BEAR MOUNTAIN ELEMENTARY

School Site Council

Agenda: November 18, 2025

ITEMS	ACTIONS	NOTES
1. Call to Order		Call to order by: At:
2. Welcome and Introductions	Introductions of those present including new members Review of sign-in/attendance	
3. Review of Agenda	Explanation of items Requests for additional items/changes	M: 2nd: In favor: Opposed:
4. Read Minutes	Motion to Approve SSC Minutes from October 28, 2025	M: 2nd: In favor: Opposed:
5. Public Comment	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another School Site Council meeting.	
6. DAC Report	Report by DAC Representative- October 22, 2025 Next meeting November 19, 2025 at HD 9:00 a.m.	
7. Data	• 2023-2024 and 2024-2025 ELPAC, CAASPP Comparison, Attendance Students are currently taking Diagnostic #2 Window closes November 21, 2025	
8. Title 1 Federal Funded Employees	Bear Mountain Elementary employees paid with federal funds are providing direct services to students Review Direct Instruction Action Step	Input provided
9. AUSD Student Uniform Policy Input	Input	Input provided
10. LCAP Input Opportunities	• Professional Development/Basic Services • Environment/Engagement • Attendance • Parent Involvement • Academics • English Learners	Input Provided
11. Announce future meeting date	Tuesday, Jan. 27, 2026 2:20pm	
12. Upcoming Dates	Minimum Day Nov. 21-dismissal at 12:10 Thanksgiving Break Nov. 24 to Nov. 28th AVID Career Night Dec. 4, 2025 from 4:00-6:00 K-Kids Santa's Pancake Event Dec. 6 from 9:00-10:30 Arvin Christmas Parade Dec. 8 and starts at 7 Minimum Day Dec. 12 -dismissal at 12:10 Winter Break Dec. 15 to to Jan 2nd Return to school Jan. 5, 2026	
13. Adjournment		M: 2nd: In favor: Opposed: Meeting adjourned at

ESCUELA BEAR MOUNTAIN

Concilio Escolar

Agenda: 18 de noviembre del 2025

ARTICULOS	ACCIONES	NOTAS
1. Llamar al Orden		Llamado a orden por: A las:
2. Bienvenida y presentaciones	Introducciones de los presentes incluyendo nuevos miembros Repaso de la asistencia	
3. Revisión de la agenda	Explicación de artículos Pedir artículos adicionales	M: 2ª: En favor: Opuestos
4. Leer Minutos	Moción para aprobar minutos del la Junta del 28 de octubre de 2025	M: 2ª: En favor: Opuestos:
5. Comentario Publico	Bajo la ley de junta abierta, se prohíbe que el comité tome acción en asuntos relacionados con comentarios públicos. Asuntos presentados en esta junta puede ser programado para otra junta del Concilió.	
6. Reporte de DAC	Reporte de Representante de DAC- 22 de octubre de 2025 Próxima junta el 19 de noviembre de 2025 en HD a las 9 de la mañana	
7. Datos	• Comparación ELPAC y CAASPP 2023-2024 y 2024-2025, Asistencia Los estudiantes están tomando actualmente el Diagnóstico #2. La ventana de aplicación cierra el 21 de noviembre de 2025.	
8. Empleados financiados por fondos federales del Título 1	Los empleados de la Primaria Bear Mountain pagados con fondos federales ofrecen servicios directos a los estudiantes Revise los pasos de acción de instrucción directa	Dar comentarios o informar:
9. Aporte de la política de uniformes estudiantiles de AUSD	Aporte	Dar comentarios o informar:
10. LCAP- Oportunidad para dar Sugerencias	• Desarrollo Profesional/Servicios Básico • Ambiente/Compromiso • Asistencia • Participación de los padres • Académico • Aprendices de Inglés	Dar comentarios o informar:
11. Anunciar próxima junta	Martes, 27 de enero del 2026 a las 2:20pm	
12. Fechas Próximas	Día Mínimo 21 de noviembre – salida a las 12:10 Vacaciones de Acción de Gracias 24 al 28 de noviembre Noche de Carreras AVID 4 de diciembre de 2025, de 4:00 a 6:00 p.m. Evento de Panqueques con Santa de K-Kids 6 de diciembre, de 9:00 a 10:30 a.m. Desfile Navideño de Arvin 8 de diciembre, inicia a las 7:00 p.m. Día Mínimo 12 de diciembre – salida a las 12:10 Vacaciones de Invierno 15 de diciembre al 2 de enero Regreso a clases 5 de enero de 2026	
13. Aplazamiento		M: 2ª: En favor: Opuestos: Aplazamiento:

BEAR MOUNTAIN ELEMENTARY
School Site Council (SSC)
Minutes: October 28, 2025

1. **Call to Order-** Mr. Pacheco called the meeting to order at 2:26 p.m.
2. **Welcome and Introductions-** Introductions were made. The following members were present: Ricardo Salinas, Carmelita Vega, Steve Cunicelli, Javier Pacheco, Veronica Zaragoza, and Rocio Barragan. A quorum was established. The following members were absent: Diana Garcia, Antonio Martinez, Carina Banos, and Rebeca Alvarado.
3. **Review of Agenda**- Ricardo Salinas reviewed the items on the agenda. There were no additions to the agenda.
4. **Read minutes-** The minutes from the August 26, 2025, meeting were read. Steve Cunicelli moved to approve the minutes and it was seconded by Rocio Barragan. The motion was voted on and the minutes were approved. All were in favor.
5. **Public Comments**- No public comment was made.
6. **DAC Report-** No report was presented due to the lack of a meeting for October. BME had the incorrect date calendared and no representative attended the meeting; thus, causing a lack of quorum. The next meeting will be November 12, 2025 hosted by HD at 9:00 a.m.

7. **Bylaw Approval**- Ricardo Salinas clarified regarding automatic termination of position if the member is absent for 3 consecutive meetings. Steve Cunicelli made a motion to approve the Bylaws as written and it was seconded by Carmelita Vega. The motion was voted on and the Bylaws were approved. All were in favor.

8. **Data-** Ricardo Salinas shared and reviewed iReady, ELPAC, CAASPP, and Attendance data with the committee. He noted several celebrations and room for growth. Students are still struggling academically, which is the reason the site is focusing on Professional Development, Academic Coach support, Intervention Supports, monthly walkthroughs, and academic deployment. A huge celebration for BME's Attendance almost being at 98% for the current year thus far.

9. **Title 1 Single Plan for Student Achievement (SPSA)-** Ricardo Salinas provided a copy and reviewed once again the Goals and Expenditures pages of the SPSA. The committee suggested that we provide additional training for our Paraprofessionals prior to placing them in the classrooms. Ricardo Salinas expressed concern for our drop of enrollment for a second consecutive year.

10. **Safety Plan Input-** The committee had no safety input.

11. **LCAP Input Opportunities-** Mr. Salinas reviewed the new LCAP focuses-Professional Development/Basic Services, Environment/Engagement, Attendance, Parent Involvement, Academics, and English Learners. The committee had no questions or comments other than the suggestion noted previously.

12. **Announce future meeting date-** The next SSC meeting was announced for November 18, 2025 at 2:20 p.m.

13. **Upcoming Dates-** Mr. Salinas reviewed upcoming dates with members—Student School PE Walk Oct. 31th, Red Ribbon Week October 27 – October 31, 2025, Lunch on the Lawn October 30, 2025, No School November 10-11th, Coffee with the Principals November 21, 2025 8:00 am, Minimum Day November 21, 2025 (12:10 dismissal), Thanksgiving Break-November 24th - 28th.

14. **Adjournment-** A motion to adjourn was made by Steve Cunicelli and second by Rocio Barragan. All members were in favor. The meeting was adjourned at 2:56 p.m..

BEAR MOUNTAIN ELEMENTARY

School Site Council (SSC)

Minutes: 28 de octubre de 2025

1. **Llamado al orden:** Sr. Pacheco convocó la reunión al orden a las 2:26 p.m.
2. **Bienvenida y presentaciones:** Se hicieron las presentaciones. Estuvieron presentes los siguientes miembros: Ricardo Salinas, Carmelita Vega, Steve Cunicelli, Javier Pacheco, Verónica Zaragoza y Rocío Barragán. Se estableció quórum. Estuvieron ausentes los siguientes miembros: Diana García, Antonio Martínez, Carina Baños y Rebeca Alvarado.
3. **Revisión de la agenda**: Ricardo Salinas revisó los puntos del orden del día. No hubo adiciones a la agenda.
4. **Lectura de los minutos**: Se leyó el acta de la reunión del 26 de agosto de 2025. Steve Cunicelli hizo una moción para aprobar el acta y fue apoyada por Rocio Barragan. Se votó la moción y se aprobó el acta. Todos estaban a favor.
5. **Comentarios públicos**: No se hizo ningún comentario público.
6. **Reporte de DAC:** No se presentó ningún informe por falta de reunión para octubre. BME tenía calendarizada la fecha incorrecta y ningún representante asistió a la reunión; provocando así una falta de quórum. La próxima reunión será el 12 de noviembre de 2025 organizada por HD a las 9:00 a.m.

7. **Aprobación de los estatutos**: Ricardo Salinas aclaró respecto a la terminación automática del cargo si el miembro se ausenta por 3 reuniones consecutivas. Steve Cunicelli hizo una moción para aprobar los estatutos tal como están escritos y fue secundada por Carmelita Vega. Se votó la moción y se aprobaron los estatutos. Todos estaban a favor.

8. **Datos:** Ricardo Salinas compartió y revisó los datos de iReady, ELPAC, CAASPP y Asistencia con el comité. Señaló varias celebraciones y espacio para el crecimiento. Los estudiantes todavía tienen dificultades académicas, razón por la cual el sitio se enfoca en desarrollo profesional, apoyo del entrenador académico, apoyos de intervención, recorridos mensuales y despliegue académico. Una gran celebración porque la asistencia de BME en lo que va de año ha sido casi del 98%.

9. **Título 1: Plan Escolar de Logros Estudiantiles:** Ricardo Salinas proporcionó una copia y revisó una vez más las páginas de Metas y Gastos del SPSA. El comité sugirió que brindáramos capacitación adicional a nuestros paraprofesionales antes de colocarlos en las aulas. Ricardo Salinas expresó su preocupación por nuestra caída en la matrícula por segundo año consecutivo.

10. **Plan de Seguridad:** El comité no tuvo ninguna aportación en materia de seguridad.

11. **LCAP Oportunidades para dar Sugerencias:** El Sr. Salinas revisó los nuevos enfoques del LCAP: Desarrollo profesional/Servicios básicos, Medio ambiente/Compromiso, Asistencia, Participación de los padres, Académico y Estudiantes de inglés. El comité no tuvo preguntas ni comentarios aparte de la sugerencia señalada anteriormente.

12. **Anunciar fecha de la próxima junta:** La próxima reunión del SSC fue anunciada para el 18 de noviembre de 2025 a las 2:20 p.m.

13. **Próximas fechas:** El Sr. Salinas repasó las próximas fechas con los miembros: Caminata de educación física para estudiantes en la escuela el 31 de octubre, Semana del Listón Rojo 27 de octubre – 31 de octubre de 2025, Almuerzo en el césped 30 de octubre de 2025, No hay clases del 10 al 11 de noviembre, Café con los Principales 21 de noviembre de 2025 8:00 am, Día Mínimo 21 de noviembre de 2025 (salida 12:10), Vacaciones de Acción de Gracias: 24 al 28 de noviembre.

14. **Aplazamiento:** Steve Cunicelli presentó una moción para aplazar la sesión y Rocio Barragan la secundó. Todos los miembros estaban a favor. Se levantó la sesión a las 2:56 p.m..

BME- ELPAC

Content	Level 4	Level 3	Level 2	Level 1	Status by year	Notes
Overall 2024-2025	16.07	32.08	32.08	19.77	Not significant change	Lost from level 4
Overall 2023-2024	17.71	32.17	30.55	19.57	-	
Listening District 2024-2025	25.28	57.68		17.04	Overall losses	
Listening District 2023-2024	31.48	54.07		14.46		
Speaking District 2024-2025	41.06	40.17		18.23	Overall losses	
Speaking District 2023-2024	38.79	44.72		16.49	.	
Reading District 2024-2025	9.53	45.69		44.78	Overall losses	
Reading District 2023-2024	8.77	48.9		42.33	.	
Writing District 2024-2025	11.93	66.93		21.14	Improved lower levels	
Writing District 2023-2024	15.51	64.05		20.44		
BME 2024-2025	14.02	29.37	29.63	26.98	Improved all	
BME 2023-2024	11.45	31.4	32.31	24.34		
SV 2024-2025	13.2	30.43	36.02	20.36	Not significant change	
SV 2023-2024	13.57	29.19	36.43	20.81		
ECR 2024-2025	15.01	36.08	34.14	14.77	Overall losses	lost from level 4
ECR 2023-2024	20.65	34.84	28.82	15.7		
HD 2024-2025	24.26	32.46	26.56	16.72	Overall losses	lost from level 4
HD 2023-2024	28.53	32.82	22.39	16.26		
SWD 2023-2024	6.44	22.97	37.63	32.96		
SWD	7.07	23.07	37.12	32.77	Not significant change	
SED	16.02	31.64	32.44	19.89		
Migrant	11.46	29.86	30.56	28.13		
Homeless	7.87	17.98	34.83	39.33		
Foster	N/A	N/A	N/A	N/A		
English Learner	16.07	32.08	32.08	19.77		
LTEL	11.49	34.04	39.57	14.89		
Hispanic	16.31	32.28	32.07	19.34		
White	12.35	29.63	30.86	27.16		
Black	N/A	N/A	N/A	N/A		

BME - ELA

Content	Proficient	Level 4	Level 3	Level 2	Level 1	Status by year	Notes	Cohort	Notes
Overall 2024-2025	17.98	4.63	13.35	25.07	56.95	Improved all		.	
Overall 2023-2024	16.71	4.88	11.83	22.62	60.67	-			
Grade 3 2024-2025		1.11	13.33	23.33	62.22	Not significant change	2 and 4 became level 3	.	
Grade 3 2023-2024		2.91	9.71	25.24	62.14	-			
Grade 4 2024-2025		7.22	10.31	22.68	59.79	Improved all		Improved all	
Grade 4 2023-2024		4.35	13.04	21.74	60.87	.			
Grade 5 2024-2025		3.53	9.41	28.24	58.82	Improved lower levels		Improved lower levels	became level 2's
Grade 5 2023-2024		8.42	10.53	15.79	65.26				
Grade 6 2024-2025		6.32	20	26.32	47.37	Improved all		Improved upper levels	became level 3
Grade 6 2023-2024		4.04	14.14	27.27	54.55	.			
Grade 7 2024-2025						.		.	
Grade 7 2023-2024						.			
Grade 8 2024-2025						.		.	
Grade 8 2023-2024						.			
SWD		0	0	10.71	89.29				
SED		4.84	13.11	24.79	57.26				
Migrant	11.36	2.27	9.09	31.82	56.82				
Homeless		0	9.09	18.18	72.73				
Foster		N/A	N/A	N/A	N/A				
English Learner		2.69	5.38	25.11	66.82				
LTEL		0	0	15.38	84.62				
Hispanic		4.25	13.31	24.93	57.51				
White		N/A	N/A	N/A	N/A				
Black		N/A	N/A	N/A	N/A				

BME - Math

Content	Proficient	Level 4	Level 3	Level 2	Level 1	Status by year	Notes	Cohort	Notes
Overall 2024-2025	16.84	3.8	13.04	27.72	55.43	.		.	
Overall 2023-2024	17.78	5.15	12.63	23.45	58.76	Not significant chan...	scoring in middle 2 and 3		
Grade 3 2024-2025		1.1	14.29	24.18	60.44	.		.	
Grade 3 2023-2024		2.94	13.73	23.53	59.8	Not significant chan...			
Grade 4 2024-2025		3.09	20.62	26.8	49.48	.		Improved all	
Grade 4 2023-2024		5.43	16.3	31.52	46.74	Not significant chan...	moved to level 3		
Grade 5 2024-2025		5.88	7.06	28.24	58.82	.		Overall losses	level 4 maintained
Grade 5 2023-2024		3.16	8.42	15.79	72.63	Improved all			
Grade 6 2024-2025		5.26	9.47	31.58	53.68	.		Improved all	
Grade 6 2023-2024		9.09	12.12	23.23	55.56	Improved lower levels			
Grade 7 2024-2025						.		.	
Grade 7 2023-2024						.			
Grade 8 2024-2025						.		.	
Grade 8 2023-2024						.			
SWD		0	0	7.14	92.86				
SED		3.99	12.54	27.07	56.41				
Migrant	18.18	6.82	11.36	29.55	52.27				
Homeless		0	0	18.18	81.82				
Foster		N/A	N/A	N/A	N/A				
English Learner		1.34	9.38	23.66	65.63				
LTEL		0	3.85	19.23	76.92				
Hispanic		3.68	13.03	27.2	56.09				
White		N/A	N/A	N/A	N/A				
Black		N/A	N/A	N/A	N/A				

Overview of Student Attendance

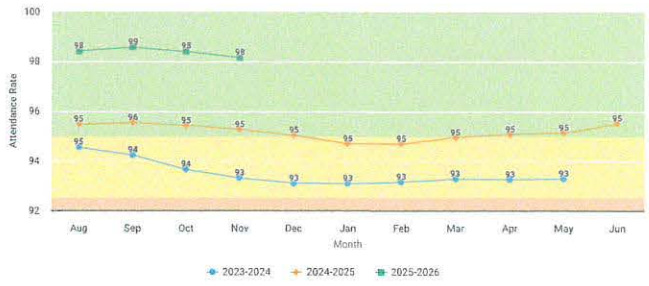
Applied Filters: Arvin Union School District | Bear Mountain Elementary

# of currently enrolled students	Students Absent This Week - (11/10 - 11/14)	Students Absent - 11/07/25
643	0	48

Attendance this instructional week	Attendance last instructional week	Attendance for the last 30 days	Year-to-date Attendance
100%	95.05%	97.65%	98.14%

Cumulative Student Attendance

The cumulative monthly attendance rate trend for students over the last 3 years.



Monthly Student Attendance

The monthly attendance rate trend for students over the last 3 years.

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	2023-2024 English Language Arts All students Very Low, -86.9 points below standard with a decline of 3.2 points 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	All Student Goal: Gain 15 points (-71.9 points) Very Low Performance Increase Significantly in points (Orange) 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)
Dashboard- CAASPP Math	2023-2024 Mathematics All students Low, -91.3 points below Standard declined 1.5 points (Orange) 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)	All Student Goal: Gain 15 points (-76.3) Low Performance Increase Significantly((Yellow) 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)
Dashboard- English Learner Progress Indicator	2023-2024 English Learner Progress Indicator Overall EL Student: 40.8% Making Progress Declined 5.8% (Orange)	All EL Student Goal: Gain 6% (52.6%) Making Progress Medium Performance Increase (Green)
Dashboard- Attendance	2023-2024 Chronic Attendance All Students Very High, 21.9% Chronically Absent a Significant Decline of 3.2% points (Yellow) 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)	Overall Chronic Absenteeism Indicator for students is to decline 3 percentage points which would move students to a "High" chronic absenteeism performance level ban and show a "Significant Decline." 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 ban but show a "Significant Decline."

	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 ban 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 ban 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 ban but show a "Significant Decline."

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	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. 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 District Dual TOSA: Supporting all Dual teachers: *PLT discussions *Lesson Modeling *Professional Development *Walkthroughs (PLT, ELD, Math, and ELA) *Formative local assessments	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	55,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Academic Coach Salary (50% Funded by Site Title I) 22,000 Title I Part A: Allocation 3000-3999: Employee Benefits Academic Coach Benefits (50% Funded by Site Title I) 55,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Academic Coach Salary (50% Funded by District LCAP) 22,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Academic Coach Benefits (50% Funded by District LCAP) 16,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries District TOSA 12%

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~~ 2 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).

Board Approved: March 13, 2025

Sierra Vista Elementary
Bear Mountain Elementary
El Camino Real Elementary
Haven Drive Middle School

2025-2026 Uniform Guidelines

Mandatory for the 2025-2026 School Year

GARMENT TYPE	STYLES	COLORS	FABRICS	OTHER REQUIREMENTS
TOPS	▪ Polo Shirts ▪ Dress Shirts ▪ Blouses ▪ Turtlenecks	Solid Colors Only ● Red ● White ● Navy Blue ● Burgundy ● School Logo Shirts ● School Sports Shirt Only	Cotton Cotton Blend	▪ Tops must have collar ▪ Tops must be short or long sleeve *(no sleeveless shirts)* ▪ Tops must be worn long enough to stay tucked in ▪ Tops must be solid color - insignias, labels may not be larger than 1" square ▪ Tops must fit properly - must not be oversized, skin tight or low cut
BOTTOMS	▪ Pants ▪ Walking shorts ▪ Capris ▪ Skirts or skorts no higher than 2" above knee ▪ Jumpers ▪ Sweatpants *Allowed, ONLY (November 1– February 28)	Solid Colors Only ● Navy Blue ● Tan ● Denim Blue Jeans ● Dark Blue Only	Cotton twill Cotton blend Corduroy Plain Denim Light Denim	▪ Pants/shorts must be fitted at the waist - not more than one size too large or one size too small ▪ Pants must be hemmed at least one inch off the ground - must not "sag" or be frayed/jogger style with elastic hem may be worn ▪ Walking shorts, skorts or skirts must be worn mid-thigh ▪ Cargo pants with small pockets may be worn ▪ No: leggings, jeggings, jogging suits knits, baggy pants, overalls ▪ Pants may not be torn or ripped ▪ Sweatpants must be thick and tapered at the ankles, proper size not OVERSIZE, and no Logos other than the School Logo
OUTER GARMENTS	▪ Sweatshirts ▪ Sweaters ▪ Windbreakers ▪ Coats ▪ Jackets ▪ Vests			
SHOES	▪ Closed toe and heel			▪ Athletic shoes with logos, etc. may be worn ▪ Black soled tennis shoes may not be worn in Haven Drive gym ▪ No military style or steel-toed boots; high top boots may be worn ▪ No sandals or flip flops ▪ No heel over one inch or platforms ▪ No Crocs
HATS / HEAD COVERING /FACIAL PIERCINGS	No ball caps may be worn. Winter hats (beanies) will be allowed during winter months only, but may not be worn inside classrooms or cafeteria. Hijabs are allowed. Earrings and nose studs are allowed: ● Nose stud must be 2mm in size or smaller ● Sharp/spiked earrings are not allowed			

To ensure a welcoming environment free from distraction:

No vulgar or obscene language or pictures or promotion of drugs or alcohol is permitted on any clothing item.

Primaria Sierra Vista
Primaria Bear Mountain
Primaria El Camino Real
Escuela Secundaria Haven Drive

Aprobado por la Mesa Directiva:
13 de marzo de 2025

Guías de Uniformes 2025-2026

Obligatorio para el Año Escolar 2025-2026

TIPO DE ROPA	ESTILOS	COLORES	MATERIALES	OTROS REQUISITOS
PRENDAS DE ARRIBA	▪ Camisas de Polo con cuello ▪ Camisas de Salir ▪ Blusas ▪ Camisas de cuello alto	Solamente Colores Sólidos ▪ Rojo ▪ Blanco ▪ Azul Marino ▪ Guindo ▪ Camisas con logo escolar ▪ Solamente Camiseta de Deporte Escolar	Algodón Algodón Mezclado	▪ Las camisas deben tener cuello ▪ Las camisas deben tener manga corta o larga *(no camisas sin mangas)* ▪ Las camisas y blusas deben ser suficiente largas para quedarse fajadas ▪ Las camisas y blusas deben ser de color sólido – insignias, etiquetas no deben ser más grandes que una pulgada cuadrada ▪ Las camisas y blusas deben sentar bien al cuerpo - no deben ser demasiado grandes, untadas al cuerpo o escotadas
PRENDAS DE ABAJO	▪ Pantalones ▪ Pantalones cortos o Capris (pantalón corto/pescadores) ▪ Faldas o falda pantalón no más corta que 2 pulgadas arriba de la rodilla ▪ Vestidos de pechera *(jumper)* ▪ Pantalones de Sudadera *SOLAMENTE Permitido (1 de noviembre – 28 de febrero)	Solamente Colores Sólidos ▪ Azul Marino ▪ Café Claro ▪ Pantalón de Mezclilla Azul ▪ Sólo Azul Oscuro	Algodón Grueso Algodón Mezclado Pantalón de pana Mezclilla (sin adornos) Mezclilla Clara	▪ Los pantalones y pantalones cortos deben quedar a la cintura no más de una talla más grande o más chica ▪ Los pantalones deben tener el dobladillo por lo menos una pulgada del piso – estilo no deben estar "caídos" o deshilachados/pantalón deportivo con elástico en la bastilla ▪ Pantalones cortos de caminar o falda pantalón deben ser usados entre la rodilla y mitad de la pierna ▪ Pantalones cargo con bolsillos pequeños en los lados, se permiten ▪ No se permite mallas, pantalones jeggings, trajes para correr tejidos, pantalones anchos, overol ▪ Los pantalones no pueden estar rotos o rasgados ▪ Los pantalones de sudadera deben ser gruesos y ajustados en los tobillos, del tamaño adecuado, no DE GRAN TAMAÑO y sin logotipos que no sean el logotipo de la escuela
ROPA SOBREPUESTA	▪ Sudaderas ▪ Suéteres ▪ Abrigo de viento ▪ Abrigos ▪ Chaquetas ▪ Chalecos			
ZAPATOS	▪ Cerrados de enfrente y del talón			▪ Se pueden usar zapatos atléticos con insignias, etc. ▪ Tenis con suela negra no son permitidos en el gimnasio de Haven Drive ▪ No se permiten botas con punta de acero o estilo militar; se permiten botas altas ▪ No sandalias o huaraches ▪ No zapatos más altos de una pulgada o de plataforma ▪ No Crocs
SOMBREROS/ PERFORACIÓN FACIAL	No deben usar cachuchas. Se permitirán gorros de invierno (beanies) sólo durante los meses de invierno, pero no se pueden usar dentro del salón o cafetería. Se puede usar Hijabs. Se permiten aretes y aretes pequeños en la nariz: • Arete de la nariz debe ser 2mm de tamaño o más pequeño • No se permiten aretes afilados o con picos			

Para asegurar un ambiente acogedor libre de la distracción:

No se permite el lenguaje o imágenes vulgares u obscenas o promoción de drogas o alcohol en cualquier prenda de vestir.