BEAR MOUNTAIN ELEMENTARY

English Learner Advisory Committee

Agenda: January 27, 2026

ITEMS	ACTIONS	NOTES
1. Welcome and Introductions	Introductions of those present Review of sign-in/attendance	
2. Quorum	Quorum Present	Yes or No
3. Review of Agenda	Explanation of items Requests for additional items	
4. Read Minutes	Motion to approve minutes	M: 2nd: In favor:_____ Opposed:_____
5. Public Comment	Under the open meeting law, no action related to public comment may be acted upon at this meeting. Issues raised at this meeting may be scheduled for another ELAC meeting.	
6. DELAC Report	Report from DELAC Rep	DELAC Rep-
7. School Data	• CA Dashboard Data (5 by 5) • Attendance	
8. Safety Plan	Review/Input Goals Input from ELAC to provide to SSC on the BME School Safety Plan	
9. BME SARC	Review/Input BME SARC 2025-2026	
10. R-30	Review BME R-30 Language Census Report Summary 2024-2025	
11. Master Plan Chapter V	Chapter V Reclassification	
12. ELPAC Updates	ELPAC TESTING UPDATES and Review Goals on ELPAC Testing Begin Feb. 2, 2026 • LISTENING • SPEAKING • READING • WRITING	www.elpac.org
13. LCAP Input Opportunities ADVISE	• Professional Development/Basic Services • Environment/Engagement • Attendance • Parent Involvement • Academics • English Learners	
14. Announce future meeting date	Tuesday, February 17, 2026 at 8:00 am	
15. Upcoming Dates	Parent Empowerment Committee: Feb. 4 @ 8:15 No School Feb. 9th and 16th- Holidays End of Trimester #2: Feb 13th Random Acts of Kindness: Feb 17th to 20th District Oral Language Feb. 19th (4:00 to 6:00) Coffee with the Principal February 20, 2026 8:00am - BME LCAP Parent input	
16. Adjournment		M: 2nd: In favor:_____ Opposed:_____ Meeting adjourned at _____.

BEAR MOUNTAIN ELEMENTARY

Comité Consultivo de

Aprendices del Idioma Inglés (ELAC)

Agenda: 27 de enero 2026

ARTÍCULOS	ACCIÓNES	NOTAS
1. Bienvenida e Introducción	Introducciones de los presentes Repaso de asistencia	
2. Quorum	Quorum presente	Si o No
3. Revisión de la Agenda	Explicación de artículos Petición de artículos adicionales	
4. Leer Minutos	Moción para aprobar	M: 2ª: En favor: Opuestos:
5. Comentarios del Público	Bajo la ley de junta abierta, ninguna acción relacionada al comentario público podrá tomar acción. Puntos en cuestión durante esta junta podrán planearse para otra junta de ELAC	
6. Reporte de DELAC	Informe del representante de DELAC	Representante-
7. Datos Escolares	• Tablero de California (5 por 5) • Asistencia	
8. Plan de Seguridad	Revisar y asesorar sobre el consejo escolar relacionado con las metas y plan de seguridad	
9. BME SARC	Aporte/Revisión BME SARC 2025-2026	
10. R-30	Revisión R-30 Resumen del informe del censo de idiomas 2024-2025	
11. Plan Maestro Capítulo V	Capítulo V Reclasificación	
12. Actualizaciones de ELPAC	ACTUALIZACIONES DE LAS PRUEBAS DE ELPAC y Metas de revisión en Las pruebas ELPAC comienzan el 2 de febrero de 2026 • ESCUCHANDO • HABLANDO • LEYENDO • ESCRITURA	www.elpac.org
13. LCAP Oportunidades para dar Sugerencias	• Desarrollo Profesional/Servicios Básico • Ambiente/Compromiso • Asistencia • Participación de los padres • Académico • Aprendices de Inglés	
14. Anunciar fecha de la próxima junta	martes, 17 de febrero de 2026 8:00 am	
15. Fechas Próximas	Comité de Empoderamiento de Padres: 4 de febrero 8:15 No hay clases el 9 y el 16 de febrero - Días festivos Fin del segundo trimestre: 13 de febrero Actos de bondad: Del 17 al 20 de febrero Evaluación de Lenguaje Oral del Distrito: 19 de febrero (de 16:00 a 18:00) Café con el director: 20 de febrero de 2026, 8:00 a. m. - Aportes de los padres para el plan LCAP de BME	
16. Aplazamiento		M: 2ª: En favor: Opuestos: Aplazamiento:_____

BEAR MOUNTAIN ELEMENTARY

English Learner Advisory Committee

Minutes: November 18, 2025

1. **Welcome, Introductions, & Call to Order**- Mr. Salinas called the meeting to order at 8:07 a.m.
2. **Quorum**- Introductions were made. The following members were present: Mireya Moguel, Jazmin Pineda, Rebeca Alvarado, and Ricardo Salinas and members absent Diana Garcia. A quorum was established.
3. **Review of Agenda**- Ricardo Salinas reviewed the items on the agenda. There were no edits or additions to the agenda.
4. **Read minutes**- The minutes from the October 28, 2025, meeting were read. A motion was made by Mireya to approve the minutes and it was seconded by Rebeca. The motion was voted on and the minutes were approved. All were in favor.
5. **Public Comments**- No comments were made
6. **DELAC Report**- Rebeca stated there were 3 presenters who attended their meeting: Migrant, Food Service, and School Social Workers.
7. **Master Plan Part IV:** Mr. Salinas provided the committee with a copy and reviewed Chapter 4 of the Master Plan: Monitoring Student Progress. There were no question or comments.
8. **Data**- Mr. Salinas reviewed and provided a copy of the 2025 ELPAC and current Attendance. He stated students would be taking the 2nd iReady Diagnostic on Nov. 21, 2025. He also said the California dashboard would be release and he would bring more data to the next meeting.
9. **AUSD Student Uniform Policy Input**- Mr. Salinas presented the current AUSD Uniform Guidelines and asked for input. The committee stated they liked the policy as written but would like clarity on which color of sweatpants are allowed.
10. **LCAP Input Opportunities:** Mr. Salinas reviewed the new LCAP focuses-Professional Development/Basic Services, Environment/Engagement, Attendance, Parent Involvement, Academics, and English Learners. The committee had no questions or comments.
11. **Announce future meeting date:** The next ELAC meeting was announced for January 27, 2026 at 8:00 a.m..
12. **Upcoming Dates**- Mr. Salinas reviewed upcoming dates with members- Minimum Day Nov. 21-dismissal at 12:10, Thanksgiving Break Nov. 24 to Nov. 28th, AVID Career Night Dec. 4, 2025 from 4:00-6:00, K-Kids Santa's Pancake Event Dec. 6 from 9:00-10:30, Arvin Christmas Parade Dec. 8 and starts at 7, Minimum Day Dec. 12 -dismissal at 12:10, Winter Break Dec. 15 to to Jan 2nd, Return to school Jan. 5, 2026.
13. **Adjournment**- A motion to adjourn was made by Jazmin and second by Rebeca. All members were in favor. The meeting was adjourned at 8:49 a.m..

BEAR MOUNTAIN ELEMENTARY
Comité Consultivo de (ELAC)
Minutes: 18 de noviembre de 2025

1. **Bienvenida, Introducción, y Llamado al orden:** Sr. Salinas convocó la reunión al orden a las 8:07 a.m.
2. **Quórum Presente**: Se hicieron las presentaciones. Estuvieron presentes los siguientes miembros: Mireya Moguel, Jazmin Pineda, Rebeca Alvarado y Ricardo Salinas y los miembros ausentes Diana Garcia. Se estableció quórum.
3. **Revisión de la agenda**: Ricardo Salinas revisó los puntos del orden del día. No hubo modificaciones ni adiciones a la agenda.
4. **Lectura de los minutos**: Se leyó el acta de la reunión del 28 de octubre de 2025. Mireya hizo una moción para aprobar las actas 28 de octubre de 2025 y Rebeca la secundó. Se votó la moción y se aprobó el acta. Todos estaban a favor.
5. **Comentarios públicos**: No hubo comentarios públicos.
6. **Reporte de DELAC:** Rebeca informó que asistieron tres presentadores a la reunión: del programa para migrantes, del servicio de comedor escolar y de trabajadores sociales escolares.
7. **Plan Maestro, Parte IV**: El Sr. Salinas proporcionó al comité una copia y revisó el Capítulo 4 del Plan Maestro: Seguimiento del progreso estudiantil. No hubo preguntas ni comentarios.
8. **Datos**: El Sr. Salinas revisó y proporcionó una copia de los resultados del examen ELPAC de 2025 y de los datos de asistencia actuales. Indicó que los estudiantes presentarían la segunda prueba de diagnóstico iReady el 21 de noviembre de 2025. También mencionó que se publicaría el panel de control de California y que presentaría más datos en la próxima reunión.
9. **Opiniones sobre la política de uniformes estudiantiles del AUSD:** El Sr. Salinas presentó las directrices actuales sobre uniformes del AUSD y solicitó opiniones. El comité expresó que les gustaba la política tal como estaba redactada, pero que les gustaría que se aclarara qué colores de pantalones deportivos están permitidos.
10. **Oportunidades para opinar sobre el LCAP:** El Sr. Salinas revisó los nuevos enfoques del LCAP: Desarrollo profesional/Servicios básicos, Ambiente/Participación, Asistencia, Participación de los padres, Rendimiento académico y Estudiantes de inglés como segundo idioma. El comité no tuvo preguntas ni comentarios.
11. **Anuncio de la fecha de la próxima reunión:** Se anunció que la próxima reunión del ELAC se llevará a cabo el 27 de enero de 2026 a las 8:00 a. m.
12. **Próximas fechas:** El Sr. Salinas repasó las próximas fechas con los miembros: Día de jornada reducida el 21 de noviembre (salida a las 12:10), Vacaciones de Acción de Gracias del 24 al 28 de noviembre, Noche de Orientación Profesional de AVID el 4 de diciembre de 2025 de 16:00 a 18:00, Evento de panqueques con Santa Claus de K-Kids el 6 de diciembre de 9:00 a 10:30, Desfile de Navidad de Arvin el 8 de diciembre (comienza a las 7:00), Día de jornada reducida el 12 de diciembre (salida a las 12:10), Vacaciones de invierno del 15 de diciembre al 2 de enero, Regreso a clases el 5 de enero de 2026.
13. **Aplazamiento:** Jazmin hizo una moción para aplazar la sesión y Rebeca la secundó. Todos los miembros estaban a favor. Se levantó la sesión a las 8:49 a.m..

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 (2025-2026)	Proposed Goal (2026)
Overall N=756	14.3% Chronically Absent a Significant Decline of 7.6% points (Yellow #10)	Decline 3% points (11.3%) High Absenteeism Decline Significantly (Yellow #10)
EL N=402	8.2% Chronically Absent a Significant Decline of 9.1% points (Green #15)	Decline 3% points (5.2%) Medium Absenteeism Decline Significantly (Green # 15)
Hispanic N=713	13.6% Chronically Absent a Significant Decline of 8.3% points (Yellow #10)	Decline 3% points (10.6%) High Absenteeism Decline Significantly (Yellow #10)
Socioeconomically Disadvantaged N=725	14.6% Chronically Absent a Significant Decline of 7.5% points (Yellow #10)	Decline 3% points (11.6%) High Absenteeism Decline Significantly (Yellow #10)
Students with Disabilities N=104	20.2% Chronically Absent a Significant Decline of 15% points (Orange # 4)	Decline 6% points (17.2%) High Absenteeism Decline Significantly (Yellow #10)

Subgroup	Current (2024-2025)	Goal (2025)
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) --MET
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) --MET
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) --MET
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) --MET
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) --MET

Subgroup	2023-2024 Data	Goal 2024
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- School Suspension: Elementary

Performance Level	Increased Significantly from Prior Year (by 2.1 p.pts or more)	Increased from Prior Year (by 0.3 to 2.0 p.pts)	Maintained from Prior Year (declined or increased by 0.2 p.pts or fewer)	Declined from Prior Year (by 0.3 p.pts to 0.9 p.pts)	Declined Significantly from Prior Year (by 1.0 p.pts or more)
Very Low 0.5% or less in Current Year	N/A	20. Green	21. Blue	22. Blue	23. Blue
Low 0.6% to 1.0% in Current Year	N/A	16. Yellow	17. Green	18. Green	19. Blue
Medium 1.1% to 3.0% in Current Year	11. Orange	12. Orange	13. Yellow	14. Green	15. Green
High 3.1% to 6.0% in Current Year	6. Red	7. Orange	8. Orange	9. Yellow	10. Yellow
Very High 6.1% or greater in Current Year	1. Red	2. Red	3. Red	4. Orange	5. Yellow

Results by Subgroup

Subgroup	Current (2025-2026)	Proposed Goal (2026)
Overall N=798	Maintain 0.1% (Blue #21)	Maintain 0% (Blue #21)
EL N=422	Maintain 0% (Blue #21)	Maintain 0% (Blue #21)
Hispanic N=751	Maintain 0% (Blue #21)	Maintain 0% (Blue #21)
Socioeconomically Disadvantaged N=767	Maintain 0.1% (Blue #21)	Maintain 0% (Blue #21)
Students with Disabilities N=106	Increased 0.9% (Green #20)	Decline 0.9% (Blue #22)

Results by Subgroup

Subgroup	Current (2024-2025)	Goal (2025)
Overall N=847	Maintain 0% (Blue #21)	Maintain 0% (Blue #21) -- Met
EL N=542	Maintain 0% (Blue #21)	Maintain 0% (Blue #21) -- Met
Hispanic N=803	Maintain 0% (Blue #21)	Maintain 0% (Blue #21) -- Met
Socioeconomically Disadvantaged N=821	Maintain 0% (Blue #21)	Maintain 0% (Blue #21) -- Met
Students with Disabilities N=89	Maintain 0% (Blue #21)	Maintain 0% (Blue #21) -- Not Met

Results by Subgroup

Subgroup	2023-2024	Goal 2024
Overall N=822	Maintain 0% (Blue #21)	Maintain 0% (Blue #21)
EL N=528	Maintain 0% (Blue #21)	Maintain 0% (Blue #21)
Hispanic N=776	Maintain 0% (Blue #21)	Maintain 0% (Blue #21)
Socioeconomically Disadvantaged N=784	Maintain 0% (Blue #21)	Maintain 0% (Blue #21)
Students with Disabilities N=83	Maintain 0% (Blue #21)	Maintain 0% (Blue #21)

BME- English Learner Progress Indicator

Performance Level	Declined Significantly From Prior Year (by 10.1% p.pts or more)	Declined From Prior Year (by 2.0 p.pts to 10 p.pts)	Maintained From Prior Year (declined or increased by 1.9 p.pts or fewer)	Increased From Prior Year (by 2.0 p.pts to 9.9 p.pts)	Increased Significantly 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

English Learner Progress Indicator Results

Subgroup	Current 2025-2026	Proposed Goal 2026
English Learner N= 318	38.4% Making Progress Declined 2.5% (Orange #7)	Gain 6.6% (45%) Making Progress Medium Performance Increase (Green #14)

ELPAC Results for EL

Subgroup	Current 2024-2025	Goal 2025
English Learner N= 333	40.8% Making Progress Declined 5.8% (Orange 12)	Gain 6% (52.6%) Making Progress Medium Performance Increase (Green #14)-GOAL NOT MET

ELPAC Results for EL

Subgroup	2023-2024	Goal 2024
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 (2025-2026)	Proposed Goal (2026)
Overall N=342	-77 points below with an increase of 9.8 points (Orange #4)	Gain 15 points (-62 points) Low Performance Increase Significantly in points (Yellow #10)
EL N=228	-86.3 points below with a increase of 8 points (Orange #4)	Gain 15 points (-71.3 points) Very Low Performance Increased Significantly (Orange #5)
Hispanic N=331	-78.2 points below with an increase of 9.9 points (Orange #4)	Gain 15 points (-63.2 points) Low Performance Increase Significantly (Yellow #10)
Socioeconomically Disadvantaged N=328	-78.1 points below with a increase of 8.7 points (Orange #4)	Gain 15 points -63.1 points) Low Performance Increase Significantly (Yellow #10)
Students with Disabilities N=36	-142.1 points below with an maintain of -1.3 (Red #3)	Gain 15 points (-127.1 points) Very Low Performance Increased Significantly (Orange #5)

CAASPP Results by Subgroup

Subgroup	Current (2024-2025)	Goal (2025)
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)--Goal Not Me
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)--Goal Not Met
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)--Goal Not Met
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)--Goal Not Met
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)--Goal Not Met

CAASPP Results by Subgroup

Subgroup	2023-2024	Goal 2024
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 (2025-2026)	Proposed Goal (2026)
Overall N=346	-83.2 points below Standard increase 8.1 points (Yellow #9)	Gain 15 points (-68.2) Low Performance Increase Significantly((Yellow #10)
English Learners N=232	-92.8 points below Standard maintained 1.1 points (Orange #8)	Gain 15 points (-77.8) Low Performance Increase Significantly (Yellow #10)
Hispanic N=335	-84.8 points below Standard increase 7.5 points (Yellow #9)	Gain 15 points (-69.8) Low Performance Increase Significantly (Yellow #10)
Socioeconomically Disadvantaged N=332	-85.2 points below Standard increase 7.7 points (Yellow #9)	Gain 15 points (-70.2) Low Performance Increase Significantly (Yellow #10)
Students with Disabilities N=36	-161.6 points below Standard increase 10.7 points (Orange #4)	Gain 15 points (-146.6) Very Low Performance Increase Significantly (Orange #5)

Math CAASPP Results by Subgroup

Subgroup	Current (2024-2025)	Goal (2025)
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) --Goal Not Met
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) --Goal Not Met
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) --Goal Not Met
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) --Goal Not Met
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) --Goal Not Met

Subgroup	2023-2024	Goal (2024)
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 MET

Overview of Student Attendance

Applied Filters: Arvin Union School District | Bear Mountain Elementary

# of currently enrolled students

646

Students Absent This Week - (01/19 - 01/23) vs (01/12 - 01/16)

Absences are ▼ 129 students this week compared to last week (184)

55

Students Absent - 01/16/26 vs 01/20/26

Absences are ▼ 28 students yesterday compared to the day before (83)

55

Students Attendance This Week - (01/19 - 01/23) vs (01/12 - 01/16)

Attendance rate is ▼ .18%% over the last 30 days compared to the previous 30 days (91.66%)

91.49%

Attendance For The Last 30 Days

Attendance rate is ▼ 3.94% over the last 30 days compared to the previous 30 days (98.93%)

94.98%

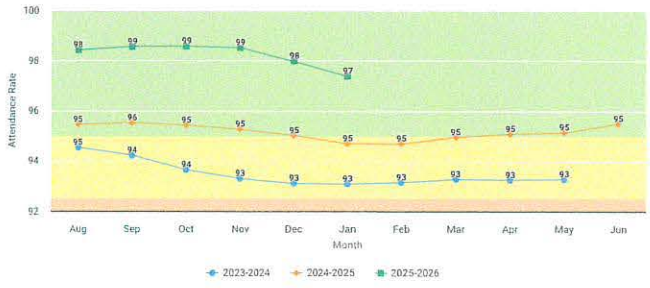
Year-to-Date Attendance

Attendance rate is ▲ 1.98% this year compared to last year (95.38%)

97.36%

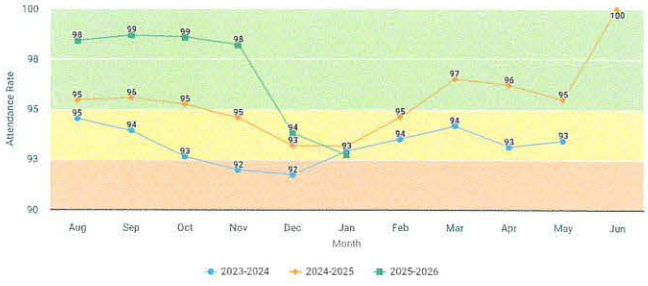
Cumulative Student Attendance

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.



End of Year Referral Report

2023-2024

Minors	Majors	Restorative Circles
410	71	137

SUPPLEMENTAL SERVICES

Check In Check Out	6
Restorative Practice Circles	157
Phone calls	255
Minor Infractions	593
Major Infractions	91

MAJOR INFRACTIONS BREAKDOWN

Number of TOTAL students	48
Number of students with ONE referral	34
Number of students with TWO referrals	6
Number of students with THREE referrals	2
Number of students with FOUR+ referrals	6

End-of-Year
2024-2025

CALIFORNIA
CalSCHLS
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY

Bear Mountain Elementary
Elementary
2023-2024
Main Report

California Department of EDUCATION

WestEd
WestEd.org

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 5 %	Grade 6 %	Table
School Engagement and Supports			
School connectedness[†#] ***(In-School Only)***	67	58	A6.3
School connectedness[†ψ] ***(Remote Only)***			A6.3
Academic motivation[†]	73	72	A6.3
School boredom[†]	55	77	A6.9
Caring adults in school[†]	66	58	A6.3
High expectations-adults in school[†]	74	78	A6.3
Meaningful participation[†]	43	29	A6.3
Facilities upkeep[†Φ]	66	48	A6.10
Parent involvement in schooling[†]	74	65	A10.2
Social and emotional learning supports[†]	76	74	A7.1
Antibullying climate[†]	72	72	A9.6
School Safety and Cyberbullying			
Feel safe at school[†Φ]	66	61	A9.1
Feel safe on way to and from school[†Φ]	64	76	A9.1
Been hit or pushed[Φ]	41	22	A9.2
Mean rumors spread about you	34	38	A9.2
Called bad names or target of mean jokes	42	37	A9.2
Saw a weapon at school[§Φ]	10	8	A9.5
Cyberbullying[¶]	25	29	A9.3
School Disciplinary Environment			
Rule clarity[†]	80	75	A8.2
Students well behaved[†]	47	30	A8.4
Students treated fairly when break rules[†]	34	52	A8.1
Students treated with respect[†]	80	80	A8.1

Notes: Cells are empty if there are less than 10 respondents.

[†]Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."

[#]The scale was based on five survey questions for in-school respondents.

[ψ]The scale was based on four questions for remote respondents.

[Φ]In-school only.

[§]Past year.

[¶]Past 30 days.

Table A6.6

Meaningful Participation at School Scale Questions

	Grade 5 %	Grade 6 %
Meaningful participation at school		
Average reporting "Yes, most of the time" or "Yes, all of the time"	43	29
Are you given a chance to help decide school activities or rules?		
No, never	18	46
Yes, some of the time	52	31
Yes, most of the time	18	15
Yes, all of the time	11	8
Do the teachers and other grown-ups at school ask you about your ideas?		
No, never	20	23
Yes, some of the time	26	52
Yes, most of the time	28	25
Yes, all of the time	26	0
Do the teachers and other grown-ups give you a chance to solve school problems?		
No, never	11	20
Yes, some of the time	37	38
Yes, most of the time	29	23
Yes, all of the time	23	20
Do you get to do interesting activities at/when you participate in school?		
No, never	5	10
Yes, some of the time	41	54
Yes, most of the time	31	31
Yes, all of the time	23	5

Question ES A.26, 27, 30-33: Are you given a chance to help decide school activities or rules? [In-school only]... Are you given a chance to help decide school activities or rules when you participate in school? [Remote only]... Do the teachers and other grown-ups at school ask you about your ideas?... Do the teachers and other grown-ups give you a chance to solve school problems?... Do you get to do interesting activities at school? [In-school only]... Do you get to do interesting activities when you participate in school? [Remote only]

Note: Cells are empty if there are less than 10 respondents.

Table A6.6

Meaningful Participation at School Scale Questions – Continued

	Grade 5 %	Grade 6 %
Are you given a chance to help decide class activities or rules?		
No, never	10	31
Yes, some of the time	51	54
Yes, most of the time	25	10
Yes, all of the time	15	5
Do your teachers ask you what you want to learn about?		
No, never	38	54
Yes, some of the time	46	30
Yes, most of the time	8	15
Yes, all of the time	8	2
Do you do things to be helpful at/in school?		
No, never	7	7
Yes, some of the time	34	48
Yes, most of the time	43	34
Yes, all of the time	16	11

Question ES A.34-36, 40, 41: Are you given a chance to help decide class activities or rules? [In-school only]... Are you given a chance to help decide class activities or rules when you participate in school? [Remote only]... Do your teachers ask you what you want to learn about?... Do you do things to be helpful at school? [In-school only]... Do you do things to be helpful when you participate in school? [Remote only]

Note: Cells are empty if there are less than 10 respondents.

CALIFORNIA
CalSCHLS
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY

Bear Mountain Elementary
Elementary
2024-2025
Main Report

California Department of EDUCATION

WestEd
WestEd.org

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 5 %	Grade 6 %	Table
School Engagement and Supports			
School connectedness†	70	50	A6.3
School connectedness†ψ ***(Remote Only)***			A6.3
Academic motivation†	79	63	A6.3
School boredomσ	42	75	A6.9
Caring adults in school†	76	51	A6.3
High expectations-adults in school†	85	73	A6.3
Meaningful participation†	54	28	A6.3
Facilities upkeepσ	64	65	A6.10
Parent involvement in schooling†	78	70	A10.2
Social and emotional learning supports†	75	60	A7.1
Antibullying climate†	78	62	A9.6
School Safety and Cyberbullying			
Feel safe at schoolσ	72	62	A9.1
Feel safe on way to and from schoolσ	78	72	A9.1
Been hit or pushed	27	40	A9.2
Mean rumors spread about you	34	38	A9.2
Called bad names or target of mean jokes	34	49	A9.2
Saw a weapon at school§	6	8	A9.5
Cyberbullying¶	26	15	A9.3
School Disciplinary Environment			
Rule clarityσ	91	73	A8.2
Students well behavedσ	55	39	A8.4
Students treated fairly when break rulesσ	36	44	A8.1
Students treated with respectσ	88	75	A8.1

Notes: Cells are empty if there are less than 10 respondents.

†*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time" across survey questions that comprise the scale.*

σ*Percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

ψ*The scale was based on four questions for remote respondents.*

§*Past year.*

¶*Past 30 days.*

Table A6.6

Meaningful Participation at School Scale Questions

	Grade 5 %	Grade 6 %
Meaningful participation at school		
Average reporting "Yes, most of the time" or "Yes, all of the time"	54	28
Are you given a chance to help decide school activities or rules?		
No, never	21	45
Yes, some of the time	48	34
Yes, most of the time	18	11
Yes, all of the time	12	11
Do the teachers and other grown-ups at school ask you about your ideas?		
No, never	12	30
Yes, some of the time	30	50
Yes, most of the time	41	4
Yes, all of the time	16	16
Do the teachers and other grown-ups give you a chance to solve school problems?		
No, never	5	16
Yes, some of the time	27	36
Yes, most of the time	32	27
Yes, all of the time	36	21
Do you get to do interesting activities at/when you participate in school?		
No, never	4	9
Yes, some of the time	16	64
Yes, most of the time	46	12
Yes, all of the time	34	14

Question ES A.26, 27, 30-33: Are you given a chance to help decide school activities or rules? [In-school only]... Are you given a chance to help decide school activities or rules when you participate in school? [Remote only]... Do the teachers and other grown-ups at school ask you about your ideas?... Do the teachers and other grown-ups give you a chance to solve school problems?... Do you get to do interesting activities at school? [In-school only]... Do you get to do interesting activities when you participate in school? [Remote only]

Note: Cells are empty if there are less than 10 respondents.

Table A6.6

Meaningful Participation at School Scale Questions – Continued

	Grade 5 %	Grade 6 %
Are you given a chance to help decide class activities or rules?		
No, never	18	46
Yes, some of the time	39	30
Yes, most of the time	34	12
Yes, all of the time	9	11
Do your teachers ask you what you want to learn about?		
No, never	25	64
Yes, some of the time	36	25
Yes, most of the time	29	4
Yes, all of the time	11	7
Do you do things to be helpful at/in school?		
No, never	7	16
Yes, some of the time	30	41
Yes, most of the time	36	18
Yes, all of the time	27	25

Question ES A.34-36, 40, 41: Are you given a chance to help decide class activities or rules? [In-school only]... Are you given a chance to help decide class activities or rules when you participate in school? [Remote only]... Do your teachers ask you what you want to learn about?... Do you do things to be helpful at school? [In-school only]... Do you do things to be helpful when you participate in school? [Remote only]

Note: Cells are empty if there are less than 10 respondents.

Monitored gate area for students only: walkers and drop off/pick up (7:30am-8:00am, 2:12-2:20pm)
This is a loading/unloading zone only – No parking

OFFICE :
Entry through office only (7:30 a.m. – 4:00 p.m. Monday through Thursday/ 3:30 on Friday)
Parents/visitors are welcomed to park for office business and/or entry to campus in any designated visitor parking or on the street.
All visitors must present a photo ID and be screened by the computerized Visitor Management System prior to getting access to the campus.
In order to ensure school safety during student arrival time, visitors will be allowed to enter campus after 8:15am with government issued ID.
Bus drop off and pick up area only – this is not a loading or drop off zone. No parking is allowed here along the curb.
Students arriving after 8:00 AM are late and will need to pass through the office for a late pass.

In addition, ParentSquare messages provide frequent reminders about traffic and campus safety. At the beginning of each school year, school personnel take the time to discuss school rules and safety procedures including safe ingress and egress of students. The administrators supervise the valet in the drop off zone near the parking lot and assist with student safety on a daily basis. Safe School Ambassadors/SOAR Patrol greet students and assist families sat the gate and within the school to walk students to class. Yard duty aides and teachers are assigned duty 15-30 minutes before and after school to provide both before and after school supervision. Staff members are vigilant about visitors on campus, and all school guests are required to sign in at the office and obtain a visitor's badge for purposes of identification. If a person's presence on campus is questioned, the police department is contacted.

CROSSING GUARDS:
The school employs trained crossing guards at designated intersections during arrival and dismissal times. Their purpose is to ensure safe pedestrian crossing, reduce traffic conflicts, and provide supervision in areas where vehicle-related incidents (e.g., DUI, speeding, distracted driving) may pose heightened risks. Crossing guards coordinate with school administration and local law enforcement to address unsafe traffic patterns and to monitor any community crimes that may affect student travel.

Procedures for Students Who Walk, Bike, or Ride Scooters:

Students must use designated crosswalks staffed by crossing guards.
Bike and scooter riders are encouraged to wear helmets and follow posted traffic safety rules.
Students must park bikes and scooters only in school-designated secure parking areas.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Goal

By the end of the 2025-2026 school year, there will be a decrease in office discipline referrals and bullying reports by 5% from 91 during the 2024-2025 school year by enforcing school rules, policies, and procesures as measured by AERIES/Kern KIDS and bully report forms.

Component:

We did not meet our goal from the 2024-2025 school year, to decrease office referrals and bullying reports by 5% from 85 during the 2023-24 school year by enforcing school rules, policies, and procedures as measured by AERIES/Kern KIDS and the Bullying reporting forms.

Element:

- 1.1 Site staff will share expectations and basic school rules / routines with staff, parents, and children.
- 1.2 Instructional leaders will post, discuss, model, and role play rules and procedures so all students are aware of expectations, consequences, and rewards.
- 1.3 Increased monitoring, attention to reporters, intervention, and implementation of Safe School Ambassadors.
- 1.4 Increase Staff communication with parents/staff regarding expectations of behavior/homework/academic

Objectives	Action Steps	Resources	Lead Person	Evaluation
1.2 Instructional leaders will post, discuss, model, and role play rules and procedures so all students are aware of expectations, consequences, and rewards.	Provide school wide rewards for positive behavior	Incentive activities including Academic All Star, SOAR Tickets, SOAR Store, Student of the Month	Admin and staff	Tracking of number of students receiving recognition
1.3 Increased monitoring, attention to reporters, intervention, and implementation of Safe School Ambassadors	Ensure sufficient coverage, monitoring and enforcement of expectations in classrooms, hallways, cafeteria, and bathrooms during class, recess, lunch and transitions.	Staffing Duty Schedule Radios Bell Schedule Staff Vests Fanny Packs/Band Aids	Duty Schedule- Admin, Classroom teachers, duty staff, After School Staff	Observation from Safe School Ambassadors and School Staff/Input from parents and staff
1.4 Increase Staff communication with parents/staff regarding expectations of behavior/homework/academic performance by having 100% of parent conferences held and communication via phone or ParentSquare.	Ensure expectations are enforced with consistency	Communication with staff- regular meetings	All School Staff	Reduction in the number of office referrals as measured by the AERIES/Kern KIDS
1.4 Increase Staff communication with parents/staff regarding expectations of behavior/homework/academic performance by having 100% of parent conferences held and communication via phone or ParentSquare.	Notifications to parents by classroom teacher following incident or behavior	Translated Classroom notes PBIS Rewards Phone calls ParentSquare App Parent Conferences	Duty Schedule, Notes, phone calls and log kept by staff	Reduction in the number of office referrals/phone logs for discipline
1.5 Behavior matrix (by location) and student interaction strategies will be evident in all classrooms and after school programs and increase the desired behaviors in all areas of campus.	Student strategies are evident in classrooms and studentd\s are retaught expectations and assigned approrpriate consequences. Continued misbehavior or severe infraction results in an office referral, nomination for support and/or parent contact	AERIES Referrals on PBIS Rewards Reflection logs/circle	Admin, campus supervisor	Reduction in the number of office referrals as measured by the AERIES/Kern KIDS

Objectives	Action Steps	Resources	Lead Person	Evaluation
1.6 Students will complete PBIS Passport Rotations at the beginning of the year and when they return from Winter Break to learn behavior expectations for all areas of the campus.	Students will complete PBIS Passport Rotations at the beginning of the year to learn behavior expectations for all areas of the campus	Passports	Admin Campus Supervisor	100% completion of passport rotations
1.7 Two District funded Campus Supervisors	Continued with one full time camper supervisor and we added a second 5-hour campus supervisor	Teach behavior expectations Supervise during recesses Document behavior to look for patterns Teach school-wide expectations Facilitate with restorative practices Communicate with parents	Admin, campus supervisors	Decrease in Office Discipline referrals

Goal

Increase CHKS score on opportunities for meaningful student participation for 5th graders from 54% to 60% as measured by the 2025-2026 California Healthy Kids Survey.

Component:

We met and exceeded last year's goal of increasing meaningful participation for 5th grade students from 43% to 54%. While our percentage for meaningful participation for 5th grade students increased, the cohort of 5th to 6th grade went down from 43% to 28% as 6th graders as measured by the California Healthy Kids Survey.

Element:

2.1 Seek input from student focus groups
2.2 Have stakeholder students trained on the summary of key indicators pertaining to the section on "School Supports for Students" to seek additional peer input
2.3 Social Emotional Check-in room and daily classroom mood meter check-ins
2.4 Rallies with specific focus based on needs
2.5 Academic challenges with incentives for completion
2.6 Field trips for academic study and enrichment
2.7 AVID nights with student and parent participation

Opportunity for Improvement:

The questions related to Meaningful Student Participation on the California Healthy Kids Survey will be discussed with student focus groups and student input will be used to make informed decision.

Objectives	Action Steps	Resources	Lead Person	Evaluation

Objectives	Action Steps	Resources	Lead Person	Evaluation
2.1 Seek input from student focus groups	Create student focus groups Hold meetings at least 3x a year to gather input	Student demographic information Meeting location	Site Administration Support staff	Agendas and minutes from the meetings
2.2 Have stakeholder students trained on the summary of key indicators pertaining to the section on "School Supports for Students" to seek additional peer input	Review the questions on the California Healthy Kids Survey Identify key questions in School Support for Students Section Identify root causes of low scores on that section Gather input on how students can be more meaningfully engaged and/or participate in school Begin to implement ideas gathered from the student focus groups	Chart Paper Markers Copy of CHKS Survey Survey form for students	Site Administration Support staff Student Groups	Agendas and minutes from the meetings Survey data
2.3 Social Emotional Check-in room and daily classroom mood meter check-ins	Have a school social worker available daily from 7:30-7:55 am to be in the SEL Check-in room to meet with students and have activites to help regulate emotions Teachers greet students walking in and have them reflect on where they are on the mood meter	School Social Worker Social-Emotional curriculum and activities Calming corner and mood meter in each classroom	School Social Worker Admin	Data from daily check-ins Decrease in ODRs
2.4 Rallies with specific focus based on needs	Discuss with the MTSS team about what needs the school has and planning the rally topics around those needs Creating fun and engaging activites during the rally to get students excited about school	Planning time Sound system Materials and prizes for rally games	Admin Campus supervisors SSW SSFs	Calendar with rally dates

Objectives	Action Steps	Resources	Lead Person	Evaluation
2.5 Academic challenges with incentives for completion	Create an i-ready academic challenge that involves the whole school Award classrooms for completing a designated number of lessons	i-ready program Challenge charts Outdoor games	Admin Academic Coach Teachers	Record the number of classes that completed the challenge
2.6 Field trips for academic study and enrichment	Planning engaging field trips tied to grade level standards	Transportation Admission Parent chaperones	Teachers Admin	Schedule of field trips planned for the year
2.7 AVID nights with student and parent participation	Hold at least 2 AVID nights per year with Math and Science activities for students to do with their parents/guardians	Math and Science activities Planning time	Teacers Admin	Calendar of events planned Sign-in sheets to see hpw many attended

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Bear Mountain Elementary School Student Conduct Code

Policy 5144: Discipline Status: ADOPTED
Original Adopted Date: 02/19/2019 | Last Revised Date: 05/21/2024 | Last Reviewed Date: 05/21/2024

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and responding appropriately to student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies for responding to student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

A student shall not be denied recess unless the student's participation poses an immediate threat to the physical safety of the student or to the physical safety of one or more of the student's peers. If, due to such immediate threat, a student is denied recess, staff shall make all reasonable efforts to resolve the threat and minimize the student's exclusion from recess, to the greatest extent practicable. (Education Code 49056)

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

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	P-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

2025-26 School Description and Mission Statement

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	14.94	15.71	18.52	30.73	32.52

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 B: EVALUATION DETAIL Date of Inspection: 08/04/25 School Name: Bear Mountain Elementary

AREA \ CATEGORY	1 GAS LEAKS	2 HEATING	3 SEWER	4 INTERIOR SURFACES	5 GENERAL LUMBER	6 PERIMETER/ EXTERIOR	7 ELECTRIC	8 RESTROOM	9 SIDE OF FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ COURT SPOUNDS	15 WEIGHTS/ SAFETY ISSUES
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 1-5	√	√	√	√	√	√	√	NA	√	√	√	√	√	NA	√
	COMMENTS:														
Restroom B	√	√	√	√	√	√	√	√	√	√	√	√	√	NA	√
	COMMENTS:														
Rooms C1-C6	√	√	√	√	√	√	√	NA	√	√	√	√	√	NA	√
	COMMENTS:														
Restroom C	√	√	√	√	√	√	√	√	√	√	√	√	√	NA	√
	COMMENTS:														
Rooms D1-D6	√	√	√	√	√	√	√	NA	√	√	√	√	√	NA	√
	COMMENTS:														
Restroom D	√	√	√	√	√	√	√	√	√	√	√	√	√	NA	√
	COMMENTS:														
Rooms E1-E6	√	√	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.

ARVIN UNION SCHOOL DISTRICT
English Learner Programs
English Language Development Department

Language Census Report Summary 2024-2025

I. **Summary** The Language Census, which provides data on the language and service provided to English Learners (EL) and fluent English proficient students (FEP) in the district, is submitted to the California Department of Education each fall. It is required by Education Code sections 62000 and 62003 and California Code of Regulations, Title 5, Education sections 4304-4306.

II. **Census of EL students** Based on preliminary 2024-2025 data, the following tables are presented which break down the K-8 EL population by school, by grade and by language. Fifty-nine percent of students in the district are EL students. Ninety-nine percent of the 1657 K-8 EL students reported having a primary language other than English speak Spanish. The next largest language group is Arabic with one percent. There are 3 other language groups represented are: Mixteco, Punjabi, and Zapoteco.

EL STUDENTS AS REPORTED IN CALPADS
GRADES K-8 BY SCHOOL

School	Number of EL	Number of FEP	Number of EL and FEP	Percentage of EL and FEP	District Enrollment
Bear Mountain Elementary	393	43	489	67.1%	728
Sierra Vista Elementary	472	38	510	73.9%	690
El Camino Real Elementary	444	65	509	66.0%	771
Haven Drive Middle	348	141	489	79.9%	612
Total All Schools	**1657**	**287**	**1997**	71.2%	**2801**

EL STUDENTS AS REPORTED IN CALPADS
GRADES K-8 BY GRADE

	BME	SV	ECR	HD	Total		BME	SV	ECR	HD	Total
Grade K	52	58	60		170	Grade 5	64	58	70		192
Grade 1	54	69	56		179	Grade 6	54	78	59		191
Grade 2	56	82	63		201	Grade 7		1		177	178
Grade 3	50	68	71		189	Grade 8		2		171	173
Grade 4	63	56	65		184	Total	**393**	**472**	**444**	**348**	**1657**

*School Codes:
BME=Bear Mountain, SV=Sierra Vista, ECR=El Camino Real, HD= Haven Drive, Total= District Total

EL STUDENTS AS REPORTED IN CALPADS
GRADES K-8 BY SCHOOL, BY LANGUAGE*

Language*	1	2	3	4	5	Total
Bear Mountain Elementary	388	5				**393**
Sierra Vista Elementary	465	5	1	1		**472**
El Camino Real Elementary	433	11				**444**
Haven Drive Middle	347	0			1	**348**
Total All Schools	**1633**	**21**	**1**	**1**	**1**	**1657**

*Language Codes:
1=Spanish, 2=Arabic, 3=Mixteco, 4= Punjabi 5= Zapoteco

III. **Instructional Program** The program settings include: (SEI) Structured English Immersion and Dual Immersion. The table below represents, by school, the approximate number of EL receiving instruction in each program setting for the 2024-2025 school year. A description of each instructional program is available in the English Language Development Department and school offices.

EL STUDENTS AS REPORTED IN CALPADS
BY INSTRUCTIONAL PROGRAM

School	Dual Immersion	S E I
Bear Mountain Elementary	208	185
El Camino Real Elementary	154	290
Sierra Vista	213	259
Haven Drive Middle	78	270
Total All Schools	**653**	**1004**

IV. **Reclassification** The table below represents the number of students, by school, reclassified from limited English proficient to fluent English proficient during the 2023-2024 school year. Fluent English proficient students are to be monitored for at least four years to insure the students' academic transition into the district's comprehensive instructional program.

RECLASSIFIED TO FLUENT ENGLISH PROFICIENT July 2023-June 2024

School	# Reclassified
Bear Mountain Elementary	19
Sierra Vista Elementary	15
El Camino Real Elementary	29
Haven Drive Middle	55
Total All Schools	**118**

V. Teachers

There are approximately 653 students receiving primary language instruction in the Arvin Union School District. Currently, Spanish teachers in the dual language program at the elementary schools provide primary language instruction in Spanish in addition to SDAIE & ELD. All other English learners receive SDAIE & ELD.

TEACHERS PROVIDING EL SERVICES AS REPORTED IN CALPADS

School	# of Teachers	Teachers providing primary language instruction to EL students	Teachers providing SDAIE & ELD	Teachers providing SDAIE only	Teachers providing ELD Only
BEAR MOUNTAIN	39	7	32		
EL CAMINO REAL	36	6	30		
HAVEN DRIVE MIDDLE	37	2	35		
SIERRA VISTA	32	7	25		
Total	**144**	**22**	**122**		

For assistance, please call Kerrie Nisser, Supervisor II of Curriculum and Instruction, (661) 854-6518

Part 5: Reclassification

Federal Program Monitoring EL 10

The California English Learner Roadmap Connection:

Principle One: Assets Oriented and Needs Responsive Schools

EL 10: Reclassification

- *Each LEA must reclassify English learners to proficient in English by using a process and criteria that includes, but is not limited to the following:*
  - *Assessment of ELP.*
    (EC Section 313[f][1]; 5 CCR Section 11303[a])
  - *Teacher evaluation that includes, but is not limited to, the student's academic performance. The term "teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student. (EC Section 313[f][2]; 5 CCR Section 11303[b])*
  - *Opportunities for parent opinion, consultation, and involvement during the reclassification process. (EC Section 313[f][3]; 5 CCR Section 11303[c])*
  - *Comparison of student's performance in basic skills against an empirically established range of performance in basic skills, based upon the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.*
    (EC Section 313[f][4]; 5 CCR sections 11302, 11303[d])
- *Regardless of the physical form of such record and to ensure transfer of documentation, each LEA must maintain the following in the student's permanent record:*
  - *Language and academic performance assessments;*
  - *Participants in the reclassification process; and*
  - *Any decisions regarding reclassification. (5 CCR Section 11305)*

Our goal is to ensure that all of our English learners are Reclassified as Fluent English Proficient (RFEP) within a "reasonable amount of time." Therefore, using multiple measures is necessary to make this determination. When sufficient evidence supports that an English learner's language proficiency does not hinder their academic progress, he or she is reclassified as fluent English proficient (RFEP). The reclassification process will be initiated by the English Learner department after the first quarter for secondary schools and first trimester for elementary schools.

Reclassification Guidance per California Department of Education:

Reclassification is the process whereby a student is reclassified from an English learner to Fluent English Proficient (RFEP). Local districts determine when the student has met the 4 criteria listed in Education Code (EC) Section 313 (f), in accordance with the California Department of Education (CDE). https://www.cde.ca.gov/sp/el/rd/

ELPAC and Reclassification

The English Learner Proficiency Assessment of California (ELPAC) is the current required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. State and federal law require that local educational agencies administer a state test of English Language proficiency (ELP) to eligible students in kindergarten (or year one of a two-year kindergarten program, sometimes referred to as Transitional Kindergarten) through Grade 12. The ELPAC is aligned with the 2012 California English Language Development Standards, and will be comprised of two separate ELP assessments:

- an initial identification of students as English learners
- an annual summative assessment (SA) to measure a student's progress in learning English and to identify the student's ELP level.
- An overall score of level 4 is required on the Summative ELPAC for a student to be considered for reclassification.

ELPAC Level 4 Descriptor	
Level	**Description**
4	English learners at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level, as described in the California English Language Development Standards, Kindergarten Through Grade 12 (2012 ELD Standards).

AUSD 2025-26 General Reclassification Criteria
Pathway #1

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The district's exit (reclassification) criteria are listed below, and each criterion must be met in order for a student to be reclassified. (20 U.S.C. Section 6312[e][3][A][vi])

Criteria	Reclassification Pathway #1
Criteria: English Language Proficiency Assessment	*All students should be given appropriate accessibility resources as outlined in the most recent* California Assessment Accessibility Resources Matrix ***ELPAC minimum Overall performance level score of Level 4***
Criteria: Teacher Evaluation	The CDE has developed a standardized resource for this criterion. Designed to promote equity in the reclassification process, The OPTEL: is an observation protocol designed to support educators in monitoring and evaluating the academic language use of EL students, per the requirements of EC Section 313.3 ***To meet this criterion for reclassification, students must receive a Level 3 or higher on expressive and receptive OPTEL ratings.***
Criteria: Comparison of Performance in Basic Skills End of prior year or current year assessment may be used to fulfill the requirement.	Performance on ***iReady Reading*** diagnostic **1st -2nd**: 65th percentile **3rd -7th:** 50th percentile **Or** Performance on ***Renaissance Reading STAR*** **7th - 8th:** 40 or above on the Normal Curve Equivalent (NCE) **Or** **4th - 8th Grade** ***SBAC ELA***- Level 3 or above **And** Must pass at least 1 of these **1st - 8th Grade** • ***4th-8th:*** Students scoring a minimum of (2-2-2) on the previous spring *CAASPP Performance Writing Task* **Or** • ***1st-8th:*** 1st -3rd grade students scoring a proficiency level of 3 or higher and 4th - 8th grade students scoring a minimum of (2-2-2) on the beginning of year *District Narrative Screener* using the previous year's grade level rubric. **Or** • ***1st-8th:*** 1st -2nd grade students scoring a proficiency level of 3 or higher and 3rd - 8th grade students scoring a minimum of (2-2-2) on a short *Benchmark Writing Composition* using the current grade level Rubric. Writing must be indicative of students independently producing at the bridging ELD level for their grade level.
Criteria: Parental Opinion and Consultation	The parent/guardian is notified their student is being considered for reclassification after the above criteria has been met. ***A parent meeting is set up to review the OPTEL and allow parents to provide input and discuss reclassification.*** Parents who do not attend a meeting will be mailed a notice (USPS) and have another opportunity to request a meeting to provide input and discuss reclassification. A meeting is not mandatory. If the parent does not object and/or does not choose to participate in the process, the district will finalize its recommendation.

The Ellevation software platform is used to document the reclassification process. Reclassified students will no longer take the Summative ELPAC assessment.

AUSD 2025-2026 Reclassification Criteria for Students on IEP/504 Plan Taking the Summative ELPAC Reclassification Pathway #2

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The district's exit (reclassification) criteria for Students with disabilities taking the Summative ELPAC are listed below, and each criterion must be met in order for a student to be reclassified. (20 U.S.C. Section 6312[e][3][A][vi])

Criteria	Reclassification Pathway #2
Criteria: **English Language Proficiency Assessment**	*All students should be given appropriate accessibility resources as outlined in the most recent California Assessment Accessibility Resources Matrix* Summative ELPAC minimum Overall performance level score of level 4 with or without accommodations and supports ***Or*** Summative ELPAC minimum Overall performance level score of level 4 with or without accommodations and supports and domain exemptions identified by the IEP team using the most recent California ELPAC Domain Exemption Decision-Making Tool. ***Students must participate in at least one domain in the Oral and Written composite score. If the student cannot access all domains within a composite and the student has an IEP, the team may consider eligibility for the alternate assessments. Refer to the Alternate Assessment Decision Making Tool for California.***
Criteria: **Teacher Evaluation**	The CDE has developed a standardized resource for this criterion. Designed to promote equity in the reclassification process, The OPTEL: is an observation protocol designed to support educators in monitoring and evaluating the academic language use of EL students, per the requirements of EC Section 313.3 ***To meet this criterion for reclassification, students must receive a Level 3 or higher on expressive and receptive OPTEL ratings.*** ***Or*** The teacher and the IEP team will make recommendations based on curriculum mastery during the reclassification process.
Criteria: **Comparison of Performance in Basic Skills** End of prior year or current year assessment may be used to fulfill the requirement.	***Per EC Section 56345(a)(6)(B) and 34 CFR Section 300.160(a) the IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification. These may be standardized assessments the IEP team already uses for to inform initial and triennial evaluations for eligibility*** ***Students should be given appropriate accommodations and support as specified in the IEP.*** Performance on ***iReady Reading*** diagnostic **1st -2nd:** 65th percentile **3rd -7th:** 50th percentile **Or** Performance on ***Renaissance Reading STAR*** **7th - 8th:** 40 or above on the Normal Curve Equivalent (NCE) **Or** **4th - 8th Grade** ***SBAC ELA***- Level 3 or above **And** Must pass at least 1 of these criteria **1st - 8th Grade** • ***4th-8th:*** Students scoring a minimum of (2-2-2) on the previous spring C*AASPP Performance Writing Task* **Or** • ***1st-8th:*** Students scoring a minimum of (2-2-2) on the beginning of year *District Narrative Screener* using the previous year's grade level rubric. **Or** • ***1st-8th:*** *1st -2nd grade students scoring a proficiency level of 3 or higher and 3rd - 8th grade students scoring a minimum of (2-2-2) on a short Benchmark Writing Composition using the current grade level Rubric. Writing must be indicative of students independently producing at the bridging ELD level for their grade levels.*
Criteria: **Parental Opinion and Consultation**	The parent/guardian is notified their student is being considered for reclassification after the above criteria has been met. ***A parent meeting is set up to review the OPTEL and allow parents to provide input and discuss reclassification. The meeting will be documented in the IEP.***

The Ellevation software platform is used to document the reclassification process Reclassified students will no longer take the Summative ELPAC assessment.

AUSD 2025-2026 Reclassification Criteria for Students On IEP/504 Plan Taking the Alternate ELPAC Reclassification Pathway #3

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The district's exit (reclassification) criteria for Students with disabilities taking the Alternate ELPAC are listed below, each criterion must be met in order for a student to be reclassified. (20 U.S.C. Section 6312[e][3][A][vi])

Criteria	Reclassification Pathway #3
Criteria: English Language Proficiency Assessment	*All students should be given appropriate accessibility resources as outlined in the most recent* California Assessment Accessibility Resources Matrix Alternate ELPAC minimum Overall performance level score of level 3 for students identified by the IEP team to take Alternate Assessments using the most recent Alternate Assessment Decision Making Tool for California
Criteria: Teacher Evaluation	Teacher and the IEP team must use the OPTEL and the student's classroom performance information that is based on the student's IEP goals for academic performance and ELD per EC Section 56345(a)(2) and 34 CFR Section 300.160(a)
Criteria: Comparison of Performance in Basic Skills	***Per EC Section 56345(a)(6)(B) and 34 CFR Section 300.160(a) the IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification.*** **Performance level of 3 on the CAA** **OR** Locally determined assessment that has technical data supporting its validity and reliability to measure basic skills. These can be standardized assessments the IEP team uses to inform initial and triennial evaluations of eligibility. The IEP team must determine the student is performing at or above the level of a native English-speaking student with the same disability. The LEA staff will meet and consult with parents to consider whether the disability is impacting their ability to meet the reclassification criteria. If the IEP team determines that the primary reason the student does not meet LEA reclassification criteria is due to the disability rather than a student's ELP and there is no evidence that the student needs EL services and programs, they may recommend reclassification.
Criteria: Parental Opinion and Consultation	The parent/guardian is notified their student is being considered for reclassification after the above criteria has been met. ***A parent meeting is set up to review the OPTEL and allow parents to provide input and discuss reclassification. The meeting will be documented in the IEP.***

The IEP Process is used to document the reclassification process.
Reclassified students will no longer take the ELPAC assessment.

Monitoring Progress for Redesignated Students

Each LEA must monitor student academic progress and provide additional and appropriate educational services to EL students in grades TK–12 for the purposes of overcoming language barriers in each subject matter. Actions to overcome content academic barriers must be taken before the deficits become irreparable. (20 U.S.C. sections 1703 [f], 6825 [c][1][B]; EC sections 305[a][2], 310; 33126, 60811.8; 5 CCR Section 11302[b]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989,)

All reclassified students enrolled in the district are monitored for a minimum of four academic school years. Students who are not making satisfactory progress after 4 years will continue to be monitored and provided interventions and support until making satisfactory progress. The Ellevation software platform is used as a tool to monitor the progress of reclassified students a minimum of once a year. Reclassified students are monitored after the first term of each academic year using the Arvin Union School District Reclassification follow-up form in Ellevation.

Reclassified students making satisfactory progress in their current grade level do not receive additional monitoring until the next academic year. Reclassified students who are not making satisfactory progress in all areas are assigned appropriate supports. Supports are indicated within Ellevation. The support plan is approved and monitored by the site principal. Students making unsatisfactory progress are monitored at least three times per year and provided appropriate supports until the student is making satisfactory progress.

Appropriate support may include but are not limited to:

- Differentiated instruction in reading, writing or math
- Additional support in English language development
- Additional Content based language development (integrated ELD)
- Student/teacher/parent conference
- After school tutoring

Parent notifications are sent to the parents/guardians of all reclassified students indicating if the student is making satisfactory or unsatisfactory progress. Required documentation of language and academic performance assessments and documents pertaining to reclassification are kept in the students' English Language Learner Folder located in the cumulative records. These folders are reviewed and monitored annually for required English learner documentation.

Parte 5: Reclasificación

Monitoreo de Programa Federal EL 10

La Conexión de la Hoja de Ruta para Estudiantes de Inglés de California:

Principio Uno: Escuelas Orientadas a los Activos y Sensibles a las Necesidades

EL 10: Reclasificación

1. *Cada LEA debe reclasificar a los estudiantes de inglés a competentes en inglés mediante el uso de un proceso y criterios que incluyen, entre otros, los siguientes:*
    - *Evaluación de ELP. (CE, sección 313[f][1]; 5 CCR, sección 11303[a])*
    - *Evaluación del maestro que incluye, pero no se limita a, el rendimiento académico del estudiante. El término "maestro" se refiere al maestro del aula y otro personal certificado con responsabilidad directa en la enseñanza o las decisiones de colocación del estudiante. (CE Sección 313[f][2]; 5 CCR Sección 11303[b])*
    - *Oportunidades para la opinión, consulta y participación de los padres durante el proceso de reclasificación. (CE Sección 313[f][3]; 5 CCR Sección 11303[c])*
    - *Comparación del desempeño del estudiante en habilidades básicas con un rango de desempeño en habilidades básicas establecido empíricamente, basado en el desempeño de estudiantes con dominio del inglés de la misma edad, que demuestra si el estudiante es lo suficientemente competente en inglés para participar efectivamente en un plan de estudios diseñado para estudiantes de la misma edad cuya lengua materna es el inglés. (CE, sección 313[f][4]; 5 CCR, secciones 11302, 11303[d])*

1. *Independientemente de la forma física de dicho registro y para garantizar la transferencia de documentación, cada LEA debe mantener lo siguiente en el registro permanente del estudiante:*
    - *Evaluaciones de lenguaje y rendimiento académico;*
    - *Participantes en el proceso de reclasificación; y*
    - *Cualquier decisión relativa a la reclasificación. (5 CCR, sección 11305)*

Nuestro objetivo es asegurarnos de que todos nuestros estudiantes de inglés sean reclasificados como Fluent English Proficient (RFEP) dentro de un "período de tiempo razonable". Por lo tanto, es necesario utilizar múltiples medidas para hacer esta determinación. Cuando hay suficiente evidencia que respalda que el dominio del idioma de un aprendiz de inglés no obstaculiza su progreso académico, se le reclasifica como dominio fluido del inglés (RFEP). El proceso de reclasificación será iniciado por el departamento de Aprendices de Inglés después del primer trimestre para las escuelas secundarias y el primer trimestre para las escuelas primarias.

Guía de reclasificación según el Departamento de Educación de California:

La reclasificación es el proceso por el cual un estudiante es reclasificado de un aprendiz de inglés a un dominio fluido del inglés (RFEP). Los distritos locales determinan cuándo el estudiante ha cumplido con los 4 criterios enumerados en la Sección 313 (f) del Código de Educación (EC), de acuerdo con el Departamento de Educación de California (CDE). https://www.cde.ca.gov/sp/el/rd/

ELPAC y la reclasificación

La Evaluación de Dominio del Aprendiz de Inglés de California (ELPAC, por sus siglas en inglés) es el examen estatal requerido actual para el dominio del idioma inglés (ELP, por sus siglas en inglés) que se debe administrar a los estudiantes cuyo idioma principal es un idioma distinto al inglés. Las leyes estatales y federales exigen que las agencias educativas locales administren un examen estatal de dominio del idioma inglés (ELP, por sus siglas en inglés) a los estudiantes elegibles desde el jardín de infantes (o el primer año de un programa de kindergarten de dos años, a veces denominado Kindergarten de transición) hasta el grado 12. El ELPAC está alineado con los Estándares de Desarrollo del Idioma Inglés de California 2012, y estará compuesto por dos evaluaciones ELP separadas:

- una identificación inicial de los estudiantes como aprendices de inglés
- una evaluación sumativa anual (SA) para medir el progreso de un estudiante en el aprendizaje del inglés e identificar el nivel de ELP del estudiante.
- Se requiere un puntaje general de nivel 4 en el ELPAC sumativo para que un estudiante sea considerado para la reclasificación.

Descriptor de nivel 4 de ELPAC	
Nivel	**Descripción**
4	Los estudiantes de inglés en este nivel tienen habilidades orales (escuchar y hablar) y escritas (leer y escribir) bien desarrolladas. Pueden usar el inglés para aprender y comunicarse de maneras significativas que sean apropiadas para diferentes tareas, propósitos y audiencias en una variedad de contextos sociales y académicos. Es posible que necesiten apoyo lingüístico ocasional para participar en contextos sociales y académicos familiares; Es posible que necesiten apoyo ligero para comunicarse sobre tareas y temas menos familiares. Este nivel de rendimiento de la prueba corresponde al rango superior del nivel de competencia "puente", como se describe en los Estándares de Desarrollo del Idioma Inglés de California, desde el jardín de infantes hasta el grado 12 (Estándares ELD de 2012).

Criterios Generales de Reclasificación para el Distrito Escolar Unificado de Arvin 2025-26 Camino Hacia Reclasificación #1

El objetivo de los programas de adquisición del idioma es que los estudiantes alcancen el dominio del inglés lo más rápido posible y cumplan con las medidas de rendimiento académico establecidas por el estado. Los criterios de salida (reclasificación) del distrito se enumeran a continuación, y cada criterio debe cumplirse para que un estudiante sea reclasificado. (20 U.S.C. Sección 6312[e][3][A][vi])

Criterios	Camino Hacia Reclasificación #1
Criterios: Evaluación del dominio del idioma inglés	*Todos los estudiantes deben recibir los recursos de accesibilidad apropiados como se describe en la* Matriz de Recursos de Accesibilidad de la Evaluación de California *más reciente* ***ELPAC mínimo Puntuación general del nivel de rendimiento de nivel 4***
Criterios: Evaluación De Maestro	El CDE ha desarrollado un recurso estandarizado para este criterio. Diseñado para promover la equidad en el proceso de reclasificación, el OPTEL es un protocolo de observación creado para apoyar a los educadores en el monitoreo y la evaluación del uso del lenguaje académico de los estudiantes del idioma inglés, conforme a los requisitos de la Sección 313.3 del Código de Educación (EC). ***Para cumplir con este criterio de reclasificación, los estudiantes deben obtener un Nivel 3 o superior en las calificaciones expresivas y receptivas del OPTEL.***
Criterios: Comparación de Desempeño en Habilidades Básicas La evaluación de fin de año anterior o del año en curso se puede utilizar para cumplir con el requisito.	Rendimiento en el diagnóstico de **lectura iReady** **1º-2º** percentil 65. **3º-8º** percentil 50. **O** Actuación en **Renaissance Reading STAR** **7º - 8º** - 40 o más en el equivalente de curva normal (NCE) **O** **SBAC ELA** de **4° a 8°** grado: nivel 3 o superior **Y** Debe pasar al menos 1 de estos criterios **1-8 º Grado** • **4º a 8º** Estudiantes con una puntuación mínima de (2-2-2) en la tarea de escritura de rendimiento CAASPP de la primavera anterior. **o** • **1º a 8º** Estudiantes que obtienen un puntaje mínimo de (2-2-2) en la evaluación narrativa distrital de inicio de año, utilizando la rúbrica del nivel de grado del año anterior. **o** • **1.º–8.º:** Estudiantes de 1.º a 2.º grado que obtengan un nivel de competencia de 3 o más, y estudiantes de 3.º a 8.º grado que obtengan un mínimo de (2-2-2) en una breve composición de escritura de evaluación intermedia, utilizando la rúbrica del nivel de grado actual. La escritura debe reflejar que los estudiantes producen de manera independiente al nivel de transición ("bridging") de ELD correspondiente a su grado.
Criterios: Opinión y consulta de los padres	Se notifica al padre/madre/tutor que su estudiante está siendo considerado para la reclasificación una vez que se han cumplido los criterios anteriores. ***Se programa una reunión con los padres para revisar el OPTEL, permitir que los padres proporcionen su opinión y discutir la reclasificación.*** Los padres que no asistan a la reunión recibirán un aviso por correo (USPS) y tendrán otra oportunidad para solicitar una reunión, brindar su opinión y discutir la reclasificación. La reunión no es obligatoria. Si el padre/madre/tutor no se opone y/o no elige participar en el proceso, el distrito finalizará su recomendación.

La plataforma de software Ellevation se utiliza para documentar el proceso de reclasificación. Los estudiantes reclasificados ya no tomarán la evaluación ELPAC Sumativa.

Criterios de reclasificación propuestos por AUSD 2024-2025 para los estudiantes en el plan IEP/504 que toman el ELPAC sumativo_Camino Hacia Reclasificación #2

El objetivo de los programas de adquisición del idioma es que los estudiantes alcancen el dominio del inglés lo más rápido posible y cumplan con las medidas de rendimiento académico establecidas por el estado. Los criterios de salida (reclasificación) del distrito para los estudiantes con discapacidades que presentan el ELPAC sumativo se enumeran a continuación, y cada criterio debe cumplirse para que el estudiante sea reclasificado. (20 U.S.C. Sección 6312[e][3][A][vi])

Criterios	**Camino Hacia Reclasificación #2**
Criterios: Evaluación del dominio del idioma inglés	*Todos los estudiantes deben recibir los recursos de accesibilidad apropiados como se describe en la Matriz de Recursos de Accesibilidad de la Evaluación de California más reciente* Puntuación mínima sumativa del nivel de desempeño general de ELPAC de nivel 4 con o sin adaptaciones y apoyos ***O*** Puntaje mínimo sumativo del nivel de desempeño del ELPAC de nivel 4 con o sin adaptaciones y apoyos y exenciones de dominio identificadas por el equipo del IEP utilizando la herramienta de toma de decisiones de exención de dominio ELPAC de California más reciente. ***Los estudiantes deben participar en al menos un dominio en la puntuación compuesta oral y escrita. Si el estudiante no puede acceder a todos los dominios dentro de un compuesto y el estudiante tiene un IEP, el equipo puede considerar la elegibilidad para las evaluaciones alternativas. Consulte la Herramienta para la Toma de Decisiones de Evaluación Alternativa para California.***
Criterios: Evaluación de maestro	Recomendación del maestro y/u otro personal certificado basado en el dominio del plan de estudios. ***O*** El maestro y el equipo del IEP harán recomendaciones basadas en el dominio del currículo durante el proceso de reclasificación. ***O*** El CDE está en el proceso de desarrollar un recurso estandarizado para esta evaluación de maestros. Se utilizará el Protocolo de Observación para Maestros de Aprendices de Inglés (OPTEL, por sus siglas en inglés) cuando esté disponible.
Criterios: Comparación de Desempeño en Habilidades Básicas La evaluación de fin de año anterior o del año en curso se puede utilizar para cumplir con el requisito.	***De acuerdo con la Sección 56345(a)(6)(B) del CE y la Sección 300.160(a) del Título 34 del Código de Regulaciones Federales, el equipo del IEP debe especificar en el IEP del estudiante una evaluación de las habilidades básicas para cumplir con las pautas de reclasificación. Estas pueden ser evaluaciones estandarizadas que el equipo del IEP ya utiliza para informar las evaluaciones iniciales y trienales de elegibilidad Los estudiantes deben recibir las adaptaciones y los apoyos apropiados como se especifica en el IEP.*** Rendimiento en el diagnóstico de **lectura iReady** **1°-2°** percentil 65. **3°-8°** percentil 50. **O** Actuación en **Renaissance Reading STAR** **7° - 8°** - 40 o más en el equivalente de curva normal (NCE) **O** **SBAC ELA** de **4° a 8°** grado: nivel 3 o superior **Y** **1-8 ° Grado** • **4° a 8°** Estudiantes con una puntuación mínima de (2-2-2) en la tarea de escritura de rendimiento CAASPP de la primavera anterior. **O** • **1° a 8°** Estudiantes que obtienen un puntaje mínimo de (2-2-2) en la evaluación narrativa distrital de inicio de año, utilizando la rúbrica del nivel de grado del año anterior. **O** • **1.°–8.°:** Estudiantes de 1.° a 2.° grado que obtengan un nivel de competencia de 3 o más, y estudiantes de 3.° a 8.° grado que obtengan un mínimo de (2-2-2) en una breve composición de escritura de evaluación intermedia, utilizando la rúbrica del nivel de grado actual. La escritura debe reflejar que los estudiantes producen de manera independiente al nivel de transición ("bridging") de ELD correspondiente a su grado.
Criterios: Opinión y consulta de los padres	Se notifica al padre/madre/tutor que su estudiante está siendo considerado para la reclasificación una vez que se han cumplido los criterios anteriores. Se programa una reunión con los padres para revisar el OPTEL, permitir que proporcionen su opinión y discutir la reclasificación. La reunión será documentada en el IEP.

El proceso del IEP se utiliza para documentar el proceso de reclasificación. Los estudiantes reclasificados ya no tomarán la evaluación ELPAC.

Criterios de Reclasificación por AUSD 2025-2026 para estudiantes en el plan IEP/504 que toman el ELPAC alternativo Camino Hacia Reclasificación #3

El objetivo de los programas de adquisición del idioma es que los estudiantes alcancen el dominio del inglés lo más rápido posible y cumplan con las medidas de rendimiento académico establecidas por el estado. Los criterios de salida (reclasificación) del distrito para los estudiantes con discapacidades que presentan el ELPAC alternativo se enumeran a continuación; cada criterio debe cumplirse para que el estudiante sea reclasificado. (20 U.S.C. Sección 6312[e][3][A][vi])

Criterios	**Camino Hacia Reclasificación #3**
Criterios: Evaluación del dominio del idioma inglés	*Todos los estudiantes deben recibir los recursos de accesibilidad apropiados como se describe en la* Matriz de Recursos de Accesibilidad de la Evaluación de California *más reciente* Puntaje mínimo de nivel de desempeño general de nivel 3 de ELPAC alternativo para los estudiantes identificados por el equipo del IEP para tomar evaluaciones alternativas utilizando la herramienta de toma de decisiones de evaluación alternativa más reciente para California
Criterios: Evaluación De Maestro	El maestro y el equipo del IEP deben usar el OPTEL y la información del desempeño en el aula del estudiante, la cual debe estar basada en los objetivos del IEP relacionados con el rendimiento académico y el aprendizaje del inglés (ELD), conforme a la Sección 56345(a)(2) del Código de Educación y la Sección 300.160(a) del Título 34 del Código de Regulaciones Federales (CFR).
Criterios: Comparación de Desempeño en Habilidades Básicas	***De acuerdo con la Sección 56345(a)(6)(B) del CE y la Sección 300.160(a) del Título 34 del Código de Regulaciones Federales, el equipo del IEP debe especificar en el IEP del estudiante una evaluación de las habilidades básicas para cumplir con las pautas de reclasificación.*** **Nivel de rendimiento de 3 en el CAA** **o** Evaluación determinada localmente que cuenta con datos técnicos que respaldan su validez y confiabilidad para medir las habilidades básicas. Estas pueden ser evaluaciones estandarizadas que el equipo del IEP utiliza para informar las evaluaciones iniciales y trienales de elegibilidad. El equipo del IEP debe determinar que el estudiante se está desempeñando al nivel o por encima del nivel de un estudiante nativo de habla inglesa con la misma discapacidad. El personal de la LEA se reunirá y consultará con los padres para considerar si la discapacidad está afectando su capacidad para cumplir con los criterios de reclasificación. Si el equipo del IEP determina que la razón principal por la que el estudiante no cumple con los criterios de reclasificación de LEA se debe a la discapacidad en lugar del ELP del estudiante y no hay evidencia de que el estudiante necesite servicios y programas de EL, pueden recomendar la reclasificación.
Criterios: Opinión y consulta de los padres	Se notifica al padre/madre/tutor que su estudiante está siendo considerado para la reclasificación una vez que se han cumplido los criterios anteriores. ***Se programa una reunión con los padres para revisar el OPTEL, permitir que proporcionen su opinión y discutir la reclasificación. La reunión será documentada en el IEP.***

El proceso del IEP se utiliza para documentar el proceso de reclasificación. Los estudiantes reclasificados ya no tomarán la evaluación ELPAC.

Monitoreando el progreso de los estudiantes reasignados

Cada LEA debe monitorear el progreso académico del estudiante y proporcionar servicios educativos adicionales y apropiados a los estudiantes EL en los grados TK a 12 con el fin de superar las barreras del idioma en cada materia. Se deben tomar acciones para superar las barreras académicas de los contenidos antes de que los déficits se vuelvan irreparables. (20 U.S.C. secciones 1703 [f], 6825 [c][1][B]; Artículos 305[a][2] y 310 de las CE; 33126, 60811.8; CCR, título 5, artículo 11302[b]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989,)

Todos los estudiantes reclasificados matriculados en el distrito son monitoreados durante un mínimo de cuatro años escolares académicos. Los estudiantes que no estén progresando satisfactoriamente después de 4 años continuarán siendo monitoreados y se les brindarán intervenciones y apoyo hasta que logren un progreso satisfactorio. La plataforma de software Ellevation se utiliza como herramienta para monitorear el progreso de los estudiantes reclasificados un mínimo de una vez al año. Los estudiantes reclasificados son monitoreados después del primer término de cada año académico utilizando el formulario de seguimiento de reclasificación del Distrito Escolar Arvin Union en Ellevation.

Los estudiantes reclasificados que logran un progreso satisfactorio en su nivel de grado actual no reciben monitoreo adicional hasta el próximo año académico. A los estudiantes reclasificados que no están progresando satisfactoriamente en todas las áreas se les asignan los apoyos adecuados. Los soportes están indicados dentro de Ellevation. La entidad de seguridad del sitio aprueba y supervisa el plan de soporte técnico. Los estudiantes que tienen un progreso insatisfactorio son monitoreados al menos tres veces al año y se les proporciona el apoyo adecuado hasta que el estudiante está haciendo un progreso satisfactorio.

El apoyo adecuado puede incluir, entre otros:

- Instrucción diferenciada en lectura, escritura o matemáticas
- Apoyo adicional en el desarrollo del idioma inglés
- Desarrollo lingüístico basado en contenido adicional (ELD integrado)
- Conferencia de estudiantes/maestros/padres
- Tutoría después de la escuela

Las notificaciones a los padres se envían a los padres/tutores de todos los estudiantes reclasificados indicando si el estudiante está haciendo un progreso satisfactorio o insatisfactorio. La documentación requerida de las evaluaciones de idioma y rendimiento académico y los documentos relacionados con la reclasificación se guardan en la carpeta de estudiantes de aprendizaje del idioma inglés ubicada en los registros acumulativos. Estas carpetas se revisan y monitorean anualmente para ver si hay documentación requerida por los estudiantes de inglés.