School Year: **2026-27**

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

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 state and local data.

A thorough review of student performance data, instructional practices, and systems of support has led to the identification of three primary root causes impacting student achievement.
1. Inconsistent Tier 1 (universal) academic, behavioral, and social-emotional instruction and supports.
2. Lack of a clearly defined referral process and system of intervention for Tier 2 and Tier 3 supports.
3. A need to strengthen a culture of shared accountability among all educational partners for student outcomes on state and local measures.

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. Staff placement and student deployment are determined through cycles of data review aligned to 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 engages multiple educational partners, including the School Site Council (SSC), English Learner Advisory Committee (ELAC), leadership team, teachers, staff, parents, students, the Parent Empowerment Committee, and participants in Coffee with the Principals. Throughout the school year, these groups participate in ongoing discussions regarding student performance data, school goals, strategies to improve outcomes for all students, and required compliance items. The SSC meets a minimum of six times annually, and ELAC also meets at least six times each year.

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

Fiscal transparency is also a priority. Title I funding allocations, program expenditures, and staffing supports are reviewed with both SSC and ELAC to ensure that resources are aligned with identified goals and student needs. Educational partners are provided opportunities to ask questions, offer input, and provide feedback regarding the use of funds to support academic achievement, attendance, intervention services, and supplemental programs.

Staffing decisions are also informed by this collaborative process. School leadership works closely 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 strengthen PLT data analysis, targeted intervention efforts, English Language Development (ELD) services, and mathematics support based on identified student needs.

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

During the 2025–2026 school year, SSC meetings were held on August 26, 2025; October 28, 2025; November 18, 2025; January 27, 2026; February 17, 2026; March 24, 2026; April 28, 2026; and May 19, 2026. ELAC meetings were held on October 28, 2025; November 18, 2025; February 17, 2026; March 24, 2026; April 28, 2026; and May 19, 2026.

Detailed agendas, meeting 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 Bear Mountain Elementary School: 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

Mathematics CAASPP Dashboard Placement:
Overall: Yellow
* EL: Orange

* Students with Disabilities: Orange

Dashboard placement for Bear Mountain on the ELPI was Orange.

California Science Test Dashboard Placement:
Overall: Orange
* Socioeconomically Disadvantaged: Orange

Dashboard placement for Bear Mountain Chronic Absenteeism for Students with Disabilities 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 Reading, i-Ready Mathematics, California Healthy Kids Survey, CFA, and 95 Percent data (K-3 Tier 2 intervention). It is important to note that iReady Mathematics will be replaced by SAVVAS SuccessMaker Mathematics in the 2026-2027 school year.

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. Through these collective efforts, we have maintained a Blue performance level on the California Dashboard for Conditions and Climate, including our Suspension Rate indicator.

The i-Ready Overall Reading Comparison, while some improvement was observed from Diagnostic 1 to Diagnostic 2, a significant percentage of students remain below standard in reading. 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. These reading comprehension deficits have a direct impact on student performance in other academic areas, particularly science. According to the California School Dashboard results for fifth-grade science, student performance reflects the difficulty students experience when required to independently comprehend complex informational texts, analyze scientific concepts, and apply evidence-based reasoning. Limited reading comprehension skills restrict students' ability to fully access and demonstrate understanding of science content standards.

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. Thus, these findings underscore the need to strengthen students' mathematical automaticity, foster collaborative mathematical discourse, and ensure that both teachers and students consistently engage in the eight Standards for Mathematical Practice.

Our district's writing assessments reveal concerning trends among students, indicating difficulties with maintaining focus on a topic, using varied sentence structures, incorporating supporting details, and responding fully to prompts. 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. Staff must analyze why large numbers of students are not meeting expectations on screeners in order to strengthen 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

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		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	1.60%	0.96%	0.31%	12	7	2
Asian	0.27%	0.41%	0.16%	2	3	1
Filipino	0.13%	0.14%	%	1	1	
Hispanic/Latino	91.72%	94.78%	93.15%	687	690	598
White	3.20%	3.30%	5.61%	24	24	36
Multiple/No Response	0.27%	0.41%	0.62%	2	3	4
			Total Enrollment	749	728	642

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		104	95
Kindergarten	92	84	66
Grade 1	75	83	62
Grade 2	96	81	76
Grade3	97	91	85
Grade 4	90	96	88
Grade 5	94	91	89
Grade 6	101	98	81
Total Enrollment	749	728	642

Conclusions based on this data:

1. 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.
3. Decreasing student enrollment in K-2 will roll up and affect program planning over the upcoming years.

School and Student Performance Data

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	481	393		67.5%	64.2%	
Fluent English Proficient (FEP)	42	43		8.4%	5.6%	
Reclassified Fluent English Proficient (RFEP)	14			3.0%	1.9%	

Conclusions based on this data:

1. 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 collabrative conversations depending on proficiency level. 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. Additional ELD and AVID Collabrative workshops have been provided through the district, academic coach, and site administrators must continue to be a focus.

2. The percentage of reclassified students has not significantly 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.

3. The district is considering revising the reclassification practices to ensure that students who have met ELPAC proficiency criteria are appropriately considered for reclassification. This includes examining placement practices so that students who have demonstrated English language proficiency are provided full access to core instruction, rather than continued placement in designated ELD when no longer necessary. Such adjustments will promote standards-based instruction, maximize access to grade-level curriculum, and ensure targeted support is provided based on individual student need.

School and Student Performance Data

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. On average, 82.02% of students across grades are not meeting 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.

2. This analysis highlights the need to assess 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 and lesson delivery 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?

If teachers consistently assess student mastery following Tier 1 core instruction, implement structured classroom collaboration centered on text analysis and the transition to independent writing, and engage in ongoing professional development aligned to rigorous grade-level standards and AVID WICOR strategies, then instruction will become more responsive to student needs, so that all students receive timely enrichment or intervention, deepen their understanding, strengthen retention, and achieve higher levels of literacy proficiency and academic success.

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 analyze data through Professional Learning Teams (PLTs) 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.

School and Student Performance Data

CAASPP Results
Mathematics (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	91	102	93	90	102	91	90	102	91	98.9	100	97.8
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	386	388	372	383	388	368	383	388	368	99.2	100	98.9

* 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	2352.	2359.	2361.	2.22	2.94	1.10	15.56	13.73	14.29	16.67	23.53	24.18	65.56	59.80	60.44
Grade 4	2408.	2414.	2409.	4.60	5.43	3.09	11.49	16.30	20.62	33.33	31.52	26.80	50.57	46.74	49.48
Grade 5	2418.	2411.	2441.	1.02	3.16	5.88	9.18	8.42	7.06	26.53	15.79	28.24	63.27	72.63	58.82
Grade 6	2453.	2446.	2441.	7.41	9.09	5.26	12.96	12.12	9.47	19.44	23.23	31.58	60.19	55.56	53.68
Grade 11															
All Grades	N/A	N/A	N/A	3.92	5.15	3.80	12.27	12.63	13.04	23.76	23.45	27.72	60.05	58.76	55.43

Concepts & Procedures Applying mathematical concepts and procedures									
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	2.22	3.92	5.49	35.56	37.25	45.05	62.22	58.82	49.45
Grade 4	5.75	7.61	11.34	40.23	44.57	40.21	54.02	47.83	48.45
Grade 5	2.04	4.21	7.06	35.71	33.68	44.71	62.24	62.11	48.24
Grade 6	9.26	9.09	9.47	36.11	37.37	32.63	54.63	53.54	57.89
Grade 11									
All Grades	4.96	6.19	8.42	36.81	38.14	40.49	58.22	55.67	51.09

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
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	3.33	5.88	5.49	34.44	31.37	37.36	62.22	62.75	57.14
Grade 4	5.75	3.26	3.09	36.78	41.30	40.21	57.47	55.43	56.70
Grade 5	3.06	3.16	3.53	44.90	40.00	44.71	52.04	56.84	51.76
Grade 6	7.41	8.08	1.05	40.74	37.37	44.21	51.85	54.55	54.74
All Grades	4.96	5.15	3.26	39.43	37.37	41.58	55.61	57.47	55.16

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
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	10.00	4.90	2.20	50.00	54.90	62.64	40.00	40.20	35.16
Grade 4	6.90	5.43	4.12	54.02	54.35	50.52	39.08	40.22	45.36
Grade 5	3.06	3.16	4.71	46.94	48.42	49.41	50.00	48.42	45.88
Grade 6	5.56	9.09	1.05	49.07	45.45	56.84	45.37	45.45	42.11
All Grades	6.27	5.67	2.99	49.87	50.77	54.89	43.86	43.56	42.12

Conclusions based on this data:

1. When examining the data based on promotion groups, patterns emerged. For the Promotion class of 2025-2026 (current 6th graders), there was a concerning decline of students who met or exceed standard (2024/25 ~ 12.94%, 2023/24 ~ 21.73%, 2022/23 ~ 17.78%). The Promotion class of 2026-2027 (current 5th graders) are displaying similar downward trends (2024/25 ~ 23.71%, 2023/24 ~ 16.67%).

   These results highlight the need for deeper analysis of instructional practices to determine effectiveness in improving mathematics outcomes. The declining trends across promotion groups—particularly among current 5th graders, who show the lowest percentage of students meeting or exceeding standards—point to a critical area of concern. Moving forward, it will be important to implement Tier 1 targeted interventions and differentiated support strategies that address these gaps and respond to the specific needs of each cohort. A focused, data-driven approach will be essential to reversing these trends and promoting consistent growth in mathematics proficiency across all grade levels.

2. While this is an area of strength, analysis of subdomain performance indicates that students are consistently underperforming in the Communicating Reasoning domain. For the Promotion Class of 2025–2026 (current 6th

graders), there has been a notable decline in the percentage of students performing above standard (2024–25: 4.71%, 2023–24: 5.43%, 2022–23: 10.0%). Similarly, the Promotion Class of 2026–2027 (current 5th graders) data reveils the same subdomain concern (2024–25: 4.12%, 2023–24: 4.9%).

These patterns raise concerns about the strength and consistency of Tier 1 instruction and its impact on overall student achievement. Moving forward, it is essential to prioritize ongoing assessment and data analysis to more effectively monitor student progress and guide instructional decisions. Collectively, these findings reinforce the need for targeted interventions and intentional instructional strategies to address persistent areas of weakness across grade levels and domains.

3.

Overall, CAASPP Mathematics data indicate inconsistent growth across grade levels. While some individual grades demonstrated increases in specific years, the most recent data (2024–2025) reflect stagnation or declines in several grade levels. For example, Grade 4 showed improvement over time (16.92% in 2022–2023 to 23.71% in 2024–2025), whereas Grades 3, 5, and 6 experienced either minimal growth or declines in the percentage of students meeting or exceeding standards. Additionally, the percentage of students not meeting standards remains high across all grades, with several grade levels exceeding 50%, highlighting a continued need for focused improvement.

Across performance levels, a shift is evident in which fewer students are exceeding standards and more are concentrated in the nearly met or not met categories. When examined alongside subdomain performance, areas such as Communicating Reasoning continue to reflect persistent challenges, contributing to overall lower achievement outcomes.

To address these trends, the site will prioritize the implementation of authentic mathematical tasks and performance-based learning experiences that promote deeper understanding and application of concepts. Additionally, there will be a renewed focus on refining and fully implementing flexible student groupings based on essential skills that have not yet been mastered. While current practices include analyzing data within Professional Learning Teams (PLTs) and setting trimester goals, there is a clear need to strengthen the use of actionable data discussions, adjust instruction in real time, and continuously refine intervention groups. These steps will be critical in supporting students in progressing from approaching standards to meeting and exceeding expectations in mathematics.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of 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
K	1411.7	1392.3	1428.1	1418.3	1402.1	1431.8	1396.2	1369.4	1419.5	95	136	44
1	1430.5	1422.5	1396.4	1446.4	1435.4	1410.5	1414.1	1409.3	1381.9	51	47	52
2	1468.7	1463.5	1452.6	1470.5	1481.7	1465.8	1466.4	1444.9	1439.0	61	54	54
3	1487.1	1477.1	1466.3	1491.6	1472.5	1474.5	1482.1	1481.1	1457.7	69	66	53
4	1501.9	1511.5	1504.9	1506.2	1515.3	1503.8	1497.0	1507.1	1505.5	56	68	65
5	1521.7	1509.1	1523.5	1532.2	1511.7	1526.1	1510.7	1506.1	1520.4	70	55	58
6	1532.9	1522.8	1515.5	1534.3	1525.4	1519.3	1531.0	1519.6	1511.1	63	63	52
All Grades										465	489	378

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
K	10.53	8.09	15.91	26.32	24.26	29.55	42.11	41.91	40.91	21.05	25.74	13.64	95	136	44
1	1.96	2.13	3.85	21.57	25.53	9.62	43.14	34.04	32.69	33.33	38.30	53.85	51	47	52
2	11.48	7.41	12.96	40.98	44.44	29.63	31.15	18.52	29.63	16.39	29.63	27.78	61	54	54
3	14.49	9.09	9.43	37.68	31.82	28.30	28.99	33.33	28.30	18.84	25.76	33.96	69	66	53
4	14.29	22.06	21.54	32.14	42.65	30.77	37.50	19.12	24.62	16.07	16.18	23.08	56	68	65
5	25.71	14.55	18.97	25.71	36.36	41.38	32.86	30.91	22.41	15.71	18.18	17.24	70	55	58
6	22.22	17.46	13.46	41.27	26.98	34.62	22.22	36.51	32.69	14.29	19.05	19.23	63	63	52
All Grades	14.62	11.45	14.02	32.04	31.90	29.37	34.19	32.31	29.63	19.14	24.34	26.98	465	489	378

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
K	11.58	11.76	15.91	31.58	22.79	34.09	34.74	38.24	29.55	22.11	27.21	20.45	95	136	44
1	5.88	12.77	7.69	43.14	34.04	28.85	41.18	25.53	25.00	9.80	27.66	38.46	51	47	52
2	18.03	35.19	27.78	44.26	33.33	27.78	31.15	24.07	27.78	6.56	7.41	16.67	61	54	54
3	34.78	28.79	24.53	37.68	31.82	39.62	14.49	16.67	16.98	13.04	22.73	18.87	69	66	53
4	28.57	45.59	43.08	53.57	36.76	24.62	12.50	7.35	12.31	5.36	10.29	20.00	56	68	65
5	42.86	36.36	44.83	34.29	45.45	36.21	10.00	10.91	8.62	12.86	7.27	10.34	70	55	58
6	46.03	31.75	36.54	31.75	42.86	32.69	14.29	14.29	23.08	7.94	11.11	7.69	63	63	52
All Grades	26.67	26.79	29.63	38.49	33.33	31.75	22.80	22.09	19.84	12.04	17.79	18.78	465	489	378

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
K		5.15	18.18		16.18	18.18		54.41	59.09		24.26	4.55		136	44
1		4.26	0.00		14.89	13.46		25.53	15.38		55.32	71.15		47	52
2		7.41	3.70		27.78	31.48		22.22	24.07		42.59	40.74		54	54
3		9.09	0.00		21.21	20.75		31.82	30.19		37.88	49.06		66	53
4		14.71	7.69		19.12	33.85		35.29	23.08		30.88	35.38		68	65
5		3.64	15.52		16.36	20.69		45.45	34.48		34.55	29.31		55	58
6	9.52	4.76	0.00	36.51	23.81	25.00	22.22	39.68	30.77	31.75	31.75	44.23	63	63	52
All Grades	7.74	6.95	6.35	20.00	19.43	23.81	38.71	39.47	30.16	33.55	34.15	39.68	465	489	378

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.42	9.56	20.45	78.95	67.65	75.00	12.63	22.79	4.55	95	136	44
1	31.37	31.91	19.23	62.75	46.81	59.62	5.88	21.28	21.15	51	47	52
2	21.31	33.33	24.07	68.85	57.41	53.70	9.84	9.26	22.22	61	54	54
3	30.43	27.27	26.42	55.07	57.58	43.40	14.49	15.15	30.19	69	66	53
4	32.14	55.88	33.85	57.14	33.82	38.46	10.71	10.29	27.69	56	68	65
5	32.86	21.82	17.24	55.71	65.45	74.14	11.43	12.73	8.62	70	55	58
6	26.98	42.86	19.23	61.90	44.44	67.31	11.11	12.70	13.46	63	63	52
All Grades	24.95	28.83	23.28	63.87	55.21	57.94	11.18	15.95	18.78	465	489	378

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	13.68	16.91	15.91	50.53	50.00	56.82	35.79	33.09	27.27	95	136	44
1	3.92	2.13	5.77	68.63	65.96	51.92	27.45	31.91	42.31	51	47	52
2	21.31	38.89	25.93	72.13	53.70	55.56	6.56	7.41	18.52	61	54	54
3	40.58	24.24	41.51	46.38	50.00	39.62	13.04	25.76	18.87	69	66	53
4	35.71	48.53	46.15	58.93	32.35	32.31	5.36	19.12	21.54	56	68	65
5	65.71	52.73	68.97	21.43	38.18	17.24	12.86	9.09	13.79	70	55	58
6	52.38	36.51	51.92	38.10	49.21	40.38	9.52	14.29	7.69	63	63	52
All Grades	33.33	29.86	37.83	49.68	48.06	41.01	16.99	22.09	21.16	465	489	378

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.37	4.41	11.36	82.11	66.91	79.55	10.53	28.68	9.09	95	136	44
1	9.80	10.64	5.77	43.14	36.17	15.38	47.06	53.19	78.85	51	47	52
2	19.67	7.41	11.11	44.26	48.15	44.44	36.07	44.44	44.44	61	54	54
3	2.90	4.55	0.00	44.93	45.45	45.28	52.17	50.00	54.72	69	66	53
4	3.57	8.82	6.15	44.64	51.47	49.23	51.79	39.71	44.62	56	68	65
5	11.43	1.82	13.79	50.00	52.73	46.55	38.57	45.45	39.66	70	55	58
6	14.29	9.52	0.00	39.68	36.51	34.62	46.03	53.97	65.38	63	63	52
All Grades	9.68	6.34	6.88	52.26	51.33	44.44	38.06	42.33	48.68	465	489	378

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	29.47	20.59	50.00	42.11	51.47	38.64	28.42	27.94	11.36	95	136	44
1	0.00	0.00	0.00	52.94	48.94	36.54	47.06	51.06	63.46	51	47	52
2	23.33	9.26	7.41	53.33	61.11	61.11	23.33	29.63	31.48	60	54	54
3	17.39	7.58	3.77	65.22	66.67	67.92	17.39	25.76	28.30	69	66	53
4	19.64	29.41	12.31	50.00	52.94	64.62	30.36	17.65	23.08	56	68	65
5	17.14	18.18	6.90	51.43	50.91	72.41	31.43	30.91	20.69	70	55	58
6	22.22	12.70	11.54	65.08	73.02	78.85	12.70	14.29	9.62	63	63	52
All Grades	19.61	15.54	12.17	53.66	57.26	60.85	26.72	27.20	26.98	464	489	378

Conclusions based on this data:

1. The data from the 2024-2025 academic year reveals that 378 students underwent testing, with a disappointing 2.5% decrease in EL students making progress towards proficiency. While the increase in students at Overall Language Level 4 (11.45% to 14.02%) is promising, the reality is our students lost ground towards proficiency.

   To address the diverse needs of our English Learner (EL) population, which comprises 54.0% of our student body, our school will sustain monthly ELD walkthroughs to ensure that all students receive high-quality, standards-aligned ELD instruction and that designated ELD lessons focus on the forms and functions of language. Teachers will integrate ELD into various subjects throughout the day, emphasizing the development of academic language and fostering collaborative discussions. Furthermore, we will implement student deployment among two grade levels (1st & 2nd, 3rd & 4th, 5th & 6th) with the paraprofessional staff funded out of Title 3 to support students master content at their level. Instruction will be delivered and assessment data will be collected and groups will be reassessed.

   Encouraging collaboration and fostering students' ability to justify their reasoning have been central to our efforts. Moving forward, Bear Mountain will intensify efforts to enhance reading and writing rigor and engage in ELPAC data discussions and set personalized goals via Student Data Chats. The teacher and student data chats will happen to set short term goals and will be reviewed periodically to monitor progress and modify their personal academic goal.

   To further bolster student language proficiency and ELPAC performance, the district will persist in monthly ELD focal points tailored to each grade level. This approach allows for targeted skill development within manageable timeframes, facilitating the integration of these skills into the Cycle of Inquiry. Moreover, it ensures ample opportunities for students to practice across the various ELPAC domains, ultimately enhancing their language skills and exam performance.

2. Recognizing the recurring challenges in Reading and Writing, our school remains committed to prioritizing first-best instruction, placing particular emphasis on foundational skills and collaboration to empower students in expressing their thoughts through writing. Academic language and language skills will be seamlessly integrated into both Designated and Integrated ELD sessions, leveraging form and function for enhanced learning.

   An analysis of student performance domains, underscores Reading as the predominant area requiring attention. Merely 6.88% of students achieve the Well-Developed status, while 48.68% fall within the Beginning Range. Conversely, Speaking and Listening emerges as a notable strength with 37.83% and 23.28%, respectively, of students demonstrating Well Developed , while only 21.16% and 18.78%, respectively, are at the beginning level.

   This data highlights the critical importance of enhancing reading skills, particularly through bolstering our universal core instruction for all students. However, when the universal core supports is not fostering students' knowledge acquisition, it becomes necessary to provide supplemental instruction, such as the 95% approach or small group instruction with paraprofessionals or intervention teachers. To comprehensively address student needs across all domains, we are intensifying efforts to foster collaborative conversations through structured pair/group discussions, philosophical chairs, and reciprocal teaching strategies throughout the instructional day. Furthermore, we are cultivating environments that encourage students to articulate evidence and reasoning during face-to-face collaborations, thus promoting deeper understanding and engagement, especially when transferring concepts to independent writing.

3. District data underscores the critical importance of foundational skills, particularly in reading, writing, and vocabulary development. Prioritizing students' reading proficiency levels and meeting reclassification writing criteria are essential objectives. The implementation of the 95 Percent program offers students an additional avenue to enhance phonemic awareness and phonics, thereby fortifying their foundational skills supporting EL growth by providing targeted instruction tailored to individual student needs. Through the 95 Percent program, students receive focused support in phonemic awareness and phonics, which are fundamental components of language acquisition for English learners (ELs). This targeted approach ensures that EL students have the necessary tools to strengthen their foundational skills, ultimately supporting their growth in reading proficiency and facilitating their progress towards meeting reclassification criteria. Additionally, by creating deployment groups of the span of two grade levels we can begin to focus more on students who are candidates for reclassification and need to show proficiency on local measurement-particularly the written essay.

ELPAC data plays a pivotal role in determining students' English language proficiency levels and identifying the need for English Language Development (ELD) support. Instruction is focused specifically to address reading strategies, text annotation, focused note-taking, structured conversations, and consistent engagement in daily reading. Provision of time and purposeful planning for use of collaborative strategies for both oral and written production of academic English are emphasized to enhance language and content skills across Reading, Speaking, Listening, and Writing domains. Regular monitoring of these strategies occurs during Designated and Integrated ELD walkthroughs.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
728	**95.5%**	**54%**	**0.4%**
Total Number of Students enrolled in Bear Mountain Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	393	54%
Foster Youth	3	0.4%
Homeless	22	3%
Socioeconomically Disadvantaged	695	95.5%
Students with Disabilities	73	10%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	1%
American Indian	0	0.0%
Asian	3	0.4%
Filipino	1	0.1%
Hispanic	690	94.8%
Two or More Races	3	0.4%
Pacific Islander	0	0.0%
White	24	3.3%

Conclusions based on this data:

1. With socioeconomically disadvantaged students comprising 95.5% of our school population, we operate as a Title 1 institution, implementing school-wide strategies to address students' diverse needs. While this student group

encompasses individuals with varying requirements, common patterns of need emerge within our community due to economic circumstances. Initiatives such as early childhood education programs (TK and Preschool), enrichment programs (like ELOP), mentorship opportunities (such as Safe School Ambassadors), and access to technology (with a 2:1 Chromebook-to-student ratio) aim to support these students comprehensively. Additionally, we foster community partnerships through district grants and site-based parent engagement efforts, while also prioritizing college and career readiness through programs like AVID and educational field trips.

Our commitment extends to the implementation of Multi-Tier Support Systems and a dedication to schoolwide effective initial instruction, ensuring the holistic support of our socioeconomically disadvantaged student population. Through presentations and universal curriculum enhancements, experiential activities and field trips, provision of educational materials, and the cultivation of a nurturing environment, we endeavor to create opportunities for students to thrive academically, socially, and emotionally.

While student needs vary, discernible patterns emerge across different assessment areas such as CAASPP, ELPAC, 95%, i-Ready, IABs, Reflex & Frax Math Programs, and grade-level formative assessments. Despite significant disparities in student demographics (including EL students at 54%, socioeconomically disadvantaged students at 95.5%, Hispanic students at 94.8%, White students at 3.3%, Foster youth at 0.4%, and Homeless students at 3%), it is imperative for our school sites to prioritize a shift towards universal classroom support. Achieving this requires dedicated professional development and ongoing support from our academic coach, district TOSAs, Reading Specialist, and Literacy Coach.

Furthermore, while we must first focus on universal instruction, our focus as a school site also revolves around addressing the needs of students who struggle to master core learning materials. We believe this necessitates additional small group support with intervention aides or teachers. A strategic, coherent focus on foundational skills is critical during core instruction with differentiation from MTSS with targeted intervention as needed.

2. As we meticulously review our data throughout the academic year, it becomes increasingly critical to vigilantly monitor and provide stronger first instruction for our diverse student population, particularly within key subgroups. This includes English Learners (393), Hispanic students (690), those classified as Socioeconomically Disadvantaged (695), and Students with Disabilities (73). While each subgroup's performance typically falls within two performance levels of the overall student body, it's noteworthy that their performance indicators persistently linger in the red, orange, and yellow zones. This underscores the necessity for a nuanced approach that not only acknowledges the progress made but also addresses the persistent challenges faced by these groups, ensuring equitable opportunities for success.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Graduation Rate**	**Suspension Rate** Blue
Mathematics Yellow	**Chronic Absenteeism** Yellow	
English Learner Progress Orange		

Conclusions based on this data:

1. Bear Mountain Elementary's TK-6 suspension rate performance is currently categorized as Very Low. To maintain this level, the school will continue to refine our PBIS (Positive Behavioral Interventions and Supports) system and our Tier 1 Fidelity Inventory action plan. Additionally, we are explicitly teaching expected behaviors to ensure positive outcomes.

Students are provided with check-in and check-out sessions with our Campus Supervisor to address behaviors. Furthermore, school social workers and the district ERMHS offer Tier II and Tier III support to students as needed. Maintaining positive relationships with families is crucial. We aim to provide encouragement and support while also educating parents on the importance of attendance for academic achievement and appropriate behavior.

Chronic absenteeism is another area of focus for Bear Mountain Elementary-currently with a Very High Performance Level but with a Significant Decline. The District has allocated LCAP funds to support two Student Success Facilitators who engage in daily communication with parents and students to emphasize the importance of regular school attendance. Additionally, our district provides support through SchoolStatus program. This program helps monitor student attendance, identifies focus students, and sends attendance-related communications to families.

The continued success of Bear Mountain Elementary in maintaining a Very Low suspension rate and addressing chronic absenteeism is the result of a shared commitment among all educational partners. Teachers, classified staff, administrators, campus supervisors, Student Success Facilitators, office personnel, school social workers, district ERMHS staff, and families all play an essential role in creating a safe, supportive, and engaging learning environment. Through the consistent implementation of PBIS, targeted behavioral and social-emotional supports, proactive attendance monitoring, and ongoing family engagement, our school has been able to sustain positive outcomes in these critical areas. These collective efforts reflect our strong culture of collaboration, shared accountability, and unwavering dedication to supporting the academic, behavioral, and social success of every student.

2. Bear Mountain Elementary administration remains unwavering in their commitment to elevating our academic performance metrics. Presently, both the overall student body and various subgroups are displaying alarmingly low levels of academic achievement, evident through orange or yellow performance indicators. However, there has been a noticeable increase or maintaining in performance compared to previous years.

In response, the site will continue to prioritize monitoring of Tier 1 Core instructional practices and ensure professional development, focusing on bolstering universal classroom supports. Additionally, to address the needs of students struggling to master foundational academic skills, we will implement targeted programs such as 95 Percent (for reading), Frax and Reflex (for basic mathematic facts), and provide small group support through paraprofessionals, intervention teachers, and a reading specialist.

3. To address declining English Learner Progress performance indicators, individual and subgroup goals have been set (see Student Performance Data: Dashboard), recognizing the need for improvement across the student body and various demographics. While EL students are not showing the same increase in their EL Progress Indicator, they are showing an increase in ELA of 8 points towards standard mastery.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Orange	No Performance Color
77 points below standard	86.3 points below standard	136.6 points below standard
Increased 9.8 points	Increased 8 points	Declined 19.2 points
342 Students	228 Students	13 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	78.1 points below standard
3 Students	6 Students	Increased 8.7 points
		328 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
142.1 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Maintained -1.3 points	2 Students	
36 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	78.2 points below standard
1 Student	1 Student	Increased 9.9 points
		331 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
2 Students		5 Students

Conclusions based on this data:

1. Overall, Bear Mountain students, both as a whole and within each subgroup, are exhibiting Very Low performance levels; however, overall we are increasing towards standards mastery. Addressing academic needs in English Language Arts/Literacy, particularly for grades 3rd-6th, at the Tier 1 Core instruction level will remain a primary focus and then monitoring student progress through our Tier 2 intervention efforts.

   The school will maintain its focus on universal classroom instruction and supports, ensuring that core teaching is differentiated and guided by teachers, with a focus on coherent planning, pacing, and alignment with key standards. To continue enhancing familiarity with SBAC (Smarter Balanced Assessment Consortium) format and rigor, the school will incorporate IAB (Interim Assessment Block) formative assessments throughout the academic year. Furthermore, the site grade level leads, with the support from the academic coach, will continue to identify key claims and targets from previous years holding our students from mastering upcoming claims and targets.

   Bear Mountain Elementary will continue to monitor, via walkthroughs, universal instruction to ensure that core teaching is differentiated and guided by teachers, with a focus on coherent planning, pacing, and alignment with key standards. To continue enhancing familiarity with SBAC (Smarter Balanced Assessment Consortium) format and rigor, the school will incorporate IAB (Interim Assessment Block) formative assessments throughout the academic year. Furthermore, the district office has allocated funds for a district-wide English Language Arts Alignment initiative led by district TOSAs and grade level leads from each school site. This initiative aims to develop pacing guides, identify key claims and targets, and collaborate on Common Formative Assessments for each grade level-Tier 1.

2. To continue supporting all students who are not meeting the standard in English Language Arts, interventions will be structured in a tiered format following universal instruction focused on grade level standards-Tier 2.

Small group "pull-back" sessions with teachers.
Small group "pull-back" sessions with intervention staff, focusing on the use of "Frames for Fluency."
Classroom "pull-out/push-in" interventions led by intervention staff, targeting foundational skills with the aid of 95 Percent (for grades K-3) or multi-syllabic routines.
Individualized "pull-out" interventions facilitated by our reading specialist.
Special Education Services will provide small group instruction with the use of the SIPPS Program.

These targeted supplemental and intensive interventions, spanning grades K–6, will address the foundational skills, language domains, and instructional strategies students need to achieve success. Ongoing analysis of student progress will enable staff and parents to make informed decisions regarding interventions and supports through the Student Study Team (SST) process. In addition, common formative assessments, California Dashboard data, classroom walkthroughs, and formal and informal observations will be used to guide instruction and support continuous improvement. These efforts will be further strengthened through ongoing professional development for teachers, staff, and paraprofessionals, provided in collaboration with our district TOSA and site Academic Coach.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
83.2 points below standard	92.8 points below standard	172 points below standard
Increased 8.1 points	Maintained 1.1 points	Declined 58.1 points
346 Students	232 Students	13 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	85.2 points below standard
3 Students	9 Students	Increased 7.7 points
		332 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
161.6 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Increased 10.7 points	2 Students	
36 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	84.8 points below standard
1 Student	1 Student	Increased 7.5 points
		335 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
2 Students		5 Students

Conclusions based on this data:

1. Bear Mountain students collectively demonstrate academic performance at the 'Low' level, with variations observed within each subgroup ranging from 'Low' to 'Very Low.' However, there's an overarching trend of an increase evident both overall and within all subgroups. Addressing students' foundational academic needs in Mathematics is a paramount concern through Tier 1 intentional instruction. Additionally, our school site will continue to integrate Reflex Math for grades 2 through 6 and Frax for grades 3 through 6. These programs emphasize the development of automaticity in fundamental mathematical operations, including addition, subtraction, multiplication, division, and fractional work.

2. To continue supporting these subgroups and all students, interventions will be implemented in a Tiered format. This approach involves intervention teachers delivering support through small group instruction within classrooms (center based instruction) or in a "pull-out" format based on the group size and needs of the students. Teachers will create Math WIN intervention groups, based on foundational skills students have not mastered, provide instruction for a set number of weeks, reassess, and regroup as needed to support students mastering current grade level Common Formative Assessments.

   These targeted supplemental and intensive interventions, spanning grades K–6, will address the foundational skills, mathematical domains, and instructional strategies students need to access and master grade-level content. Support from district- and site-funded Teachers on Special Assignment (TOSAs), our site-funded Academic Coach, site Title 1 funded Student Study Team Coordinator and district- and site-funded paraprofessionals will further ensure that students receive the targeted instruction and assistance necessary to improve academic outcomes. Additionally, ongoing analysis of student progress will enable staff and parents to make informed decisions regarding interventions and supports through the Student Study Team (SST) process.

School and Student Performance Data

Academic Performance
Science

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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	0	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Yellow	No Performance Color
43.6 science points	43 science points	0 Students
Maintained 1.2 points	Increased 4.9 points	
82 Students	65 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - No Data for Privacy	43.6 science points
	3 Students	Maintained 1 points
		81 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	No Performance Color 0 Students	No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
No Performance Color 0 Students	No Performance Color 0 Students	Yellow 43.9 science points Increased 2.1 points 81 Students
Two or More Races	**Pacific Islander**	**White**
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students	No Performance Color 0 Students

Conclusions based on this data:

1. Bear Mountain's 5th-grade students are currently performing at a "Low" level academically. However, there is a clear upward trend in performance overall and across all student subgroups. Efforts to address students' foundational needs in science have strengthened over time, contributing to this growth.

   In response, our school will continue to implement dedicated instructional blocks focused on high-quality science instruction. Students in grades 3–6 participate in scheduled PITSCO Lab sessions, where they engage in hands-on, inquiry-based lab modules aligned to grade-level science standards and the California Next Generation Science Standards (NGSS). To support effective implementation, district-funded Teachers on Special Assignment (TOSAs) provide ongoing professional development, coaching, and instructional support to ensure teachers are well-equipped to deliver the three required PITSCO science modules for each grade level by the end of the school year. This professional learning strengthens teacher capacity in science instruction, promotes fidelity of implementation, and enhances student engagement in scientific inquiry. Additionally, TK–2 classrooms integrate developmentally appropriate science activities into daily instruction, building foundational scientific thinking, curiosity, and problem-solving skills at the primary grade levels.

2. As a school site, Bear Mountain Elementary will continue hosting its AVID STEM Night in April. All students, from preschool through 6th grade, conduct a science experiment with guidance and support from their teachers, academic coach, and parents. Students create science boards to showcase their projects, which are displayed in the cafeteria/multipurpose room.

   Families begin the evening by viewing the exhibition, then transition to grade-level classrooms where they participate in an additional STEM activity.

School and Student Performance Data

Academic Performance
English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Orange	No Performance Color
38.4 making progress.	58.3 making progress.
Number Students: 318 Students	Number Students: 12 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.7%	34.9%	4.7%	33.6%

Conclusions based on this data:

1. At Bear Mountain, 38.4% of students are currently making progress toward their English Language Acquisition goals. However, this reflects a 2.5% decline in overall student progress. To address this, the school will strengthen universal instruction by implementing targeted English Learner (EL) strategies and language supports across all classrooms.

   Teachers will consistently engage in data informed collaborative discussions during Monday meetings to plan for both Designated and Integrated ELD. These sessions will focus on developing lessons that emphasize the form and function of language while targeting the four ELD domains: listening, speaking, reading, and writing. Implementation will be monitored through Professional Learning Team walkthroughs, ELD-specific walkthroughs, and informal classroom observations.

   In addition, a monthly ELD focus will guide instruction to ensure students are systematically introduced to and practice key skills leading up to the ELPAC assessment. Teachers are expected to implement this focus at the grade-level, collaboratively planning and discussing effective resources and strategies to support instruction across all language domains.

2. Recent classroom walkthroughs indicate that Bear Mountain staff would benefit from continued support in refining English Language Development (ELD) practices—particularly in understanding Form, Function, and Focus during Designated ELD, as well as incorporating academic language across all content areas through Integrated ELD.

To address these needs, administrators, the academic coach, and the literacy team will continue providing targeted professional development aligned to grade-level needs, using ELPAC subdomain data (Form and Function, Integrated vs. Designated ELD, content focus, and leveled language frames). This work is intended to strengthen overall language development and support improved writing outcomes. As part of our instructional approach, ELPAC data will be used schoolwide to identify both overall and subdomain-specific student needs. Additionally, Title I aides will support students through small-group instruction, while Title III aides will focus on English learners' language acquisition.

During the ELD block, a designated grade-level teacher in grades 1–6 will provide targeted writing instruction for students on the "Road to Reclassification," in addition to writing opportunities embedded in daily classroom instruction. Students will engage in unpacking prompts and directions, completing prewriting activities, and developing full writing pieces. Writing rubrics will be reviewed, and students will receive immediate feedback following practice assessments.

The district is revising its reclassification criteria to ensure that students are not prevented from reclassification solely due to writing performance. This adjustment will help ensure that students who have demonstrated English language proficiency are appropriately transitioned into core instruction, where they can fully access standards-based, grade-level curriculum and instruction.

School and Student Performance Data

Academic Performance
College/Career Report

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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A- High School only

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Green	No Performance Color
14.3% Chronically Absent	8.2% Chronically Absent	0% Chronically Absent
Declined 7.6	Declined 9.1	Declined 11.8
756 Students	402 Students	14 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	25% Chronically Absent	14.6% Chronically Absent
6 Students	Increased 3.6	Declined 7.5
	28 Students	725 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
20.2% Chronically Absent	Fewer than 11 students - No Data for Privacy	0 Students
Declined 15	6 Students	
104 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	13.6% Chronically Absent
3 Students	1 Student	Declined 8.3
		713 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	24.1% Chronically Absent
4 Students		Declined 10.9
		29 Students

Conclusions based on this data:

1. The impact of Attendance for all students is critical to Academic Success. Bear Mountain and AUSD places a high focus on SchoolStatus-Attention 2 Attendance (A2A) data, specifically addressing the manageable and chronic groups to promote attendance. Chronic absenteeism for the 2024-2025 school year shows, both as a whole and within each subgroup, students are exhibiting "High" or "Medium" performance levels that are all declining significantly. One contributing factor is when families decide to go on extended vacations during the school breaks or during the school year; thus, students may miss valuable instructional time, which can impact their academic performance and continuity in learning. To deter this from occurring our office staff and Student Success Facilitators (SSFs) ensure to communicate to families the school vacation days, promote engaging activities during these weeks, and provide extra incentives for students in attendance.

   Our 2 SSFs, funded out of LCAP, support with attendance incentives offered throughout the school year including attendance celebrations with a visit from the cookie monster for classes with 100% in attendance that spell out the word "Perfect". Along with this incentive, there are also weekly, monthly, and trimester incentives, and individual prizes for all students that earn perfect and excellent attendance. The SSFs also work closely with administration to conduct SART meetings, set goals for students trending chronic, organize all of our sites Independent Study Packets and award incentives for students who meet their Attendance Improvement Goal. This has prevented students from moving into the Severely Chronic or Chronic levels of absenteeism.

   Our Attendance Clerk, Secretary, Office Clerk, and two Student Success Facilitators (SSFs) must continue to work with the students, site staff, and administration to monitor and track student attendance. Once a student is identified as having any type of attendance issue, the SSFs will speak with the student to discuss the matter, set up an attendance meeting with parents, and, if necessary meet with site support staff and parent to develop an attendance plan to best support them. In addition, the SSFs will conduct wake up calls and home visits as needed including Parent Square messages. Site administrators must increase their role in conferencing also. Support is also offered

to parents who may be needing assistance. Coordinated efforts and clear communication to support students with attendance is critical to ensure they are in class for the opportunity to learn.

2. For students with excused absences, teachers, SSFs, the office secretary, attendance clerk, and administration work collaboratively to recover up to 14 instructional days through the Independent Study process. This effort helps mitigate learning loss and contributes to the reduction of chronic absenteeism.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. This section does not pertain to Bear Mountain Elementary as it only applies to the High School District.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	0	3

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Blue	No Performance Color
0.1% suspended at least one day	0% suspended at least one day	0% suspended at least one day
Maintained 0.1%	Maintained 0%	Maintained 0%
798 Students	422 Students	14 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	0.1% suspended at least one day
9 Students	Maintained 0%	Maintained 0.1%
	43 Students	767 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
0.9% suspended at least one day	Fewer than 11 students - No Data for Privacy	0 Students
Increased 0.9%	7 Students	
106 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0.1% suspended at least one day
3 Students	1 Student	Maintained 0.1%
		751 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	0% suspended at least one day
5 Students		Maintained 0%
		31 Students

Conclusions based on this data:

1. Bear Mountain has been diligently fostering a positive climate through the implementation of PBIS expectations and student incentives, alongside Multi-Tier Support Systems. We have found the following activities have proven effective and maintain a low suspension rate.

Twice a year, students attend in-person assemblies where they are taught school rules, expectations, and the consequences of certain actions that could lead to suspensions. Support services, ranging from Tier 1 to Tier 3, are available for students with various needs. These services include daily check-ins and check-outs, regular behavior reminders, reflections, and restorative sessions tailored to support students. Action plans are devised by the support team following discussions to ensure students achieve positive outcomes.

Monthly data reports are shared with staff members to acknowledge areas of growth and to address any student behaviors or concerns requiring additional supervision. Additionally, Bear Mountain conducts monthly PBIS Committee meetings, demonstrating the school's dedication to sustaining its positive behavior support initiatives. As a testament to its efforts, the school has earned eligibility to apply for Silver recognition for its PBIS program.

Safe School Ambassadors play a significant role in shaping the school climate at Bear Mountain, both during school hours and in the after-school program. They organize training sessions to support their peers on campus, regularly convene for monthly meetings to share highlights and address any concerns. Additionally, they actively engage in various roles such as assisting with morning valet, monitoring hallways, and providing support as buddies to students, ensuring a positive environment. The efforts of SSA have allowed us to have model students who exemplify are schoolwide expectations and serve as role models and mentors.

These ambassadors will collaborate with group leaders and staff members to address rule violations positively and effectively. Their contributions have been instrumental in maintaining a positive school climate and serving as role

models for promoting desirable behaviors. Creating a conducive learning atmosphere for Bear Mountain students is paramount, and the Safe School Ambassadors are integral members of the PBIS team, tasked with providing student support and promptly reporting any school incidents to ensure timely intervention and enhance safety.

Site efforts with home-visits, school-wide Positive Behavior Intervention Supports (PBIS), R.U.L.E.R., Restorative Circles, and Lessons focused on Socio-Emotional Learning to build positive relationships among staff, students, and families have shown a positive impact and engages supports students in focusing on academic engagement. Furthermore, our campus supervisors plays a crucial role in fostering a positive school climate. With one Campus Supervisor having extended hours, supported by Title IV, she contributes to maintaining a safe and welcoming environment by monitoring and supervising students, facilitating small groups and circles, assisting with check-ins and check-outs, and participating in home visits as necessary. Additionally, she collaborates with other support staff, including school social workers and student success facilitators, to facilitate restorative circles and further enhance student support efforts.

2. Bear Mountain Elementary Dashboard Data indicates that all student groups have a status of Very Low with a 0% suspended and our goal is to Maintain at a "Very Low" performance level.

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 Academic Achievement
Bear Mountain will ensure all students and each student group demonstrate improved academic achievement in English Language Arts and Mathematics through equitable, standards-aligned instruction and an integrated system of academic, behavioral, and social-emotional supports.

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 that a majority of students are performing below grade level in Language Arts and Mathematics, with minimal consistent improvement over time. A large portion of these students are English Learners, 54.0%. Surveys and evidence of student work indicates a need to strengthen core instruction. Data indicates the site has not yet consistently implemented aligned systems of continuous improvement with integrated supports to improve academic, behavioral, and social-emotional outcomes. 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 identified root causes include:
1. Inconsistent Tier 1 (universal) academic, behavioral, and social-emotional instruction and supports.
2. Lack of a clearly defined referral process and system of intervention for Tier 2 and Tier 3 supports.
3. A need to strengthen a culture of shared accountability among all educational partners for student outcomes on state and local measures.

These measurable outcomes directly address identified root causes by strengthening Tier 1 instruction, refining intervention systems, and increasing accountability for student outcomes.

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	25-26 i-Ready English Language Arts Midyear Data (Diagnostic 2) 41%: 2 years or more below grade level 39%: 1 grade level below 21%: Early on or above grade level	An Increase by 5% the percentage of students who are Early on or above grade level standards and decrease by 5% percentage of students falling in the 2 years or more below grade level by 2026-2027 Diagnostic 2.
i-Ready Math transitioning to Savvas-SuccessMaker Mathematics	25-26 i-Ready Mathematics Midyear Data (Diagnostic 2)	Due to the transition from i-Ready to SuccessMaker Mathematics, baseline

	36%: 2 years or more below grade level 51%: 1 grade level below 12%: on or above grade level	data will be established using Diagnostic 1. The same growth targets will be applied. An Increase by 5% the percentage of students on or above grade level standards and decrease by 5% percentage of students falling in the 2 years or more below grade level by 2026-2027 Diagnostic 2.
Dashboard-CAASPP English Language Art	2024-2025 English Language Arts All students Very Low, -77 points below with an increase of 9.8 points (Orange) Performance Level by Subgroup English Learners: -86.3 points below with a increase of 8 points (Orange) Hispanic: -78.2 points below with an increase of 9.9 points (Orange) Socioeconomically Disadvantaged: -78.1 points below with a increase of 8.7 points (Orange) Students with Disabilities: -142.1 points below with an maintain of -1.3 (Red)	All Students: Increase by 15 points (from -77 to -62), moving toward Low performance and demonstrating significant growth (Yellow). Performance Level by Subgroup English Learners: Gain 15 points (-71.3 points) Very Low Performance Increased Significantly (Orange) Hispanic: Gain 15 points (-63.2 points) Very Low Performance Increased Significantly (Orange) Socioeconomically Disadvantaged: Gain 15 points -63.1 points) Low Performance Increase Significantly (Yellow) Students with Disabilities: Gain 15 points (-127.1 points) Very Low Performance Increased Significantly (Orange)
Dashboard- CAASPP Math	2024-2025 Mathematics All students Low, -83.2 points below Standard increase 8.1 points (Yellow) Performance Level by Subgroup English Learners: -92.8 points below Standard maintained 1.1 points (Orange) Hispanic: -84.8 points below Standard increase 7.5 points (Yellow) Socioeconomically Disadvantaged: -85.2 points below Standard increase 7.7 points (Yellow) Students with Disabilities: -161.6 points below Standard increase 10.7 points (Orange)	All Student Goal: Gain 15 points (-68.2) Low Performance Increase Significantly((Yellow) Performance Level by Subgroup English Learners: Gain 15 points (-77.8) Low Performance Increase Significantly (Yellow) Hispanic: Gain 15 points (-69.8) Low Performance Increase Significantly (Yellow) Socioeconomically Disadvantaged: Gain 15 points (-70.2) Low Performance Increase Significantly (Yellow) Students with Disabilities: Gain 15 points (-146.6) Very Low Performance Increase Significantly (Orange)
Dashboard- English Learner Progress Indicator	2024-2025 English Learner Progress Indicator Overall EL Student: 38.4% Making Progress Declined 2.5% (Orange)	All EL Student Goal: Gain 6.6% (45%) Making Progress Medium Performance Increase (Green) for the 2025-26 English Learner Progress Indicator.
Dashboard- Attendance	2024-2025 Chronic Attendance All Students High, 14.3% Chronically Absent a Significant Decline of 7.6% points (Yellow) Performance Level by Subgroup	Decrease chronic absenteeism by 3 percentage points, from 14.3% to 11.3%, maintaining a High performance level while demonstrating a significant decline. (Yellow)

	English Learners (EL): 8.2% Chronically Absent a Significant Decline of 9.1% points (Green) Hispanic: 13.6% Chronically Absent a Significant Decline of 8.3% points (Yellow) Socioeconomically Disadvantaged: 14.6% Chronically Absent a Significant Decline of 7.5% points (Yellow) Students with Disabilities: 20.2% Chronically Absent a Significant Decline of 15% points (Orange)	Performance Level by Subgroup English Learners (EL): Decrease from 8.2% to 5.2% Medium Absenteeism Decline Significantly (Green) Hispanic: Decrease from 13.6% to 10.6% High Absenteeism Decline Significantly (Yellow) Socioeconomically Disadvantaged (SED): Decrease from 14.6% to 11.6% High Absenteeism Decline Significantly (Yellow) Students with Disabilities (SWD): Decrease from 20.2% to 17.2% High Absenteeism Decline Significantly (Yellow)

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	If the ACADEMIC COACH and TEACHER ON SPECIAL ASSIGNMENT (TOSA) provide consistent, job-embedded professional development and direct instructional support through co-teaching, lesson modeling, Professional Learning Team (PLT) facilitation, coaching cycles (Cycles of Inquiry), walkthroughs, and data analysis using formative and summative assessments (including i-Ready, CAASPP, and ELPAC), then teachers will increase their capacity to implement standards-aligned, data-driven, and effective instructional strategies in ELA, Math, and ELD, including differentiated and small group instruction to meet diverse student needs, so that all students—particularly English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Homeless youth—have greater access to rigorous Tier 1 instruction and targeted supports, resulting in improved engagement, language development, and academic performance, to achieve measurable increases in the percentage of students meeting or exceeding grade-level standards in ELA and Math and improved English language proficiency, as evidenced by growth on CAASPP ELA, CAASPP Math, and ELPAC state assessments. This activity addresses the root causes of inconsistent Tier 1 instruction and the need to strengthen shared accountability by building staff capacity, supporting data-driven instruction, and	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	54,676 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Academic Coach Salary (50% Funded by Site Title I) 22,844 Title I Part A: Allocation 3000-3999: Employee Benefits Academic Coach Benefits (50% Funded by Site Title I) 54,676 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Academic Coach Salary (50% Funded by District LCAP) 22,844 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Academic Coach Benefits (50% Funded by District LCAP) 15,170 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries District TOSA 12%

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	promoting consistent instructional practices across classrooms.		5,925 Title I Part A: Allocation 3000-3999: Employee Benefits Benefits District TOSA 12% 10366.03 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries District Funded Salary (13% LCAP funded for all 4 schools) 4048.52 LCFF - Supplemental 3000-3999: Employee Benefits District Funded Benifits (13% LCAP funded for all 4 schools)
1.2	If one K–6 INTERVENTION TEACHER provides targeted small group instruction for students performing below grade level in ELA and Math, with an emphasis on foundational literacy and language development for grades K–3 and integrated core support for grades 4–6, using ongoing cycle and diagnostic data (including i-Ready and other local assessments), then students will receive differentiated, skill-specific intervention aligned to their identified academic needs, so that students will strengthen foundational literacy, language, and mathematical skills, accelerate their learning, and increase access to grade-level content, to achieve improved student outcomes, including increased progress toward and attainment of grade-level standards in ELA and Math as measured by local and state assessments such as CAASPP. This activity addresses the need for a clearly defined and responsive Tier 2 and Tier 3 intervention system by providing targeted academic support based on identified student needs.	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	109,356 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Salary for one full-time (100%) intervention teachers 45,689 Title I Part A: Allocation 3000-3999: Employee Benefits Benefits for one full-time (100%) intervention teachers
1.3	If two 5.5-hour paraprofessionals provide supplemental instructional support to K–6 students through targeted interventions—including implementation of 95% Group Reading Intervention—and assist students performing below grade level with foundational literacy skills and access to core instruction,	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	42,432 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Paraprofessional Salary 16,510 Title I Part A: Allocation

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	then students will receive increased individualized and small group support to reinforce literacy development and improve comprehension of grade-level content, so that students, particularly those struggling with foundational skills and language development, will build reading proficiency, strengthen academic language, and increase their ability to engage meaningfully with core instruction, to achieve improved literacy outcomes and increased progress toward grade-level standards in English Language Arts, as measured by local assessments. This activity supports the implementation of Tier 2 interventions and reinforces Tier 1 instruction, contributing to a more effective and responsive intervention system.	grade level in foundational literacy or mathematics to move students towards proficiency.	3000-3999: Employee Benefits Paraprofessional Benefits
1.4	If two 5.25-hour paraprofessionals provide targeted instructional support to students in grades K–1 through small group and individualized assistance focused on early literacy, language development, and access to core instruction, then students will receive increased support in developing foundational reading and language skills aligned to grade-level expectations, so that students will build early literacy proficiency, strengthen language acquisition, and improve their ability to engage with core academic content, to achieve increased readiness for grade-level standards in English Language Arts and improved early literacy outcomes, as measured by local assessments and foundational skill progress monitoring tools. This activity supports the implementation of Tier 2 interventions and reinforces Tier 1 instruction, contributing to a more effective and responsive intervention system.	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	41,021 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Paraprofessional Salary 15,956 Title I Part A: Allocation 3000-3999: Employee Benefits Paraprofessional Benefits
1.5	If one 2.5-hour paraprofessional provides targeted support to students in grades K–3 through small group and individualized instruction, including interventions such as 95% Group Reading Intervention, to address foundational literacy needs and support access to core instructional materials, then students performing below grade level will receive additional, focused support in early reading and language development aligned to their specific learning needs,	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.	11,683 LCFF - Supplemental 2000-2999: Classified Personnel Salaries LCAP Funded-Paraprofessional Salary 1,180 LCFF - Supplemental 3000-3999: Employee Benefits LCAP Funded - Benefits

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	so that students will strengthen foundational literacy skills, build academic language, and improve their ability to engage with grade-level content, to achieve increased progress toward grade-level proficiency in English Language Arts and improved early literacy outcomes, as measured by local assessments and progress monitoring data. This activity supports the implementation of Tier 2 interventions and reinforces Tier 1 instruction, contributing to a more effective and responsive intervention system.		
1.6	If two after-school paraprofessionals provide targeted instructional support to students identified through diagnostic data to address gaps in district core curriculum, focusing on differentiated instruction in Math and ELA (including conceptual understanding, procedural skills, and reading comprehension), then students will receive additional time, support, and practice aligned to their individual skill levels and learning needs beyond the school day, so that students will strengthen foundational academic skills, close identified learning gaps, and increase mastery of grade-level standards in mathematics and English language arts, to achieve improved student achievement and measurable growth toward proficiency in Math and ELA as evidenced by diagnostic reports and local assessment data (e.g., i-Ready Reading, SAVVAS Mathematics diagnostics and other site-based measures). This activity addresses the need for a responsive intervention system by extending learning opportunities beyond the instructional day to support students requiring additional academic assistance.	Students enrolled in Afterschool Small Group Intervention.	20,580 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries After School Paraprofessional 8,005 Title I Part A: Allocation 3000-3999: Employee Benefits Benefits
1.7	If a Student Study Team (SST) Coordinator facilitates and supports the site's Response to Intervention (RTI) process by organizing and leading SST meetings that include teachers, administrators, and parents, and ensures consistent data collection and review to guide decision-making, then student academic and behavioral needs will be systematically identified, monitored, and addressed through collaborative problem-solving and the development of targeted intervention plans,	Students underperforming with a teacher referral and as identified by student observational and assessment data.	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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	so that struggling students receive timely, coordinated, and data-driven supports embedded within classroom instruction and intervention systems, improving access to grade-level learning, to achieve increased student academic achievement and improved outcomes in ELA, Math, and behavior, as measured by local assessment data and progress monitoring tools such as i-Ready and other site-based measures. This activity addresses the need for a clearly defined intervention system and strengthens shared accountability by ensuring consistent processes for identifying, monitoring, and supporting students in need of additional interventions.		
1.8	If the school implements themed family engagement events such as Lunch on the Lawn, AVID Nights, and Parent-Teacher Conferences, and provides students and families with books and learning materials for home-based literacy and academic activities while collecting feedback through surveys to evaluate effectiveness, then families will have increased opportunities to engage in their students' learning, strengthen home-school partnerships, and support academic skill development outside of the classroom, so that student learning is reinforced at home, family engagement in academic support increases, and a stronger connection between school and home is established to support student achievement, to achieve improved student academic outcomes in ELA and Math, increased family engagement as measured by participation and survey data, and stronger alignment between home-based support and classroom instruction. This activity addresses the need to strengthen shared accountability by increasing family engagement and supporting partnerships that reinforce student learning and attendance as measured by academic school events and Parent Surveys.	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	4898.45 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Site Reservations- Parent Involvement
1.9	If supplemental instructional materials are provided to support additional practice in foundational mathematics skills aligned to grade-level standards, then students will have increased opportunities to practice and reinforce essential math concepts and procedures through differentiated and targeted instruction,	First through sixth grade students specifically targeted on the Academic California Dashboards or local assessments: All Students White	4000 Title I Part A: Allocation 4000-4999: Books And Supplies Reflex & Frax

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	so that students will strengthen their foundational math understanding, improve fluency and problem-solving skills, and increase confidence with grade-level mathematical content, to achieve improved student achievement in mathematics as measured by classroom performance, local assessments, and progress monitoring data such as REFLEX and FRAX. This activity addresses the root cause of inconsistent Tier 1 instruction and supports the intervention system by strengthening foundational math skills aligned to student needs.	African American Hispanic Pacific Islander Foster Homeless LTEL EL Hispanics SED Students with Disabilities	
1.10	If supplemental instructional materials are provided to support college and career readiness by strengthening academic skills, critical thinking, and application of grade-level standards, then students will have increased access to rigorous, standards-aligned learning experiences that build academic knowledge and skills necessary for postsecondary success, so that students will develop stronger readiness for college and career pathways through improved academic performance, engagement, and application of learning, to achieve increased student achievement and preparedness for postsecondary success as measured by local assessments, coursework performance, and state dashboard indicators. This activity supports consistent Tier 1 instruction and targeted interventions by providing resources aligned to grade-level standards and student learning needs. Pending Title 1 Rollover Funds.	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	0 Title I Part A: Allocation 4000-4999: Books And Supplies Materials that promote College and Career Readiness
1.11	If we increase parents' capacity to support their child's education through home-based learning activities, then families will be better equipped to reinforce academic skills and social-emotional development at home, so that students receive consistent support beyond the classroom. To achieve this, backpacks will be distributed to Transitional Kindergarten (TK) and Kindergarten students during Round-Up to promote organization and school readiness. School planners will be	All students specifically targeted on the Academic California Dashboards: All Students White African American Hispanic Pacific Islander Foster Homeless LTEL EL Hispanics	0 Title I Part A: Allocation 4000-4999: Books And Supplies Site Reservation- Parent Involvement 0 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Overtime Certificated Cost 0 Title I Part A: Allocation

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	provided to students in Kindergarten through sixth grade to strengthen communication between home and school, ensuring that students and parents are aware of assignments, learning goals, and skills to practice at home. These planners will also serve as an ongoing communication tool between families and teachers. Additionally, parent workshops, facilitated by classified and/or certificated staff, will be offered throughout the year to build families' knowledge, skills, and confidence in supporting their children academically and socio-emotionally. This activity supports our need to strengthen our shared accountability by increasing family engagement and supporting partnerships that reinforce student learning. Pending Title 1 Rollover Funds.	SED Students with Disabilities	2000-2999: Classified Personnel Salaries Overtime Classified Cost 0 Title I Part A: Allocation 3000-3999: Employee Benefits Overtime Benifits Cost
1.12	If teachers and the Leadership Site Team engage in collaborative planning and deepen their understanding of the new SAVVAS mathematics curriculum, as well as the English Language Development, Science, and English Language Arts frameworks, then they will be better equipped to design and deliver high-quality, standards-aligned instruction. This will ensure that lessons are intentionally planned to meet the diverse academic and linguistic needs of all students, so that instruction is rigorous, coherent, and responsive across content areas. To achieve this, dedicated planning days will be provided for teachers and the Leadership Site Team to analyze curriculum resources, align instruction to state frameworks, and collaboratively develop lessons, assessments, and instructional strategies in mathematics, English Language Arts, Science, and English Language Development. This action supports our need to improve in our Inconsistent Tier 1 (universal) academic instruction and supports. Strengthening teacher capacity through collaborative planning and professional learning ensures more consistent, high-quality Tier 1 instruction across classrooms and grade levels. Additional Funding pending Title 1 Rollover Funds.	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	8,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitute for Plannind Days 2,726 Title I Part A: Allocation 3000-3999: Employee Benefits Benefits for Substitute

Annual Review

SPSA Year Reviewed: 2025-26

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 show growth in certain areas while highlighting the need for additional support in others. Recognizing that walkthroughs capture a single moment in time, we compared data from September through March of the 2025–26 school year:

ELD Walkthrough
Emerging: 18% to 0%
Progressing: 12% to 30%
Developing: 12% to 23%
Full Implementation: 29% to 47%

AVID ELA Walkthrough
Emerging: 0% to 4%
Progressing: 3% to 17%
Developing: 40% to 47%
Full Implementation: 57% to 32%

Math Walkthrough
Emerging: 0% to 15%
Progressing: 0% to 10%
Developing: 16% to 10%
Full Implementation: 84% to 65%

Actions 2, 3, 4, 5, 6, & 7
Action Step #2 Intervention Teachers: IMPLEMENTATION SUCCESSES
Intervention teachers, in collaboration with classroom teachers and guided by student data, supported early identification and targeted services for students not meeting grade-level proficiency in ELA and math. Instruction was aligned to student needs identified through i-Ready data and teacher recommendations. Interventions included phonics and phonological awareness instruction using the 95% Intervention Program, with a focus on letter-sound correspondence, phonemic awareness, and foundational phonics skills. While services were consistently provided, results have been mixed, with limited reduction in the number of students performing at lower levels and a widening gap between students who meet or exceed standards and those who do not. 95% data shows 12% of Kindergarten students are currently receiving support with blending of phonemes with 17% of those students moving up at least 1 level and 17% exiting Tier 2 supports, 18% of 1st graders are currently receiving support with 75% of those students moving up at least 1 level, 21% of 2nd graders are currently receiving support with 31% of those students moving up at least 1 level and 31.25% exiting Tier 2 supports , and 17% of 3rd graders receiving support with 50% of those students moving up at least 1 level and 50% exiting Tier 2 supports.

Moving forward, local assessment data will be analyzed and disaggregated to form targeted student groups based on specific areas of need for intervention groups 3rd-6th.

Action Step #3, 4, and 5 Paraprofessionals: IMPLEMENTATION SUCCESSES

Paraprofessionals implemented a structured morning routine that provided targeted phonics and phonological awareness support using the 95 Percent intervention program. Students in kindergarten through third grade received this instruction to address and close reading gaps. Please see Action Step #2 above for data.

Due to staffing challenges, schedules were adjusted to include two 5.5-hour positions and two 5.25-hour positions. These paraprofessionals supported students not meeting grade-level proficiency in ELA and/or math. Two staff members specifically focused on foundational literacy and mathematics skills for kindergarten and first-grade students. This targeted support was critical in ensuring students received the skill-based instruction needed to prevent further learning gaps.

Action Step #6 Afterschool Paraprofessionals: IMPLEMENTATION SUCCESSES
Afterschool paraprofessionals provided additional academic support in both ELA and math during the afterschool program. They worked with students who demonstrated gaps in core curriculum understanding and skill development, differentiating instruction to meet individual learning needs.

Action Step #7 SST Coordinator: IMPLEMENTATION SUCCESSES
An SST Coordinator was hired to address the high number of students performing below grade level. This role supported the implementation of consistent Student Study Team (SST) processes, creating cycles of collaboration focused on identifying student needs and developing targeted instructional plans. The SST Coordinator facilitated meetings, recommended research-based strategies, and supported ongoing progress monitoring to evaluate student growth and determine the need for further assessment. Bear Mountain Elementary currently has 32 students being observed through the SST process, we have referred 6 for academic assessment, 1 student exited, and 1 student moved out of our service area. Strengthened core instruction and intervention supports have contributed to increased movement toward grade-level mastery. While 2024–2025 Dashboard data shows increases or stability in ELA and math proficiency, English Learner Progress indicators declined. As a result, adjustments to ELD implementation were made at the start of the year to better support English Learners and improve outcomes.

Action #8 Parent Engagement: IMPLEMENTATION SUCCESS
Site funds supported TK and Kindergarten Round-Up supplies and enhanced parent communication tools. Books in both English and Spanish were purchased for events such as AVID Nights, Lunch-on-the-Lawn, and Parent-Teacher Conferences, allowing families to select books for reading at school or at home to promote literacy and engagement.

Throughout the year, multiple events were held to provide families with strategies to support student learning at home, including TK and Kindergarten Round-Up, AVID Career Nights, Title I meetings, Literacy Lunch-on-the-Lawn, and AVID Math and Science Nights. According to the 2025–2026 California Parent Survey (CSPS), 94% of parents reported that they feel encouraged to be active partners in their child's education. The California Healthy Kids Survey (CHKS) indicated that 75% of fifth-grade students and 73% of sixth-grade students reported that their parents are involved in their schooling most or all of the time.

Participation data showed 22 parents attended parenting classes, over 250 attended AVID Nights, an average of 8 participated in Coffee with the Principal, and approximately 7 regularly attended the Parent Empowerment Committee. Moving forward, the site will continue to implement these engagement opportunities and monitor participation through CHKS and site-based surveys.

Action #9 & 10 Supplemental Materials to Support College and Career Readiness: IMPLEMENTATION SUCCESSES
Additional supplemental materials were provided to support students in developing the skills necessary for college and career readiness. Given that 95.5% of students are classified as socioeconomically disadvantaged, access to these resources remains essential to ensuring equitable learning opportunities and academic success. Students also continued building mathematical automaticity through the use of Reflex and Frax math applications, which support fact fluency and conceptual understanding of fractions. Reflex data from the 2025–2026 school year shows that 391 students actively participated, collectively solving 1.96 million math facts. On average, each student gained 109 new facts. Overall fluency increased from 39.1% to 63.0%, with third, fourth, and sixth grades demonstrating the highest average usage at 43.7 days, 87 days, and 54.8 days, respectively. The goal is to increase the average number of facts gained per student by 5% by April 2027. FRAX data for 2025–2026 indicates that 138 students actively engaged with the program, solving an average of 967 fraction problems, completing 10.9 missions, and averaging 5.25 hours of usage. The program was utilized across grades four through six, with fourth grade showing the highest engagement, averaging 9.07 hours and 1,705 problems solved. Fifth grade averaged 1.3 hours and 203 problems, while sixth grade averaged 5.5 hours and 1,015 problems solved. The goal is to increase both average usage time and the number of problems solved by 5% by April 2027.

Action #10 and #11 will be funded pending Title 1 rollover funds or LCAP funded and #12 was partially funded out of Title 1 until rollover funds are calculated.

Summary
Overall, Bear Mountain has not yet fully met the metric outcomes outlined in the 2024–2025 Single Plan for Student Achievement. While there are notable areas of growth, progress has not been consistent across all student groups. Site administration, in collaboration with the Leadership Team, remains committed to improving outcomes in 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 to reduce the number of students performing two or more grade levels below standard. However, the budgeted staff salaries and benefits were not fully expended due to staffing challenges, as some positions remained unfilled. Many candidates sought roles with more hours, leading the site to increase hours for several positions in order to remain competitive and improve staffing stability.

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 continue to gain ground and move students from maintaining or declining during the 2025-2026 academic year. While we strive to gain in all around, we have created obtainable goals based on each Dashboard Measure (noted above). Supplemental Materials action steps (1.10 and 1.11) were added to the goal due to the concern of our Student's Socioecomonic needs; however, it is pending rollover funding or LCAP funding.

Strategy/Activity 1.2: While morning intervention groups will remain the same (95% small group support), Intervention teacher will be assigned to support EL students who are not progressing towards reclassification.
Strategy/Activity 1.3 & 1.4: Due to staffing challenges, staffing support will change based on assessments, both local and state data.
Strategy/Activity 1.5: Reduction in staffing from 2 to 1 Paraprofessional; however, this position is LCAP funded and not Title 1.
Strategy/Activity 1.9: Foundation Math Skills was Activity 1.13 previously
Strategy/Activity 1.10: Summer school intervention support was removed and we changed this action step to be Suplemental Materials due to students socioeconomic needs.
Strategy/Activity 1.11: Adding additional Paraprofessionals- this activity was combined with 1.3 & 1.4.
Strategy/Activity 1.12: Add after-school teacher support for students who are below grade level/at-risk of retention- this activity was removed due to cost
Strategy/Activity 1.13: The proposed expenditures to support BME students with automaticity of foundational math skills (adding, subtracting, multiplication, division, and fractions)- this activity was moved to activity 1.9.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$418,890
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$528,586.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Part A: Allocation	$418,890.00
Title I Part A: Parent Involvement	$4,898.45

Subtotal of additional federal funds included for this school: $423,788.45

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF - Supplemental	$104,797.55

Subtotal of state or local funds included for this school: $104,797.55

Total of federal, state, and/or local funds for this school: $528,586.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	104,797.55
Title I Part A: Allocation	418,890.00
Title I Part A: Parent Involvement	4,898.45

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	280,588.03
2000-2999: Classified Personnel Salaries	115,716.00
3000-3999: Employee Benefits	123,383.52
4000-4999: Books And Supplies	8,898.45

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	87,886.03
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	11,683.00
3000-3999: Employee Benefits	LCFF - Supplemental	5,228.52
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	192,702.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	104,033.00
3000-3999: Employee Benefits	Title I Part A: Allocation	118,155.00
4000-4999: Books And Supplies	Title I Part A: Allocation	4,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	4,898.45

Expenditures by Goal

Goal Number	Total Expenditures

Goal 1	528,586.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Ricardo Salinas Jr.	Principal
Carmelita Vega	Other School Staff
Veronica Zaragoza	Classroom Teacher
Javier Pacheco	Classroom Teacher
Steve Cunicelli	Classroom Teacher
Mireya Moguel	Parent or Community Member
Rocio Castro	Parent or Community Member
Jasmin Pineda	Parent or Community Member
Alma Pantoja	Parent or Community Member
Amalia Ojeda	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.