

Bear Mountain Elementary
School Site Council
Agenda: February 17, 2026

ITEMS	ACTIONS	NOTES
1. Call to Order		Call to order at:
2. Welcome and Introductions	Introductions of those present Review of sign-in/attendance	
3. Review of Agenda	Explanation of items Requests for additional items/changes	M: 2 nd : In favor: Opposed:
4. Read Minutes	Motion to Approve SSC Meeting January 27, 2026	M: 2 nd : In favor: Opposed:
5. Public Comment	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another School Site Council meeting.	
6. SSC Membership Vacancy	Nominations for 1 open positions	M: 2 nd : In favor: Opposed:
7. DAC Report	DAC Representative: next meeting February 18, 2026	
8. Budget & Staffing	Title 1, Title 3	
9. R-30 and Winter Consolidated Application	AUSD Language Census Report Summary Winter Consolidated Application (CONAPP)	
10. School Safety Plan	2nd Revision and Final Approval including Instructional Continuity Plan	M: 2 nd : In favor: Opposed:
11. State Testing: ELPAC and CAASPP	<ul style="list-style-type: none"> • ELPAC TESTING UPDATES • 5th Grade Fitness Test (March 9- March 13) • 5th Grade CAST (March 16- March 20) 	
12. Attendance	Importance of Attendance/ Current attendance percentage	
13. School Dashboard Data	Dashboard Data	
14. LCAP Input Opportunities	<ul style="list-style-type: none"> • Professional Development/Basic Services • Environment/Engagement • Attendance • Parent Involvement • Academics • English Learners 	District LCAP Questions/Input Provided
15. Announce future meeting date	Tuesday, March 24, 2026 at 2:20 pm	
16. 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.	
17. Adjournment		M: 2 nd : In favor: Opposed: Meeting adjourned at:

Escuela Bear Mountain
Concilio Escolar (SSC)
Agenda: 17 de febrero del 2026

ARTICULOS	ACCIONES	NOTAS
1. Llamar al Orden		Llamado a orden por: A las:
2. Bienvenida y presentaciones	Introducciones de los presentes Repaso de la asistencia	
3. Revisión de la agenda	Explicación de artículos Pedir artículos adicionales	M: 2 ^a : En favor: Opuestos:
4. Leer Minutos	Moción para aprobar Junta del 27 de enero de 2026	M: 2 ^a : En favor: Opuestos:
5. Comentario Publico	Bajo la ley de junta abierta, se prohíbe que el comité tome acción en asuntos relacionados con comentarios públicos. Asuntos presentados en esta junta puede ser programado para otra junta del Concilio.	
6. Vacancia de membresía de SSC	Nominaciones para 1 puestos vacantes:	M: Z ^a : En favor: Opuestos:
7. Reporte de DAC	Informe de representante de DAC: próxima junta el 18 de febrero de 2026	
8. Presupuesto/Dotación de personal	Título 1, Título 3-	
9. R-30 y Aplicación Consolidada de Invierno	Resumen del informe del censo de idiomas del AUSD Aplicación Consolidada de Invierno	
10. Plan de Seguridad Escolar	2da Revisión y Aprobación Final incluyendo el Plan de Continuidad de la Instrucción	M: Z ^a : En favor: Opuestos:
11. Pruebas estatales: ELPAC y CAASPP	<ul style="list-style-type: none"> • ACTUALIZACIONES DE PRUEBAS ELPAC • Prueba de aptitud física para 5to grado (del 9 al 13 de marzo) • Ventana de pruebas CAST (5to grado del 16 al 20 de marzo) 	
12. Asistencia	Importancia de la asistencia / Porcentaje de asistencia actual	
13. Datos del panel escolar	Repaso de Datos de Tablero	
14. LCAP- Oportunidad para dar Sugerencias	<ul style="list-style-type: none"> • Desarrollo Profesional/Servicios Básico • Ambiente/Compromiso • Asistencia • Participación de los padres • Académico • Aprendices de Inglés 	Preguntas de LCAP del distrito/Aportes proporcionados
15. Anunciar próxima junta	martes, 24 de marzo de 2026 a las 2:20 pm	
16. 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.	
17. Aplazamiento		M: 2 ^a : En favor: Opuestos: Aplazamiento:

BEAR MOUNTAIN ELEMENTARY

School Site Council (SSC)

Minutes: January 27, 2026

1. **Call to Order-** Ricardo Salinas called the meeting to order at 2:26 p.m.
2. **Welcome and Introductions-** Introductions were made. The following members were present: Ricardo Salinas, Carmelita Vega, Steve Cunicelli, Javier Pacheco, and Diana Garcia. A quorum was established, also present was Mireya Moguel.
3. **Review of Agenda-** Ricardo Salinas reviewed the items on the agenda. There were no additions to the agenda.
4. **Read minutes-** The minutes from November 18, 2025 were read and a motion was made by Carmelita and it was seconded by Cunicelli. The motion was voted on and the minutes were approved. All were in favor.
5. **Public Comments-** No comments were made
6. **DAC Report-** Diana reported that the following topics were discussed at the DAC meeting from January 21, 2025: State Assessments, Transportation Plan, School Accountability Report Card, Winter Consolidated Application, LCAP input, and AUSD Uniform Recommendations. The next meeting will be at Sierra Vista February 18, 2026.
7. **SSC Parent Vacancy Nominations:** Mr. Salinas nominated Mireya Moguel to be a parent representative and Carmelita seconded the motion. The motion was voted on and all were in favor. Mr. Salinas nominated Jazmin Pineda to be a parent representative and Diana seconded the motion. The motion was voted on and all were in favor. Mr. Salinas nominated Rocio Castro to be a parent representative and Cunicelli seconded the motion. The motion was voted on and all were in favor.
8. **District Advisory Council Parent Vacancies:** Mr. Salinas nominated Mireya and Jazmin to be primary DAC representatives for BME and Rocio Castro as an Alternate. The motion was seconded by Carmelita. The motion was voted on and all were in favor.
9. **Safety Plan:** Mr. Salinas reviewed the 2025-2026 Draft Safety Plan Goals with the committee. The plan was still being worked on at the district level for new additions to policies. However, site goals were also modified to be more focused on student outcomes. Final draft approval will take place at the February meeting.
10. **R-30:** Mr. Salinas provided a copy of the old R-30 Language Census Report Summary from 2024-2025. The district office will be working on the current 2025-2026 report and he will bring it to the committee at the next meeting.
11. **School Accountability Report Card (SARC):** Mr. Salinas provided copies of the District approved BME SARC Plan. The committee had no comments.
12. **SSC and Advisory Council Member Roles:** Mr. Salinas provided a copy and reviewed the PowerPoint which explained the roles and responsibilities of the committee and those of ELAC. There were no questions or comments.
13. **School Data:** Mr. Salinas provided a copy and reviewed BME's CA Dashboard data in the form of the 5 by 5 grid and broken down by subgroups. The committee was asked to reflect on all the information provided as it is a key tool to see if our Single Plan for Student Achievement is supporting students in making progress towards standard. He also shared a copy of the month's attendance and explained the dip is due to students going to or overstaying the 3 week vacation.
14. **ELPAC Update:** Mr. Salinas shared and explained the ELPAC testing dates and domains with the committee. He also explained there would be 3 Substitute teachers starting on Feb 10th to cover classrooms so teachers can administer the ELPAC Speaking. The committee had no comments or questions.
15. **LCAP Input Opportunities-** Mr. Salinas asked the committee if they had any input for our LCAP and shared that Mrs. Rhett and Mrs. Pereida-Martinez would be at our next CWTP for BME Parent Input. No comments or questions were made by the committee.
16. **Announce future meeting date-** The next SSC meeting was announced for February 17, 2026 at 2:20 p.m..
17. **Upcoming Dates-** Mr. Salinas reviewed upcoming dates with members- Parent Empowerment Committee: Feb. 6 @ 8:15 at FRC, No School Feb. 9th and 16th- Holidays, End of Trimester #2: Feb 13th, Random Acts of Kindness: Feb 17th to 20th, District Oral Language Feb. 19th (4:00 to 6:00), and Coffee with the Principal February 20, 2026 8:00am for BME LCAP Parent input.
18. **Adjournment-** A motion to adjourn was made by Cunicelli and second by Diana. All members were in favor. The meeting was adjourned at 3:08 p.m..

BEAR MOUNTAIN ELEMENTARY

School Site Council (SSC)

Minutes: 27 de enero de 2026

1. **Llamado al orden:** Sr. Ricardo Salinas convocó la reunión al orden a las 2:26 p.m.
2. **Bienvenida y presentaciones:** Se hicieron las presentaciones. Estuvieron presentes los siguientes miembros: Ricardo Salinas, Carmelita Vega, Steve Cunicelli, Javier Pacheco y Diana García. Se estableció quórum, también estuvo presente Mireya Moguel.
3. **Revisión de la agenda:** Ricardo Salinas revisó los puntos del orden del día. No hubo adiciones a la agenda.
4. **Lectura de los minutos:** Se leyó el acta del 18 de noviembre de 2025 y Carmelita hizo una moción y Cunicelli 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 DAC:** Diana informó que los siguientes temas se discutieron en la reunión del DAC del 21 de enero de 2025: evaluaciones estatales, plan de transporte, informe de responsabilidad escolar, solicitud consolidada de invierno, aportes del LCAP y recomendaciones uniformes del AUSD. La próxima reunión será en Sierra Vista el 18 de febrero de 2026.
7. **Nominaciones para vacantes de padres del SSC:** El Sr. Salinas nominó a Mireya Moguel para ser representante de los padres y Carmelita apoyó la moción. La moción fue votada y todos estuvieron a favor. El Sr. Salinas nominó a Jazmín Pineda para ser representante de los padres y Diana apoyó la moción. La moción fue votada y todos estuvieron a favor. El Sr. Salinas nominó a Rocío Castro para ser representante de los padres y Cunicelli apoyó la moción. La moción fue votada y todos estuvieron a favor.
8. **Vacantes de padres del Consejo Asesor del Distrito:** El Sr. Salinas nominó a Mireya y Jazmín como representantes principales del DAC para BME y a Rocío Castro como suplente. La moción fue secundada por Carmelita. La moción fue votada y todos estuvieron a favor.
9. **Plan de Seguridad:** El Sr. Salinas revisó el Borrador de Metas del Plan de Seguridad 2025-20265 con el comité. Todavía se estaba trabajando en el plan a nivel de distrito para nuevas incorporaciones a las políticas. Sin embargo, los objetivos del sitio también se modificaron para centrarse más en los resultados de los estudiantes. La aprobación final del borrador se llevará a cabo en la reunión de febrero.
10. **R-30:** El Sr. Salinas proporcionó una copia del antiguo Resumen del informe del censo de idiomas R-30 de 2024-2025. La oficina del distrito estará trabajando en el informe actual 2025-2026 y lo presentará al comité en la próxima reunión.
11. **Informe de Responsabilidad Escolar (SARC):** El Sr. Salinas proporcionó copias del Plan BME SARC aprobado por el Distrito. El comité no hizo comentarios.
12. **Funciones de los miembros del SSC y del Consejo Asesor:** El Sr. Salinas proporcionó una copia y revisó el PowerPoint que explica las funciones y responsabilidades del comité y las de ELAC. No hubo preguntas ni comentarios.
13. **Datos escolares:** el Sr. Salinas proporcionó una copia y revisó los datos del Panel de CA de BME en forma de cuadrícula de 5 por 5 y desglosados por subgrupos. Se pidió al comité que reflexionara sobre toda la información proporcionada, ya que es una herramienta clave para ver si nuestro Plan Único para el Rendimiento Estudiantil está apoyando a los estudiantes a progresar hacia el estándar. También compartió una copia de la asistencia del mes y explicó que la caída se debe a que los estudiantes van o se quedan más de las tres semanas de vacaciones.
14. **Actualización de ELPAC:** El Sr. Salinas compartió y explicó las fechas y dominios de las pruebas ELPAC con el comité. También explicó que habrá 3 maestros sustitutos a partir del 10 de febrero para cubrir las aulas y que los maestros puedan administrar ELPAC Speaking. El comité no tuvo comentarios ni preguntas.
15. **Oportunidades de aportes del LCAP:** el Sr. Salinas preguntó al comité si tenían algún aporte para nuestro LCAP y compartió que la Sra. Rhett y la Sra. Pereida-Martínez estarían en nuestro próximo CWTP para recibir aportes de los padres de BME. El comité no hizo comentarios ni preguntas.
16. **Anunciar la fecha de la reunión futura:** la próxima reunión del SSC se anunció para el 17 de febrero de 2026 a las 2:20 p. m.
17. **Próximas fechas:** el Sr. Salinas revisó las próximas fechas con los miembros: Comité de empoderamiento de padres: 6 de febrero a las 8:15 en FRC, no hay clases 9 y 16 de febrero: días festivos, fin del trimestre #2: 13 de febrero, actos aleatorios de bondad: 17 al 20 de febrero, lenguaje oral del distrito 19 de febrero (4:00 a 6:00) y café con el director 20 de febrero. 2026 8:00 a. m. para comentarios de los padres de BME LCAP.
18. **Aplazamiento:** Cunicelli hizo una moción para aplazar la sesión y Diana la secundó. Todos los miembros estaban a favor. Se levantó la sesión a las 15:08 horas.

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 failing 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 failing 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 bar 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 bar 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 bar 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</p> <p>Academic Coach Salary (50% Funded by Site Title I)</p> <p>22,000</p> <p>Title I Part A: Allocation 3000-3999: Employee Benefits</p> <p>Academic Coach Benefits (50% Funded by Site Title I)</p> <p>55,000</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries</p> <p>Academic Coach Salary (50% Funded by District LCAP)</p> <p>22,000</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries</p> <p>Academic Coach Benefits (50% Funded by District LCAP)</p> <p>16,000</p> <p>Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries</p> <p>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).

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.

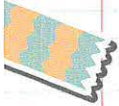
Cuando el distrito solicita fondos federales, se compromete a cumplir con las normas y regulaciones para el uso de los fondos.



• Title 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>

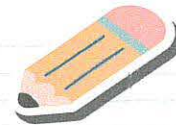


• Allocation of Funds/Asignación de Fondos •

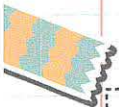
• Paraprofessionals Salaries & Benefits/Sueldos y Beneficios de los paraprofesionales	😊
• Teachers on Special Assignment Salaries & Benefits/Profesores en asignación especial Sueldos y Beneficios	



• Title IV/ Título IV •

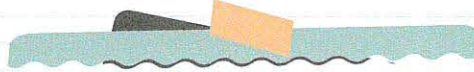


Year/Año	Entitlement/Autorización	Funds Expended/Fondos Gastados
• 2024-2025	• \$173,386	• \$173,386
• 2025-2026	• \$175,890	• \$30,637 <small>to date/hasta la fecha 2/30/25</small>

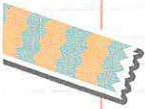


• Allocation of Funds/Asignación de Fondos •

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



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 (18.1%) 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 10.5% 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- 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

Performance Level	BME- Mathematics for Grades 3–8				
	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 High	21. Green	22. Green	23. Blue	24. Blue	25. Blue
0.0 to +34.9 points in Current Year Medium	16. Green	17. Green	18. Green	19. Green	20. Blue
-0.1 to -25.0 points in Current Year Low	11. Yellow	12. Yellow	13. Yellow	14. Green	15. Green
-25.1 to -95.0 points in Current Year Very Low	6. Orange	7. Orange	8. Orange	9. Yellow	10. Yellow
-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

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