



# Bear Mountain Elementary School

2006-2007 School Accountability Report Card

Kindergarten through Fifth Grade

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

**Ms. Auora Moran**  
Principal



**Arvin Union School District**

<http://arvin.k12.ca.us>

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Superintendent

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### District Mission Statement

The mission of the Arvin Union School District, in partnership with parents and community, is to provide each student the opportunity to develop intellectually, emotionally, physically, and socially. Through this process all students may become responsible and contributing members of society.

### Principal's Message

The future success of our students is of supreme importance at Bear Mountain Elementary School. Every aspect of our curriculum is designed to ensure that the children in our care are provided with the academic, emotional and life skills to achieve success. Bear Mountain Elementary provides a highly competent and deeply caring faculty who are qualified to ensure that our students are prepared to reach their maximum potential. Our goals for this academic year are as follows:

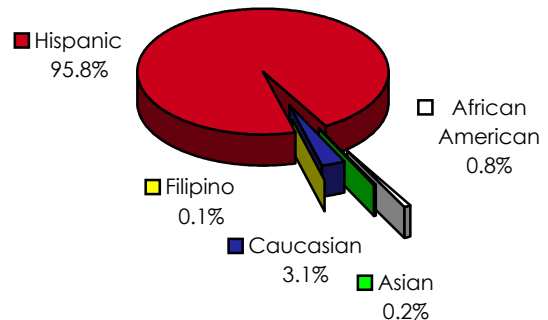
- 1) To achieve the required government standards for the AYP in all subgroups.
- 2) All Bear Mountain students will improve by at least one level of proficiency on the California Standards Test.
- 3) 85% of all Bear Mountain Elementary's English Language Learners will grow at least one level of proficiency as measured by the CELDT exam.

We believe that the best opportunity for the success of our students is made available with the active participation of parents in their child's education. The triangle of child, parent and teacher represents an environment in which a child feels both supported and challenged and free to pursue academics with great vigor. Together, we can foster a stimulating, positive and curriculum-focused learning environment that will give our students the best possible background to be successful adults. Bear Mountain Elementary is proud of our academic progress and the work which has been accomplished. Thank you for your support in our endeavors.

### Community & School Profile

Known as the "Garden in the Sun," Arvin is located just 18 miles from Bakersfield in the San Joaquin Valley. Nationally reknown as a rich agricultural area, Arvin offers a warm climate and a friendly small town atmosphere. Established in 1995, Bear Mountain Elementary School is one of three schools in the Arvin Union School District. Operating on a traditional, quarterly calendar, Bear Mountain served 1,056 students in grades kindergarten through five during the 2006-07 school year. Student body demographics are illustrated below.

**Ethnicity**



## Discipline & Climate for Learning

Students at Bear Mountain Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. Bear Mountain Elementary School has found that good discipline is a solid foundation on which to build an effective school. The goal of Bear Mountain Elementary School's discipline program is to provide students with opportunities to learn self-discipline through the Boys Town Model of Discipline. This program emphasizes 16 basic skills that are important for effective peer relations and becoming a positive, contributing member of society. Every two weeks students focus on one skill and practice it continuously.

Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and Back to School Night. Updates are communicated during the year through parent meetings, newsletters, and postings.

The Suspensions and Expulsions table below illustrates total cases for the last three years, as well as the percentage of enrollment. Cases are reported as total number of incidents, not total number of students, as some students may have been involved on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	Bear Mountain			Arvin USD		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	70	61	39	215	197	318
Suspension Rate	6.8%	5.8%	3.7%	7.0%	6.3%	9.9%
Expulsions	0	0	1	1	8	14
Expulsion Rate	0.0%	0.0%	0.09%	0.03%	0.3%	0.4%

## Recognition Programs

It is the desire of the Bear Mountain Elementary School staff to encourage positive behavior and provide incentives and attainable goals for all children. With this in mind, Bear Mountain Elementary has developed an extensive list of school-wide recognition programs including:

- Good Behavior Day
- Student of the Month
- Perfect Attendance
- Lunch with the Principal
- Honor Roll
- Reading Awards
- Book Busters
- Classroom Awards

## Extracurricular Activities

Bear Mountain Elementary School recognizes that extracurricular activities enrich the educational and social development of students. The district encourages and supports student participation in extracurricular activities without compromising the integrity and purpose of the educational program. During the 2006-07 school year the extracurricular activities included:

- Homework Club
- Field Trips
- Arvin Advantage
- Athletic Teams
- Football
- Migrant After School Program



## Instructional Minutes & Minimum Days

For the 2006-07 school year, Bear Mountain Elementary School offered 180 days of instruction, comprised of 171 regular days and nine minimum days. All instructional days met or exceeded the daily instructional minute requirements specified in the California Education Code.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
K	36,000	31,260
1st-3rd	50,400	56,160
4th-5th	54,000	57,960

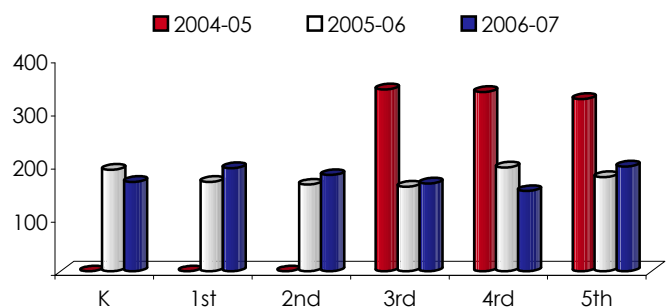
## School Attendance & Enrollment

Regular attendance at Bear Mountain Elementary School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The Attendance Clerk monitors student attendance very closely, and makes phone calls to parents on a daily basis. Letters will be sent home if absences become a problem. Students with excessive tardies, trancies or unexcused absences are referred to the district Truancy Officer.

Regular daily attendance is a priority at Bear Mountain Elementary School. School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and student attendance is carefully monitored to identify those students exhibiting excessive absences.

The chart below illustrates the enrollment trend for the past three years.

Enrollment By Grade Level



## School Leadership

Leadership at Bear Mountain Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Primary leadership duties have been assumed by Principal Aurora Moran for the past year. Ms. Moran has 24 years of experience in education with positions as an Instructional Aide, Teacher (grades 6-8), Migrant Resource Teacher, and Vice-Principal.

Bear Mountain Elementary School encourages staff and faculty members to participate in leadership teams and organizations, such as School Site Council, District Advisory Committee, and Parent Club.

## Class Size

Bear Mountain Elementary School maintained a schoolwide average class size of 19.8 students and a pupil-to-teacher ratio of 18.1:1 for the 2006-07 school year. The following chart illustrates average class size and the number of classrooms for each range of students, by grade level.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
<b>K</b>	0	24	15			11			8			
<b>1st</b>	0	21	19		1	10			7			
<b>2nd</b>	0	20	20		4	5			4	4		
<b>3rd</b>	20	20	18	15	3	9			2	5		
<b>4th</b>	27	31	24						12	6	6	
<b>5th</b>	26	28	26						12	6	7	

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Bear Mountain Elementary School implemented CSR for grade three in 1996-1997. The chart at right illustrates the percent of classrooms that participated in CSR for the past three years.

CSR Participation			
	04-05	05-06	06-07
<b>K</b>	n/a	0%	100%
<b>1st</b>	n/a	13%	100%
<b>2nd</b>	n/a	50%	56%
<b>3rd</b>	88%	38%	100%

## School Facilities & Safety

Built in 1995, Bear Mountain Elementary School offers a safe and secure campus for students, staff, and visitors. Currently Bear Mountain consists of 42 classrooms, a library, a multipurpose room, one staff room, and three playgrounds. Recent remodeling includes the addition of nine new first grade classrooms and restroom facilities, enlarging the kindergarten classrooms by making them one large unit instead of two, adding kindergarten playground equipment, and rest rooms. Facility information is current as of October 2007. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room.

Bear Mountain Elementary School's Comprehensive School Site Safety Plan is revised each spring, by school administrators and a staff representative, to ensure the protection of students and staff, the school and school property, and to establish a climate that is conducive to learning. All staff members have copies of the plan and annually attend in-service days regarding school site safety policies. Key elements of the safety plan include: practicing procedures for emergencies and locking all campus gates.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire drills are held four times a year while earthquake and lockdown drills are held twice a 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. Visitors register at the office and receive identification badges that must be displayed at all times.

The table below shows the results of the most recent school facilities inspection as of October 2007. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: August 22, 2006				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior/exterior)	X			
Interior Surfaces (walls, floors, & ceilings)	X			<b>Rooms 10, 12 &amp; 18 - Carpet needs to be stretched.</b>
Hazardous Materials (interior/exterior)	X			
Structural Damage			X	<b>Old Portables by Cafeteria - The backside of these portable classrooms are showing beginning stages of dry rot to the structural side.</b>
Fire Safety	X			
Electrical (interior/exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside/outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

### Cleaning Process

The District governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or district office. The principal works daily with the custodial staff of six to develop cleaning schedules to ensure a clean and safe school.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication (October 2007), 100% of the restrooms were fully functional.

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2006-07 school year the district allocated \$137,062 for the deferred maintenance program. This represents 0.77% of the general fund budget. Please see the district for a complete list of deferred maintenance projects.

## Student Achievement & Testing

Student achievement is the district's highest priority. Arvin Union School District has developed a comprehensive assessment and accountability plan to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. The STAR (Standardized Testing and Reporting) program, district performance assessments, and classroom tests are used to determine whether each student is performing below, at, or above grade level standards.

## California Standards Tests (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Science (grade 5) for the most recent three-year period, is shown below.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts						Math						Science														
	2		3		4		5		2		3		4		5												
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07									
<b>All Students</b>																											
<b>Bear Mountain</b>	<b>**</b>	<b>12</b>	<b>21</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>27</b>	<b>16</b>	<b>21</b>	<b>18</b>	<b>20</b>	<b>17</b>	<b>**</b>	<b>20</b>	<b>29</b>	<b>29</b>	<b>26</b>	<b>25</b>	<b>42</b>	<b>26</b>	<b>29</b>	<b>24</b>	<b>31</b>	<b>21</b>	<b>4</b>	<b>7</b>	<b>13</b>
Arvin USD	19	17	24	9	14	14	27	20	26	18	20	20	35	28	35	28	31	29	42	28	32	24	30	26	4	10	16
California	42	47	48	31	37	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37
<b>Females</b>																											
<b>Bear Mountain</b>	<b>**</b>	<b>16</b>	<b>26</b>	<b>13</b>	<b>11</b>	<b>13</b>	<b>30</b>	<b>20</b>	<b>23</b>	<b>23</b>	<b>25</b>	<b>22</b>	<b>**</b>	<b>19</b>	<b>27</b>	<b>30</b>	<b>21</b>	<b>26</b>	<b>45</b>	<b>30</b>	<b>31</b>	<b>30</b>	<b>32</b>	<b>25</b>	<b>3</b>	<b>6</b>	<b>14</b>
Arvin USD	24	20	31	12	20	18	30	25	33	23	22	27	29	27	33	30	31	30	45	24	37	30	32	30	3	8	15
California	45	51	53	35	39	41	52	54	55	46	47	48	55	58	58	54	56	58	51	55	58	45	48	49	26	30	35
<b>Males</b>																											
<b>Bear Mountain</b>	<b>**</b>	<b>9</b>	<b>16</b>	<b>5</b>	<b>7</b>	<b>9</b>	<b>23</b>	<b>12</b>	<b>18</b>	<b>12</b>	<b>16</b>	<b>13</b>	<b>**</b>	<b>21</b>	<b>30</b>	<b>28</b>	<b>31</b>	<b>23</b>	<b>38</b>	<b>21</b>	<b>27</b>	<b>18</b>	<b>30</b>	<b>17</b>	<b>5</b>	<b>8</b>	<b>11</b>
Arvin USD	15	14	17	5	7	10	23	14	20	12	19	15	32	30	37	28	31	28	39	25	27	18	27	23	5	12	16
California	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38
<b>English Learners</b>																											
<b>Bear Mountain</b>	<b>**</b>	<b>8</b>	<b>19</b>	<b>7</b>	<b>7</b>	<b>9</b>	<b>18</b>	<b>12</b>	<b>17</b>	<b>7</b>	<b>7</b>	<b>10</b>	<b>**</b>	<b>18</b>	<b>27</b>	<b>28</b>	<b>24</b>	<b>19</b>	<b>34</b>	<b>26</b>	<b>27</b>	<b>15</b>	<b>20</b>	<b>17</b>	<b>2</b>	<b>2</b>	<b>10</b>
Arvin USD	15	11	19	7	9	10	18	15	20	7	8	13	34	26	33	28	28	24	34	27	29	15	19	23	7	4	11
California	23	27	31	12	15	15	19	24	25	13	13	14	43	45	46	40	41	42	32	36	39	22	24	25	6	7	11
<b>Socioeconomically Disadvantaged (SED)</b>																											
<b>Bear Mountain</b>	<b>**</b>	<b>12</b>	<b>19</b>	<b>9</b>	<b>7</b>	<b>9</b>	<b>26</b>	<b>15</b>	<b>20</b>	<b>17</b>	<b>19</b>	<b>16</b>	<b>**</b>	<b>20</b>	<b>28</b>	<b>29</b>	<b>24</b>	<b>24</b>	<b>40</b>	<b>25</b>	<b>29</b>	<b>23</b>	<b>30</b>	<b>19</b>	<b>4</b>	<b>5</b>	<b>12</b>
Arvin USD	20	16	23	8	12	13	26	18	25	17	19	20	35	28	34	28	31	28	41	27	32	23	29	25	17	8	15
California	28	33	35	17	22	23	32	35	36	28	28	29	45	48	48	44	46	47	38	42	45	32	35	36	14	18	22
<b>Students with Disabilities</b>																											
<b>Bear Mountain</b>	<b>**</b>	<b>*</b>	<b>0</b>	<b>8</b>	<b>15</b>	<b>*</b>	<b>9</b>	<b>5</b>	<b>*</b>	<b>2</b>	<b>6</b>	<b>6</b>	<b>**</b>	<b>*</b>	<b>6</b>	<b>16</b>	<b>31</b>	<b>*</b>	<b>11</b>	<b>5</b>	<b>*</b>	<b>5</b>	<b>19</b>	<b>6</b>	<b>5</b>	<b>0</b>	<b>0</b>
Arvin USD	8	4	3	7	8	0	9	3	0	2	4	3	27	12	16	15	23	12	12	6	6	4	11	7	5	0	0
California	19	23	23	13	16	16	19	21	21	15	14	15	33	34	34	29	31	31	22	25	27	17	18	19	12	14	16
<b>Migrant Education</b>																											
<b>Bear Mountain</b>	<b>**</b>	<b>4</b>	<b>24</b>	<b>9</b>	<b>6</b>	<b>8</b>	<b>19</b>	<b>18</b>	<b>23</b>	<b>13</b>	<b>20</b>	<b>15</b>	<b>**</b>	<b>14</b>	<b>26</b>	<b>30</b>	<b>27</b>	<b>25</b>	<b>37</b>	<b>27</b>	<b>32</b>	<b>21</b>	<b>37</b>	<b>24</b>	<b>5</b>	<b>5</b>	<b>15</b>
Arvin USD	16	9	23	9	9	7	19	17	23	13	16	20	37	24	29	29	32	22	37	28	35	21	35	29	5	9	16
California	16	21	24	10	13	15	20	25	28	17	20	21	37	41	42	35	39	41	32	37	40	25	29	29	7	11	13
<b>Caucasian</b>																											
<b>Bear Mountain</b>	<b>**</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>56</b>	<b>*</b>	<b>*</b>	<b>23</b>	<b>*</b>	<b>*</b>	<b>**</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>75</b>	<b>*</b>	<b>*</b>	<b>31</b>	<b>*</b>	<b>*</b>	<b>15</b>	<b>*</b>	<b>*</b>
Arvin USD	*	36	36	*	*	8	57	*	*	23	53	*	*	36	50	*	*	50	75	*	*	31	46	*	15	38	*
California	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58
<b>Hispanic</b>																											
<b>Bear Mountain</b>	<b>**</b>	<b>11</b>	<b>20</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>25</b>	<b>16</b>	<b>21</b>	<b>17</b>	<b>20</b>	<b>16</b>	<b>**</b>	<b>20</b>	<b>28</b>	<b>29</b>	<b>26</b>	<b>24</b>	<b>40</b>	<b>26</b>	<b>30</b>	<b>23</b>	<b>30</b>	<b>20</b>	<b>4</b>	<b>7</b>	<b>12</b>
Arvin USD	19	16	24	8	13	14	25	19	25	17	19	20	35	29	35	29	31	29	40	28	33	23	30	25	4	9	15
California	28	33	35	17	22	23	32	35	37	27	29	30	44	47	48	43	46	48	38	43	46	33	36	37	14	18	23

\* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

\*\* No enrollment during the school year.

## California Achievement Test Survey (CAT/6)

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the California Achievement Test (CAT/6). Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The chart at right reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level in Reading and Math.

## Physical Fitness

In the spring of each year, Bear Mountain Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ). During the 2006-07 school year, 25.6% of fifth grade students met the HFZ.

## Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

## No Child Left Behind

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the State's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed at right.

Adequate Yearly Progress (AYP) 2007				
Made AYP Overall	Bear Mountain		Arvin USD	
	No		No	
Met AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	Yes	No	Yes
API	Yes		Yes	
Graduation Rate	n/a		n/a	

CAT/6 Norm Referenced Test						
% At or Above 50th Percentile						
	Reading			Math		
	05	06	07	05	06	07
<b>Bear Mountain</b>	<b>16</b>	<b>13</b>	<b>15</b>	<b>30</b>	<b>29</b>	<b>21</b>
Arvin USD	16	15	16	30	33	25
California	36	37	38	55	56	56
<b>Subgroups</b>						
Females	20	14	16	30	27	22
Males	12	12	15	30	31	20
Socioeconomically Disadvantaged (SED)	16	11	14	30	28	20
English Learners	14	12	10	29	30	17
Migrant Education	15	11	13	28	34	17
Students with Disabilities	8	23	*	19	31	*
Caucasian	*	*	*	*	*	*
Hispanic	16	13	14	31	30	20

\* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
<b>Statewide Rank</b>	1	1	1	
<b>Similar Schools Rank</b>	5	6	2	
<b>All Students</b>				
<b>Actual API Growth</b>	21	-18	10	617
<b>Hispanic</b>				
<b>Actual API Growth</b>	21	-14	10	616
<b>Socioeconomically Disadvantaged</b>				
<b>Actual API Growth</b>	16	-19	9	610
<b>English Learners</b>				
<b>Actual API Growth</b>	n/a	-4	12	610

## Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

## Textbooks & Instructional Materials

Arvin Union Elementary School District held a Public Hearing on September 18, 2007, and determined that each school within the District has 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 learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education.

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, which requires every school site to review textbooks in each curriculum area within a seven-year cycle; textbooks are replaced at the rate of one subject area per year. The most recent textbooks (as of November 2007) for Bear Mountain Elementary School are illustrated at right.

The Bear Mountain Elementary School library is stocked with numerous titles as well as videos and audiotapes that are available to check out. Students visit the library, which is staffed by a full-time librarian, on a regular basis and are encouraged to visit before and after school. Two computers are available in the library for students to access resources and information online.

Every classroom has at least seven Internet-connected computers where students receive computer-assisted instruction, including Orchard Language Arts and Math, Scholastic Reader, and keyboarding programs.

### Computer Resources

	2004-05	2005-06	2006-07
Computers	205	204	265
Students per computer	4.9	5.2	4.0
Classrooms connected to Internet	45	45	56



## Community and Parent Involvement

Bear Mountain Elementary School is aware of the positive correlation between parent and community involvement and the success of students. Parents and community members are encouraged to volunteer in classrooms and join the teachers and administrators in the many activities, programs, and organizations that support students, such as: Parent Club, School Site Council (SSC), and the District Advisory Committee. Bear Mountain Elementary School has a Family Resource Center, which links parents to different resources to meet their needs, such as counseling, and assistance with food and clothing. Resource Officers visit the campus often and assist with projects, such as graffiti clean up.

## Substitute Teachers

Generally, the district does not experience any problems finding qualified substitute teachers, and has a pool of fully credentialed and qualified substitutes. On occasions when a substitute teacher is not available for an absent teacher, credentialed staff or administrators assume the role of the substitute.

## Federal Intervention Programs

### Program Improvement (PI)

	Bear Mountain	Arvin USD
Program Improvement Status	In PI	In PI
First Year of PI	2003-04	2004-05
Year in PI (in 2007-08)	5	3
Number of Schools Currently in PI	n/a	3
Percent of Schools Identified for PI	n/a	100.0%

### Textbooks

Subject	Publisher	Grade Levels	Year Adopted	Quality & Availability of Standards-Aligned Textbooks	Percent of Pupils Who Lack Textbooks and Instructional Materials
Language Arts	Houghton Mifflin	K-5	02-03	All textbooks are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.	0%
Math	Houghton Mifflin	K-5	01-02		0%
Social Science	Pearson Scott Foresman	K-5	05-06		0%
Science	Houghton Mifflin	K-5	06-07		0%

## Teacher Assignment

Arvin Union School District recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Bear Mountain Elementary had 56 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	Bear Mountain			Arvin USD
	04-05	05-06	06-07	06-07
Fully Credentialed	48	48	56	154
Without Full Credential	0	1	4	21
Teaching Outside Subject Area	n/a	n/a	n/a	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2007-08 school year, the most current data are reported.

Misassignments/Vacancies			
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	7	2	4
Teacher Misassignments (other)	0	0	1
<b>Total Teacher Misassignments</b>	<b>7</b>	<b>2</b>	<b>5</b>
Vacant Teacher Positions	0	0	1

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By:	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
<b>Bear Mountain</b>	<b>92.7%</b>	<b>7.3%</b>
All District Schools	81.1%	18.9%
High-Poverty Schools in District	81.1%	18.9%
Low-Poverty Schools in District	Not Applicable	

## Teacher Evaluation & Professional Development

A constructive evaluation process has been established to promote quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

The school principal or assistant principal conducts each evaluation and assess performance based on specific criteria, including: Engaging and Supporting Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for Students, and Developing as a Professional Educator.

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year. The district offers three staff development days annually where teachers are offered a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Topics for staff development during the 2006-07 school year included:

- Social Studies
- Math
- Focus Wall with Emphasis on Writing
- Avenues

Arvin Union School District faculty members may participate in the Peer Assistance and Review (PAR) Program. This program provides beginning teachers and veteran teachers with personal support, guidance, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. Additionally, a Beginning Teacher Support and Assessment (B TSA) facilitator works with beginning and veteran teachers in improving their skills and addressing the California Standards for the Teaching Profession.

## Counseling & Other Support Services

It is the goal of Bear Mountain Elementary School to assist students in their social and personal development as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The school provides qualified personnel to offer counseling and support services, on a part-time and/or full-time basis. When additional assistance is necessary, the following resources have been made available.

Counseling & Support Services Staff		
	Number of Staff	Full-Time Equivalent
Librarian	1	1.0
Psychologists (district)	2	2.0
Speech/Language Therapist	1	1.0
Nurse	1	1.0
Resource Specialist Program Teacher	1	1.0
RSP Aides	2	1.0
SDC Aides	4	2.0
Special Day Class (SDC) Teachers	3	3.0

Students diagnosed with special needs are provided specific services by qualified staff to enhance their success. Resource Specialists and a Speech/ Language Therapist provide support in addition to traditional classrooms. Bear Mountain Elementary School offers intervention programs and tutoring services for those students who need additional assistance, including: Arvin Advantage, Migrant Extended Day and Homework Clubs.

Bear Mountain participates in the State's Healthy Start program, which serves qualifying students and their families throughout the district, providing medical and nutritional services, supplemented with other professional assistance and referrals.

Students identified as English Language Learners (ELL) may participate in the High Point Program, which offers instruction within the traditional classroom using district-adopted curriculum.

A Gifted and Talented Education (GATE) program is available for those students who qualify. Students receive challenging supplemental instruction in their traditional classrooms.

### Curriculum Improvement

All curriculum development at Bear Mountain Elementary School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of Bear Mountain Elementary School's curriculum is an ongoing process. The school's curriculum guides are updated each summer to align with the state standards, district goals, and the statewide assessment program.

The District Curriculum Committee and Bear Mountain Leadership Team, consisting of teachers and administrators evaluate the success of the curriculum and instructional methods. These teams determine any areas of weakness, assess teachers' needs in terms of instructional materials and other resources, and develop plans for continually improving the quality of instruction in each subject.

### Expenditures & Services Funded

Arvin Union School District spent an average of \$7,381 to educate each student (based on 2005-06 audited financial statements). The chart below provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil		
Bear Mountain	Total	\$8,338
	From Restricted Sources	\$3,550
	From Unrestricted Sources	\$4,788
Arvin USD	From Unrestricted Sources	\$4,788
	<b>Percentage of Variation between School &amp; District: 0%</b>	
California	From Unrestricted Sources	\$4,943
	<b>Percentage of Variation between School &amp; State: 3.1%</b>	

In addition to general state funding, Arvin Union School District receives state and federal funding for the following categorical, special education, and support programs:

- Special Education Master Plan
- Instructional Materials
- Home-to-School Transportation
- Class Size Reduction
- Economic Impact Aid (EIA)
- Gifted and Talented Pupils
- Peer Assistance and Review (PAR)
- Healthy Start
- School Improvement Program (SIP)
- Staff Development
- Federal, ECIA/ESEA/IASA
- Federal, Special Education, Discretionary Grants

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from school districts throughout the state having between 1,000 and 4,999 Average Daily Attendance (ADA). The table below illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2005-06 financial statements).

Average Teacher Salaries		
School & District	Bear Mountain	\$53,548
	Arvin USD	\$54,003
	Percentage of Variation: 0.8%	
School & State	Bear Mountain	\$53,548
	All Elementary School Districts	\$58,519
	Percentage of Variation: 8.5%	

The table below illustrates teacher and administrative salaries at the district and state level.

Average Salary Information		
Teachers - Principal - Superintendent		
2005-2006		
	Arvin USD	California
Beginning Teachers	\$39,026	\$38,159
Mid-Range Teachers	\$57,963	\$59,148
Highest Teachers	\$71,485	\$73,514
Elementary Principals	\$75,908	\$91,903
Middle School Principals	\$88,943	\$95,855
Superintendent	\$116,514	\$132,994
Salaries as a Percentage of Total Budget		
Teachers Salaries	37.1%	41.6%
Administrative Salaries	3.4%	5.9%

### Contact Information

Parents who wish to participate in Bear Mountain Elementary School's leadership teams, school committees, school activities or become a volunteer may contact the school's office at (661) 854-6590.

