



Las Palmas Elementary

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time (Fecha & Hora)

11/19/2025

3:00 PM

Location (Ubicación)


Online via ZOOM

Zoom Link (Enlace de Zoom)

<https://zoom.us/j/4613406481>

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*





Non-staff: Parents/Community Member/Students (Please note Year 1 or 2 of membership) <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes (Por favor indique Año 1 o 2 de afiliación)</i>		Present / Absent <i>Presente/ Ausente</i>
Parent	Maximina Bejar Monroy	
Parent	Barbara Hernandez	
Parent	Melissa Hernandez	
Parent	Jackeline James	
Parent	VACANT	
Alternates (Alternativos):		
<i>*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)</i> <i>*Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).</i>		
Staff: Principal or Designee/Teachers/Other Staff (Please note Year 1 or 2 of membership) <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal (Por favor indique Año 1 o 2 de afiliación)</i>		Present / Absent <i>Presente/ Ausente</i>
Principal/Designee: <i>Directora(a)/ Designado(a):</i> Rachel Williams		
Teacher: <i>Maestro(a):</i> Marcie Amparo		
Teacher: <i>Maestro(a):</i> Jeri Guesnon		
Teacher: <i>Maestro(a):</i> Faustino Ruiz		
Other Staff: <i>Otro Personal:</i> Dario Gonzalez		
Alternates: <i>Alternativos:</i>		
<i>*Teachers must be the majority</i> <i>*Los maestros deben ser mayoría</i>		

AGENDA		
ITEM <i>ARTÍCULO</i>	Facilitator <i>Facilitador(a)</i>	Minutes <i>Minutas</i>
Call to Order / Sign in sheet <i>Orden del Día/ Hoja de Firmas</i> Quorum <i>Quórum (50% +1)</i>	Chairperson <i>Presidente</i>	This meeting is called to order at: <i>Se abre la sesión a las</i> Total Members in Attendance: <i>Total de Miembros Presentes:</i> Quorum: <i>Quórum:</i>
Public Comment (2 minutes per speaker) <i>Comentarios del Público (2 minutos cada participante)</i>	Chairperson <i>Presidente</i>	Summary of Comments <i>(Resumen de Comentarios)</i>
Review Agenda <i>Repasar Agenda</i>	Chairperson <i>Presidente</i>	Summary of Comments <i>(Resumen de Comentarios)</i>
Review / approve minutes from last meeting <i>Revisar/aprobar el acta de la última reunión</i> SSC Meeting DRAFT Minutes - 08 Oct 2025 1  Previous Minutes	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>

Council Business *Asuntos del Consejo*

New Members (Nuevos Miembros)	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i>
Parent/Community Member Vacancy		
Elect Officers (Elegir a Funcionarios) -Chairperson -Vice Chairperson -Secretary	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i>
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i>


Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*

<p>Bylaws (Reglamentos)</p> <p>2  Attachment</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i></p> <p>Person <i>Persona:</i></p> <p>Second <i>Se secundó:</i></p> <p>In favor <i>A favor :</i></p> <p>Oppose <i>En contra:</i></p> <p>Abstain <i>En abstención:</i></p> <p>Motion: Pass or Fail:</p> <p><i>Moción: Aprobada o Rechazada</i></p>
<p>Parent Involvement (Participación de Padres)</p> <p>2  Attachment</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i></p> <p>Person <i>Persona:</i></p> <p>Second <i>Se secundó:</i></p> <p>In favor <i>A favor :</i></p> <p>Oppose <i>En contra:</i></p> <p>Abstain <i>En abstención:</i></p> <p>Motion: Pass or Fail:</p> <p><i>Moción: Aprobada o Rechazada</i></p>
<p>School Compact (Compacto Escolar)</p> <p>1  Attachment</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i></p> <p>Person <i>Persona:</i></p> <p>Second <i>Se secundó:</i></p> <p>In favor <i>A favor :</i></p> <p>Oppose <i>En contra:</i></p> <p>Abstain <i>En abstención:</i></p> <p>Motion: Pass or Fail:</p> <p><i>Moción: Aprobada o Rechazada</i></p>
<p>Site Safety Plan (Plan de Seguridad del Centro)</p> <p>1  Attachment</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i></p> <p>Person <i>Persona:</i></p> <p>Second <i>Se secundó:</i></p> <p>In favor <i>A favor :</i></p> <p>Oppose <i>En contra:</i></p> <p>Abstain <i>En abstención:</i></p> <p>Motion: Pass or Fail:</p> <p><i>Moción: Aprobada o Rechazada</i></p>

Document Review: *Revisión y de Documentos*

<p>Title I Evaluation (Evaluación de Título I)</p> <p>School Data</p> <ul style="list-style-type: none"> -Academics -Attendance -Discipline <p>Funding/Expenditures</p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p>
<p>N/A</p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p>

School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

<div data-bbox="144 1442 355 1465">SPSA Addendum</div> <div data-bbox="121 1499 609 1524">2025-26 Funding Allotment Adjustments</div> <div data-bbox="121 1530 238 1612"> <ul style="list-style-type: none"> -Goal 1.2 -Goal 3.1 -Goal 4.1 </div> <div data-bbox="146 1864 418 1892"> 1  Attach Document </div>	<div data-bbox="774 1419 948 1484"> Chairperson <i>Presidente</i> </div>	<div data-bbox="969 1419 1511 1449">I move to approve the <i>Propongo aprobar a la</i></div> <div data-bbox="969 1512 1157 1537">Person <i>Persona:</i></div> <div data-bbox="969 1549 1193 1575">Second <i>Se secundó:</i></div> <div data-bbox="969 1587 1164 1612">In favor <i>A favor :</i></div> <div data-bbox="969 1625 1179 1650">Oppose <i>En contra:</i></div> <div data-bbox="969 1663 1229 1688">Abstain <i>En abstención:</i></div> <div data-bbox="969 1701 1229 1726">Motion: Pass or Fail:</div> <div data-bbox="969 1738 1308 1764"><i>Moción: Aprobada o Rechazada</i></div>
---	--	--

Other Business: <i>Otros Asuntos:</i>		
ELAC Reporting <i>Informes ELAC</i> 14 Nov 2025 ELAC Meeting Summary	Chairperson <i>Presidente</i>	Summary of Reporting (<i>Resumen de Informes</i>)
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i>	Chairperson <i>Presidente</i>	Summary of Presentation (<i>Resumen de Presentación</i>)
Additional Information/New Business/Discussion <i>Información Adicional/Asuntos Nuevos/Conversación</i>	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i>
Adjournment: <i>Aplazamiento:</i>	Chairperson <i>Presidente</i>	Time: <i>Hora:</i>

Next meeting date: <i>Fecha de próxima reunión:</i>	01/28/2026	3:00 PM
---	------------	---------



LAS PALMAS ELEMENTARY SCHOOL SCHOOL SITE COUNCIL MEETING **REUNIÓN DEL CONSEJO DEL PLANTEL ESCOLAR DE LA ESCUELA LAS PALMAS**

Date / Fecha:

Wednesday, 08 October 2025 / *miércoles, 08 octubre 2025*

Time / Hora:

3:00pm - 4:30pm

Location / Ubicación:

[Zoom Link Here](#) / [Enlace de Zoom Aquí](#)

ZOOM Meeting ID / ID de la Reunion ZOOM: 461 340 6481

2025 - 2026 SCHOOL SITE COUNCIL / CONSEJO DEL PLANTEL ESCOLAR DEL 2024 - 2025

Voting Parents & Community <i>Padres y Comunidad con Voto</i>		Voting Teachers & Staff <i>Maestros y Personal con Voto</i>		Non-Voting School Support Staff <i>Otro Personal Escolar de Apoyo Sin Voto</i>	
<input type="checkbox"/>	Maximina Bejar Monroy <i>Parent / Padre</i> <i>Year 1 of 2/Año 1 de 2</i>	<input checked="" type="checkbox"/>	Rachel Williams <i>Principal / Directora</i> <i>Standing Member / Miembro Permanente</i>	<input type="checkbox"/>	Linda Rasmey <i>V. Principal (West) / V. Directora (Oeste)</i>
<input type="checkbox"/>	VACANT/VACANTE <i>Parent / Padre</i> <i>Year _ of 2/Año _ de 2</i>	<input checked="" type="checkbox"/>	Dario Gonzalez - Secretary <i>Senior Academic Intervention Specialist</i> <i>Year 1 of 2/Año 1 de 2</i>	<input type="checkbox"/>	Nikki Vaughn <i>V. Principal (East) / V. Directora (Este)</i>
<input type="checkbox"/>	Barbara Hernandez <i>Parent / Padre</i> <i>Year 1 of 2/Año 1 de 2</i>	<input checked="" type="checkbox"/>	Marcie Amparo <i>Teacher / Maestra</i> <i>Year 1 of 2/Año 1 de 2</i>		
<input checked="" type="checkbox"/>	Melissa Hernandez <i>Parent / Padre</i> <i>Year 1 of 2/Año 1 de 2</i>	<input checked="" type="checkbox"/>	Jeri Guesnon <i>Teacher / Maestra</i> <i>Year 1 of 2/Año 1 de 2</i>		
<input type="checkbox"/>	Jackeline James <i>Parent / Padre</i> <i>Year 1 of 2/Año 1 de 2</i>	<input checked="" type="checkbox"/>	Faustino Ruiz <i>Teacher / Maestra</i> <i>Year 2 of 2/Año 2 de 2</i>		

MEETING AGENDA		AGENDA DE LA REUNIÓN	
<p>I. Call to Order</p> <p>A. Public Comments</p> <p>II. Discussion Items / Action Items</p> <p>A. Welcome New Members</p> <p>B. SSC Member Training</p> <p>C. SSC Officer Nominations & Elections</p> <p>D. Review and Approve SSC Meeting Minutes DRAFT Minutes - 21 May 2025</p> <p>E. Review And Approve: SSC Bylaws</p> <p>F. Review and Approve: Title 1 Engagement Policy</p> <p>G. Review and Approve: School Compact</p> <p>III. Adjourn</p>		<p>I. Apertura</p> <p>A. Comentario del Público</p> <p>II. Elementos de Discusión / Elementos de Acción</p> <p>A. Bienvenida de Miembros Nuevos</p> <p>B. Taller para Miembros del SSC</p> <p>C. Nominación y Elección de Oficiales del SSC</p> <p>D. Revisar y Aprobar Resumen de la Reunión del SSC Resumen PRELIMINAR - 21 may 2025</p> <p>E. Revisar y Aprobar: Estatutos del SSC</p> <p>F. Revisar y Aprobar: Póliza de Compromiso de Título 1</p> <p>G. Revisar y Aprobar: Pacto Escolar</p> <p>III. Clausura</p>	
MEETING MINUTES		RESUMEN DE LA REUNIÓN	
<p>I. A quorum having convened, R. Williams called the meeting to order at 3:03pm. A SSC Slide Presentation was shared for the meeting (available HERE).</p> <p>A. D. Gonzalez stated that no online public comments were submitted. Public Comments: None.</p> <p>II.</p> <p>A. R. Williams gave a welcome and thank you to members for</p>		<p>I. Habiendo quórum, R. Williams declaró iniciada la reunión a las 3:03 p.m. Se compartió una presentación de diapositivas del SSC para la reunión (disponible AQUÍ).</p> <p>A. D. Gonzalez informó que no se recibieron comentarios públicos en línea. Comentarios públicos: Ninguno.</p> <p>II.</p> <p>A. R. Williams dio la bienvenida y agradeció a los miembros por</p>	

volunteering their time to support the school. SSC members introduced themselves and stated their role. D. Gonzalez shared that R. Dutta had to step down from her role with SSC due to scheduling conflicts; the seat will be considered vacant and a search for another candidate will be conducted following the SSC Bylaws.

- B. R. Williams thanked members for attending and/or reviewing the SSC Training held 01 Oct 25 on Zoom and presented by T. Burke (Executive Director, Special Projects & Equity).
- C. **SSC Chairperson - R. Williams nominated J. Guesnon; nomination accepted. No other nominations were submitted. Vote - 6 in favor; 0 opposed; 0 abstain; 4 absent.**
SSC Vice Chairperson - J. Guesnon nominated M. Amparo; nomination accepted. No other nominations were submitted. Vote - 6 in favor; 0 opposed; 0 abstain; 4 absent.
SSC Secretary - J. Guesnon nominated D. Gonzalez; nomination accepted. No other nominations were submitted. Vote - 6 in favor; 0 opposed; 0 abstain; 4 absent.
- D. D. Gonzalez presented the Draft Minutes from the 21 May 25 Meeting. **D. Gonzalez made a motion to approve the Draft Minutes from the 21 May 25 Meeting; F. Ruiz seconded the motion. Vote - 6 in favor; 0 opposed; 0 abstain; 4 absent.**
- E. D. Gonzalez presented the SSC Bylaws; he explained that these are the rules to govern how the SSC operates beyond state and federal regulations. **J. Guesnon made a motion to approve the SSC Bylaws; D. Gonzalez seconded the motion. Vote - 6 in favor; 0 opposed; 0 abstain; 4 absent.**
- F. R. Williams presented the Title 1 Engagement Policy; she explained the purpose of the policy and how Title 1 funding is allocated. A schoolwide Title 1 Presentation was held in August 2025. R. Williams shared opportunities for parents to engage with the school, including ELAC meetings; she stated that over 50% of students are EL's. Those parents have the opportunity to provide feedback to the SPSA. D. Gonzalez shared ELAC Meeting topics that are presented and based on parent input. F. Ruiz asked for ELAC dates/times and stated that teachers may want to participate and present, but cannot attend when meetings are held during the school day. R. Williams responded that perhaps when substitute teachers are available, teachers can be invited to participate and present. **R. Williams made a motion to approve the Title 1 Engagement Policy; M. Amparo seconded the motion. Vote - 6 in favor; 0 opposed; 0 abstain; 4 absent.**
- G. R. Williams presented the School Compact; she explained that this is an agreement between 3 parties - school, parents, and students. The compact is approved each year and shared with families via schoolwide communications. **M. Hernandez made a motion to approve the School Compact; J. Guesnon seconded the motion. Vote - 6 in favor; 0 opposed; 0 abstain; 4 absent.**
- H. R. Williams reviewed the 2025-26 SPSA, including Goals, Actions, and funding. She also reviewed recent CAASPP ELA and Math data for the school and how Title 1 funds have been used to support these positive academic trends.

ofrecer su tiempo para apoyar a la escuela. Los miembros del SSC se presentaron y mencionaron su función. D. Gonzalez compartió que R. Dutta tuvo que renunciar a su puesto en el SSC debido a conflictos de horario; el puesto será considerado vacante y se buscará otro candidato conforme a los estatutos del SSC.

- B. R. Williams agradeció a los miembros por asistir y/o revisar la capacitación del SSC realizada el 1 de octubre de 2025 por Zoom y presentada por T. Burke (Director Ejecutivo de Proyectos Especiales y Equidad).*
- C. **Presidente del SSC – R. Williams nominó a J. Guesnon; la nominación fue aceptada. No se presentaron otras nominaciones. Votación: 6 a favor; 0 en contra; 0 abstenciones; 4 ausentes.** Vicepresidente del SSC – J. Guesnon nominó a M. Amparo; la nominación fue aceptada. No se presentaron otras nominaciones. Votación: 6 a favor; 0 en contra; 0 abstenciones; 4 ausentes. Secretario del SSC – J. Guesnon nominó a D. Gonzalez; la nominación fue aceptada. No se presentaron otras nominaciones. Votación: 6 a favor; 0 en contra; 0 abstenciones; 4 ausentes.*
- D. D. Gonzalez presentó el Resumen Preliminar de la Reunión del 21 de mayo de 2025. **D. Gonzalez propuso aprobar el Resumen Preliminar de la Reunión del 21 de mayo de 2025; F. Ruiz apoyó la propuesta. . Votación: 6 a favor; 0 en contra; 0 abstenciones; 4 ausentes.***
- E. D. Gonzalez presentó los Estatutos del SSC; explicó que son las reglas que rigen el funcionamiento del SSC más allá de las regulaciones estatales y federales. **J. Guesnon propuso la aprobación de los Estatutos del SSC; D. Gonzalez apoyó la propuesta. Votación: 6 a favor; 0 en contra; 0 abstenciones; 4 ausentes.***
- F. R. Williams presentó la Poliza de Participación del Título I; explicó el propósito de la política y cómo se asignan los fondos del Título I. Se llevó a cabo una presentación escolar sobre el Título I en agosto del 2025. R. Williams compartió oportunidades para que los padres participen en la escuela, incluyendo las reuniones de ELAC; indicó que más del 50% de los estudiantes son aprendices de inglés (ELs). Esos padres tienen la oportunidad de proporcionar comentarios al SPSA. D. Gonzalez compartió los temas que se presentan en las reuniones de ELAC, los cuales se basan en la opinión de los padres. F. Ruiz pidió las fechas y horarios de las reuniones de ELAC y comentó que algunos maestros podrían querer participar y presentar, pero no pueden asistir cuando las reuniones se realizan durante el horario escolar. R. Williams respondió que, quizás cuando haya maestros sustitutos disponibles, se pueda invitar a los maestros a participar y presentar. **R. Williams propuso la aprobación de la Póliza de Participación del Título I; M. Amparo apoyó la propuesta. Votación: 6 a favor; 0 en contra; 0 abstenciones; 4 ausentes.***
- G. R. Williams presentó el Compromiso Escolar; explicó que este es un acuerdo entre tres partes: la escuela, los padres y*

<p>III. J. Guesnon adjourned the meeting at 3:36pm.</p>	<p><i>los estudiantes. El compromiso se aprueba cada año y se comparte con las familias a través de los canales de comunicación escolar. M. Hernández propuso la aprobación del Compromiso Escolar; J. Guesnon apoyó la propuesta. . Votación: 6 a favor; 0 en contra; 0 abstenciones; 4 ausentes.</i></p> <p><i>H. R. Williams revisó el SPSA 2025-26, incluyendo los objetivos, acciones y financiamiento. También revisó los datos recientes de CAASPP de Artes del Lenguaje en Inglés (ELA) y Matemáticas de la escuela, y cómo los fondos del Título I se han utilizado para apoyar estas tendencias académicas positivas.</i></p> <p>III. J. Guesnon dio por concluida la reunión a las 3:36 p.m.</p>
---	--

NEXT SSC MEETING	PRÓXIMA REUNIÓN DEL SSC
Wednesday 19 November 2025 @ 3:00pm	miércoles 19 noviembre 2025 @ 3:00pm

SCHOOL SITE COUNCIL BYLAWS
Las Palmas Elementary School
477 Las Palmas Ave. Sacramento, CA 95815
Principal: Rachel Williams

Revised and Adopted by the Las Palmas Elementary School Site Council: 25 September 2024

ARTICLE I: DUTIES

The School Site Council of Las Palmas Elementary School (hereinafter referred to as “SSC”) shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed Single Plan for Student Achievement (SPSA) from all school advisory committees
- Participate in regular trainings on SSC roles and responsibilities
- Develop and approve the SPSA and related categorical expenditures in accordance with all state and federal law and school district regulations
- Recommend the SPSA and categorical expenditures to the TRUSD Board of Education for approval
- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members
- Make modifications to the SPSA whenever the need arises
- Submit the modified SPSA for district approval whenever a material change is made (as defined in district governing board policy) in planned activities for related categorical expenditures
- Regularly evaluate academic data to determine the progress made toward raising the academic achievement of all students
- Carry out all other duties assigned to the SSC by the TRUSD Board of Education and by state law

ARTICLE II: MEMBERSHIP

Section A: Composition

The SSC shall be composed of at least 8 members, selected by their peers, as follows:

- Principal/Designee
- Classroom teachers
- “Other” school staff members (non classroom teaching staff)
- Parents or community members
- Students (secondary schools)

The school principal/designee is a required member of the SSC. The principal/designee shall attend all SSC meetings. Council members chosen to represent parents may be employees of the school district so long as they are not employed at this school. Classroom teachers selected shall constitute a majority of the school members selected. The number of parent and/or community members selected shall equal the number of school members selected.

Section B: Term of Office

SSC members shall be elected for a 2 year term. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number of elected members during even years. At the first regular meeting of the council, each member’s current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member of the SSC is entitled to one vote and may cast that vote on any matter submitted to a vote of the SSC. Absentee (proxy) and electronic votes/ballots shall **not** be permitted.

Section D: Termination of Membership

The council may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the SSC Chairperson.

Section E: Transfer of Membership

Membership on the SSC may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the SSC occurring during the term of duly elected member shall be filled by:

- An alternate designated during the annual election
- Nominated by current SSC and approved by majority of SSC membership
- The term will be for the remaining time left in the vacated seat.

ARTICLE III: ELECTIONS

- The school principal/designee is a standing member of the SSC
- Classroom teacher representative elections will be held in August or as soon as permissible.
 - Nominations and elections are conducted by the certificated staff. If the form is digital, a member of that voting party will be a collaborator on the digital form and will assist in the verification of nominations and election results.
 - A ballot will be used that includes a write in option.
- “Other Staff” representative elections will be conducted in August or as soon as permissible.
 - The “Other Staff” position is filled by a non-classroom teacher
 - He/she may be a classified or certificated staff member
 - Nominations and elections will be conducted by the non classroom teaching classified and certificated staff. If the form is digital, a member of that voting party will be a collaborator on the digital form and will assist in the verification of nominations and election results.
 - A ballot will be used that includes a write in option.
- Parent/Community Member representative elections will be conducted in September or as soon as permissible.
 - Nominations and elections will be conducted by the school office staff.
 - If the form is digital, a member of the office staff will be a collaborator on the digital form and will assist in the verification of nominations and election results.
 - Nominations will be accepted through the first week of September or as soon as permissible.
 - A ballot will be used that includes a write in option.

ARTICLE IV: OFFICERS

Section A: Officers

The officers of the SSC shall be: Chairperson, Vice-Chairperson, Secretary, and any other officers the SSC deems desirable.

The Chairperson shall:

- Collaborate with the Principal in developing agendas and reviewing meeting minutes prior to posting
- Preside at all meetings of the SSC
- Sign all letters, reports, and other communications of the SSC
- Have other such duties as are prescribed by the SSC

The Vice-Chairperson shall:

- Assist the Chairperson in assigned duties
- Substitute for the Chairperson in his/her absence

The Secretary shall:

- Keep minutes and maintain attendance for all regular and special meetings of the SSC
- Transmit true and correct copies of the minutes of such meetings to members of the SSC
- Perform other such duties as assigned by the Chairperson or the SSC

Section B: Election and Terms of Office

Officers shall be elected annually, at the first or second meeting of the council, and shall serve for one year, or until each successor has been elected.

Section C: Removal of Officers

Any officer may be removed from office by a two-thirds vote of all the members of the SSC.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the SSC for the remaining portion of the term of office or by placement of a properly elected alternate during regular elections.

ARTICLE V: COMMITTEES

Section A: Sub-committees

The SSC may establish and abolish sub-committees of their own membership to perform duties as prescribed by the SSC. At least one member representing teachers and one member representing parents shall make up the sub-committee. No sub-committee may exercise the authority of the SSC.

Section B: Terms of Office

The SSC shall determine the terms of office for members of a committee.

Section C: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the SSC, or policies of the school district governing board.

ARTICLE VI: MEETINGS

Section A: Meetings

The SSC shall meet according to the schedule to fulfill SSC requirements (at least 4 times per school year). Special meetings of the SSC may be called by the Chairperson or by a majority vote of the SSC.

Section B: Place of Meetings

The SSC shall hold its regular meetings at a facility provided by the school, unless access to the facility by the public, including handicapped persons, is unavailable. Alternate meeting locations may be determined by the Chairperson or by majority vote of the SSC. Additionally, meetings may be held through virtual platforms such as Zoom.

Section C: Notice of Meetings

- Written public notice (agenda) of all SSC meetings shall be given a least 72 hours in advance of the meeting
- Changes in the established date, time, or location shall be given special notice
- All meetings shall be publicized in the following venues:
 - The school office and/or the school webpage
 - All required notices shall be delivered to the SSC members no less than 72 hours, and no more than three days in advance of the meeting, and the notice shall be provided in person, by mail, or by email.

Section D: Quorum

The act of the majority of the members present shall be the act of the SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC (51% or greater) shall constitute a quorum. No actions may be taken unless a quorum has been established. Members may attend virtually, by phone, or by other means, with prior notice given. A 15 minute window of wait time will be allotted, if necessary, to establish a quorum.

Section E: Conduct of Meetings

Meetings of the SSC shall be conducted in accordance with the rules of order established by California Education Code Section 35147 and with Robert's Rules of Order or adoption thereof as approved by the SSC.

Section F: Meetings Open to the Public

All meetings of the SSC, and of committees established by the SSC, shall be open to the public. Notice of such meetings shall be provided in accordance with Article VI, Section C of these Bylaws.

ARTICLE VII: AMENDMENTS

An amendment of these Bylaws may be made at any regular meeting of the SSC by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to all SSC members at least 72 hours prior to the meeting at which the amendment is to be considered for adoption.

ESTATUTOS DEL CONSEJO DEL PLANTEL ESCOLAR

Escuela Primaria Las Palmas
477 Las Palmas Ave. Sacramento, CA 95815
Directora: Rachel Williams

Revisado y Aprobado por el Consejo del Plantel Escolar de La Primara Las Palmas 25 septiembre 2024

ARTÍCULO I: DEBERES

El Consejo del Plantel Escolar de la Escuela Las Palmas, en adelante referido como el “SSC”, llevará a cabo los siguientes deberes:

- Obtener recomendaciones de, y revision de, el Plan Único de Éxito Estudiantil, conocido como el Single Plan for Student Achievement (SPSA) de todos los comités consultivos escolares
- Participar en entrenamientos regulares en las funciones y responsabilidades del SSC
- Desarrollar y aprobar el SPSA y gastos categorizados relacionados según todas las leyes estatales y federales y regulaciones del distrito escolar
- Recomendar el SPSA y gastos categorizados a la Mesa Directiva del TRUSD para aprobación
- Proporcionar revisión continua en la implementación del SPSA con el director, maestros, y miembros del personal escolar
- Hacer modificaciones al SPSA cuando sea necesario
- Presentar el SPSA modificado para aprobación del distrito cuando se haga un cambio material (según la póliza de la mesa directiva del distrito) en actividades planeadas para gastos categorizados relacionados
- Evaluar regularmente datos académicos para determinar el progreso a metas escolares para aumentar el éxito académico de todos los alumnos
- Cumplir con todos los deberes asignados al SSC de la Mesa Directiva del TRUSD y de ley estatal

ARTÍCULO II: MEMBRESÍA

Sección A: Composición

El SSC será compuesto de por lo menos 8 miembros, elegidos de sus compañeros, de tal manera:

- Director/Designado
- Maestros
- “Otro Personal” de la escuela (que no son maestros)
- Padres o miembros de la comunidad
- Alumnos (escuelas secundarias)

El director/designado escolar es requerido ser un miembro del SSC. El director/designado asistirá a todas las reuniones del SSC. Los Miembros del Consejo elegidos para representar a padres pueden ser personal del distrito escolar mientras que no sean empleados de esta escuela. Los Maestros elegidos constituirán la mayoría de miembros del personal escolar. El número de padres y/o miembros de la comunidad será igual al número de personal escolar.

Sección B: Término de la Posición

Los miembros del SSC serán elegidos por un término de 2 años. Mitad, o lo más cerca a la mitad, de cada grupo representante serán elegidos durante años impares, y la otra mitad de los miembros serán elegidos durante años pares. En la primera reunión regular del consejo, el mandato actual de cada miembro se mantendrá grabado en el resumen de la reunión.

Sección C: Derechos de Votación

Cada miembro del SSC tiene derecho a un voto y podrá emitir ese voto en cualquier tema requiriendo voto del SSC. Voto o boleto en ausencia o electrónico no se permitirá.

Sección D: Terminación de Membresía

El SSC podrá, con un voto a favor de dos tercios de todos los miembros, suspender o expulsar un miembro. Cualquier miembro elegido podrá terminar su propia membresía al entregar una carta de resignación al Presidente del SSC.

Sección E: Transferencia de Membresía

La membresía al SSC no se asigna ni se transfiere.

Sección F: Vacante

Cualquier vacante en el SSC durante el término de un miembro elegido será ocupado por:

- Un miembro alternativo puede ser designado durante las elecciones anuales
- Un individual nominado por un miembro actual del SSC y aprobado por una mayoría de la membresía del SSC
- El mandato será por el resto del tiempo que falte en esa membresía

ARTÍCULO III: ELECCIONES

- El director/asignado será un miembro permanente del SSC.
- Elecciones de maestros se llevarán a cabo en agosto o lo más pronto posible
 - Nominaciones y elecciones se llevarán a cabo entre el personal certificado. Si la forma es digital, un miembro del partido que está votando será un colaborador en la forma digital y asistirá en la verificación de nominaciones y resultados de la elección
 - Se usará un boleto que incluye opción para escribir el nombre de otro candidato
- Elecciones de “Otro Personal” se llevarán a cabo durante el mes de septiembre
 - La posición de “Otro Personal” será mantenida por personal que no es maestro de salón
 - Ellos pueden ser personal del grupo clasificado o del grupo certificado pero no maestros de salones
 - Las nominaciones y elecciones serán conducidas por el personal clasificado o el personal certificado pero no maestros de salones. Si la forma es digital, un miembro del partido que está votando será un colaborador en la forma digital y asistirá en la verificación de nominaciones y resultados de la elección
 - Se usará un boleto que incluye opción para escribir el nombre de otro candidato
- Elecciones de Padres/Miembros de la Comunidad se llevarán a cabo en septiembre o lo más pronto posible
 - Nominaciones y elecciones se llevarán a cabo por el personal de la oficina escolar
 - Si la forma es digital, un miembro del partido que está votando será un colaborador en la forma digital y asistirá en la verificación de nominaciones y resultados de la elección
 - Nominaciones se aceptarán durante la primer semana de septiembre o lo más pronto posible
 - Se usará un boleto que incluye opción para escribir el nombre de otro candidato

ARTÍCULO IV: OFICIALES

Sección A: Oficiales

Los oficiales del SSC serán: Presidente, Vicepresidente, Secretario, y otros oficiales que el SSC desea.

El Presidente será responsable por::

- Colaborar con el Director en el desarrollo de agendas y la revisión del resumen de reuniones antes de ser publicadas
- Presidir todas las reuniones del SSC
- Firmar todas las cartas, reportes, y otras comunicaciones del SSC
- Tener otras responsabilidades que son asignadas por el SSC

El Vicepresidente será responsable por::

- Asistir al Presidente con las responsabilidades asignadas
- Sustituir por el Presidente durante sus ausencias

El Secretario será responsable por:

- Mantener el resumen y confirmar la asistencia en todas las reuniones regulares y especiales del SSC
- Transmitir y corregir copias del resumen de reuniones a miembros del SSC
- Realizar otras responsabilidades que son asignadas por el Presidente o el SSC

Sección B: Elecciones y Términos de la Posición

Los Oficiales serán elegidos anualmente, durante la primera o segunda reunión del SSC, y mantendrán esa posición por un año, o hasta que un sucesor sea elegido.

Sección C: Eliminación de Oficiales

Cualquier oficial podrá ser eliminado de su posición con un voto de dos tercios de todos los miembros del SSC.

Sección D: Vacante

Una vacante de una posición será llenada lo más pronto posible por medio de una elección especial del SSC para el tiempo que falta del término de la posición o por medio de la asignación de un suplente elegido durante las elecciones regulares.

ARTÍCULO V: COMITÉS

Sección A: Subcomisiones

El SSC puede establecer y eliminar una subcomisión de su propia membresía al realizar trabajo del SSC. Por lo menos un miembro representando Maestros y un miembro representado a Padres/Miembros de la Comunidad formarán una subcomisión. Ningún subcomisión ejercerán la autoridad del SSC.

Sección B: Términos de la Posición

El SSC determinará los términos de las posiciones de los miembros de los comités.

Sección C: Reglas

Cada comité podrá aprobar reglas para su propia gobernación que no contradigan estos estatutos o reglas aprobadas por el SSC, o pólizas de la mesa directiva del distrito escolar.

ARTÍCULO VI: REUNIONES

Sección A: Reuniones

Las reuniones regulares del SSC se llevarán a cabo de acuerdo al calendario para cumplir con los requisitos del SSC (*por lo menos 4 veces por año escolar*). Reuniones especiales del SSC se podrán programar por el Presidente o por una mayoría del SSC.

Sección B: Ubicación de las Reuniones

El SSC tendrá sus reuniones regulares en un lugar proporcionado por la escuela, solo que ese lugar no sea accesible al público, incluyendo acceso para discapacitados. Una ubicación alternativa podrá ser elegida por el Presidente o por una mayoría del SSC. Adicionalmente, las reuniones se podrán llevar a cabo por medios virtuales, como Zoom.

Sección C: Aviso de Reuniones

- Aviso público por escrito (agenda) se dará por lo menos 72 horas antes de la reunión
- Cambios a la fecha, hora, o ubicación establecida se anunciarán con aviso especial
- Todas las reuniones se anunciarán en:
 - La oficina escolar y/o en la página de internet de la escuela
 - Todas las notificaciones requeridas se mandarán al SSC y a miembros de Comités por lo menos 72 horas, y no más de 3 días de anticipación de la reunión y se avisará en persona, por correo, por correo electrónico, o por teléfono

Sección D: Quórum

Las acciones de la mayoría de los miembros presentes se considerarán las acciones del SSC, solo que un quórum esté presente, y que ninguna decisión podrá atribuirse de otro modo al SSC. Una mayoría de los miembros del SSC (51% o más) será considerado como un quórum. No se podrá tomar ninguna acción si no se ha establecido un quórum. Los miembros podrán asistir con el uso de tecnología/teléfono/ etc. con notificación avanzada. Se esperará 15 minutos, si es necesario, para establecer un quórum.

Sección E: Conducto de Reuniones

Las reuniones del SSC serán conducidas de acuerdo con las reglas de orden establecidas por la Sección 35147 del Código Educativo de California y por las Robert's Rules of Order o la aprobación del mismo SSC.

Sección F: Reuniones Abiertas al Público

Todas las reuniones del SSC, y de comités establecidos por el SSC, serán accesibles para el público. Aviso de que todas las reuniones serán de acuerdo al Artículo VI, Sección C de estos Estatutos.

ARTÍCULO VII: ENMIENDAS

Una enmienda a estos Estatutos se podrá hacer durante una reunión regular del SSC con un voto de dos tercios de los miembros presentes. Aviso escrito de la enmienda propuesta debe ser presentada a miembros del SSC por lo menos 72 horas antes de la reunión en donde la enmienda será considerada para aprobación.

PÓLIZA DE COMPROMISO DE PADRES Y FAMILIAS DE TÍTULO I DEL 2025-26

Escuela Primaria Las Palmas
477 Las Palmas Ave. Sacramento, CA. 95815
Directora: Rachel Williams

La Escuela Primaria Las Palmas desarrolla la Póliza de Compromiso de Padres y Familias de Título I con la aportación de padres de alumnos de Título I. Esta póliza se desarrolla con padres y con personal escolar. Esta Póliza de Compromiso se distribuye electrónicamente por medio de la plataforma de Comunicaciones de AERIES. Esta póliza explica la implementación de los requisitos del compromiso de padres de Título I [20 USC 6318 Section 1118(a)-(f) inclusive].

PARTICIPACIÓN DE PADRES EN EL PROGRAM DE TÍTULO I

Para comprometer a padres en el programa de Título I en la Escuela Las Palmas Elementary, se ha establecido lo siguiente:

- Las escuela llama a una reunión cada año para informar a padres de alumnos de Título I sobre los requisitos de Título I y sobre los derechos de padres en la participación del programa de Título I.
 - Los padres de la Escuela Las Palmas son informados de los requisitos escolares del Título I y el derecho de participar en el programa de Título I en la Noche de Regreso a Clases cada año, que se llevará a cabo dentro de las primeras 2 semanas del inicio de clases.
 - Después que maestros y personal escolar son presentados en la Noche de Regreso a Clases, la administración presentará los derechos y requisitos en una presentación virtual por medio de Zoom.
- La escuela ofrece varias reuniones flexibles para padres de Título I, incluyendo reuniones durante el día y en las tardes.
 - Reuniones para padres se ofrecen durante Pláticas y Café con la Administración. Padres de Título I son parte del Consejo del Sitio Escolar, Asociación de Padres y Maestros (PTA), y Comité Asesor de Aprendices de Inglés (ELAC).
 - Los padres dan opiniones sobre el horario más conveniente para reuniones cuando están disponibles y se programan reuniones de acuerdo a sus necesidades.
- La escuela involucra a padres de alumnos de Título I en forma organizada, continua, y a tiempo en planear, revisar, y mejorar los programas escolares de Título I y la Póliza de Compromiso de Padres y Familias.
 - Se recopila información en reuniones de padres sobre las necesidades de sus alumnos de Título I.
 - Los padres son una parte integral en el desarrollo del Plan Individual para el Éxito de (SPSA). El SSC y ELAC realizan valoraciones de opiniones formales durante cada año escolar, y eso se usa para desarrollar las metas y estrategias que se incluyen en el SPSA.
- La escuela ofrece a padres de alumnos de Título I información de programas de Título I.
 - Los padres son informados de programas de Título I en reuniones mensuales, Noches Familiares, y en correspondencias escritas que se envían a casa con alumnos en carpetas del salón y en avisos semanales/mensuales que son enviados en comunicaciones de AERIES.
- La escuela ofrece a padres de alumnos de Título I una explicación del plan de estudios que se usa en la escuela, las valoraciones que se usan para medir el progreso de alumnos, y el nivel de competencia que deben cumplir los alumnos.
 - Los padres son informados del plan de estudios, valoraciones, y el progreso y competencia de alumnos en Noches de Regreso a Clases, Reportes de Progreso a Medio-Trimestres, carpetas del salón, Conferencias de PADres, Calificaciones, y durante Aulas Abiertas.
 - Reuniones de Equipos de Estudios de Alumnos (SST) y Plan Educativo Individualizado (IEP) también se organizan para alumnos en riesgo y/o con necesidades especiales.
- Si es solicitado por padres de alumnos de Título I, la escuela ofrece oportunidades para reuniones regulares que permite que los padres participen en las decisiones asociadas con la educación de su hijo.

- Los padres contribuyen en decisiones asociadas a la educación de su hijo en conferencias entre padres y maestros con la Administración, Sub-Administración, Equipo de Estudio del Alumno, y/o en reuniones con Asistentes de Intervención Académica y de Comportamiento, cuando sea posible.

CREACIÓN DE CAPACIDAD PARA PARTICIPACIÓN

La Escuela Primaria Las Palmas involucra a padres de Título I con interacciones significativas con la escuela. Apoya colaboración entre el personal, padres, y la comunidad para mejorar el éxito académico de los alumnos. Para ayudar en el cumplimiento de estas metas, la escuela ha establecido lo siguiente:

- La escuela ofrece a padres de Título I la asistencia en comprender los estándares de contenido académico, valoraciones, y como vigilar y mejorar el éxito de su hijo.
 - Los estándares de contenido académico y valoraciones del estado lo explican los maestros en Noche de Regreso a Clases, Conferencias de Padres, y en Noches Familiares Académicas - como en Noche de Tecnología Familiar y Noche Familiar de Lectura.
 - Los padres reciben asistencia en como vigilar y mejorar el éxito de su hijo con la asistencia de maestros.
 - Los maestros ofrecen valoraciones estudiantiles continuas e información de éxito a padres en Comunicaciones de AERIES, Salon de Google, Reportes de Progreso a Medio-Trimestre y en Calificaciones.
 - La vigilancia y mejoramiento de éxito estudiantil también se habla en reuniones del Equipo de Estudio del Alumno, Reuniones de IEP, y en reuniones de colaboración quincenales de la Comunidad Profesional de Aprendizaje.
- La escuela ofrece a padres de Título I materiales y entrenamiento para que ayuden a su hijo mejorar su éxito.
 - Padres de Título I reciben entrenamiento y materiales para trabajar su su hijo en Noche de Regreso a Clases, Noche Familiar de Tecnología, y en Noche Familiar de Lectura, y también en Conferencias de PADres y Maestros, reuniones del Equipo de Estudio del Alumno (SST), y en reuniones informales con el maestro.
- Con la asistencia de padres de Título I, la escuela educa a miembros del personal sobre el valor de la contribución de padres, y en cómo trabajar con padres como socios iguales. La Participación de Padres es un enfoque primario de Las Palmas.
 - It is a primary goal of the staff and classroom teachers to engage and involve parents in their child's education.
 - La administración y personal desea que los padres sean voluntarios.
 - Se le informa a padres que ellos son una parte integral de la educación de su hijo.
- La escuela coordina e integra el programa de participación de padres de Título I con otros programas, y conduce otras actividades, como el centro de recursos para padres, para motivar y apoyar a los padres en participar más en la educación de su hijo.
 - Los padres de Título I son unos de los mismos padres que son parte del Consejo del Sitio Escolar, Asociación de Padres y Maestros, y del Comité Asesor de Aprendices de Inglés.
 - Muchas de las actividades, eventos, recursos y apoyo son para todos los padres de alumnos de la escuela o virtuales.
- La escuela distribuye información relacionada a programas de la escuela y para padres, reuniones, y otras actividades a padres de Título I de forma y en el lenguaje que los padres puedan comprender.
 - Información para padres se distribuye usando lenguaje simple y común.
 - Acrónimos se deletrean y frases educativas y lenguaje académico es usado sólo cuando sea necesario.
 - Boletines escritos y correspondencia es traducido para padres que no hablan inglés, si ese lenguaje es un lenguaje dominante en la escuela.
- La escuela ofrece apoyo para actividades de participación de padres si se solicita por padres de Título I.
 - La escuela ofrece actividades de participación de padres solicitados por Título I, Consejo del Sitio Escolar, Asociación de PADres y MAestros, Comité Asesor de Aprendices de Inglés, Reuniones Familiares de PBIS, Festival de Otoño, Noche Familiares de: Tecnología, Cine, Lectura, Culturas, en asambleas de reconocimiento en cual se invitan padres.

ACCESIBILIDAD

La Escuela Primaria Las Palmas ofrece oportunidades para que participen todos los padres de Título I, incluyendo padres que tienen limitaciones en la comprensión de inglés, padres discapacitados, y padres de alumnos migrantes. Información y reportes escolares se ofrecen en forma y en lenguaje que padres puedan comprender:

- Todos los padres tienen la oportunidad de participar en nuestros eventos de noche, noches familiares, y actividades escolares, excursiones, y en festivales.
- Muchos padres tienen alumnos que son de Título I, que son Aprendices de Inglés, y/o que son discapacitados. Servicios de traducción están disponibles para asistir a padres en comunicarse con personal escolar, maestros, y la administración.
- La oficina de distrito ofrece traductores si son solicitados.
- Nuestra oficina y la oficina del distrito también están disponibles para traducir cualquier forma o documento para aumentar la comunicación de la escuela a casa. Todas las comunicaciones se envían en inglés y en español.
- La Escuela Las Palmas Elementary es una escuela amable a familias, donde la participación, opiniones, y acceso para padres, es muy valorado.

2025-2026 TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

Las Palmas Elementary School
477 Las Palmas Ave. Sacramento, CA. 95815
Principal: Rachel Williams

Las Palmas Elementary School has developed a Title I Parental and Family Engagement Policy with input from parents of Title I students. This policy is developed with parents and school staff. This Engagement Policy is distributed electronically to parents via the AERIES Communications platform. This policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

To involve parents in the Title I program at Las Palmas Elementary School, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the rights of parents to be involved in the Title I program.
 - Parents at Las Palmas Elementary are informed about the school's Title I requirements and the right to be involved in the Title I program at our annual Back-to-School Night, which is held within the first 2 weeks of school.
 - After classroom teachers and school staff are introduced at Back-to-School Night, the principal reviews the rights and requirements via a PowerPoint presentation presented virtually on Zoom.
- The school offers a flexible number of meetings for Title I parents, including meetings in the mornings and evenings.
 - Flexible parent meetings are offered during Monthly Principal Coffee Talks. Title 1 parents are a part of the School Site Council, Parent Teacher Association (PTA), and English Learner Advisory Committee (ELAC).
 - Parents provide input about the most convenient meeting times when they are available and scheduling takes place to meet their needs.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parent and family engagement policy.
 - Information is gathered at parent input meetings regarding the needs of Title 1 students.
 - Parents are an integral part of the development of the Single Plan for Student Achievement (SPSA). The SSC and ELAC conduct formal needs assessments during each school year, and these are used to develop the goals and strategies included in the SPSA.
- The school provides parents of Title I students with timely information about Title I programs.
 - Parents are informed about Title 1 programs at monthly meetings, Family Nights, and written correspondence sent home with students in classroom folders and weekly/monthly school newsletters sent through AERIES communications.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
 - Parents are informed about curriculum, assessments, and student progress and proficiency at Back-to-School Nights, Mid-Trimester Progress Reports, classroom folders, Parent Conferences, Report Cards, and Open House.
 - Student Study Team (SST) and Individualized Education Plan (IEP) Meetings are also held for at-risk and/or special needs students.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
 - Parents can contribute to decisions related to the education of their child at parent-teacher conference meetings with the Principal, Vice Principal, Student Study Team, and/or meetings with the Academic and Behavior Intervention Assistant, when possible.

BUILDING CAPACITY FOR INVOLVEMENT

Las Palmas Elementary School 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 has established the following practices:

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - The state academic content standards and assessments are explained to parents by the classroom teacher at Back-to-School Night, Parent Conferences and at Academic Family Nights- such as Family Tech Night Family Literacy Night.
 - Parents are provided with assistance in how to monitor and improve the achievement of their children with assistance from the classroom teacher.
 - Teachers provide ongoing student assessment and achievement information to parents in AERIES Communications, Google Classroom, via Mid-Trimester Progress Reports and Report Cards.
 - The monitoring and improvement of student achievement is also discussed in Student Study Team meetings, IEP meetings and Professional Learning Community bi-weekly collaboration meetings
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
 - Title I parents are provided with training and materials to work with their students at Back-to-School Nights, Family Tech Night, and Family Literacy Night, as well as Parent Teacher Conferences, Student Study Team (SST) meetings and informal parent meetings with the teacher.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. Parent Involvement is a primary focus at Las Palmas.
 - It is a primary goal of the staff and classroom teachers to engage and involve parents in their child's education.
 - Parents are encouraged by the principal and the staff to volunteer.
 - Parents are informed that they are an integral part of their child's education.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
 - Parents of Title I students are some of the same parents that are part of the School Site Council, Parent Teacher Association and English Language Advisory Committee.
 - Most of the school activities, events, resources and support are for all parents of students on campus or virtually.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
 - Parent information is distributed in everyday common language terms.
 - Acronyms are spelled out and educational vernacular and academic language are rarely used.
 - Written language flyers and correspondence is translated for parents who speak a language other than English, if it is a dominant language at the school site.
- The school provides support for parental involvement activities requested by Title I parents.
 - The school provides many parent involvement activities requested by Title I, School Site Council, Parent Teacher Association, English Language Advisory Committee parents, such as Family Tech Night, Family PBIS Meetings, Family Movie Night, Family Literacy Night, Multicultural Night, Harvest Festival, and daytime students assemblies that parents are invited to attend.

ACCESSIBILITY

Las Palmas Elementary School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand:

- All parents are provided opportunities to participate in our many evening events, family nights, and classroom activities, field trips, and festivals.
- Many of the parents have students that are Title I, English Learners, and/or disabled. Translation services are available to assist parents communicate with school staff, teachers, and principal.
- The district office provides translators upon request.
- Our office and the district office are also available to translate any forms or booklets to enhance school to home communications. All flyers are sent home in both English and Spanish.
- Las Palmas Elementary is a family-friendly school, where parent involvement, input and access is highly valued.



Las Palmas Elementary School

Home of the Alebrijes

2025-26

SCHOOL COMPACT FOR STUDENT SUCCESS

Student Name: _____

Teacher: _____

Dear Parent/Guardian:

In order to provide the best education for your child, it is essential that we work closely with you. You are a very important part of our team. Your support ensures your child's success in school. We encourage you to take an active role in your child's education. Students, families and teachers share responsibilities that we as partners must carry out to achieve student success in school and in life. Teachers have reviewed these responsibilities with students in class. Please review them with your child, sign this agreement, and return to your child's teacher. Thank you for your support.

Student: My education is important. I am the one responsible for my own success. Therefore, I will make every effort to:

- Come to school every day, arrive on time, and be ready to learn
- Complete and return all my assignments and homework on time
- Bring my school Chromebook and charger to school
- Follow school cell phone policy and use technology appropriately
- Dedicate time at home for studying and reading
- Follow all rules and expectations at school: Show Respect, Offer Kindness, Act Responsibly, Remember Safety
- Try my best

Parent/Guardian: It is important to encourage my child's learning and success in school. Therefore, I will make every effort to:

- Ensure that my child goes to school every day, arrives on time, and is ready to learn
- Support the school's discipline and dress code policy
- Establish a regular time for homework, review assignments, and ensure that my child reads at home
- Ensure my child gets at least eight hours of sleep every night
- Model to my child the importance of respecting authority and the rights of others
- Know what is in my child's backpack to ensure my child only has school appropriate items at school (for example, no toys or dangerous objects)
- Maintain ongoing communication with teachers and school personnel and be sure to update my contact information with the school
- Limit and supervise screen time (cell phone, tablets, computers, television, video games) and be aware of my child's social media use
- Participate in school governance (SSC, ELAC, etc.), in volunteer opportunities, and in other school activities
- Demonstrate professional conduct and a positive attitude

Teacher: It is important to ensure an optimal educational experience for every child. Therefore, I will make every effort to:

- Provide a challenging, standards-based curriculum to every student
- Provide meaningful classroom assignments and homework
- Provide help to parents to ensure they are able to assist their child complete assignments and homework
- Inform parents of their child's academic and behavior progress throughout the school year and maintain regular communication
- Design effective instruction that will engage all students
- Apply all school rules and expectations consistently and fairly to all students
- Demonstrate professional conduct and a positive attitude

Student Signature / Date

Parent/Guardian Signature / Date

Teacher Signature / Date

Principal Signature / Date



PACTO ESCOLAR PARA EL ÉXITO ESTUDIANTIL

Nombre del Alumno: _____

Maestro/a: _____

Estimado Padre/Tutor:

Para ofrecerle la mejor educación a su hijo, es necesario que trabajemos con usted. Usted es una parte muy importante de nuestro equipo. Su apoyo asegura el éxito de su hijo en la escuela. Les exigimos que asuman un papel activo en la educación de su hijo. Alumnos, familias, y maestros comparten responsabilidades que nosotros como socios necesitamos cumplir para lograr éxito estudiantil en la escuela y en la vida. Los maestros han revisado estas responsabilidades con sus alumnos. Por favor revise con su hijo, firme el acuerdo, y regrese a la escuela. Gracias por su apoyo.

Alumno: Mi educación es importante. Yo soy responsable por mi propio éxito. Por lo tanto, yo haré todo lo posible para:

- Asistir a la escuela todos los días, llegar a tiempo, y estar listo para aprender
- Terminar y regresar todo mi trabajo y mis tareas a tiempo
- Traer mi computadora Chromebook y cargador a la escuela
- Cumplir con la póliza del uso de teléfono celulares y usar tecnología de forma apropiada
- Dedicar tiempo en casa para mis estudios y para leer
- Seguir todas las reglas y cumplir con las expectativas escolares: Ser Respetuoso, Ofrecer Carino, Actuar Responsablemente, Recordar Ser Seguro
- Dar mi mejor esfuerzo

Padre/Tutor: Es importante motivar el aprendizaje y éxito escolar de mi hijo. Por lo tanto, yo haré todo lo posible para:

- Asegurar que mi hijo asiste a la escuela todos los días, llega a tiempo, y está listo para aprender
- Apoyar las pólizas escolares de disciplina y de vestuario escolar
- Establecer una hora regular para la tarea, revisar trabajos, y asegurar que mi hijo lee en casa
- Asegurar que mi hijo logra dormir por lo menos ocho horas cada noche
- Demostrar a mi hijo la importancia de respetar la autoridad y los derechos de otras personas
- Saber que carga mi hijo en su mochila para asegurar que mi hijo solo lleva artículos apropiados a la escuela (por ejemplo, no juguetes o armas)
- Mantener comunicación regular con maestros y personal escolar y asegurar mantener mi información de comunicación actual con la escuela
- Limitar y supervisar el uso de pantallas (celular, tabletas, computadoras, televisión, juegos de video) y saber de las redes sociales de mi hijo
- Participar en la gobernanza de la escuela (SSC, ELAC, etc.), en oportunidades de ser voluntario, y en otras actividades escolares
- Demostrar conducta profesional y una actitud positiva

Maestro/a: Es importante asegurar una experiencia educativa óptima para cada niño. Por lo tanto, yo haré todo lo posible para:

- Ofrecer un plan de estudios desafiante y basado en estándares para cada alumno
- Ofrecer trabajos escolares y tareas significativas
- Ofrecer ayuda a padres para asegurar que ellos puedan ayudarle a sus hijos a terminar sus trabajos y tareas
- Informar a padres sobre el progreso académico y de comportamiento de su hijo durante el ciclo escolar y mantener comunicación regular
- Diseñar instrucción efectiva que motiva a todos los alumnos
- Aplicar todas las reglas y expectativas escolares de forma constante y justa a todos los alumnos
- Demostrar conducta profesional y una actitud positiva

Firma del Alumno / Fecha

Firma del Padre/Tutor / Fecha

Firma del Maestro / Fecha

Firma de la Dirección / Fecha



Twin Rivers Unified School District Comprehensive School Safety Plan

SB 187 Compliance Document (Education Code Section 32280-32289.5 and 49390-49395)

2025-2026

School: Las Palmas Elementary

CDS Code: 34 76505 6033435

School Address: 477 Las Palmas Ave., Sacramento, CA 95815

School Phone: 916-566-2700

Principal's Name: Rachel Williams

Principal's Email: rachel.williams@trusd.net

Date of Adoption by Board of Trustees: _____

Signatures:

Rachel Williams	Principal	
Jeri K. Guesnon	SSC Chairperson	<i>Jeri K. Guesnon</i>
	Executive Director	

Table of Contents

Part I: Comprehensive School Safety Plan Purpose and Vision (pages 3-4)

✓ Per California Education Code § 32280 & § 32281(b)

Part II: School Safety Committee and Plan Review, Evaluation, Amendment Procedures (pages 4-5)

✓ Per California Education Code § 32281(b), § 32282(c)-(d), § 32286, § 3228

Part III: Site Demographics and Assessment of School Safety (pages 5-6)

✓ Per California Education Code § 32282(a)(1)

Part IV: Key Safety Personnel – Incident Command System (pages 7-15)

✓ Per California Education Code § 32282.1

Part V: Firearm Safety Notification Procedures (page 16)

✓ Per California Education Code § 49392

Part VI: Threat Reporting Procedures (pages 16-17)

✓ Per California Education Code Ed Code §§ 49390, 49393, 49394

Part VII: Emergency Response Protocols from District Master EOP (page 18)

✓ Per California Education Code § 32282(a)(2)(B)(i), (I)-(K)

Part VIII: Strategies and Procedures for School Safety

✓ Per California Education Code § 32282(a)(2)(A)-(N)

Part I: Senate Bill 187: Comprehensive School Safety Plan Purpose and Vision

The California Education Code (sections 32280-32289.5 and 49390-49395) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process that includes strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999, and this legislation was perpetuated under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 187 and AB 1747 and shall contain the following elements:

- Assessment of the current status of school crime committed on school campuses and at school-related functions
- Bullying prevention policies
- Key safety personnel
- Firearm safety notification procedures
- Threat reporting procedures
- Identification of the appropriate strategies and procedures to maintain a high level of school safety and the school's procedures for complying with existing laws related to school safety, which shall include the following:
 - A) Child abuse reporting procedures
 - B) Disaster and emergency procedures, including adaptations for pupils with disabilities
 - C) Earthquake emergency procedures
 - D) Use of facilities during emergencies
 - E) Suspension and expulsion policies
 - F) Notification of dangerous pupils
 - G) Discrimination, harassment, hate crime reporting
 - H) Dress code policies
 - I) Safe ingress and egress
 - J) School discipline procedures
 - K) Tactical response to criminal incidents
 - L) Prohibition of high-intensity drills
 - M) Reporting dangerous or unlawful activity
 - N) Sudden cardiac arrest response
 - O) Opioid overdose protocol
 - P) Instructional continuity plan
 - Q) Bullying prevention policy

The Comprehensive School Safety Plan requires that the School Site Council or school safety committee consult with a fire department and other first responder entities. Updates to the Plan must be shared with the law enforcement agency, the fire department, and the other first responder entities. The School Safety Plan will be reviewed and updated annually. An updated file of all safety-related plans and materials shall be readily available for public inspection.

Comprehensive School Safety Plan Vision

The Twin Rivers Unified School District has developed this Comprehensive School Safety Plan (CSSP) to ensure a safe learning environment and site-based emergency preparedness for all students and staff. The CSSP is intended to ensure compliance with State and Federal school safety program regulations. This Plan is part of a comprehensive plan that includes a District Master Emergency Operations Plan prepared in compliance with State disaster planning requirements, City and County Emergency Management Plans, the Standardized Emergency Management System

(SEMS), and the National Incident Management System (NIMS). NIMS is a nationwide standardized approach to incident management and response. Developed by the U.S. Department of Homeland Security and released in March 2004, it establishes a uniform set of processes and procedures that emergency responders at all levels of government will use to conduct response operations.

Standardized Emergency Management System Plan provides staff, parent volunteers, and students with site-specific emergency instructions during an emergency crisis or disaster. Staff designated to carry out specific emergency responsibilities are expected to understand the policies, procedures, and system. Training and exercises are ongoing components of the Plan.

This Plan incorporates the Incident Command System (ICS). The District has established a plan for maintaining a liaison with any multi-agency EOC and the County Emergency Operations Center to help facilitate effective coordination of aid requests, resources, and the general flow of information among all agencies and jurisdictions within the region.

All emergency actions will be taken according to the following priorities:

1. Protection of life
2. Incident stabilization
3. Protection of property
4. Restoration of services

Part II: School Safety Committee and Plan Review, Evaluation, and Amendment Procedures

List names and place an X in the column representing each person's role.

School Safety Planning Committee Members (School Site Council Members or School Safety Committee, comprised of the members listed) Ed. Code 32281	Principal or designee	Teacher Rep. of Cert. Employees	Parent	Classified Employee	Other School Staff	Law Enforcement
Name						
Twin Rivers Police						X
Rachel Williams	X					
Linda Ramsey					x	
Nikki Vaughn					x	
Dario Gonzalez				x		
Nancy Vue		x				
Diana Villegas				x		
Jeri Guesnon		x				

Date reviewed/amended: _____

Date communicated to the public: _____

Comprehensive School Safety Plans are reviewed and updated at least once a year by the School Site Council or a school safety planning committee. The Plan must be presented at a public meeting prior to adoption. The School Site Council or school safety committee shall notify, in writing, the following persons and entities, if available, of the public meeting.

- A) A representative of the local school employee organization
- B) A representative of each parent organization at the school site, including the parent-teacher association and parent-teacher clubs
- C) A representative of each teacher organization at the school site
- D) A representative of the student body government

During the annual review, local data is reviewed, such as the current status of school crime committed on school campuses, California Healthy Kids Survey results, suspension and expulsion data, chronic absenteeism rate, and discipline data, including bullying and harassment incidences. Established goals related to school safety are reviewed and revised annually. Appropriate action steps are outlined, resources and lead person(s) are identified, and an evaluation date is established.

Part III: Site Demographics and Assessment of School Safety

Number of Students	992
Number of Staff	130
Number of Disabled Students	0
Number of Disabled Staff	0
Site Square Acreage / Square Footage	1,116 sq. ft.
Number of Classrooms	East 30 /West 32
Number of Other Rooms	East 22 /West 15
Number of Parking Lots	3
Campus Safety Specialist (CSS) On-Site (Y/N)	N
Health Assistant On-Site (Y/N)	Y

2024 California School Dashboard	% of Students
Suspensions	6.3%
Chronic absence rates	22.6%
2024-25 School Climate Report Card (Elementary)	% of Students
School Connectedness	63%
Academic Motivation	75%

Meaningful Participation	40%
Facilities Upkeep	47%
Parent Involvement in Schooling	64%
Social and Emotional Learning Supports	69%
Antibullying Climate	69%
Feel Safe at School	59%
Cyberbullying	33%
Rule Clarity	77%

At Las Palmas Elementary _____, we develop and maintain strategies and programs that provide and maintain a high level of school safety and comply with existing laws related to school safety.

Our school assesses the safety of students, staff, and families annually as part of our process to approve our Comprehensive School Safety Plan. We review and update our Single Plan for Student Achievement for the academic and social/emotional success of our students. We review Suspension/Expulsion data, Attendance rates/SARB data, Office Referrals, and the results from the California Healthy Kids Survey. We maintain a relationship with our local law enforcement agencies, including Twin Rivers Police, and know the procedures to report property damage or other criminal activity. In addition, all our staff comply with District and State requirements for Mandated Reporter Training and follow protocols for Child Abuse Reporting.

Creating a safe school requires putting in place many preventive measures for a student’s mental and emotional well-being. Our school works to reduce the risk of violence by teaching students appropriate strategies for dealing with emotions, expressing anger in appropriate ways, and resolving conflicts. Our school uses a comprehensive approach to school violence prevention. Student needs are identified using measures such as teacher and staff observations, parent and community information, patterns of behavior, and counseling requirements and experiences.

Our school has a system of rules and procedures to ensure a safe and orderly environment that is conducive to learning. These rules outline our students' behavioral expectations throughout the school day and all around campus.

Our school has a program to ensure pupils and certificated and classified staff are aware of and trained in plans, procedures, and routines for disasters and emergencies. We rehearse these regularly. We include adaptations for pupils with disabilities. (See Part VII for specific emergency response protocols). Our District regularly consults with law enforcement agencies, Twin Rivers Police, and local fire departments to ensure proper planning and procedures are in place and utilized.

Our District has procedures to allow public agencies, including the Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency.

Our school follows all our District’s Board Policies related to safety (see Part VIII: Strategies and Procedures for School Safety).

Part IV: Key Safety Personnel – Incident Command System

Las Palmas Elementary

Incident Command System Year: 2025-2026

Name	Work Phone	Cell Phone
COMMAND STAFF		
Incident Commander (Principal)		
Primary: Rachel Williams Recorders: Office Managers	916-566-2700	916-204-5084
Alternate: Linda Ramsey, Nikki Vaughn	916-566-2700	
GENERAL STAFF		
OPERATIONS SECTION		
Section Leader: Linda Ramsey, Nikki Vaughn	408-718-1589	916-749-9977
Alternate: Dario Gonzalez, Nancy Vue, Jeri Guesnon	916-566-2700	
Accountability Unit		
Unit Leader: Alejandra Gonzalez, Diana Villegas	916-566-2700	916-601-4482
Team 1:		
Team 2:		
Medical Unit		
Unit Leader: School Nurse/Health Assistant	916-566-2700	916-566-3480
Triage Team: School Nurse/Health Assistant		
Treatment Team: School Nurse/Health Assistant		
Search & Rescue Unit		
Unit Leader:	916-566-2700	916-606-1303
Team 1: Para's, Bilingual Para's, other Support Staff West and East campus		
Team 2: All support staff (counselors, psychologists, speech Therapists)		
PLANNING & INTEL SECTION		
Section Leader: Rachel Williams	916-566-2700	916-204-5084
Alternate: Nikki Vaughn East Linda Ramsey West	916-566-2700	
Situation Unit		
Unit Leader: Dario Gonzalez, Nikki Vaughn, Linda Ramsey	916-566-2700	408-718-1589
Alternate:		

LOGISTICS SECTION**Section Leader:** Nikki Vaughn East
Linda Ramsey West

408-718-1589

916-749-9977

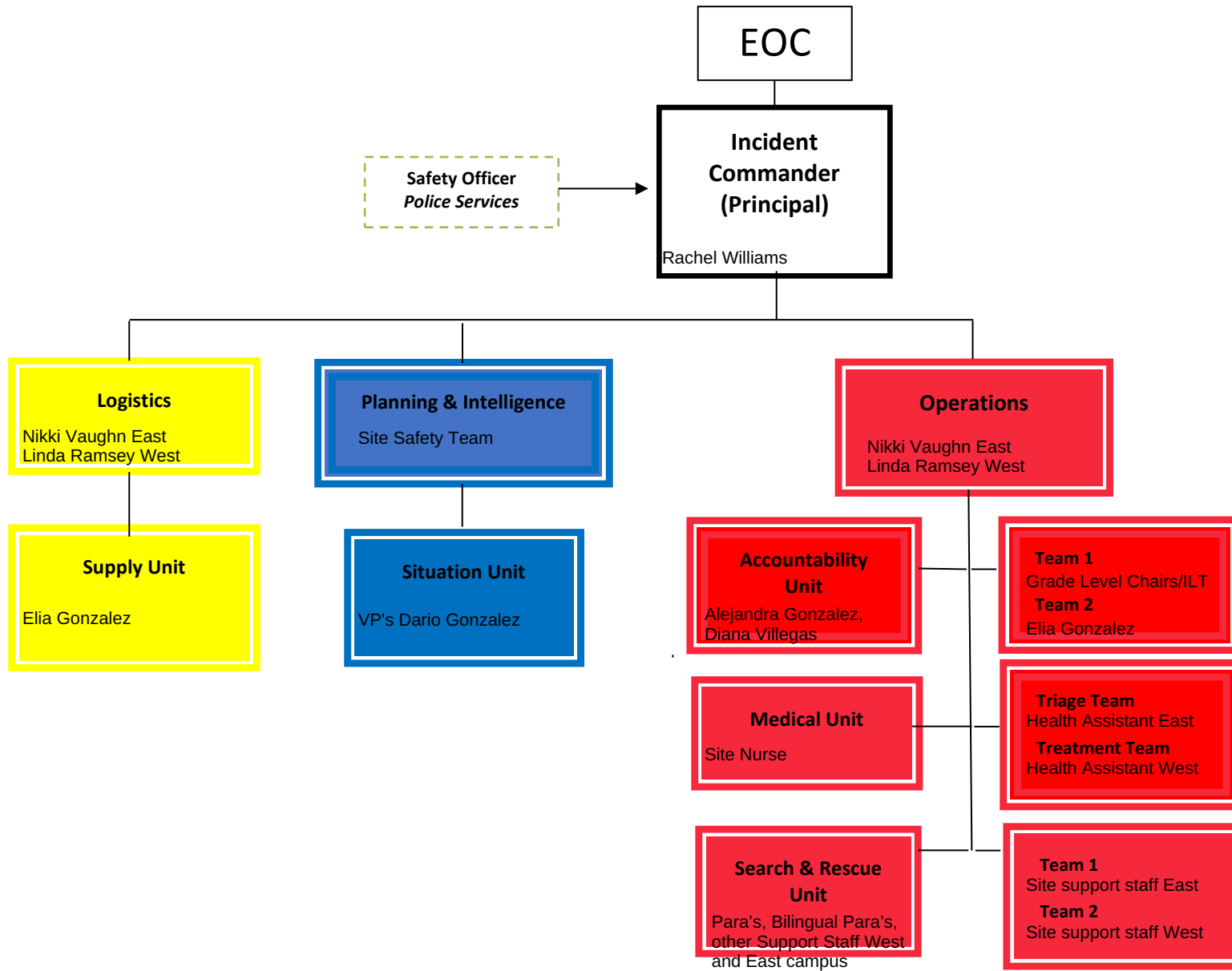
Alternate: Dario Gonzalez**Supply Unit****Unit Leader:** Elia Gonzalez

916-566-2700

916-821-1720

Alternate:

Incident Command System
Year: 2025-2026



RESPONSE DECISION FLOW AND RESPONSE STEPS

DECISION STEPS	EXAMPLE
ALLOW PRE-PLANNED / AUTOMATIC RESPONSE PROTOCOLS TO TAKE PLACE.	EVACUATION, LOCKDOWN, CALL FOR HELP
ESTABLISH AN INCIDENT COMMAND POST	GATHER TEAMS / DETERMINE CAPABILITIES AND CONDUCT A HASTY SITUATION ASSESSMENT.
DEVELOP AN INCIDENT ACTION PLAN	DETERMINE PRIORITIES AND OBJECTIVES AND OUTLINE RESPONSE STRATEGIES AND TACTICS.
INITIATE PLAN	DEPLOY RESPONSE TEAMS, DOCUMENT INCOMING INFORMATION. ADJUST PLAN AS NECESSARY. RE-EVALUATE AT THE BEGINNING OF EACH OPERATIONAL CYCLE.
ENTER INTO UNIFIED COMMAND	BRIEF EACH FIRST RESPONDER ELEMENT (FIRE, PARAMEDICS, POLICE) AS THEY ARRIVE AT THE INCIDENT COMMAND POST. ADJUST RESPONSE PLANS BASED ON FIRST RESPONDER CAPABILITIES AND RE-EVALUATION OF ELEMENT SPECIFIC (FIRE, POLICE, SCHOOLS) PRIORITIES AND OBJECTIVES.

PRIORITIES – OBJECTIVES – STRATEGIES – TACTICS MATRIX

Guidance Element	Description	Example
Priorities	Defines the intent of the Incident Commander, in general terms, with regard to the most important things that must be accomplished. They are generally expressed in terms of core capacities and capabilities.	<p>What are the most important things to focus on immediately?</p> <p>Gain accountability of all students and staff within 10 minutes of the onset of the incident.</p>
Objectives	<p>Define what must be accomplished to achieve the priorities based on the knowledge of the current situation and the resources available.</p> <p>Objectives can be thought of as the “big picture” response mechanisms that allow the Incident Commander to address the defined priorities.</p>	<p>How do I address the identified priorities?</p> <ol style="list-style-type: none"> 1) Conduct classroom-by-classroom accountability surveys at the Evacuation Assembly Area. 2) Conduct Search and Rescue Operations
Strategies	Plan of action to achieve one or more objectives. Strategies describe what actions and resources are required to achieve specific objectives. These should be re-evaluated at the beginning of each operational period.	<p>What are the specific resources I need to deploy in order to accomplish the stated objectives?</p> <ol style="list-style-type: none"> 1) Deploy Accountability Team to the Evacuation Assembly Area. 2) Deploy Search and Rescue Teams to selected areas.
Tactics and Tasks	Defines how specific actions will be performed to achieve the planning objective. Tactics specify who, what, when, and where when describing the deployment and direction of resources for implementing strategies to achieve incident objectives. These may be adjusted as necessary.	<p>What are the specific task directives?</p> <ol style="list-style-type: none"> 1) Accountability Teams 1 will survey each classroom assembly, acquire a class roster from the teacher and determine the number of missing students by name. 2) Team 2 will account for and identify by name all students and staff reporting to the casualty collection point. 3) Search and rescue Team 1 will clear and mark buildings 1 through 3, and Team 2 will clear and mark buildings 4 through 6. No entry into buildings 7 and 8 – fire location.

INCIDENT COMMAND SYSTEM POSITION DESCRIPTIONS

COMMAND STAFF

The Command Staff are incident management personnel that the Incident Commander or Unified Command assigns to directly support the command function. Command Staff positions are established by the Incident Commander or Unified Command as needed to support the management of an incident. Command staff report directly to the Incident Commander or Unified Command and are assigned assistants as necessary to perform their duties.

The ICS Command Staff includes:

Incident Commander (IC) (at the site Incident Command Post): The Incident Commander (at the site) has overall incident management responsibility and is responsible for all incident management decisions. When an incident occurs within a single jurisdiction, and there is no overlapping responsibility, the appropriate authority designates a single Incident Commander. When incident management crosses jurisdictional and/or functional agency boundaries, the various jurisdictions and organizations may still agree to designate a single Incident Commander, or they may enter into a Unified Command (See below).

When there is a single Incident Commander, that individual is solely responsible for the following:

- ☐ Establishing the incident objectives and priorities that guide incident action planning and operations
- ☐ Approving all response plans and strategies based on expert advice
- ☐ Approving all external messages
- ☐ Determining the operational cycle
- ☐ Assessing the situation
- ☐ Establishing an Incident Command Post (ICP)
- ☐ Establishing or modifying an appropriate organization
- ☐ Ensuring planning meetings are scheduled as required
- ☐ Coordinating activity for all Command and General Staff
- ☐ Coordinating with key people and District officials
- ☐ Approving requests for additional resources or for the release of resources
- ☐ Keeping District administration informed of incident status
- ☐ Approving the use of trainees, volunteers, and auxiliary personnel
- ☐ Order the demobilization of the incident when appropriate.

UNIFIED COMMAND

When multiple disciplines are involved in response efforts, they may enter into a Unified Command (UC). Unified Command is used to improve the unity of effort in multijurisdictional or multiagency incident management.

Unified Command enables different jurisdictions and organizations to jointly manage and direct incident activities through a common set of incident objectives, strategies, and a single incident action plan.

Each partner in the Unified Command maintains authority, responsibility, and accountability for its own personnel and other resources.

GENERAL STAFF SECTION

OPERATIONS

The Operations Section plans, performs, and supports tactical activities to achieve the incident objectives established by the Incident Commander (IC).

OPERATIONS SECTION CHIEF:

- ☐ Manage tactical operations at the site / Incident Command Post level.
- ☐ Interact with the next lower level of Section (Branch, Division/Group) to develop the operations portion of the Incident Action Plan
- ☐ Request resources needed to implement the Operation's tactics as a part of the Incident Action Plan development
- ☐ Assist in the development of the operations portion of the Incident Action Plan
- ☐ Supervise the execution of the Incident Action Plan for Operations
- ☐ Ensure safe tactical operations
- ☐ Request additional resources to support tactical operations
- ☐ Approve release of resources from assigned status (not release from the incident)
- ☐ Maintain close communication with the Incident Commander
- ☐ Direct and oversee the activation, operations, and demobilization of the Operations Section and maintain a Unit Log.

The Operations Section Chief determines the need to activate or deactivate units within the section. If a unit is not activated, responsibility for that unit's duties will remain with the Section Chief.

ACCOUNTABILITY UNIT LEADER

- ☐ Gain accountability of all students, staff, visitors, and contractors at the Incident site
- ☐ Report accountability status to the Incident Command Post
- ☐ Organize and supervise the movement of personnel to transportation for movement during off-site evacuations
- ☐ Track movement of personnel to off-site reunification and conduct on-site parent release operations.

MEDICAL UNIT LEADER

- ☐ At the scene of the incident, establish and manage the triage site and Casualty Collection Point
- ☐ Oversee the triage and medical treatment of all casualties
- ☐ Report casualty status and fatalities to the Incident Command Post
- ☐ Track movement of casualties and recommend mitigation strategies to the Incident Commander
- ☐ Liaise with medical first responder upon arrival and provide casualty status
- ☐ Request additional personnel and supplies as needed
- ☐ Liaise with the Coroner's Office on scene

SEARCH AND RESCUE UNIT LEADER

- ☐ Oversee all incident site search and rescue teams and operations at the direction of the Incident Commander.
- ☐ Develop and implement search and rescue plans
- ☐ Track search and rescue team activities
- ☐ Document team actions
- ☐ Ensure teams have appropriate equipment
- ☐ Make equipment and personnel requests to the Incident Commander, as necessary
- ☐ Report all information to the Incident Commander
- ☐ Assist fire department operations at their request
- ☐ Brief arriving fire department personnel as directed
- ☐ Assist medical teams with immediate intervention treatment as needed

PLANNING & INTELLIGENCE

The Planning Section collects, evaluates, processes, and disseminates information for use at the incident.

PLANNING & INTELLIGENCE SECTION CHIEF:

- ☐ Collect and process situation information
- ☐ Supervise the preparation of the Incident Action Plan
- ☐ Establish information requirements and reporting schedules for the Situation Unit
- ☐ Establish special information collection activities as necessary, e.g., weather, environmental, toxics, etc.
- ☐ Report any significant changes in incident status
- ☐ Compile and display incident status information
- ☐ Provide input to the Incident Commander and Operations Section Chief in preparing the Incident Action Plan
- ☐ Oversee preparation of Incident demobilization plan
- ☐ Maintain close communication with the Incident Commander
- ☐ Direct and oversee the activation, operations, and demobilization of the Planning & Intelligence Section,

- ☐ Maintain a Unit Log

The Planning & Intelligence Section Chief determines the need to activate or deactivate units within the section. If a unit is not activated, responsibility for that unit's duties will remain with the Section Chief.

SITUATION UNIT LEADER

- ☐ Maintain the Incident Command Post status board
- ☐ Responsible for documenting, managing, and displaying all incoming and outgoing incident information
- ☐ Document assignments and supply needs
- ☐ Notify the Incident Commander of pertinent information and status changes
- ☐ Establish information requirement
- ☐ Fill EOC information requests
- ☐ Maintains a master record of the incident

LOGISTICS

All incident material support and staffing needs are provided by the Logistics Section.

LOGISTICS SECTION CHIEF:

- ☐ Manage all incident logistics
- ☐ Provide logistical input to the Incident Commander in preparing the Incident Action Plan
- ☐ Brief other Section and Unit Leaders as needed
- ☐ Conduct logistical forecasting
- ☐ Identify anticipated and known incident service and support requirements
- ☐ Request additional resources as needed
- ☐ Review and provide input to all plans and planning subsections, as required
- ☐ Supervise requests for additional resources
- ☐ Direct and oversee the activation, operations, and demobilization of the Logistics Section
- ☐ Maintain a Unit Log.

The Logistics Section Chief determines the need to activate or deactivate units within the section. If a unit is not activated, responsibility for that unit's duties will remain with the Section Chief.

SUPPLY UNIT LEADER

- ☐ Responsible for the immediate identification and local acquisition of equipment or supplies for the Incident Command Post and teams.

Part V: Firearm Safety Notification Procedures (California Education Code 49392)

In compliance with California Education Code Section 48986, the District provides annual written notification to parents and guardians of pupils in kindergarten through grade 12 regarding California laws relating to the safe storage of firearms. This notification is included in the District's Student and Family Handbook and serves to increase awareness and promote school and community safety.

Part VI: Threat Reporting Procedures (California Education Code 49393)

1. Purpose

These procedures are established to ensure the safety of all students, staff, and visitors by providing a clear, coordinated process for reporting, assessing, and responding to threats or incidents of violence, unlawful activity, or potential harm occurring:

- On school grounds
- During school-sponsored events
- On school transportation

These procedures fulfill the requirements of **Education Code sections 49390–49395**, as established by **Senate Bill 906**, effective January 1, 2023, and incorporate the use of **Catapult EMS** to support timely communication and incident management.

2. Definitions

- **Threat or perceived threat:** Any writing or action by a pupil that creates a reasonable suspicion the pupil is preparing to commit a homicidal act related to the school or a school activity. This includes depictions of firearms, ammunition, shootings, or related violent imagery in association with physical harm or death (e.g., on social media, journals, or class notes).
- **Dangerous or unlawful activity:** Any act or threat that could cause injury or violate local, state, or federal laws (e.g., possession of weapons, physical assault, drug activity, threats of harm).
- **LEA employee:** All certificated and classified staff, contractors, and governing board members who interact with students.

3. Immediate Response and Reporting Protocol

A. Staff Observations and Mandatory Reporting

- Any staff member who observes or becomes aware of a threat or perceived threat of a **homicidal act related to school or a school activity** must immediately:
 - **Report to site administration and**
 - **Notify local law enforcement, Twin Rivers Police** (or school resource officer)

- **Submit an Action Alert (Code Red) through Catapult EMS**, which will simultaneously notify key response personnel, including administration and district-level safety officials
- Include all **available evidence** related to the threat (e.g., screenshots, notes, eyewitness statements).
- If multiple employees are aware of the same incident, a report by one satisfies the obligation for all; however, employees are encouraged to document/report individually when in doubt.

B. Reporting Other Dangerous or Unlawful Activities

- Staff should report all observed or suspected incidents involving violence, weapons, or unlawful acts to site administration **and through Catapult EMS**.
- Site administrators will use Catapult EMS to:
 - Track incident response in real-time
 - Coordinate with district and law enforcement partners
 - Document steps taken throughout the incident

4. Administrative Investigation and Threat Assessment

- Upon receiving a report, school administration will:
 1. **Secure the immediate safety** of all individuals involved (e.g., initiate lockdown, call security, isolate the student).
 2. **Initiate a threat assessment** using District-adopted tools (e.g., Behavioral Threat Assessment model).
 3. **Collaborate with law enforcement**, per Ed. Code § 49394, to:
 - Conduct a timely investigation
 - Review the California DOJ firearm registry
 - Conduct a search of the school site if warranted by reasonable suspicion
- **All communication with internal response teams and documentation of investigative steps will be managed via Catapult EMS**, supporting transparency and centralized recordkeeping.

5. Parent and Student Involvement

- Parents/guardians of involved students will be notified in a manner consistent with district policy and legal requirements.
- In cases involving threats of violence, mental health supports may be offered, including:
 - Counseling referrals
 - SST or IEP team review, if applicable
 - Safety re-entry planning

6. Documentation and Follow-Up

- All incidents and responses will be documented in both Aeries and Catapult EMS for tracking and legal compliance.
- School administrators will convene a follow-up meeting to:
 - Review the adequacy of the response
 - Ensure all supports and consequences were implemented appropriately
 - Adjust safety protocols if needed

Part VII: Emergency Response Protocols

These Emergency Response Protocols are an excerpt from the larger Master Emergency Operating Plan (EOP) that is developed under the U.S. Department of Education's Emergency Response and Crisis Management Discretionary Program.

These Emergency Response Protocols are consistent with both the Standardized Emergency Management System (SEMS) developed by the State of California and the National Incident Management System (NIMS) developed by the U.S. Department of Homeland Security. The EOP presents specific standardized procedures to be used in preparing for and responding to school emergencies.

It is important to treat this plan as an evolving and living document that will be reviewed in detail annually and updated as required, especially after every incident that requires its use.

The main objectives of these Emergency Response Protocols are to establish policies, procedures, and an organizational structure for response to emergencies for:

- Protecting the life and safety of students and staff
- Protecting Twin Rivers Unified School District property and the environment
- Providing rapid resumption of normal school activities in a timely manner

These emergency protocols are organized into two sections:

1. **Part V.1: Common Response Actions:** Addresses immediate common response actions that may be applied to multiple incident types.
2. **Part V.2: Incident-Specific Response Actions:** Provides pre-incident prevention/mitigation, emergency response, and recovery guidelines for specific incident types.

Each Section of the Incident-Specific Response Actions is divided into 3 subsections:

- A. Pre –Incident Prevention / Mitigation: Those actions, such as plans, training, equipment acquisitions etc., that will prepare schools to deal with emergencies.
- B. Emergency Response Guidelines: Those actions to be taken at the onset, during and at the immediate conclusion of an incident.
- C. Recovery: Those actions that promote continuity of operations and a return to normal operations and post-incident analysis.

The District's Emergency Response Protocols from the Master Emergency Operation Plan (EOP) are accessible online at this [link](#).

Off-Site Evacuation Locations

1 st OFF-SITE EVACUATION LOCATION			
Name of Evacuation Facility:	T&Y Market Parking lot		
Contact Person:		Phone:	
Address:	2835 Norwood Ave Sacramento CA 95815		
Special Conditions of Facility Owner:			
2 ND OFF-SITE EVACUATION LOCATION			
Name of Evacuation Facility:	MLK Field		
Contact Person:		Phone:	
Address:	3051 Fairfield St		
Special Conditions of Facility Owner:			



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Las Palmas Elementary School	34-76505-6033435	5/21/2025	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Las Palmas Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	5
Educational Partner Involvement	5
Resource Inequities	5
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	6
Other Needs.....	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	10
ELPAC Results	15
Student Population.....	19
Overall Performance	21
Academic Performance.....	22
Academic Engagement	28
Conditions & Climate.....	31
Goals, Strategies, & Proposed Expenditures.....	33
Goal 1.....	33
Goal 2.....	36
Goal 3.....	37
Goal 4.....	40
Goal 5.....	42
Budget Summary	43
Budget Summary	43
Other Federal, State, and Local Funds	43
Budgeted Funds and Expenditures in this Plan.....	44
Funds Budgeted to the School by Funding Source.....	44
Expenditures by Funding Source	44
Expenditures by Budget Reference	44
Expenditures by Budget Reference and Funding Source	44
Expenditures by Goal.....	44
School Site Council Membership	46
Recommendations and Assurances	47
Instructions.....	48
Appendix A: Plan Requirements	55

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements58

Appendix C: Select State and Federal Programs61

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Las Palmas Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Las Palmas Elementary School stakeholders have worked together in planning, analyzing data, and prioritizing funding to support programs and activities to best serve the entire Las Palmas School community. At the end of the 2019-20 school year the two school sites of Noralto and Johnson came together to form one school starting in the 2020-21 school year.

The key focus of the 25-26 SPSA is to continually increase student achievement, and continue to improve a positive school culture and climate for all stakeholders. Las Palmas Elementary School will continue with strong focus in our PLC process. We will continue our work toward improving to develop, modify, and calibrate lesson design / instructional strategies/ AVID / pedagogy to address student needs. Las Palmas Elementary School will work toward consistently improving school culture through school-wide implementation and strategies of year 7 PBIS and RULER (one of our approaches to address Social Emotional Learning).

Educational Partner Involvement

How, when, and with whom did Las Palmas Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Through multiple meetings throughout the entire school year with stakeholder groups through Zoom and in-person. The School Site Council met on: September 25, 2024, November 20, 2024, January 29, 2025, and May 21, 2025. ELAC also provided input on needs. ELAC met on: October 4, 2024, November 8, 2024, January 31, 2025, March 7, 2025, April 11, 2025, and Monthly ILT meetings also occurred for feedback.

Needs assessments were conducted with all stakeholder groups for input in creating the SPSA. Data updates were provided throughout the year to monitor the impact of programs and services. Stakeholders were provided time to prioritize needs for the upcoming year. SSC examined data about current programs and how they were related to student achievement at the site. This included looking at data related to program use and data related to the positions funded through the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe 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.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Referring to the California School Dashboard (Dashboard), several state indicators, including ELA, math, suspensions, and EL progress, were categorized as "Red" or "Orange" in terms of overall performance.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Referring to the California School Dashboard (Dashboard), for ELA, no student groups are two or more performance levels below the "all student" performance as the overall student population was categorized as yellow (previously orange). However, student groups including SWD and EL are one performance level below ("orange" category). Similarly, for math, no student groups are two or more performance levels below the "all student" performance as the overall student population was categorized as yellow (previously orange). However, student groups including SWD, Homeless, EL, and Asian are one performance level below ("orange" category). Additionally, EL progress indicates a Yellow (up two levels from red) category with 40% showing progress and an increase of nearly 11%.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

In addition to these indicators, the school should prioritize early literacy as assessed by district assessments and the BPST, English Language Development (ELD) proficiency as observed on the ELPAC, and math fluency. These areas require targeted attention and intervention to ensure student success and overall improvement in academic performance.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Las Palmas Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.52%	0.39%	0.29%	5	4	3
African American	7.74%	8.36%	6.43%	75	85	66
Asian	8.46%	9.54%	11.31%	82	97	116
Filipino	0.21%	0.2%	0.19%	2	2	2
Hispanic/Latino	73.17%	71.88%	72.32%	709	731	742
Pacific Islander	0.62%	0.49%	0.29%	6	5	3
White	4.23%	3.83%	3.61%	41	39	37
Two or More Races	3.20%	3.05%	2.73%	31	31	28
Not Reported	1.86%	2.26%	2.83%	18	23	
Total Enrollment				969	1017	1026

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	160	169	130
Grade 1	116	147	127
Grade 2	148	120	154
Grade3	148	151	114
Grade 4	144	145	153
Grade 5	136	146	155
Grade 6	117	139	137
Total Enrollment	969	1,017	1,026

Conclusions based on this data:

1. Our Hispanic sub-group makes up the majority of our schools population and is growing; over 70%.
2. Enrollment at every grade has increased (except 3rd).
3. Our Asian population is the second largest, which includes our newer Afghani students.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	479	511	548	40.6%	49.4%	53.4%
Fluent English Proficient (FEP)	130	116	103	16.8%	13.4%	10.0%
Reclassified Fluent English Proficient (RFEP)				5.2%		

Conclusions based on this data:

1. The amount of English Learners at the site continues to exceed 50%
2. The FEP students has declined each year.
3. English Learner population continues to grow each year from 40% to now 53%.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	160	154	118	148	148	114	148	148	114	92.5	96.1	96.6
Grade 4	148	156	150	143	145	142	143	145	142	96.6	92.9	94.7
Grade 5	133	146	153	129	139	147	129	139	147	97.0	95.2	96.1
Grade 6	128	139	142	121	132	136	121	132	136	94.5	95.0	95.8
All Grades	569	595	563	541	564	539	541	564	539	95.1	94.8	95.7

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2354.	2372.	2395.	5.41	8.78	14.91	12.84	20.27	19.30	25.00	20.95	27.19	56.76	50.00	38.60
Grade 4	2409.	2392.	2412.	10.49	7.59	14.79	13.99	15.17	16.20	20.28	16.55	14.08	55.24	60.69	54.93
Grade 5	2457.	2446.	2436.	13.18	7.91	8.84	20.16	20.14	18.37	19.38	23.02	17.69	47.29	48.92	55.10
Grade 6	2491.	2466.	2486.	10.74	6.06	9.56	28.10	15.91	28.68	25.62	29.55	21.32	35.54	48.48	40.44
All Grades	N/A	N/A	N/A	9.80	7.62	11.87	18.30	17.91	20.59	22.55	22.34	19.67	49.35	52.13	47.87

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.76	8.11	10.53	51.35	58.11	66.67	41.89	33.78	22.81
Grade 4	6.99	8.28	11.97	62.94	57.24	55.63	30.07	34.48	32.39
Grade 5	10.08	7.91	7.48	62.79	58.99	55.78	27.13	33.09	36.73
Grade 6	9.92	6.11	11.03	61.16	48.85	47.79	28.93	45.04	41.18
All Grades	8.32	7.64	10.20	59.33	55.95	56.03	32.35	36.41	33.77

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.70	4.73	11.40	37.84	47.30	50.00	59.46	47.97	38.60
Grade 4	9.79	2.08	5.63	45.45	43.75	47.89	44.76	54.17	46.48
Grade 5	10.85	7.19	5.48	46.51	51.08	45.21	42.64	41.73	49.32
Grade 6	6.61	4.58	11.03	52.07	46.56	45.59	41.32	48.85	43.38
All Grades	7.39	4.63	8.18	45.10	47.15	47.03	47.50	48.22	44.80

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.11	7.43	14.04	66.22	70.27	65.79	25.68	22.30	20.18
Grade 4	2.10	8.28	4.93	74.83	68.28	69.72	23.08	23.45	25.35
Grade 5	7.75	7.19	6.12	74.42	72.66	65.99	17.83	20.14	27.89
Grade 6	11.57	9.92	6.62	67.77	70.99	74.26	20.66	19.08	19.12
All Grades	7.21	8.17	7.61	70.79	70.52	69.02	22.00	21.31	23.38

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.76	8.78	6.14	55.41	66.22	71.05	37.84	25.00	22.81
Grade 4	4.90	3.45	11.27	65.73	66.90	53.52	29.37	29.66	35.21
Grade 5	10.85	8.63	11.56	56.59	57.55	57.14	32.56	33.81	31.29
Grade 6	9.09	6.87	11.03	66.12	68.70	59.56	24.79	24.43	29.41
All Grades	7.76	6.93	10.20	60.81	64.83	59.74	31.42	28.24	30.06

Conclusions based on this data:

1. Overall students scored lower within the listening domain of the assessment; with third grade being the lowest in this domain.
2. Overall students scored slightly higher in the reading and research domains.

3. Overall students scored: gr 3 = 34%, 4 = 31%, 5 = 27%, 6 = 39%

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	160	152	118	157	152	117	157	152	117	98.1	100.0	99.2
Grade 4	148	156	150	148	153	150	148	153	150	100.0	98.1	100
Grade 5	133	145	153	133	142	151	133	142	151	100.0	97.9	98.7
Grade 6	128	139	142	128	137	138	128	136	138	100.0	98.6	97.2
All Grades	569	592	563	566	584	556	566	583	556	99.5	98.6	98.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2384.	2398.	2408.	7.64	11.18	6.84	17.20	23.68	30.77	28.03	24.34	29.06	47.13	40.79	33.33
Grade 4	2417.	2417.	2445.	4.73	5.88	11.33	18.24	14.38	23.33	27.03	31.37	29.33	50.00	48.37	36.00
Grade 5	2427.	2446.	2437.	6.02	7.04	8.61	6.02	11.97	9.93	25.56	28.87	18.54	62.41	52.11	62.91
Grade 6	2456.	2439.	2470.	3.13	5.15	9.42	14.06	10.29	15.22	29.69	23.53	28.99	53.13	61.03	46.38
Grade 11															
All Grades	N/A	N/A	N/A	5.48	7.38	9.17	14.13	15.27	19.24	27.56	27.10	26.26	52.83	50.26	45.32

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.47	19.21	19.66	44.59	51.66	49.57	36.94	29.14	30.77
Grade 4	10.81	11.76	18.00	42.57	39.87	45.33	46.62	48.37	36.67
Grade 5	4.51	9.86	7.95	35.34	38.73	36.42	60.15	51.41	55.63
Grade 6	6.25	6.62	11.59	41.41	33.09	41.30	52.34	60.29	47.10
Grade 11									
All Grades	10.42	12.03	14.03	41.17	41.07	42.81	48.41	46.91	43.17

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.82	11.84	7.69	45.86	43.42	55.56	50.32	44.74	36.75
Grade 4	6.08	3.92	10.00	39.19	43.14	47.33	54.73	52.94	42.67
Grade 5	3.76	4.23	4.64	39.85	42.96	39.07	56.39	52.82	56.29
Grade 6	2.34	5.88	4.35	48.44	37.50	50.00	49.22	56.62	45.65
All Grades	4.06	6.52	6.65	43.29	41.85	47.48	52.65	51.63	45.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.28	14.47	15.38	59.87	57.89	64.96	31.85	27.63	19.66
Grade 4	4.73	8.50	13.33	52.70	51.63	56.67	42.57	39.87	30.00
Grade 5	4.51	3.52	5.30	45.86	62.68	45.03	49.62	33.80	49.67
Grade 6	3.91	3.68	7.97	58.59	55.88	65.22	37.50	40.44	26.81
All Grades	5.48	7.72	10.25	54.42	56.95	57.37	40.11	35.33	32.37

Conclusions based on this data:

1. Concepts and procedures had the highest % above standard of all the domains.
2. Fifth grade has the highest percentage of standards not met.
3. The problem solving and communicating reasoning strands had the highest amount of students in the "below standard" section

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1412.9	1385.2	1398.1	1417.7	1391.4	1405.9	1401.5	1370.7	1379.7	83	106	108
1	1389.9	1417.6	1411.9	1402.6	1426.9	1419.5	1376.8	1407.8	1403.8	57	80	77
2	1432.4	1437.7	1441.0	1447.0	1443.5	1446.5	1417.2	1431.4	1435.0	83	59	76
3	1458.0	1453.9	1452.9	1453.3	1440.8	1434.4	1462.1	1466.5	1470.9	79	79	60
4	1487.1	1459.1	1465.1	1478.8	1438.0	1447.8	1495.0	1479.6	1481.8	80	82	78
5	1508.7	1495.4	1485.4	1499.1	1474.5	1473.9	1517.7	1515.8	1496.3	72	73	79
6	1482.0	1493.3	1501.5	1456.7	1483.7	1483.6	1507.0	1502.5	1519.0	42	65	70
All Grades										496	544	548

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	9.64	3.77	3.70	27.71	18.87	26.85	49.40	44.34	48.15	13.25	33.02	21.30	83	106	108
1	0.00	1.25	1.30	10.53	17.50	27.27	33.33	51.25	35.06	56.14	30.00	36.36	57	80	77
2	3.61	1.69	1.32	34.94	20.34	36.84	31.33	44.07	39.47	30.12	33.90	22.37	83	59	76
3	3.85	3.80	1.67	19.23	21.52	16.67	42.31	30.38	41.67	34.62	44.30	40.00	78	79	60
4	8.75	3.70	1.28	40.00	16.05	28.21	22.50	33.33	29.49	28.75	46.91	41.03	80	81	78
5	13.89	12.33	2.53	38.89	23.29	26.58	29.17	31.51	40.51	18.06	32.88	30.38	72	73	79
6	9.52	7.69	14.29	16.67	26.15	24.29	45.24	33.85	37.14	28.57	32.31	24.29	42	65	70
All Grades	7.07	4.79	3.65	28.28	20.26	27.01	35.76	38.67	39.23	28.89	36.28	30.11	495	543	548

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.23	3.77	3.70	31.33	25.47	28.70	46.99	33.96	42.59	14.46	36.79	25.00	83	106	108
1	1.75	5.00	7.79	15.79	26.25	28.57	47.37	47.50	40.26	35.09	21.25	23.38	57	80	77
2	12.05	5.08	9.21	38.55	23.73	42.11	32.53	47.46	34.21	16.87	23.73	14.47	83	59	76
3	14.10	15.19	3.33	28.21	24.05	18.33	33.33	16.46	33.33	24.36	44.30	45.00	78	79	60
4	21.25	7.41	10.26	43.75	20.99	26.92	17.50	34.57	25.64	17.50	37.04	37.18	80	81	78
5	20.83	10.96	8.86	58.33	41.10	51.90	8.33	23.29	16.46	12.50	24.66	22.78	72	73	79
6	9.52	23.08	15.71	26.19	30.77	38.57	35.71	26.15	24.29	28.57	20.00	21.43	42	65	70
All Grades	12.93	9.58	8.21	35.76	27.26	33.76	31.11	32.60	31.57	20.20	30.57	26.46	495	543	548

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.28	2.83	4.63	10.53	12.26	23.15	50.88	56.60	50.93	26.32	28.30	21.30	57	106	108
1	0.00	0.00	1.30	30.77	15.00	22.08	27.69	43.75	29.87	41.54	41.25	46.75	65	80	77
2	1.96	1.69	0.00	27.45	16.95	32.89	31.37	33.90	36.84	39.22	47.46	30.26	51	59	76
3	0.00	1.27	3.33	12.82	17.72	18.33	48.72	34.18	33.33	38.46	46.84	45.00	39	79	60
4	4.08	2.47	2.56	12.24	16.05	15.38	48.98	27.16	32.05	34.69	54.32	50.00	49	81	78
5	2.86	12.33	1.27	2.86	16.44	12.66	37.14	35.62	49.37	57.14	35.62	36.71	35	73	79
6	7.14	4.62	5.71	9.52	13.85	25.71	54.76	30.77	32.86	28.57	50.77	35.71	42	65	70
All Grades	4.04	3.50	2.74	21.21	15.29	21.53	35.35	38.67	38.87	39.39	42.54	36.86	495	543	548

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	16.87	8.49	9.26	72.29	66.04	74.07	10.84	25.47	16.67	83	106	108
1	8.77	25.00	24.68	73.68	65.00	53.25	17.54	10.00	22.08	57	80	77
2	16.87	8.47	15.79	69.88	77.97	68.42	13.25	13.56	15.79	83	59	76
3	26.92	15.19	20.00	46.15	59.49	58.33	26.92	25.32	21.67	78	79	60
4	36.25	16.05	28.21	47.50	56.79	44.87	16.25	27.16	26.92	80	81	78
5	11.11	20.55	21.52	75.00	63.01	60.76	13.89	16.44	17.72	72	73	79
6	9.52	10.77	27.14	59.52	70.77	47.14	30.95	18.46	25.71	42	65	70
All Grades	19.19	14.92	20.26	63.23	65.01	59.12	17.58	20.07	20.62	495	543	548

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	6.02	1.89	2.78	67.47	49.06	57.41	26.51	49.06	39.81	83	106	108
1	0.00	1.25	1.30	47.37	57.50	64.94	52.63	41.25	33.77	57	80	77
2	13.25	8.47	3.95	65.06	57.63	81.58	21.69	33.90	14.47	83	59	76
3	17.95	15.19	0.00	51.28	35.44	35.00	30.77	49.37	65.00	78	79	60
4	18.75	4.94	0.00	58.75	37.04	52.56	22.50	58.02	47.44	80	81	78
5	44.44	23.29	7.59	38.89	39.73	54.43	16.67	36.99	37.97	72	73	79
6	19.05	34.92	24.29	45.24	38.10	48.57	35.71	26.98	27.14	42	63	70
All Grades	17.17	11.65	5.47	54.75	44.92	57.12	28.08	43.44	37.41	495	541	548

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	6.02	2.83	1.85	79.52	71.70	72.22	14.46	25.47	25.93	83	106	108
1	5.26	3.75	10.39	22.81	46.25	40.26	71.93	50.00	49.35	57	80	77
2	4.82	3.39	1.32	50.60	47.46	71.05	44.58	49.15	27.63	83	59	76
3	0.00	1.27	3.33	33.33	41.77	41.67	66.67	56.96	55.00	78	79	60
4	3.75	7.41	2.56	52.50	35.80	42.31	43.75	56.79	55.13	80	81	78
5	12.50	15.07	1.27	58.33	46.58	53.16	29.17	38.36	45.57	72	73	79
6	7.14	6.15	8.57	30.95	21.54	31.43	61.90	72.31	60.00	42	65	70
All Grades	5.45	5.52	4.01	49.29	46.22	52.01	45.25	48.25	43.98	495	543	548

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	40.24	18.87	33.33	46.34	50.00	39.81	13.41	31.13	26.85	82	106	108
1	1.79	1.25	0.00	46.43	68.75	63.64	51.79	30.00	36.36	56	80	77
2	7.23	8.47	6.58	48.19	52.54	71.05	44.58	38.98	22.37	83	59	76
3	6.41	8.86	6.67	61.54	51.90	63.33	32.05	39.24	30.00	78	79	60
4	17.50	2.47	3.85	55.00	55.56	60.26	27.50	41.98	35.90	80	81	78
5	20.83	17.81	7.59	59.72	52.05	59.49	19.44	30.14	32.91	72	73	79
6	0.00	13.85	14.29	78.57	58.46	68.57	21.43	27.69	17.14	42	65	70
All Grades	15.01	10.50	11.68	55.17	55.43	59.49	29.82	34.07	28.83	493	543	548

Conclusions based on this data:

- Overall levels 3s and 4s are increasing for grades K-2.

2. Listening had an overall increase, and speaking had a decrease in the well developed category.
3. Overall increase in level 3s and decrease in level ones.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,026	91.8%	53.4%	0.2%
Total Number of Students enrolled in Las Palmas Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	548	53.4%
Foster Youth	2	0.2%
Homeless	72	7%
Socioeconomically Disadvantaged	942	91.8%
Students with Disabilities	106	10.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	66	6.4%
American Indian	3	0.3%
Asian	116	11.3%
Filipino	2	0.2%
Hispanic	742	72.3%
Two or More Races	28	2.7%
Pacific Islander	3	0.3%
White	37	3.6%

Conclusions based on this data:

- 53% of the school's population is English Learners

2. 72% of the schools population is Hispanic; the second highest population is Asian.
3. The African American population accounts for 6% of the school's population

School and Student Performance Data

Overall Performance






The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Yellow
Mathematics  Yellow		
English Learner Progress  Yellow		

Conclusions based on this data:

- Social Emotional Learning needs to be addressed for Suspension Rate to improve culture and climate.
- We moved our chronic absenteeism to yellow in 22-23 and it remains.
- English Learner progress, ELA and Math moved up to yellow this year.

School and Student Performance Data

Academic Performance English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>50.5 points below standard</div> <div>Increased 13.2 points</div> <div>507 Students</div>	<div>English Learners</div> <div> Orange</div> <div>75.9 points below standard</div> <div>Increased 6.3 points</div> <div>292 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>35.6 points below standard</div> <div>Increased 81.0 points</div> <div>14 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Homeless</div> <div> Yellow</div> <div>65.5 points below standard</div> <div>Increased 29.5 points</div> <div>61 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>53.2 points below standard</div> <div>Increased 14.4 points</div> <div>483 Students</div>

Students with Disabilities  Orange 127.3 points below standard Increased 8.7 points 61 Students	African American  No Performance Color 53.6 points below standard Increased 19.0 points 29 Students	American Indian  No Performance Color Less than 11 Students 2 Students
Asian  Yellow 39.2 points below standard Increased 4.5 points 53 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 53.5 points below standard Increased 11.5 points 375 Students
Two or More Races  No Performance Color 53.0 points below standard Increased 50.2 points 13 Students	Pacific Islander  No Performance Color Less than 11 Students 2 Students	White  No Performance Color 23.8 points below standard Maintained 1.2 points 18 Students

Conclusions based on this data:

1. All significant subgroups showed growth.
2. Homeless students showed the most growth, nearly 30 points.
3. Hispanic students, our largest subgroup, showed nearly 12 points growth; while ELs and SED are our only subgroup in orange.

School and Student Performance Data

Academic Performance Mathematics

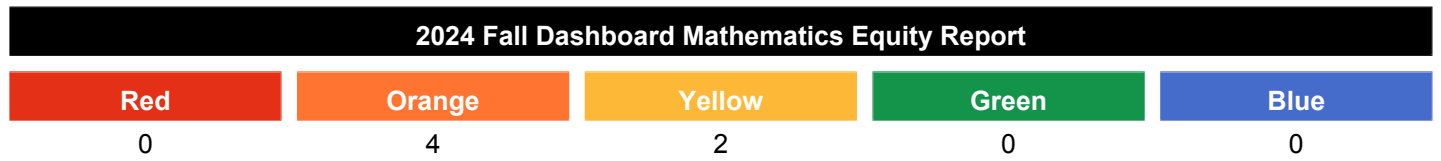
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>57.7 points below standard</div> <div>Increased 8.2 points</div> <div>518 Students</div>	<div>English Learners</div> <div> Orange</div> <div>79.3 points below standard</div> <div>Maintained 1.5 points</div> <div>303 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>59.4 points below standard</div> <div>Increased 122.2 points</div> <div>14 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Homeless</div> <div> Orange</div> <div>63.8 points below standard</div> <div>Maintained 0.5 points</div> <div>65 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>59.9 points below standard</div> <div>Increased 9.2 points</div> <div>494 Students</div>

Students with Disabilities  Orange 129.6 points below standard Increased 5.3 points 60 Students	African American  No Performance Color 61.6 points below standard Increased 11.1 points 29 Students	American Indian  No Performance Color Less than 11 Students 2 Students
Asian  Orange 39.0 points below standard Declined 7.7 points 55 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 61.2 points below standard Increased 6.4 points 384 Students
Two or More Races  No Performance Color 46.6 points below standard Increased 86.2 points 13 Students	Pacific Islander  No Performance Color Less than 11 Students 2 Students	White  No Performance Color 30.6 points below standard Maintained 2.6 points 18 Students

Conclusions based on this data:

1. Overall moved up to the yellow category with an increase of 8 points.
2. EL, Homeless, SED, and Asian are in the orange category; the only decrease was with Asian students which are typically our newcomer Aphgani students.
3. SED increased the most by 9 points.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 No Performance Color
40.3% making progress.	38.5% making progress.
Number Students: 404 Students	Number Students: 13 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.6%	43.1%	0.2%	40.1%

Conclusions based on this data:

- 40% of our EL learners are making progress toward English Proficiency and grew at least one level.
- 43% of our students maintained their current level.
- 16% students decreased one level

School and Student Performance Data

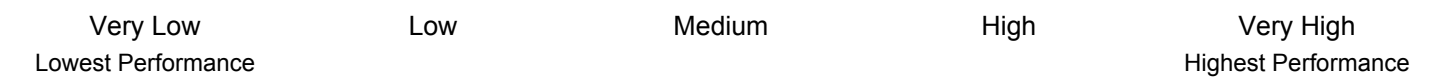
Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>22.6% Chronically Absent</div> <div>Declined 11.2</div> <div>1108 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>15.7% Chronically Absent</div> <div>Declined 10.7</div> <div>598 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>20% Chronically Absent</div> <div>Declined 11.3</div> <div>15 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div>	<div>Homeless</div> <div> Yellow</div> <div>26.7% Chronically Absent</div> <div>Declined 7.1</div> <div>165 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>23.4% Chronically Absent</div> <div>Declined 11.2</div> <div>1038 Students</div>

Students with Disabilities  Orange 32.8% Chronically Absent Declined 8.2 137 Students	African American  Orange 48.7% Chronically Absent Declined 9.1 78 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  Yellow 16.7% Chronically Absent Declined 11.6 120 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Hispanic  Yellow 20.4% Chronically Absent Declined 10.5 794 Students
Two or More Races  Orange 28.4% Chronically Absent Declined 10.7 67 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  Orange 24.4% Chronically Absent Declined 16.4 41 Students

Conclusions based on this data:

1. All students declined in chronic attendance issues significantly from the previous year.
2. English Learners have a lower rate than any other subgroup and made significant declines in chronic absenteeism.
3. The African American, two or more races, white, and students with disabilities rates continue to have the highest chronic absenteeism rates in the orange category.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

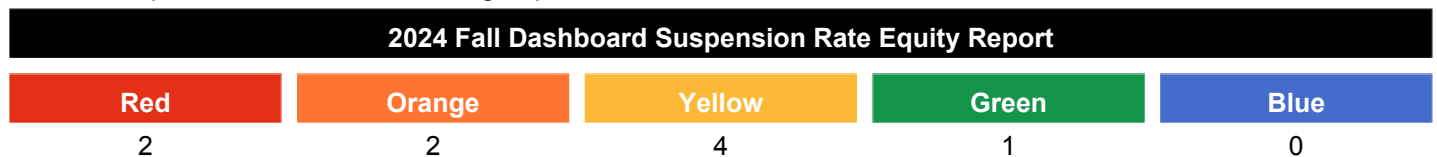
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 6.3% suspended at least one day Declined 1% 1148 Students	English Learners  Yellow 2.8% suspended at least one day Maintained 0.2% 610 Students	Long-Term English Learners  No Performance Color 0% suspended at least one day Declined 18.8% 15 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Homeless  Red 6.8% suspended at least one day Increased 1.2% 177 Students	Socioeconomically Disadvantaged  Yellow 6.4% suspended at least one day Declined 1% 1077 Students

Students with Disabilities  Orange 14.9% suspended at least one day Declined 0.9% 141 Students	African American  Red 27.9% suspended at least one day Increased 8.1% 86 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  Green 2.4% suspended at least one day Declined 2.2% 124 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Hispanic  Yellow 4.3% suspended at least one day Declined 0.8% 818 Students
Two or More Races  Orange 9.9% suspended at least one day Declined 9.8% 71 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  Yellow 4.9% suspended at least one day Declined 3.3% 41 Students

Conclusions based on this data:

1. African American and homeless students continue to have the highest suspension rates.
2. Overall, there was a 1% decrease in suspension rate.
3. Two or more races subgroup saw the greatest decline by nearly 10%

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.

Increase Academic Achievement & Decrease Disproportionalities

English Language Arts and Math: Students will increase their scores in ELA and Math by at least 10 percentage points on District Benchmarks, iReady, and CAASPP tests.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Increase Academic Achievement & Decrease Disproportionalities

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.

This goal was established to assist within the area of ELA and Math in order support the needs of students in gaining knowledge at their grade level and succeeding. Our data is showing that our students need more support in the areas of ELA and Math.

Based on the California School Dashboard, within the subject of ELA all but 1 student group (students with disabilities) are performing at "low" or higher being 54 points below in ELA. Our English Learners are performing at 87 points below the standard whereas our English Only students are performing at 55 points below the standard. A contrast with our RFEP students who are 32 points above standard.

According to California State Dashboard in the area of Math, all sub groups except for Students with Disabilities are performing within the "low" category with all students scoring 69 points below. An achievement discrepancy is found between English Learners who are 92 points below the standard while the English Only students are 68 points from the standard.

These areas identify the need to focus on creating high quality instruction for students which will come through the understanding of evidence based practices. Specifically the action items within our goal will allow us to make gains with our English Learners, Special Education Students, and our other subgroups within the low category. This will be done through supplemental instructional materials, intervention programs including differentiated technology applications, tutoring with current certificated staff and retired teachers, teacher collaboration to plan instruction and intervention, and continued professional development with CORE, Swun, and lesson design.

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
ELA: District Benchmark test CAASPP Test	ELA: Tri 1: 22% 23-24 32% 25-26 CAASPP: 32% 23-24 ___% 25-26	ELA Tri 1: 40% CAASPP: 40% (+8% from 23-24)
iReady	Diagnostic 2: 24% of students at grade level 24-25	Diagnostic 2: 30% of students at grade level

English Learners CAASPP ELA CAASPP Math	20% Met or Exceed on ELA 23-24 ___% Met or Exceed on ELA 24-25 17% Met or Exceed on Math 23-24 ___% Met or Exceed on Math 24-25	CAASPP ELA: 25% CAASPP Math: 22%
Math: District Benchmark Test CAASPP Test	Tri 1 : 46% 23-24 49% 25-26 CAASPP: 28% 23-24 ___% 24-25	Tri 1: 55% CAASPP: 38% (+10% from 23-24)

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	1.1 Computer Software Licenses including but not limited to Accelerated Reader, etc.	All Students.	11,000 Title I Basic 5000-5999: Operating Expenditures Computer software
1.2	1.2 Staff, current or retired, to work with small groups performing interventions, including but not limited to, the areas of ELD, ELA and math.	All Students	21817 Title I Basic 1000-1999: Certificated Personnel Salaries Personnel salaries for intervention 4865 Title I Basic 3000-3999: Employee Benefits Benefits for intervention

Annual Review

SPSA Year Reviewed: 2024-25

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.

The overall implementation of teacher collaboration, retired teachers working with small groups, and computer software has yielded promising results in enhancing student achievement. Throughout trimester 2, these strategies were effectively utilized to support student learning, resulting in significant improvements in ELA and math benchmarks. Despite the tests being more challenging and with changes in cutpoints, ELA benchmarks saw a commendable increase of 2%, showcasing the effectiveness of collaborative efforts in improving student literacy skills. Additionally, math benchmarks experienced an even more substantial improvement, with a notable increase of 4%, indicating the successful integration of retired teachers and computer software to enhance mathematical proficiency among students. This data underscores the importance of collaborative approaches and targeted interventions in driving academic growth and achievement. Moving forward, continued emphasis on these strategies, along with ongoing assessment and refinement, will be essential in sustaining and furthering the positive trajectory of student performance.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Implementation was as planned; I'd like to increase retired teacher support for grades 3-6 as the focus was on early literacy in grades 1 & 2.

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.

Will remain the same; still working to achieve these goals.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Ensure All Students Graduate College & Career Ready

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - Ensure all Students Graduate College & Career Ready

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.

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
------------------	-------------------------	------------------

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
---------------------	-------------	-----------------------	-----------------------

Annual Review

SPSA Year Reviewed: 2024-25

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.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Improve Culture and Climate through Increased Student Engagement

By June 2025, Las Palmas' chronic absenteeism rates (all subgroups) will be no more than 15%.

By June 2025, Las Palmas' YTD Attendance rates (all subgroups) will no less than 96%.

By June 2025, Las Palmas' YTD Suspension Rate (all subgroups) will be no more than 3%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3 – Improve Culture and Climate through Increased Student Engagement

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.

Our suspension rate shows an identified needs to support PBIS, social emotional health, and mentoring opportunities; this is a continued goal. Our absenteeism rate remains higher than pre-pandemic; we want to create an environment in which students are excited and encouraged to come to school. Family night events will improve the school's culture and climate and connection with families.

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
Improve YTD Attendance Rate	94.29%(Noralto) & 95.61%(Johnson) March of 19-20 (pre-pandemic) 21-22: Las Palmas YTD as of 5/4/22 is 87.3% 22-23: Las Palmas YTD as of 4/6/23 is 90.79%	Improve to 96% (pre-pandemic numbers)
Decrease YTD Chronic Absence	23-24: Las Palmas YTD as of 3/21/24 is 93.51% 14.84% (Noralto) & 11.37% (Johnson) March 19-20 (pre-pandemic) 21-22: Las Palmas Chronic Absence rate 53.15% 22-23: Las Palmas Chronic Absence rate 34.84% 23-24: Las Palmas Chronic Absence rate is 21.5%	Improve to 15%
Decrease in Out of School Suspensions	5.8% 2022-23 5.2% 2023-24	Improve to 3%

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
3.1	3.1 Two Senior Academic Intervention Specialists Bilingual (SAISB), to support the social and academic needs of our students to reach their full potential with broader focus on academics and attendance for Las Palmas (no substitute needed for position)	All Students.	70,002 Title I Basic 2000-2999: Classified Personnel Salaries AISB 60363 Title I Basic 3000-3999: Employee Benefits AISB 60042 Title I Basic 2000-2999: Classified Personnel Salaries AISB 2 33024 Title I Basic 3000-3999: Employee Benefits AISB 2 943 Title I Basic 2000-2999: Classified Personnel Salaries Sub salary 349 Title I Basic 3000-3999: Employee Benefits Sub benefits
3.2	3.2 Provide students with social and emotional supportive resources that positively impacts student learning through programs that will help decrease referrals and suspensions and increase attendance. Including but not limited to PBIS school wide expectations lessons and assemblies, structured student engagement, mentorship at lunchtime, SEL/motivational assemblies, including outside vendors or materials.	All Students	10226 Title I Basic 5000-5999: Operating Expenditures Outside assemblies/ mentorship
3.3	3.3 Family Events during the day or evening (STEAM/Reading/etc, including but not limited to books, materials, supplies, consultants, vendors, etc.)	All Students	2505 Title I Parent and Family Engagement 4000-4999: Materials and Supplies Materials including but not limited to books, materials, consultants, vendors

Annual Review

SPSA Year Reviewed: 2024-25

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.

The effectiveness of our AISBs has been remarkable in improving attendance rates at Las Palmas. With focused goals and diligent efforts, they have significantly reduced chronic absenteeism, with our current YTD rate down to 21.5%, a notable 12.3% improvement from last year. This places us among the top third in the district for low chronic absence rates. Moreover, our overall attendance rate has risen to 93.51%, up nearly 3% from last year. Additionally, our suspension rate has decreased to 5.28%, down by 0.28% from last year. Our AISBs conduct home visits, SARTs, PBIS support school wide and tiered interventions, and behavioral and academic interventions. These outcomes reflect the efficacy of our AISBs' interventions, and also our mentorship programs, family engagement nights, and proactive measures to address behavioral issues. Their dedication along with these other initiatives have fostered a more supportive school environment conducive to student success.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We did less assemblies this year based on teacher feedback; increased opportunities for mentorship.

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.

Changes may include more mentorship opportunities.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Increase Parent Engagement

Families will be engaged with school and students through family involvement strategies in the areas of communication, progress monitoring, learning partnerships, family events, volunteerism, and school decision making.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 - Increase Parent Engagement

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.

We consistently have participation from the same parents on campus and we need to increase our reach and depth to include more than just the usual attendees. Research shows that the more connected a parent is to the education of their students, the better the students do in school.

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
Increase in Active Parent Participation measured through parent events and increased response to staff communications	Increase attendance at family events as well as opportunities to attend	We will have 30% attendance at nightly family events (300 persons)

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
4.1	4.1 Family and Community Liaison to work with parents, create meaningful events, and help make the school a hub for parents.	All Students	13031 Title I Basic 2000-2999: Classified Personnel Salaries Community Liaison Salary 5152 Title I Basic 3000-3999: Employee Benefits Community Liaison Salary 3258 Title I Parent and Family Engagement 2000-2999: Classified Personnel Salaries Community Liaison Benefits

			1288 Title I Parent and Family Engagement 3000-3999: Employee Benefits Community Liaison Benefits
4.2	4.2 Support parent participation at school sponsored events by providing light refreshments during meetings which reinforce healthy eating habits as well as with children.	All students	904 Title I Parent and Family Engagement 4000-4999: Materials and Supplies Light refreshments at meetings and events

Annual Review

SPSA Year Reviewed: 2024-25

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.

We've seen a significant increase in family engagement thanks to the expansion of our family nights at Las Palmas. In addition to our traditional literacy night, science night, and fall festival, we introduced Dia de los Muertos and winter celebration events. These initiatives have fostered stronger connections between families and the school community. Moving forward, we are committed to maintaining and expanding these family activities to further engage our families and provide more opportunities for participation. By continuing to prioritize family involvement, we aim to create a supportive and inclusive environment where everyone feels valued and connected.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

NA

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.

NA

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Provide Facilities that are Safe and Conducive to Student Learning

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
------------------	-------------------------	------------------

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
-------------------------	-------------	-----------------------	-----------------------

Annual Review

SPSA Year Reviewed: 2024-25

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.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

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	\$298,769.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$298,769.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

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 Basic	\$290,814.00
Title I Parent and Family Engagement	\$7,955.00

Subtotal of additional federal funds included for this school: \$298,769.00

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 (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$298,769.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
Title I Basic	290,814.00
Title I Parent and Family Engagement	7,955.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	21,817.00
2000-2999: Classified Personnel Salaries	147,276.00
3000-3999: Employee Benefits	105,041.00
4000-4999: Materials and Supplies	3,409.00
5000-5999: Operating Expenditures	21,226.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Basic	21,817.00
2000-2999: Classified Personnel Salaries	Title I Basic	144,018.00
3000-3999: Employee Benefits	Title I Basic	103,753.00
5000-5999: Operating Expenditures	Title I Basic	21,226.00
2000-2999: Classified Personnel Salaries	Title I Parent and Family Engagement	3,258.00
3000-3999: Employee Benefits	Title I Parent and Family Engagement	1,288.00
4000-4999: Materials and Supplies	Title I Parent and Family Engagement	3,409.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	37,682.00

Goal 3
Goal 4

237,454.00
23,633.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Rachel Williams	Principal
Dario Gonzalez	Other School Staff
Jeri Guesnon	Classroom Teacher
Kimberlie Reed	Classroom Teacher
Faustino Ruiz	Classroom Teacher
Maximina Bejar Monroy	Parent or Community Member
Barbara Hernandez	Parent or Community Member
Laura Hernandez	Parent or Community Member
Luz Lara	Parent or Community Member
Karen Santiago Garcia	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/21/25.

Attested:



Principal, Rachel Williams on 5/27/25



SSC Chairperson, Jeri Guesnon on 5/27/25

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023