

Bear Mountain Elementary School

1501 Hood Street • Arvin CA, 93203 • (661) 854-6590 • Grades P-6

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<http://www.arvinschools.com/1/Home>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Arvin Union Elementary School District

737 Bear Mountain Blvd.
Arvin CA, 93203
(661) 854-6500
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District Governing Board

Toni Pichardo , President
Monica Franetovich
Ruth Pichardo Harris
Albert DeLeon
Geri Rivera

District Administration

Georgia Rhett
Superintendent
Emma Pereida-Martinez
Assistant Superintendent

School Description

Known as the “Garden in the Sun,” Arvin is located just 18 miles from Bakersfield in the San Joaquin Valley. Nationally known as a rich agricultural area, Arvin offers a warm climate and a friendly small town atmosphere. Established in 1991, Bear Mountain Elementary School is one of four schools in the Arvin Union School District.

The list below identifies learning opportunities for students. These opportunities include, but are not limited to:

- GATE Enrichment activities
- Dual Immersion Program (Spanish/English)
- Arvin Advantage Extending Learning Program
- 21st Century Grant Extended Learning Program
- Weekend and After School Programs
- Summer School
- Parent Education Classes
- English Language Development Curriculum (for English Learners)
- School-wide AVID
- Migrant Education
- Title I Extended Day Programs
- Social/Emotional Learning support with a full-time Social Worker

In addition to high academic standards, the use of educational technology to enhance curriculum is prevalent across the school. In addition to two computer labs, every grade level has at least one rolling laptop cart that is used to support instruction with grades 2nd-6th having two rolling labs.

Teachers meet every Monday afternoon for “Professional Learning Community” meetings during which teachers focus on the continuous academic growth of all students. Currently, the school-wide focus is on building students' reading comprehension skills through close and analytical reading of text throughout content areas. This focus is outlined in the School Implementation Plan developed by the Site Leadership Team to provide a strategic and focused approach to increasing student achievement.

Working together with all stakeholders, Bear Mountain Elementary School proudly builds upon the academic and social potential of every student.

We ensure:

Every child learning, every day, no matter what it takes!

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	125
Grade 1	104
Grade 2	95
Grade 3	89
Grade 4	116
Grade 5	91
Grade 6	99
Grade 7	2
Grade 8	1
Total Enrollment	722

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.1
Asian	0.0
Filipino	0.0
Hispanic or Latino	97.4
Native Hawaiian or Pacific Islander	0.0
White	1.7
Socioeconomically Disadvantaged	96.3
English Learners	73.7
Students with Disabilities	7.3
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Bear Mountain Elementary School	16-17	17-18	18-19
With Full Credential	28	28	27
Without Full Credential	4	3	5
Teaching Outside Subject Area of Competence	0	0	0
Arvin Union Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	106
Without Full Credential	♦	♦	27
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Bear Mountain Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Arvin Union School District held a Public Hearing on September 11, 2018, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners (ELL), are given their own individual standards-aligned textbooks to instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available.

Arvin Union School District staff members are actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle. 100% of students were provided textbooks as evidenced by the most recent August 2018 Williams Review.

Textbooks and Instructional Materials Year and month in which data were collected: November 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark ELD/ELA/ 2017, Read 180 Intervention Program / 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin, Math Expressions /2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Pearson Scott Foresman/2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	K-6 Pearson Foresman/ Prentice Hall/2018 Californian History Social Science My World Interactive The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Bear Mountain Elementary School consists of 41 classrooms, a library, a multipurpose room/cafeteria, a staff room, three playgrounds, and an administrative office. The facility strongly supports teaching and learning through its ample classroom and playground space.

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available upon request from the district MOT office. The principal works closely with the Lead Maintenance person and custodial staff of three to develop cleaning schedules to ensure a clean and safe school.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An online work order process is used to ensure efficient service and that emergency repairs are given the highest priority. A complete repaint of the school and a new roof were completed during the summer of 2016 along with an electrical modernization project which was completed in the cafeteria during the 2015-2016 school year. A Solar panel project was completed in March of 2017 and is fully operational. Remodeling of our office and library occurred in 2017-2018 along with additional play equipment for the upper elementary playground. Current projects include removal of obsolete portables for replacement with a new wing of modular classrooms.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	19.0	24.0	29.0	32.0	48.0	50.0
Math	18.0	22.0	21.0	23.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	24.1	14.9	34.5
7	**	**	**

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	395	392	99.24	23.72
Male	192	192	100.00	19.27
Female	203	200	98.52	28.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	376	375	99.73	24.00
White	11	10	90.91	20.00
Socioeconomically Disadvantaged	387	384	99.22	23.44
English Learners	318	315	99.06	21.90
Students with Disabilities	26	26	100.00	0.00
Students Receiving Migrant Education Services	50	50	100.00	28.00
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	396	392	98.99	21.94
Male	192	192	100	21.35
Female	204	200	98.04	22.5
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	377	375	99.47	22.13
White	11	10	90.91	20
Socioeconomically Disadvantaged	387	384	99.22	21.88
English Learners	318	315	99.06	22.22
Students with Disabilities	27	26	96.3	3.85
Students Receiving Migrant Education Services	50	50	100	32
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

The staff at Bear Mountain Elementary is aware of the positive correlation between parent and community involvement and the success of students. Parents and community members are encouraged to join teachers and administrators in the activities, programs, and organizations that support our students. Formal committees include School Site Council and English Language Advisory Council (ELAC). In addition, parents are invited to become a member of the Parent Teacher Association (PTA) and attend our monthly Coffee with the Principal event to receive new information on a variety of topics or to provide input on matters related to the school site. Parents are also invited to contact their child's teacher in order to participate in volunteering opportunities and to participate in Parent Workshops and attend student performances or events. The site also has a Parent Center led by the site Student Success Facilitator and Categorical Clerk which is open daily with resources to help families support their child's education.

Parents or community members who wish to participate on leadership teams, school committees, take part in school activities, or become a volunteer are encouraged to make contact through the Bear Mountain Elementary School office. Our contact phone number is 661-854-6590. Please ask to speak to Candi Huizar, Principal.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Bear Mountain Elementary School's Comprehensive School Site Safety Plan was last revised by school administrators, staff representatives, community members, and board approved on February 20, 2018 to ensure the protection of students, staff, school property, as well as establish a climate that is conducive to learning. All staff members and parents have access to the plan and annually review the school site safety policies. Key elements of the safety plan include: developing consistency in behavior expectations, site safety and maintenance, and training in disaster response.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire drills are held once a month and earthquake drills four times per year. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations and emergency supplies are available.

Students are supervised throughout the day by classified employees and teachers. There is a designated area for student drop-off and pick-up in front of the school. All visitors must check-in and register in the office using our new visitor management system, Raptor.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.8	1.3	0.6
Expulsions Rate	0.1	0.1	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.4	2.5	1.6
Expulsions Rate	0.2	0.3	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	0.95
Resource Specialist (non-teaching)	0
Other	2.9
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	23	20	21	1	3	1	5	4	5			
1	23	23	21		1	3	3	3	2			
2	24	22	24		2		5	2	4			
3	24	24	22				4	5	4			
4	29	29	29				3	3	4			
5	24	23	30	1	1		4	3	3			
6	24	22	16	1	1	3	3	4	3			
Other	23						1					

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Staff members build teaching skills and concepts by participating in conferences and workshops as needed throughout the year. The topics for professional development are determined by needs of the site gathered from data recorded during classroom walk-throughs and staff input. Some topics have included: AVID, Positive Behavior Interventions and Supports, Close reading, student engagement strategies, writing structures, and English Language Development. We have also provided staff development at the site to enhance the teachers' capability to use the programs (some technological) that are available for student use in the classroom such as iReady for English Language Arts and Math. The site Academic Coach and district Teachers on Special Assignment also provide staff development throughout the year on topics that are relevant to staff, as well as in-class coaching.

Additional professional development opportunities are determined by the district based on district identified needs as gathered through LCAP input, student data, and evidence of student implementation of strategies. The district offers four staff development days annually where teachers are offered a variety of professional growth opportunities in curriculum, teaching strategies, methodologies, and mandatory policy items. The focus for the 2018-2019 school year included professional development for instructional staff on the new history/social studies curriculum, active shooter, trauma-informed care. District professional development for recent years has included training on the new math and ELA adoptions, common core standards for ELA and math, iReady, Write from the Beginning and Innovate Ed. Staff development has been scheduled after school as well as during the school day once a month to include instructional assistants. BTSAs mentors and a dedicated TOSA are provided to support new teachers assigned to school sites.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,049	\$48,064
Mid-Range Teacher Salary	\$71,487	\$75,417
Highest Teacher Salary	\$86,924	\$94,006
Average Principal Salary (ES)	\$109,192	\$119,037
Average Principal Salary (MS)	\$116,127	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$168,234	\$183,692
Percent of District Budget		
Teacher Salaries	31.0	36.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

The picture of funding within the Arvin Union School District stabilized with the continued implementation of Local Control Funding Formula (LCFF) funds. Supplemental and concentration funds, above and beyond base funding, provided monies for the district and sites to focus on expanding and improving instructional programs to support academic achievement, improving student attendance, training staff to support building respectful and positive relationships, expanding intervention programs and wrap-around services, and facilities improvement for the most needy school sites. Funds specifically targeted to the school site included action steps for extended learning sessions, library books, intervention teachers and intervention computer programs, Student Success Facilitators, elementary PE teachers, nurses, social workers, district teachers on special assignment for teacher support, field trips to expand the horizons of our students, GATE focus activities, and professional development. These funds are in addition to Federal funds including Title 1 funds with set-asides for extended learning and Parent Involvement. Extended Learning Funds are allocated to each site and students are selected based by application and need as well as supporting winter and summer session. Parent Involvement funds allow us to continually build our outreach and training services for parents. District and site based intervention programs and staff are also funded out of Title I. Title II supports one additional teacher for class size reduction and Title III provides an aide specifically for our campus as well as support staff and professional development for teachers and aides. Special Education funds, supported with general funds, provide a strong SDC, RSP, and Speech program for students with special needs at our site including teachers and instructional assistants. After-School grant funds including ASES and 21st Century, allow us to serve a large number of students in our daily Arvin Advantage Extended Learning Program. State preschool funds provide both AM and PM classes at our site to support student readiness for school. First 5 monies fund a district preschool and summer session at another site that our students may attend.

Each of these programs provides targeted or general services to students with all intents to ensure equity for all student groups.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7835.31	\$1391.22	\$6444.09	\$74,510
District	◆	◆	\$6031.46	\$71,022
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			6.6	4.8
Percent Difference: School Site/ State			-10.0	-2.0

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.