operational in March 2017. The school office and library were remodeled in 2017–2018, and additional play equipment was added to the upper-grade playground. In January 2020, the A-wing—a 10-classroom building—was constructed to replace older portable classrooms. All AUSD schools received upgraded HVAC filtration systems in 2021.

Most recently, the new F TK wing and play area opened for the 2025–2026 school year, featuring eight classrooms each equipped with individual student restrooms. Additionally, the Bear Mountain Elementary multipurpose room underwent a remodel during the summer of 2025.

Year and month of the most recent FIT report August 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	17	18	28	30	47	48
Mathematics (grades 3-8 and 11)	18	17	20	22	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	375	370	98.67	1.33	18.38
Female	197	193	97.97	2.03	19.17
Male	178	177	99.44	0.56	17.51
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	360	356	98.89	1.11	17.98
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	226	224	99.12	0.88	8.48
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	9.09
Military	0	0	0	0	0
Socioeconomically Disadvantaged	359	354	98.61	1.39	18.36
Students Receiving Migrant Education Services	45	45	100.00	0.00	11.11
Students with Disabilities	39	39	100.00	0.00	5.13

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	375	371	98.93	1.07	16.98
Female	197	194	98.48	1.52	11.34
Male	178	177	99.44	0.56	23.16
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	360	356	98.89	1.11	16.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	226	225	99.56	0.44	11.11
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	359	355	98.89	1.11	16.62
Students Receiving Migrant Education Services	45	45	100.00	0.00	17.78
Students with Disabilities	39	39	100.00	0.00	2.56

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 for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	13.68	12.94	15.71	18.05	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	88	87	98.86	1.14	14.94
Female	42	41	97.62	2.38	14.63
Male	46	46	100.00	0.00	15.22
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	87	86	98.85	1.15	15.12
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	58	58	100.00	0.00	5.17
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	87	86	98.85	1.15	15.12
Students Receiving Migrant Education Services	14	14	100.00	0.00	21.43
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	100
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

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.

2025-26 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. Additionally, with the support of the School's Community Grant, Bear Mountain will support parents via our BME Parent Empowerment Committee (PEC) to help support the building of connections between the school community, Bear Mountain Elementary, and the families we serve.

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 the district/site website and the cell phone application ParentSquare, which allows parents and staff to actively engage in dialogue regarding their child. Furthermore, parents are encouraged to attend Parent Workshops, monthly student recognitions, student performances, Lunch-on-the-Lawn, and scheduled events such as AVID Career, Math & Science Nights.

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.

In addition, the district extends opportunities through parenting courses and promotes Parent University via social media, ParentSquare, 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	798	756	108	14.3
Female	397	376	51	13.6
Male	401	380	57	15.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	751	713	97	13.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	31	29	7	24.1
English Learners	422	402	33	8.2
Foster Youth	--	--	--	--
Homeless	43	28	7	25.0
Socioeconomically Disadvantaged	767	725	106	14.6
Students Receiving Migrant Education Services	124	118	12	10.2
Students with Disabilities	106	104	21	20.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.13	0.8	0.45	0.3	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.03	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.13	0.00
Female	0.00	0.00
Male	0.25	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.13	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.13	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.94	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 on February 25, 2025 and AUSD Board approved on March 11, 2025 to ensure the protection of students, staff, school property, as well as establish a climate that is conducive to learning. We reviewed and discussed the Safety Plan with students on February 7, 2025 and with teachers on February 11, 2025. 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 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, Verkada Command, when able to be on campus.

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.

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	18	2	3	0
1	19	4	0	0
2	19	3	2	0
3	19	3	2	0
4	23	0	4	0
5	22	2	2	0
6	24	0	4	0
Other	10	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	14	4	2	
1	21	2	2	
2	20	2	2	
3	18	5		
4	24		4	
5	29		3	
6	23		4	
Other	9	1		

2024-25 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

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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	2
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$20,920.26	$7558.50	$13,361.76	$91,728.79
District	N/A	N/A	$12,905.38	$89,557.39
Percent Difference - School Site and District	N/A	N/A	3.5	2.4
State	N/A	N/A	$11,146	$100,089
Percent Difference - School Site and State	N/A	N/A	18.1	-8.7

Fiscal Year 2024-25 Types of Services Funded

Local Control Funding Formula (LCFF) funds provide stable, ongoing resources for the district. These resources support the personnel, programs, and services necessary for effective school operations. Maintenance set-asides ensure facility upkeep, while transportation funds provide buses and drivers for many of the district's students who live outside designated walking areas. 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 resources to address needs identified through a strategic planning process guided by educational partner input and allocated to meet targeted goals and metrics. These funds allow the district and school sites to expand staffing, provide professional development, strengthen instructional programs to support academic achievement, improve student attendance, build stronger and more positive relationships, expand intervention programs and wrap-around services for mental and physical health, and make needed facility improvements. Funds specifically targeted to school sites have supported extended learning sessions, library upgrades, intervention teachers and programs, classified student success staff, elementary PE teachers, nurses, social workers, district Teachers on Special Assignment (TOSAs), field trips, and professional development. Additionally, fine arts funding has expanded to provide staff and materials for elementary music and art programs.

Fiscal Year 2024-25 Types of Services Funded

Parent Involvement allocations from various funding sources allow the district to continually strengthen outreach and training services for families. This work has been particularly enhanced through Community Schools Implementation Grant funding. Community Schools funds supplement core personnel and services by enhancing access to integrated supports that meet the academic, health, and social-emotional needs of students and families. In combination with LEA-BOP and SMAA fund reimbursements, these funds help sustain services that promote wellness and mental health, ensuring that every child and family has access to the supports necessary for success in school and beyond.

District and site-based intervention programs and support staff are funded through Title I, which includes set-asides for Extended Learning and Parent Involvement. Title II supports one additional teacher at each elementary site for class size reduction, while Title III provides instructional aides, staff, and professional development for English Learner programs. Title IV funds have supported technology integration, professional development, campus supervision, and safety initiatives. Special Education funds, supplemented with general funds, provide specialized services and transportation for students with special needs, including Special Day Classes, Resource Specialist Programs, and Speech services. Increased grant funds for programs outside regular school hours—including Expanded Learning Opportunity (ELO), ASES, and 21st Century grants—allow the district to serve more students through extended day and enrichment programs. State Preschool funds provide both AM and PM classes to support early readiness for school, and Local Control funding has recently been used to expand the preschool day at Bear Mountain Elementary.

Additional targeted grant funding supports ongoing improvement in instruction and student learning. The LCRSET grant and Literacy Screener funding focus on strengthening early literacy through staff development, local coaching, instructional resources, and evidence-based reading practices. Professional Development Grant funds provide opportunities for teachers to deepen their expertise in math and language arts instruction, supporting both content knowledge and pedagogical growth. The Learning Recovery Emergency Block Grant (LREBG) and Educator Effectiveness funding offer critical one-time resources to accelerate learning recovery, expand intervention services, and enhance student engagement following pandemic-related disruptions. Lottery funds continue to support instructional materials acquisition and a small number of personnel who provide essential services to the site.

Through the thoughtful alignment of state, federal, and local resources, the district and school site ensure that every funding source—whether ongoing or one-time—directly supports student learning, wellness, and opportunity. These combined efforts reflect the district's commitment to continuous improvement, equity, and collaboration, ensuring that every child learns every day, no matter what it takes.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$59,235	$61,516
Mid-Range Teacher Salary	$90,003	$95,479
Highest Teacher Salary	$115,143	$125,208
Average Principal Salary (Elementary)	$136,682	$152,668
Average Principal Salary (Middle)	$142,183	$156,487
Average Principal Salary (High)		$165,427
Superintendent Salary	$184,511	$242,781
Percent of Budget for Teacher Salaries	26.6%	29.76%
Percent of Budget for Administrative Salaries	4.35%	5.74%

Professional Development

The district provides ongoing professional development designed to ensure that all staff are equipped to meet state standards, implement effective instructional practices, and maintain a safe and equitable learning environment. Each year, all employees participate in required trainings covering state and federal compliance topics such as Sexual Harassment, Child Abuse Prevention, Injury and Illness Prevention, Pesticide Awareness, and Workplace Violence Prevention, along with McKinney-Vento and Foster Youth program requirements. Annual refreshers in Restorative Practices, PBIS, RULER, and Social-Emotional Behavior supports reinforce Multi-Tiered Systems of Support (MTSS) and promote positive, inclusive school climates. District walkthroughs using the 4P feedback model (Provide, Praise, Pose, Propose) and ongoing leadership coaching occur annually to guide instructional improvement, inform site-based professional learning, and strengthen the implementation of effective Tier I instruction across all classrooms. Afterschool staff also participate in annual trainings focused on STEM enrichment and content aligned to each year's district priorities.

In 2023–2024, professional learning emphasized collaboration, data-driven decision-making, and high-quality instruction. Staff participated in training on the 7 Stages of Collaboration, formative assessment practices, and math alignment to improve instructional coherence. Site and district leaders engaged in targeted training through Solution Tree and Performance Education Partnership to enhance Professional Learning Communities (PLCs) and build instructional leadership capacity.

In 2024–2025, professional development expanded to include targeted sessions in Mathematics, Writing, Dual Immersion, Special Education, and English Language Development (ELD), along with Saturday sessions supporting Community Schools implementation. Teachers on Special Assignment (TOSAs) provided coaching in classroom management, AVID strategies, technology integration, and standards-based instruction. Professional Learning Teams (PLTs) continued to guide collaboration and alignment across grade levels. A districtwide focus on targeted intervention programs supported literacy development, and Parent Teacher Home Visit (PTHV) training was launched to strengthen home-school partnerships.

For 2025–2026, districtwide professional learning continues to focus on instructional coherence and innovation. Specifically, foundational reading skills—which were identified in 2024–2025 as an area requiring significant attention—remain a key focus area. Training emphasizes The 5 Practices in Practice across subject areas, mathematical problem solving and rigor, and ensuring that ELD instruction remains distinct from ELA by emphasizing authentic language development. Staff development also includes writing conventions and curriculum alignment, early literacy through the new K–2 Literacy Screener, implementation of the Compass Social-Emotional Learning (SEL) curriculum, a strengthened focus on utilization of assessment data and Special Education Tier 3 service models to meet individual student needs. Science has also become a key focus area as the district continues to address outcomes measured by the state Dashboard. Artificial Intelligence (AI) integration has been introduced districtwide to enhance instructional tools and student engagement. The district also continues its Parent Teacher Home Visit (PTHV) initiative, reinforcing family engagement as a vital component of student success.

Through these ongoing and evolving professional development efforts, the district continues to strengthen instructional practices, promote collaboration, and ensure that every educator is supported in fulfilling the district's mission of "Every Child Learning, Every Day, No Matter What It Takes."

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	9

PART III: EVALUATION DETAIL — Date of Inspection: 08/04/26 — School Name: Bear Mountain Elementary

AREA / CATEGORY	1 GAS LEAKS	2 MECHANICAL	3 SEWER	4 INTERIOR SURFACES	5 CHECK ALL DEFICIENCIES	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOMS	9 DRINKING FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLUMBING/WATER LEAKS / FLOODING	15 WINDOWS / DOORS / GATES / FENCES
Rooms R1-R4 Preschool	√	√	√	√	√	√	√	√	√	√	√	√	√	NA	√
	COMMENTS														
Restroom R Preschool	√	√	√	√	√	√	√	√	√	√	√	√	√	NA	√
	COMMENTS														
Rooms K1-K6	√	√	√	√	√	√	√	NA	√	√	√	√	√	NA	√
	COMMENTS														
Restroom K	√	√	√	√	√	√	√	√	√	√	√	√	√	NA	√
	COMMENTS														
Rooms A 1-10	√	√	√	√	√	√	√	NA	√	√	√	√	√	NA	√
	COMMENTS														
Rooms B 1-6	√	√	√	√	√	√	√	NA	√	√	√	√	√	NA	√
	COMMENTS														
Restroom B	√	√	√	√	√	√	√	√	√	√	√	√	√	NA	√
	COMMENTS														
Rooms C1-C8	√	√	√	√	√	√	√	NA	√	√	√	√	√	NA	√
	COMMENTS														
Restroom C	√	√	√	√	√	√	√	√	√	√	√	√	√	NA	√
	COMMENTS														
Rooms D1-D6	√	√	√	√	√	√	√	NA	√	√	√	√	√	NA	√
	COMMENTS														
Restroom D	√	√	√	√	√	√	√	√	√	√	√	√	√	NA	√
	COMMENTS														
Rooms E1-E8	√	√	NA	√	√	√	√	NA	√	√	√	√	√	NA	√
	COMMENTS														
Rooms F3-F9	√	√	NA	√	√	√	√	NA	√	√	√	√	√	NA	√
	COMMENTS														
Restroom F	√	√	√	√	√	√	√	√	√	√	√	√	√	NA	√
	COMMENTS														
Cafeteria	√	√	√	√	√	√	√	NA	√	√	√	√	√	NA	√
	COMMENTS														
Teacher's Lounge	√	√	√	√	√	√	√	√	√	√	√	√	√	NA	√
	COMMENTS														
Library	√	√	NA	√	√	√	√	NA	NA	√	√	√	√	NA	√
	COMMENTS														
Administrative Office	√	√	√	√	√	√	√	√	√	√	√	√	√	NA	√
	COMMENTS														
R Wing Playground	NA	NA	√	NA	√	√	√	NA	√	NA	√	√	√	√	√
	COMMENTS														
Kinder Playground	NA	NA	√	NA	√	√	√	NA	√	NA	√	√	√	√	√
	COMMENTS														
F Wing Playground	NA	NA	NA	NA	NA	NA	NA	NA	√	NA	NA	NA	NA	NA	NA
	COMMENTS														
Main Playground	NA	NA	√	NA	√	√	√	NA	√	NA	√	√	NA	√	√
	COMMENTS														

Marks: √ = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable

Use additional Area Lines as necessary.