BEAR MOUNTAIN ELEMENTARY

School Site Council Committee

Agenda: August 25, 2026

Parent Center (E-5) at 2:20 p.m.

ITEMS	ACTIONS	NOTES
1. Call to Order	Call to Order	
2. Welcome and Introductions	Introductions of those present Review of sign-in/attendance	
3. Review of Agenda	Explanation of items Requests for additional items	Quorum Present: Yes/No
4. Read Minutes	Motion to approve School Site Council Meeting May 19, 2026	M: 2nd: In favor:_____ Opposed:_____
5. Public Comment	Under the open meeting law, no action related to public comment may be acted upon at this meeting. Issues raised at this meeting may be scheduled for another SSC meeting.	
6. Guidance and Purpose for SSC	Law and Governance Review Bylaws	Review Bylaws
7. SSC Composition	Composition List and type of membership	
8. Greene Act	Greene Act Ed Code 35147(c)	Review
9. Nominations	Roles of Officers Seek Nominations • President • Vice President • Secretary • DAC • DAC Alternative	Nominees: • President • Vice President • Secretary • DAC • DAC Alternatives: 1_____ 2_____ M: 2nd: In Favor: Opposed:
10. Roles and Responsibilities	Training on Roles and Responsibilities	
11. Title 1 Responsibilities	Title 1 Meeting Held August 13, 2026, online in English and Spanish 9:00 am and 5:00 pm School Site Plan Goals #1, Site Title I Program Evaluation and Other Evidence School Site Council Participates in Evaluation	
12. Title 1 Parent Policy	Parent Involvement Policy approved May 19, 2026	
13. Title 1 Parent Compact	School/Parent Compact approved May 19, 2026 Update on Percentage Returned and System in Place	
14. Uniform Complaint Procedures	UCP Annual Notice for 2026-2027	Input:
15. School Plan for Student Achievement (SPSA) Title 1 Budget	School Plan for Student Achievement (SPSA) Title 1 Budget Review	Input:
16. LCAP Input Opportunities	• Professional Development/Basic Services • Environment/Engagement • Attendance • Parent Involvement • Academics • English Learners	
17. Announce future meeting	Tuesday, September 15, 2026	
18. Upcoming Dates	Labor Day- No School 9/7/26, Attendance Awareness Month (9/1/2026-9/30/2026), You Matter Week (9/8/26-9/11/26), AUSD Board Meeting 9/8/26, CWTP 9/18/26, Parent Teacher Conference Night (9/29/2026-10/1/2026), DAC 9/23/2026, DELAC 9/23/2026	
19. Adjournment		M: 2nd: In favor:_____ Opposed:_____ Meeting adjourned at _____

BEAR MOUNTAIN ELEMENTARY
Comité del Concilio Escolar
Orden del día 25 de agosto del 2026
Centro para Padres (E-5) a las 2:20 p.m.

ARTÍCULOS	ACCIONES	NOTAS
1) Llamar al orden	Llamar al Orden	
2) Bienvenida e Introducción	Introducciones de los presentes Repaso de asistencia	
3) Revisión de la Agenda	Explicaciónón de artículos Petición de artículos adicionales	
4) Leer Minutos	Moción para aprobar Reunión del consejo del sitio escolar 19 de mayo de 2026	M: 2ª: En favor: Opuestos:
5) Comentarios del Publico	Bajo la ley de junta abierta, ninguna acción relacionada al comentario público podrá tomar acción. Puntos en cuestión durante esta junta podrán planearse para otra junta de del Concilio	
6) Orientación y Propósito para SSC	Ley y Gobernabilidad Revisar los Estatutos	Revisar
7) SSC Composición	Lista del consejo escolar con categorías de membresía	
8) Ley Greene	Código de Educación de la Ley Greene 35147(c)	Revisar
9) Nominaciones	Roles de oficiales Buscar nominaciones •Presidente •Vice presidente • Secretario • DAC • Alternativa DAC	•Presidente •Vice presidente • Secretario • DAC • identificador alternativo DAC M: 2do: A favor: Opuesto:
10) Roles y responsabilidades	Entrenamiento en Roles y Responsabilidades	
11) Responsabilidades del Título 1	Reunión del Título 1 celebrada el 13 de agosto de 2026 a través en linea 9:00 am y 5:00 pm Metas # 1 del plan del sitio escolar, Evaluación del programa Título I del sitio y otra evidencia El consejo escolar participa en la evaluación	Revisar
12) Política de los padres del Título 1	Política de participación de los padres aprobado el 19 de mayo de 2026	M: 2ª: En favor: Opuestos:
13) Compacto de padres del Título 1	Compacto de escuela / padres aprobado el 19 de mayo de 2026	
14) Procedimientos Uniformes de Quejas	Aviso anual de UCP para 2026-2027	
15) Plan escolar para el rendimiento estudiantil (SPSA) Presupuesto del Título 1	Plan escolar para el rendimiento estudiantil (SPSA) Presupuesto del Título 1	
16) LCAP Oportunidades para dar Sugerencias	• Desarrollo Profesional/Servicios Básico • Ambiente/Compromiso • Asistencia • Participación de los padres • Académico • Aprendices de Inglés	
17) Anunciar fecha de la próxima junta	Martes, 15 de septiembre de 2026	
18) Fechas Próximas	Día del Trabajo: no hay clases (7/9/26), Mes de la Concientización sobre la Asistencia (1/9/2026–30/9/2026), Semana "Tú Importas" (8/9/26–11/9/26), Reunión de la Junta Directiva de AUSD (8/9/26), CWTP (18/9/26), Noche de conferencias entre padres y maestros (29/9/2026–1/10/2026), DAC (23/9/2026), DELAC (23/9/2026)	
19) Aplazamiento		M: 2ª: En favor: Opuestos: Aplazamiento: _____

BEAR MOUNTAIN ELEMENTARY

School Site Council (SSC)

Minutes: May 19, 2026

1. **Call to Order**- Javier Pacheco called the meeting to order at 2:26 p.m.
2. **Quorum:** Quorum was present.
3. **Welcome and Introductions**- Introductions were made. The following members were present: Ricardo Salinas, Carmelita Vega, Javier Pacheco, Steve Cunicelli, Veronica Zaragoza, Mireya Moguel, and Alma Pantoja. Members absent were Jazmin Pineda and Rocio Castro.
4. **Review of Agenda**- Ricardo Salinas reviewed the items on the agenda and there were no edits.
5. **Read minutes**- The minutes from April 28, 2026 were read and a motion for approval was made by Cunicelli and it was seconded by Mireya. The motion was voted on and the minutes were approved.
6. **Public Comments**- No comments were made
7. **DAC Report**- The main items presented by Mrs. Emma P-Matinez was the review of the proposed LCAP Plan for 2026-2027 and district reports.
8. **SPSA Comprehensive Needs Assessment 2025-2026-** Mr. Salinas reviewed current year's analysis of expenditures for Title 1 and that the majority of our Title 1 funds are expended on personnel with the exception of parent engagement and Reflex & Fraxs computer program. He shared each person's responsibilities and students they targeted for support. The committee had no input or recommendations.
9. **Review Single Plan for Student Achievement (SPSA) monitoring action steps 2026-2027-** Mr. Salinas provided a copy and reviewed the monitoring actions steps for the proposed 2026-2027 SPSA plan including expenditures, and personnel needs. He explained all the data, state and local, and input has been taken into account when creating the proposed action steps and goals. The committee agreed with the action steps presented in the SPSA.
10. **ELAC Input on SPSA**- Mr. Salinas explained that the ELAC committee agreed with the plan as presented and no additional inputs were provided.
11. **Approve Single Plan for Student Achievement 2026-2027**- A motion was made by Cunicelli to approve the SPSA plan as presented and it was seconded by Carmelita. The motion was voted on and the minutes were approved-all were in favor.
12. **2026-2027 Parent Engagement Policy:** Mr. Salinas provided an updated version of the draft of our Parent Engagement Policy for 2026-2027-he reviewed the date changes. A motion for approval was made by Zaragoza and it was seconded by Mireya. The motion was voted on and the Parent Engagement Policy was approved-all were in favor.
13. **2026-2027 School Parent Compact:** Mr. Salinas provided an updated draft version of the School Parent Compact for 2026-2027 and reviewed the date change. A motion was made by Cunicelli to approve the School Parent Compact and it was seconded by Zaragoza. The motion was voted on and the School Parent Compact was approved-all were in favor.
14. **Data**-Mr. Salinas provided a copy of the i-Ready Diagnostic 3 and Diagnostic 1 data. The committee noted the huge gains in grades. Mr. Salinas also provided parents with a copy of the CHKS data and the questions students answered. Additionally, he provided a copy of the year to date attendance and BME is 97.26%.
15. **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 comments or input.
16. **Announce future meeting date**- The next SSC meeting was announced for August 25, 2026 at 2:20 p.m..
17. **Upcoming Dates**-Mr. Salinas reviewed upcoming dates with members- Mr. Salinas reviewed upcoming dates with members- May 21, 2026 5th & 6th Music Concert at 4:30, 6th Grade Campus Celebration Walk May 22, 2026 8:30 am, No School Monday May 25, 2026, Track and Field events May 26th & May 27th and if needed the 28th, Minimum Days May 26th-May 28th Dismissal 12:10 pm, Last Day of School May 28, 2026, June 2, 2026 First Day of Summer School at SV to July 2, 2026.
18. **Adjournment**- A motion to adjourn was made by Zaragoza and second by Carmelita. All members were in favor. The meeting was adjourned at 2:53 p.m..

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

1. **Llamada al Orden** - Javier Pacheco llamó al orden a la reunión a las 2:26 de la tarde.
2. **Quórum:** Hubo quórum presente.
3. **Bienvenida y presentaciones** - Se realizaron las presentaciones. Estuvieron presentes los siguientes miembros: Ricardo Salinas, Carmelita Vega, Javier Pacheco, Steve Cunicelli, Veronica Zaragoza, Mireya Moguel y Alma Pantoja. Los miembros ausentes fueron Jazmin Pineda y Rocio Castro.
4. **Revisión de la agenda:** Ricardo Salinas revisó los puntos de la agenda y no hubo modificaciones.
5. **Lectura del acta:** Se leyó el acta del 28 de abril de 2026; Cunicelli presentó una moción para su aprobación, la cual fue secundada por Mireya. La moción fue sometida a votación y el acta fue aprobada.
6. **Comentarios del público:** No se realizaron comentarios.
7. **Informe del DAC:** Los puntos principales presentados por la Sra. Emma P-Matinez fueron la revisión de la propuesta del Plan LCAP para el periodo 2026-2027 y los informes del distrito.
8. **Evaluación Integral de Necesidades del SPSA 2025-2026:** El Sr. Salinas revisó el análisis de gastos del año en curso correspondientes al Título I, señalando que la mayor parte de nuestros fondos del Título I se destina a personal, con la excepción de las iniciativas de participación de los padres y los programas informáticos Reflex y Fraxs. Compartió las responsabilidades asignadas a cada persona, así como los estudiantes específicos a los que se dirigirá el apoyo. El comité no presentó aportaciones ni recomendaciones al respecto.
9. **Revisión de los pasos de acción para el seguimiento del Plan Único para el Logro Estudiantil (SPSA) 2026-2027:** El Sr. Salinas proporcionó una copia y revisó los pasos de acción para el seguimiento del plan SPSA propuesto para el periodo 2026-2027, incluyendo los gastos y las necesidades de personal. Explicó que, al elaborar los pasos de acción y los objetivos propuestos, se han tomado en cuenta todos los datos (tanto estatales como locales) y las aportaciones recibidas. El comité expresó su conformidad con los pasos de acción presentados en el SPSA.
10. **Aportaciones del ELAC sobre el SPSA:** El Sr. Salinas explicó que el comité ELAC estuvo de acuerdo con el plan tal como fue presentado y no realizó aportaciones adicionales.
11. **Aprobación del Plan Único para el Logro Estudiantil 2026-2027:** Cunicelli presentó una moción para aprobar el plan SPSA tal como fue presentado, la cual fue secundada por Carmelita. La moción fue sometida a votación y el plan fue aprobado por unanimidad (todos a favor).
12. **Política de Participación de los Padres 2026-2027:** El Sr. Salinas proporcionó una versión actualizada del borrador de nuestra Política de Participación de los Padres para el periodo 2026-2027, revisando los cambios realizados en las fechas. Zaragoza presentó una moción para su aprobación, la cual fue secundada por Mireya. La moción fue sometida a votación y la Política de Participación de los Padres fue aprobada por unanimidad (todos a favor).
13. **Pacto entre la Escuela y los Padres 2026-2027:** El Sr. Salinas presentó una versión preliminar actualizada del Pacto entre la Escuela y los Padres para el ciclo 2026-2027 y revisó el cambio de fecha. Cunicelli propuso aprobar el Pacto entre la Escuela y los Padres, moción que fue secundada por Zaragoza. Se sometió la moción a votación y el Pacto entre la Escuela y los Padres fue aprobado; todos votaron a favor.
14. **Datos:** El Sr. Salinas proporcionó una copia de los datos de los diagnósticos 1 y 3 de i-Ready. El comité tomó nota de los enormes avances observados en las calificaciones. El Sr. Salinas también entregó a los padres una copia de los datos de la encuesta CHKS, así como las preguntas que respondieron los estudiantes. Además, facilitó una copia de los datos de asistencia acumulada en lo que va del año escolar, indicando que el índice de asistencia de BME es del 97.26%.
15. **Oportunidades para aportar sugerencias sobre el LCAP:** El Sr. Salinas preguntó al comité si tenían alguna sugerencia respecto a los ejes prioritarios de nuestro LCAP: la creación de entornos seguros y acogedores, el fortalecimiento de la instrucción basada en estándares académicos por nivel de grado, el desarrollo profesional del personal o las

estrategias para apoyar a nuestros estudiantes que aprenden inglés. El comité no presentó comentarios ni sugerencias al respecto.

16. **Anuncio de la fecha de la próxima reunión:** Se anunció que la próxima reunión del SSC (Consejo Escolar) se celebrará el 25 de agosto de 2026 a las 2:20 p.m.
17. **Próximas fechas:** El Sr. Salinas repasó con los miembros las fechas venideras: 21 de mayo de 2026, Concierto de Música de 5.º y 6.º grados a las 4:30 p.m.; 22 de mayo de 2026, Caminata de Celebración de Fin de Ciclo para el 6.º Grado a las 8:30 a.m.; 25 de mayo de 2026, No hay clases (lunes); 26 y 27 de mayo (y el 28, si fuera necesario), Eventos de Atletismo; del 26 al 28 de mayo, Días de Jornada Reducida (salida a las 12:10 p.m.); 28 de mayo de 2026, Último día de clases; del 2 de junio de 2026 (primer día) al 2 de julio de 2026, Escuela de Verano en SV.
18. **Clausura:** Zaragoza propuso la moción para dar por terminada la sesión, la cual fue secundada por Carmelita. Todos los miembros votaron a favor. La reunión concluyó a las 2:53 p.m.

Bear Mountain Elementary
School Site Council Bylaws

ARTICLE I: NAME

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

ARTICLE II: PURPOSE:

The purpose of this council shall be to:

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

ARTICLE III: MEMBERSHIP:

Section 1:

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

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

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

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

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

Section 2:

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

Section 3:

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

Section 4:

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

Section 5:

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

ARTICLE IV: OFFICERS AND MEMBERS

Section 1:

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

Section 2:

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

Section 3:

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

ARTICLE V: MEETINGS

Section 1:

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

Section 2:

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

School Site Council Bylaws adopted & approved by SSC:

_____

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

_____

Escuela Primaria Bear Mountain

Estatutos del Consejo Escolar

ARTÍCULO I: NOMBRE

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

ARTÍCULO II: OBJETO

El propósito de este consejo será:

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

ARTÍCULO III: MEMBRESÍA:

Sección 1:

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

Sección 2:

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

Sección 3:

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

Sección 4:

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

Sección 5:

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

ARTÍCULO IV: FUNCIONARIOS Y MIEMBROS

Sección 1:

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

Sección 2:

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

Sección 3:

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

ARTÍCULO V: REUNIONES

Sección 1:

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

Sección 2:

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

Estatutos del Consejo Escolar adoptados y aprobados por el SSC:

_____

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

_____

The Greene Act

Education Code 35147(c)

1. Any meeting held by a council or committee shall be open to the public.

2. Any member of the public shall be able to address the council or committee during the meeting on any item within the subject matter jurisdiction of the council or committee.

3. Notice of the meeting shall be posted at the school site or other appropriate place accessible to the public* at least 72 hours prior to the meeting.

4. The meeting notice shall specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon.

5. The council or committee may not take any action on any item of business unless a) the item appeared on the posted agenda, or b) the council or committee members find, by unanimous vote, that there is a need to take immediate action and that he need for action came to the attention of the council or committee subsequent to the posting of the agenda.

6. Questions or brief statements made at the meeting by members of the council, committee, or public need not be described on an agenda as items of business if those questions or statements do not have a significant effect on pupils or employees in the school or school district; or can be resolved solely by the provision of information.

7. If a council or committee violates the procedural meeting requirements described above, and upon the demand of any person, the council or committee shall reconsider the items at its next meeting after allowing for public input on the item.

8. Any materials provided to a school site council shall be made available to any member of the public who requests the materials pursuant to the California Public Records Act.

*** Notices and Agendas must be published in an area that is visible to all members of the school community, including parents/guardians.**

El Acto Greene

Código de educación 35147 (c)

1. Cualquier junta celebrada por un consejo o comité estará abierta al público.
2. cualquier miembro del público podrá dirigirse al consejo o comité durante la reunión sobre cualquier tema dentro de la jurisdicción de la materia del consejo o comité.
3. La notificación de la reunión se publicará en el sitio de la escuela u otro lugar apropiado accesible al público * al menos 72 horas antes de la reunión.
4. El aviso de la reunión especificará la fecha, la hora y el lugar de la reunión y contendrá una agenda que describa cada asunto del negocio que se discutirá o se tomará en cuenta.
5. El consejo o comité no puede tomar ninguna acción en ningún asunto comercial a menos que a) el elemento aparezca en la agenda publicada, o b) el consejo o los miembros del comité descubran por voto unánime que es necesario tomar medidas inmediatas que la necesidad para la acción llegó a la atención del consejo o comité posterior a la publicación de la agenda.
6. Las preguntas o declaraciones breves hechas en la reunión por miembros del consejo, comité o público no deben describirse en una agenda como temas de negocios si esas preguntas o declaraciones a) no tienen un efecto significativo en los alumnos o empleados de la escuela o distrito escolar: o b) puede ser resuelto únicamente por la provisión de información.
7. Si un consejo o comité viola los requisitos de la reunión de procedimiento descritos anteriormente, y ante la demanda de cualquier persona, el consejo o comité deberá reconsiderar los temas en su próxima reunión después de permitir la opinión pública sobre el tema.
8. Cualquier material proporcionado a un consejo escolar local se pondrá a disposición de cualquier miembro del público que solicite los materiales conforme a la Ley de Registros Públicos de California.

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

School Site Council

BEAR MOUNTAIN ELEMENTARY

Legislative Intent

Bear Mountain Elementary

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

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

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

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

*Otro personal de la escuela incluye:

Otros puestos de administración (Subdirector)
Otros puestos fuera del aula (entrenadores)

Todo el personal clasificado del sitio

El Consejo más pequeño se compone de 10 miembros

Bear Mountain Elementary

Elementary Compositions

*Parent or community membership is equal to staff membership

*Classroom teachers must be in the majority of staff side

*Other school personnel include:

Other administration positions (Vice Principal)

Other non-classroom positions (Academic Coach)

All site classified personnel

Smallest Council is composed of 10 members

Roles and Responsibility

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

SSC Responsibility

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

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

Responsabilidad de SSC

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

Roles and Responsibility

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

Continue -SSC Responsibility

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

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

Continua -Responsabilidad de SSC

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

Roles and Responsibility

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

Continue -SSC Responsibility

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

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

Continua -Responsabilidad de SSC

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

School Effectiveness

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

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

Offices/Officials

President – helps develop agenda, runs meetings

Vice President – fills in for president

Secretary – takes minutes

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

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

Presidente: ayuda a desarrollar la agenda, organiza reuniones

Vicepresidente: se llena de presidente

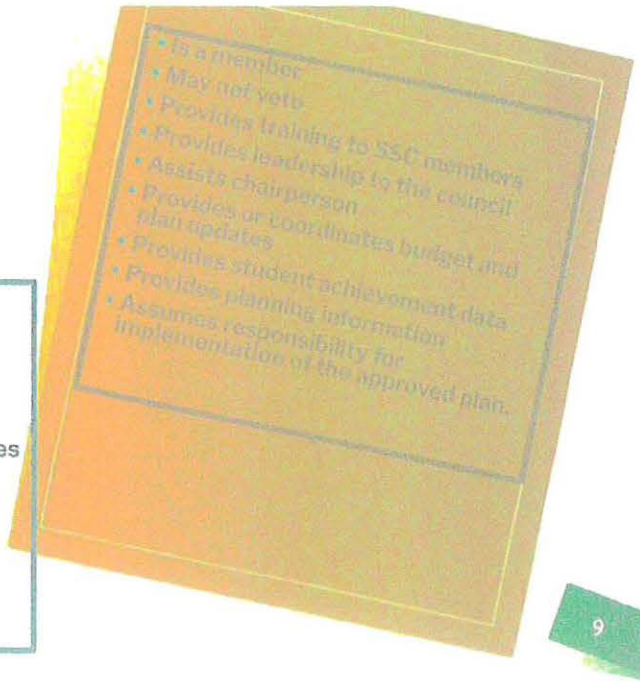
Secretario - lleva minutos

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

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

Role of the Principal

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



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 14 2027

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

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 Informacional 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 Ingles, 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 deseabilidad 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

ELAC 8:00 am / SSC 2:20 pm - Sesiones abiertas en persona
FECHAS:

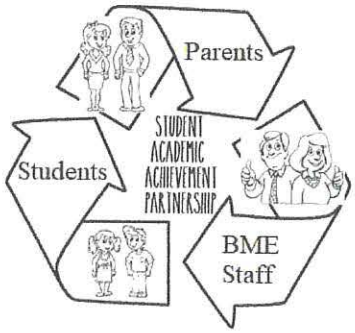
25 de agosto 2026	15 de septiembre 2026	27 de octubre 2026	17 de noviembre 2026	26 de enero 2027	23 de febrero 2027	16 de marzo 2027	27 de abril 2027	18 de mayo 2027

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.

ESCUELA BEAR MOUNTAIN

ACUERDO ENTRE LA ESCUELA Y LOS PADRES

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

Este pacto está vigente durante el año escolar 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 significante 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 mejora mi realización académica y realización de los estándares más altos del estado.
Yo:

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

Responsabilidades Adicionales del Sistema Escolar

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

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Student Academic Achievement
Bear Mountain will ensure all students and each student group demonstrate improved academic achievement in English Language Arts and Mathematics through equitable, standards-aligned instruction and an integrated system of academic, behavioral, and social-emotional supports.

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 that a majority of students are performing below grade level in Language Arts and Mathematics, with minimal consistent improvement over time. A large portion of these students are English Learners, 54.0%. Surveys and evidence of student work indicates a need to strengthen core instruction. Data indicates the site has not yet consistently implemented aligned systems of continuous improvement with integrated supports to improve academic, behavioral, and social-emotional outcomes. 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 identified root causes include:
1. Inconsistent Tier 1 (universal) academic, behavioral, and social-emotional instruction and supports.
2. Lack of a clearly defined referral process and system of intervention for Tier 2 and Tier 3 supports.
3. A need to strengthen a culture of shared accountability among all educational partners for student outcomes on state and local measures.

These measurable outcomes directly address identified root causes by strengthening Tier 1 instruction, refining intervention systems, and increasing accountability for student outcomes.

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	25-26 i-Ready English Language Arts Midyear Data (Diagnostic 2) 41%: 2 years or more below grade level 39%: 1 grade level below 21%: 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 by 2026-2027 Diagnostic 2.
i-Ready Math transitioning to Savvas-SuccessMaker Mathematics	25-26 i-Ready Mathematics Midyear Data (Diagnostic 2)	Due to the transition from i-Ready to SuccessMaker Mathematics, baseline

	36%: 2 years or more below grade level 51%: 1 grade level below 12%: on or above grade level	data will be established using Diagnostic 1. The same growth targets will be applied. 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 by 2026-2027 Diagnostic 2.
Dashboard-CAASPP English Language Art	2024-2025 English Language Arts All students Very Low, -77 points below with an increase of 9.8 points (Orange) Performance Level by Subgroup English Learners: -86.3 points below with a increase of 8 points (Orange) Hispanic: -78.2 points below with an increase of 9.9 points (Orange) Socioeconomically Disadvantaged: -78.1 points below with a increase of 8.7 points (Orange) Students with Disabilities: -142.1 points below with an maintain of -1.3 (Red)	All Students: Increase by 15 points (from -77 to -62), moving toward Low performance and demonstrating significant growth (Yellow). Performance Level by Subgroup English Learners: Gain 15 points (-71.3 points) Very Low Performance Increased Significantly (Orange) Hispanic: Gain 15 points (-63.2 points) Very Low Performance Increased Significantly (Orange) Socioeconomically Disadvantaged: Gain 15 points -63.1 points) Low Performance Increase Significantly (Yellow) Students with Disabilities: Gain 15 points (-127.1 points) Very Low Performance Increased Significantly (Orange)
Dashboard- CAASPP Math	2024-2025 Mathematics All students Low, -83.2 points below Standard increase 8.1 points (Yellow) Performance Level by Subgroup English Learners: -92.8 points below Standard maintained 1.1 points (Orange) Hispanic: -84.8 points below Standard increase 7.5 points (Yellow) Socioeconomically Disadvantaged: -85.2 points below Standard increase 7.7 points (Yellow) Students with Disabilities: -161.6 points below Standard increase 10.7 points (Orange)	All Student Goal: Gain 15 points (-68.2) Low Performance Increase Significantly((Yellow) Performance Level by Subgroup English Learners: Gain 15 points (-77.8) Low Performance Increase Significantly (Yellow) Hispanic: Gain 15 points (-69.8) Low Performance Increase Significantly (Yellow) Socioeconomically Disadvantaged: Gain 15 points (-70.2) Low Performance Increase Significantly (Yellow) Students with Disabilities: Gain 15 points (-146.6) Very Low Performance Increase Significantly (Orange)
Dashboard- English Learner Progress Indicator	2024-2025 English Learner Progress Indicator Overall EL Student: 38.4% Making Progress Declined 2.5% (Orange)	All EL Student Goal: Gain 6.6% (45%) Making Progress Medium Performance Increase (Green) for the 2025-26 English Learner Progress Indicator.
Dashboard- Attendance	2024-2025 Chronic Attendance All Students High, 14.3% Chronically Absent a Significant Decline of 7.6% points (Yellow) Performance Level by Subgroup	Decrease chronic absenteeism by 3 percentage points, from 14.3% to 11.3%, maintaining a High performance level while demonstrating a significant decline. (Yellow)

	English Learners (EL): 8.2% Chronically Absent a Significant Decline of 9.1% points (Green) Hispanic: 13.6% Chronically Absent a Significant Decline of 8.3% points (Yellow) Socioeconomically Disadvantaged: 14.6% Chronically Absent a Significant Decline of 7.5% points (Yellow) Students with Disabilities: 20.2% Chronically Absent a Significant Decline of 15% points (Orange)	Performance Level by Subgroup English Learners (EL): Decrease from 8.2% to 5.2% Medium Absenteeism Decline Significantly (Green) Hispanic: Decrease from 13.6% to 10.6% High Absenteeism Decline Significantly (Yellow) Socioeconomically Disadvantaged (SED): Decrease from 14.6% to 11.6% High Absenteeism Decline Significantly (Yellow) Students with Disabilities (SWD): Decrease from 20.2% to 17.2% High Absenteeism Decline Significantly (Yellow)

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	If the ACADEMIC COACH and TEACHER ON SPECIAL ASSIGNMENT (TOSA) provide consistent, job-embedded professional development and direct instructional support through co-teaching, lesson modeling, Professional Learning Team (PLT) facilitation, coaching cycles (Cycles of Inquiry), walkthroughs, and data analysis using formative and summative assessments (including i-Ready, CAASPP, and ELPAC), then teachers will increase their capacity to implement standards-aligned, data-driven, and effective instructional strategies in ELA, Math, and ELD, including differentiated and small group instruction to meet diverse student needs, so that all students—particularly English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Homeless youth—have greater access to rigorous Tier 1 instruction and targeted supports, resulting in improved engagement, language development, and academic performance, to achieve measurable increases in the percentage of students meeting or exceeding grade-level standards in ELA and Math and improved English language proficiency, as evidenced by growth on CAASPP ELA, CAASPP Math, and ELPAC state assessments. This activity addresses the root causes of inconsistent Tier 1 instruction and the need to strengthen shared accountability by building staff capacity, supporting data-driven instruction, and	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	54,676 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Academic Coach Salary (50% Funded by Site Title I) 22,844 Title I Part A: Allocation 3000-3999: Employee Benefits Academic Coach Benefits (50% Funded by Site Title I) 54,676 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Academic Coach Salary (50% Funded by District LCAP) 22,844 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Academic Coach Benefits (50% Funded by District LCAP) 15,170 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries District TOSA 12%

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	promoting consistent instructional practices across classrooms.		5,925 Title I Part A: Allocation 3000-3999: Employee Benefits Benefits District TOSA 12% 10366.03 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries District Funded Salary (13% LCAP funded for all 4 schools) 4048.52 LCFF - Supplemental 3000-3999: Employee Benefits District Funded Benifits (13% LCAP funded for all 4 schools)
1.2	If one K–6 INTERVENTION TEACHER provides targeted small group instruction for students performing below grade level in ELA and Math, with an emphasis on foundational literacy and language development for grades K–3 and integrated core support for grades 4–6, using ongoing cycle and diagnostic data (including i-Ready and other local assessments), then students will receive differentiated, skill-specific intervention aligned to their identified academic needs, so that students will strengthen foundational literacy, language, and mathematical skills, accelerate their learning, and increase access to grade-level content, to achieve improved student outcomes, including increased progress toward and attainment of grade-level standards in ELA and Math as measured by local and state assessments such as CAASPP. This activity addresses the need for a clearly defined and responsive Tier 2 and Tier 3 intervention system by providing targeted academic support based on identified student needs.	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	109,356 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Salary for one full-time (100%) intervention teachers 45,689 Title I Part A: Allocation 3000-3999: Employee Benefits Benefits for one full-time (100%) intervention teachers
1.3	If two 5.5-hour paraprofessionals provide supplemental instructional support to K–6 students through targeted interventions—including implementation of 95% Group Reading Intervention—and assist students performing below grade level with foundational literacy skills and access to core instruction,	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	42,432 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Paraprofessional Salary 16,510 Title I Part A: Allocation

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	then students will receive increased individualized and small group support to reinforce literacy development and improve comprehension of grade-level content, so that students, particularly those struggling with foundational skills and language development, will build reading proficiency, strengthen academic language, and increase their ability to engage meaningfully with core instruction, to achieve improved literacy outcomes and increased progress toward grade-level standards in English Language Arts, as measured by local assessments. This activity supports the implementation of Tier 2 interventions and reinforces Tier 1 instruction, contributing to a more effective and responsive intervention system.	grade level in foundational literacy or mathematics to move students towards proficiency.	3000-3999: Employee Benefits Paraprofessional Benefits
1.4	If two 5.25-hour paraprofessionals provide targeted instructional support to students in grades K–1 through small group and individualized assistance focused on early literacy, language development, and access to core instruction, then students will receive increased support in developing foundational reading and language skills aligned to grade-level expectations, so that students will build early literacy proficiency, strengthen language acquisition, and improve their ability to engage with core academic content, to achieve increased readiness for grade-level standards in English Language Arts and improved early literacy outcomes, as measured by local assessments and foundational skill progress monitoring tools. This activity supports the implementation of Tier 2 interventions and reinforces Tier 1 instruction, contributing to a more effective and responsive intervention system.	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	41,021 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Paraprofessional Salary 15,956 Title I Part A: Allocation 3000-3999: Employee Benefits Paraprofessional Benefits
1.5	If one 2.5-hour paraprofessional provides targeted support to students in grades K–3 through small group and individualized instruction, including interventions such as 95% Group Reading Intervention, to address foundational literacy needs and support access to core instructional materials, then students performing below grade level will receive additional, focused support in early reading and language development aligned to their specific learning needs,	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.	11,683 LCFF - Supplemental 2000-2999: Classified Personnel Salaries LCAP Funded-Paraprofessional Salary 1,180 LCFF - Supplemental 3000-3999: Employee Benefits LCAP Funded - Benefits

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	so that students will strengthen foundational literacy skills, build academic language, and improve their ability to engage with grade-level content, to achieve increased progress toward grade-level proficiency in English Language Arts and improved early literacy outcomes, as measured by local assessments and progress monitoring data. This activity supports the implementation of Tier 2 interventions and reinforces Tier 1 instruction, contributing to a more effective and responsive intervention system.		
1.6	If two after-school paraprofessionals provide targeted instructional support to students identified through diagnostic data to address gaps in district core curriculum, focusing on differentiated instruction in Math and ELA (including conceptual understanding, procedural skills, and reading comprehension), then students will receive additional time, support, and practice aligned to their individual skill levels and learning needs beyond the school day, so that students will strengthen foundational academic skills, close identified learning gaps, and increase mastery of grade-level standards in mathematics and English language arts, to achieve improved student achievement and measurable growth toward proficiency in Math and ELA as evidenced by diagnostic reports and local assessment data (e.g., i-Ready Reading, SAVVAS Mathematics diagnostics and other site-based measures). This activity addresses the need for a responsive intervention system by extending learning opportunities beyond the instructional day to support students requiring additional academic assistance.	Students enrolled in Afterschool Small Group Intervention.	20,580 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries After School Paraprofessional 8,005 Title I Part A: Allocation 3000-3999: Employee Benefits Benefits
1.7	If a Student Study Team (SST) Coordinator facilitates and supports the site's Response to Intervention (RTI) process by organizing and leading SST meetings that include teachers, administrators, and parents, and ensures consistent data collection and review to guide decision-making, then student academic and behavioral needs will be systematically identified, monitored, and addressed through collaborative problem-solving and the development of targeted intervention plans,	Students underperforming with a teacher referral and as identified by student observational and assessment data.	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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	so that struggling students receive timely, coordinated, and data-driven supports embedded within classroom instruction and intervention systems, improving access to grade-level learning, to achieve increased student academic achievement and improved outcomes in ELA, Math, and behavior, as measured by local assessment data and progress monitoring tools such as i-Ready and other site-based measures. This activity addresses the need for a clearly defined intervention system and strengthens shared accountability by ensuring consistent processes for identifying, monitoring, and supporting students in need of additional interventions.		
1.8	If the school implements themed family engagement events such as Lunch on the Lawn, AVID Nights, and Parent-Teacher Conferences, and provides students and families with books and learning materials for home-based literacy and academic activities while collecting feedback through surveys to evaluate effectiveness, then families will have increased opportunities to engage in their students' learning, strengthen home-school partnerships, and support academic skill development outside of the classroom, so that student learning is reinforced at home, family engagement in academic support increases, and a stronger connection between school and home is established to support student achievement, to achieve improved student academic outcomes in ELA and Math, increased family engagement as measured by participation and survey data, and stronger alignment between home-based support and classroom instruction. This activity addresses the need to strengthen shared accountability by increasing family engagement and supporting partnerships that reinforce student learning and attendance as measured by academic school events and Parent Surveys.	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	4898.45 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Site Reservations- Parent Involvement
1.9	If supplemental instructional materials are provided to support additional practice in foundational mathematics skills aligned to grade-level standards, then students will have increased opportunities to practice and reinforce essential math concepts and procedures through differentiated and targeted instruction,	First through sixth grade students specifically targeted on the Academic California Dashboards or local assessments: All Students White	4000 Title I Part A: Allocation 4000-4999: Books And Supplies Reflex & Frax

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	so that students will strengthen their foundational math understanding, improve fluency and problem-solving skills, and increase confidence with grade-level mathematical content, to achieve improved student achievement in mathematics as measured by classroom performance, local assessments, and progress monitoring data such as REFLEX and FRAX. This activity addresses the root cause of inconsistent Tier 1 instruction and supports the intervention system by strengthening foundational math skills aligned to student needs.	African American Hispanic Pacific Islander Foster Homeless LTEL EL Hispanics SED Students with Disabilities	
1.10	If supplemental instructional materials are provided to support college and career readiness by strengthening academic skills, critical thinking, and application of grade-level standards, then students will have increased access to rigorous, standards-aligned learning experiences that build academic knowledge and skills necessary for postsecondary success, so that students will develop stronger readiness for college and career pathways through improved academic performance, engagement, and application of learning, to achieve increased student achievement and preparedness for postsecondary success as measured by local assessments, coursework performance, and state dashboard indicators. This activity supports consistent Tier 1 instruction and targeted interventions by providing resources aligned to grade-level standards and student learning needs. Pending Title 1 Rollover Funds.	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	0 Title I Part A: Allocation 4000-4999: Books And Supplies Materials that promote College and Career Readiness
1.11	If we increase parents' capacity to support their child's education through home-based learning activities, then families will be better equipped to reinforce academic skills and social-emotional development at home, so that students receive consistent support beyond the classroom. To achieve this, backpacks will be distributed to Transitional Kindergarten (TK) and Kindergarten students during Round-Up to promote organization and school readiness. School planners will be	All students specifically targeted on the Academic California Dashboards: All Students White African American Hispanic Pacific Islander Foster Homeless LTEL EL Hispanics	0 Title I Part A: Allocation 4000-4999: Books And Supplies Site Reservation- Parent Involvement 0 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Overtime Certificated Cost 0 Title I Part A: Allocation

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	provided to students in Kindergarten through sixth grade to strengthen communication between home and school, ensuring that students and parents are aware of assignments, learning goals, and skills to practice at home. These planners will also serve as an ongoing communication tool between families and teachers. Additionally, parent workshops, facilitated by classified and/or certificated staff, will be offered throughout the year to build families' knowledge, skills, and confidence in supporting their children academically and socio-emotionally. This activity supports our need to strengthen our shared accountability by increasing family engagement and supporting partnerships that reinforce student learning. Pending Title 1 Rollover Funds.	SED Students with Disabilities	2000-2999: Classified Personnel Salaries Overtime Classified Cost 0 Title I Part A: Allocation 3000-3999: Employee Benefits Overtime Benifits Cost
1.12	If teachers and the Leadership Site Team engage in collaborative planning and deepen their understanding of the new SAVVAS mathematics curriculum, as well as the English Language Development, Science, and English Language Arts frameworks, then they will be better equipped to design and deliver high-quality, standards-aligned instruction. This will ensure that lessons are intentionally planned to meet the diverse academic and linguistic needs of all students, so that instruction is rigorous, coherent, and responsive across content areas. To achieve this, dedicated planning days will be provided for teachers and the Leadership Site Team to analyze curriculum resources, align instruction to state frameworks, and collaboratively develop lessons, assessments, and instructional strategies in mathematics, English Language Arts, Science, and English Language Development. This action supports our need to improve in our Inconsistent Tier 1 (universal) academic instruction and supports. Strengthening teacher capacity through collaborative planning and professional learning ensures more consistent, high-quality Tier 1 instruction across classrooms and grade levels. Additional Funding pending Title 1 Rollover Funds.	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	8,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitute for Plannind Days 2,726 Title I Part A: Allocation 3000-3999: Employee Benefits Benefits for Substitute

Annual Review

SPSA Year Reviewed: 2025-26

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 show growth in certain areas while highlighting the need for additional support in others. Recognizing that walkthroughs capture a single moment in time, we compared data from September through March of the 2025–26 school year:

ELD Walkthrough
Emerging: 18% to 0%
Progressing: 12% to 30%
Developing: 12% to 23%
Full Implementation: 29% to 47%

AVID ELA Walkthrough
Emerging: 0% to 4%
Progressing: 3% to 17%
Developing: 40% to 47%
Full Implementation: 57% to 32%

Math Walkthrough
Emerging: 0% to 15%
Progressing: 0% to 10%
Developing: 16% to 10%
Full Implementation: 84% to 65%

Actions 2, 3, 4, 5, 6, & 7
Action Step #2 Intervention Teachers: IMPLEMENTATION SUCCESSES
Intervention teachers, in collaboration with classroom teachers and guided by student data, supported early identification and targeted services for students not meeting grade-level proficiency in ELA and math. Instruction was aligned to student needs identified through i-Ready data and teacher recommendations. Interventions included phonics and phonological awareness instruction using the 95% Intervention Program, with a focus on letter-sound correspondence, phonemic awareness, and foundational phonics skills. While services were consistently provided, results have been mixed, with limited reduction in the number of students performing at lower levels and a widening gap between students who meet or exceed standards and those who do not. 95% data shows 12% of Kindergarten students are currently receiving support with blending of phonemes with 17% of those students moving up at least 1 level and 17% exiting Tier 2 supports, 18% of 1st graders are currently receiving support with 75% of those students moving up at least 1 level, 21% of 2nd graders are currently receiving support with 31% of those students moving up at least 1 level and 31.25% exiting Tier 2 supports , and 17% of 3rd graders receiving support with 50% of those students moving up at least 1 level and 50% exiting Tier 2 supports.

Moving forward, local assessment data will be analyzed and disaggregated to form targeted student groups based on specific areas of need for intervention groups 3rd-6th.

Action Step #3, 4, and 5 Paraprofessionals: IMPLEMENTATION SUCCESSES

Paraprofessionals implemented a structured morning routine that provided targeted phonics and phonological awareness support using the 95 Percent intervention program. Students in kindergarten through third grade received this instruction to address and close reading gaps. Please see Action Step #2 above for data.

Due to staffing challenges, schedules were adjusted to include two 5.5-hour positions and two 5.25-hour positions. These paraprofessionals supported students not meeting grade-level proficiency in ELA and/or math. Two staff members specifically focused on foundational literacy and mathematics skills for kindergarten and first-grade students. This targeted support was critical in ensuring students received the skill-based instruction needed to prevent further learning gaps.

Action Step #6 Afterschool Paraprofessionals: IMPLEMENTATION SUCCESSES
Afterschool paraprofessionals provided additional academic support in both ELA and math during the afterschool program. They worked with students who demonstrated gaps in core curriculum understanding and skill development, differentiating instruction to meet individual learning needs.

Action Step #7 SST Coordinator: IMPLEMENTATION SUCCESSES
An SST Coordinator was hired to address the high number of students performing below grade level. This role supported the implementation of consistent Student Study Team (SST) processes, creating cycles of collaboration focused on identifying student needs and developing targeted instructional plans. The SST Coordinator facilitated meetings, recommended research-based strategies, and supported ongoing progress monitoring to evaluate student growth and determine the need for further assessment. Bear Mountain Elementary currently has 32 students being observed through the SST process, we have referred 6 for academic assessment, 1 student exited, and 1 student moved out of our service area. Strengthened core instruction and intervention supports have contributed to increased movement toward grade-level mastery. While 2024–2025 Dashboard data shows increases or stability in ELA and math proficiency, English Learner Progress indicators declined. As a result, adjustments to ELD implementation were made at the start of the year to better support English Learners and improve outcomes.

Action #8 Parent Engagement: IMPLEMENTATION SUCCESS
Site funds supported TK and Kindergarten Round-Up supplies and enhanced parent communication tools. Books in both English and Spanish were purchased for events such as AVID Nights, Lunch-on-the-Lawn, and Parent-Teacher Conferences, allowing families to select books for reading at school or at home to promote literacy and engagement.

Throughout the year, multiple events were held to provide families with strategies to support student learning at home, including TK and Kindergarten Round-Up, AVID Career Nights, Title I meetings, Literacy Lunch-on-the-Lawn, and AVID Math and Science Nights. According to the 2025–2026 California Parent Survey (CSPS), 94% of parents reported that they feel encouraged to be active partners in their child's education. The California Healthy Kids Survey (CHKS) indicated that 75% of fifth-grade students and 73% of sixth-grade students reported that their parents are involved in their schooling most or all of the time.

Participation data showed 22 parents attended parenting classes, over 250 attended AVID Nights, an average of 8 participated in Coffee with the Principal, and approximately 7 regularly attended the Parent Empowerment Committee. Moving forward, the site will continue to implement these engagement opportunities and monitor participation through CHKS and site-based surveys.

Action #9 & 10 Supplemental Materials to Support College and Career Readiness: IMPLEMENTATION SUCCESSES
Additional supplemental materials were provided to support students in developing the skills necessary for college and career readiness. Given that 95.5% of students are classified as socioeconomically disadvantaged, access to these resources remains essential to ensuring equitable learning opportunities and academic success. Students also continued building mathematical automaticity through the use of Reflex and Frax math applications, which support fact fluency and conceptual understanding of fractions. Reflex data from the 2025–2026 school year shows that 391 students actively participated, collectively solving 1.96 million math facts. On average, each student gained 109 new facts. Overall fluency increased from 39.1% to 63.0%, with third, fourth, and sixth grades demonstrating the highest average usage at 43.7 days, 87 days, and 54.8 days, respectively. The goal is to increase the average number of facts gained per student by 5% by April 2027. FRAX data for 2025–2026 indicates that 138 students actively engaged with the program, solving an average of 967 fraction problems, completing 10.9 missions, and averaging 5.25 hours of usage. The program was utilized across grades four through six, with fourth grade showing the highest engagement, averaging 9.07 hours and 1,705 problems solved. Fifth grade averaged 1.3 hours and 203 problems, while sixth grade averaged 5.5 hours and 1,015 problems solved. The goal is to increase both average usage time and the number of problems solved by 5% by April 2027.

Action #10 and #11 will be funded pending Title 1 rollover funds or LCAP funded and #12 was partially funded out of Title 1 until rollover funds are calculated.

Summary
Overall, Bear Mountain has not yet fully met the metric outcomes outlined in the 2024–2025 Single Plan for Student Achievement. While there are notable areas of growth, progress has not been consistent across all student groups. Site administration, in collaboration with the Leadership Team, remains committed to improving outcomes in 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 to reduce the number of students performing two or more grade levels below standard. However, the budgeted staff salaries and benefits were not fully expended due to staffing challenges, as some positions remained unfilled. Many candidates sought roles with more hours, leading the site to increase hours for several positions in order to remain competitive and improve staffing stability.

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 continue to gain ground and move students from maintaining or declining during the 2025-2026 academic year. While we strive to gain in all around, we have created obtainable goals based on each Dashboard Measure (noted above). Supplemental Materials action steps (1.10 and 1.11) were added to the goal due to the concern of our Student's Socioecomonic needs; however, it is pending rollover funding or LCAP funding.

Strategy/Activity 1.2: While morning intervention groups will remain the same (95% small group support), Intervention teacher will be assigned to support EL students who are not progressing towards reclassification.
Strategy/Activity 1.3 & 1.4: Due to staffing challenges, staffing support will change based on assessments, both local and state data.
Strategy/Activity 1.5: Reduction in staffing from 2 to 1 Paraprofessional; however, this position is LCAP funded and not Title 1.
Strategy/Activity 1.9: Foundation Math Skills was Activity 1.13 previously
Strategy/Activity 1.10: Summer school intervention support was removed and we changed this action step to be Suplemental Materials due to students socioeconomic needs.
Strategy/Activity 1.11: Adding additional Paraprofessionals- this activity was combined with 1.3 & 1.4.
Strategy/Activity 1.12: Add after-school teacher support for students who are below grade level/at-risk of retention- this activity was removed due to cost
Strategy/Activity 1.13: The proposed expenditures to support BME students with automaticity of foundational math skills (adding, subtracting, multiplication, division, and fractions)- this activity was moved to activity 1.9.

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	$418,890
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$528,586.00
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	$418,890.00
Title I Part A: Parent Involvement	$4,898.45

Subtotal of additional federal funds included for this school: $423,788.45

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	$104,797.55

Subtotal of state or local funds included for this school: $104,797.55

Total of federal, state, and/or local funds for this school: $528,586.00