

BEAR MOUNTAIN ELEMENTARY
School Site Council
Agenda: March 24, 2026 (Parent Center)

ITEMS	ACTIONS	NOTES
1. Call to Order		Call to order by:
2. Welcome and Introductions	Introductions of those present Review of sign-in/attendance	Quorum:
3. Review of Agenda	Explanation of items Requests for additional items/changes	
4. Read Minutes	Motion to Approve SSC Meeting February 17, 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. DAC Report	Report from DAC Representative: March 18, 2026	
7. Data	DATA needed for the annual evaluation of the effectiveness of the SPSA is being collected: I-Ready Data, CHKS Students/Parents/Staff, PLC Survey, Butte County Survey	Review
8. Budget Title I	<ul style="list-style-type: none"> Discuss and give input for Title 1 Expenditures for 2025-2026 	
9. SPSA	<ul style="list-style-type: none"> Monitor Implementation of the current year's School Plan for Achievement (SPSA) Monitor progress of activities Review Resource inequities 	
10. ELAC input	<ul style="list-style-type: none"> ELAC input for School Plan for Achievement (SPSA) 	
11. SPSA Comprehensive Needs Assessment 2025-2026	<ul style="list-style-type: none"> Review evidence-based practices and review resources 	
12. State Testing: ELPAC and CAASPP	<ul style="list-style-type: none"> ELPAC, CAST (March 16-20) CAASPP ELA (April 13-17) CAASPP Math (April 27-May 1) 	
13. Attendance	Importance of Attendance/ Current attendance percentage	Goal 95%
14. LCAP Input Opportunities	<ul style="list-style-type: none"> Professional Development/Basic Services Environment/Engagement Attendance Parent Involvement Academics English Learners 	
15. Announce future meeting date	Tuesday, April 28, 2026 2:30 pm	
16. Upcoming Dates	Spring Break March 30-April 6 April 8, 2026 Parent Empowerment Committee (PEC) April 9, 2026 BME Science Night April 17, 2026 Spring Picture Day April 17, 2026 Coffee with the Principals April 27- May 1, 2026 Staff Appreciation Week May 1, 2026 Minimum Day(12:10 Dismissal)	
17. Adjournment		M: 2 nd : In favor: Opposed: Meeting adjourned at:

ESCUELA BEAR MOUNTAIN
Concilio Escolar
Agenda: 24 de marzo del 2026 (Centro de Padres)

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	Quórum:
3. Revisión de la agenda	Explicación de artículos Pedir artículos adicionales	
4. Leer Minutos	Moción para aprobar Junta de 17 de febrero de 2026	M: 2ª: 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. Reporte DAC	Informe de representante de DAC: 18 de marzo de 2026	
7. Datos	Repaso de Datos del Tablero (CIP- Proceso Continuo de mejoramiento) Se recopilan los DATOS necesarios para la evaluación anual de la eficacia del SPSA: Datos I-Ready, Estudiantes/padres/personal de CHKS, Encuesta PLC, Encuesta del condado de Butte	Revisión y recomendaciones
8. Presupuestario de Título 1	<ul style="list-style-type: none"> Actualización del presupuesto de Título 1 Aporte y Discutir sobre los gastos del Título 1 para 2025-2026 	Revisión y recomendaciones
9. SPSA	<ul style="list-style-type: none"> Monitor Implementation of the current year's School Plan for Achievement (SPSA) Monitor progress of activities Repaso de recursos de inequidades 	Revisión y recomendaciones
10. Aporte de ELAC	Aportes de ELAC para el Plan Escolar para el Logro (SPSA)	
11. Evaluación Integral de Necesidades de SPSA 2025-2026	Revisar prácticas basadas en evidencia y recursos de revisión	Revisión y recomendaciones
12. Pruebas estatales: ELPAC y CAASPP	<ul style="list-style-type: none"> ELPAC, CAST (16-20 de marzo) CAASPP ELA (13 de abril - 17 de abril) CAASPP Math (27 de abril - 1 de mayo) 	
13. Asistencia	Importancia de la asistencia / Porcentaje de asistencia actual	Meta: 95%
14. LCAP- Oportunidad para dar Sugerencias	<ul style="list-style-type: none"> Desarrollo Profesional/Servicios Básico Ambiente/Compromiso Asistencia Participación de los padres Académico Aprendices de Inglés 	
15. Anunciar próxima junta	martes, 28 de abril del 2026 2:30 pm	
16. Fechas Próximas	*Vacaciones de primavera: del 30 de marzo al 6 de abril *8 de abril de 2026: Comité de Empoderamiento de Padres (PEC) *9 de abril de 2026: Noche de la Ciencia en BME *17 de abril de 2026: Día de las fotos de primavera *17 de abril de 2026: Café con los directores *27 de abril al 1 de mayo: Semana de Agradecimiento al Personal *1 de mayo de 2026: Día de horario reducido (salida a las 12:10)	
17. Aplazamiento		M: 2ª: En favor: Opuestos: Aplazamiento:

BEAR MOUNTAIN ELEMENTARY

School Site Council (SSC)

Minutes: February 17, 2025

1. **Call to Order-** Javier Pacheco called the meeting to order at 2:29 p.m.
2. **Welcome and Introductions-** Introductions were made. The following members were present: Ricardo Salinas, Carmelita Vega, Javier Pacheco, Steve Cunicelli, Veronica Zaragoza, Mireya Moguel, y Rocio Castro. The members absent were Jazmin Pineda. A quorum was established.
3. **Review of Agenda-** Ricardo Salinas reviewed the items on the agenda. There were no additions or deletions.
4. **Read minutes-** The minutes from January 27, 2026 were read and a motion was made by Steve Cunicelli to approve with the following correction on number 9—the year should read “2025-2026” and not “2025-20265.” Carmelita seconded Mr. Cunicelli’s motion. The motion was voted on and the minutes were approved with correction. All were in favor.
5. **Public Comments-** No comments were made
6. **SSC Membership Vacancy-** There are two parent vacancies- one has remained open and the other was just vacated by Diana Garcia on 1/28/2026. Mr. Salinas urges the committee to recruit parent representatives.
7. **DAC Report-** No report since the meeting is scheduled for 2/18/2026.
8. **Budget & Staffing:** Mr. Salinas provided a copy, reviewed and explained our current Title 1 and Title 3 staffing and their respective hours. The main concern he has is the uncertainty of the Title 1 budget with the drop of enrollment. The committee went through the SPSA Title 1 budget and removed various items they considered “stuff” and found a way to save about \$65,000.
9. **R-30 and Winter Consolidated Application:** Mr. Salinas provided a copy, reviewed, and explained with the committee the language census and the Winter Consolidated Application. There were no additional committee input, comments or questions.
10. **School Safety Plan:** Mr. Salinas provided a copy, reviewed and explained our current proposed Safety Plan. The committee reviewed key components of the plan and there were no additional committee input, comments, or questions. Mr. Cunicelli made a motion to approve BME’s Safety Plan as presented and it was seconded by Mr. Pacheco. The motion was voted on and all committee members were in favor.
11. **State Testing ELPAC and CAASPP:** Mr. Salinas stated 4th through 6th are completely done and about 75% done with Kindergarten through 2nd grade. Mr. Salinas stated the 5th Grade Fitness Test will start on March 9th and the Science test for 5th graders will start March 16th.
12. **Attendance:** Mr. Salinas provided a copy, reviewed, and explained our current attendance percentage based on KernKids website. He stated the site goal was 95% and we are currently at 97.43%. The Student Success Facilitators now want to challenge the students to reach 98%.
13. **School Dashboard Data:** Mr. Salinas provided a copy, reviewed, and explained Bear Mountain's overall dashboard with the committee. He stated we are not showing the growth needed with our EL students on the ELPAC. He stated the teacher and intervention team are working hard to ensure we support students where they are at and motivate them to move up. Mr. Salinas also provided a copy, reviewed, and explained our 5 by 5 State Matrix and BME current standings.
14. **LCAP Input Opportunities:** Mr. Salinas reviewed the new LCAP focuses-Professional Development/Basic Services, Environment/Engagement, Attendance, Parent Involvement, Academics, and English Learners. Mr. Salinas did mention that parents and students will be meeting with Mrs. Rhett on Feb. 20th to provide their input. There were no additional committee input, comments or questions.
15. **Announce future meeting date:** The next ELAC meeting was announced for March 24, 2026 at 8:00 a.m..
16. **Upcoming Dates:** Mr. Salinas reviewed upcoming dates with members- 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) on Feb. 19th, 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:** A motion to adjourn was made by Mireya and second by Jazmin. All members were in favor. The meeting was adjourned at 3:21 p.m..

BEAR MOUNTAIN ELEMENTARY

School Site Council (SSC)

Minutes: 17 de febrero de 2026

1. **Llamado al orden:** Javier Pacheco dio por iniciada la reunión a las 2:29 p. m.
2. **Bienvenida y presentaciones:** Se realizaron las presentaciones. Estuvieron presentes los siguientes miembros: Ricardo Salinas, Carmelita Vega, Javier Pacheco, Steve Cunicelli, Veronica Zaragoza, Mireya Moguel y Rocio Castro. La miembra ausente fue Jazmin Pineda. Se estableció el quórum.
3. **Revisión de la agenda:** Ricardo Salinas revisó los puntos de la agenda. No hubo adiciones ni supresiones.
4. **Lectura del acta:** Se leyó el acta del 27 de enero de 2026, y Steve Cunicelli presentó una moción para aprobar con la siguiente corrección en el punto número 9: el año debe decir "2025-2026" y no "2025-20265". Carmelita secundó la moción del Sr. Cunicelli. Se sometió la moción a votación y el acta fue aprobada con la corrección. Todos votaron a favor.
5. **Comentarios del público:** No se realizaron comentarios.
6. **Vacante en la membresía del SSC:** Hay dos vacantes para padres; una ha permanecido abierta y la otra quedó vacante recientemente tras la salida de Diana García el 28/01/2026. El Sr. Salinas insta al comité a reclutar representantes de los padres.
7. **Informe del DAC:** No hubo informe, ya que la reunión está programada para el 18/02/2026.
8. **Presupuesto y dotación de personal:** El Sr. Salinas proporcionó una copia, revisó y explicó la dotación actual de personal bajo los programas Título I y Título III, así como sus respectivas horas de trabajo. Su principal preocupación radica en la incertidumbre del presupuesto del Título I debido a la disminución en la matrícula escolar. El comité revisó el presupuesto del Título I dentro del SPSA, eliminó varios rubros que consideraron "artículos diversos" y encontró la manera de generar un ahorro de aproximadamente \$65,000.
9. **R-30 y Solicitud Consolidada de Invierno:** El Sr. Salinas proporcionó una copia, revisó y explicó al comité el censo lingüístico y la Solicitud Consolidada de Invierno. No hubo aportaciones, comentarios ni preguntas adicionales por parte del comité.
10. **Plan de seguridad escolar:** El Sr. Salinas proporcionó una copia, revisó y explicó nuestra propuesta actual de Plan de Seguridad. El comité revisó los componentes clave del plan y no hubo aportaciones, comentarios ni preguntas adicionales por parte del comité. El Sr. Cunicelli propuso aprobar el Plan de Seguridad de BME tal como fue presentado, y la moción fue secundada por el Sr. Pacheco. La moción fue sometida a votación y todos los miembros del comité votaron a favor.
11. **Exámenes estatales (ELPAC y CAASPP):** El Sr. Salinas informó que los exámenes de los grados 4.º a 6.º han concluido por completo, y que se ha completado aproximadamente el 75% de los exámenes de los grados de Kínder a 2.º. El Sr. Salinas indicó que la Prueba de Aptitud Física para los alumnos de 5.º grado comenzará el 9 de marzo, y que el examen de Ciencias para los alumnos de 5.º grado comenzará el 16 de marzo.
12. **Asistencia:** El Sr. Salinas proporcionó una copia, revisó y explicó nuestro porcentaje actual de asistencia, basándose en el sitio web KernKids. Señaló que la meta del plantel era alcanzar el 95%, y que actualmente nos encontramos en un 97.43%. Los Facilitadores de Éxito Estudiantil desean ahora desafiar a los alumnos a alcanzar el 98%.
13. **Datos del Panel de Control Escolar (*School Dashboard*):** El Sr. Salinas proporcionó una copia, revisó y explicó al comité el panel de control general de Bear Mountain. Señaló que no estamos mostrando el crecimiento necesario con nuestros alumnos de inglés (*EL students*) en el examen ELPAC. Afirmó que los maestros y el equipo de intervención están trabajando arduamente para asegurar que brindemos apoyo a los alumnos partiendo de su nivel actual y para motivarlos a progresar. El Sr. Salinas también proporcionó una copia, revisó y explicó nuestra Matriz Estatal "5 por 5" y la posición actual de BME en la misma.
14. **Oportunidades para aportar opiniones sobre el LCAP:** El Sr. Salinas revisó los nuevos enfoques del LCAP: Desarrollo Profesional/Servicios Básicos, Entorno/Participación, Asistencia, Participación de los Padres, Aspectos Académicos y Alumnos de Inglés (*English Learners*). El Sr. Salinas mencionó que los padres y los alumnos se reunirán con la Sra. Rhett el 20 de febrero para aportar sus opiniones. No hubo aportaciones, comentarios ni preguntas adicionales por parte del comité.
15. **Anunciar la fecha de la reunión futura:** Se anunció que la próxima reunión del ELAC se llevará a cabo el 24 de marzo de 2026 a las 8:00 a. m.

16. **Próximas fechas:** El Sr. Salinas repasó las próximas fechas con los miembros: DAC el 18 de febrero de 2026 a las 9:00 a. m. (SV); DELAC el 18 de febrero de 2026 a las 3:00 p. m.; Festival de Lenguaje Oral del Distrito el 19 de febrero a las 4:00 p. m. (SV); CWTP el 20 de febrero de 2026 a las 8:00 a. m.; Evacuación fuera del plantel el 27 de febrero de 2026; *Read Across America* del 2 al 6 de marzo; *Lunch-on-the-Lawn* (Almuerzo en el césped) el 5 de marzo; Prueba de aptitud física para 5.º grado del 9 al 20 de marzo; Reunión de la Junta del AUSD el 10 de marzo de 2026 a las 5:00 p. m.; CAST para 5.º grado del 16 al 20 de marzo; CWTP el 20 de marzo de 2026 a las 8:00 a. m.
17. **Clausura:** Mireya presentó una moción para dar por terminada la sesión, la cual fue secundada por Jazmin. Todos los miembros votaron a favor. La reunión se clausuró a las 3:21 p. m.

Encuesta para padres de familia y tutores

2025-2026

In-School Only

Esta encuesta es una oportunidad para que usted ayude a esta escuela, compartiendo sus opiniones sobre la escuela. Sus opiniones son importantes, y la escuela está interesada en escucharlas.

Si tiene más de un niño/a inscrito en esta **escuela**, por favor piense en el mayor de estos niños mientras contesta estas preguntas.

Conteste todas las preguntas basadas en sus experiencias con **esta** escuela. Recuerde, que apreciamos sus opiniones honestas.

No escriba su nombre en esta encuesta. Nadie sabrá quién llenó esta encuesta. Sus respuestas serán totalmente privadas y desconocidas para los demás.

Por favor, comience escribiendo el nombre de la escuela de su niño/a en la línea de abajo:

Nombre de la escuela: _____

CORRECT MARK	INCORRECT MARK
 Please use pen or pencil only.	 

Responda por su niño/a mayor que está inscrito en la escuela.

1. ¿Cuál de las siguientes situaciones es la que mejor describe el horario escolar de su niño/a durante los últimos 30 días?

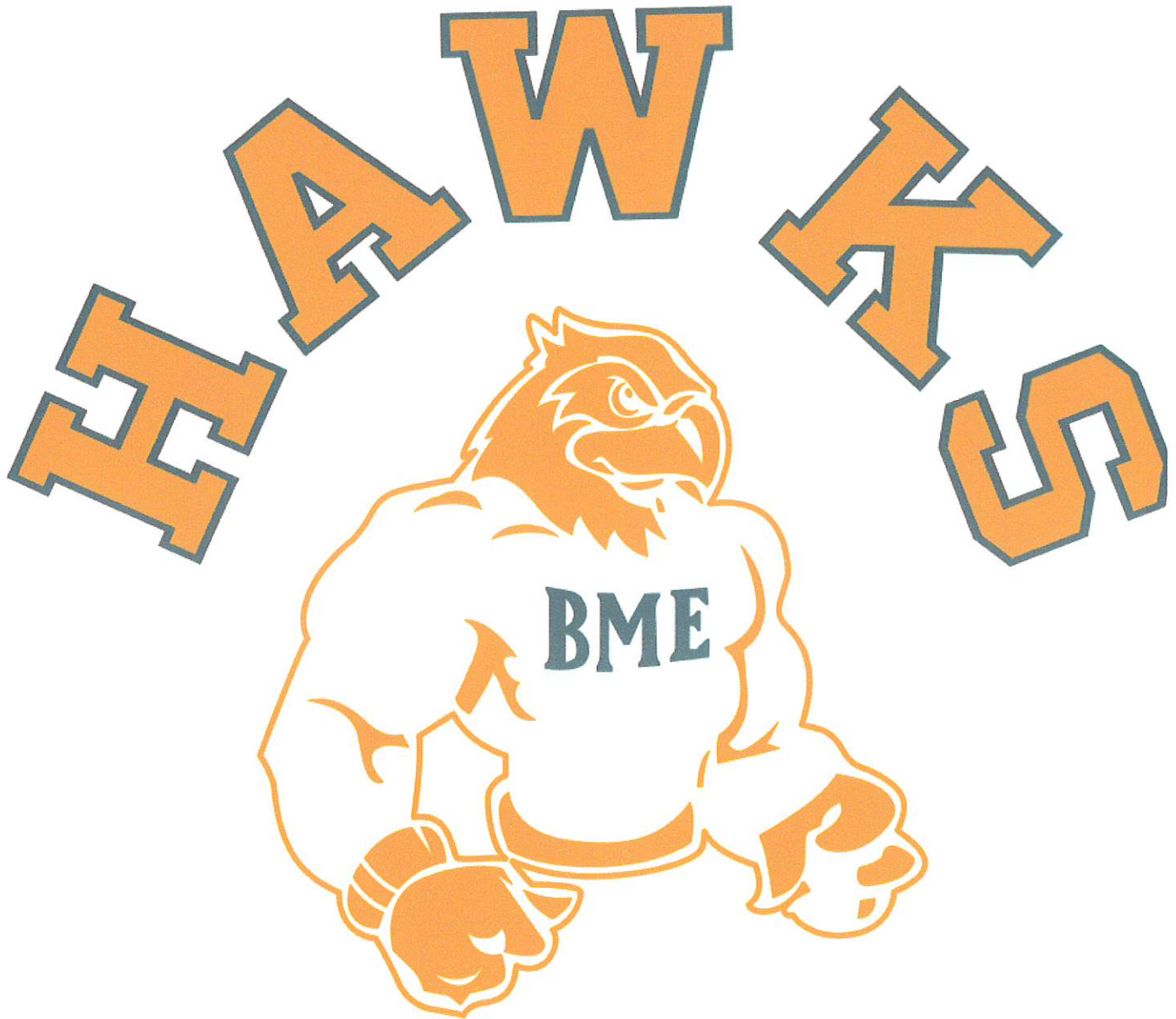
- ☐ (A) Mi niño/a fue al edificio de la escuela en persona todo el día, de lunes a viernes. [In-School Model]

61 Questions

School Year:

2026-27

DRAFT



*Bear Mountain
Elementary*

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bear Mountain Elementary School	15-63313-6110464	May 19, 2026	June 23, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Bear Mountain Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Bear Mountain Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

In alignment with LCAP and other federal, state, and local programs, our Title 1 schoolwide plan will supplement the academic needs of students in math and literacy skills based on data. Our site plan contains actions which expand interventions and continuous, systematic professional development to strengthen standards-based instruction. In addition, supplemental materials for ELA and Math in association with professional development will be provided to support targeted instruction. Universal screeners are used to identify students needing additional supports. Diagnostic assessments will be used to identify specific skills students are lacking and determine entry points, targeted supports, and supplemental materials necessary to meet needs. Progress monitoring (formative assessments) will be utilized to determine student growth and continued areas of need with specific exit criteria in place prior to beginning the intervention.

Our site will implement a System of Continuous Improvement based on this information focused on Universal Support for All Students, Supplemental Support for some students, and Intensified Support for Few Students. Professional Learning Teams will collectively take action on data to make data informed decisions with a focus on outcomes driven by goals set for all students, targeted groups, and intensified support. Placement of staff and deployment of students are made following cycles of data review which are assured by calendared assessments.

Educational Partner Involvement

How, when, and with whom did Bear Mountain Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Plan for Student Achievement (SPSA) is developed through an inclusive and collaborative process that involves multiple educational partners, including the School Site Council (SSC-minimum of 6 meetings), English Learner Advisory Committee (ELAC-minimum of 6 meetings), leadership team, teachers, staff, parents, students, Parent Empowerment Committee, and Coffee with the Principals. Throughout the school year, these groups participate in ongoing discussions regarding student performance data, school goals, and strategies to improve outcomes for all students and mandated compliance items.

Data transparency is a key component of this process. Student achievement data, including state and local assessments, English Learner progress, attendance, and other indicators, are regularly shared and discussed during SSC, ELAC, leadership team meetings, grade-level Professional Learning Team (PLT) meetings, and intervention team meetings. These discussions allow stakeholders to analyze trends, identify areas of need, and collaboratively develop strategies to support student success.

Fiscal transparency is also prioritized. Title I funding allocations, program expenditures, and staffing supports are reviewed and discussed with SSC and ELAC to ensure that resources are aligned with the school's identified goals and student needs. Educational partners are provided opportunities to ask questions and provide feedback regarding how funds are used to support academic achievement, intervention services, and supplemental programs.

Staffing decisions are also part of these collaborative conversations. School leadership works with teacher teams and intervention staff to review data and determine the most effective deployment of personnel to support instruction. This includes aligning staff to best support PLT data conversations, targeted intervention efforts, English Language Development (ELD) services, and mathematics support to address identified student needs.

Through these governance meetings and collaborative structures, educational partners play an active role in shaping the SPSA. Their input ensures that the plan reflects the collective priorities of the school community and that actions and resources are strategically aligned to improve outcomes for all students, particularly identified student groups.

Detailed agendas, minutes, and supporting governance documents are available to parents through ParentSquare. Additionally, all educational partners may access this information on the school's website at <https://bme.arvinschools.com/>

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Not Applicable - Not identified for CSI or ATSI

Comprehensive Needs Assessment Components

Identify and describe 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.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Language Arts CAASPP Dashboard Placement:

Overall: Orange

* EL: Orange

* Hispanic: Orange

* Socioeconomically Disadvantaged: Orange

* Students with Disabilities: Red

Dashboard placement for Bear Mountain on the ELPI was Orange.

Intensive training has been provided with continuous support for implementation of Professional Learning Teams including effective collaboration driven by conversations to support implementation of the Cycle of Inquiry, development of common formative assessments, and assures data analysis is used to inform next action. Student instructional groups are evaluated on a cyclical basis and adjusted as needed based on students' demonstrated abilities and progress.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Bear Mountain Elementary student groups are performing within the two levels below of the overall student group performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Local measures used to inform and properly provide instructional support for students are i-Ready, California Healthy Kids Survey, CFA, and 95 Percent data (K-3 Tier 2 intervention).

We are closely monitoring the California Healthy Kids Survey (CHKS) to evaluate and respond to students' socioemotional needs. It's essential to acknowledge that these needs can profoundly influence a student's ability to participate and thrive academically. By proactively monitoring and addressing socioemotional factors, we can establish a nurturing learning atmosphere that promotes overall student well-being, attendance, and academic success. Additionally, BME's CHKS data highlights the growth we have made in students perceived School Connectedness, Academic Motivation, Caring Relationships, High Expectations, Meaningful Participation, School Safety, Low Violence Victimization, Rule Clarity, Antibullying Climate, fostering Positive Behaviors, Parent Involvement in Schooling, and

maintaining Social Emotional Learning Supports. BME hosts monthly Safe School Ambassador meetings to discuss site concerns and address emerging student issues or "hot topics" based on trends impacting students.

The i-Ready Overall Reading Comparison between Window 1 and Window 2 indicates a decrease in the proportion of students performing one or more grade levels below the standard. In Window 1, 91% of students were performing below standard, whereas in Window 2, this percentage decreased to 83%. Of particular concern are sixth-grade students, with 70% of them being two or more grade levels below. Additionally, 65% of fifth, 54% fourth graders, and 63% of third graders, are similarly struggling. While some slight improvements were observed from Diagnostic 1 to Diagnostic 2, the stark reality remains that the majority of our students are not performing at standard academically according to i-Ready Reading assessments.

The i-Ready Overall Math Comparison between Window 1 and Window 2 reveals a decrease in the percentage of students performing one or more grade levels below the standard. In Window 1, 96% of students were performing below standard, whereas in Window 2, this figure decreased to 90%. Despite this improvement, concerns persist, particularly among sixth-grade students, with 54% lagging two or more years below grade level. Additionally, 47% of fifth graders, 55% of fourth graders, and 58% of third graders face similar struggles. Although there were some slight improvements observed from Diagnostic 1 to Diagnostic 2, the concerning reality remains consistent with i-Ready Reading assessments: the majority of our students are not performing at standard academically according to i-Ready Math assessments.

Our district's writing assessments reveal concerning trends among students, indicating difficulties in maintaining focus on the given topic, limited use of diverse sentence structures, insufficient incorporation of supporting details, and occasional failure to respond to prompts altogether. These findings underscore the need for focused Tier 1 instructions and consistent expectations, targeted interventions and enhanced instructional strategies to bolster students' writing skills across various facets, from coherence and structure to depth of analysis and engagement with prompts. By addressing these areas of weakness head-on, educators can empower students to become more proficient and confident writers, equipped to effectively convey their thoughts and ideas in written form.

Our district implemented the 95 Percent program several years ago to aid students with phonological challenges. However, through collaboration and discussion, we've introduced assessment protocols to better identify students who require additional phonological support. Our district's screening tool, based on universal class instruction, and assessment cycles help pinpoint students' phonics needs throughout the year. The following data provides a comprehensive understanding of Bear Mountain Elementary's need to prioritize phonics during regular classroom instruction.

*For Kindergarten (Cycle 1-Jan 2026) there were a total of 5 students needing phonics support and in Cycle 2 there are 6 students.

*At the beginning of the year for 1st grade (Cycle 1) there were a total of 12 students needing phonics support and in Cycle 4 there are 18 students.

*At the beginning of the year for 2nd grade (Cycle 1) there were a total of 36 students needing phonics support and in Cycle 4 there are 22 students.

*At the beginning of the year for 3rd grade (Cycle 1) there were a total of 30 students needing phonics support and in Cycle 4 there are 14 students.

It's crucial to recognize that students enter and exit the 95 Percent supplemental phonics program according to their specific grade level CFAs/screeners, requiring significant personnel resources to address their diverse requirements. Most significantly, while providing intervention, school personnel needs to determine why such large numbers of student failed screeners in order to improve Tier 1 instruction. Even with additional phonics support, certain students continue to face challenges in understanding the phonics covered in standard classroom instruction and small group sessions. Bear Mountain's Reading Specialist and Reading Coach, supported by grant funding, are dedicated to support by meticulously tracking students' progress through the 95 Percent supplemental support program, providing an additional small group instructional support throughout the day (for our Reading Specialist), and closely identifying those students or teachers who may require further assistance. This data, coupled with classroom work samples, informs the goal-setting and monitoring processes of our Student Study Teams.

School and Student Performance Data

DRAFT

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Bear Mountain Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	%	0		
African American	2.28%	1.60%	0.96%	17	12	7
Asian	0.27%	0.27%	0.41%	2	2	3
Filipino	0.13%	0.13%	0.14%	1	1	1
Hispanic/Latino	94.9%	91.72%	94.78%	707	687	690
Pacific Islander	0%	%	%	0		
White	1.74%	3.20%	3.30%	13	24	24
Two or More Races	0.4%	0.27%	0.41%	3	2	3
Not Reported	0.27%	2.80%	%	2	21	
Total Enrollment				745	749	728

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			104
Kindergarten	162	92	84
Grade 1	94	75	83
Grade 2	101	96	81
Grade3	91	97	91
Grade 4	92	90	96
Grade 5	97	94	91
Grade 6	108	101	98
Total Enrollment	745	749	728

Conclusions based on this data:

- Bear Mountain Elementary has experienced a decline in enrollment in Kindergarten. All the districts TK students attend BME, which significantly increases our enrollment as they are the largest student demographic.

2. Bear Mountain Elementary serves the highest number of apartment complexes in the area; however, our enrollment no longer reflects the traditional surge typically associated with apartment housing compared to previous years.

School and Student Performance Data

DRAFT

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	473	481	393	67.5%	64.2%	54.0%
Fluent English Proficient (FEP)	48	42	43	8.4%	5.6%	5.9%
Reclassified Fluent English Proficient (RFEP)	22	14		3.0%	1.9%	

Conclusions based on this data:

- 54% of students are currently being identified as English Learners; thus, language acquisition with targeted instruction on the four language domains is essential. Forming such a large percentage of our population, English Learner Students must be considered in all discussions to ensure equity of services. The daily instructional block of Designated ELD time must focus on the four domains: speaking, listening, reading, and writing. Additionally, students must continue to practice language development during Integrated ELD across content areas. Various strategies must be implemented into daily instruction that promote the domains including form and function, the frequent use of sentence starters, sentence frames and collaborative conversations depending on proficiency level. Additional ELD and AVID Collaborative workshops have been provided through the district, academic coach, and site administrators must continue to be a focus.
- The percentage of reclassified students has not statistically improved. This data underscores the need for instructional delivery tailored to individual student needs, as well as additional staff professional development focused on reading and writing. The site is prioritizing a language development campaign to enhance academic language through the use of ELD strategies, aiming to scaffold and strengthen language proficiency by integrating Form and Function principles into universal instruction.

Furthermore, teachers will incorporate partner collaboration during universal instruction, allowing students to engage in academic discussions before transitioning into independent writing. This targets one of the lowest-performing domains and supports students in the final step toward reclassification, as they must pass a district writing reclassification assessment. Based on the concerning ELPI results (38.4% making progress), we have begun implementing a deployment structure to better support students based on their individual ELPAC results.

Concerns have arisen regarding the District Writing Assessment's passage due to insufficient writing proficiency, prompting a focus on productive expression and the expansion and enrichment of details. During the 2021-2022 school year, students began receiving a second writing opportunity if they did not pass the District Writing assessment initially. This practice continues for current students eligible for reclassification. A Writing component will be integrated into the district ELD guide and must be utilized at the site with associated Professional Development to ensure student growth. In order to better equip our students for the reclassification writing process, our Academic Coach will organize grade-level groups of potential reclassified students for writing workshops. These workshops concentrate on maintaining focus on the topic, varying sentence structure, emphasizing key details, and employing textual evidence to support personal opinions.
- Students identified as potential reclassification candidates are provided with two district-level writing opportunities to determine eligibility based on state and local assessments. To further support all student writing development, we implement monthly ELD-focused lessons that target skills such as varying sentence structure, emphasizing key details, and using textual evidence to support personal opinions.

School and Student Performance Data

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CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	92	103	93	91	103	90	91	103	90	98.9	100	96.8
Grade 4	88	92	97	87	92	97	87	92	97	98.9	100	100
Grade 5	98	95	86	98	95	85	98	95	85	100.0	100	98.8
Grade 6	109	99	96	108	99	95	108	99	95	99.1	100	99
All Grades	387	389	372	384	389	367	384	389	367	99.2	100	98.7

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2345.	2333.	2346.	5.49	2.91	1.11	7.69	9.71	13.33	23.08	25.24	23.33	63.74	62.14	62.22
Grade 4	2387.	2385.	2382.	6.90	4.35	7.22	13.79	13.04	10.31	20.69	21.74	22.68	58.62	60.87	59.79
Grade 5	2399.	2412.	2417.	0.00	8.42	3.53	12.24	10.53	9.41	23.47	15.79	28.24	64.29	65.26	58.82
Grade 6	2455.	2441.	2455.	9.26	4.04	6.32	12.96	14.14	20.00	26.85	27.27	26.32	50.93	54.55	47.37
All Grades	N/A	N/A	N/A	5.47	4.88	4.63	11.72	11.83	13.35	23.70	22.62	25.07	59.11	60.67	56.95

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.30	1.94	4.44	57.14	55.34	50.00	39.56	42.72	45.56
Grade 4	4.60	5.43	5.15	55.17	54.35	57.73	40.23	40.22	37.11
Grade 5	2.04	4.21	2.35	52.04	49.47	56.47	45.92	46.32	41.18
Grade 6	5.56	3.03	8.42	45.37	48.48	44.21	49.07	48.48	47.37
All Grades	3.91	3.60	5.18	52.08	51.93	52.04	44.01	44.47	42.78

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.20	3.88	3.33	38.46	34.95	43.33	59.34	61.17	53.33
Grade 4	4.60	3.26	3.09	42.53	42.39	40.21	52.87	54.35	56.70
Grade 5	0.00	5.26	4.71	41.84	35.79	43.53	58.16	58.95	51.76
Grade 6	5.56	2.02	3.16	39.81	43.43	49.47	54.63	54.55	47.37
All Grades	3.13	3.60	3.54	40.63	39.07	44.14	56.25	57.33	52.32

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.40	6.80	2.22	64.84	58.25	70.00	30.77	34.95	27.78
Grade 4	3.45	6.52	4.12	67.82	65.22	67.01	28.74	28.26	28.87
Grade 5	9.18	8.42	8.24	59.18	57.89	63.53	31.63	33.68	28.24
Grade 6	4.63	9.09	7.37	67.59	61.62	58.95	27.78	29.29	33.68
All Grades	5.47	7.71	5.45	64.84	60.67	64.85	29.69	31.62	29.70

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.30	1.94	3.33	60.44	56.31	53.33	36.26	41.75	43.33
Grade 4	6.90	3.26	5.15	57.47	64.13	60.82	35.63	32.61	34.02
Grade 5	2.04	5.26	3.53	50.00	50.53	45.88	47.96	44.21	50.59
Grade 6	5.56	10.10	7.37	70.37	43.43	56.84	24.07	46.46	35.79
All Grades	4.43	5.14	4.90	59.90	53.47	54.50	35.68	41.39	40.60

Conclusions based on this data:

1. The transition from learning to read to reading for comprehension in the second to third grade is crucial for Language Arts development. However, on average, 82.02% of students across all other grades are not meeting the standard. As previously mentioned, i-Ready Reading corroborates state data by highlighting ongoing struggles with vocabulary and overall reading comprehension. Another apparent priority is phonological awareness and

multi-syllabic routines to address students' reading difficulties, thereby enabling teachers to concentrate on reading comprehension during universal instruction.

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2. This deeper analysis underscores the importance of assessing student mastery of content following Tier 1 core instruction. Student retention and understanding can be significantly improved through structured classroom collaboration, particularly by analyzing specific reading materials and supporting students as they transition into independent writing. To enhance this process, ongoing professional development should align with rigorous grade-level standards and incorporate AVID WICOR collaboration strategies. Additionally, it is essential to connect student outcomes to both qualitative and quantitative data analysis, with a focus on answering two critical questions: What do we do when students have mastered the material? and What do we do when they have not?

3. Overall data from students exceeding or meeting standard for CAASPP English Language Arts/Literacy has decreased from 17.19 in 22-23, 16.71 in 23-24, and 17.98 in 24-25. However, the Listening domain is an area of relative strength for all students as it has the higher percent of student above standard. While some grade levels are demonstrating growth from year to year, it is not enough to show overall growth with CAASPP English Language Arts/Literacy.

In order to continue to develop students skills in this area, providing authentic research projects for students will be an ongoing focus. In addition, writing opportunities to allow students to practice reading information and citing evidence for multiple sources will be embedded into ELA instruction to support this need. Another relative strength is Research/Inquiry Investigating, Analyzing, and Presenting information as this is the area that had a high percentage of students performing Above Standard (4.90) performing above standard in Writing; however, growth is not shown within each grade level.

In order to continue to develop students skills in these areas, the site must focus on providing authentic Language Art tasks or projects for students. The site will refine and fully implement deployment groups based on essential skills not mastered within the grade level. Current practice at Bear Mountain Elementary is to chunk data through PLT's and to document goals, data, actions at each trimester; however, we need more actionable data chats, instructional revisions, and ongoing refinement of groupings to help students master content.

2025-2026 District Snapshot

Applied Filters:

Arvin Union School District

Bear Mountain Elementary

Demographic Information

ALL STUDENTS

663

AFRICAN
AMERICAN

3

ASIAN

3

DECLINED TO
STATE

1

HISPANIC/ LATINO

613

TWO OR MORE
RACES

3

WHITE

40

EL

328

FOSTER YOUTH

3

HOMELESS YOUTH

14

SED

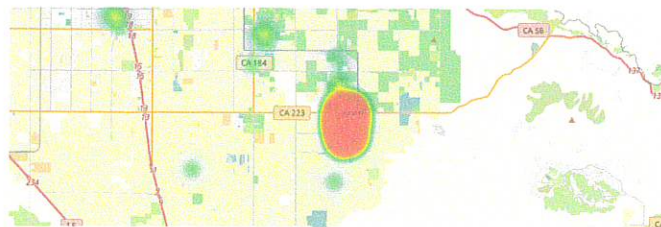
614

SWD

94

Where are students in our district?

A geospatial view of student residence concentration within the district.



Year-to-date Attendance

97.40%

Suspension Rate (YTD)

0.14%