

North Verdemont Elementary  
 SSC Minutes  
 October 24, 2024  
 9:00 a.m.  
 NV Library

**I. Call to Order and Welcome:** The meeting was called to order by Harold Olivo, at 9:06 a.m. Interpretation was provided.

**II. Roll Call:**

Member Type	Member Name	Present	Absent
Principal	Harold Olivo	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Classroom Teacher	Gerardo Gandarilla	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Classroom Teacher	Gabrielle Teanio	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Classroom Teacher	Veronica Garcia	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other Staff Member	Jesicah David	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Parent/Community Member	Heather Jansen	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Parent/Community Member	Melanie Robinson	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Parent/Community Member	Jennifer Corrigan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Parent/Community Member	Ilda Jimenez	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Parent/Community Member	Rachel Wengel	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Guests:** See sign-in sheet.

**Quorum Met:** Yes (9 out of 10 members present)

**III. Reading and Approval of Minutes from September 19th, 2024:** All members and guests were provided with a copy of the minutes in English and Spanish. Time was given to review the minutes. Heather Jansen made a motion to approve the minutes from September 19th, 2024 as presented. Jennifer Corrigan seconded the motion. There was no additional discussion nor were there recommended changes or additions.

**VOTE:** 9 Yeas, 0 Nays, 0 Abstain-motion carried.

**IV. Old Business:** None

**V. New Business:**

**a. Annual Review, Update, and approval of School Site Council Bylaws:** All members and guests were provided with a copy of the SSC Bylaws in English and Spanish. Mr. Olivo reminded them that the bylaws were distributed at the previous SSC meeting to provide time for a thorough review. Time was also provided to review the bylaws at the meeting. Mr. Olivo reminded the council that bylaws ensure stability, continuity, and structure. Mr. Olivo asked if there were any questions, comments or recommended changes. There were none.

A motion to approve the SSC Bylaws was made by Gabrielle Teanio. Ilda Jimenez seconded the motion. There was no additional discussion nor were there recommended changes or additions.

**VOTE:** 9 Yeas, 0 Nays, 0 Abstain-motion carried.

- b. 2024-2025 SPSA Modification:** The following information on an SPSA modification was shared with members and guests. Harold Olivo asked if anyone had any questions or input.

**Q:** If the school hired a student intern later on in the school year, could the funds be added back?

**A:** No because the school has not been able to find a student intern and we want to make sure the funds do not go unused. These funds will be used in a different capacity to support the school's current needs.

There were no further questions or comments.

**San Bernardino City Unified School District  
North Verdemont Elementary  
2024-2025 SPSA Modification**

Please contact your assigned Program Specialist from Categorical Programs to review this form and the required process.

**Directions:** Complete the SPSA Modification table below for all content and budget changes. **Rows can be added for multiple modifications.**

Re-approval of the SPSA is required by SSC if changes are made in Title I. The SSC must review and provide input on changes made in LCAP. Please add this completed form, along with the SSC Minutes and the Agenda that reflect the Approval/Review of the changes, to the shared Google Drive for SSC documentation.

From Management (L01,501)- Object Code	To Management (L01,501)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
L01-0313-2119 Student Interns	L01-0313-4310 Instructional Materials/Supplies  Already in the SPSA? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	\$1,400	The district will be providing an additional Student Intern. Therefore the site will be allocating some of the funds from Student Interns to provide supplemental materials and supplies that support instruction.	Changes apply to: N/A <input type="checkbox"/> Action Plan <input type="checkbox"/> Possible Future Expenditures
L01-0313-2119 Student Interns	L01-0313-2420 Clerical OT  Already in the SPSA? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	\$300	Due to an increase in parent engagement activities, the site will be allocating funds to pay clerical staff OT.	Changes apply to: Low Income: 1. Assist with, but not limited to, compiling attendance records, conducting SART meetings, verifying absences, registering students, supporting school-parent communication (i.e. parent conferences, etc.), providing resources, etc., with a focus on our ATSI student group (Students with Disabilities) for Chronic Absenteeism.

<b>From Management (L01,501)- Object Code</b>	<b>To Management (L01,501)- Object Code</b>	<b>Amount (N/A for content change only)</b>	<b>Rationale (Why?)</b>	<b>Modified Strategies / Activities (SPSA Language)</b>
				<input checked="" type="checkbox"/> Action Plan <input type="checkbox"/> Possible Future Expenditures
L01-0313-2119 Student Interns	L01-0313- 2440 Clerical Sub  Already in the SPSA? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	\$1,300	In order to maintain/provide customer service for our families, the site will be allocating funds to ensure systems in place are not interrupted.	Changes apply to: Low Income: 1. Will support families by communicating with other district departments for family support and possible resources 2. Will provide support with translation and interpretation services, enrollments, transportation, bus passes, etc.  <input checked="" type="checkbox"/> Action Plan <input type="checkbox"/> Possible Future Expenditures

- c. **SPSA Monitoring #1:** Mr. Olivo informed the council that staff at North Verdemont has had the opportunity to review and discuss the formative student data for ELA, Math, Chronic Absenteeism, Suspensions, Title I Intervention Programs, and English Learners. A summary of the data analysis, was shared as follows:

**NWEA Analysis of Formative Student Data for ELA and Math (Grades K-6)**

**Analysis:** Schoolwide there were 495 students tested in ELA and Math.

Schoolwide:

28.49% are on track for Math (141/495 total students)

36.16% are on track for ELA (179/495 students)

English Learners:

0% EL's are on track for Math (0/33 students)

0% EL's are on track for ELA (0/33 students)

African American:

17.78% are on track for Math (8/48 students)

31.11% are on track for ELA (14/45 students)

**What is/are the deepest underlying cause(s) of the student performance for ELA and Math?** Attendance issues, student motivation; lack of focus, test anxiety

**What is being done to make progress towards the goal(s) for ELA and Math?** Small group in classroom with teacher, learning center intervention (1:1 ratio and small group); monitoring high needs student progress; teacher training and learning intentions/success criteria; intentional teacher collaboration through PLC; additional staff training; 6 step phonics instruction.

Teachers will attend district and site-specific professional development, teacher collaboration opportunities, and grade-level planning in order to increase teacher knowledge on site-level, math foci. Teachers will focus on using number talks during instruction.

### **CAASPP Analysis of Summative Student Data for ELA/Math**

Reading and Math achievement for grades 3-6 on the CAASPP data shows:

**Analysis:** There were 263 students tested in Reading and Math school wide in grades 3rd - 6th.

Schoolwide:

35% students met or exceeded in Math (92/263 students)

46% students met or exceeded in Reading (120/263 students)

English Learners:

0% students met in Math (0/22 students)

10% students met or exceeded in Reading (2/22 students)

African American:

32% students met in Math (10/32 students)

37% students met or exceeded in Reading (12/32 students)

### **What is/are the deepest underlying cause(s) of the student performance for ELA?**

Language and structure on state test different than instruction; attendance issues, student motivation; increased number of students with high needs

**What is being done to make progress towards the goal(s) for ELA?** Small group in classroom with teacher, learning center intervention (1:1 ratio and small group); monitoring high needs student progress; teacher training and learning intentions/success criteria; intentional teacher collaboration through PLC; additional staff training

### **Chronic Absenteeism Data Analysis**

North Verdemont conducted a data analysis of attendance, per the district's Unified Insights Data Dashboard the data shows:

**Analysis:** The ATSI group with the highest chronic absenteeism is Students with Disabilities, followed by African American student group.

Schoolwide:

16.24% chronically absent

English Learners:

13.51% EL's chronically absent

African American:

12.24% EL's chronically absent

ATSI Group(s):

20.63% Students with Disabilities chronically absent

**What is/are the deepest underlying cause(s) of the student performance?** Illness; lack of student engagement; transportation

**What is being done to make progress towards the goal(s)?** Implement FOMO events; notify parents the day their child is absent to see if we can assist; create positive relationships with all kids on campus; announcements and incentives for attendance

### **Suspension Rate Data Analysis**

The most recent suspension data per the district's Unified Insights Data Dashboard shows the following:

**Analysis:** North Verdemont staff continue to focus on decreasing the rate of suspension.

Schoolwide:

1.23% (6/553 students)

English Learners:

5% are EL's (2/38 students)

African American:

1.92% EL's chronically absent (2/49 total students)

**What is/are the deepest underlying cause(s) of the student performance?** We have 3 students under Tier 3 who we are working with along with the Positive Youth Office/ Special Ed department to self regulate their behavior and emotions.

**What is being done to make progress towards the goal(s)?** We utilize Tier 3 interventions (Check in/Out); small group with counselor; PBIS review.

Mr. Olivo asked if there were any questions, comments or input, with regard to the SPSA Monitoring #1.

Q: Is it possible to move summer school to the end of summer right before school starts?

A: It is not possible because the start and end dates are not something the school can control.

Q: Is there a way to host a workshop to boost parent involvement?

A: The school is working on a way to host literacy and math parent nights to teach parents how to help kids in said areas.

There were no further questions.

- d. Presentation of the 2024-2025 Comprehensive School Safety Plan:** The 2024-2025 Comprehensive School Safety Plan was projected for new and returning members and guests. Time was given to review the plan. Harold Olvio also told the committee that a copy was placed inside of the google classroom. Mr. Olvio reminded the committee that the plan is reviewed and revised annually by the School Site Committee. The CSSP includes an assessment of the school's current safety status, as well as identified strategies/programs that provide and maintain a high level of school safety. The plan also includes the following: Physical location and environment, Student demographics,

School and neighborhood crime data, Suspension and expulsion data, Access and security procedures, Visitor procedures, Arrival and dismissal procedures, Parking policies , PBiS/Restorative Justice Procedures, School Dress Code, Emergency Drills, On-School Evacuation Procedures and Map, Off-School Evacuation Procedures and Location, School-Parent Compact, Incident Command Work , District Regulations, etc. The CSSP is submitted to the District Safety/Emergency Management Office for School Board approval. Mr Olivo asked if there were any questions, comments or recommended changes. The following questions were asked.

Q: Does someone monitor the cameras at school?

A: No, we do not regularly review the cameras.

Q: Does the fire department have keys to the gate located near the kindergarten area?

A: No, we open the gate for them.

Q: Do the referrals show the location of where it happened?

A: Yes, teachers do document the location on the referral.

Q: Does that include checking the bathrooms in that area?

A: Yes, we will make a note of it and change the language in the document to mention the bathrooms.

Q: During a lockdown, if a student was in the restroom, would the bathroom door lock?

A: Yes, it does lock.

Q: Could we have a bathroom monitor to wander the halls during a lockdown?

A: I will look into it.

Q: Can we have an assembly to discuss where to go during a lockdown?

A: I will look into it.

Q: Has the school considered having a place designated for a helicopter to land?

A: No we haven't, but Ms. Hill and I will address that and place a location on the school map.

## **VI. Committee Reports:**

- a. **ELAC:** there was an ELAC meeting that followed this SSC meeting. Ronda Hill shared the following information - there were 3 students who have been reclassified, and 2 students who are pending reclassification.
- b. **DAC:** The DAC representative reported that the DAC meeting is mirroring the SSC meetings and DAC gave reports on the following.
  - Getting the correct training
  - Distribution of Bylaws
  - Student leadership didn't meet because of the current fire.
- c. **DELAC:** no report was available at the time of this meeting.
- d. **DAAAC:** A current updated calendar from the department was available and placed in the google classroom.

**VII. Public Comment:** Mr. Olivo asked for public comment. There were no comments.

**VIII. Adjournment:** The meeting was adjourned by Harold Olivo at 10:37 a.m.