Bear Mountain Elementary School

1501 Hood Street • Arvin CA, 93203 • (661) 854-6590 • Grades P-6
Magdalena Hernandez, Principal
mhernandez@arvin-do.com
http://www.arvinschools.com/1/Home

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Arvin Union Elementary School District

737 Bear Mountain Blvd.
Arvin CA, 93203
(661) 854-6500
www.arvinschools.com

District Governing Board

Toni Pichardo , President

Monica Franetovich

Ruth Pichardo Harris

Geri Rivera

Liliana Nunez

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 one computer lab with a rolling lab, every grade level has at least one 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	114
Grade 1	96
Grade 2	106
Grade 3	92
Grade 4	111
Grade 5	123
Grade 6	92
Grade 7	5
Grade 8	2
Total Enrollment	741

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.2
Hispanic or Latino	97.3
White	1.3
Socioeconomically Disadvantaged	97
English Learners	71.9
Students with Disabilities	9.6
Foster Youth	0.3
Homeless	3.4

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 for Bear Mountain	17-18	18-19	19-20
With Full Credential	28	27	31
Without Full Credential	3	5	6
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Arvin Union	17-18	18-19	19-20
With Full Credential	♦	♦	123
Without Full Credential	♦	♦	30
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Bear Mountain Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

Arvin Union School District held a Public Hearing on September 10, 2019, 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 2019 Williams Review.

Textbooks and Instructional Materials
Year and month in which data were collected: December 2019

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	K-8 McMillan McGraw Hill, Inspire /2019
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0%
History-Social Science	K-8 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 55 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. Previous included removal of obsolete portables for replacement with a new wing of modular classrooms which opened in January 2020.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August 2019

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	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	24	25	32	33	50	50
Math	22	18	23	21	38	39

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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	22.0	11.9	36.4

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	419	418	99.76	25.36
Male	214	214	100.00	21.50
Female	205	204	99.51	29.41
Black or African American	--	--	--	--
Hispanic or Latino	403	402	99.75	24.38
White	--	--	--	--
Socioeconomically Disadvantaged	413	412	99.76	24.51
English Learners	338	338	100.00	23.67
Students with Disabilities	43	42	97.67	2.38
Students Receiving Migrant Education Services	55	55	100.00	18.18
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	418	417	99.76	17.99
Male	213	213	100.00	17.37
Female	205	204	99.51	18.63
Black or African American	--	--	--	--
Hispanic or Latino	402	401	99.75	17.96
White	--	--	--	--
Socioeconomically Disadvantaged	412	411	99.76	17.52
English Learners	338	338	100.00	18.34
Students with Disabilities	43	42	97.67	2.38
Students Receiving Migrant Education Services	55	55	100.00	16.36
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)

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 (SSC) 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 Magdalena Hernandez, 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, parents, community members, and board approved on February 19, 2019 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, earthquake drills held quarterly and lock-down drills are held once a trimester. 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 certificated and classified employees. 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 district visitor management system, Raptor.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.3	0.6	0.5
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	1.6	1.2
Expulsions Rate	0.3	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.6
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	.25
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	0.9
Resource Specialist (non-teaching)	
Other	1.0

*   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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	3	4		21	1	5		23	1	4	
1	23	1	3		21	3	2		24		4	
2	22	2	2		24		4		21	2	3	
3	24		5		22		4		23		4	
4	29		3		29		4		27		4	
5	23	1	3		30		3		29		4	
6	22	1	4		16	3	3		28		3	
Other**									13	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	4

Staff members build teaching skills and concepts by participating in conferences and workshops throughout the year.

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 2019-2020 school year included professional development for instructional staff on the new Science curriculum and positive relationships. 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, Innovate Ed, trauma informed care and active shooter training.

The district typically offers four staff development days annually where teachers are offered a variety of professional growth opportunities in curriculum, teaching strategies, methodologies, safety, and required policy reviews. Topics are selected based on student population needs (EL and SWD specifically), data reviews of local and Dashboard data focused on patterns and trends, instructional materials adoptions, and preventative safety measures/restorative practices. The topics for professional development are also determined by needs of the site gathered from data recorded during classroom walk-throughs and staff input. Site topics for professional development have included Some topics have included: AVID, Positive Behavior Interventions and Supports, Close reading, RACE and CUBES, 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 as well as the ELPAC and CAASPP test training sites. 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.

2017-2018 Professional Development: Integrating writing with Thinking Maps using Write from the Beginning and Beyond, Signs of Suicide, mandatory policies, and restorative practices.

2018-2019 Professional Development: ALICE active shooter training, Trauma Informed Care, and History Social Studies training for the new adoption and Professional Learning Community work for departments and grade levels focused on ELD, Internet Safety, mandatory policies, Read 180 for specific teachers, and data review at sites

2019-2020 Professional Development: Equity in Education with Patrick Briggs from AVID, Science adoption overviews for science teachers and Integrated ELD for single subject non-science teachers, ilove u guys foundation safety training for disaster management, mandatory policies, Internet safety, Read 180 for specific teachers on use of materials, and data review at sites

Each of the last 2 years has included I-Ready training for administrators. Additional days of training for the last 3 years included a Dual Immersion planning day and 2 days of training for new teachers focused on classroom management and instructional strategies. A day was dedicated in 2019-2020 to Special Education staff led by the Special Services District Director. Site-based professional development topics have included: data analysis of i-Ready, CAASPP and CELDT, expectations for Professional Learning Communities, Positive Behavior Intervention Support (PBIS), and AVID strategies. Several teachers attended the AVID summer institute to be able to integrate writing, inquiry, collaboration, organization, and reading into teaching/lessons for all content areas.

Teachers are also expected to be knowledgeable with the educational computer programs to facilitate student learning through a different avenue. Students, parents, and teachers will be able to utilize Office 365 for many purposes.

Professional growth and participation in Professional Learning Communities is an ongoing focus as well as leading from the middle with support from InnovateEd. Increase in capacity leads to increase in student achievement. Team members work as a Leadership professional learning community to implement strategies and work toward attainment of the School Implementation Plan. Innovate Ed and Thoughtful Classroom focus areas guide site administration and leadership discussions and are focused on promoting and building strong instruction and leadership skills.

Professional development occurs internally, such as peer to peer, by the site coach and/or administration, or by the district support personnel; external sources such as consultants, company trainers, etc. Professional development is provided during the day (subs are provided for teachers), after school and during the summer (AVID). Staff development has been scheduled after school as well as during the school day once a month to include instructional assistants. BTSA mentors and a dedicated TOSA are provided to new teachers assigned to school sites.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,049	$49,378
Mid-Range Teacher Salary	$72,559	$77,190
Highest Teacher Salary	$88,228	$96,607
Average Principal Salary (ES)	$113,671	$122,074
Average Principal Salary (MS)	$109,348	$126,560
Average Principal Salary (HS)	$0	$126,920
Superintendent Salary	$171,593	$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31%	36%
Administrative Salaries	5%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$8314.26	$1479.27	$6834.99	$75,619.20
District	N/A	N/A	$10003.07	$72,068.00
State	N/A	N/A	$7,506.64	$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-37.6	4.8
School Site/ State	-9.4	-2.6

Note: Cells with N/A values 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.

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, 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 programs and transportation for students with special needs at our site. Including teachers and instructional assistants for Special Day Class, Resource Specialist Program, and Speech Services. 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.