

BEAR MOUNTAIN ELEMENTARY
School Site Council Committee
Agenda: August 26, 2025
Parent Center (E-5) at 2:20 p.m.

ITEMS	ACTIONS	NOTES
1. Call to Order	Call to Order	
2. Welcome and Introductions	Introductions of those present Review of sign-in/attendance	
3. Review of Agenda	Explanation of items Requests for additional items	Quorum Present: Yes/No
4. Read Minutes	Motion to approve School Site Council Meeting May 20, 2025	M: _____ 2 nd : _____ In favor: _____ Opposed: _____
5. Public Comment	Under the open meeting law, no action related to public comment may be acted upon at this meeting. Issues raised at this meeting may be scheduled for another SSC meeting.	
6. Guidance and Purpose for SSC	Law and Governance Review Bylaws	Review Bylaws
7. SSC Composition	Composition List and type of membership	
8. Greene Act	Greene Act Ed Code 35147(c)	Review
9. Nominations	Roles of Officers Seek Nominations <ul style="list-style-type: none"> • President • Vice President • Secretary • DAC • DAC Alternative 	Nominees: <ul style="list-style-type: none"> • President • Vice President • Secretary • DAC • DAC Alternatives: 1 _____ 2 _____ M: _____ 2 nd : _____ In Favor: _____ Opposed: _____
10. Roles and Responsibilities	Training on Roles and Responsibilities	
11. Title 1 Responsibilities	Title 1 Meeting Held August 14, 2025, via Zoom in English and Spanish 9:00 am and 5:00 pm School Site Plan Goals #1, Site Title I Program Evaluation and Other Evidence School Site Council Participates in Evaluation	
12. Title 1 Parent Policy	Parent Involvement Policy approved May 20, 2025	
13. Title 1 Parent Compact	School/Parent Compact approved May 20, 2025 Update on Percentage Returned and System in Place	
14. Uniform Complaint Procedures	Distribute UCP Annual Notice for 2025-2026	Input:
15. School Plan for Student Achievement (SPSA) Title 1 Budget	School Plan for Student Achievement (SPSA) Title 1 Budget Review	Input:
16. LCAP Input Opportunities	<ul style="list-style-type: none"> • Professional Development/Basic Services • Environment/Engagement • Attendance • Parent Involvement • Academics • English Learners 	
17. Announce future meeting	Tuesday, September 16, 2025	
18. Upcoming Dates	Labor Day- No School 9/1/25, Attendance Awareness Week (9/7/2025-9/12/2025), Suicide Prevention Week (9/15/25-9/19/25), AUSD Board Meeting 9/9/25, CWTP 9/19/25, Parent Teacher Conference Night (9/23/2025-9/25/2025), DAC 9/24/2025, DELAC 9/24/2025	
19. Adjournment		M: _____ 2 nd : _____ In favor: _____ Opposed: _____ Meeting adjourned at _____

BEAR MOUNTAIN ELEMENTARY
Comité del Concilio Escolar
Orden del día 26 de agosto del 2025
Centro para Padres (E-5) a las 2:20 p.m.

ARTÍCULOS	ACCIONES	NOTAS
1) Llamar al orden	Llamar al Orden	
2) Bienvenida e Introducción	Introducciones de los presentes Repaso de asistencia	
3) Revisión de la Agenda	Explicación de artículos Petición de artículos adicionales	
4) Leer Minutos	Moción para aprobar Reunión del consejo del sitio escolar 20 de mayo de 2025	M: 2 ^a En favor: Opuestos:
5) Comentarios del Público	Bajo la ley de junta abierta, ninguna acción relacionada al comentario público podrá tomar acción. Puntos en cuestión durante esta junta podrán planearse para otra junta de del Concilio	
6) Orientación y Propósito para SSC	Ley y Gobernabilidad Revisar los Estatutos	Revisar
7) SSC Composición	Lista del consejo escolar con categorías de membresía	
8) Ley Greene	Código de Educación de la Ley Greene 35147(c)	Revisar
9) Nominaciones	Roles de oficiales Buscar nominaciones •Presidente •Vice presidente • Secretario • DAC • Alternativa DAC	•Presidente •Vice presidente • Secretario • DAC • identificador alternativo DAC M: 2do: A favor: Opuesto:
10) Roles y responsabilidades	Entrenamiento en Roles y Responsabilidades	
11) Responsabilidades del Título 1	Reunión del Título 1 celebrada el 14 de agosto de 2025 a través de Zoom 9:00 am y 5:00 pm Metas # 1 del plan del sitio escolar, Evaluación del programa Título I del sitio y otra evidencia El consejo escolar participa en la evaluación	Revisar
12) Política de los padres del Título 1	Política de participación de los padres aprobado el 20 de mayo de 2025	M: 2 ^a En favor: Opuestos:
13) Compacto de padres del Título 1	Compacto de escuela / padres aprobado el 20 de mayo de 2025	
14) Procedimientos Uniformes de Quejas	Distribuir el aviso anual de UCP para 2025-2026	
15) Plan escolar para el rendimiento estudiantil (SPSA) Presupuesto del Título 1	Plan escolar para el rendimiento estudiantil (SPSA) Presupuesto del Título 1	
16) LCAP Oportunidades para dar Sugerencias	<ul style="list-style-type: none"> • Desarrollo Profesional/Servicios Básico • Ambiente/Compromiso • Asistencia • Participación de los padres • Académico • Aprendices de Inglés 	
17) Anunciar fecha de la próxima junta	Martes, 16 de septiembre de 2025	
18) Fechas Próximas	Día del Trabajo: no hay clases 1/9/25, Semana de concientización sobre la asistencia (7/9/2025-12/9/2025), Semana de prevención del suicidio (15/9/25-19/9/25), Reunión de la Junta de AUSD 9/9/25, CWTP 19/9/25, Noche de conferencia de padres y maestros (23/9/2025-25/9/2025), DAC 24/9/2025, DELAC 24/9/2025	
19) Aplazamiento		M: 2 ^a En favor: Opuestos: Aplazamiento: _____

BEAR MOUNTAIN ELEMENTARY

School Site Council (SSC)

Minutes: May 20, 2025

1. **Call to Order-** Javier Pacheco called the meeting to order at 2:31 p.m.
2. **Quorum:** Quorum was present.
3. **Welcome and Introductions-** Introductions were made. The following members were present: Ricardo Salinas, Carmelita Vega, Javier Pacheco, Maria Flores, Mireya Moguel, and Amalia Ojeda. Members absent were Stephanie Heckman, Diana Garcia, and Evelin Torres. A guest was present-Rocio Castro.
4. **Review of Agenda-** Ricardo Salinas reviewed the items on the agenda and there were no edits.
5. **Read minutes-** The minutes from March 25, 2025 were read and a motion for approval was made by Amalia and it was seconded by Carmelita. The motion was voted on and the minutes were approved. The April 29, 2025 were read and a motion was made by Amalia and it was seconded by Carmelita. The motion was voted on and the minutes were approved. All were in favor.
6. **Public Comments-** No comments were made
7. **Nominations and Vote:** Ricardo motioned to appoint Rocio Castro to our vacant parent position and Carmelita seconded the motion. The motion was voted on and the nomination was approved unanimously.
8. **DAC Report-** The main item of conversation per Mr. Salinas, was the Consolidated Application which was presented by Mrs. Emma P-Matinez.
9. **SPSA Comprehensive Needs Assessment 2024-2025-** Mr. Salinas reviewed current year's analysis of expenditures for Title 1 and that virtually all the funds are expended on personnel with the exception of parent engagement. He shared each person's responsibilities and students they targeted for support. He also reviewed what ELAC and SSC members selected as their top items for funding to support student outcomes. The committee had no input or recommendations.
10. **Review Single Plan for Student Achievement (SPSA) monitoring action steps 2025-2026-** Mr. Salinas provided a copy and reviewed the monitoring actions steps for the proposed 2025-2026 SPSA plan including expenditures, and personnel needs. He explained all the data, state and local, and input has been taken into account when creating the proposed action steps and goals. The committee agreed with the action steps presented in the SPSA.
11. **ELAC Input on SPSA-** Mr. Salinas explained that the ELAC committee agreed with the plan as presented and no additional inputs were provided.
12. **Approve Single Plan for Student Achievement 2025-2026-** A motion was made by Amalia to approve the SPSA plan as presented and it was seconded by Maria. The motion was voted on and the minutes were approved-all were in favor.
13. **2025-2026 Parent Engagement Policy:** Mr. Salinas provided an updated version of the draft of our Parent Engagement Policy for 2025-2026-he reviewed the date changes. A motion for approval was made by Amalia with the correction of the Spanish version to page 2, Number 3 bullet 1 to read 24 and not 224 and it was seconded by Rocio. The motion was voted on and the Parent ENGagement Policy was approved-all were in favor.
14. **2025-2026 School Parent Compact:** Mr. Salinas provided an updated draft version of the School Parent Compact for 2025-2026 and reviewed the date change. A motion was made by Amalia to approve the School Parent Compact and it was seconded by Carmelita. The motion was voted on and the School Parent Compact was approved-all were in favor.
15. **Data-**Mr. Salinas reported on i-Ready Diagnostic 3 data and commented on the huge gains Kindergarten has made along with good gains by other grades. Mr. Salinas also provided parents with a copy of the CHKS data and the questions students answered. Additionally, he provided a copy of the year to date attendance and BME is still above 95%. Mr. Salinas stated they would be pulling a student group to ask the questions about why they thought Fairness and Facility Upkeep went down. Committee members stated it could be lack of uniform fairness, equal correction for inappropriate behavior across the board, and more awards need to be given out.
16. **LCAP Input Opportunities-**Mr. Salinas asked the committee if they had any input for our LCAP foci of safe and welcoming environments, strengthening grade level standards-based instruction, staff professional development, or how to support our English language learners. He mentioned the ELAC committee recommended posters with images for the bathroom for students to follow the expectations with images for behavior and hygiene. SSC had no comments or input.

17. **Announce future meeting date-** The next SSC meeting was announced for August 26, 2025 at 2:20 p.m..
18. **Upcoming Dates-**Mr. Salinas reviewed upcoming dates with members- 6th Grade Campus Celebration Walk May 23, 2025 8:15 am, Coffee with the Principal: May 16, 2025 8:00 am, No School Monday May 26, 2025, Track and Field events May 27th & May 28th, Minimum Days May 27th-May 29th Dismissal 12:10 pm, Preschool End of Year Celebration May 28th Mendoza (a.m.) and Delgadillo at 9:30 a.m. Mendoza (p.m.) at 1:00, TK End of Year Celebration May 29th at 8:30 a.m., Last Day of School May 29, 2025
19. **Adjournment-** A motion to adjourn was made by Amalia and second by Maria. All members were in favor. The meeting was adjourned at 3:09 p.m..

PRIMARIA BEAR MOUNTAIN
Consejo Escolar (SSC)
Acta: 20 de mayo de 2025

1. **Llamada al Orden** - Javier Pacheco llamó al orden a la reunión a las 2:31 de la tarde.
2. **Quórum:** Hubo quórum presente.
3. **Bienvenida y presentaciones** - Se hicieron las presentaciones. Estuvieron presentes los siguientes miembros: Ricardo Salinas, Carmelita Vega, Javier Pacheco, María Flores, Mireya Moguel, y Amalia Ojeda. Las diputadas ausentes fueron Diana Garcia y Evelin Torres. Estuvo presente una invitada: Rocío Castro.
4. **Revisión de la agenda** : Ricardo Salinas revisó los puntos de la agenda y no hubo modificaciones.
5. **Leer las actas** : Se leyó el acta del 25 de marzo de 2025 y Amalia hizo una moción de aprobación y fue secundada por Carmelita. Se votó la moción y se aprobó el acta. Se leyó el 29 de abril de 2025 y Amalia hizo una moción y Carmelita la secundó. Se votó la moción y se aprobó el acta. Todos estaban a favor.
6. **Comentarios públicos** : no se realizaron comentarios
7. **Nominaciones y votación:** Ricardo hizo una moción para nombrar a Rocío Castro para nuestro puesto vacante de madre y Carmelita apoyó la moción. La moción fue votada y la nominación fue aprobada por unanimidad.
8. **Reporte de DAC:** el tema principal de conversación según el Sr. Salinas fue la Solicitud Consolidada que fue presentada por la Sra. Emma P-Matinez.
9. **Evaluación integral de necesidades de SPSA 2024-2025:** El Sr. Salinas revisó el análisis de gastos del año actual para el Título 1 y que prácticamente todos los fondos se gastan en personal con excepción de la participación de los padres. Compartió las responsabilidades de cada persona y los estudiantes a quienes buscaban apoyo. También revisó lo que los miembros de ELAC y SSC seleccionaron como sus principales elementos de financiación para apoyar los resultados de los estudiantes. El comité no tuvo aportes ni recomendaciones.
10. **Revisar los pasos de acción de monitoreo del Plan Único para el Rendimiento Estudiantil (SPSA) 2025-2026:** El Sr. Salinas proporcionó una copia y revisó los pasos de las acciones de monitoreo para el plan SPSA propuesto para 2025-2026, incluidos los gastos y las necesidades de personal. Explicó que todos los datos, estatales y locales, y los aportes se han tenido en cuenta al crear los pasos de acción y objetivos propuestos. El comité estuvo de acuerdo con los pasos de acción presentados en el SPSA.
11. **Aportes de ELAC sobre SPSA:** El Sr. Salinas explicó que el comité ELAC estuvo de acuerdo con el plan tal como se presentó y no se proporcionaron aportes adicionales.
12. **Aprobar el Plan Único para el Rendimiento Estudiantil 2025-2026:** Amalia hizo una moción para aprobar el plan SPSA tal como se presentó y Maria la secundó. Se votó la moción y se aprobaron las actas; todos estuvieron a favor.
13. **Política de participación de los padres 2025-2026:** El Sr. Salinas proporcionó una versión actualizada del borrador de nuestra Política de participación de los padres para 2025-2026; revisó los cambios de fechas. Amalia hizo una moción de aprobación con la corrección de la versión en español a la página 2, Número 3 viñeta 1 para que dijera 24 y no 224 y fue secundada por Rocío. Se votó la moción y se aprobó la Política de participación de los padres; todos estuvieron a favor.
14. **Convenio escolar para padres 2025-2026:** El Sr. Salinas proporcionó una versión preliminar actualizada del Pacto Escolar y Padres para 2025-2026 y revisó el cambio de fecha. Amalia hizo una moción para aprobar el Pacto Escolar y Padres y Carmelita la secundó. Se votó la moción y se aprobó el Pacto Escolar y Padres; todos estuvieron a favor.
15. **Datos:** El Sr. Salinas informó sobre los datos de i-Ready Diagnostic 3 y comentó sobre los enormes avances que ha logrado el jardín de infantes junto con buenos avances en otros grados. El Sr. Salinas también proporcionó a los padres una copia de los datos de CHKS y las preguntas que respondieron los estudiantes. Además, proporcionó una copia de la asistencia del año hasta la fecha y BME todavía está por encima del 95%. El Sr. Salinas dijo que reunirían un grupo de estudiantes para hacer preguntas sobre por qué pensaban que la equidad y el mantenimiento de las instalaciones habían fallado. Los miembros del comité afirmaron que podría deberse a una falta de equidad

uniforme, una corrección equitativa por comportamiento inapropiado en todos los ámbitos y que es necesario otorgar más premios.

16. **Oportunidades de aportes del LCAP:** El Sr. Salinas preguntó al comité si tenían algún aporte para nuestros enfoques LCAP de ambientes seguros y acogedores, fortalecimiento de la instrucción basada en estándares de nivel de grado, desarrollo profesional del personal o cómo apoyar a nuestros estudiantes del idioma inglés. Mencionó que el comité ELAC recomendó carteles con imágenes para el baño para que los estudiantes sigan las expectativas con imágenes de comportamiento e higiene. El SSC no hizo comentarios ni aportes.
17. **Anuncie la fecha de la reunión futura :** la próxima reunión del SSC se anunció para el 26 de agosto de 2025 a las 2:20 p.m.
18. **Próximas fechas:** El Sr. Salinas revisó las próximas fechas con los miembros: caminata de celebración en el campus de sexto grado 23 de mayo de 2025 a las 8:15 a. m., café con el director: 16 de mayo de 2025 a las 8:00 a. m., no hay clases el lunes 26 de mayo de 2025, eventos de atletismo el 27 y 28 de mayo, días mínimos del 27 al 29 de mayo, salida a las 12:10 p. m., celebración de fin de año preescolar 28 de mayo Mendoza (a.m.) y Delgadillo a las 9:30 a.m. Mendoza (p.m.) a la 1:00, Celebración de fin de año de TK 29 de mayo a las 8:30 a.m., Último día de clases 29 de mayo de 2025
19. **Aplazamiento:** Amalia hizo una moción para aplazar la sesión y Maria la secundó. Todos los miembros estaban a favor. Se levantó la sesión a las 3:09 de la tarde.

Bear Mountain Elementary School Site Council Bylaws

ARTICLE I: NAME

The name of this committee shall be the **Bear Mountain School Site Council**

ARTICLE II: PURPOSE:

The purpose of this council shall be to:

1. **Develop and Recommend the school improvement plan (School Site plan).**
2. Have ongoing **responsibility to review** with the principal, teachers, other school personnel and pupils the implementation of the school improvement plan and to assess periodically the effectiveness of the program
3. **Annually review the school improvement plan** and if necessary, make modifications in the plan to reflect changing improvement needs and priorities.
4. **Take other actions** as required by the Education Code.

ARTICLE III: MEMBERSHIP:

Section 1:

The council shall be **composed** of the principal and other representatives: teachers at the school, other school personnel, parent of pupils attending the school elected by their peers.

The council shall be **constituted to ensure parity** between the principal, classroom teachers, and other school personnel and parents or community members.

Classroom teachers shall comprise the majority of the persons representing school staff.

The council will elect both an alternate staff member and an alternate parent.

One member of the School Site Council shall approve to serve as an official representative to the **District Advisory Committee**. An official alternate shall also be approved.

Section 2:

The membership of this committee shall not **exceed 22 nor be less than 10**.

Section 3:

Resignations will be accepted only by the chairperson. A member shall no longer hold membership should he or she no longer meet the membership requirements under which they were elected. Membership shall automatically **terminate** for any member who is absent from all regular meetings for a **period of 3 consecutive** meetings. The council, by affirmative vote of two-thirds of all members, can suspend a member.

Section 4:

All members of the council shall **serve for a 2-year term**. Those terms however, shall be staggered. Only one half, or the nearest approximation thereof, (with exception of the principal), of the School Site Council membership shall be elected at any one time. It is permissible for a person to elect to serve for more than one term in succession.

Section 5:

Each member shall be **entitled to one vote** and may cast vote on each matter submitted to a vote of the council. The elected alternate shall vote in absence of the representative. Absentee ballots shall not be permitted.

ARTICLE IV: OFFICERS AND MEMBERS

Section 1:

Resignation will be accepted only by the chairperson. A member shall no longer hold membership should he or she cease to meet the membership requirements under which he or she was selected, e.g., a parent becomes employed by the site. Membership shall automatically terminate for any member who is absent from all regular meetings for a period of 3 consecutive meetings. The council, by affirmative vote of two-thirds of all members, can suspend or expel a member.

Section 2:

Any **vacancy** on the council shall be filled by the regular peer selection process.
(Article 3, Section 1)

Section 3:

The **officers** of this council shall be a chairperson, vice- chairperson, and a recording secretary.

ARTICLE V: MEETINGS

Section 1:

Meetings shall be held at least **6 times per school calendar** year.

Section 2:

A simple majority of the membership shall constitute a **quorum**. (50% + 1; at least 6 members)

School Site Council Bylaws adopted & approved by SSC:

School Site Council Bylaws approved by the Arvin Union School District:

Escuela Primaria Bear Mountain

Estatutos del Consejo Escolar

ARTÍCULO I: NOMBRE

El nombre de este comité será el Consejo Escolar de Bear Mountain.

ARTÍCULO II: OBJETO

El propósito de este consejo será:

1. Desarrollar y recomendar el plan de mejora escolar (plan del sitio escolar).
2. Tener la responsabilidad continua de revisar con el director, los maestros, otro personal escolar y los alumnos la implementación del plan de mejora escolar y evaluar periódicamente la efectividad del programa.
3. Revisar anualmente el plan de mejora escolar y, si es necesario, realizar modificaciones en el plan para reflejar las necesidades y prioridades cambiantes de mejora.
4. Tomar otras acciones según lo requiera el Código de Educación.

ARTÍCULO III: MEMBRESÍA:

Sección 1:

- El consejo estará compuesto por el director y otros representantes: profesores de la escuela, otro personal de la escuela, padres de los alumnos que asisten a la escuela elegidos por sus compañeros.
- El consejo se constituirá para garantizar la paridad entre el director, los maestros del salón de clases y otro personal escolar y los padres o miembros de la comunidad.
- Los profesores de aula constituirán la mayoría de las personas que representen al personal de la escuela.
- El consejo elegirá tanto a un miembro del personal suplente como a un padre suplente.
- Un miembro del Consejo Escolar deberá aprobar servir como representante oficial ante el Comité Asesor del Distrito. También se aprobará un suplente oficial.

Sección 2:

La composición de este comité no excederá de 22 ni será inferior a 10.

Sección 3:

Las renuncias serán aceptadas únicamente por el presidente. Un miembro dejará de ser miembro si ya no cumple con los requisitos de membresía bajo los cuales fue elegido. La membresía terminará automáticamente para cualquier miembro que esté ausente de todas las reuniones regulares por un período de 3 reuniones consecutivas. El consejo, por voto afirmativo de dos tercios de todos los miembros, puede suspender a un miembro.

Sección 4:

Todos los miembros del consejo servirán por un período de 2 años. Esos plazos, sin embargo, serán escalonados. Sólo la mitad, o la aproximación más cercana a la misma (con excepción del director), de los miembros del Consejo Escolar serán elegidos en cualquier momento. Está permitido que una persona elija servir durante más de un mandato consecutivo.

Sección 5:

Cada miembro tendrá derecho a un voto y podrá emitir comité sobre cada asunto sometido a votación del consejo. El suplente electo votará en ausencia del representante. No se permitirán votos en ausencia.

ARTÍCULO IV: FUNCIONARIOS Y MIEMBROS

Sección 1:

La renuncia será aceptada únicamente por el presidente. Un miembro dejará de ser miembro si deja de cumplir con los requisitos de membresía bajo los cuales fue seleccionado, por ejemplo, si un padre pasa a ser empleado del sitio. La membresía terminará automáticamente para cualquier miembro que esté ausente de todas las reuniones regulares por un período de 3 reuniones consecutivas. El consejo, por voto afirmativo de dos tercios de todos los miembros, puede suspender o expulsar a un miembro.

Sección 2:

Cualquier vacante en el consejo se cubrirá mediante el proceso regular de selección de pares.
(Artículo 3, Sección 1)

Sección 3:

Los funcionarios de este consejo serán un presidente, un vicepresidente y un secretario de actas.

ARTÍCULO V: REUNIONES

Sección 1:

Las reuniones se llevarán a cabo al menos 6 veces por año calendario escolar.

Sección 2:

Una mayoría simple de los miembros constituirá quórum. (50% + 1; al menos 6 miembros)

Estatutos del Consejo Escolar adoptados y aprobados por el SSC:

Estatutos del Consejo Escolar aprobados por el Distrito Escolar Unido de Arvin:

THE GREENE ACT

School/District Councils & English Learners Committees

ED 35147

1. Any meeting held by a council or committee shall be open to the public.
2. Any member of the public shall be able to address the council or committee during the meeting on any item within the subject matter jurisdiction of the council or committee.
3. Notice of the meeting shall be posted at the school site or other appropriate place accessible to the public* at least 72 hours prior to the meeting.
4. The meeting notice shall specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon.
5. The council or committee may not take any action on any item of business unless a) the item appeared on the posted agenda, or b) the council or committee members find, by unanimous vote, that there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda.
6. Questions or brief statements made at the meeting by members of the council, committee, or public need not be described on an agenda as items of business if those questions or statements a) do not have a significant effect on pupils or employees in the school or school district; or b) can be resolved solely by the provision of information.
7. If a council or committee violates the procedural meeting requirements described above, and upon the demand of any person, the council or committee shall reconsider the items at its next meeting after allowing for public input on the item.
8. Any materials provided to a school site council shall be made available to any member of the public who requests the materials pursuant to the California Public Records Act.

**** Notices and agendas should be posted in an area that is visible to all members of the school community, including parents/guardians.***

EL ACTO GREENE

Consejos escolares/distritales y comités de estudiantes de inglés

ED 35147

1. Cualquier reunión celebrada por un consejo o comité estará abierta al público.
2. Cualquier miembro del público podrá dirigirse al consejo o comité durante la sesión.
reunión sobre cualquier tema dentro de la jurisdicción del tema del consejo o comité.
3. El aviso de la reunión se publicará en el sitio escolar u otro lugar apropiado.
accesible al público* al menos 72 horas antes de la reunión.
4. La convocatoria de la reunión especificará la fecha, hora y lugar de la reunión y contendrá
una agenda que describa cada tema de negocio a discutir o sobre el cual se actuará.
5. El consejo o comité no podrá tomar ninguna medida sobre ningún asunto a menos que a) el
tema apareció en la agenda publicada, o b) los miembros del consejo o comité encuentran, por
voto unánime, que es necesario tomar medidas inmediatas y que la necesidad de actuar
llegó a la atención del consejo o comité después de la publicación del
agenda.
6. Preguntas o declaraciones breves hechas en la reunión por los miembros del consejo, comité,
o público no necesitan describirse en una agenda como asuntos a tratar si esas preguntas o
declaraciones a) no tienen un efecto significativo en los alumnos o empleados de la escuela o
Distrito escolar; o b) puede resolverse únicamente mediante el suministro de información.
7. Si un consejo o comité viola los requisitos procesales de la reunión descritos anteriormente,
y a petición de cualquier persona, el consejo o comité reconsiderará los artículos
en su próxima reunión después de permitir la opinión del público sobre el tema.
8. Cualquier material proporcionado a un consejo escolar deberá estar disponible para cualquier
miembro de el público que solicita los materiales de conformidad con la Ley de Registros Públicos de
California.

**** Los avisos y agendas deben publicarse en un área visible para todos los miembros de la comunidad escolar, incluidos los padres/tutores.***



School Site Council

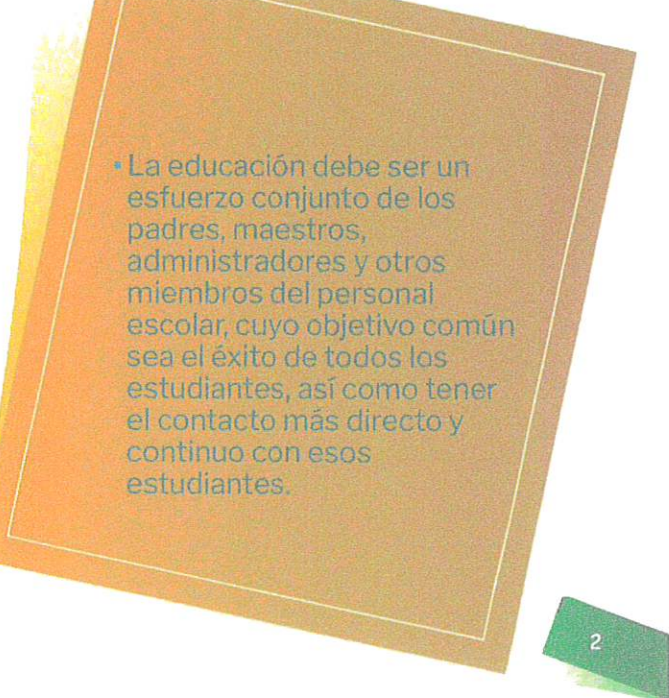
BEAR MOUNTAIN ELEMENTARY



Legislative Intent

Bear Mountain Elementary

- Education should be a joint effort of parents, teachers, administrators and other school staff whose common goal is the success of all students, as well as having the most direct and ongoing contact with those students.

- 
- La educación debe ser un esfuerzo conjunto de los padres, maestros, administradores y otros miembros del personal escolar, cuyo objetivo común sea el éxito de todos los estudiantes, así como tener el contacto más directo y continuo con esos estudiantes.

*La membresía de los padres o la comunidad equivale a la membresía del personal

*Los maestros de aula deben estar en la mayoría del lado del personal

*Otro personal de la escuela incluye:

Otros puestos de administración (Subdirector)

Otros puestos fuera del aula (entrenadores)

Todo el personal clasificado del sitio

El Consejo más pequeño se compone de 10 miembros

Bear Mountain Elementary

Elementary Compositions

*Parent or community membership is equal to staff membership

*Classroom teachers must be in the majority of staff side

*Other school personnel include:

Other administration positions (Vice Principal)

Other non-classroom positions (Academic Coach)

All site classified personnel

Smallest Council is composed of 10 members

3

Roles and Responsibility

Serve as the school community representative body for determining the focus of the school's academic instructional program and all related categorical resources.

SSC Responsibility

- Analyze and evaluate the academic achievement of all students in the school (subgroup analysis)
- Obtain recommendations from school-site advisories and special committees regarding the focus of the school's Single Plan for Student Achievement
- Develop and approve the school plan and all proposed expenditures in accordance with state and federal laws and regulations
- Recommend the school plan and related budget to the local governing board

Servir como el cuerpo representativo de la comunidad escolar para determinar el enfoque del programa de instrucción académica de la escuela y todos los recursos categóricos relacionados.

Responsabilidad de SSC

- Análizar y evaluar el rendimiento académico de todos los estudiantes en la escuela (análisis de subgrupos)
- Obtenga recomendaciones de los avisos del sitio escolar y comités especiales con respecto al enfoque del Plan Único para el Aprovechamiento Estudiantil de la escuela
- Desarrolle y apruebe el plan escolar y todos los gastos propuestos de acuerdo con las leyes y regulaciones estatales y federales
- Recomiende el plan escolar y el presupuesto relacionado a la mesa directiva local.

4

Roles and Responsibility

Serve as the school community representative body for determining the focus of the school's academic instructional program and all related categorical resources.

Continue -SSC Responsibility

- Provide ongoing monitoring of the plan and budget/expenditures
- Revise the school plan; including expenditures, timelines, and evaluation criteria, as needed
- Participate in all local, state, and federal reviews of the school's program for compliance and quality
- Review and provide input on Title 1 Parent Compact and Parent Involvement Policy

Servir como el cuerpo representativo de la comunidad escolar para determinar el enfoque del programa de instrucción académica de la escuela y todos los recursos categóricos relacionados.

Continua -Responsabilidad de SSC

- Provea un monitoreo continuo del plan y presupuesto / gastos
- Revisar el plan escolar; incluyendo gastos, cronogramas y criterios de evaluación, según sea necesario
- Participar en todas las evaluaciones locales, estatales y federales del programa de la escuela para el cumplimiento y la calidad
- Revise y aporte información sobre el Acuerdo de Padres del Título 1 y la Política de Participación de los Padres

5

Roles and Responsibility

Serve as the school community representative body for determining the focus of the school's academic instructional program and all related categorical resources.

Continue -SSC Responsibility

- Conduct an annual evaluation of the effectiveness of the school's progress toward meeting the school goals to raise achievement for all students
- Encourage a broad representation of parents, community, teachers, staff, and students from all subgroups and programmatic groups in leadership roles and in the activities of the council
- Carry out all other duties assigned to the council by the district governing board and by state or federal law

Servir como el cuerpo representativo de la comunidad escolar para determinar el enfoque del programa de instrucción académica de la escuela y todos los recursos categóricos relacionados.

Continua -Responsabilidad de SSC

- Llevar a cabo una evaluación anual de la efectividad del progreso de la escuela para alcanzar las metas de la escuela para aumentar los logros de todos los estudiantes
- Aliente una amplia representación de padres, comunidad, maestros, personal y estudiantes de todos los subgrupos y grupos programáticos en roles de liderazgo y en las actividades del consejo
- Llevar a cabo todas las demás tareas asignadas al consejo por la junta directiva del distrito y por la ley estatal o federal

6

School Effectiveness

- Focus on student achievement
- Maintain high levels of collaboration
- Provide opportunities for shared leadership
- Demonstrate good problem solving skills
- Allow for expression of opinions
- Come prepared
- Communicate with wider audience
- Seek information
- Utilize a procedural guide
- Maintain regular meeting dates and times

- Enfocarse en el rendimiento estudiantil
- Mantener altos niveles de colaboración
- Proporcionar oportunidades para el liderazgo compartido
- Demostrar buenas habilidades para resolver problemas
- Permitir la expresión de opiniones
- Ven preparado
- Comunicate con una audiencia más amplia
- Buscar información
- Utiliza una guía de procedimientos
- Mantener fechas y fechas de reuniones regulares

Offices/Officials

President – helps develop agenda, runs meetings

Vice President – fills in for president

Secretary – takes minutes

District Advisory Council Representative (2) – communicates between the School Site Council and the District Advisory Council

Members – consider data, information, budget, and vote as a representative of your group

Presidente: ayuda a desarrollar la agenda, organiza reuniones

Vicepresidente: se llena de presidente

Secretario - lleva minutos

Representante del Consejo Consultivo del Distrito (2): se comunica entre el Consejo Escolar y el Consejo Asesor del Distrito

Miembros: considere datos, información, presupuesto y vote como representante de su grupo.

Role of the Principal

- Es un miembro
- No puede vetar
- Proporciona capacitación a los miembros del SSC
- Proporciona liderazgo al consejo
- Asiste al presidente
- Proporciona o coordina actualizaciones de presupuesto y plan
- Proporciona datos de rendimiento estudiantil
- Proporciona información de planificación
- Asume la responsabilidad de la implementación del plan aprobado.

- Is a member
- May not veto
- Provides training to SSC members
- Provides leadership to the council
- Assists chairperson
- Provides or coordinates budget and plan updates
- Provides student achievement data
- Provides planning information
- Assumes responsibility for implementation of the approved plan.

BEAR MOUNTAIN ELEMENTARY SCHOOL TITLE I SCHOOL-LEVEL PARENT AND FAMILY ENGAGEMENT POLICY

Bear Mountain Elementary School has developed a written Title I parent and family engagement policy with input from Title I parents. Parents are able to offer input/suggestions during School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings, during parent nights, and may respond to correspondence the Principal sends to parents asking for their input as well. BME distributes the policy to parents of Title I students at the beginning of the school year. Bear Mountain Elementary School's policy describes the means for carrying out the following Title I parent and family engagement requirements. (*Title I Parent and Family Engagement Policy, ESSA section 116(a)(2)*)

Engagement of Parents in the Title I Program

Bear Mountain Elementary School does the following:

1. Convenes an annual meeting to inform parents of Title I students of Title I requirements and their rights to be involved in the Title I program.
 - There is a virtual district meeting for Title I parents scheduled at the beginning of the year-August 14, 2025 at 9:00 a.m. and 5:00 p.m..
 - The Site Principal includes the topic of Title I on different parent meeting agendas in order to keep parents informed on an ongoing basis.
2. Offers a flexible number of meetings.
 - There is at least one Informational Meeting per trimester. (Most are held during the afternoon or evening since that is the most available time for parents to attend.)
 - There is at least one virtual/in person AVID, Literacy, ELD, Science, or Math per school year. The focus will be to help parents support their children with work aligned to grade level standards.
3. Involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I parent and family engagement policy.
 - At various in person parent meetings, the Principal provides the opportunity for parents to gain knowledge regarding the Title I programs and the parent and family engagement policy, and informs the parents they always have the right to offer suggestions/input on how to improve either one at any time during the year.
4. Provides parents of Title I students with timely information about Title I programs.
 - The Principal includes opportunities to discuss Title I programs on parent meeting agendas as needed.
5. Provides parents of Title I students with an explanation of the curriculum, academic assessments, and proficiency levels students are expected to meet.
 - The Principal conducts Informational Nights in person for parents in order to inform parents about and to discuss the curriculum, assessments, and proficiency levels their children are expected to meet.
 - The school site will provide information on the school ParentSquare to inform parents about the curriculum, assessments, and proficiency levels their children are expected to meet.
 - Parents may also receive the above information during Back to School Night, Conferences, or during other in-person parent meetings such as SSC, ELAC, etc..
6. Provides parents of Title I students, if requested, with opportunities for regular in-person meetings to participate in decisions relating to the education of their children and respond to any such suggestions as soon as practically possible.
 - There are in-person parent meetings scheduled throughout the year that offer opportunities for parents of Title I students to participate in decisions relating to the education of their children.
 - At each meeting, the Principal makes sure to let parents know they are able to offer input/suggestions regarding the education of their child.

Shared Responsibilities for High Student Achievement

Bear Mountain Elementary School has jointly developed with, and distributes to parents of Title I students, a School-Parent Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and describes the means by which the entire school and parents will build and develop a partnership to help children reach proficiency on the Common Core academic standards. The school-parent compact describes the following items in addition to items added by parents of Title I students:

1. The school's responsibility is to provide high-quality curriculum and instruction through multiple learning digital platforms in a supportive and effective learning environment that enables students to meet the state standards.
 - Providing a standards-based curriculum.
 - Monitor student progress in reading and math through daily lessons, formative assessments, and grade level common formative assessments for the purpose of gathering information to drive targeted daily instruction and to provide progress reports to parents.
 - Build relationships with and among students to foster engagement and interaction.
 - Work consistently and collaboratively with grade level teams and families to improve teaching and learning.
 - Implement effective teaching strategies and differentiate instruction to meet individual needs.

- Provide purposeful homework to reinforce and support learning.
 - Communicate regularly with families about student progress through virtual/in-person conferences, ParentSquare, progress reports, and other reasonable means as it relates to the individual child's progress and achievement. Information and opportunities will be shared through such means as student agendas, email, telephone, webpages, direct/informal contact via Google Classroom, conferences, office contacts, voicemail, newsletters, and digital platforms: Google Classroom and ParentSquare.
 - Foster reasonable access to staff and provide parents opportunities to participate in their child's class.
2. The parents' responsibility is to support their children's learning.
- Ensure that my child attends school every day in person and arrives on time and ready to learn.
 - Check my student's assignments through their planner or digital platform Google Classroom and assignment folders every evening to support classroom assignment completion.
 - Help my child find a place and time to do their assignments.
 - Use ParentSquare, Google Classroom, and/or student agenda as a communication tool between home and school by signing each week and adding any comments or questions.
 - Review all notices/information received via print or digitally through Parent Square.
 - Let the teacher know if my child has any problems with learning or technical issues.
 - Help my child see how to use reading, math, organization, and communication skills to pursue his or her interests and how I use them in everyday life.
 - Celebrate my student's successes in school and online learning.
 - Attend teacher conferences and parent workshops.
 - Visit my child's digital classroom, Google Classroom, as often as possible.
3. Everyone's shared responsibility for ongoing communication, including but not limited to, parent teacher conferences, in-person engagement nights, reports on student progress, staff or parent requested meetings, and opportunities to volunteer and participate in and observe the educational program.
- Provide standards-based report cards to parents at the end of each trimester on the following dates: October 24, 2025, February 13, 2025, and May 28, 2026.
 - Hold parent/teacher conferences in person during the afternoons of September 23, 2025 to September 25, 2025. The evening Conference will take place on September 23, 2025. A second set of conferences will be held in the evening of January 20, 2026 and during the afternoons of January 20, 2026 to January 22, 2026.
 - BME teachers will send progress reports as needed and/or if requested by parents at any time during the year.
 - Test results will be provided annually by copy and via online access through district programs, as available, for students participating in ELPAC, CAASPP and other state testing.
 - Parents are able to make an in person appointment to conference with their child's teacher at any time during the school year.

(**The School-Parent Compact was developed with Title I parent input by providing opportunities during several parent meetings throughout the year. The School-Parent Compact is distributed to parents in October. A copy of the School-Parent Compact is attached.)

Building Capacity for Engagement

Bear Mountain Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - Teachers meet in-person with parents during Back to School Night and Conferences where they go over the standards, the assessments, and how parents may monitor and improve the achievement of their children through multiple learning platforms.
 - Parent Night Workshops and Family Nights are held in person to provide experience with standards aligned work. There is also more intense training provided to parents that have children who are scoring in the Strategic and Intensive ranges on specific key standard areas.
 - Common Core standards will be a focus of workshops to ensure parents understand the rigor and type of work expected for students to achieve.
 - AVID implementation will include a parent component to encourage families to focus on college and career readiness through a digital learning platform.
2. Provides materials and training to help Title I parents work with their children to improve their children's achievement.
 - Career, Math, and/or Science Parent Nights are designed and offered to teach parents how to work with their child at home.
 - The staff may also refer parents, if applicable, to the Migrant or After School programs for additional support and/or resources.

3. Educate staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners.
 - Parents are invited to speak about the importance of staff and parents working as equal partners during regularly scheduled virtual/in person meetings. Meetings are considered a time for parents, community, and staff to work collaboratively.
 - Parents are encouraged to volunteer in their child's classroom during the school day- on a case by case basis.
4. Coordinates and integrates the Title I parent and family engagement program with other programs and conducts other activities, such as parent resource centers, that encourage and support parents with participating in the education of their children.
 - In person "Coffee with the Principal," almost monthly, designed to spend time with parents and let them give valuable input.
 - The Title I parent and family engagement program is integrated into the already existing programs so that it will be included throughout the year.
5. Distributes to Title I parents information related to school and parent programs, virtual/in person meetings, and other activities for parents to participate digitally in a form and language that the parents understand.
 - All letters, invitations to meetings, events/programs, etc. are sent home both in English and Spanish through the school website, phone call, and Parent Square.
 - Public notices are also posted both in English and Spanish on the school website.
6. Provides support for parent and family engagement activities requested by Title I parents.
 - To the extent possible, all requests for parent and family engagement activities requested by Title I parents are honored with Title I funds. Those funds may be used to purchase materials, hire staff, provide training, etc. for the requested activities.

Accessibility

Bear Mountain Elementary provides opportunities for all Title I parents to participate in person, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

- Both the district and the schools send all correspondence regarding information and reports in both English and Spanish, since most of our parents speak/read Spanish. No parents are excluded because of the language they speak, a disability they may have, or due to their migratory status.

Coffee with the Principal

DATES:

Aug 22 2025	Sept 19 2025	Oct 17 2025	Nov 21 2025	Jan 23 2026	Feb 20 2026	Mar 20 2026	Apr 17 2026	May 15 2026
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ELAC 8:00 am / SSC 2:20 pm - In person Open Sessions

DATES:

Aug 26 2025	Sept 16 2025	Oct 28 2025	Nov 18 2025	Jan 27 2026	Feb 24 2026	Mar 24 2026	Apr 28 2026	May 19 2026
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Bear Mountain Elemental
REGLAMENTO DE PARTICIPACIÓN PARA PADRES Y FAMILIAS DEL TÍTULO I AL NIVEL-ESCOLAR

La escuela elemental de Bear Mountain ha desarrollado un reglamento de participación de padres y familias bajo el Título I escrito con sugerencias de Padres del Título I. Los padres pueden ofrecer sus ideas o sugerencias durante juntas del Concilio del Sitio (SSC), el Concilio Consejero de Aprendices del Inglés (ELAC), en persona durante las Noches para Padres, y por medio de correspondencia cuando el Director envía notas al hogar pidiendo sugerencias también. El reglamento es enviado a padres de alumnos clasificados como Título I alumnos al principio del año escolar. El reglamento de la escuela Bear Mountain Elemental describe las maneras para llevar a cabo los siguientes requisitos para el Reglamento de Participación de Padres y Familias del Título I. (Título I Reglamento de Participación de Padres y Familias, ESSA sección 1116 (a)(2))

Reglamento de Participación de Padres y Familias en el Programa Título I

La escuela Bear Mountain hace lo siguiente:

1. Congrega una junta anual para informar a los padres de alumnos del Título I de los requisitos de Título I y de sus derechos de ser involucrados en el programa Título I.
 - Hay una reunión virtual del distrito para padres de Título I programada para principios de año, el 14 de agosto de 2025, a las 9:00 a. m. y a las 5:00 p. m.
 - El Director del plantel incluye el tema, Título I, en diferentes agendas de juntas para padres con el propósito de poder mantener a los padres informados durante el año.
2. Ofrece una cantidad flexible de juntas.
 - Habrá por lo menos una Noche Informativa cada trimestre planeado para padres. (La mayoría son durante la noche, ya que es el mejor tiempo para asistir para la mayoría de padres.)
 - Habrá por lo menos una noche virtual de Lectura, Matemáticas o STEM (ciencia, tecnología, ingeniería y matemáticas). El enfoque será ayudarles a los padres para apoyar a sus hijos en casa con sus trabajos.
3. Involucra a padres de alumnos del Título en una manera organizada, continua, y al corriente, en el planeamiento, reviso, y mejoramiento de sus Título I programas y en el Reglamento de Participación de Padres y Familias de Título I.
 - En varias juntas virtuales/ en persona para padres, el Director provee la oportunidad para que los padres ganen información acerca de los programas de Título I y del Reglamento de Participación de Padres y Familias, e informa a los padres que siempre tienen el derecho para ofrecer ideas o sugerencias en cómo mejorar cualquiera de los dos durante cualquier tiempo del año.
4. Provee a padres de alumnos del Título con información al corriente acerca de los programas del Título I.
 - El Director incluye oportunidades para discutir los programas de Título I en las agendas de las juntas para padres cuando se ofrezcan.
5. Provee a los padres de alumnos del Título I con una explicación del plan de estudios, los exámenes, y los niveles de competencia los cuales es esperado que logren los alumnos.
 - El Director planea Noches virtuales/ en persona de Información cada trimestre para padres para informarles y discutir sobre el plan de estudios, los exámenes, y los niveles de competencia los cuales es esperado que logren los alumnos.
 - El sitio de la escuela proporcionará información en ParentSquare de la escuela para informar a los padres sobre el plan de estudios, las evaluaciones y los niveles de competencia que se espera que alcancen sus hijos.
 - Los padres también pueden recibir la misma información durante la Noche de Regreso a Clase, las Conferencias, o durante cualquier otra junta para padres como el del Concilio del Plantel, el del Concilio Consejero de Aprendices del Inglés, etc..
6. Provee a los padres de alumnos del Título I, si hay petición, con oportunidades para juntas regulares para participar en discusiones tocante la educación de sus hijos.
 - Hay varias juntas para padres planeadas durante el año las cuales ofrecen muchas oportunidades para los padres de alumnos del Título I a participar en decisiones tocante la educación de sus hijos.
 - En cada junta, el Director asegura dejar saber a los padres que pueden ofrecer sus ideas o sugerencias tocantes a la educación de sus hijos. También hay formas disponibles que se entregan a los padres o las cuales pueden obtener en la oficina del plantel para que puedan hacerlo en cualquier momento.

Acuerdo entre el Plantel y Padres

Bear Mountain Elemental ha desarrollado conjuntamente con y distribuye a los padres con estudiantes de Título I un compacto escolar que describe como padres, estudiantes y personal de toda la escuela, compartirá la responsabilidad de mejorar el logro académico de los estudiantes. También describe cómo el plantel y los padres desarrollarán una asociación para ayudar a los niños llegar a la competencia en los Estándares Comunes Estatales. El acuerdo entre el plantel y los padres describe los siguientes detalles además de los detalles agregados por los padres de alumnos del Título I:

1. La responsabilidad del plantel para proveer un plan de estudios e instrucción de alta calidad.
 - Proveerá un ambiente de apoyo y efectivo
 - Proveerá un plan de estudios alineado con los estándares del estado

- Monitorear el progreso de los estudiantes en lectura y matemáticas a través de lecciones diarias, evaluaciones formativas y evaluaciones formativas comunes de nivel de grado con el fin de recopilar información para impulsar la instrucción diaria específica y proporcionar informes de progreso a los padres.
- Construir relaciones con y entre los estudiantes para promover interés e interacción.
- Trabajar consistentemente junto con el equipo del grado y las familias para mejorar la enseñanza y el aprendizaje.
- Implementar estrategias efectivas y diferenciar instrucción para lograr las necesidades de los individuos.
- Proveeré tareas significativas para reforzar y apoyar el aprendizaje.
- Comunicarse regularmente con las familias sobre el progreso de los estudiantes a través de conferencias virtuales/en persona, ParentSquare, informes de progreso y otros medios razonables en relación con el progreso y los logros de cada niño. La información y las oportunidades se compartirán a través de medios tales como agendas estudiantiles, correo electrónico, teléfono, páginas web, contacto directo/informal a través de Google Classroom, conferencias, contactos de oficina, correo de voz, boletines y plataformas digitales: Google Classroom y ParentSquare.
- Promoveré el acceso razonable al personal y brindar a los padres oportunidades para participar en la clase de sus hijos.

2. La responsabilidad de los padres es apoyar el aprendizaje de sus hijos.

- Asegurarse de que mi hijo asista a la escuela todos los días en persona y llegue a tiempo y listo para aprender.
- Revisar las tareas de mi estudiante a través de su agenda o plataforma digital Google Classroom y las carpetas de tareas todas las noches para ayudar a completar las tareas en el aula.
- Ayudar a mi hijo a encontrar un lugar y un momento para hacer sus tareas.
- Utilice ParentSquare, Google Classroom y/o la agenda estudiantil como herramienta de comunicación entre el hogar y la escuela firmando cada semana y agregando cualquier comentario o pregunta.
- Revise todos los avisos/información recibidos de forma impresa o digital a través de Parent Square.
- Informar al maestro si mi hijo tiene algún problema de aprendizaje o técnico.
- Ayudar a mi hijo a ver cómo usar las habilidades de lectura, matemáticas, organización y comunicación para perseguir sus intereses y cómo las uso en la vida diaria.
- Celebre los éxitos de mis estudiantes en la escuela y el aprendizaje en línea.
- Asista a conferencias de maestros y talleres para padres.
- Visité el aula digital de mi hijo, Google Classroom, con la mayor frecuencia posible.

3. La importancia de comunicación continuamente entre padres y maestros por medio de, y por lo menos, conferencias anuales, reportes sobre el progreso de los alumnos, acceso al personal escolar, y oportunidades para ser voluntario y participar en y observar el programa educacional

- Proporcionar boletas de calificaciones basadas en estándares a los padres al final de cada trimestre: 24 de octubre de 2025, 13 de febrero de 2026 y 28 de mayo de 2026.
- Realizar conferencias de padres y maestros en persona durante las tardes del 23 al 25 de septiembre de 2025. La conferencia vespertina se llevará a cabo el 23 de septiembre de 2025. Una segunda serie de conferencias se llevará a cabo en la noche del 20 de enero de 2026 y durante las tardes del 20 al 22 de enero de 2026.
- Los maestros de BME enviarán informes de progreso según sea necesario y/o si los padres lo solicitan en cualquier momento durante el año.
- Los resultados de las pruebas se proporcionarán anualmente en copia y mediante acceso en línea a través de los programas del distrito, según estén disponibles, para los estudiantes que participan en ELPAC, CAASPP y otras pruebas estatales.
- Los padres pueden programar una cita en persona para reunirse con el maestro de sus hijos en cualquier momento durante el año escolar.

(**El Acuerdo entre el Plantel y los Padres fue desarrollado con sugerencias de Padres del Título I por medio de proveer oportunidades durante varias juntas para padres durante el año. El Acuerdo entre el Plantel y los Padres es distribuido a los padres al principio del mes octubre. Una copia del Acuerdo está fijada con este documento.)

Construyendo Capacidad para el Reglamento de Participación de Padres y Familias

Bear Mountain entabla a Padres del Título I en interacciones significativas con el plantel. Apoya una asociación entre personal escolar, padres, y la comunidad para mejorar los logros académicos de los alumnos. Para ayudar en llegar a estas metas, el plantel hace lo siguiente:

1. Asiste a Padres del Título I en entender los estándares académicos, los exámenes, y cómo monitorear y mejorar los logros de sus hijos.

- Los maestros se juntan en persona con los padres durante la Noche de Regreso a Clase y las Conferencias cuando se puede cubrir y hablar de los temas de los estándares, los exámenes, y cómo los padres pueden monitorear y mejorar los logros de sus hijos.
- Hay Noches para Padres virtuales/ en persona cada trimestre para cubrir y explicar los mismos temas. También hay entrenamientos más intensos proveídos a padres que tienen hijos los cuales están clasificados como estratégicos en áreas específicas de los estándares claves.
- Los Estándares Comunes Estatales serán un enfoque para asegurar que los padres entienden el nivel de rigor y el tipo de trabajo que se espera.

- La implementación de AVID incluye un componente para animar a las familias a enfocarse en la preparación para la universidad y la carrera.
2. Provee materiales y entrenamiento para ayudar a Padres del Título I a trabajar con sus hijos para mejorar los logros de sus hijos.
 - Las Noches para padres de carreras, matemáticas y/o ciencias están diseñadas y se ofrecen para enseñar a los padres cómo trabajar con sus hijos en casa.
 - El personal también puede remitir a los padres, si corresponde, a los programas para migrantes o después de la escuela para obtener apoyo y/o recursos adicionales.
 3. Se educa al personal escolar, con la ayuda de Padres del Título I, sobre el valor de las contribuciones de padres y de cómo trabajar con los padres como socios iguales.
 - Se invita a los padres a hablar sobre la importancia de que el personal y los padres trabajen como socios iguales durante las reuniones virtuales/en persona programadas regularmente. Las reuniones se consideran un momento para que los padres, la comunidad y el personal trabajen en colaboración.
 - Se anima a los padres a ser voluntarios en el aula de sus hijos durante el día escolar, caso por caso.
 4. Coordina e integra el programa de participación de padres y familias del Título I con otros programas y lleva a cabo otras actividades, como centros de recursos para padres, que alientan y apoyan a los padres a participar en la educación de sus hijos.
 - "Café con los Directores" una vez al mes diseñado para pasar tiempo con padres y darles la oportunidad de dar información valorable en persona.
 - El programa del Reglamento de Participación de Padres y Familias del Título I está integrado entre los programas que ya existen para que se pueda incluir durante el año.
 5. Distribuye a Padres del Título I información relacionada a programas escolares y de padres, juntas, y otras actividades en persona en una manera y en un lenguaje la cual entienden los padres.
 - Todas las cartas, invitaciones a juntas, eventos o programas, etc. son enviados al hogar en Inglés y en español.
 - Los avisos públicos también son puestos en los dos idiomas.
 6. Provee apoyo para actividades del Reglamento de Participación de Padres y Familias pedido por Padres del Título I.
 - Cuando sea posible, todas las peticiones para actividades del Reglamento de Participación de Padres y Familias se cubrirán con fondos del programa Título I. Estos fondos se pueden usar para comprar materiales, pagar a personal escolar, proveer entrenamientos, etc. para las actividades pedidas.

Accesibilidad

Bear Mountain provee oportunidades para todos los Padres del Título I para participar en persona, inclusive padres con una competencia limitada en Inglés, padres con discapacidad, y padres de alumnos migrantes. Esto incluye proveer información y reportes escolares en una manera y en un idioma la cual entienden los padres.

- El distrito y los planteles envían toda correspondencia de información y reportes en Inglés y en español, ya que la mayoría de nuestros padres hablan y leen Español. Ningún padre se excluye por el idioma que hablan, o por una discapacidad que tengan, o por ser migrante.

Café con el director

FECHAS:

22 de agosto 2025	19 de septiembre 2025	17 de octubre 2025	21 de noviembre 2025	23 de enero 2026	20 de febrero 2026	20 de marzo 2026	17 de abril 2026	15 de mayo 2026
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ELAC 8:00 am / SSC 2:20 pm - Sesiones abiertas en persona

FECHAS:

26 de agosto 2025	16 de septiembre 2025	28 de octubre 2025	18 de noviembre 2025	27 de enero 2026	24 de febrero 2026	24 de marzo 2026	28 de abril 2026	19 de mayo 2026
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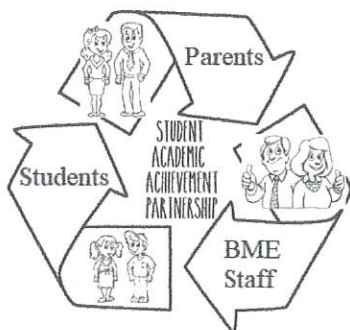
BEAR MOUNTAIN ELEMENTARY

SCHOOL- PARENT COMPACT



Bear Mountain Elementary School and the parents of the students participating in the activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards (ESSA Section 1116 [d]).

This compact is in effect during the 2025-2026 school year. It is a promise among ourselves to support all children for academic success through multiple learning tools and digital platforms.



STAFF PLEDGE

To help each student meet or exceed the state's high academic standards, I will carry out the following to the best of my ability.

- Provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state standards.
- Provide a standards-based curriculum.
- Monitor student progress in reading and math through daily lessons and district assessments for the purpose of

gathering information to drive targeted daily instruction and to provide progress reports to parents.

- Build relationships with and among students to foster engagement and interaction through various digital platforms.
- Work consistently and collaboratively with grade level teams and families to improve teaching and learning.
- Implement effective teaching strategies and differentiate instruction to meet individual needs.
- Bear Mountain Administration will commit to ongoing communication with parents to support decision making related to the education of their children through monthly Coffee with the Principals, School Site Council and the English Language Acquisition Committee.
- Provide purposeful assignments to reinforce and support learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other reasonable means as it relates to the individual child's progress and achievement.
- Information and opportunities will be shared through such means as student agendas, email, telephone, webpages, direct/informal contact, conferences, office contacts, voicemail, digital newsletters, and digital platforms.
- The Student Success Facilitator and other support staff will monitor attendance, student participation and communicate with parents on the importance of academic instruction.
- Provide communication between teachers and parents on an ongoing basis through:
 - Standards-based report cards to parents at the end of each trimester: **October 24, 2025, February 13, 2025, and May 28, 2026.**
 - Hold parent/teacher conferences over telephone and/or in person the evening of **September 23, 2025** and during the afternoons of **September 23, 2025 to September 25, 2025.** A second set of conferences will be held the evening of **January 20, 2026** and during the afternoons of **January 20, 2026 to January 22, 2026.**
- Foster reasonable access to staff and provide parents opportunities to participate in their child's class, and to observe virtual or in person classroom activities by welcoming parents

PARENT PLEDGE

We, as parents, have a responsibility to support our children's learning.

I will:

- Ensure that my child attends school every day, arrives on time and is ready to learn.
- Check my student's planner and/or digital platform for assignments daily to support assignment completion.
- Help my child find a place and time to do assignments.
- Use the agenda or digital platform as a communication tool between home and school by signing each week and adding any comments or questions.
- Review all notices/ information received from the school.
- Let the teacher know if my child has any problems with learning and maintain tech equipment, please call the school office for assistance.
- Help my child see how to use reading, math, organization, and communication skills to pursue his or her interests and how to use them in everyday life.
- Celebrate my student's successes in school.
- Attend teacher conferences and parent workshops in person or digital platform.
- Visit my child's digital classroom and performances as often as possible.

STUDENT PLEDGE

I share the responsibility to improve my academic achievement and achievement of the State's high standards.

I will:

- Let my teacher and family know if I need help.
- Demonstrate appropriate attendance, school behavior, dress, and digital etiquette.
- Write down assignments on my agenda, complete class work assignments, and turn it in when it is due.
- Share all notices home with my family.
- Commit to a homework and/or study block every night.
- Work on my math and reading skills using materials my teacher sends home and by digital platform.
- Read on my own or with my family every day.
- Show pride and effort in all my work.

Additional School System Responsibilities

- Involve parents in the planning, review, and improvement of the school's parental involvement policy in an organized, ongoing, and timely way.
- Involve parents in the joint development of any school-wide program plan in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I programs virtually.
- Explain the requirements of Title I and the rights of parents to be involved in program development. The school will convene the meeting at a convenient time for parents. The school will offer a flexible number of additional parent involvement meetings, such as in the morning or evening virtually, so that as many parents as possible are able to attend.
- Provide information to parents of participating students in an understandable and uniform format including alternate formats upon the request of parents with disabilities, and, to the extent possible, in a language parents can understand.
- Provide to parents of participating children information in a timely manner about Title I that includes a description and explanation of the school's curriculum, forms of academic assessment used to measure progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State Assessment, if assessed following State mandates in at least language arts, math, and reading.
- Ensure ongoing communication between parents and teachers through a digital platform, at a minimum, annual conferences, reports on student progress, and reasonable access to staff.

ESCUELA BEAR MOUNTAIN

ACUERDO ENTRE LA ESCUELA Y LOS PADRES



La escuela Bear Mountain y los padres de los alumnos los cuales participan en actividades, servicios, y programas patrocinados por el Acto de Educación Primaria y Secundaria (ESEA), nombrado Título I, Parte A, consienten que este acuerdo delinea como los padres, el personal escolar, y los alumnos compartirán la responsabilidad para el mejoramiento de los logros académicos estudiantiles y las maneras por las cuales el plantel y los padres construirán y desarrollaran una unión que ayudará a los niños lograr los estándares altos del estado (ESSA Sección 1116 [d]).

Este pacto está vigente durante el año escolar 2025-2026. Es una promesa entre nosotros apoyar a todos los niños para el éxito académico a través de múltiples herramientas de aprendizaje y plataformas digitales



COMPROMISO DEL PERSONAL ESCOLAR

Para ayudar a cada estudiante lograr o superar los estándares altos del estado, yo haré lo siguiente con lo mejor de mi habilidad.

- Proveeré un plan de estudios e instrucción de alta calidad en un ambiente de apoyo y efectivo que ayuda a los estudiantes a alcanzar los estándares del estado.
- Proveeré un plan de estudiantes alineado con los estándares del estado.
- Monitorear el progreso de los estudiantes en lectura y matemáticas a través de lecciones diarias y Diagnóstico

de I-Ready con el propósito de recopilar información para impulsar la instrucción diaria específica y proporcionar informes de progreso a los padres.

- Construir relaciones con y entre los estudiantes para promover interés e interacción través de varias plataformas digitales.
- Trabajaré consistentemente junto con el equipo del grado y las familias para mejorar la enseñanza y el aprendizaje.
- Implementaré estrategias efectivas y diferenciar instrucción para lograr las necesidades de los individuos.
- La Administración de Bear Mountain se comprometerá a mantener una comunicación continua con los padres para apoyarlos en las decisiones relacionadas con la educación de sus hijos a través de la publicación mensual Café con los directores a través del Consejo escolar y el Comité de adquisición del idioma inglés.
- Proporcionar tarea significativa para reforzar y apoyar el aprendizaje
- Me comunicaré regularmente con familias sobre el progreso del estudiante a través de conferencias, juntas entre los padres y maestro, reportes de progreso, y otros medios razonables así se relacionen con el progreso y rendimiento del estudiante.
- Información y oportunidades serán compartidas a través de medidas como agendas estudiantiles, correo electrónico, teléfono, páginas web, contacto directo/informal, conferencias, contacto por la oficina, mensajes de voz, boletín, y plataforma digital.
- La facilitadora de éxito estudiantil y otro personal de apoyo, apoyará la asistencia y la participación estudiantil y se comunicará con los padres sobre la importancia de la instrucción académica
- Proporcionar comunicación entre maestros y padres de manera continua a través de:
 - Reporte basado en las normas al final de cada trimestre: **24 de octubre, 13 de febrero y 28 de mayo de 2026.**
 - Realizar conferencias de padres / maestros virtualmente y / o en persona la noche del **23 de septiembre** y durante las tardes del **23 de septiembre al 25 de septiembre**. Una segunda serie de conferencias se llevará a cabo la noche del **20 de enero del 2026** y durante las tardes del **20 de enero al 22 de enero del 2026.**
- Fomentar el acceso razonable al personal y proveer oportunidades a los padres para participar en la clase de sus hijos y observar las actividades virtuales o en persona en el aula dando la bienvenida a los padres

COMPROMISO DEL OS PADRES

Nosotros, como padres, tenemos la responsabilidad de apoyar el aprendizaje de nuestros hijos.

Yo:

- He de asegurarme de que mi hijo asista a la escuela todos los días.
- Verifique la agenda y / o la plataforma digital de mi estudiante para las asignaciones diarias para apoyar la finalización de la tarea.
- Ayudaré a mi hijo a encontrar un lugar y un tiempo para realizar tareas.
- Usaré la agenda o plataforma digital como una herramienta de comunicación entre el hogar y la escuela al firmar cada semana y agregar comentarios o preguntas.
- Revisaré todos los avisos / información recibida de la escuela.
- Le informaré al maestro si mi hijo tiene algún problema con el aprendizaje y el mantenimiento del equipo tecnológico, por favor llame a la oficina de la escuela para obtener ayuda.
- Ayudaré a mi hijo a ver cómo usar las habilidades de lectura, matemáticas, organización y comunicación para perseguir sus intereses y cómo los uso en la vida cotidiana.
- Celebraré los éxitos de mis alumnos en la escuela.
- Asista a conferencias de maestros y talleres para padres en persona o en una plataforma digital.
- Visitar el aula digital y las presentaciones de mi hijo con la mayor frecuencia posible.

COMPROMISO DEL ESTUDIANTE

Yo comparto la responsabilidad para mejora mi realización académica y realización de los estándares más altos del estado.

Yo:

- Informaré a mi maestro y a mi familia si necesito ayuda.
- Demostrar asistencia, comportamiento escolar, vestimenta y etiqueta digital apropiados.
- Escribiré las tareas en mi agenda, terminaré trabajos de clase y tarea, y los entregaré cuando sea necesario.
- Llevaré todos los avisos al hogar para mi familia.
- Comprometo tener un horario para hacer tarea y estudiar cada noche.
- Trabajare en mis habilidades de matemáticas y lectura usando materiales que mi maestro envía a casa y por plataforma digital
- Leeré cada noche, ya sea independientemente o con mi familia.
- Tomaré orgullo y pondré esfuerzo en mis trabajos.

Responsabilidades Adicionales del Sistema Escolar

- Involucrar a los padres en planear, revisar y mejorar la póliza de la participación de los padres de manera organizada, continua y oportuna.
- Involucrar a los padres en el desarrollo de programas escolares en una manera organizada, continua y oportuna.
- Organizar una junta anual para informar a los padres de la participación de la escuela en el programa del Título I virtualmente. Explicar los requisitos del programa Título I y los derechos de los padres participantes en el desarrollo del programa. La escuela tendrá la junta durante una hora que sea conveniente para los padres. La escuela será flexible en poner fechas ya sea en la mañana o la tarde virtualmente para que tantos padres como sea posible puedan asistir.
- Proveer información para los padres de estudiantes participantes de una manera comprensible y con un formato uniforme incluyendo formatos alternativos cuando solicitados por padres discapacitados y hasta cierto punto posible, en un idioma que los padres pueden comprender.
- Proveer a los padres de estudiantes participantes información sobre Título I de manera oportuna y que incluya una descripción del plan de estudio de la escuela, formas de examen y los niveles de competencia que los estudiantes deben lograr.
- A solicitud de los padres, proveer oportunidades para juntas regulares para que los padres formen sugerencias y para que participen, de manera apropiada, en tomar decisiones sobre la educación de los niños. La escuela responderá a cada sugerencia lo más pronto que sea posible.
- Proveer a cada padre un reporte individual del estudiante sobre los resultados de su niño/a en el examen estatal, si se evalúa siguiendo los mandatos estatales en al menos artes del lenguaje, matemáticas y lectura.
- Asegurar la comunicación continua entre padres y maestros por medio de una plataforma digital, como mínimo: conferencias anuales, reportes sobre el progreso de los alumnos y acceso razonable al personal escolar.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Achievement

All students attending Bear Mountain Elementary will attain increasingly higher levels of academic proficiency on state standards in both English Language Arts and Mathematics.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #5: Develop and implement strategies (targeted initiatives) to ensure a minimum of one year academic growth per year for all students, as measured by state standardized assessments and classroom formative assessments.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Site data from multiple sources including iReady, 95% Reading Intervention, ELPAC, and CAASPP indicates a majority of students are significantly and consistently below grade level in Language Arts and Math without patterns of improvement. A large portion of these students are English Learners, 63.5%. Surveys and evidence of students' work indicate a need to support core instruction aligned to the frameworks and state standards. The district and site have concluded that state and local data indicate Bear Mountain has yet to consistently implement equitable actions through aligned systems of continuous improvement with integrated supports to improve social, emotional, behavioral, and academic outcomes for ALL students. To address the needs of our English Language Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Homeless the root causes need to be considered and addressed. The root causes include an 1) inconsistent Tier 1 (universal) social, emotional, behavioral and academic instruction and supports 2.) Lack of structured referral process and system of intervention for Tier 2 and Tier 3 to address manifested behaviors and academic needs 3.) Need to build a culture of shared accountability by all educational partners for expected student outcomes on state & local measures.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
I-Ready Language Arts	24-25 i-Ready English Language Arts Midyear Data (Diagnostic 2) 40%- 2 years or more below grade level 41%- 1 grade level below 18%- Early on or above grade level	An Increase by 5% the percentage of students who are Early on or above grade level standards and decrease by 5% percentage of students falling in the 2 years or more below grade level
I-Ready- Mathematics	24-25 i-Ready Mathematics Midyear Data (Diagnostic 2) 34%- 2 years or more below grade level 53%- 1 grade level below 12%- on or above grade level	An Increase by 5% the percentage of students on or above grade level standards and decrease by 5% percentage of students falling in the 2 years or more below grade level

Dashboard-CAASPP English Language Art	<p>2023-2024 English Language Arts</p> <p>All students Very Low, -86.9 points below standard with a decline of 3.2 points</p> <p>Performance Level by Subgroup English Learners- Very Low, -94.3 points below with a increase of 3.7 points Hispanic- Very Low, -88.1 points below standard with a decline of 3.4 points Socioeconomically Disadvantaged- Very Low, -86.9 points below standard with a decline of 0.7 points Students with Disabilities- Very Low, -140.8 points below standard with an increase of 3.7 points</p>	<p>All Student Goal: Gain 15 points (-71.9 points) Very Low Performance Increase Significantly in points (Orange)</p> <p>Performance Level by Subgroup English Learners- Gain 15 points (-79.3 points) Very Low Performance Increased Significantly (Orange) Hispanic- Gain 15 points (-73.1 points) Very Low Performance Increase Significantly (Orange) Socioeconomically Disadvantaged- Gain 15 points (-71.9 points) Very Low Performance Increase Significantly (Orange) Students with Disabilities- Gain 15 points (-125.8 points) Very Low Performance Increased Significantly (Orange)</p>
Dashboard- CAASPP Math	<p>2023-2024 Mathematics</p> <p>All students Low, -91.3 points below Standard declined 1.5 points (Orange)</p> <p>Performance Level by Subgroup English Learners Low, -93.9 points below Standard increased 4.2 points (Yellow) Hispanic Low, -92.2 points below Standard declined 1.7 points (Orange) Socioeconomically Disadvantaged Low, -92.8 points below Standard declined 1.8 points (Orange) Students with Disabilities Very Low, -172.3 points below Standard declined 7.6 points (Red)</p>	<p>All Student Goal: Gain 15 points (-76.3) Low Performance Increase Significantly((Yellow)</p> <p>Performance Level by Subgroup English Learners- Gain 15 points (-78.9) Low Performance Increase Significantly (Yellow) Hispanic- Gain 15 points (-77.2) Low Performance Increase Significantly (Yellow) Socioeconomically Disadvantaged- Gain 15 points (-77.8) Low Performance Increase Significantly (Yellow) Students with Disabilities- Gain 15 points (-157.3) Very Low Performance Increase Significantly (Orange)</p>
Dashboard- English Learner Progress Indicator	<p>2023-2024 English Learner Progress Indicator</p> <p>Overall EL Student: 40.8% Making Progress Declined 5.8% (Orange)</p>	<p>All EL Student Goal: Gain 6% (52.6%) Making Progress Medium Performance Increase (Green)</p>
Dashboard- Attendance	<p>2023-2024 Chronic Attendance</p> <p>All Students Very High, 21.9% Chronically Absent a Significant Decline of 3.2% points (Yellow)</p> <p>Performance Level by Subgroup English Learners (EL), 17.4% Chronically Absent a Decline of 1.6% points (Yellow) Hispanic, 21.9% Chronically Absent a Decline of 1.9% points (Orange) Socioeconomically Disadvantaged, 22.1% Chronically Absent a Significant Decline of 3.7% points (Yellow)</p>	<p>Overall Chronic Absenteeism indicator for students is to decline 3 percentage points which would move students to a "High" chronic absenteeism performance level band and show a "Significant Decline."</p> <p>Performance Level by Subgroup English Learners (EL) subgroup goal is to decline 3 percentage points which would maintain EL students at a "High" chronic absenteeism performance level band but show a "Significant Decline."</p>

	Students with Disabilities, 35.2% Chronically Absent a Significant Increase of 10.2% points (Red)	Hispanic subgroup goal is to decline 3 percentage points which would move Hispanic students to a "High" chronic absenteeism performance level band and show a "Significant Decline." Socioeconomically Disadvantaged (SED) subgroup goal is to decline 3 percentage points which would move SED students to a "High" chronic absenteeism performance level band and show a "Significant Decline." Students with Disabilities (SWD) subgroup goal is to decline 6 percentage points which would keep SWD students to a "Very High" chronic absenteeism performance level band but show a "Significant Decline."
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Direct services and professional development provided by the Academic Coach and Teacher on Special Assignment in the form of co-teaching model support to meet the students academic needs in ELA, Math, and ELD. Academic coach and TOSA's, in addition, provide professional development with Coaching Cycle as their plan to increase access to standards based instruction through the implementation of effective teaching strategies.</p> <p>Academic Coach: Support all grade levels through supporting teachers: *PLT process *Lesson Modeling *Professional Development *Cycles of Inquiry *Walkthroughs (PLT, ELD, Math, ELA, and District & Site Interventions) *Formative and Summative local and state assessments *Small group instruction for students identified by state and local assessments</p> <p>District Dual TOSA: Supporting all Dual teachers: *PLT discussions *Lesson Modeling *Professional Development *Walkthroughs (PLT, ELD, Math, and ELA) *Formative local assessments</p>	<p>All students specifically targeted on the Academic California Dashboards:</p> <p>All Students White African American Hispanic Pacific Islander Foster Homeless LTEL EL Hispanics SED Students with Disabilities</p>	<p>55,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Academic Coach Salary (50% Funded by Site Title I)</p> <p>22,000 Title I Part A: Allocation 3000-3999: Employee Benefits Academic Coach Benefits (50% Funded by Site Title I)</p> <p>55,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Academic Coach Salary (50% Funded by District LCAP)</p> <p>22,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Academic Coach Benefits (50% Funded by District LCAP)</p> <p>16,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries District TOSA 12%</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			6500 Title I Part A: Allocation 3000-3999: Employee Benefits Benefits District TOSA 12%
1.2	One (1) K-6th intervention teacher will support small groups of students to target students not at grade level in order to support learning and assist students with foundational literacy and language development for students in Kinder -3rd grades and 4th -6th grade students in ELA and Math with integrated core as measured by cycle and diagnostic data.	Students below grade level as identified by local and state data-targeted students as identified by Tiered Menu of interventions and by priority. Intervention Teacher support all grade levels through: *District & Site Intervention Programs *Push-in & Pull-out small group instruction for students identified by local or state assessment	110,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Salary for one full-time (100%) intervention teachers 45,000 Title I Part A: Allocation 3000-3999: Employee Benefits Benefits for one full-time (100%) intervention teachers
1.3	Two 5.5 Paraprofessional will be utilized to help support students in K-6 grades. Interventions may include 95 Percent, students below grade level requiring support with foundational literacy skills, and support in accessing core materials to move towards language proficiency.	Targeted groups of students below grade level as identified by local and state data. Interventions will be performed in a small group setting to support students who are below grade level in foundational literacy or mathematics to move students towards proficiency.	40,000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Paraprofessional Salary 6000 Title I Part A: Allocation 3000-3999: Employee Benefits Paraprofessional Benefits
1.4	One 6hr Paraprofessional will be utilized to help support students in K-3 grades. Interventions may include 95 Percent, students below grade level requiring support with foundational literacy skills, and support in accessing core materials to move towards language	Targeted groups of students below grade level as identified by local and state data. Interventions will be performed in a small group setting to support students who are below grade level in foundational literacy or mathematics to move students towards proficiency.	28,000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Paraprofessional Salary 3000 Title I Part A: Allocation 3000-3999: Employee Benefits Benefits
1.5	After school Paraprofessionals (2) will be utilized to fill identifiable gaps in district core curriculum and student skill set to differentiate instruction at the appropriate instructional level and move towards Math and ELA proficiency including concepts and procedures and comprehension skills. Students will	Students enrolled in Afterschool Intervention groups who are currently participating in 95% groups during the day.	20,000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries After School Paraprofessional

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	be identified by student need and measured by diagnostic reports.		5000 Title I Part A: Allocation 3000-3999: Employee Benefits Benefits
1.6	Two 2.5 hr. Paraprofessionals will be utilized to help support students in K-3 grades. Interventions may include 95 Percent, students below grade level requiring support with foundational literacy skills, and support in accessing core materials to move towards language	Targeted groups of students below grade level as identified by local and state data. Interventions will be performed in a small group setting to support students who are below grade level in foundational literacy to move students towards proficiency.	18500 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Paraprofessional Salary 2500 Title I Part A: Allocation 3000-3999: Employee Benefits Benefits
1.7	One Student Study Team coordinator serve the campus to support and facilitate meetings with the RTI process and data collection that include the teacher, administrator, and parent. These meetings are necessary to promote academic achievement for struggling students as plans are created with embedded interventions to support the students.	Students underperforming with a teacher referral.	5,500 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries SST Coordinator Stipend and Substitutes 500 Title I Part A: Allocation 3000-3999: Employee Benefits Benefits
1.8	Themed school functions via Lunch-on-the Lawns, AVID Nights, and Parent Teacher Conferences and provide books for reading activities or home-based activities with survey to gather data of the effectiveness of the event.	All students specifically targeted on the Academic California Dashboards: All Students White African American Hispanic Pacific Islander Foster Homeless LTEL EL Hispanics SED Students with Disabilities	8,287.37 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Site Reservations- Parent Involvement
1.9	Summer School Intervention Teachers (2024-2025) to support students not at grade level during the regular year program.	2 Intervention teachers with rollover funds will be funded to support the 2024/2025 Summer School Bear Mountain students attending who are not performing at grade level in ELA and Math and are currently in 95% Intervention groups	24,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Salary for two Summer School Intervention Teachers 6,000 Title I Part A: Allocation 3000-3999: Employee Benefits

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
		and/or in Math intervention groups. Cost: \$24,000 and Benefits (\$6,000)	Benefits
1.10	Summer School Intervention Teachers (2025-2026) to support students not at grade level during the regular year program.	2 Intervention teachers with rollover funds will be funded to support the 2024/2025 Summer School Bear Mountain students attending who are not performing at grade level in ELA and Math and are currently in 95% Intervention groups and/or in Math intervention groups.	24,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Salary for two Summer School Intervention Teachers 6,000 Title I Part A: Allocation 3000-3999: Employee Benefits Benefits
1.11	Three 5.25 hour Paraprofessional will be utilized to help support students in K-1 grades.	K-1 Core Tier 1 and small group supports which may include 95 Percent, students below grade level requiring support with foundational literacy and math skills, and support in accessing core materials to move towards proficiency	60,000.00 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Paraprofessional Salary 9,000 Title I Part A: Allocation 3000-3999: Employee Benefits Benefits
1.12	After School Intervention	Students underperforming with a teacher referral.	9249 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Teacher Salaries 2000.76 Title I Part A: Allocation 3000-3999: Employee Benefits Benefits
1.13	Supplemental materials to provide additional practice to develop foundational math skills	First through sixth grade students specifically targeted on the Academic California Dashboards or local assessments: All Students White African American Hispanic Pacific Islander	4000 Title I Part A: Allocation 4000-4999: Books And Supplies Reflex & Frax

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
		Foster Homeless LTEL EL Hispanics SED Students with Disabilities	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Action Step #1 Academic Coach: IMPLEMENTATION SUCCESSES

Our Academic Coach provided Direct Services to students in the form of intervention instruction providing small group writing support to meet academic needs in ELA, Math and ELD. In addition, she provided staff professional development to increase effective teaching strategies and support planning and modeling standard based instruction. The Academic Coach directly impacts student learning via professional development as teachers' universal teaching is supported during modeling, PLT, planning, cycle of inquiry, and data. The Academic Coach provided support through professional development, coaching cycles, facilitated planning days, focused on standards and frameworks to strengthen universal instruction, facilitated grade level teams to support the cycle of inquiry and the Single Plan for Student Achievement goals via implementation of AVID strategies, Integrated and Designated ELD, student collaboration and student data chats focused on each student personal academic goals.

OUTCOMES: Classroom ELD, AVID ELA, and Math Walkthrough Rubrics indicate growth across the rubric in a positive direction. Comparing the walkthroughs of September to March:

ELD Walkthrough

Emerging: 23% to 0%

Progressing: 39% to 0%

Developing: 23% to 55%

Full Implementation: 15% to 45%

AVID ELA Walkthrough

Emerging: 45% to 20%

Progressing: 40% to 18%

Developing: 12% to 50%

Full Implementation: 3% to 12%

Math Walkthrough

Emerging: 33% to 0%

Progressing: 17% to 0%

Developing: 33% to 50%

Full Implementation: 17% to 50%

Actions 2, 3, 4, 5, 6 & 7

Action Step #2 Intervention Teachers: IMPLEMENTATION SUCCESSES

Our Intervention Teachers, with support from classroom teachers and data, provided early identification and targeted services for students not meeting grade-level proficiency in ELA and Math. Instruction was based on student needs, identified through i-Ready data and teacher recommendations. The intervention included instruction in phonics and phonological awareness using the 95% Intervention Program, which focuses on letter-sound correspondence, phonemic awareness, and phonics skills. While serviced have been provided, there has been inconsistency in reducing the number

of students performing at lower skill levels, which has contributed to a growing gap between students who meet or exceed standards and those who do not. Local assessments will be analyzed and disaggregated to form student groups based on specific needs.

Action Step #3, 4, and 6 Paraprofessional

The morning routine for all Paraprofessional provided practice in phonics and phonological awareness utilizing the intervention program, 95 Percent. Students in Kinder through 3rd grade were being supported to help facilitate and fill in reading gaps. The 6 hour Paraprofessional also helped to support and provide services to students who were not meeting grade level proficiency in ELA and/or Math in grades 4th through 6th. Our 4 hour and one 2.5 hour Paraprofessionals provide additional practice for students in Kindergarten and 1st grade in foundational literacy and mathematic skills. Without their support, students would not have received the skills based on their needs causing them to fall further behind.

Action Step #5 Afterschool Paraprofessionals

The Afterschool Paraprofessionals provided assistance in both ELA and Math support for students during the after school program. The Paraprofessionals supported students with identifiable gaps in district core curriculum and student skill set to differentiate instruction at the appropriate level.

Action #7 SST Coordinator

Bear Mountain hired one SST Coordinator due to the demand of students performing at low levels. With the support of the SST coordinators, meetings ensured cycles of discussion and creations of instructional plans for students through a collaborative process. The SST coordinator facilitated meetings with the Student Study Team to determine the students needs and provide suggestions for research based strategies. Throughout the year, ongoing monitoring takes place to determine student growth along with recommendation for evaluations as needed.

OUTCOMES: There is no significant difference on iReady Reading or Math from last year to current year. Thus, first core instruction and intervention supports have not significantly moved students to grade level mastery. While Dashboard data is not yet available for the 2024-2025 school year, 2023-2024 data showed declines which are leading to necessary updates/changes in the Bear Mountain site plan as items not indicated to be successful must be changed.

Action #8 Parent Engagement: IMPLEMENTATION SUCCESS

Site funds were utilized to purchase Kinder Round Up supplies as well as parent school communication tools. Additionally, books, in English and Spanish, will be purchased for our AVID Nights, Lunch-on-the-Lawn events, and Parent Teacher Conferences. Parents or students selected book to take to read on site or at home to increase Parent Involvement with their child's education. Throughout the year, multiple events were held that focused on teaching parent educational strategies that could be used at home to support their student academically. These included Kinder Round-Up, AVID Career nights, Title 1 Meetings, Literacy Lunch-on-the-Lawn, AVID Math, and AVID Science Nights.

OUTCOME: The 2024-2025 CHKS indicates that students feel their parents are more involved in their schooling, 78%. Additionally, there were 16 parents who participated in the Parenting classes, over 100 parents for the AVID nights, an average of 8 parents at Coffee with the Principals throughout the school year and about 7 parents who attended our Parent Empowerment Committee regularly. The goal for next year is to continue to implement these parent engagement opportunities and track parent engagement via CHKS and site surveys.

In summary, Bear Mountain did not yet successfully met metric outcomes outlined in the 2023–2024 Single Plan for Student Achievement. While some subgroups or grade levels showed growth, that progress has not been consistent over time. Site administration, in collaboration with the Leadership Team, remains committed to advancing the school in the areas of academics, attendance, and school climate.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

For Goal #1, funds were allocated to provide additional academic engagement opportunities aimed at reducing the percentage of students performing two or more grade levels below standard. However, budgeted staff salary and benefits in the initial budget was not fully expended due to difficulties staffing; thus, positions remained unfilled due to employees seeking positions with more hours.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes were made to this goal.

Changes were made to annual outcomes to gain ground loss during the 2023-2024 academic year. While we strive to gain all the ground loss, we have created obtainable goals based on each Dashboard Measure (noted above). Chronic Absentees was added to the metrics due to the concern of our Student with disabilities academic and attendance disparity.

Strategy/Activity 1.2: Reduction to 1 Intervention Teacher paid out of Title 1, while morning intervention groups will remain the same, Intervention teacher will be assigned to support 2nd and 3rd grade students who are not performing at grade level in Reading or Math.

Strategy/Activity 1.3: Dropped the 4 hour Paraprofessional and added a 5.5 hour Paraprofessional (2024-2025) to increase service time spent supporting underperforming students and adding one additional Paraprofessional for the 2025-2026. Their focus will be 1st-3rd grade foundational literacy skills, and 4th grade foundational literacy and math skills.

Strategy/Activity 1.5: Reduction in staffing from 3 to 2 Paraprofessionals; however, we added After school Intervention with teacher support for students who are underperforming (see Strategy/Activity 1.12).

Strategy/Activity 1.6: Reduction in staffing at 2.5 hours, but we added 5.25 hour paraprofessional staffing support for students who are underperforming (see Strategy/Activity 1.11).

Strategy/Activity 1.8: The intended focus changed to specific Themed Events with parent input via surveys to improve active parent understanding of grade level standards.

Strategy/Activity 1.9 & 1.10: Instead of relying on rollover funds (1.9) we have included 1.10 as a proposed expenditures to support BME students, during Summer School, who are not performing at grade level in ELA and Math.

Strategy/Activity 1.11: Adding additional Paraprofessionals to support with foundational literacy and math skills for Kindergarten and 1st grade. Afterschool Paraprofessionals focus will change to support students who are currently enrolled in the 95% Intervention during the day with a second dose of literacy skills using the 95% Rap Program.

Strategy/Activity 1.12: Add after-school teacher support for students who are below grade level/at-risk of retention.

Strategy/Activity 1.13: We have included 1.13 as a proposed expenditures to support BME students with automaticity of foundational math skills (adding, subtracting, multiplication, division, and fractions).