

School Site Council (SSC)

Minutes 2024-2025

(Title 1 School)

Principal: Aliceon Sloss

SSC Chair: Madeline Garcia

SSC Secretary: Brita Salt

Meeting Date: September 17, 2024

Meeting Location: Library Conference Room

Starting Time: 7:30am

Ending Time: 8:30am

Participants: Elected SSC Members. All staff, parents and members of the public invited

#	Item/Time Limit	Actions Requested	Person Responsible
1	Call to Order (1 minute) Madeline Garcia called the meeting to order at 7:34 a.m.	None	SSC Chair
2	Roll Call (1 minute) + Election Results/Introductions Present: Aliceon Sloss, Brita Salt, Christine Aguirre, Danielle Barbot, Jessica Daley, Madeline Garcia, Michael Roscoe Absent: Lacey Martinez	None	Secretary
3	Additions/Changes to the Agenda (1 minute) There are no additions or changes to the agenda.	Input	SSC Chair
4	Reading and Approval of the Minutes (5 minutes) Jessica Daley made a motion to approve the minutes. Madeline Garcia seconded the motion. Motion passes and the 5/21/24 minutes were approved.	Approval	Secretary
5	Reports (10 minutes) <u>SPAC (Superintendent's Parent Advisory Committee):</u> Jennifer Morgan went to the SPAC meetings last year; we will need a new parent to attend if possible this year. <u>ELAC (Site English Language Advisory Committee):</u> October 3rd is the first meeting. <u>DELAC (District English Learner Advisory Committee):</u> October 24th is the first meeting.	SPAC/ELAC/DELAC	Chair/Committee Reps
6	Unfinished Business (5 minutes): None	Information/Discussion	Principal
7	New Business (30 minutes): <u>Annual Site Theme</u> Aliceon Sloss discussed the site theme of the year being "The Year of the Symphony". Just like in an orchestrated concert, all of the families of instruments work together to create the magic of the symphony. This symbolizes all of the working pieces coming together at our Cameron Ranch community. There is a	Input/Information/Action	SSC Chair/Principal

<p>new push and dedication for teachers to utilize more GLAD (Guided Language Acquisition Design) strategies. This model of instruction will help students who are learning English as a second language. It is also good teaching for all of our students. Teachers are working together to put together pacing guides in subject areas, beginning with mathematics. This document will be a working document for the year and can be utilized by staff in the future. See images #1 and #2</p> <p><u>SSC Yearly Training</u> - School Site Council is a requirement of education code, and has decision-making authority over the use of funding at a school site. The council reviews, updates, and ultimately approves the SPSA (School Plan for Student Achievement). SSC consists of a ten member council at a minimum. Half of the members (five) are the principal, classroom teachers who have a rostered class, and other school personnel. Half of the members (five) are parents or community members. The SSC members must be elected by their peers, meaning teachers vote on teachers and parents vote on parents to become members of the council. Two parents who were elected in the SSC election process gave up their positions. There will be a need for another election to vote on interested parent candidates. Federal Progress Monitoring has the right to audit our school site and check five years of agendas, sign in sheets, and minutes. See images #3 and #4</p> <p><u>SPSA Updates and Budgetary Actions</u> - When the SPSA (Student Plan for Student Achievement) is developed, it must include a comprehensive needs assessment, and the identification of a process for evaluating and monitoring the implementation of the plan. The comprehensive needs assessment forms the schools goals and includes an analysis of verifiable state data. The school may use any additional local data that they think can demonstrate growth in the SPSA. The SPSA must include goals set to improve student outcomes, evidence-based strategies, actions, or services to be utilized, and proposed expenditures for the plan. There are three strategic directions in the SPSA.</p> <p>Strategic Direction 1 - Improve achievement and outcomes for all students as measured by performance on statewide assessment, English proficiency, and college and career preparedness. There has been an investment of professional development and purchase of materials for a new program, EL Achieve, that will aid our ELD and LTEL (Long Term ELD) students. In mathematics, our site has invested in Basic Fact Fluency Kits, staff is determining common assessments, developing grade level pacing guides, and providing model lessons for our intern staff. In English-Language Arts, staff has pacing guides for the roll out of UFLI (University of Florida Literacy Institute) and Morpheme Magic. Both of these programs aim to improve literacy outcomes for children. Our site's equity focus is to recognize and call out unconscious bias, provide inclusive learning clubs, and invest in site equity picture books complete with lessons. In social-emotional learning, our site purchased the Moozoom platform (modern video snippets showing students working through emotions and conflict), will</p>	<p>Another election will be held to obtain the two parents needed to complete the council.</p>	<p>Principal</p>
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<p>continue to monitor and improve PBI, and maintain Responsive Classroom ideology.</p> <p>Funds are going into ten subareas, 1.1 to 1.10. Any funding source designated LREBG will not be available next year. One instructional assistant position will be collapsed (\$16,525). As a council we will need to repurpose these funds to another place of need.</p> <p>See image #5 and #6</p> <p>Strategic Direction 2 - Providing students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study. In our ELD program, there are 20 chromebooks that can be loaned out so that students can work on their Lexia English at home. Our site continues to invest in books for the library in different languages. Our academic focus continues to put money into field trips for all grade levels, and providing clubs and tutoring before, during, and after school. Our attendance focus includes resources to get parents to get students to school. Cheryl continues with incentive programs for perfect and increased attendance by month. We have partnered with a food bank/church close to our site to provide resources for families in need. Monthly site data is reviewed during attendance meetings. Front office and administration look for chronic tardiness and absences to work on improvements. Site equity focus is partnering with Project Optimism to expand student leadership, highlight social emotional and team building strategies. Sloss will continue with empathy gathering meetings with students and families, and SEL groups are offered throughout the day.</p> <p>Funds are going into seven subareas, 2.1 to 2.7. Centralized monies is paid for from the district office.</p> <p>See image #7 and #8</p> <p>Strategic Direction 3 - Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing. Our ELD focus will be on designing meaningful meetings at the site level and providing resources to be used at home for our students who are learning English as a second language. Our site safety focus is to continue to utilize the Catapult system and roll out drills monthly, provide active supervision, and safety measures for arrival and dismissal from school. Our discipline focus will continue a schoolwide use of Falcon Feathers and weekly announcements to promote positive choices, implement school wide behavior interventions if needed, and school wide use of calm corners. Our engagement focus will be on our family and education nights, communication through monthly and weekly newsletters, and the use of Talking Points from staff.</p> <p>Funds are going into six subareas, 3.1 to 3.6.</p> <p>See images #9 and #10</p> <p>Cameron Ranch Equity Work - Our site's Equity Team from last year presented picture books, lessons, and ideas to each grade level. The roll out of this program will occur this year. Each grade level has nine books to experience. Equity team linked lessons and activities around each book. Next steps: include book themes to include the district's social justice standards. September Theme: Our Identities are Important</p>		
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	See image #11		
8	Public Comment No Public Comment	Input	SSC Chair
9	Adjournment (1 minute): Danielle Barbot made a motion to adjourn the meeting. Michael Roscoe seconded the motion. Motion passes. The meeting was adjourned at 8:26 a.m.	None	SSC Chair

Next Meeting: October 15, 2024

Notes Prepared by: Brita Salt, SSC Secretary 10/6/24

Image #1 and #2

Theme Time!

When you go to an orchestra concert, you hear the beautiful sound of many instruments **playing together to create the magic of the symphony.**

Woodwind Family

Woodwind instruments are used to add **color** and **excitement** by providing a variety of **unique sounds**. They **accompany** the other sections with **brilliance** and **intensity**.

Percussion Family

Percussion instruments **drive the beat** of the music. They provide **rhythm, sound, excitement, and variety**.



Brass Family

Brass instruments are a strong force in the orchestra. They **provide foundation, add color, create impact** and **achieve balance** to the overall sound.

String Family

String instruments are often called the **"singers"** of the orchestra because they **create beautiful melodies** with **richness** and **depth**.

The Year of the Symphony

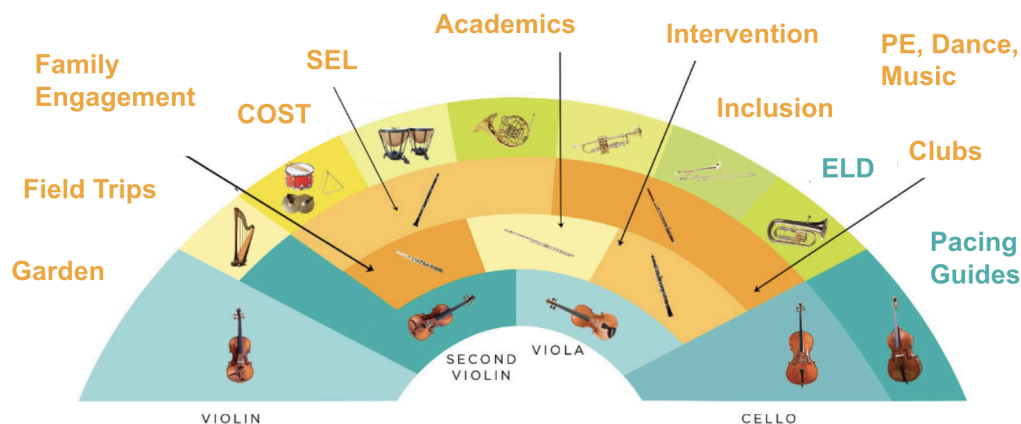


Image #3 and #4

SSC Membership Groups

Teachers - Classroom teachers who provide instruction to a rostered group of students

Other School Personnel - employed at the school in any other capacity aside from classroom teacher

Examples include: Intervention teachers, yard supervisors, ELD teacher, staff, school nurse, cafeteria staff, etc.

Employees with students at the site, where they work, must be included on the Staff side of the SSC, not as community members.

Parents - includes all parents of students enrolled in the school

Community Members - A person who is neither a school district employee nor the parent or guardian of pupil attending the participating school may serve on the SSC

***Students** - Any student enrolled in the school must be eligible, with no qualifications for membership (e.g. students with certain GPA) *High School

Principal is a permanent, non-elected member of SSC

Purpose

The School Site Council has decision-making authority over the use of the funding that is allocated to the school.

The SSC annually reviews and updates the School Plan for Student Achievement (SPSA), identifying proposed expenditures for the funds.

The SSC supports student achievement through continuous improvement, monitoring, and evaluation of the SPSA.





Image #5 and #6

Strategic Direction 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

ELD	Math	ELA	Equity		
<p>Actions:</p> <p>Invest in EL-Achieve Curriculum and Training (x5 teachers)</p> <p>Provide designated ELD PD (August + YL)</p> <p>Share resources, time and planning (ongoing)</p> <p>Align School-wide schedule to maximize focused teaching blocks</p> <p>Create opportunities for GLAD PD & collaboration (August + YL)</p> <p>Monitor progress</p> <p>Determine common GL/site agreements for integrated and designated ELD</p> <p>Pair newcomer, LTEL needs with site resources (ongoing)</p>	<p>Actions:</p> <p>Invest in BFF (Basic Fact Fluency) Kits and site PD</p> <p>Determine common assessments</p> <p>Share resources, time and planning (ongoing)</p> <p>Provide/Fund intervention support and IA PD to maximize learning</p> <p>Invest in staff professional growth and development</p> <p>Develop GL pacing guides and essential standards/alignment</p> <p>Model lessons</p> <p>Release staff</p> <p>Monitor progress via data analysis conversations (ongoing)</p>	<p>Actions:</p> <p>Invest in UFLI and Morpheme Magic Training (all teachers)</p> <p>Determine common assessments</p> <p>Share resources, time and planning (ongoing)</p> <p>Provide/Fund intervention support and IA PD to maximize learning</p> <p>Invest in staff professional growth and development</p> <p>Develop GL pacing guides and essential standards/alignment</p> <p>Model lessons</p> <p>Release staff</p> <p>Monitor progress via data analysis conversations (ongoing)</p>	<p>Actions:</p> <p>Design site equity team actions to align with site needs (ongoing)</p> <p>Invest in site equity picture book roll out and lesson resources</p> <p>Provide inclusive learning clubs</p> <p>Promote inclusive practices and culturally responsive teaching</p> <tr><th>SEL</th></tr> <tr><td><p>Actions:</p><p>Invest in MooZoom SEL platform and PD (site-wide)</p><p>Monitor and improve PBIS T1/T2</p><p>Maintain Responsive Classroom</p><p>COST (Coordination of Services Team)</p></td></tr>	SEL	<p>Actions:</p> <p>Invest in MooZoom SEL platform and PD (site-wide)</p> <p>Monitor and improve PBIS T1/T2</p> <p>Maintain Responsive Classroom</p> <p>COST (Coordination of Services Team)</p>
SEL					
<p>Actions:</p> <p>Invest in MooZoom SEL platform and PD (site-wide)</p> <p>Monitor and improve PBIS T1/T2</p> <p>Maintain Responsive Classroom</p> <p>COST (Coordination of Services Team)</p>					

Strategic Direction Goal 1 – Improve achievement and outcomes

Goal Action Item	Description	Funding Source	Amount
1.1	Academic Coach/Intervention Teacher	Title-1 Site	\$152,039
1.2	Intervention Teacher (0.5 FTE)	Title-1 Site	\$78,802
1.3	ELD Materials (EL-Achieve)	LREBG	\$5,000
1.4	Training + Support Materials (GLAD, etc...)	LCFF	\$5,000
1.5	Curriculum Resources + Supplies	LCFF + Title-1 Site	\$30,812
1.6	IA Professional Development	Title-1 Site	\$3000
1.7	Instructional Assistant (0.375 FTE)	Title-1 Site	\$16,525*
1.8	Technology (Hardware/Software)	Title-1 Site	\$2,000
1.9	Professional Collaboration	Title-1 Site	\$8000
1.10	Student Academic Clubs	LCFF	\$1000

Image #7 and #8

Strategic Direction 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

ELD	Academics	Attendance	Equity
Actions: Utilize student translation resources Create welcoming spaces Invest in multilingual library books Pilot summer CB check out Strategize newcomer needs and resources (ongoing) Prioritize student relationships Celebrate diversity	Actions: Provide inclusive career day in alignment with <u>CTEducation</u> Partner with ARC for academic tutoring Provide before/after school clubs (dance, music, soccer, ceramics, art, running, eSports, Ozobots) Align culturally responsive teaching practices throughout day Fund robust field trip program spanning all grade levels Promote Library Learning Lab Increase small group instruction Invest in high interest texts Support student leadership initiatives	Actions: Design annual attendance plan Focus on improvement not perfect attendance Provide responsive attendance access to families Promote positive attendance and individual student incentive goals Maintain positive phone calls Provide resources and supports to struggling families Review monthly site data during attendance meetings Hold family attendance intervention meetings Include articulation data to inform new teacher (Chronic T/A)	Actions: Partner with Project Optimism to expand student leadership Highlight student involvement during monthly community assemblies Blend neurodivergent and neurotypical student activities SEL Actions: Conduct student and family empathy gathering conversations Align site attendance needs with SSCenter initiatives Offer various SEL groups throughout day

Strategic Direction Goal 2 – Engaging programs, course work, opportunities

Goal Action Item	Description	Funding Source	Amount
2.1	Field Trips + Assemblies	LREBG	\$25,000
2.2	Attendance	LCFF	\$500
2.3	Clerical (Home-school Connection)	LREBG + LCFF	\$20,259
2.4	Community Intervention Assistant	Title-1 + LCFF	\$66,485
2.5	Parent Liaison	Title-1 Centralized	\$3852
2.6	Before/After School Academic	LREBG	\$15,000
2.7	Family Engagement Events	Title-1 Centralized	\$1,856

Image #9 and #10

Strategic Direction 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

ELD	Discipline	Engagement	Equity
Actions: Design meaningful ELAC meetings Calendar and honor cultural events Provide robust onboarding Provide EL resources to support learning at home	Actions: Provide academic and SEL tips and resources to families Promote weekly falcon feather announcements to promote positive character traits Provide regular push-in support Invest in site-wide calm down spaces Model restorative conversations Implement collaborative site behavior interventions and classroom checklist Maintain CI/CO mentor/mentee program support & implementation Provide administrative discipline flow chart	Actions: Promote CREATE Cameron Ranch Action Teams for Education Encourage Families First Friday <ul style="list-style-type: none"> - Relationship Building - Resources - Community and School Events - Empathy Gathering Share monthly community newsletter: The Falcon Connection Utilize Talking Points for regular and positive communication Value "parking lot" conversations Promote family engagement opportunities (Literacy, Dance, Music Nights, Harvest Fest, Open House) Collect feedback from annual site survey.	Actions: Commit to equitable discipline practices Promote site initiatives to build empathy and understanding "Bee Long" campaign + Operation Conversation Partner with equity liaison and district resources Advocate for & celebrate diversity
Safety			SEL
Actions: Employ active supervision Plan intentional safety drill rollout Utilize Catapult EMS Implement arrival and dismissal safety protocols			Actions: Support behavior management strategies (model) Provide tiered intervention support and metrics tracking Maintain emotional campus safety

Strategic Direction Goal 3 – Student Success

Goal Action Item	Description	Funding Source	Amount
3.1	Family/Community Opportunities	Families First Friday, etc...	No funding needed
3.2	SEL Materials/Supplies	LCFF + LREBG	\$7,000
3.3	Recreation Aides	LCFF	\$11,840*
3.4	Student Leadership (Project Optimism)	LREBG	\$7,500
3.5	Pathways	LCFF	\$1,000
3.6	Campus Leadership	LCFF	\$3,000

Image #11

Cameron Ranch Equity Picture Books

Cameron Ranch Elementary 1st Grade Equity Picture Books: Scope and Sequence		
August: Names 	September: Identities 	October: Unique Abilities
Nov/Dec: Traditions 	January: Actions 	February: Histories
March: Families 	April: Features 	May: Food

Agreements:

Honor monthly theme roll out,
Design lessons/activities to reinforce theme,
Share successful practices
Celebrate diversity and inclusion



Next Steps:

Expand book resources to include Social Justice Standards.
Explore site actions to grow staff and student learning.