

BEAR MOUNTAIN ELEMENTARY
English Learner Advisory Committee
Agenda: February 17, 2026

ITEMS	ACTIONS	NOTES
1. Welcome and Introductions	Introductions of those present Review of sign-in/attendance	Called to order at _____
2. Quorum	Quorum Present	Yes or No
3. Review of Agenda	Explanation of items Requests for additional items	M: _____ 2 nd : _____ In favor: _____ Opposed: _____
4. Read Minutes	Motion to approve minutes from January 27, 2026 Motion to approve minutes from 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 this meeting. Issues raised at this meeting may be scheduled for another ELAC meeting.	
6. ELAC Membership Vacancy	Nominations for open position:	M: _____ 2 nd : _____ In favor: _____ Opposed: _____
7. DELAC Report	Report from DELAC Rep: January 21, 2026	DELAC Rep-
8. Master Plan Part V & VI	Chapter 5 Reclassification Chapter 6 Staffing and Professional Development	
9. R-30 and Winter Consolidated Application	AUSD Language Census Report Summary Winter Consolidated Application (CONAPP)	
10. Budget & Staffing	Title 1, Title 3	
11. School Safety Plan	2nd Revision and input including Instructional Continuity Plan	
12. ELPAC Updates	ELPAC Testing Updates and Review Goals on: • Listening, Speaking, Reading, Writing	www.elpac.org
13. Attendance	Importance of Attendance/ Current attendance Percentage	
14. School Dashboard Data	Review Dashboard Data	
15. LCAP Input Opportunities	<ul style="list-style-type: none"> • Professional Development/Basic Services • Environment/Engagement • Attendance • Parent Involvement • Academics • English Learners 	LCAP Questions/Input
16. Announce future meeting date	Tuesday, March 24, 2026 8:00 am	
17. Upcoming Dates	DAC February 18, 2026 at 9:00 am (SV) DELAC February 18, 2026 at 3:00 pm District Oral Language Festival at 4:00 p.m. (SV) CWTP February 20, 2026 @ 8:00 a.m. Off Campus Evacuation February 27, 2026 Read Across America- March 2nd-6th Lunch-on-the-Lawn- March 5th 5th Grade Fitness Test March 9th - 20th AUSD Board Meeting March 10, 2026 at 5 pm 5th Grade CAST March 16th-20th CWTP March 20, 2026 @ 8:00 a.m.	
18. Adjournment		M: _____ 2 nd : _____ In favor: _____ Opposed: _____ Meeting adjourned at _____.

BEAR MOUNTAIN ELEMENTARY
Comité Consultivo de Aprendices del Idioma Inglés (ELAC)
Agenda: 17 de febrero del 2026

ARTÍCULOS	ACCIONES	NOTAS
1. Bienvenida e Introducción	Introducciones de los presentes, repaso de asistencia	
2. Quorum	Quórum presente	Si o No
3. Revisión de la Agenda	Explicación de artículos Petición de artículos adicionales	M: 2ª: En favor: Opuestos:
4. Leer Minutos	Moción para aprobar minutos del 27 de enero 2026 Moción para aprobar minutos del 18 de noviembre 2026	M: Zª: En favor: Opuestos:
5. Comentarios del Publico	Bajo la ley de junta abierta, ninguna acción relacionada al comentario público podrá tomar acción. Puntos en cuestión durante esta junta podrán planearse para otra junta de ELAC	
6. Vacancia de membresía de ELAC	Nominaciones para puesto vacante:	M: Zª: En favor: Opuestos:
7. Reporte de DELAC	Informe de DELAC Representante: 21 de enero de 2026	DELAC Rep-
8. Plan Maestro Parte VI y VI	<ul style="list-style-type: none"> Capítulo 5 Reclasificación Capítulo 6 Dotación de personal y desarrollo profesional 	
9. R-30 y Aplicación Consolidada de Invierno	Resumen del informe del censo de idiomas del AUSD Aplicación Consolidada de Invierno	
10. Presupuesto/Dotación de personal	Título 1, Título 3-	
11. Plan de Seguridad Escolar	2da Revisión y aporte incluyendo el Plan de Continuidad de la Instrucción	
12. Actualizaciones de ELPAC	Actualizaciones de pruebas ELPAC y objetivos de revisión en: • Escuchar, Discurso, Leer, Escritura	www.elpac.org
13. Asistencia	Importancia de la asistencia / Porcentaje de asistencia actual	
14. Datos del panel escolar	Repaso de Datos de Tablero	
15. LCAP Oportunidades para dar Sugerencias	<ul style="list-style-type: none"> Desarrollo Profesional/Servicios Básico Ambiente/Compromiso Asistencia Participación de los padres Académico Aprendices de Inglés 	Preguntas de LCAP del distrito/Aportes proporcionados
16. Anunciar fecha de la próxima junta	martes, 24 de marzo de 2026 8:00 am	
17. Fechas Próximas	DAC 18 de febrero de 2026 a las 9:00 am (SV) DELAC 18 de febrero de 2026 a las 3:00 pm Festival Distrital de Lengua Oral a las 16:00 horas. (SV) CWTP 20 de febrero de 2026 a las 8:00 a. m. Evacuación fuera del campus 27 de febrero de 2026 Read Across America: del 2 al 6 de marzo Almuerzo en el césped - 5 de marzo Prueba de aptitud física para quinto grado del 9 al 20 de marzo Reunión de la Junta Directiva de AUSD el 10 de marzo de 2026 a las 5 p.m. CAST de 5to grado del 16 al 20 de marzo CWTP 20 de marzo de 2026 a las 8:00 a. m.	
18. Aplazamiento		M: 2ª: En favor: Opuestos: Aplazamiento:_____

BEAR MOUNTAIN ELEMENTARY
English Learner Advisory Committee
Minutes: November 18, 2025

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

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

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

BEAR MOUNTAIN ELEMENTARY
English Learner Advisory Committee
Minutes: January 27, 2026

1. **Welcome, Introductions, & Call to Order-**
2. **Quorum-** Meeting was not held due to fog delay.

BEAR MOUNTAIN ELEMENTARY
Comité Consultivo de Aprendices del Idioma Inglés (ELAC)
Minutes: 27 de enero de 2026

1. **Bienvenida, Introducción, y Llamado al orden:**
2. **Quórum Presente:** La reunión no se llevó a cabo debido a un retraso por niebla.

Part 5: Reclassification

Federal Program Monitoring EL 10

The California English Learner Roadmap Connection:

Principle One: Assets Oriented and Needs Responsive Schools

EL 10: Reclassification

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

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

Reclassification Guidance per California Department of Education:

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

<https://www.cde.ca.gov/sp/el/rd/>

ELPAC and Reclassification

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

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

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

AUSD 2025-26 General Reclassification Criteria Pathway #1

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

Criteria	Reclassification Pathway #1
Criteria: English Language Proficiency Assessment	<p><i>All students should be given appropriate accessibility resources as outlined in the most recent California Assessment Accessibility Resources Matrix</i></p> <p>ELPAC minimum Overall performance level score of Level 4</p>
Criteria: Teacher Evaluation	<p>The CDE has developed a standardized resource for this criterion. Designed to promote equity in the reclassification process, The OPTEL is an observation protocol designed to support educators in monitoring and evaluating the academic language use of EL students, per the requirements of EC Section 313.3</p> <p>To meet this criterion for reclassification, students must receive a Level 3 or higher on expressive and receptive OPTEL ratings.</p>
Criteria: Comparison of Performance in Basic Skills End of prior year or current year assessment may be used to fulfill the requirement.	<div style="display: flex; justify-content: space-between;"> <div> <p>Performance on iReady Reading diagnostic 1st -2nd: 65⁺ percentile 3rd -7th: 50⁺ percentile</p> <p style="text-align: center;">Or</p> <p>Performance on Renaissance Reading STAR 7th - 8th: 40 or above on the Normal Curve Equivalent (NCE)</p> <p style="text-align: center;">Or</p> <p>4th - 8th Grade SBAC ELA- Level 3 or above</p> <p style="text-align: center;">And</p> <p>1st - 8th Grade</p> <ul style="list-style-type: none"> 4th-8th: Students scoring a minimum of (2-2-2) on the previous spring CAASPP Performance Writing Task <p style="text-align: center;">Or</p> <ul style="list-style-type: none"> 1st-8th: 1st -3rd grade students scoring a proficiency level of 3 or higher and 4th - 8th grade students scoring a minimum of (2-2-2) on the beginning of year <i>District Narrative Screener</i> using the previous year's grade level rubric. <p style="text-align: center;">Or</p> <ul style="list-style-type: none"> 1st-8th: 1st -2nd grade students scoring a proficiency level of 3 or higher and 3rd - 8th grade students scoring a minimum of (2-2-2) on a short <i>Benchmark Writing Composition</i> using the current grade level Rubric. Writing must be indicative of students independently producing at the bridging ELD level for their grade level. </div> <div style="border: 1px solid black; padding: 5px; width: 150px;"> <p>Must pass at least 1 of these</p> </div> </div>
Criteria: Parental Opinion and Consultation	<p>The parent/guardian is notified their student is being considered for reclassification after the above criteria has been met. A parent meeting is set up to review the OPTEL and allow parents to provide input and discuss reclassification.</p> <p>Parents who do not attend a meeting will be mailed a notice (USPS) and have another opportunity to request a meeting to provide input and discuss reclassification.</p> <p>A meeting is not mandatory. If the parent does not object and/or does not choose to participate in the process, the district will finalize its recommendation.</p>

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

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

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

Criteria	Reclassification Pathway #2
Criteria: English Language Proficiency Assessment	<p><i>All students should be given appropriate accessibility resources as outlined in the most recent California Assessment Accessibility Resources Matrix</i></p> <p>Summative ELPAC minimum Overall performance level score of level 4 with or without accommodations and supports</p> <p style="text-align: center;">Or</p> <p>Summative ELPAC minimum Overall performance level score of level 4 with or without accommodations and supports and domain exemptions identified by the IEP team using the most recent California ELPAC Domain Exemption Decision-Making Tool.</p> <p><i>Students must participate in at least one domain in the Oral and Written composite score. If the student cannot access all domains within a composite and the student has an IEP, the team may consider eligibility for the alternate assessments. Refer to the Alternate Assessment Decision Making Tool for California.</i></p>
Criteria: Teacher Evaluation	<p>The CDE has developed a standardized resource for this criterion. Designed to promote equity in the reclassification process, The OPTEL: is an observation protocol designed to support educators in monitoring and evaluating the academic language use of EL students, per the requirements of EC Section 313.3</p> <p>To meet this criterion for reclassification, students must receive a Level 3 or higher on expressive and receptive OPTEL ratings.</p> <p style="text-align: center;">Or</p> <p>The teacher and the IEP team will make recommendations based on curriculum mastery during the reclassification process.</p>
Criteria: Comparison of Performance in Basic Skills	<p>Per EC Section 56345(a)(6)(B) and 34 CFR Section 300.160(a) the IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification. These may be standardized assessments the IEP team already uses for to inform initial and triennial evaluations for eligibility</p> <p>Students should be given appropriate accommodations and support as specified in the IEP.</p> <p>Performance on iReady Reading diagnostic 1st -2nd: 65+ percentile 3rd -7th: 50+ percentile</p> <p style="text-align: center;">Or</p> <p>Performance on Renaissance Reading STAR 7th - 8th: 40 or above on the Normal Curve Equivalent (NCE)</p> <p style="text-align: center;">Or</p> <p>4th - 8th Grade SBAC ELA- Level 3 or above</p> <p style="text-align: center;">And</p> <p>1st - 8th Grade</p> <ul style="list-style-type: none"> 4th-8th: Students scoring a minimum of (2-2-2) on the previous spring CAASPP Performance Writing Task <p style="text-align: center;">Or</p> <ul style="list-style-type: none"> 1st-8th: Students scoring a minimum of (2-2-2) on the beginning of year District Narrative Screener using the previous year's grade level rubric. <p style="text-align: center;">Or</p> <ul style="list-style-type: none"> 1st-8th: 1st -2nd grade students scoring a proficiency level of 3 or higher and 3rd - 8th grade students scoring a minimum of (2-2-2) on a short Benchmark Writing Composition using the current grade level Rubric. Writing must be indicative of students independently producing at the bridging ELD level for their grade levels.
Criteria: Parental Opinion and Consultation	<p>The parent/guardian is notified their student is being considered for reclassification after the above criteria has been met. A parent meeting is set up to review the OPTEL and allow parents to provide input and discuss reclassification. The meeting will be documented in the IEP.</p>

Must pass at least 1 of these criteria

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

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

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

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

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

Monitoring Progress for Redesignated Students

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

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

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

Appropriate support may include but are not limited to:

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

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

Part 6: Staffing and Professional Development

Federal Program Monitoring EL 11 & 12

The California English Learner Roadmap Connection:

Principle One: Assets Oriented and Needs Responsive Schools

Principle Two: Intellectual Quality of Instruction and Meaningful Access

Principle Three: System Conditions that Support Effectiveness

Principle Four: Alignment and Articulation Within and Across Systems

EL 11: Teacher Preparation and EL Authorization

Teachers assigned to provide ELD and instruction in subject matter courses in which EL students are enrolled must have the appropriate authorizations and be fluent in English. (20 U.S.C. Section 6826 [c]; EC sections 44253.1, 44253.2, 44253.3, 44253.4, 44253.5, 44253.6, 44253.7, 44253.10; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012–1013; 5 CCR Section 11309[c][2])

All teachers of English learners hold the appropriate credentials and authorizations to teach English learner students. The district is committed to ensuring that English learners receive instruction from an appropriately authorized teacher. Teachers assigned to teach English language instruction and/or core curriculum to English learners (ELs) must be appropriately authorized to work with Els. Teachers who provide academic instruction in the student's primary language must have a BCLAD or other bilingual authorization.

EL 12: Professional Development Specific to English Learners

The Arvin Union School District must provide sufficient professional development (PD) to effectively implement the district's EL program. PD is provided to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:

- (a) Designed to improve the instruction and assessment of EL students;*
- (b) Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for EL students;*
- (c) Effective in increasing the student's English language proficiency or substantially increasing the teacher's subject matter knowledge, teaching knowledge, and teaching skills as demonstrated through classroom observation; and*
- (d) Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom. (5 CCR 11309(c)(2); Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012–1013; 20 U.S.C. Section 6825[c][2][A–D])*

The Arvin Union School District is committed to providing high quality and ongoing professional learning opportunities for administrators, teachers, including special education teachers, instructional support staff and coaches. Learning opportunities will include topics relevant to English learners. Research and enduring concepts for teaching English learners will continue to lead professional development for the district. Current EL Research is an essential component of all implemented English Language Development including:

- Program design and structure
- Material use
- Routines and effective strategies that promote higher levels of English
- Review and continued implementation of current instructional ELD practices
- Effective use of assessment information

As indicated in the ELA/ELD Framework, our responsibility as a district is to ensure our staff members are well prepared and supported. The district expects a commitment of all educators to be self-reflective and to maintain a spirit of continuous improvement. Increasing student outcomes indicate effective implementation of the EL programs and instructional practices. The goal of professional learning is to help educators acquire specific skills required to support the language and academic needs of English learners. Input from staff and data is used to plan professional development opportunities. Specific staff development opportunities to support teachers and paraprofessionals in providing differentiated instruction for English learners may include the following (list is not inclusive):

<ul style="list-style-type: none"> • Integrated and Designated ELD training • Targeting English learner needs through the ELA/ELD Framework • Implementing ELD standards • Thinking Maps: Pathway to Proficiency for English language learners • Thoughtful Classroom: Lesson design and student engagement • Professional learning community (PLC) process (identification of needs and differentiated instruction) • Implementation of Materials to support English Learners 	<ul style="list-style-type: none"> • District Teacher on Special Assignment modeling and co-teaching • Academic Coach modeling and co-teaching • AVID instructional strategies with EL support • AVID Academic Language and Literacy Strand • Biliteracy training • Induction English learner training • Literacy and Vocabulary formative assessments • Using ELPAC to inform instruction
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Staff development opportunities occur throughout the school year. These opportunities are provided through on-site trainings, district in-service sessions, and education conferences both state and local.

Professional development is designed to support English learners at all levels to achieve proficiency. Participant attendance is documented.

Parte 5: Reclasificación

Monitoreo de Programa Federal EL 10

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

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

EL 10: Reclasificación

1. Cada LEA debe reclasificar a los estudiantes de inglés a competentes en inglés mediante el uso de un proceso y criterios que incluyen, entre otros, los siguientes:
 - Evaluación de ELP. (CE, sección 313[ff][1]; 5 CCR, sección 11303[a])
 - Evaluación del maestro que incluye, pero no se limita a, el rendimiento académico del estudiante. El término "maestro" se refiere al maestro del aula y otro personal certificado con responsabilidad directa en la enseñanza o las decisiones de colocación del estudiante. (CE Sección 313[ff][2]; 5 CCR Sección 11303[b])
 - Oportunidades para la opinión, consulta y participación de los padres durante el proceso de reclasificación. (CE Sección 313[ff][3]; 5 CCR Sección 11303[c])
 - Comparación del desempeño del estudiante en habilidades básicas con un rango de desempeño en habilidades básicas establecido empíricamente, basado en el desempeño de estudiantes con dominio del inglés de la misma edad, que demuestra si el estudiante es lo suficientemente competente en inglés para participar efectivamente en un plan de estudios diseñado para estudiantes de la misma edad cuya lengua materna es el inglés. (CE, sección 313[ff][4]; 5 CCR, secciones 11302, 11303[d])
1. Independientemente de la forma física de dicho registro y para garantizar la transferencia de documentación, cada LEA debe mantener lo siguiente en el registro permanente del estudiante:
 - Evaluaciones de lenguaje y rendimiento académico;
 - Participantes en el proceso de reclasificación; y
 - Cualquier decisión relativa a la reclasificación. (5 CCR, sección 11305)

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

Guía de reclasificación según el Departamento de Educación de California:

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

ELPAC y la reclasificación

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

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

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

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

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

Criterios	Camino Hacia Reclasificación #1
Criterios: Evaluación del dominio del idioma inglés	<p><i>Todos los estudiantes deben recibir los recursos de accesibilidad apropiados como se describe en la Matriz de Recursos de Accesibilidad de la Evaluación de California más reciente</i></p> <p>ELPAC mínimo Puntuación general del nivel de rendimiento de nivel 4</p>
Criterios: Evaluación De Maestro	<p>El CDE ha desarrollado un recurso estandarizado para este criterio. Diseñado para promover la equidad en el proceso de reclasificación, el OPTEL es un protocolo de observación creado para apoyar a los educadores en el monitoreo y la evaluación del uso del lenguaje académico de los estudiantes del idioma inglés, conforme a los requisitos de la Sección 313.3 del Código de Educación (EC).</p> <p>Para cumplir con este criterio de reclasificación, los estudiantes deben obtener un Nivel 3 o superior en las calificaciones expresivas y receptivas del OPTEL.</p>
Criterios: Comparación de Desempeño en Habilidades Básicas La evaluación de fin de año anterior o del año en curso se puede utilizar para cumplir con el requisito.	<div style="display: flex; justify-content: space-between;"> <div> <p>Rendimiento en el diagnóstico de lectura iReady 1^o-2^o percentil 65. 3^o-8^o percentil 50.</p> <p style="text-align: center;">O</p> <p>Actuación en Renaissance Reading STAR 7^o - 8^o - 40 o más en el equivalente de curva normal (NCE)</p> <p style="text-align: center;">O</p> <p>SBAC ELA de 4^o a 8^o grado: nivel 3 o superior</p> <p style="text-align: center;">Y</p> <p>1-8^o Grado</p> <ul style="list-style-type: none"> 4^o a 8^o Estudiantes con una puntuación mínima de (2-2-2) en la tarea de escritura de rendimiento CAASPP de la primavera anterior. 1^o a 8^o Estudiantes que obtienen un puntaje mínimo de (2-2-2) en la evaluación narrativa distrital de inicio de año, utilizando la rúbrica del nivel de grado del año anterior. 1.^o-8.^o: Estudiantes de 1.^o a 2.^o grado que obtengan un nivel de competencia de 3 o más, y estudiantes de 3.^o a 8.^o grado que obtengan un mínimo de (2-2-2) en una breve composición de escritura de evaluación intermedia, utilizando la rúbrica del nivel de grado actual. La escritura debe reflejar que los estudiantes producen de manera independiente al nivel de transición ("bridging") de ELD correspondiente a su grado. </div> <div style="border: 1px solid black; padding: 5px; width: 150px;"> Debe pasar al menos 1 de estos criterios </div> </div>
Criterios: Opinión y consulta de los padres	<p>Se notifica al padre/madre/tutor que su estudiante está siendo considerado para la reclasificación una vez que se han cumplido los criterios anteriores. Se programa una reunión con los padres para revisar el OPTEL, permitir que los padres proporcionen su opinión y discutir la reclasificación.</p> <p>Los padres que no asistan a la reunión recibirán un aviso por correo (USPS) y tendrán otra oportunidad para solicitar una reunión, brindar su opinión y discutir la reclasificación.</p> <p>La reunión no es obligatoria. Si el padre/madre/tutor no se opone y/o no elige participar en el proceso, el distrito finalizará su recomendación.</p>

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

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

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

Criterios	Camino Hacia Reclasificación #2
Criterios: Evaluación del dominio del idioma inglés	<p><i>Todos los estudiantes deben recibir los recursos de accesibilidad apropiados como se describe en la <u>Matriz de Recursos de Accesibilidad de la Evaluación de California</u> más reciente</i></p> <p>Puntuación mínima sumativa del nivel de desempeño general de ELPAC de nivel 4 con o sin adaptaciones y apoyos</p> <p align="center">O</p> <p>Puntaje mínimo sumativo del nivel de desempeño del ELPAC de nivel 4 con o sin adaptaciones y apoyos y exenciones de dominio identificadas por el equipo del IEP utilizando la herramienta de toma de decisiones de exención de dominio ELPAC de California más reciente.</p> <p><i>Los estudiantes deben participar en al menos un dominio en la puntuación compuesta oral y escrita. Si el estudiante no puede acceder a todos los dominios dentro de un compuesto y el estudiante tiene un IEP, el equipo puede considerar la elegibilidad para las evaluaciones alternativas. Consulte la Herramienta para la Toma de Decisiones de Evaluación Alternativa para California.</i></p>
Criterios: Evaluación de maestro	<p>Recomendación del maestro y/u otro personal certificado basado en el dominio del plan de estudios.</p> <p align="center">O</p> <p>El maestro y el equipo del IEP harán recomendaciones basadas en el dominio del currículo durante el proceso de reclasificación.</p> <p align="center">O</p> <p>El CDE está en el proceso de desarrollar un recurso estandarizado para esta evaluación de maestros. Se utilizará el Protocolo de Observación para Maestros de Aprendices de Inglés (OPTEL, por sus siglas en inglés) cuando esté disponible.</p>
Criterios: Comparación de Desempeño o en Habilidades Básicas La evaluación de fin de año anterior o del año en curso se puede utilizar para cumplir con el requisito.	<p><i>De acuerdo con la Sección 56345(a)(6)(B) del CE y la Sección 300.160(a) del Título 34 del Código de Regulaciones Federales, el equipo del IEP debe especificar en el IEP del estudiante una evaluación de las habilidades básicas para cumplir con las pautas de reclasificación. Estas pueden ser evaluaciones estandarizadas que el equipo del IEP ya utiliza para informar las evaluaciones iniciales y trienales de elegibilidad. Los estudiantes deben recibir las adaptaciones y los apoyos apropiados como se especifica en el IEP.</i></p> <p>Rendimiento en el diagnóstico de lectura iReady</p> <p align="center"><u>1^o-2^o</u> percentil 65. <u>3^o-8^o</u> percentil 50.</p> <p align="center">O</p> <p>Actuación en Renaissance Reading STAR</p> <p align="center"><u>7^o - 8^o</u> - 40 o más en el equivalente de curva normal (NCE)</p> <p align="center">O</p> <p align="center">SBAC ELA de <u>4^o a 8^o</u> grado: nivel 3 o superior</p> <p align="center">Y</p> <p><u>1-8^o Grado</u></p> <ul style="list-style-type: none"> • <u>4^o a 8^o</u> Estudiantes con una puntuación mínima de (2-2-2) en la tarea de escritura de rendimiento CAASPP de la primavera anterior. <p align="center">O</p> <ul style="list-style-type: none"> • <u>1^o a 8^o</u> Estudiantes que obtienen un puntaje mínimo de (2-2-2) en la evaluación narrativa distrital de inicio de año, utilizando la rúbrica del nivel de grado del año anterior. <p align="center">O</p> <ul style="list-style-type: none"> • <u>1^o-8^o</u>: Estudiantes de 1^o a 2^o grado que obtengan un nivel de competencia de 3 o más, y estudiantes de 3^o a 8^o grado que obtengan un mínimo de (2-2-2) en una breve composición de escritura de evaluación intermedia, utilizando la rúbrica del nivel de grado actual. La escritura debe reflejar que los estudiantes producen de manera independiente al nivel de transición ("bridging") de ELD correspondiente a su grado.
Criterios: Opinión y consulta de los padres	<p>Se notifica al padre/madre/tutor que su estudiante está siendo considerado para la reclasificación una vez que se han cumplido los criterios anteriores. Se programa una reunión con los padres para revisar el OPTEL, permitir que proporcionen su opinión y discutir la reclasificación. La reunión será documentada en el IEP.</p>

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

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

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

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

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

Monitoreando el progreso de los estudiantes reasignados

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

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

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

El apoyo adecuado puede incluir, entre otros:

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

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

Parte 6: Dotación de personal y desarrollo profesional

Monitoreo del Programa Federal EL 11 y 12

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

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

Principio Dos: Calidad Intelectual de la Instrucción y Acceso Significativo

Principio Tres: Condiciones del Sistema que Apoyan la Efectividad

Principio Cuatro: Alineación y Articulación dentro y entre Sistemas

EL 11: Preparación del Maestro y Autorización de EL

Los maestros asignados para proporcionar ELD e instrucción en los cursos de la materia en los que están inscritos los estudiantes de EL deben tener las autorizaciones apropiadas y hablar inglés con fluidez. (20 U.S.C. Sección 6826 [c]; Secciones 44253.1, 44253.2, 44253.3, 44253.4, 44253.5, 44253.6, 44253.7, 44253.10 de la CE; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012–1013; CCR 5, Sección 11309[c][2])

Todos los profesores de inglés tienen las credenciales y autorizaciones apropiadas para enseñar a los estudiantes que aprenden inglés. El distrito está comprometido a garantizar que los estudiantes de inglés reciban instrucción de un maestro debidamente autorizado. Los maestros asignados para enseñar la enseñanza del idioma inglés y/o el currículo básico a los estudiantes de inglés (EL) deben estar debidamente autorizados para trabajar con ELs. Los maestros que brindan instrucción académica en el idioma principal del estudiante deben tener una BCLAD u otra autorización bilingüe.

EL 12: Desarrollo Profesional Específico para Estudiantes de Inglés

El Distrito Escolar Unificado de Arvin debe proporcionar suficiente desarrollo profesional (PD) para implementar eficazmente el programa EL del distrito. El desarrollo profesional se proporciona a los maestros de aula, directores y otros líderes escolares, administradores y otro personal de la organización escolar o comunitaria, es decir:

- (a) Diseñado para mejorar la instrucción y evaluación de los estudiantes de EL;*
- (b) Diseñado para mejorar la capacidad de los maestros, directores y otros líderes escolares para comprender e implementar currículos, prácticas y medidas de evaluación y estrategias de instrucción para estudiantes EL;*
- (c) Eficaz para aumentar el dominio del idioma inglés del estudiante o aumentar sustancialmente el conocimiento de la materia, el conocimiento de enseñanza y las habilidades de enseñanza del maestro según lo demostrado a través de la observación en el aula; y*
- (d) De suficiente intensidad y duración (que no incluirá actividades tales como talleres y conferencias de un día o de corta duración) para tener un impacto positivo y duradero en el desempeño del maestro en el aula. (5 CCR*

El Distrito Escolar Unificado de Arvin se compromete a proporcionar oportunidades de aprendizaje profesional continuo y de alta calidad para administradores, maestros, incluidos maestros de educación especial, personal de apoyo educativo y entrenadores. Las oportunidades de aprendizaje incluirán temas relevantes para los estudiantes de inglés. La investigación y los conceptos perdurables para la enseñanza de los estudiantes de inglés continuarán liderando el desarrollo profesional del distrito. La investigación actual de EL es un componente esencial de todo el desarrollo del idioma inglés implementado, que incluye:

- Diseño y estructura del programa
- Uso de materiales
- Rutinas y estrategias efectivas que promueven niveles más altos de inglés
- Revisión e implementación continua de las prácticas actuales de instrucción de ELD
- Uso eficaz de la información de evaluación

Como se indica en el Marco ELA/ELD, nuestra responsabilidad como distrito es asegurarnos de que los miembros de nuestro personal estén bien preparados y apoyados. El distrito espera un compromiso de todos los educadores para ser autorreflexivos y mantener un espíritu de mejora continua. El aumento de los resultados estudiantiles indica una implementación efectiva de los programas de EL y las prácticas de instrucción. El objetivo del aprendizaje profesional es ayudar a los educadores a adquirir las habilidades específicas necesarias para apoyar las necesidades lingüísticas y académicas de los estudiantes de inglés. Los aportes del personal y los datos se utilizan para planificar las oportunidades de desarrollo profesional. Las oportunidades específicas de desarrollo del personal para apoyar a los maestros y paraprofesionales en la provisión de instrucción diferenciada para los estudiantes de inglés pueden incluir las siguientes (la lista no es inclusiva):

<ul style="list-style-type: none"> • Capacitación integrada y designada en ELD • Abordar las necesidades de los estudiantes de inglés a través del marco ELA/ELD • Implementación de los estándares ELD • Mapas de Pensamiento: Camino hacia la Competencia para Estudiantes del Idioma Inglés • Aula reflexiva: diseño de lecciones y participación de los estudiantes • Proceso de comunidad de aprendizaje profesional (PLC) (identificación de necesidades e instrucción diferenciada) • Implementación de materiales para apoyar a los estudiantes de inglés 	<ul style="list-style-type: none"> • Maestro del Distrito en Tareas Especiales modelando y co-enseñando • Modelado y co-enseñanza de Coach Académico • Estrategias didácticas de AVID con apoyo de EL • AVID Rama Académica de Lenguaje y Lectoescritura • Capacitación en alfabetización bilingüe • Capacitación inductiva para estudiantes de inglés • Evaluaciones formativas de lectoescritura y vocabulario • Uso de ELPAC para informar la instrucción
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Las oportunidades de desarrollo del personal ocurren durante todo el año escolar. Estas oportunidades se brindan a través de capacitaciones en el lugar, sesiones de capacitación del distrito y conferencias educativas tanto estatales como locales. El desarrollo profesional está diseñado para apoyar a los estudiantes de inglés en todos los niveles para que logren la competencia. Se documenta la asistencia de los participantes.

ARVIN UNION SCHOOL DISTRICT

English Learner Programs

English Language Development Department

Language Census Report Summary 2025-2026

- 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 2025-2026 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 1529 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 2 other language groups represented: Mixteco and Punjabi.

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	350	25	375	58.4%	642
Sierra Vista Elementary	458	37	495	72.7%	680
El Camino Real Elementary	396	83	479	63.7%	751
Haven Drive Middle	325	129	454	76.6%	592
Total All Schools	1529	274	1803	67.6%	2665

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

	BME	SV	ECR	HD	Total		BME	SV	ECR	HD	Total
Grade K	40	52	39		131	Grade 5	58	59	62		179
Grade 1	40	68	52		160	Grade 6	55	60	55		170
Grade 2	49	72	57		178	Grade 7		1		168	169
Grade 3	58	80	61		199	Grade 8				157	157
Grade 4	50	66	70		186	Total	350	458	396	325	1529

*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	345	5				350
Sierra Vista Elementary	452	4	1	1		458
El Camino Real Elementary	386	10				396
Haven Drive Middle	324	1				325
Total All Schools	1507	20	1	1		1529

*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 2025-2026 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	166	184
El Camino Real Elementary	157	239
Sierra Vista	208	250
Haven Drive Middle	79	246
Total All Schools	610	919

IV. Reclassification The table below represents the number of students, by school, reclassified from limited English proficient to fluent English proficient during the 2024-2025 school year. Fluent English proficient students are to be monitored for at least four years to ensure the students' academic transition into the district's comprehensive instructional program.

RECLASSIFIED TO FLUENT ENGLISH PROFICIENT July 2024-June 2025

School	# Reclassified
Bear Mountain Elementary	10
Sierra Vista Elementary	15
El Camino Real Elementary	28
Haven Drive Middle	74
Total All Schools	127

V. Teachers

There are approximately 610 students receiving primary language instruction in the Arvin Union School District. Currently, Spanish teachers in the dual language program at the elementary schools provide primary language instruction in Spanish in addition to SDAIE & ELD. All other English learners receive SDAIE & ELD.

TEACHERS PROVIDING EL SERVICES AS REPORTED IN CALPADS

School	# of Teachers	Teachers providing primary language instruction to EL students	Teachers providing SDAIE & ELD	Teachers providing SDAIE only	Teachers providing ELD Only
BEAR MOUNTAIN	40	7	33		
EL CAMINO REAL	40	7	33		
HAVEN DRIVE MIDDLE	35	3	38		
SIERRA VISTA	39	7	32		
Total	154	24	136		

For assistance, please call Melissa Hudson, Teacher on Special Assignment - ELD Focus, (661) 854-6500 EXT: 72018

-DISTRITO ESCOLAR UNIÓN DE ARVIN

Programas para Estudiantes de Inglés

Departamento de Desarrollo del Idioma Inglés

Resumen del Informe del Censo de Idiomas 2025-26

- I. **Resumen** El Censo de Idiomas, que proporciona datos sobre el idioma y los servicios brindados a los estudiantes de inglés (EL) y a los estudiantes con dominio del inglés fluido (FEP) en el Distrito, se presenta al Departamento de Educación de California cada otoño. Es requerido por las secciones 62000 y 62003 del Código de Educación y el Código de Regulaciones de California, Título 5, secciones 4304-4306 de Educación.
- II. **Censo de estudiantes EL** Con base en datos preliminares de 2025-2026, se presentan las siguientes tablas que identifican la población EL de K-8 por escuela, grado e idioma. El cincuenta y dos nueve ciento de los estudiantes del distrito son estudiantes EL. El noventa y nueve por ciento de los 1529 estudiantes EL de K-8 informaron que su idioma principal además del inglés era hablar español. El siguiente grupo lingüístico más grande es el árabe con un uno por ciento. Hay otros 2 grupos lingüísticos representados: mixteco y punjabi.

ESTUDIANTES EL CÓMO SE REPORTA EN CALPADS
GRADOS K-8 POR ESCUELA

Escuela	Número de EL	Número de FEP	Número de EL y FEP	Porcentaje de EL y FEP	Inscripción del distrito
Bear Mountain	350	25	375	58.4%	642
Sierra Vista	458	37	495	72.7%	680
El Camino Real	396	83	479	63.7%	751
Haven Drive	325	129	454	76.6%	592
Total de Todas las Escuelas	1529	274	1803	67.6%	2665

ESTUDIANTES EL CÓMO SE REPORTA EN CALPADS
GRADOS K-8 POR GRADO

	BME	SV	ECR	HD	Total		BME	SV	ECR	HD	Total
Grado K	40	52	39		131	Grado 5	58	59	62		179
Grado 1	40	68	52		160	Grado 6	55	60	55		170
Grado 2	49	72	57		178	Grado 7		1		168	169
Grado 3	58	80	61		199	Grado 8				157	157
Grado 4	50	66	70		186	Total	350	458	396	325	1529

*Códigos escolares:

BME=Bear Mountain, SV=Sierra Vista, ECR=El Camino Real, HD= Haven Drive, Total= Total del distrito

ESTUDIANTES EL CÓMO SE REPORTA EN CALPADS
GRADOS K-8 POR ESCUELA, POR IDIOMA*

Idioma*	1	2	3	4	5	Total
Bear Mountain	345	5				350
Sierra Vista	452	4	1	1		458
El Camino Real	386	10				396
Haven Drive	324	1				325
Total de Todas las Escuelas	1507	20	1	1		1529

*Códigos de idioma:

1=español, 2=árabe, 3=mixteco, 4=punjabi 5= zapoteco

III. **Programa de Instrucción** Las configuraciones del programa incluyen: (SEI) Inmersión Estructurada en inglés e Inmersión Dual. La siguiente tabla representa, por escuela, el número aproximado de ÉL que reciben instrucción en cada entorno de programa para el año escolar 2025-2026. Una descripción de cada programa de instrucción está disponible en el Departamento de Desarrollo del Idioma Inglés y en las oficinas de la escuela.

ESTUDIANTES EL CÓMO SE REPORTA EN CALPADS
POR PROGRAMA DE INSTRUCCIÓN

Escuela	Doble inmersión	SEI
Bear Mountain	166	184
El Camino Real	157	239
Sierra Vista	208	250
Haven Drive	79	246
Total de Todas las Escuelas	610	919

IV. **Reclasificación** La siguiente tabla representa la cantidad de estudiantes, por escuela, reclasificados de dominio limitado del inglés a dominio fluido del inglés durante el año escolar 2024-2025. Los estudiantes con dominio fluido del inglés deben ser monitoreados durante al menos cuatro años para asegurar la transición académica de los estudiantes al programa de instrucción integral del distrito.

RECLASIFICADO A DOMINIO DEL INGLÉS FLUIDO Julio 2024- Junio 2025

Escuela	# Reclasificado
Bear Mountain	10
Sierra Vista	15
El Camino Real	28
Haven Drive	74
Total de Todas las Escuelas	127

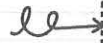
V. **Maestros**

Hay aproximadamente 610 estudiantes que reciben instrucción en su idioma primario en el Distrito Escolar Unido de Arvin. Actualmente, los maestros de español en el programa de lenguaje dual en las escuelas primarias brindan instrucción en el idioma principal en español, además de SDAIE y ELD. Todos los demás estudiantes de inglés reciben SDAIE y ELD.

COMO SE INFORMÓ EN CALPADS MAESTROS QUE OFRECEN LOS SERVICIOS EL

Escuela	# de profesores	Maestros que brindan lenguaje primario instrucción a estudiantes EL	Maestros que brindan SDAIE y ELD	Maestros Proporcionar Sólo SDAIE	Maestros Proporcionar Sólo ELD
BEAR MOUNTAIN	40	7	33		
EL CAMINO REAL	40	7	33		
HAVEN DRIVE MIDDLE	35	3	38		
SIERRA VISTA	39	7	32		
Total del Distrito Escolar Unión de Arvin	154	24	136		

Para obtener ayuda, llame a Melissa Hudson, Maestro/a en Asignación Especial – Enfoque en ELD
(661) 854-6500 Ext: 72018



Federal Program Funding to Improve Student Outcomes/Financiación de programas federales para mejorar los resultados de los estudiantes

Consolidated Application Winter 2025-26 Report Solicitud Consolidada Informe de invierno 2025-26



What is the Consolidated Application (ConApp)?

¿Qué es la Solicitud Consolidada (ConApp)? 😊

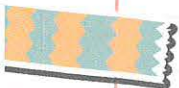
The Consolidated Application is a document used to apply to the California Department of Education to receive federal funds.



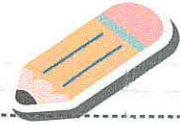
When the district applies for federal funding, they are assuring or promising to follow the rules and regulations for using the funds.

La Solicitud Consolidada es un documento que se utiliza para solicitar fondos federales al Departamento de Educación de California.

Cuando el distrito solicita fondos federales, se compromete a cumplir con las normas y regulaciones para el uso de los fondos.

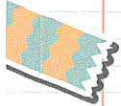


Title I / Título I



Year/Año	Entitlement/Autorización	Funds Expended/Fondos Gastados
<ul style="list-style-type: none"> 2024-2025 2025-2026 	<ul style="list-style-type: none"> \$2,350,355 \$2,264,005 	<ul style="list-style-type: none"> \$2,362,739 \$507,679 <small>to date/hasta la fecha 9/30/25</small>

Title I Centralized Services for 25-26/Servicios Centralizados de Título I para 25-26



- Teachers on Special Assignment/Maestras en asignación especial
- Supervisor II Curriculum, Assessment and Instruction (July-December)/Supervisora II Currículo, Evaluación e Instrucción (julio-diciembre)
- Intervention Teachers/Maestros de Intervención
- Paraprofessionals/Paraprofesionales
- Instructional Supplies/Suministros educativos
- Parent Workshop Materials/Materiales de taller para padres
- SST Stipends/Estipendios del SST
- Indirect Costs/Costos Indirectos

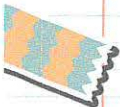


Title II / Título II



Year/Año	Entitlement/Autorización	Funds Expended/Fondos Gastados
<ul style="list-style-type: none"> 2024-2025 2025-2026 	<ul style="list-style-type: none"> \$191,139 \$208,463 	<ul style="list-style-type: none"> \$217,321 \$31,258 <small>to date/hasta la fecha 9/30/25</small>

Allocation of Funds/Asignación de Fondos

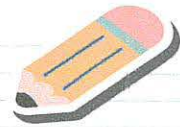


- Class size reduction in grades 4-6/Reduccion del tamaño de la clase en los grados 4-6
- Teacher Salaries & Benefits/Sueldos y Beneficios de los Maestros

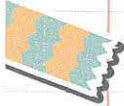




Title III/ Título III



Year/Año	Entitlement/Autorización	Funds Expended/Fondos Gastados
• 2024-2025	• \$236,274	• \$228,875
• 2025-2026	• \$208,185	• \$70,698 <small>to date/hasta la fecha 9/30/25</small>

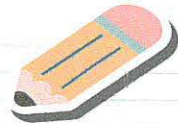


Allocation of Funds/Asignación de Fondos

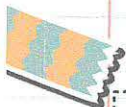
- Paraprofessionals Salaries & Benefits/Sueldos y Beneficios de los paraprofesionales
- Teachers on Special Assignment Salaries & Benefits/Profesores en asignación especial Sueldos y Beneficios



Title IV/ Título IV



Year/Año	Entitlement/Autorización	Funds Expended/Fondos Gastados
• 2024-2025	• \$173,386	• \$173,386
• 2025-2026	• \$175,890	• \$30,637 <small>to date/hasta la fecha 9/30/25</small>



Allocation of Funds/Asignación de Fondos

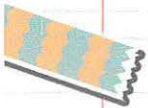
Salary & Benefits/Salario y Beneficios

- Campus Supervisors - extra hours to total 8/Supervisores del campus- horas adicionales para un total de 8
- Paraprofessionals/Paraprofesionales
- Afterschool Program Resource Teacher/Maestro de recursos del programa extraescolar
- School City





Questions / Preguntas



Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Student Achievement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

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

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Direct services and professional development provided by the Academic Coach and Teacher on Special Assignment in the form of co-teaching model support to meet the students academic needs in ELA, Math, and ELD. Academic coach and TOSA's, in addition, provide professional development with Coaching Cycle as their plan to increase access to standards based instruction through the implementation of effective teaching strategies.</p> <p>Academic Coach: Support all grade levels through supporting teachers:</p> <ul style="list-style-type: none"> *PLT process *Lesson Modeling *Professional Development *Cycles of Inquiry *Walkthroughs (PLT, ELD, Math, ELA, and District & Site Interventions) *Formative and Summative local and state assessments *Small group instruction for students identified by state and local assessments <p>District Dual TOSA: Supporting all Dual teachers:</p> <ul style="list-style-type: none"> *PLT discussions *Lesson Modeling *Professional Development *Walkthroughs (PLT, ELD, Math, and ELA) *Formative local assessments 	<p>All students specifically targeted on the Academic California Dashboards:</p> <p>All Students</p> <p>White</p> <p>African American</p> <p>Hispanic</p> <p>Pacific Islander</p> <p>Foster</p> <p>Homeless</p> <p>LTEL</p> <p>EL</p> <p>Hispanics</p> <p>SED</p> <p>Students with Disabilities</p>	<p>55,000</p> <p>Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Academic Coach Salary (50% Funded by Site Title I)</p> <p>22,000</p> <p>Title I Part A: Allocation 3000-3999: Employee Benefits Academic Coach Benefits (50% Funded by Site Title I)</p> <p>55,000</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Academic Coach Salary (50% Funded by District LCAP)</p> <p>22,000</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Academic Coach Benefits (50% Funded by District LCAP)</p> <p>16,000</p> <p>Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries District TOSA 12%</p>

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

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

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

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

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Action Step #1 Academic Coach: IMPLEMENTATION SUCCESSES

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

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

ELD Walkthrough

Emerging: 23% to 0%

Progressing: 39% to 0%

Developing: 23% to 55%

Full Implementation: 15% to 45%

AVID ELA Walkthrough

Emerging: 45% to 20%

Progressing: 40% to 18%

Developing: 12% to 50%

Full Implementation: 3% to 12%

Math Walkthrough

Emerging: 33% to 0%

Progressing: 17% to 0%

Developing: 33% to 50%

Full Implementation: 17% to 50%

Actions 2, 3, 4, 5, 6 & 7

Action Step #2 Intervention Teachers: IMPLEMENTATION SUCCESSES

Our Intervention Teachers, with support from classroom teachers and data, provided early identification and targeted services for students not meeting grade-level proficiency in ELA and Math. Instruction was based on student needs, identified through I-Ready data and teacher recommendations. The intervention included instruction in phonics and phonological awareness using the 95% Intervention Program, which focuses on letter-sound correspondence, phonemic awareness, and phonics skills. While services have been provided, there has been inconsistency in reducing the number

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

Action Step #3, 4, and 6 Paraprofessional

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

Action Step #5 Afterschool Paraprofessionals

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

Action #7 SST Coordinator

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

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

Action #8 Parent Engagement: IMPLEMENTATION SUCCESS

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

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

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

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

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

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

No changes were made to this goal.

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

Strategy/Activity 1.2: Reduction to 1 Intervention Teacher paid out of Title 1, while morning intervention groups will remain the same, Intervention teacher will be assigned to support 2nd and 3rd grade students who are not performing at grade level in Reading or Math.

Strategy/Activity 1.3: Dropped the 4 hour Paraprofessional and added a 5.5 hour Paraprofessional (2024-2025) to increase service time spent supporting underperforming students and adding one additional Paraprofessional for the 2025-2026. Their focus will be 1st-3rd grade foundational literacy skills, and 4th grade foundational literacy and math skills.

Strategy/Activity 1.5: Reduction in staffing from 3 to 2 Paraprofessionals; however, we added After school Intervention with teacher support for students who are underperforming (see Strategy/Activity 1.12).

Strategy/Activity 1.6: Reduction in staffing at 2.5 hours, but we added 5.25 hour paraprofessional staffing support for students who are underperforming (see Strategy/Activity 1.11).

Strategy/Activity 1.8: The intended focus changed to specific Themed Events with parent input via surveys to improve active parent understanding of grade level standards.

Strategy/Activity 1.9 & 1.10: Instead of relying on rollover funds (1.9) we have included 1.10 as a proposed expenditures to support BME students, during Summer School, who are not performing at grade level in ELA and Math.

Strategy/Activity 1.11: Adding additional Paraprofessionals to support with foundational literacy and math skills for Kindergarten and 1st grade. Afterschool Paraprofessionals focus will change to support students who are currently enrolled in the 95% Intervention during the day with a second dose of literacy skills using the 95% Rap Program.

Strategy/Activity 1.12: Add after-school teacher support for students who are below grade level/at-risk of retention.

Strategy/Activity 1.13: We have included 1.13 as a proposed expenditures to support BME students with automaticity of foundational math skills (adding, subtracting, multiplication, division, and fractions).

Overview of Student Attendance

Applied Filters:

Arvin Union School District

Bear Mountain Elementary

of currently enrolled students

651

Students Absent This Week -
(02/09 - 02/13) vs (02/02 - 02/06)

Absences are ▼ 66
students this week
compared to last week (124)

58

Students Absent - 02/06/26 vs
02/10/26

Absences are ▲ 11
students yesterday
compared to the day before
(47)

58

Students Attendance This Week - (02/09 -
02/13) vs (02/02 - 02/06)

Attendance rate is ▼ 3.28% this week
compared to last week (94.37%)

91.09%

Attendance For The Last 30 Days

Attendance rate is ▲ .75% over the last
30 days compared to the previous 30
days (94.36%)

95.11%

Year-to-Date Attendance

Attendance rate is ▲ 2.04% this year
compared to last year (95.38%)

97.43%

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.



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 High	21. Green	22. Green	23. Blue	24. Blue	25. Blue
+10.0 to +44.9 points in Current Year Medium	16. Green	17. Green	18. Green	19. Green	20. Blue
-5.0 points to +9.9 points in Current Year Low	11. Yellow	12. Yellow	13. Yellow	14. Green	15. Green
-5.1 to -70.0 points in Current Year Very Low	6. Orange	7. Orange	8. Orange	9. Yellow	10. Yellow
-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

BME- Mathematics for Grades 3–8

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

Math CAASPP Results by Subgroup

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

Math CAASPP Results by Subgroup

Subgroup	Current (2024-2025)	Goal (2025)
Overall N=362	-91.3 points below Standard declined 1.5 points (Orange #8)	Gain 15 points (-76.3) Low Performance Increase Significantly (Yellow #10) --Goal Not Met
English Learners N=254	-93.9 points below Standard increased 4.2 points (Yellow #9)	Gain 15 points (-78.9) Low Performance Increase Significantly (Yellow #10) --Goal Not Met
Hispanic N=352	-92.2 points below Standard declined 1.7 points (Orange #8)	Gain 15 points (-77.2) Low Performance Increase Significantly (Yellow #10) --Goal Not Met
Socioeconomically Disadvantaged N=351	-92.8 points below Standard declined 1.8 points (Orange #8)	Gain 15 points (-77.8) Low Performance Increase Significantly (Yellow #10) --Goal Not Met
Students with Disabilities N=33	-172.3 points below Standard declined 7.6 points (Red #2)	Gain 15 points (-157.3) Very Low Performance Increase Significantly (Orange #5) --Goal Not Met

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