

**Cumberland School Site Council**  
**Meeting Minutes**  
**DATE: February 3, 2025**  
**TIME: 2:45 pm to 4:00 pm**  
**Front Office Conference Room**

Present: Laurie Carlson, Mary Moorman, Stacie Rodriguez, Bradley Scholten, Grace Kim, Deepali Suri, Christy Naderi (left at 3:48 for another meeting)

Absent: Siva Hari

Ms. Carlson called the meeting to order at 2:51 pm.

1. Review and approval of previous Meeting Minutes ([linked](#))
  - a. Laurie called for a motion to approve; Grace seconded. Vote held. Outcome: Minutes are approved as presented.
  
2. Review and provide input on current SPSA and Related LCAP Goals
  - a. Multiple documents to review and process: Math & Literacy
    - i. Looking at the first two LCAP Goals along with Strategies
    - ii. Along with each Strategy is the Proposed Expenditure Amount and Funding Source
  - b. Share Out with regard to the Math goals and strategies
    - i. All: numbering error addressed; should be fixed in the future
    - ii. Mary, Strategy #1: It says “particular focus,” but focus on what? PD? Ongoing coaching? Etc.?
      1. Laurie: All of the above. District-wide focus on math discourse. Given some info, turn and talk. But how do we keep accountability? Who is doing the talking? Are they taking turns? Also, use “Collect & Display” strategy. Teachers listen and collect student conversation, and display to the class, and then connect to academic vocabulary and learning concepts
    - iii. Grace, Strategy #1: Is there an effort to collect parent feedback for the Illustrative Math curriculum?
      1. Stacie: Seconded getting more parent input and communication. Share and hear about some of the fear or apprehension about the curriculum.
      2. Christy: Her kid’s old school had a “parent training” about the math curriculum and new strategies.
    - iv. Deepali, Strategy #1: Is the funding appropriate for classroom materials and manipulatives?
      1. Laurie: No official audit, but she believes that classrooms have the materials they need.
    - v. Grace, Strategy #3: For small-groups, is it always break up a single class into small groups, or can it be breaking into inter-class (same grade level) small groups?
      1. Laurie: Sometimes it is inter-class groups, but need to be careful not to accidentally track. Heterogeneous small groups has a lot of benefits.
      2. Mary: Inter-class groups adds rigidity to class time schedules that can be detrimental to student learning (less flexibility to add time to support students).
      3. Stacie: Echoing the benefits of heterogeneous learning groups. Students can learn different strategies from each other.
      4. Mary: Are there some groups using CSI time to do inter-class switching?

- a. Laurie: she doesn't think so
  - c. Share Out with regard to the Literacy goals and strategies
    - i. Mary, Strategy #1, et al: What does "Unrestricted" funding source mean?
      - 1. Laurie: These funds are not tied to any specific use.
    - ii. Laurie: Some ELA-specific strategies, but also a lot of overlap with some of the Math strategies. Trying to find a balance of improving skills and engaging students in their interests. Want to check in on Decodables for K-2 teachers.
3. Review Staff Development Grant Requests (if applicable)
- a. N/A
4. Input for next agenda/Community input for next agenda
- a. Grace
    - i. More shaded seating areas on campus
    - ii. How we approach homework; some parents feel like SMS homework is a big leap

Next meeting:

DATE: March 10, 2025

TIME: 2:45-4:00 pm

LOCATION: Cumberland Front Office Conference Room

Meeting adjourned at 4:01

Meeting Minutes prepared by: Bradley Scholten

Meeting Minutes Approved on: March 10, 2025