

BEAR MOUNTAIN ELEMENTARY

School Site Council

Agenda: May 19, 2026

ITEMS	ACTIONS	NOTES
1. Call to Order		Call to order by: _____ At: _____
2. Quorum	Quorum Present	Yes or No
3. Welcome and Introductions	Introductions of those present and Review of sign-in/attendance	
4. Review of Agenda	Explanation of items Requests for additional items	
5. Read Minutes	Motion to Approve	M: _____ 2 nd : _____ In favor: _____ Opposed: _____
6. 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.	
7. DAC Report	Report by DAC Rep DAC Meeting May 13, 2026	DAC representative
8. SPSA Comprehensive Needs Assessment 2025-2026	Review evidence-based practices and review resources and outcomes	Review and Recommendations
9. Review Single Plan For Student Achievement monitoring action steps 2026-2027	School Plan for Student Achievement (SPSA) Review: Goals and expenditures-description of how the School Site Council (SSC) will monitor the SPSA. Ensure that processes are in place to support and facilitate monitoring activities- Prioritize and Evaluate Title I services are needed to ensure academic success for all student and identified subgroups	Review and Recommendations
10. ELAC Input on Single Plan for Student Achievement for 2026-2027	ELAC Recommendations for Title I Action Steps	Review and Recommendations to SSC
11. Approve Single Plan For Student 2026-2027	School Plan for Student Achievement (SPSA) Approve goals and action	M: _____ 2 nd : _____ In favor: _____ Opposed: _____
12. Approve 2026-2027 Parent Engagement Policy	Approve Parent Engagement Policy * Engagement of Parents in the Title I Program * Shared Responsibilities for High Student Achievement * Building Capacity for Engagement * Accessibility	M: _____ 2 nd : _____ In favor: _____ Opposed: _____
13. Approve 2026-2027 School Parent Compact	Approve Parent Compact	M: _____ 2 nd : _____ In favor: _____ Opposed: _____
14. DATA	I ready Diagnostic 3 Data, Attendance	
15. LCAP Input Opportunities	<ul style="list-style-type: none"> Professional Development/Basic Services Environment/Engagement Attendance Parent Involvement Academics English Learners 	
16. Announce future meeting date	Next school year, August 25, 2026	
17. Upcoming Dates	<ul style="list-style-type: none"> May 21, 2026 5th & 6th Grade Music Concert @ 4:30 May 22, 2026 6th Grade Celebration Walk @ 8:30 May 26-28, 2026 Minimum Days and Track & Field May 28, 2026 Last Day of School June 2, 2026 First Day of Summer School at SV to July 2, 2026 	
18. Adjournment		M: _____ 2 nd : _____ In favor: _____ Opposed: _____ Meeting adjourned at _____.

BEAR MOUNTAIN ELEMENTARY

Concilio Escolar

Agenda: 20 de mayo 2025

ARTICULOS		ACCIONES	NOTAS
1.	Llamar al Orden		Llamado a orden por: _____ A las: _____
2.	Quorum	Quorum Presente	Si o No
3.	Bienvenida y presentaciones	Introducciones de los presentes Repaso de la asistencia	
4.	Revisión de la agenda	Explicación de artículos Pedir artículos adicionales	
5.	Leer Minutos	Moción para aprobar	M: _____ 2ª: _____ En favor: _____ Opuestos: _____
6.	Comentario Publico	Bajo la ley de junta abierta, se prohíbe que el comité tome acción en asuntos relacionados con comentarios públicos. Los asuntos presentados en esta junta pueden ser programados para otra junta del Concilio.	
7.	Reporte de DAC	Reporte del Representante de DAC- Junta de DAC 13 de mayo de 2026	Representante de DAC
8.	SPSA Evaluación Integral de Necesidades 2025-2026	Revisar prácticas basadas en evidencia y recursos de revisión	Revisión y recomendaciones
9.	Revisar Título 1 Plan Escolar de Logros Estudiantiles Monitoreo de pasos de acción para 2026-2027	Revisión del Plan Escolar para el Rendimiento Estudiantil (SPSA): Metas y gastos: descripción de cómo el Consejo Escolar (SSC) monitorea el SPSA. Garantizar que existan procesos para apoyar y facilitar las actividades de seguimiento: priorizar y evaluar Los servicios de Título I son necesarios para garantizar el éxito académico de todos los estudiantes y subgrupos identificados.	Revisión y recomendaciones
10.	Recomendaciones de ELAC sobre el Plan Único para el Logro Estudiantil para 2026-2027	Recomendaciones de ELAC para los pasos de acción del Título I	Revisión y recomendaciones
11.	Aprobar Título 1 Plan Escolar de Logros Estudiantiles 2026-2027	Aprobación-Plan Escolar para Logros Estudiantiles (SPSA)-aprobación-	M: _____ 2ª: _____ En favor: _____ Opuestos: _____
12.	Aprobar Póliza de participación de los padres 2026-2027	Aprobación -Póliza de participación de los padres * Participación de los padres en el programa Título I * Responsabilidades Compartidas para Alto Rendimiento Estudiantil * Creación de capacidad para la participación * Accesibilidad	M: _____ 2ª: _____ En favor: _____ Opuestos: _____
13.	2026-2027 Aprobar el compromiso entre Escuela y Padres	Aprobación -Los padres y los estudiantes conocen y cumplen con sus responsabilidades, como se define en los compromisos entre la escuela y los padres	M: _____ 2ª: _____ En favor: _____ Opuestos: _____
14.	Datos	iReady Diagnóstico 3, Asistencia	
15.	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 	
16.	Anunciar fecha de reuniones en el futuro	Nuevo año escolar, 25 de agosto del 2026	

17. Fechas Próximas	<ul style="list-style-type: none"> • 21 de mayo de 2026, Concierto de Música de 5.º y 6.º grado a las 4:30 p.m. • 22 de mayo de 2026, Caminata de Celebración de 6.º grado a las 8:30 a.m. • 26 al 28 de mayo de 2026, Días de Horario Reducido y Eventos de Atletismo • 28 de mayo de 2026, Último día de clases • 2 de junio de 2026, Primer día de la Escuela de Verano en SV (hasta el 2 de julio de 2026). 	
18. Aplazamiento		M: _____ 2ª: _____ En favor: _____ Opuestos: _____ Aplazamiento: _____

BEAR MOUNTAIN ELEMENTARY

School Site Council

Minutes: April 28, 2026

1. **Welcome, Introductions, & Call to Order-** Mr. Pacheco called the meeting to order at 2:26 p.m.
2. **Quorum-** Introductions were made. The following members were present: Alma Pantoja, Mireya Moguel, Veronica Zaragoza, Javier Pacheco, Steve Cunicelli, Carmelita Vega, and Ricardo Salinas. Jasmin Pineda and Rocio Castro were absent; however, a quorum was established. Also present was Amalia Ojeda.
3. **Review of Agenda-** Ricardo Salinas reviewed the items on the agenda there were no edits.
4. **Read minutes-** The minutes from March 24, 2026, meeting were read. A motion was made by Ms. Vega to approve the minutes as read and the motion was seconded by Mrs. Zaragoza. The motion was voted on and the minutes were approved. All were in favor.
5. **Public Comments-** No comments were made
6. **DAC Report-** No report because the meeting will be held on April 29, 2026.
7. **Parent Nomination:** Mr. Salinas motioned to approve Amalia Ojeda to the vacant parent position and it was seconded by Mr. Cunicelli. The motion was voted on and was approved unanimously.
8. **Budget Title 1-** Mr. Salinas discussed the Title 1 Expenditures for the 2025-2026 and how they would differ in the 2026-2027 proposed budget expenditures.
9. **SPSA ELAC Input-** Mr. Salinas stated that the ELAC SPSA plan input was positive in support of the goal and proposed expenditures. He asked the committee to take the copy home and review it to provide input at the next meeting.
10. **SPSA Comprehensive Needs Assessment & School Performance Data 2025-2026:** Mr. Salinas provided a copy and reviewed that draft Comprehensive Needs Assessment and School Performance Data. The committee agreed with the Needs Assessment and stated that the data shows the need to support all students, but especially the EL students.
11. **SPSA Goals, Strategies & Proposed Expenditures-monitoring action steps 2026:** Mr. Salinas provided a copy and reviewed the draft Action Steps to help the committee see the proposed goal, strategies, and proposed expenditures and reminded the committee how it differs from the current strategies and proposed expenditures. The committee agreed to support teachers with professional development, some materials, and paraprofessional support in the classrooms.
12. **State Testing CAASPP:** Mr. Salinas stated that BME was focused on Math this week. He asked parents to ensure students were rested and arrived on time.
13. **Attendance:** Mr. Salinas reported we have surpassed our goal of 95% and that BME would be celebrating with Carnival type games for P.E. on Monday May 18, 2026.
14. **2026-2027 Parent Engagement Policy:** Mr. Salinas provided a draft version of the Parent Engagement Policy for 2026-2027 and stated he would be updating the dates. He asked committee members to review and bring back suggestions for the next SSC meeting.
15. **2026-2027 School Parent Compact:** Mr. Salinas provided a draft version of the School Parent Compact for 2026-2027 and stated he would be updating the dates. He asked committee members to review and bring back suggestions for the next SSC meeting.
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. The committee had no comment or suggestions.
17. **Announce future meeting date:** The next SSC meeting was announced for May 19, 2026 at 2:20 p.m..
18. **Upcoming Dates-** Mr. Salinas reviewed upcoming dates with members- April 27- May 1, 2026 Staff Appreciation Week, May 1, 2026 Minimum Day (12:10 Dismissal), May 5, 2026 Cultural Celebration, May 6, 2026 PEC @ 8:15, May 13, 2026 DAC @ ECR at 9, May 15, 2026 Coffee with the Principals @ 8:00, May 20, 2026 5th Grade Music Concert, May 21, 2026 6th Grade Music Concert, May 22, 2026 6th Grade Celebration Walk @ 8:30, May 26-28, 2026 Minimum Days and Track & Field, May 28, 2026 Last Day of School, June 2, 2026 First Day of Summer School at SV to July 2, 2026
19. **Adjournment-** A motion to adjourn was made by Mrs. Ojeda and second by Mr. Cunicelli. All members were in favor. The meeting was adjourned at 2:59 p.m..

BEAR MOUNTAIN ELEMENTARY

Concilio Escolar (SSC)

Minutes: 28 de abril de 2026

1. **Bienvenida, presentaciones y apertura de la sesión** — El Sr. Pacheco declaró abierta la sesión a las 2:26 p. m.
2. **Quórum** — Se procedió a las presentaciones. Estuvieron presentes los siguientes miembros: Alma Pantoja, Mireya Moguel, Veronica Zaragoza, Javier Pacheco, Steve Cunicelli, Carmelita Vega y Ricardo Salinas. Jasmin Pineda y Rocio Castro estuvieron ausentes; sin embargo, se estableció el quórum. También estuvo presente Amalia Ojeda.
3. **Revisión de la agenda** — Ricardo Salinas revisó los puntos de la agenda; no hubo modificaciones.
4. **Lectura del acta** — Se leyó el acta de la reunión celebrada el 24 de marzo de 2026. La Sra. Vega presentó una moción para aprobar el acta tal como fue leída, la cual fue secundada por la Sra. Zaragoza. La moción fue sometida a votación y el acta fue aprobada. Todos votaron a favor.
5. **Comentarios del público** — No se presentaron comentarios.
6. **Informe del DAC** — No hubo informe, ya que la reunión se celebrará el 29 de abril de 2026.
7. **Nominación de padres** — El Sr. Salinas propuso la moción para aprobar la designación de Amalia Ojeda para ocupar el puesto vacante de representante de padres; la moción fue secundada por el Sr. Cunicelli. La moción fue sometida a votación y aprobada por unanimidad.
8. **Presupuesto del Título I** — El Sr. Salinas expuso los gastos del Título I correspondientes al ciclo 2025-2026 y explicó en qué diferirían respecto a los gastos propuestos en el presupuesto para el ciclo 2026-2027.
9. **Aportes del ELAC sobre el SPSA** — El Sr. Salinas informó que los aportes del ELAC respecto al plan SPSA fueron positivos, brindando respaldo tanto al objetivo como a los gastos propuestos. Solicitó al comité que llevaran una copia a casa para revisarla y así poder ofrecer sus comentarios en la próxima reunión.
10. **SPSA: Evaluación integral de necesidades y datos de desempeño escolar (2025-2026)** — El Sr. Salinas distribuyó una copia y presentó el borrador de la Evaluación integral de necesidades y los datos de desempeño escolar. El comité expresó su conformidad con la Evaluación de necesidades y señaló que los datos evidencian la necesidad de brindar apoyo a todos los estudiantes, pero de manera especial a los estudiantes de inglés (EI).
11. **Metas, estrategias y gastos propuestos del SPSA: seguimiento de los pasos de acción para 2026.** El Sr. Salinas proporcionó una copia y revisó el borrador de los Pasos de Acción para ayudar al comité a visualizar la meta, las estrategias y los gastos propuestos, y recordó al comité en qué difieren estos de las estrategias y gastos propuestos vigentes. El comité acordó brindar apoyo a los maestros mediante desarrollo profesional, la provisión de ciertos materiales y asistencia de paraprofesionales en las aulas.
12. **Evaluaciones estatales CAASPP:** El Sr. Salinas informó que, durante esta semana, la escuela BME se ha centrado en el área de Matemáticas. Solicitó a los padres que se aseguren de que los estudiantes estén bien descansados y lleguen a la escuela a la hora indicada.
13. **Asistencia escolar:** El Sr. Salinas reportó que hemos superado nuestra meta del 95% y anunció que la escuela BME celebrará este logro organizando juegos tipo carnaval durante la clase de Educación Física el lunes 18 de mayo de 2026.
14. **Política de participación de los padres para el ciclo 2026-2027:** El Sr. Salinas presentó un borrador de la Política de participación de los padres para el ciclo escolar 2026-2027 e indicó que actualizaría las fechas correspondientes. Solicitó a los miembros del comité que revisen el documento y presenten sus sugerencias en la próxima reunión del SSC.
15. **Pacto entre la escuela y los padres para el ciclo 2026-2027:** El Sr. Salinas presentó un borrador del Pacto entre la escuela y los padres para el ciclo escolar 2026-2027 e indicó que actualizaría las fechas correspondientes. Solicitó a los miembros del comité que revisen el documento y presenten sus sugerencias en la próxima reunión del SSC.
16. **Oportunidades para aportar al LCAP:** El Sr. Salinas preguntó al comité si tenían alguna aportación respecto a los enfoques de nuestro LCAP: entornos seguros y acogedores, el fortalecimiento de la instrucción basada en estándares por nivel de grado, el desarrollo profesional del personal o la manera de apoyar a nuestros estudiantes aprendices del idioma inglés. El comité no tuvo comentarios ni sugerencias.
17. **Anuncio de la fecha de la próxima reunión:** Se anunció que la próxima reunión del SSC se llevará a cabo el 19 de mayo de 2026 a las 2:20 p.m.
18. **Próximas fechas:** El Sr. Salinas repasó las próximas fechas con los miembros: del 27 de abril al 1 de mayo de 2026, Semana de Agradecimiento al Personal; 1 de mayo de 2026, Día Mínimo (salida a las 12:10 p.m.); 5 de mayo de 2026, Celebración Cultural; 6 de mayo de 2026, PEC a las 8:15 a.m.; 13 de mayo de 2026, DAC en ECR a las 9:00 a.m.; 15 de mayo de 2026, Café con los Directores a las 8:00 a.m.; 20 de mayo de 2026, Concierto de Música de 5.º Grado; 21 de mayo de 2026, Concierto de Música de 6.º Grado; 22 de mayo de 2026, Caminata de Celebración de 6.º Grado a las 8:30 a.m.; del 26 al 28 de mayo de 2026, Días Mínimos y Eventos de Atletismo; 28 de mayo de 2026, Último Día de Clases; 2 de junio de 2026, Primer Día de la Escuela de Verano en SV (hasta el 2 de julio de 2026).
19. **Clausura:** La Sra. Ojeda presentó una moción para clausurar la sesión, la cual fue secundada por el Sr. Cunicelli. Todos los miembros votaron a favor. La reunión se clausuró a las 2:59 p.m.

ARVIN UNION SCHOOL DISTRICT
DISTRICT ADVISORY COUNCIL/CONCILIO CONSEJERO DEL DISTRITO

MAY 13, 2026
13 de mayo del 2026
El Camino Real @ 9:00am

****AGENDA ITEMS / ARTICULOS DE AGENDA****

- I. Call to Order and Welcome/Llamar al Orden y Bienvenida – Anixia Dominguez, Chairperson/Presidente
- II. Roll Call of Elected Members/Representatives
Lista de Miembros Elegidos/Representantes
- III. Approve Minutes of the April 29, 2026 Meeting
Aprobación de las Minutas de la Junta del 29 de abril, 2026
- IV. Public Comment (Three Minutes) / Comentarios Públicos (Tres Minutos)
- V. New Business/Negocios Nuevos
 - A. Review of Proposed LCAP Plan 2026-2027 and Request for Response / Revision del Plan
LCAP propuesto 2026-2027 y Solicitud de Respuesta - Emma Pereida-Martinez
 - B. Reports / Reportes
- VI. End of the Year Recognition - DAC Members / Reconocimiento de Fin de Año - Miembros de DAC
- VII. Adjournment / Aplazamiento
 - A. Next AUSD Board Meeting / Próxima Junta Directiva de AUSD
Tuesday, May 19, 2026, 5:00 p.m. / martes, 19 de mayo, 2026, 5:00 p.m.

2025-2026 Academic Year

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Not Applicable - Not identified for CSI or ATSI

Comprehensive Needs Assessment Components

Identify and describe 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.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Language Arts CAASPP Dashboard Placement:

Overall: Red

EL: Orange

Hispanic: Red

Socioeconomically Disadvantaged: Red

Students with Disabilities: Orange

Math CAASPP Dashboard Placement:

Overall: Orange

Hispanic: Orange

Socioeconomically Disadvantaged: Orange

Students with Disabilities: Red

Dashboard placement for Bear Mountain on the ELPI was Orange.

Dashboard placement for Chronic Absenteeism:

Hispanic: Orange

Students with Disabilities: Red

Intensive training has been provided with continuous support for implementation of Professional Learning Teams including effective collaboration driven by conversations to support implementation of the Cycle of Inquiry, development of common formative assessments, and assures data analysis is used to inform next action.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Bear Mountain Elementary student groups are performing within the two levels below of the overall student group performance.

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

<p>Dashboard-CAASPP English Language Art</p>	<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>2025-2026 Academic Year</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>
<p>Dashboard- CAASPP Math</p>	<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>
<p>Dashboard- English Learner Progress Indicator</p>	<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>
<p>Dashboard- Attendance</p>	<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 ban 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 ban but show a "Significant Decline."</p>

2025-2026 Academic Year

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."

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.

2025-2026 Academic Year

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).

2025-2026 Academic Year Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$527,749.76
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$613,037.13
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$527,749.76
Title I Part A: Parent Involvement	\$8,287.37

Subtotal of additional federal funds included for this school: \$536,037.13

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$77,000.00

Subtotal of state or local funds included for this school: \$77,000.00

Total of federal, state, and/or local funds for this school: \$613,037.13

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	77,000.00
Title I Part A: Allocation	527,749.76
Title I Part A: Parent Involvement	8,287.37

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	320,749.00
2000-2999: Classified Personnel Salaries	166,500.00
3000-3999: Employee Benefits	113,500.76
4000-4999: Books And Supplies	12,287.37

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	77,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	243,749.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	166,500.00
3000-3999: Employee Benefits	Title I Part A: Allocation	113,500.76
4000-4999: Books And Supplies	Title I Part A: Allocation	4,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	8,287.37

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	613,037.13

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 13, 2026 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 23, 2026, February 26, 2027, and May 27, 2027.
 - Hold parent/teacher conferences in person during the afternoons of September 29, 2026 to October 1, 2026. The evening Conference will take place on September 30, 2026. A second set of conferences will be held in the evening of January 20, 2027 and during the afternoons of January 19, 2027 to January 21, 2027.
 - 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 21 2026	Sept 18 2026	Oct 16 2026	Nov 20 2026	Jan 22 2027	Feb 19 2027	Mar 19 2027	Apr 16 2027	May 18 2027
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ELAC 8:00 am / SSC 2:20 pm - In person Open Sessions

DATES:

Aug 25 2026	Sept 15 2026	Oct 27 2026	Nov 17 2026	Jan 26 2027	Feb 23 2027	Mar 16 2027	Apr 27 2027	May 18 2027
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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 13 de agosto de 2026, 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.
 - Proveeré un ambiente de apoyo y efectivo
 - Proveeré 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.
- Celebré 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: 23 de octubre de 2026, 26 de febrero de 2027 y 27 de mayo de 2027.
- Realizar conferencias de padres y maestros en persona durante las tardes del 29 de septiembre al 1 de octubre de 2026. La conferencia vespertina se llevará a cabo el 30 de septiembre de 2026. Una segunda serie de conferencias se llevará a cabo en la noche del 20 de enero de 2027 y durante las tardes del 19 al 21 de enero de 2027.
- 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:

21 de agosto 2026	18 de septiembre 2026	16 de octubre 2026	20 de noviembre 2026	22 de enero 2027	19 de febrero 2027	19 de marzo 2027	16 de abril 2027	14 de mayo 2027
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ELAC 8:00 am / SSC 2:20 pm - Sesiones abiertas en persona

FECHAS:

25 de agosto 2026	15 de septiembre 2026	27 de octubre 2026	17 de noviembre 2026	26 de enero 2027	23 de febrero 2027	16 de marzo 2027	27 de abril 2027	18 de mayo 2027
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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 desarrollarán 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 2026-2027. 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: **23 de octubre de 2026, 26 de febrero y 27 de mayo de 2027.**
 - Realizar conferencias de padres / maestros virtualmente y / o en persona la noche del **30 de septiembre** y durante las tardes del **29 de septiembre al 1 de octubre**. Una segunda serie de conferencias se llevará a cabo la noche del **20 de enero del 2027** y durante las tardes del **19 de enero al 21 de enero del 2027.**
- 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 LOS 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 mejorar 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.
- Trabajaré 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.

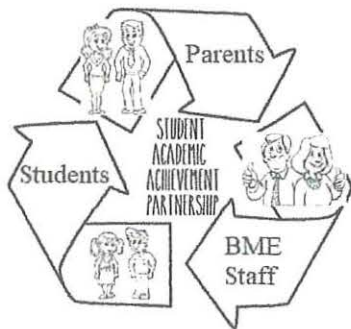
BEAR MOUNTAIN ELEMENTARY

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 2026-2027 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 23, 2026, February 26, 2027, and May 27, 2027.**
 - Hold parent/teacher conferences over telephone and/or in person the evening of **September 30, 2026** and during the afternoons of **September 29, 2026 to October 1, 2026**. A second set of conferences will be held the evening of **January 20, 2027** and during the afternoons of **January 19, 2027 to January 21, 2027.**
- 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.

2025-2026 District Snapshot

Applied Filters:

Arvin Union School District

Bear Mountain Elementary

Demographic Information

ALL STUDENTS

669

AFRICAN
AMERICAN

6

ASIAN

3

HISPANIC/ LATINO

616

TWO OR MORE
RACES

3

WHITE

41

EL

328

FOSTER YOUTH

3

HOMELESS YOUTH

14

SED

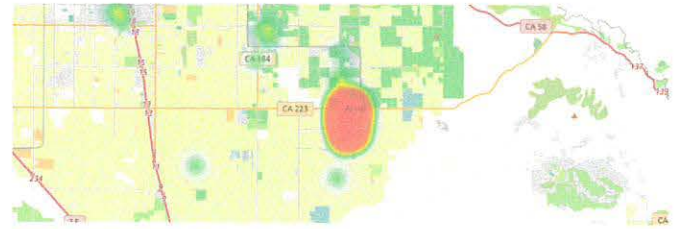
616

SWD

100

Where are students in our district?

A geospatial view of student residence concentration within the district.



Year-to-date Attendance

97.26%

Suspension Rate (YTD)

0.14%