

**James Curran Middle School
School Site Council Meeting Minutes
March 13, 2025 at 2:30 pm in the Parent Center**

AGENDA ITEM MINUTES

Members present:

Principal	Teachers <i>Yr. Elected/Current yr term</i>	Other <i>Yr. Elected/Current yr term</i>	Parents <i>Yr. Elected/Current yr term</i>
Marilyn Strongin	Tricia Murry, yr 1	Katie Scott, yr 1	Maria Villalobos Ortiz, yr 1
	Monica Barker, yr 1		
	Todd Musser, yr 1		

Members absent:

Principal	Teachers <i>Yr. Elected/Current yr term</i>	Other <i>Yr. Elected/Current yr term</i>	Parents <i>Yr. Elected/Current yr term</i>
			Alfredo Adkins, yr 1
			Bianca Chaira, yr 2
			Katie Burnett, yr 1
			Sandra Soliman, yr 2

Visitors Present

Irene Trujillo-FACE

Quorum: ☒ Yes ☐ No

1. Opening/Roll Call

1.1 Welcome SSC Members-Welcome and Introductions to the council members and public. Meeting was called to order at 2:46 pm.

- 2. Minutes-** The minutes from the December 12, 2024 meeting were reviewed. No suggestions were made. Monica moved to approve the minutes. Tricia seconded the motion. Verbal Vote taken; all in favor. Motion Carried. Previous minutes were approved as presented.

- 3. Open Forum-** no public comment made at this time.

4. Site Report

4.1 Comprehensive Needs Assessment: Data Protocol. Katie reviewed the Data Analysis portion and explained that it is segmented into five areas of focus, with review of strengths/successes and weaknesses/areas of growth. Regarding Academic Achievement, data suggests that Hispanic and EL students are displaying growth toward DFS. However, AA students and SWD are significantly further from DFS than other subgroups and additional support and resources are needed to close this achievement gap. When reviewing data regarding SEL Student Engagement, LTELs have demonstrated a significant decrease in chronic absenteeism, with EL and LTEL students having the lowest rates of Chronic Absenteeism when compared to other student groups. However, all student groups still fall into the Orange Category, except for SWD, which currently falls into the Red category. Data analysis of SEL-School Climate suggests 6 out of 8 student groups are in the Green category and met established goals. In regards to AA students, there is area for growth, as the subgroup has a significantly higher rate of suspension, and therefore falls into the Red Category. LTELs are in the Yellow category regarding chronic absenteeism are not making progress toward goal. This information is also reflected in Unduplicated Student Groups data analysis. SWD summary notes that students in this subgroup are in the Green Category regarding suspension rates. Chronic Absenteeism is equivalent to the Schoolwide average with comparable decline in CA rates. However, SWD are 3x further from DFS in regards to ELA performance as compared to Schoolwide. These students are 1.5x further from DFS in Math Performance than Schoolwide.

4.2 Comprehensive Needs Assessment: SWIFT-FIA. Katie reviewed the SWIFT-FIA Reflection as it was developed in conjunction with stakeholders. In regards to Academic Supports, Curran is Implementing these supports. Additional Tier 2 supports are needed, specifically in regards to additional supports for math intervention. Curran is in the Installing phase in regards to Academic Instruction. Next steps include continuous PD, coaching, and explicit instructional support to further implement student engagement and flexible grouping strategies. In regards to data-based decision making, our school is currently in the Installing phase, where further PD and PLC collaboration is needed to review data and refine practices for greater effectiveness when developing interventions. We are in the Implementing stage in providing full access to all students and need further clarity and differentiation when developing and analyzing collaborative assessments. We are also currently in the Implementing stage for Shared Responsibility when addressing the educational needs of all students through culturally appropriate and sustaining practices.

Our school is currently in the Installing phase in regard to Behavior Support. Universal behavior support system procedures need refinement through ongoing collaboration (including teacher feedback regarding specific student concerns and needs). Behavior instruction is currently in the Implementing stage. MTSS strategies, especially in regards to Tier II and Tier III interventions, need consistent revisions and review to ensure support is accessible and effective for all students. Data-Based decision making is in the Implementing stage, with continual need for refinement in the process for gathering, reviewing, and analyzing student data to support interventions.

Curran is currently implementing practices for Family Opportunities to Participate that are sustaining schoolwide. In order to support these practices, continual recruitment and engagement of parents through committees, parent events, and school activities are necessary. Relationships with families is considered to be in the Installing phase, as feedback suggests that engagement of all parent groups is needed through strengthening school-family partnerships. Regarding Professional Learning Communities, our school is in the Installing phase, with focus on refining data collection and analysis strategies to promote academic success through strategic and focused instructional planning/implementation. The Leadership Team is also currently installing practices to strengthen communication schoolwide and provide ongoing learning opportunities to support school initiatives. The MTSS Team is implementing supports to determine appropriate interventions to promote student progress, and if that progress is not achieved, the team will need to reassess interventions and adjust practices as needed.

4.3 Katie reported on the input from the ELAC committee regarding the 2024-2025 Comprehensive Needs Assessment. Based on our ELAC members' feedback, there was an identified need to continue tutoring for EL students, engaging lessons, and programs for students still developing language (esp. students that have not attended school in the US). The committee further suggested that LTEL students and parents have opportunities (evenings or weekends) to attend educational sessions to review practice ELPAC tests and discuss test components, academic expectations, and support to ensure student success. ELAC also provided input on Onboarding opportunities in August that includes an additional session to discuss Reclassification criteria, ELAC recruitment, and other pertinent information regarding EL students. Evening Parent Cafes were also suggested so that working families could participate and improve Parent/Family Engagement. Regarding parent engagement, it was suggested that QR codes be added to handouts and posters on campus to encourage participation in surveys and school-family communication. In addition, it was suggested that incentives are provided for those that participate in providing feedback.

5. **Unfinished Business** (vote required) None

6. **New Business**

6.1 Mrs. Scott presented the **2024-2025 SPSA Annual Review and Comprehensive Needs Assessment**.

She discussed the four goals in the SPSA, if we have met our goals, and how we spent our monies related to those goals.

Goal 1: She reviewed local and state reported data, including STAR and SBAC assessments as a measure of ELA goals. Schoolwide the goal for student achievement was not met in ELA. Regarding subgroups, EL students met the ELA goal, while AA and SWD did not meet goals. To promote literacy, ELA funds were used to purchase leveled books, high interest books, and subject area specific books for classrooms. The actual expenditure for ELA site licenses and online literacy programs was less than expected because the District is now providing many of the licenses that we had planned to purchase. Furthermore, the licenses purchased have been streamlined to ensure effective use rather than having multiple programs that are not utilized with efficacy. To support Tier II/Tier III Students in ELA and Math, SPED teachers push into General Ed classrooms throughout the school day. To support all students, but specifically our targeted student groups, (EL, SED, SWD, Foster/Homeless, and AA) after school tutoring has been ongoing throughout the year. Language supports for EL students were reviewed. Licenses, interventions and most funds specifically for our EL students come from the District (Title III funding). The schoolwide goal for Mathematics was not met. Regarding student groups, EL students did meet goal. AA, SWD, HIS, SED, and White students did not meet goals for Mathematics. The District funds several licenses to support students' achievement, including Next Gen Math. S.T.E.A.M academies were implemented, Title I funds were used for Math manipulatives and supplemental science materials, but there were remaining funds after these purchases were made.

Goal 2: The goals for Social Emotional Learning (S.E.L) were reviewed. In regards to ADA, ODRs, and suspension, specified goals were not met. In regards to chronic absenteeism, the goal for a 15% decrease was not met schoolwide or across the student subgroups. Mrs. Scott discussed positive incentives and behavior supports, including the Student Store, the two district funded B.I.S. positions, as well as two Campus Supervisors to support and engage positive student behaviors.

Goal 3: The goals regarding Family and Community Engagement (F.A.C.E.) were reviewed. Parent committees have maintained attendance as compared to last year.. FACE events have occurred throughout the school year as scheduled and have had an increase in participation as evidenced through attendance. Based on Parent Survey data, there has been an increase of those that agree that regular opportunities are provided for parent engagement and involvement regarding decisions that improve student achievement.

Goal 4: The goals for Professional Development were reviewed, the goal for increased PD was met. Teachers and Certificated staff attended various PD opportunities throughout the school year as evidenced by sign in sheets and SMARTE requisitions. There was full implementation regarding the purchase of PD books and materials, especially regarding Math training and interventions focused on Literacy instruction.

Mrs. Scott asked if there were any questions or input regarding the 2024-2025 SPSA Annual Review and Comprehensive Needs Assessment. The SSC council had no further input. Todd motioned to approve the 2024-2025 SPSA Annual Review and Comprehensive Needs Assessment. Tricia seconded the motion. Verbal Vote taken; all in favor. Motion Carried.

7. **District Reports**

7.1 DAC (District Advisory Committee)- Nothing to share at this time.

7.2 DELAC (District English Language Advisory Committee)-Meeting discussed new laws around cell phone use at school and how the District will address these changes as they pertain to the 2025-2026 School Year.

7.3 DAAPAC (District African American Parent Advisory Council)- Nothing to share at this time.

7.4 TAC (Teacher Advisory Committee)-History TAC discussed Authentic Learning and providing EL supports.

Math TAC focused on Math Framework for next school year and focus for upcoming Summer Institute.

7.5 MIGRANT- Upcoming Mariachi performance at CABE in Long Beach

8. **Announcements**

8.1 Next SSC Meeting will be on April 10, 2025 at 2:30 in the IMC

8.2 Parent Teacher Conferences: March 24-28, 2025

8.3 Report Cards Sent Home: March 28th

9. **Adjournment-** Meeting adjourned at 3:45 pm. Motion made by Todd and seconded by Mrs. Strongin. Verbal vote taken, all in favor. Motion Carried. Meeting adjourned.

Respectfully submitted,

Katie Scott, SSC Secretary

Marilyn Strongin, Principal