

BEAR MOUNTAIN ELEMENTARY
School Site Council
Agenda: January 27, 2026

ITEMS	ACTIONS	NOTES
1. Call to Order		Call to order by: At:
2. Welcome and Introductions	Introductions of those present including new members Review of sign-in/attendance	
3. Review of Agenda	Explanation of items Requests for additional items/changes	
4. Read Minutes	Motion to Approve SSC Meeting November 18, 2025	M: 2 nd : In favor: Opposed:
5. Public Comment	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another School Site Council meeting.	
6. DAC Report	Report from DAC Rep	
7. SSC Parent Vacancy Nominations	Four Vacancies	M: 2 nd : In favor: Opposed:
8. District Advisory Council Parent Vacancies	1. Mireya Moguel 2. Vacant 3. Vacant	M: 2 nd : In favor: Opposed:
9. Safety Plan	Review and provide input for Safety Plan	
10. R-30	Language Census Report Summary 2024-2025	
11. School Accountability Report Card (SARC)	Review BME SARC	Comments:
12. SSC and Advisory Council member roles	Review roles and responsibilities	
13. School Data	<ul style="list-style-type: none"> CA Dashboard Data (5 by 5) Attendance 	
14. ELPAC Update	ELPAC TESTING UPDATES and Review Goals on ELPAC Testing Begin Feb. 2, 2026 LISTENING SPEAKING READING WRITING	www.elpac.org
15. LCAP Input Opportunities	<ul style="list-style-type: none"> Professional Development/Basic Services Environment/Engagement Attendance Parent Involvement Academics English Learners 	
16. Announce future meeting date	Tuesday, Feb 17, 2026 at 2:20	
17. 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	
18. Adjournment		M: 2 nd : In favor: Opposed: Meeting adjourned at

ESCUELA BEAR MOUNTAIN
Concilio Escolar
Agenda: 27 de enero del 2026

ARTICULOS	ACCIONES	NOTAS
1. Llamar al Orden		Llamado a orden por: A las:
2. Bienvenida y presentaciones	Introducciones de los presentes incluyendo nuevos miembros Repaso de la asistencia	
3. Revisión de la agenda	Explicación de artículos Pedir artículos adicionales	
4. Leer Minutos	Moción para aprobar Junta de 18 de noviembre de 2025	M: 2 ^a : En favor: Opuestos:
5. Comentario Publico	Bajo la ley de junta abierta, se prohíbe que el comité tome acción en asuntos relacionados con comentarios públicos. Asuntos presentados en esta junta puede ser programado para otra junta del Concilio.	
6. DAC	Informe de representante de DAC	
7. Nominaciones para vacantes de padres en el SSC	Cuatro vacantes	M: 2 ^a : En favor: Opuestos:
8. Vacantes para padres en el Consejo Asesor del Distrito	1. Mireya Moguel 2. Vacant 3. Vacant	M: 2 ^a : En favor: Opuestos:
9. Plan de Seguridad	Revisar y proporcionar información para el Plan de seguridad.	
10. R-30	Resumen del Informe del Censo de Idiomas 2024-25	
11. Informe de Responsabilidad Escolar (SARC)	Repasar (SARC)	Aporte:
12. Responsabilidades de miembros de SSC y DAC	Repasar las responsabilidades de miembros de DAC y SSC	
13. 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
14. LCAP- Oportunidad para dar Sugerencias	<ul style="list-style-type: none"> • Desarrollo Profesional/Servicios Básico • Ambiente/Compromiso • Asistencia • Participación de los padres • Académico • Aprendices de Inglés 	
15. Anunciar próxima junta	Martes, 17 de febrero del 2026 a las 2:20pm	
16. 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	
17. Aplazamiento		M: 2 ^a : En favor: Opuestos: Aplazamiento:

BEAR MOUNTAIN ELEMENTARY

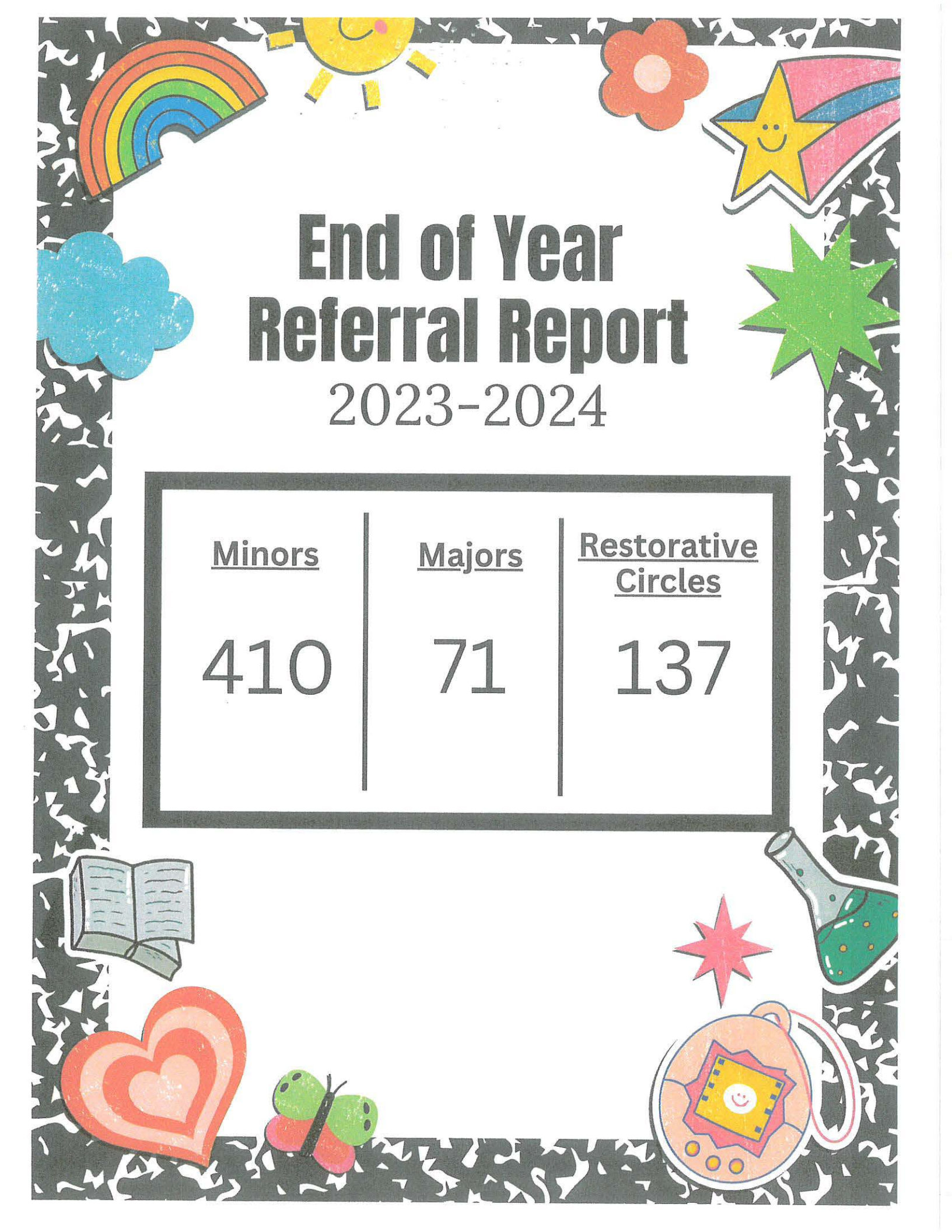
School Site Council (SSC)

Minutes: November 18, 2025

1. **Call to Order-** Mr. Salinas called the meeting to order at 2:26 p.m.
2. **Welcome and Introductions-** Introductions were made. The following members were present: Ricardo Salinas, Carmelita Vega, Steve Cunicelli, Veronica Zaragoza, Javier Pacheco and Rocio Barragan. Members absent were Diana Garcia, Antonio Martinez, Carina Banos, and Rebeca Alvarado. A quorum was established.
3. **Review of Agenda-** Ricardo Salinas reviewed the items on the agenda. There were no additions to the agenda.
4. **Read minutes-** The minutes from October 28, 2025 were read and a motion was made by Cunicelli to approve the minutes and it was seconded by Rocio. The motion was voted on and the minutes were approved. All were in favor.
5. **Public Comments-** No comments were made.
6. **DAC Report-** The two main items of discussion at the last DAC meeting were committee elections to positions and current drugs circulating Arvin.
7. **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 released and he would bring more data to the next meeting.
8. **Title 1 Federal Funded Employees:** Ricardo Salinas reviewed our current employees funded with Title 1 funds and once again noted the location of cost can be found is the SPSA. He explained how each item is tailored to provide direct services to our students.
9. **AUSD Student Uniform Policy Input-** Mr. Salinas passed out the current AUSD Uniform Policy and asked if the committee had any recommendations. He mentioned that ELAC would like clarity on what color of sweat pants are allowed. The committee members agreed that clarity would be good and to leave the AUSD Uniform Policy as is.
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 questions about the ELOP lot that was purchased by Bear Mountain Elementary and the apartments, they also asked questions about the sump that would be placed on our campus in addition to the one behind the F wing, and they were wondering when they would be fixing the parking lot lights and the wiring. Mr. Salinas stated the lot had been purchased and the process for the development is underway. He also stated that there were two options for the sump that needs to be added to the Bear Mountain grounds-sump facing north to south or it facing east to west. He has requested that MOT stake out the two possible locations so we can make a better decision. Mr. Salinas stated he would reach out to the MOT Director to get an ETA with regards to the parking lot lights.
11. **Announce future meeting date-** The next SSC meeting was announced for January 27, 2026 at 2:20 p.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 Veronica and second by Carmen. All members were in favor. The meeting was adjourned at 3:01 p.m..

BEAR MOUNTAIN ELEMENTARY
School Site Council (SSC)
Minutes: 18 de noviembre de 2025

1. **Llamado al orden:** Sr. Salinas convocó la reunión al orden a las 2:26 p.m.
2. **Bienvenida y presentaciones:** Se hicieron las presentaciones. Estuvieron presentes los siguientes miembros: Ricardo Salinas, Carmelita Vega, Stephanie Heckman, María Flores, Amalia Ojeda y Diana García. Los miembros ausentes fueron Javier Pacheco, Ada López, Esmeralda Álvarez y Evelin Torres. Se estableció quórum.
3. **Revisión de la agenda:** Ricardo Salinas revisó los puntos del orden del día. No hubo adiciones a la agenda.
4. **Lectura de los minutos:** Se leyeron las actas del 28 de octubre de 2025 y Cunicelli propuso su aprobación, moción que fue secundada por Rocio. La moción se sometió a votación y las actas fueron aprobadas por unanimidad.
5. **Comentarios del público:** No se presentaron comentarios.
6. **Informe del Comité Asesor del Distrito (DAC):** Los dos temas principales de discusión en la última reunión del DAC fueron las elecciones para los cargos del comité y las drogas que circulan actualmente en Arvin.
7. **Datos:** El Sr. Salinas revisó y proporcionó una copia del ELPAC 2025 y de los datos de asistencia actuales. Indicó que los estudiantes realizarían 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.
8. **Empleados financiados con fondos federales del Título I:** Ricardo Salinas revisó la lista de empleados financiados con fondos del Título I y reiteró que la información sobre los costos se encuentra en el SPSA. Explicó cómo cada partida presupuestaria está diseñada para proporcionar servicios directos a nuestros estudiantes.
9. **Opiniones sobre la política de uniformes estudiantiles del AUSD:** El Sr. Salinas distribuyó la política de uniformes actual del AUSD y preguntó si el comité tenía alguna recomendación. Mencionó que el ELAC deseaba aclarar qué colores de pantalones deportivos están permitidos. Los miembros del comité coincidieron en que sería conveniente aclarar este punto y en mantener la política de uniformes del AUSD sin cambios.
10. **Oportunidades para aportar al LCAP:** El Sr. Salinas repasó los nuevos enfoques del LCAP: Desarrollo profesional/Servicios básicos, Entorno/Participación, Asistencia, Participación de los padres, Rendimiento académico y Estudiantes de inglés como segundo idioma. El comité tenía preguntas sobre el terreno adquirido por la Escuela Primaria Bear Mountain para el programa ELOP y los apartamentos; también preguntaron sobre el pozo de drenaje que se instalará en nuestro campus, además del que se encuentra detrás del ala F, y querían saber cuándo se repararían las luces del estacionamiento y el cableado. El Sr. Salinas informó que el terreno ya se había comprado y que el proceso de desarrollo está en marcha. También mencionó que hay dos opciones para el pozo de drenaje que se necesita agregar a las instalaciones de Bear Mountain: uno orientado de norte a sur o uno de este a oeste. Ha solicitado al Departamento de Mantenimiento y Operaciones (MOT) que delimite las dos posibles ubicaciones para poder tomar una mejor decisión. El Sr. Salinas indicó que se comunicaría con el Director del MOT para obtener una fecha estimada de finalización de la reparación de las luces del estacionamiento.
11. **Anuncio de la fecha de la próxima reunión:** La próxima reunión del SSC se anunció para el 27 de enero de 2026 a las 2:20 p.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 Carreras AVID el 4 de diciembre de 2025 de 4:00 a 6:00 p.m., Evento de panqueques con Santa Claus de K-Kids el 6 de diciembre de 9:00 a 10:30 a.m., Desfile de Navidad de Arvin el 8 de diciembre (comienza a las 7:00 p.m.), 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. **Clausura:** Verónica propuso la moción para levantar la sesión y Carmen la secundó. Todos los miembros estuvieron a favor. La reunión se levantó a las 3:01 p.m.



End of Year Referral Report 2023-2024

<u>Minors</u>	<u>Majors</u>	<u>Restorative Circles</u>
410	71	137

SUPPLEMENTAL SERVICES



MAJOR INFRACTIONS BREAKDOWN

Check In
Check Out

6

Number of TOTAL
students

48

Restorative
Practice
Circles

157

Number of students
with ONE referral

34

Phone
calls

255

Number of students
with TWO referrals

6

Minor
Infractions

593

Number of students
with THREE referrals

2

Major
Infractions

91

Number of students
with FOUR+ referrals

6

End-of-Year
2024-2025

CALIFORNIA HEALTHY KIDS SURVEY



Bear Mountain Elementary Elementary 2023-2024 Main Report

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 5 %	Grade 6 %	Table
School Engagement and Supports			
School connectedness ^{†#} <i>(In-School Only)</i>	67	58	A6.3
School connectedness ^{†ψ} <i>(Remote Only)</i>			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		
<i>Average reporting "Yes, most of the time" or "Yes, all of the time"</i>	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 HEALTHY KIDS SURVEY



Bear Mountain Elementary Elementary 2024-2025 Main Report



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} <i>(Remote Only)</i>			A6.3
Academic motivation [†]	79	63	A6.3
School boredom ^σ	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 upkeep ^σ	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 school ^σ	72	62	A9.1
Feel safe on way to and from school ^σ	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 clarity ^σ	91	73	A8.2
Students well behaved ^σ	55	39	A8.4
Students treated fairly when break rules ^σ	36	44	A8.1
Students treated with respect ^σ	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		
<i>Average reporting "Yes, most of the time" or "Yes, all of the time"</i>	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 at 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 procedures 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

performance by having 100% of parent conferences held and communication via phone or ParentSquare.

- 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.
- 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.
- 1.7 Two District funded Campus Supervisors

Opportunity for Improvement:

Increase monitoring, attention to reporters, and communication of school-wide expectations to students to decrease office referrals and the occurrence of bullying.

Objectives	Action Steps	Resources	Lead Person	Evaluation
1.1. Share School Expectations: Focus on Academic Success, Classroom, Playground, Cafeteria, and hallway expectations, Uniform Requirements, Rewards, Consequence, Homework, Attendance	School wide programs and reminders throughout year	Computer Presentations ParentSquare App Parent & Student Handbook Translated notes	Kinder Round-up- Admin and Teachers Hawk Talk 2x- Admin Open House- Admin and Teachers Parent Conferences- Teachers Weekly Bulletins- School Staff Morning Announcements- Admin PBIS:SOAR Expectations- School Staff	Reduction in the number of office referrals as measured by AERIES/Kern KIDS
1.2 Instructional leaders will post, discuss, model, and role play rules and procedures so all students are aware of expectations, consequences, and rewards.	State rules and provide examples and non-examples of proper behavior and academic expectations. School behavior matrix posted throughout the campus by zone and given to all parents during parent conference week and provided to all students in their planners.	SOAR Expectations SOAR Posters PowerPoints Implement PBIS PBIS Video- SOAR Way	Opening routines- School Staff Instructional Routines- School Staff SOAR Rules- Admin and Committee Bullying training for staff and students	Reduction in the number of office referrals as measured by AERIES/Kern KIDS
1.2 Instructional leaders will post, discuss, model, and role play rules and procedures so all students are aware of expectations, consequences, and rewards.	Discuss rewards and consequences	SOAR Rules Safe School Ambassador Training Manual SARB to ensure Attendance SOAR Tickets Warning Tickets	SOAR Committee/Admin Safe School Ambassadors/SOAR Patrol Opening Activities Student Success Facilitator Campus Supervisor	Data and tracking of number of students receiving recognition at awards assemblies and Feedback from Safe School Ambassadors/School Staff

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 student's are retaught expectations and assigned appropriate 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
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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 activities 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 activities 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	Teachers Admin	Calendar of events planned Sign-in sheets to see how 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)

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	SEI
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
<u>BEAR MOUNTAIN</u>	39	7	32		
<u>EL CAMINO REAL</u>	36	6	30		
<u>HAVEN DRIVE MIDDLE</u>	37	2	35		
<u>SIERRA VISTA</u>	32	7	25		
Total	144	22	122		

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

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/fq/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/cafe/tertia, 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)	0.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	2
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1
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 8: EVALUATION DETAIL		Date of Inspection: 08/04/25		School Name: Bear Mountain Elementary														
AREA	CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
		CEILING	FLOORING	WALLS	INTERIOR WALLS	INTERIOR CEILING	ELECTRICAL SYSTEMS	PLUMBING	HVAC	GLASS	DOORS	STAIRS	ELEVATORS	MECHANICAL	ADDITIONAL	REMARKS		
Rooms R1-R4 Preschool	COMMENTS:	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Restroom R Preschool	COMMENTS:	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Rooms K1-K6	COMMENTS:	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓		
Restroom K	COMMENTS:	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Rooms A 1-10	COMMENTS:	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓		
Rooms B 1-5	COMMENTS:	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓		
Restroom B	COMMENTS:	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Rooms C1-C4	COMMENTS:	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓		
Restroom C	COMMENTS:	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Rooms D1-D6	COMMENTS:	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓		
Restroom D	COMMENTS:	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Rooms E1-E3	COMMENTS:	✓	✓	NA	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓		
Rooms F3-F6	COMMENTS:	✓	✓	NA	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓		
Restroom F	COMMENTS:	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Confederate	COMMENTS:	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓		
Teacher's Lounge	COMMENTS:	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Library	COMMENTS:	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	✓	✓		
Administrative Office	COMMENTS:	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
R Wing Playground	COMMENTS:	NA	NA	✓	NA	✓	✓	✓	NA	✓	NA	✓	✓	✓	✓	✓		
Kindergarten Playground	COMMENTS:	NA	NA	✓	NA	✓	✓	✓	NA	✓	NA	✓	✓	✓	✓	✓		
F Wing Playground	COMMENTS:	NA	NA	NA	NA	NA	NA	NA	NA	✓	NA	NA	NA	NA	NA	NA		
Main Playground	COMMENTS:	NA	NA	✓	NA	✓	✓	✓	NA	✓	NA	✓	✓	NA	✓	✓		



School Site Council

BEAR MOUNTAIN ELEMENTARY

Legislative Intent

Bear Mountain Elementary

- Education should be a joint effort of parents, teachers, administrators and other school staff those whose common goal is the success of all students, as well as having the most direct and ongoing contact with those students.

- La educación debe ser un esfuerzo conjunto de los padres, maestros, administradores y otros miembros del personal escolar, cuyo objetivo común sea el éxito de todos los estudiantes, así como tener el contacto más directo y continuo con esos estudiantes.

*La membresía de los padres o la comunidad equivale a la membresía del personal

*Los maestros de aula deben estar en la mayoría del lado del personal

*Otro personal de la escuela incluye:

Otros puestos de administración (Subdirector)

Otros puestos fuera del aula (entrenadores)

Todo el personal clasificado del sitio

El Consejo más pequeño se compone de 10 miembros

Bear Mountain Elementary

Elementary Compositions

*Parent or community membership is equal to staff membership

*Classroom teachers must be in the majority of staff side

*Other school personnel include:

Other administration positions (Vice Principal)

Other non-classroom positions (Academic Coach)

All site classified personnel

Smallest Council is composed of 10 members

3

Roles and Responsibility

Serve as the school community representative body for determining the focus of the school's academic instructional program and all related categorical resources.

SSC Responsibility

- Analyze and evaluate the academic achievement of all students in the school (subgroup analysis)
- Obtain recommendations from school-site advisories and special committees regarding the focus of the school's Single Plan for Student Achievement
- Develop and approve the school plan and all proposed expenditures in accordance with state and federal laws and regulations
- Recommend the school plan and related budget to the local governing board

Servir como el cuerpo representativo de la comunidad escolar para determinar el enfoque del programa de instrucción académica de la escuela y todos los recursos categóricos relacionados.

Responsabilidad de SSC

- Analizar y evaluar el rendimiento académico de todos los estudiantes en la escuela (análisis de subgrupos)
- Obtenga recomendaciones de los avisos del sitio escolar y comités especiales con respecto al enfoque del Plan Único para el Aprovechamiento Estudiantil de la escuela
- Desarrolle y apruebe el plan escolar y todos los gastos propuestos de acuerdo con las leyes y regulaciones estatales y federales
- Recomiende el plan escolar y el presupuesto relacionado a la mesa directiva local.

4

Roles and Responsibility

Serve as the school community representative body for determining the focus of the school's academic instructional program and all related categorical resources.

Continue -SSC Responsibility

- Provide ongoing monitoring of the plan and budget/expenditures
- Revise the school plan; including expenditures, timelines, and evaluation criteria, as needed
- Participate in all local, state, and federal reviews of the school's program for compliance and quality
- Review and provide input on Title 1 Parent Compact and Parent Involvement Policy

Servir como el cuerpo representativo de la comunidad escolar para determinar el enfoque del programa de instrucción académica de la escuela y todos los recursos categóricos relacionados.

Continua -Responsabilidad de SSC

- Provea un monitoreo continuo del plan y presupuesto / gastos
- Revisar el plan escolar; incluyendo gastos, cronogramas y criterios de evaluación, según sea necesario
- Participar en todas las evaluaciones locales, estatales y federales del programa de la escuela para el cumplimiento y la calidad
- Revise y aporte información sobre el Acuerdo de Padres del Título 1 y la Política de Participación de los Padres

5

Roles and Responsibility

Serve as the school community representative body for determining the focus of the school's academic instructional program and all related categorical resources.

Continue -SSC Responsibility

- Conduct an annual evaluation of the effectiveness of the school's progress toward meeting the school goals to raise achievement for all students
- Encourage a broad representation of parents, community, teachers, staff, and students from all subgroups and programmatic groups in leadership roles and in the activities of the council
- Carry out all other duties assigned to the council by the district governing board and by state or federal law

Servir como el cuerpo representativo de la comunidad escolar para determinar el enfoque del programa de instrucción académica de la escuela y todos los recursos categóricos relacionados.

Continua -Responsabilidad de SSC

- Llevar a cabo una evaluación anual de la efectividad del progreso de la escuela para alcanzar las metas de la escuela para aumentar los logros de todos los estudiantes
- Aliente una amplia representación de padres, comunidad, maestros, personal y estudiantes de todos los subgrupos y grupos programáticos en roles de liderazgo y en las actividades del consejo
- Llevar a cabo todas las demás tareas asignadas al consejo por la junta directiva del distrito y por la ley estatal o federal

6

School Effectiveness

- Focus on student achievement
- Maintain high levels of collaboration
- Provide opportunities for shared leadership
- Demonstrate good problem solving skills
- Allow for expression of opinions
- Come prepared
- Communicate with wider audience
- Seek information
- Utilize a procedural guide
- Maintain regular meeting dates and times

- Enfocarse en el rendimiento estudiantil
- Mantener altos niveles de colaboración
- Proporcionar oportunidades para el liderazgo compartido
- Demostrar buenas habilidades para resolver problemas
- Permitir la expresión de opiniones
- Ven preparado
- Comunicate con una audiencia más amplia
- Buscar información
- Utiliza una guía de procedimientos
- Mantener fechas y fechas de reuniones regulares

Offices/Officials

President – helps develop agenda, runs meetings

Vice President – fills in for president

Secretary – takes minutes

District Advisory Council Representative (2) – communicates between the School Site Council and the District Advisory Council

Members – consider data, information, budget, and vote as a representative of your group

Presidente: ayuda a desarrollar la agenda, organiza reuniones

Vicepresidente: se llena de presidente

Secretario - lleva minutos

Representante del Consejo Consultivo del Distrito (2): se comunica entre el Consejo Escolar y el Consejo Asesor del Distrito

Miembros: considere datos, información, presupuesto y vote como representante de su grupo.

Role of the Principal

- Es un miembro
- No puede vetar
- Proporciona capacitación a los miembros del SSC
- Proporciona liderazgo al consejo
- Asiste al presidente
- Proporciona o coordina actualizaciones de presupuesto y plan
- Proporciona datos de rendimiento estudiantil
- Proporciona información de planificación
- Asume la responsabilidad de la implementación del plan aprobado.

- Is a member
- May not veto
- Provides training to SSC members
- Provides leadership to the council
- Assists chairperson
- Provides or coordinates budget and plan updates
- Provides student achievement data
- Provides planning information
- Assumes responsibility for implementation of the approved plan.

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 Low	21. Yellow	22. Green	23. Blue	24. Blue	25. Blue
2.6% to 5.0% in Current Year Medium	16. Orange	17. Yellow	18. Green	19. Green	20. Blue
5.1% to 10.0% in Current Year High	11. Orange	12. Orange	13. Yellow	14. Green	15. Green
10.1% to 20.0% in Current Year Very High	6. Red	7. Orange	8. Orange	9. Yellow	10. Yellow
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- English Learner Progress Indicator

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

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%

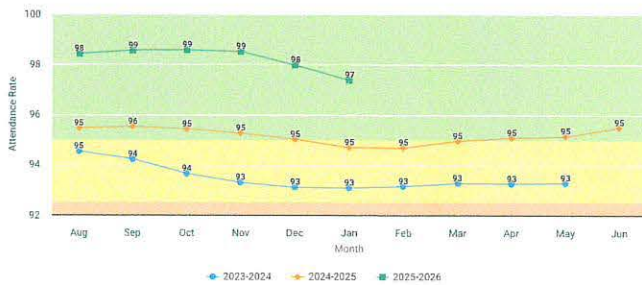
Year-to-Date Attendance

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.

