



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	50712176052948	May 19, 2026	June 1, 2026

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.

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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

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.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school, while minimizing duplication of efforts with the ultimate goal of increasing student achievement. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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 LEA that are being realized under the state's Local Control Funding Formula (LCFF). 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.

In reviewing the budget, Las Palmas educational partners determined greater emphasis shall be placed on developing the collective efficacy of teachers with a focus on equity for all students through the structure of a Multi-tiered System of Support (MTSS). This will be supported through coaching and professional development, with an emphasis on literacy and effective first instruction (Tier 1).

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

Las Palmas Elementary School engages the school's Multi-Tiered System of Support (MTSS) teams, School Site Council (SSC), English Language Advisory Committee (ELAC), staff, Positive Behavioral & Intervention Systems (PBIS) teams and input collected from parent and student surveys for feedback on the Single Plan for Student Achievement (SPSA) and Annual Review Update. Throughout the 2025/26 school year, staff collaborated regularly to analyze school/student data and provide feedback as part of the planning process for this SPSA, such as during monthly Staff meetings, Site Professional Development Wednesdays, Grade level Professional Learning Team meetings, and monthly Guiding Coalition/Leadership meetings. In addition, this data and staff input was shared with families and community members during regularly scheduled ELAC and SSC meetings. Feedback was solicited from these groups and utilized as part of the planning process. PJJUSD Educational Services provided consultation and support throughout this process. Data reviewed by all educational partners included student academic performance data, such as iReady Reading and Mathematics scores, CAASPP scores, attendance rates, suspension rates and more. All feedback was reviewed by the SSC members and considered during the planning and writing process for the SPSA.

SPSA Engagement Meetings included:

SSC: 9/23/25, 10/21/25, 11/18/25, 12/16/25, 1/20/26, 3/17/26, 5/19/26

ELAC: 9/16/25, 10/14/25, 12/09/25, 2/10/26, 3/31/26, 5/11/26

PBIS: 8/25/25, 9/29/25, 10/27/25, 11/24/25, 1/26/26, 2/23/26, 3/30/26, 4/27/26, 5/26/26

Staff Meetings: 8/4/25, 9/8/25, 10/13/25, 11/10/25, 12/8/25, 1/12/26, 2/09/26, 3/09/26, 4/13/26, 5/11/26

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.

In 2024/25 school year, Las Palmas performed Low (orange) in English Language Arts (ELA), Low (orange) in Mathematics, Medium (yellow) for English learners, Very Low (red) suspensions, and Very Low (red) for Chronic Absenteeism according to the California Dashboard indicators. For ELA, Las Palmas performed 45.5% points below standard, but maintained by .6 points from 2023/24. In Mathematics, Las Palmas performed 78.0 points below standard, and maintained -2.8 points from 2023/24. English Language Learners showed 41.1% making progress, with an increase of 2.1% from 2023/24. 26.3% of Las Palmas students were Chronically Absent for an increase of 4.2% from 2023/24. 4.9% of Las Palmas students were suspended at least one day, maintaining at -0.1% from 2023/24 staying at (orange).

Students with Disabilities performed 133.4 points below standard in ELA, with an increase of 11.2 points from the 2023/24 school year. They also performed 164.0 points below standard in Math with an increase of 7.4 points from 2023/24 school year. Student in the White performance group improved their chronic absenteeism rate of Very Low (red) to low (orange) unlike English Learners and Students with Disabilities decreased to very low (red). Students with Disabilities and White performance groups had suspension rates of Very Low (red) and increased 4.1% and 2.5% respectively.

In analyzing this data, Las Palmas staff and educational partners identified the areas that need significant improvement, ELA performance, Math performance, Chronic Absenteeism, and Suspension rates. In order to address achievement gaps, the SPSA strategies will target improvements in Tier I instruction, intervention support, and professional development for staff. Performance data for English learners indicates a need for a more robust integrated and designated ELD academic program. High rates of chronic absenteeism emphasize a need for greater outreach to improve family engagement and input with the school.

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.

In 2024/25, no subgroup performed two or more performance levels below the "all student" performance.

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 Dashboard data, staff and educational partners of Las Palmas examined locally collected data from iReady Reading and iReady Math assessments. Through the analysis of this data, staff and educational partners determined Las Palmas will continue to focus on Teacher Clarity, strengthening students' foundational skills through Tier I and Tier II interventions, and through coaching and professional development in Teacher Clarity, 95% group and Corrective Reading.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	1.21%	0.93%	0.95%	8	6	6
Asian	1.21%	1.09%	1.43%	8	7	9
Filipino	1.36%	1.56%	2.07%	9	10	13
Hispanic/Latino	80.69%	81.31%	79.65%	535	522	501
Pacific Islander	0.60%	0.62%	0.64%	4	4	4
White	10.86%	11.21%	12.08%	72	72	76
Multiple/No Response	2.26%	1.87%	2.38%	15	12	15
Total Enrollment				663	642	629

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Kindergarten	100	80	82
Grade 1	93	81	87
Grade 2	93	79	92
Grade3	92	94	95
Grade 4	86	84	96
Grade 5	100	80	94
Grade 6	99	93	83
Total Enrollment	663	642	629

Conclusions based on this data:

- Hispanic student enrollment has steadily maintained in the 80% the last three school years, from the 2021-22 school year to the 2024/25 school year from 81.02% to 79.6% of the total school population.
- Total enrollment in 2024/25 continued to declined from 2023/24 by 21 students, from 663 in 2023/24 to 642 in 2024/25.
- Kinder student enrollment decreased by 20 students, from 100 in 2023/24 to 80 in 2024/25.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	267	265	222	41.4%	40.2%	35.3%
Fluent English Proficient (FEP)	78	57	74	9.4%	11.8%	11.8%
Reclassified Fluent English Proficient (RFEP)	27	19		6.13%	10.1%	

Conclusions based on this data:

1. Glow: Total English Learner numbers have maintained steady enrollment over the past 3 years at 41%. In 2022/23 school year there were 277 students 41.4%. In 2023/24 there were 267 students 40.2%. In 2024/25 there are 265 students 41.3%.
2. Grow: The percentage of Fluent English Proficient students decreased by -2.9% from 11.8% to 8.9% from 2023/24 to 2024/25.
3. Equity: The percentage of Reclassified Fluent English Proficient students decreased by -2.9% from 10.1% to 7.2% from 2023/24 to 2024/25.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	92	91	98	90	90	94	90	90	94	97.8	98.9	95.9
Grade 4	100	90	90	98	89	87	98	89	87	98.0	98.9	96.7
Grade 5	98	105	86	97	101	85	97	101	85	99.0	96.2	98.8
Grade 6	94	104	103	93	101	100	93	101	100	98.9	97.1	97.1
All Grades	384	390	377	378	381	366	378	381	366	98.4	97.7	97.1

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2383.	2377.	2367.	12.22	8.89	7.45	18.89	18.89	20.21	23.33	28.89	22.34	45.56	43.33	50.00
Grade 4	2420.	2427.	2421.	9.18	20.22	17.24	18.37	16.85	17.24	25.51	15.73	21.84	46.94	47.19	43.68
Grade 5	2458.	2449.	2484.	10.31	7.92	17.65	23.71	23.76	28.24	31.96	29.70	17.65	34.02	38.61	36.47
Grade 6	2478.	2465.	2470.	8.60	3.96	5.00	22.58	19.80	30.00	26.88	31.68	21.00	41.94	44.55	44.00
All Grades	N/A	N/A	N/A	10.05	9.97	11.48	20.90	19.95	24.04	26.98	26.77	20.77	42.06	43.31	43.72

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.00	8.89	4.26	62.22	64.44	59.57	27.78	26.67	36.17
Grade 4	7.14	10.11	11.49	64.29	60.67	60.92	28.57	29.21	27.59
Grade 5	8.25	7.92	15.29	63.92	63.37	64.71	27.84	28.71	20.00
Grade 6	9.68	6.93	4.00	49.46	51.49	56.00	40.86	41.58	40.00
All Grades	8.73	8.40	8.47	60.05	59.84	60.11	31.22	31.76	31.42

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.78	5.56	3.19	50.00	55.56	52.13	42.22	38.89	44.68
Grade 4	5.10	15.73	8.14	57.14	48.31	52.33	37.76	35.96	39.53
Grade 5	10.31	6.93	17.65	54.64	53.47	48.24	35.05	39.60	34.12
Grade 6	8.60	2.97	5.05	47.31	54.46	52.53	44.09	42.57	42.42
All Grades	7.94	7.61	8.24	52.38	53.02	51.37	39.68	39.37	40.38

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.56	2.22	6.38	78.89	74.44	68.09	15.56	23.33	25.53
Grade 4	8.16	8.99	10.34	67.35	61.80	67.82	24.49	29.21	21.84
Grade 5	9.28	11.88	7.06	73.20	65.35	74.12	17.53	22.77	18.82
Grade 6	3.23	8.91	9.00	78.49	66.34	64.00	18.28	24.75	27.00
All Grades	6.61	8.14	8.20	74.34	66.93	68.31	19.05	24.93	23.50

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.78	6.67	6.38	55.56	63.33	61.70	36.67	30.00	31.91
Grade 4	7.14	8.99	5.75	70.41	69.66	66.67	22.45	21.35	27.59
Grade 5	9.28	6.93	14.12	60.82	67.33	67.06	29.90	25.74	18.82
Grade 6	8.60	5.94	4.00	65.59	59.41	64.00	25.81	34.65	32.00
All Grades	8.20	7.09	7.38	63.23	64.83	64.75	28.57	28.08	27.87

Conclusions based on this data:

1. Glow: Students in 5th grade during the 2024/25 school year outperformed the students in 5th grade in the 2023/24 school year for met and exceeded levels by a combined 14.21% .

2. Grow: English Language Arts achievement decreased for 4th grade from 37.07% in 2023/24 to 34.48% in 2024/25 for met and exceeded levels combined. The 4th grade scores in English Language Arts decreased 2.98% from 20.22% to 17.24% in the "exceed" level.
3. Equity: 3rd grade students are the highest percentage for standards "not met" (50.0%) in 2024/25 compared to all other grade levels, representing an area of focus and attention on strategies to ensure equitable outcomes for this grade level of students.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	92	92	99	92	91	97	92	91	97	100.0	98.9	98
Grade 4	100	90	90	100	89	87	100	89	87	100.0	98.9	96.7
Grade 5	98	105	87	98	102	87	98	102	87	100.0	97.1	100
Grade 6	94	104	103	93	101	102	93	101	102	98.9	97.1	99
All Grades	384	391	379	383	383	373	383	383	373	99.7	98	98.4

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2389.	2368.	2370.	5.43	0.00	1.03	25.00	15.38	17.53	22.83	31.87	30.93	46.74	52.75	50.52
Grade 4	2433.	2435.	2420.	9.00	7.87	2.30	20.00	19.10	20.69	33.00	38.20	32.18	38.00	34.83	44.83
Grade 5	2441.	2433.	2462.	5.10	7.84	6.90	9.18	9.80	19.54	32.65	23.53	29.89	53.06	58.82	43.68
Grade 6	2462.	2438.	2429.	5.38	1.98	0.00	11.83	12.87	11.76	31.18	19.80	18.63	51.61	65.35	69.61
Grade 11															
All Grades	N/A	N/A	N/A	6.27	4.44	2.41	16.45	14.10	17.16	30.03	27.94	27.61	47.26	53.52	52.82

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.70	2.20	2.06	43.48	51.65	46.39	47.83	46.15	51.55
Grade 4	14.00	13.48	9.20	41.00	47.19	48.28	45.00	39.33	42.53
Grade 5	6.12	7.84	6.90	38.78	43.14	55.17	55.10	49.02	37.93
Grade 6	4.30	4.95	1.96	39.78	27.72	30.39	55.91	67.33	67.65
Grade 11									
All Grades	8.36	7.05	4.83	40.73	42.04	44.50	50.91	50.91	50.67

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.78	4.40	5.15	51.09	43.96	44.33	39.13	51.65	50.52
Grade 4	7.00	4.49	5.75	52.00	60.67	47.13	41.00	34.83	47.13
Grade 5	3.06	2.94	4.60	45.92	39.22	51.72	51.02	57.84	43.68
Grade 6	6.45	1.98	0.00	38.71	39.60	38.24	54.84	58.42	61.76
All Grades	6.53	3.39	3.75	47.00	45.43	45.04	46.48	51.17	51.21

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.70	1.10	1.03	63.04	63.74	69.07	28.26	35.16	29.90
Grade 4	9.00	11.24	4.60	53.00	57.30	62.07	38.00	31.46	33.33
Grade 5	1.02	6.86	4.60	62.24	46.08	57.47	36.73	47.06	37.93
Grade 6	8.60	3.96	2.94	51.61	59.41	59.80	39.78	36.63	37.25
All Grades	6.79	5.74	3.22	57.44	56.40	62.20	35.77	37.86	34.58

Conclusions based on this data:

1. Glow: Students in 5th grade during the 2024/25 school year outperformed the students in 5th grade in the 2023/24 school year demonstrating an increase of 8.8% from 17.64% to 26.44% for met and exceeded levels combined.
2. Grow: Mathematic achievement increased by only one percent from 18% in 2023/24 to 19% in 2024/25. The 4th grade scores in Mathematics decreased from 26.97% in 2023/24 to 22.99% in 2024/25, for met and exceeded levels combined, which represents an opportunity for growth.
3. Equity: 6th grade students are at a significantly higher percentage for standards not met (69.61%) in 2024/25 compared to all other grade levels, representing an area of focus and attention on strategies to ensure equitable outcomes for this grade level of students.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1377.2	1384.6	1395.4	1381.5	1394.1	1405.8	1366.8	1362.1	1371.3	34	46	35
1	1426.7	1400.6	1418.4	1441.1	1409.8	1428.1	1411.9	1390.7	1408.0	44	38	44
2	1474.7	1451.2	1434.9	1474.9	1463.2	1446.3	1473.9	1438.8	1423.1	39	40	35
3	1480.8	1454.4	1469.5	1479.8	1449.8	1467.2	1481.4	1458.5	1471.4	28	39	42
4	1508.7	1490.4	1477.8	1509.1	1481.5	1473.5	1507.8	1498.8	1481.5	49	26	32
5	1543.2	1499.8	1506.5	1540.2	1493.3	1499.1	1545.7	1506.0	1513.2	39	44	22
6	1548.1	1489.3	1507.5	1546.9	1477.5	1493.3	1549.0	1500.6	1521.3	35	38	41
All Grades										268	271	251

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	2.94	2.17	2.86	14.71	23.91	28.57	44.12	52.17	48.57	38.24	21.74	20.00	34	46	35
1	9.09	0.00	0.00	20.45	21.05	27.27	38.64	28.95	36.36	31.82	50.00	36.36	44	38	44
2	12.82	2.50	8.57	48.72	40.00	14.29	28.21	35.00	45.71	10.26	22.50	31.43	39	40	35
3	17.86	12.82	2.38	25.00	33.33	30.95	35.71	15.38	38.10	21.43	38.46	28.57	28	39	42
4	18.37	19.23	21.88	42.86	34.62	25.00	20.41	19.23	21.88	18.37	26.92	31.25	49	26	32
5	38.46	20.45	27.27	35.90	34.09	22.73	15.38	15.91	22.73	10.26	29.55	27.27	39	44	22
6	37.14	10.53	20.00	40.00	28.95	32.50	20.00	31.58	17.50	2.86	28.95	30.00	35	38	40
All Grades	19.40	9.23	10.40	33.21	30.63	26.40	28.36	29.15	33.60	19.03	31.00	29.60	268	271	250

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	4.35	2.86	11.76	23.91	31.43	44.12	45.65	45.71	44.12	26.09	20.00	34	46	35
1	22.73	2.63	2.27	27.27	23.68	38.64	31.82	39.47	34.09	18.18	34.21	25.00	44	38	44
2	15.38	17.50	11.43	51.28	45.00	28.57	23.08	22.50	40.00	10.26	15.00	20.00	39	40	35
3	42.86	25.64	21.43	28.57	28.21	35.71	10.71	12.82	23.81	17.86	33.33	19.05	28	39	42
4	38.78	34.62	34.38	38.78	26.92	25.00	8.16	11.54	9.38	14.29	26.92	31.25	49	26	32
5	51.28	34.09	40.91	38.46	31.82	22.73	0.00	6.82	9.09	10.26	27.27	27.27	39	44	22
6	62.86	21.05	42.50	25.71	34.21	15.00	5.71	21.05	12.50	5.71	23.68	30.00	35	38	40
All Grades	33.21	19.19	20.80	32.46	30.63	28.80	17.54	23.62	26.00	16.79	26.57	24.40	268	271	250

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		0.00	5.71		28.26	8.57		45.65	54.29		26.09	31.43		46	35
1		0.00	2.27		21.05	20.45		21.05	40.91		57.89	36.36		38	44
2		0.00	8.57		22.50	17.14		32.50	34.29		45.00	40.00		40	35
3		5.13	0.00		28.21	11.90		20.51	50.00		46.15	38.10		39	42
4		3.85	3.13		30.77	43.75		34.62	12.50		30.77	40.63		26	32
5		2.27	9.09		31.82	22.73		31.82	36.36		34.09	31.82		44	22
6	11.43	7.89	10.00	40.00	18.42	22.50	42.86	31.58	30.00	5.71	42.11	37.50	35	38	40
All Grades	9.33	2.58	5.20	27.61	25.83	20.40	34.33	31.37	37.60	28.73	40.22	36.80	268	271	250

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	0.00	8.57	67.65	76.09	77.14	32.35	23.91	14.29	34	46	35
1	25.00	10.53	17.07	59.09	57.89	60.98	15.91	31.58	21.95	44	38	41
2	23.08	15.00	17.65	66.67	70.00	55.88	10.26	15.00	26.47	39	40	34
3	25.00	25.64	16.22	57.14	53.85	54.05	17.86	20.51	29.73	28	39	37
4	36.73	42.31	30.00	51.02	42.31	40.00	12.24	15.38	30.00	49	26	30
5	35.90	40.91	36.36	56.41	34.09	45.45	7.69	25.00	18.18	39	44	22
6	28.57	21.05	27.78	62.86	44.74	44.44	8.57	34.21	27.78	35	38	36
All Grades	25.75	21.03	20.85	59.70	54.98	54.89	14.55	23.99	24.26	268	271	235

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	5.88	13.04	5.71	41.18	58.70	62.86	52.94	28.26	31.43	34	46	35
1	20.45	5.26	2.27	52.27	55.26	65.91	27.27	39.47	31.82	44	38	44
2	38.46	25.00	12.90	51.28	62.50	70.97	10.26	12.50	16.13	39	40	31
3	39.29	20.51	43.59	39.29	38.46	41.03	21.43	41.03	15.38	28	39	39
4	44.90	26.92	39.29	40.82	42.31	32.14	14.29	30.77	28.57	49	26	28
5	89.74	43.18	52.63	2.56	29.55	21.05	7.69	27.27	26.32	39	44	19
6	67.65	28.95	51.52	29.41	47.37	18.18	2.94	23.68	30.30	34	38	33
All Grades	43.82	23.25	27.07	37.08	47.97	47.16	19.10	28.78	25.76	267	271	229

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	2.94	0.00	2.86	61.76	73.91	77.14	35.29	26.09	20.00	34	46	35
1	13.64	0.00	4.55	27.27	47.37	45.45	59.09	52.63	50.00	44	38	44
2	23.08	0.00	5.71	43.59	62.50	45.71	33.33	37.50	48.57	39	40	35
3	3.57	2.56	2.38	46.43	48.72	40.48	50.00	48.72	57.14	28	39	42
4	6.12	3.85	3.13	59.18	53.85	56.25	34.69	42.31	40.63	49	26	32
5	25.64	11.36	9.09	48.72	52.27	50.00	25.64	36.36	40.91	39	44	22
6	8.57	5.26	15.63	62.86	44.74	34.38	28.57	50.00	50.00	35	38	32
All Grades	12.31	3.32	5.79	49.63	55.35	49.59	38.06	41.33	44.63	268	271	242

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	26.47	33.33	28.57	20.59	35.56	34.29	52.94	31.11	37.14	34	45	35
1	4.55	0.00	2.44	59.09	55.26	65.85	36.36	44.74	31.71	44	38	41
2	23.08	7.50	27.59	56.41	55.00	41.38	20.51	37.50	31.03	39	40	29
3	21.43	5.13	0.00	60.71	58.97	85.29	17.86	35.90	14.71	28	39	34
4	20.41	34.62	7.69	57.14	38.46	61.54	22.45	26.92	30.77	49	26	26
5	33.33	9.09	15.79	48.72	63.64	63.16	17.95	27.27	21.05	39	44	19
6	42.86	10.53	18.92	57.14	68.42	62.16	0.00	21.05	18.92	35	38	37
All Grades	23.88	13.70	14.03	51.87	54.07	59.28	24.25	32.22	26.70	268	270	221

Conclusions based on this data:

1. Glow: All students in Kinder, 1st, 2nd, 4th, 5th and 6th grade during the 2024/25 school year outperformed the students in the same grade level in the 2023/24 school year in scoring a level 4 on the ELPAC.

2. Grow: English learners achieving level 3 is lower in 2024/25 than 2023/24 with showing a decrease of 4.23% from 30.63% to 26.40%, which represents an opportunity for further growth for English learners.
3. Equity: 1st grade students are at a significantly lower percentage for level 4 (0%) compared to all other grade levels, representing an area of focus and attention on English Language Development strategies to ensure equitable outcomes for this grade level of students.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
642	83.6%	41.3%	0.0%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	265	41.3%
Foster Youth	0	0.0%
Homeless	16	2.5%
Socioeconomically Disadvantaged	537	83.6%
Students with Disabilities	111	17.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	0.9%
American Indian	0	0.0%
Asian	7	1.1%
Filipino	10	1.6%
Hispanic	522	81.3%
Two or More Races	12	1.9%
Pacific Islander	4	0.6%
White	72	11.2%

Conclusions based on this data:

1. Socioeconomically Disadvantaged students make up 83.6% of the student population.

2. English learners are 41.3% of the student population. Professional Development focused on English Language Development will help reduce the percentage of English learners and increase Reclassification percentage.
3. Student with Disabilities present 17.3% of the student population, representing an area of focus and attention on strategies to ensure equitable outcomes for this group of students.

School and Student Performance Data

Overall Performance

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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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Glow: The conclusions are based on the 2024/25 scores and dashboard. We scored at the yellow performance level for English Learner progress showing a two performance level increase from red to yellow from previous year.
2. Grow: The conclusions are based on the 2024/25 scores and dashboard. We are rated in the orange for ELA and Math: Low Performance Level.

3. Equity: The conclusions are based on the 2024/25 scores and dashboard. We are rated in the red for Chronic Absenteeism: Lowest Performance Level. There was a considerable decrease in performance from Yellow: Medium Performance Level in 2023/24.

School and Student Performance Data

Academic Performance English Language Arts

The 2025 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.

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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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 45.5 points below standard Maintained 0.6 points 346 Students	English Learners Red 72.8 points below standard Maintained -2.8 points 151 Students	Long-Term English Learners No Performance Color 108.7 points below standard 11 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 123.5 points below standard Declined 10 points 12 Students	Socioeconomically Disadvantaged Orange 54.7 points below standard Declined 4.4 points 291 Students

Students with Disabilities  Orange 133.4 points below standard Increased 11.2 points 65 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Orange 51.1 points below standard Maintained -1.8 points 281 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Yellow 25.7 points below standard Increased 9.4 points 42 Students

Conclusions based on this data:

1. Glow: Las Palmas' White subgroup is at the yellow level with an increase of 26.6 points.
2. Grow: Socioeconomically Disadvantaged students from Las Palmas demonstrated a decline of 4.4 points.
3. Equity: One subgroup is rated in the red level, English Learners. The All Students group is in the orange. The conclusions are based on the 2024-2025 scores and dashboard.

School and Student Performance Data

Academic Performance Mathematics

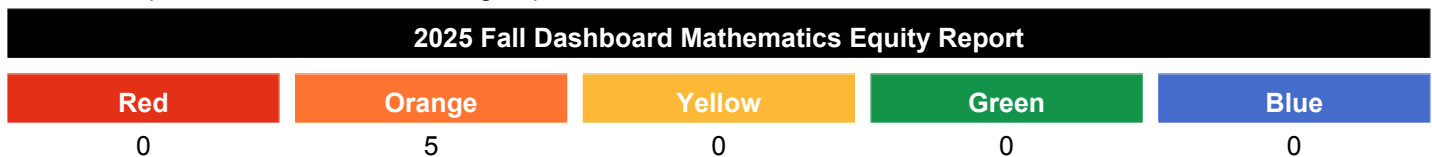
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 78 points below standard Maintained -2.8 points 353 Students	English Learners  Orange 96.8 points below standard Increased 5.1 points 155 Students	Long-Term English Learners  No Performance Color 147.6 points below standard 11 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 139 points below standard Increased 14.3 points 13 Students	Socioeconomically Disadvantaged  Orange 83.2 points below standard Declined 3.6 points 298 Students

Students with Disabilities  Orange 164.9 points below standard Increased 7.4 points 67 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Orange 80.5 points below standard Maintained -2.9 points 288 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Orange 69.7 points below standard Declined 4.3 points 42 Students

Conclusions based on this data:

1. Glow: Las Palmas' English learner subgroup increased 5.1 points from 101.9 points below standard to 96.8 points below standard. Las Palmas' Students with Disabilities subgroup increased 7.4 points from 172.3 points below standard to 164.9 points below standard.
2. Grow: Las Palmas' Socioeconomically Disadvantaged subgroup has declined by 3.6 points but it is maintaining at the orange level.
3. Equity: All subgroup are rated in the orange level. All Students group is at the orange level, maintaining at -2.8 points from 75.1 for 2023/24 to 78 points below standard for 2024/25.

School and Student Performance Data

Academic Performance Science

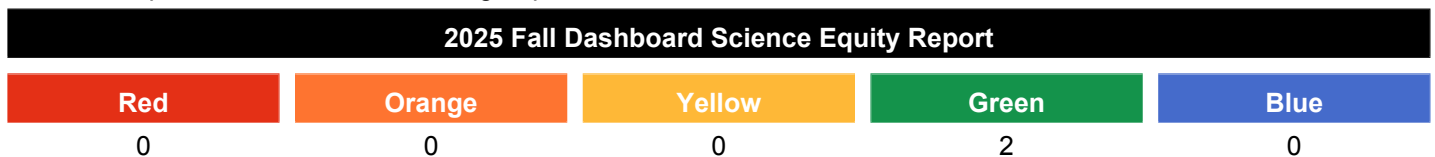
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Green 48.1 science points Increased 3.5 points 82 Students	English Learners  No Performance Color 42.8 science points Increased 2.8 points 28 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Green 46.4 science points Increased 2.9 points 72 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Green 48.3 science points Increased 4.8 points 68 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Conclusions based on this data:

1. Glow: All groups are rated in the green level. The Hispanic group increased by 4.8 points to 48.3 science points.
2. Grow: Socioeconomically disadvantaged group increased by 2.9 points to 46.4 science points.
3. Equity: All students group increased by 3.5 points to 48.1 science points.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 No Performance Color
41.1 making progress.	36.4 making progress.
Number Students: 209 Students	Number Students: 11 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.

2025 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
16.9%	43.3%	1.5%	38.3%

Conclusions based on this data:

1. Glow: The majority of English Learners are making progress as the performance level increased from red in 2023/24 at 39.1% to yellow 41.1% for 2024/25.
2. Grow: 33 students, 16.9%, decreased one ELPI Level.
3. Equity: 43.3% of English Learner students are maintaining at the same level and 1.5% maintained at level 4.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red 26.3% Chronically Absent Increased 4.2 676 Students	 Red 23.8% Chronically Absent Increased 4.1 281 Students	 No Performance Color 27.3% Chronically Absent Declined 1.3 11 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 0 Students	 Red 64.5% Chronically Absent Increased 19.5 31 Students	 Red 28.4% Chronically Absent Increased 4.6 570 Students

Students with Disabilities  Red 34.9% Chronically Absent Increased 5.4 129 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Hispanic  Red 25.8% Chronically Absent Increased 4.5 543 Students
Two or More Races  No Performance Color 43.5% Chronically Absent Increased 15.9 23 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Orange 23.4% Chronically Absent Declined 2.6 77 Students

Conclusions based on this data:

1. Glow: Las Palmas' White subgroup increased from the red range to the yellow range according to state measures with a significant decline of 26% to 23.4% demonstrating a 2.6 decline.
2. Grow: Overall, chronic absenteeism fell in the red range according to state measures at 26.1% in 2024/25 from 22.1% chronically absent in 2023/24. This is a 4.2 point increase from the prior school year.
3. Equity: Las Palmas' Students with Disabilities move from the orange range at 29.5% to the red range at 34.9% according to state measures with an increase of 5.4.

School and Student Performance Data

Conditions & Climate Suspension Rate

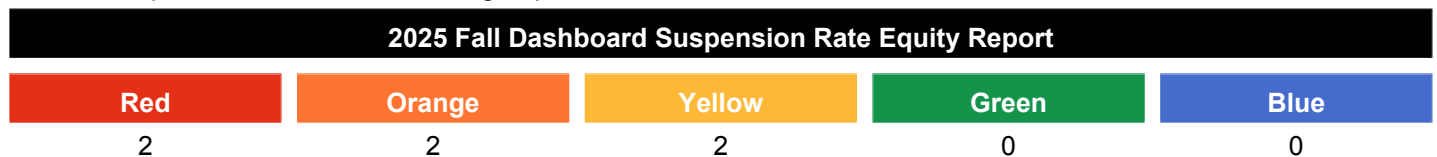
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 4.9% suspended at least one day Maintained -0.1% 720 Students	English Learners  Yellow 3.9% suspended at least one day Declined 0.6% 308 Students	Long-Term English Learners  No Performance Color 18.2% suspended at least one day Increased 11% 11 Students
Foster Youth  No Performance Color 0 Students	Homeless  Orange 8.1% suspended at least one day Declined 5.8% 37 Students	Socioeconomically Disadvantaged  Yellow 5% suspended at least one day Declined 0.7% 602 Students

Students with Disabilities  Red 11.9% suspended at least one day Increased 4.1% 134 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Hispanic  Orange 4.7% suspended at least one day Maintained 0.1% 576 Students
Two or More Races  No Performance Color 3.8% suspended at least one day Declined 2.6% 26 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	White  Red 8.6% suspended at least one day Increased 2.5% 81 Students

Conclusions based on this data:

1. Glow: The suspensions for English learners subgroup have declined by 0.6%, moving the subgroup from orange level to yellow level.
2. Grow: The suspensions for Whites subgroup increased by 2.5% and has decreased from orange level to the red level, which is the lowest performance level. The suspensions for Students with Disabilities increased 4.1% remaining in the red level and increasing from 7.8% to 11.9%.
3. Equity: English Learners, Socioeconomically Disadvantaged, and Hispanic/Latino populations are the highest significant groups. Since Las Palmas has a population of 83.6% Socioeconomically Disadvantaged, 41.3% EL and 81.3% Hispanic; the suspensions reflect this population.

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.

Academic Achievement

Las Palmas School will ensure all students will be provided with rigorous academic experiences that prepare them to be college and/or career ready upon graduation.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement: All students will be provided with rigorous academic experiences that prepare them to be college and/or career ready upon graduation.

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.

At Las Palmas Elementary 36% of students Met or Exceeded Standard for ELA. 20% of students at Las Palmas Met or Exceeded Standard for Math. 8.47% of Students With Disabilities (SWD) Met or Exceeded Standards on ELA, and 1.64% of SWD Met or Exceeded Standards on Math. 8.13% of English Learners (ELs) Met or Exceeded Standards for ELA, and 9.45% of ELs Met or Exceed standards in Math. 10% of students at Las Palmas scored overall level 4 scores. The SPSSA includes metrics to monitor very low academic performance as well as includes strategies and activities to address schoolwide needs and the needs of Students with Disabilities.

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
Percentage of Pupils with Access to Standards-aligned Instructional Materials (Source: Williams Report, 2025)	100%	100%
CAASPP ELA: Percent of Students in Grades 3-8 and 11, Scoring a level 3 or 4 (Source: CA Dashboard, 2025)	Overall Achievement for All Students - 36% increased by 6.08% from 29.92% Goal was met. English Learners - 8.13% decreased by .96% from 9.09%. Goal was not met. Goal was 15.09% Students with Disabilities - 8.47% increased by 5.14% from 3.33%. Goal was slightly not met. Goal was 9.33% Hispanic/Latino-32.88% increased by 5.35% from 27.53%. Goal was slightly not met.	Overall Achievement for All Students will increase by 6% for 2025/26 All Students - 42% English Learners - 14.27% Homeless - Not a significant group Students with Disabilities - 13%
CAASPP Math: Percent of Students in Grades 3-8 and 11, Scoring a level 3 or 4 (Source: CA Dashboard, 2025)	Overall Achievement for All Students - 20% increased by 1.76% from 18.54% Goal was not met. Goal was 25.54%. English Learners - 9.45% increased by 1.86% from 7.59%	Overall Achievement for All Students will increase by 7% for 2025/26 All Students - 30% English Learners - 15.2% Homeless - Not a significant group Students with Disabilities - 7%

	Goal was not met. Goal was 14.59% Hispanic/Latino-19.73% increased by 1.81% from 17.92% Goal was not met. Students with Disabilities - 1.64% increase from 0% Goal was not met. Goal was 7%.	
CAST: Percent of Students in Grades 5 Scoring a level 3 or 4 (Source: CA Dashboard, 2025)	Overall Achievement for All Students - 22% increased by 6.32% from 15.68%. Goal was met. Goal was set at 21.68%. English Learners - 4.55% increased from 0%. Goal was not. Goal was set at 6%.	Overall Achievement for students will increase by 6% for 2025/26 All Students - 28% English Learners - 6%
English Learner Progress Indicator: Percent of English Learners Who Increased at Least 1 ELPI Level OR Remained at ELPAC Level 4 (Source: CA Dashboard, 2025)	All Students (ELs) - 39.1% increased by 2% from 37.1%. Goal was not met. Goal was set at 44.1% Students remained at Level 4 - 2%	Overall Achievement for students will increase by 7% for 2025/26 All Students (ELS) - 44.1% Students remained at Level 4 - 9%
English Learner Reclassification Rate: Percent of English Learners Redesignated as Fluent English Proficient (RFEP) (Source: CALPADS RFEP List, 2026)	All Students (ELs) - 7.6% increased by .2% from 7.4%. Goal was not met. Goal was set at 14.4%.	Increase the reclassification rates of eligible students meeting RFEP criteria by 7% for 2025/26 All Students (ELs) - 14.6%

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	Provide a coherent multi-tiered system of support that focuses on academic success for all students, including at-risk subgroups and students on short-term independent study. Intervention materials and supplies as well as timesheets for Certificated and Classified Staff to provide after-school targeted intervention for students identified through the MTSS process or iReady Diagnostic scores.	All students	2,000 LCFF: Local Control Funding Formula 1000-1999: Certificated Personnel Salaries G101: Salary for Tutoring 1,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies G101: Books and supplies
1.2	Collaborate in data driven decision making teams to determine viable curricula, create common assessments, and analyze results to inform and modify instruction (PLCs). Provide PLC training for staff and administrators.	All students	3,000 LCFF: Local Control Funding Formula 5800: Professional/Consulting Services And Operating Expenditures G101: PLC training for teachers and substitute teacher salaries
1.3	Utilize Early Intervention aides to provide targeted intervention to students performing below standards in K-6.	All students	30,776 Title I 2000-2999: Classified Personnel Salaries Salaries for Early Intervention Paraeducator 9,783

			Title I 3000-3999: Employee Benefits Benefits for Early Intervention Paraeducator
1.4	Fund enrichment activities and purchase material and supplies that support Common Cores Standards to supplement student learning, development and activate engagement with school (i.e, college t-shirts, assemblies, field trips).	All students	5,000 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures G105: College and Career 5,000 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures G107: Visual & Performing Arts
1.5	Provide Designated English Language Development during Rotation and Integrated English Language Development during English Language Arts to increase student's language proficiency levels on the ELPAC.	English Learners	31,889 Title III 2000-2999: Classified Personnel Salaries Personnel Salaries 11,607 Title III 3000-3999: Employee Benefits Personnel Benefits
1.6	Provide Assistant Principal to support teachers with instructional strategies, professional development, classroom strategies, classroom materials, etc.	All Students	18,503 Title I 1000-1999: Certificated Personnel Salaries Salary for Assistant Principal 4,892 Title I 3000-3999: Employee Benefits Benefits for Assistant Principal
1.7	English learner initial and summative ELPAC testing	English Learners	3,185 LCFF: Local Control Funding Formula 1000-1999: Certificated Personnel Salaries G108: ELPAC Testing Substitutes

Annual Review

SPSA Year Reviewed: 2025-26

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.

Las Palmas Elementary completed seven of the seven strategies to address English Language Arts and Mathematics originally outlined in the 2025/26 SPSA. The first strategy focused on a multi-tiered system of support that included in

class intervention, instruction with the Intervention Paraprofessionals, and the Student Success Team process (SST). The second, third and fourth strategy focused on strengthening the content and consistency instruction delivery between similar programs and classrooms and performing regular walkthroughs by administration. It also provided time for structured PLT/PLC collaboration amongst teachers to share curricular materials and instructional approaches through peer/grade level observations and professional development. The fifth strategy was to utilize the Intervention Paraeducators for students struggling in grades K-6 in Designated English Language Development. In each grade level students were divided by either lexile or ELPAC scores to create leveled groups where teachers delivered targeted instruction. Las Palmas evaluated current student needs and utilized supplemental curriculum that was researched based to support English Learners. The Intervention Paraeducators provided an additional Newcomer group for English Language Development support and intensive instruction to supplement designated ELD. iReady lexile levels were used to refer students who were struggling in the respective grade level to receive additional help in the classroom and in a small group setting. The seventh strategy was to administer the ELPAC assessment for English learners initial and summative testing. It also provided time for structured PLT/PLC collaboration amongst teachers to share curricular materials and instructional approaches through peer/grade level observations, professional development, and reteach opportunities. Money was also used to help fund one of our Assistant Principals in order to support teachers with instructional strategies, professional development, and classroom support.

Las Palmas met 1 of the 6 metrics identified in the 2025/26 SPSA. The expected outcome for English Language Arts was to increase student achievement by 6%. This metric was met, as students increase from 29.92% to 36%. The expected outcome for Mathematics was to increase student achievement by 7%. This metric was not met, as students increased from 18.54% to 23%. The English Learner student performance on CAASPP in ELA and Math did not increase. For ELA the percentage decreased from 9.09% to 8.13%. The goal was to increase to 15.09%. For math the percentage increased from 7.59% to 9.45%. The goal was to increase to 14.59%. The goal for the ELPAC was to increase the overall achievement by 7%. The percentage increased from 37.1% to 39.1%.

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

The funding allocated for Goal 1 is from Title I - \$63,194 of which \$57,807 were utilized to pay for partial salary of the Assistant Principal and for the total salary for the Early Intervention Paraeducator. LCFF monies were a total of \$30,000 and Title III a total of \$41,971. The funding allocated for Title III were utilized to pay for Intervention Paraeducator salaries. The remainder of the monies were used to meet the remainder activities in Goal 1. All money was spent.

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.

Las Palmas will continue to focus on improving Tier 1 instruction; including small group instruction, the use of common formative assessments, goal setting, and ongoing data tracking. Staff will continue to receive coaching and professional development in the areas of foundational literacy and phonic skills, English Language Development instruction, learning intention and success criteria, academic discourse, active student engagement and checking for understanding strategies. Students identified via the MTSS process in need of additional support will receive appropriate, effective researched-based interventions during and after the school-day.

The following goal and metrics/indicators are being included in the 2026/27 SPSA in order to align with PJUSD LCAP:

Metrics/Indicators:

Percentage of Pupils with Access to Standards-aligned Instructional Materials

CAASPP ELA: Percent of Students in Grades 3-8, and 11 Scoring a Level 3 or 4

CAASPP Math: Percent of Students in Grades 3-8, and 11 Scoring a Level 3 or 4

CAST: Percent of Students in Grades 5, 8, and 11 Scoring a Level 3 or 4

English Learner Progress Indicator: Percent of English Learners Who Increased at Least 1 ELPI Level OR Remained at ELPAC Level 4

English Learner Reclassification Rate: Percent of English Learners Redesignated as Fluent English Proficient (RFEP)

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.

Student and Staff Safety and Wellness

Las Palmas will cultivate a safe and respectful learning environment that prioritizes the emotional health and well-being of all students and staff.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Student and Staff Safety and Wellness: PJUSD will cultivate a safe and respectful learning environment that prioritizes the emotional health and well-being of all students and staff.

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.

When looking at the California Healthy Kids Survey data for 2025/26 as well as the California Dashboard and Aeries, there was a clear indication Las Palmas needs to focus on continuing to decrease Chronic Absenteeism, Suspension Rates, and increase the School Connectedness for 5th and 6th grade. According to the CA Dashboard: Chronic Absenteeism is at 26.1% for all students at LP. 34.9% of Students with Disabilities and 23.8% of English learner students are chronically absent. Las Palmas increased Chronically absent percentage increased by 4% from 22.1% to 26.1% in 2024/25.

According to the Dashboard: Suspension Rates for all students at LP were 4.9%. Students with Disabilities had an increase of 4.1% from 7.8% to 11.9%. Las Palmas maintained the number of students suspended by -0.1% from 4.9% to 4.8% in 2024/25. Las Palmas had no school expulsions. The SPSA includes metrics to monitor very low performance as well as includes strategies and activities to address schoolwide needs and the needs of Students with Disabilities.

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
Attendance Rate: Percent of Students Attending School on a Daily Basis (Source: AERIES ADA Report, 2026)	All students 92.98% increased to 94.02%. Goal was met, set at 94%, there was a decrease of 1.08% from 92.98% to 94.02% Homeless - Not a significant group	Attain an attendance rate of 95% and increase 1% from previous year. All students 94% Homeless - Not a significant group
Chronic Absenteeism Rate: Percent of Students Chronically Absent from School (Source: CA Dashboard, 2025) (K-8)	All Students: 22.1% increased to 26.1%. Goal was not met. White: 26% English learners: 19.8% increased to 23.8%. Goal was not met. Students with Disabilities: 29.5% increased to 34.9%. Goal was not met.	Decrease Chronically Absent for all Students by 10% White: 16% English learners: 9.8% Student with Disabilities: 19.5%
Suspension Rate: Percent of Students Suspended at Least One Day (Source: CA Dashboard, 2025)	All Students: 4.9% decreased slightly by -0.1% to 4.8%. Goal not met. White: 6.2% increased to 8.6% - Goal not met.	Decrease Suspension Rate by 1% All Students: 3.9% White: 5.2% English learners: 3.5% Students with Disabilities: 6.8%

	English learners: 4.5% decreased to 3.9%. Goal was not met. Students with Disabilities: 7.8% increased to 11.9%. Goal was not met.	
Expulsion Rate: Percent of Students Expelled in Academic Year (Source: AERIES, 2026)	All Students: 3 students =.5% Goal not met.	Maintain the Expulsion rate to less than 1 student
California Healthy Kids Survey (CHKS): Average Percent of Students that Reported “Yes, most of the time” or “Yes, all of the time”, or, “Agree” or “Strongly Agree” on School Connectedness, Social and Emotional Learning Supports, and Anti Bullying Climate (Source: CHKS, 2025/26)	71% of 5th and 6th graders School Connectedness (CHKS, Table A6.7 elementary) goal not met decreased by 2% 76% of 5th and 6th graders Social and Emotional Learning Supports (CHKS, Table A7.1 elementary) goal not met decreased by 1% 71% of 5th and 6th graders Anti Bullying Climate (CHKS, Table A9.6 elementary) decreased by 5%, goal not met.	Increase by 10% of Students that 'Agree' or 'Strongly Agree' on School Connectedness, Social and Emotional Learning Supports, and Anti Bullying Climate (K-6). 82% of 3rd thru 6th graders School Connectedness (CHKS, Table A6.7 elementary) 86% of 3rd thru 6th graders Social and Emotional Learning Supports (CHKS, Table A7.1 elementary) 86% of 3rd thru 6th graders Anti Bullying Climate (CHKS, Table A9.6 elementary)
California School Staff Survey (CSSS): Percent of Staff that 'Agree' or 'Strongly Agree' on Staff Working Environment (Source: CSSS, 2025/26)	82% Supportive and inviting place for staff to work. (CSSS, Table A5.4) Goal not met decreased by 17% and is below 90%. 88% Promotes trust and collegiality among staff. (CSSS, Table A5.4) Goal not met decreased by 9% and is below 90%. 88% Is a safe place for staff. (CSSS, Table A5.4) Goal not met decreased by 22% and is below 90%. 88% Promotes personnel participation in decision-making that affects school practices and policies. (CSSS, Table A5.4) Goal not met decreased by 9% and is below 90%.	Maintain percentage at 90%+ of Staff that 'Agree' or 'Strongly Agree' on Staff Working Environment. 90%+ Supportive and inviting place for staff to work. (CSSS, Table A5.2) 90%+ Promotes trust and collegiality among staff. (CSSS, Table A5.4) 90%+ Is a safe place for staff. (CSSS, Table A5.4) 90%+ Promotes personnel participation in decision-making that affects school practices and policies. (CSSS, Table A5.4)
California School Parent Survey (CSPS): Percent of Parents that 'Agree' or 'Strongly Agree' on Student Learning Environment and Social and Emotional Supports (Source: CSPS, 2025/26)	Student Learning Environment: 98% This school is a supportive and inviting place for students to learn. (CSPS, Table A7.1) Goal was met. 96% This school is a safe place for my child. (CSPS, Table A7.1) Goal was met. Social and Emotional Supports: 97% My child's teachers are responsive to my child's social and emotional needs. (CSPS, Table A7.2) Goal was met.	Maintain percentage at 90%+ of Parents that 'Agree' or 'Strongly Agree' on Student Learning Environment and Social and Emotional Supports. 90%+ This school is a supportive and inviting place for students to learn. (CSPS, Table A7.1) 90%+ This school is a safe place for my child. (CSPS, Table A7.1) Social and Emotional Supports: 90%+ My child's teachers are responsive to my child's social and emotional needs. (CSPS, Table A7.2)

Tiered Fidelity Inventory (TFI) (Source: TFI, Spring 2026)	Tier 1 100% Tier 2 96% Tier 3 79% Received Silver Recognition for 2024/25	Receive Platinum recognition by maintaining high percentages on the Tiered Fidelity Inventory annual report.
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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
2.1	Site Safety and Discipline Support: Systematically identify evolving security needs, enhance protocols, and allocate resources to enhance safety, including training, cameras, and clear expectations for campus security.	All Students	18,503 Title I 1000-1999: Certificated Personnel Salaries Salary for Assistant Principal 4,892 Title I 3000-3999: Employee Benefits Benefits for Assistant Principal
2.2	PBIS with Emotional Support- Increase behavior support for students with a focus on restorative practices and targeted interventions for bullying (assemblies, class presentations, restorative circles, mental health support). Implemented proactive programs to support mental wellness as well as social-emotional supports for students and staff via counselors, and mental health clinicians.	All Students	4,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies G202: PBIS/SEL Items for teachers and students
2.3	Staff and Student Wellness- Provide comprehensive PBIS program that meet the wellness needs of both students and staff, including timely access and opportunities for those supports.	All Staff and All Students	4,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies G202:PBIS Mental Health and Supplies
2.4	Chronic Absenteeism for LP is at 26.1%. In order to address this, LP has implemented CIA Monday Badge winners, monthly perfect attendance recognitions, and attendance incentives. LP also awards attendance recognition to the top three classes with highest attendance and Ironman Trophy for the highest class percentage of attendance. Incentives for attaining 10 days of perfect attendance are awarded.	All Students	1,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies G204: PBIS Supplies 8,010 Title I 4000-4999: Books And Supplies Attendance Incentives
2.5	MTSS-Behavior, SEL, Attendance- Provide culturally relevant and inclusive classrooms to positively impact social emotional well-being and behavior for students.	All Students	6,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies G204: MTSS, Behavior, SEL & Attendance; Safety & Healthy activities: preventing bullying & integrate health & safety

2.6	Provide funding for timesheets for Certificated Staff to collaborate, attend professional development, visit partner sites, learn classroom behavior management, and attend coaching sessions. Cover the Sub costs for release time with the aim to retain qualified Staff who will improve student achievement in targeted performance groups.	All teachers	6,000 LCFF: Local Control Funding Formula 1000-1999: Certificated Personnel Salaries G204: MTSS, Behavior, SEL & Attendance
2.7	Advisors attend training to learn about and provide classroom presentations with Counselor/Student Support Specialist, support Red Ribbon Week activities, review and expand anti-drug/alcohol curriculum and delivery models with a focus on targeted interventions.	All Students	2,000 LCFF: Local Control Funding Formula 5800: Professional/Consulting Services And Operating Expenditures G202: PBIS/SEL and supplies
2.8	Provide a Student Support Specialist (S3) for students needing additional support.	All Students	26,858 Title I 2000-2999: Classified Personnel Salaries Salary for Student Support Specialist 9,783 Title I 3000-3999: Employee Benefits Employee Benefits
2.9	Attendance and Access to Enrichment & Extracurricular Activities School clubs supported mental health and expanded opportunities to create a sense of belonging and supportive school climate for students, through rallies, assemblies and lunch time activities, NHD, Garden Club, Student Council and other clubs.	All Students	2,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies G202: Material , supplies , etc. 1,000 LCFF: Local Control Funding Formula 1000-1999: Certificated Personnel Salaries G202: Extra duties forms

Annual Review

SPSA Year Reviewed: 2025-26

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.

Las Palmas completed 9 of the 9 activities identified in the 2025/26 SPSA. Las Palmas decreased by an average of no more than 3% on the California Healthy Kids Survey regarding students feeling safe at school, being treated with respect and having caring adult relationships. In addition, Las Palmas decreased the number of students taking the survey as only 5th thru 6th graders took the survey for the 2025-26 survey. Student, parent and teacher survey results were within 10% of each other. To improve school culture, implementation and refinement of SEL / PBIS Practices increased to meet student needs. The following have been provided: Student Support Specialist services five days a week, Elementary Counselor five days a week, and Mental Health Clinician increased from 3 days a week to 5 days a week. Las Palmas has provided Student Incentives and materials to help focus on PBIS and SEL. With the addition of these services, Las Palmas was able to provide more intensive support via small groups and individual sessions to support students in the areas of academic planning, coping strategies, mediations, and other areas of competency. Las Palmas continued to expand the Character in Action system where students were awarded prizes and badges for demonstrating

good character and participated in Terrific Friday activities. PBIS rewards for citizenship, attendance, behavior were received by students. The student DOJO store continues for 4th thru 6th grade students. Each classroom has a designed calming corner. A Garden club is established and it maintains and beautifies the school garden. Las Palmas met 3 out of the 7 metrics identified in the 2025/26 SPSA. Las Palmas met the following metrics listed: California School Staff Survey (CSSS): Percent of Staff that 'Agree' or 'Strongly Agree' on Staff Working Environment; California School Parent Survey (CSPS): Percent of Parents that 'Agree' or 'Strongly Agree' on Student Learning Environment and Social and Emotional Supports; and Tiered Fidelity Inventory (TFI). Las Palmas did not meet the following metrics listed: Attendance Rate: Percent of Students Attending School on a Daily Basis; Chronic Absenteeism Rate: Percent of Students Chronically Absent from School; Suspension Rate: Percent of Students Suspended at Least One Day; Expulsion Rate: Percent of Students Expelled in Academic Year; and California Healthy Kids Survey (CHKS): Average Percent of Students that Reported "Yes, most of the time" or "Yes, all of the time", or, "Agree" or "Strongly Agree" on School Connectedness, Social and Emotional Learning Supports, and Anti Bullying Climate.

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

The funding allocated for Goal 2 is from Title 1 - \$67,068 of which \$20,513 were utilized to pay for partial salary of the Assistant Principal and \$31,555 for the salary for the Student Support Specialist including benefits for both. LCFF monies were a total of \$24,000 and Title IV a total of \$5,000. The funding allocated for Title IV were utilized to pay for attendance incentives, academic achievement and behavior recognitions. The remainder of the monies were used to meet the remainder activities in Goal 2. All \$67,068 money was spent.

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.

The following goal and metrics/indicators are being included in the 2026/27 SPSA in order to align with PJUSD LCAP:

Metrics/Indicators:

Chronic Absenteeism Rate: Percent of Students Chronically Absent from School

Attendance Rate: Percent of Students Attending School on a Daily Basis

Suspension Rate: Percent of Students Suspended at Least One Day

Expulsion Rate: Percent of Students Expelled in Academic Year

California School Staff Survey (CSSS): Percent of Staff that 'Agree' or 'Strongly Agree' on Staff Working Environment

California School Parent Survey (CSPS): Percent of Parents that 'Agree' or 'Strongly Agree' on Student Learning Environment and Social and Emotional Supports

Tiered Fidelity Inventory (TFI)

California Healthy Kids Survey (CHKS): Percent of Students that 'Agree' or 'Strongly Agree' on School Connectedness, Social and Emotional Learning Supports, and Anti Bullying Climate

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.

Facilities and Resources

Las Palmas will maximize resources for students and staff to support educational excellence.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Facilities and Resources: Maximize resources for students and staff to support educational excellence.

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.

When speaking with educational partners, the staff parking lot does not have sufficient parking slots to accommodate the growing staff at Las Palmas. As the new staff parking lot is completed, the northwest parking on W. Las Palmas will be designated for visitor parking and drop-off before and after school only, new signage will be needed for the parking lot. During night events, there is not sufficient lighting in the hallways, entrances, and playground areas. In addition, the safety committee recommended for all classroom windows with plexiglass be replaced and be covered with a mirror tint or window wrap.

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
Facilities in Good Repair: Overall Rating of Facilities Maintained in Good Repair (Source: Williams FIT Reports, 2025)	Good	Good or Exemplary
Clean and Well-Maintained Facilities and Properties: Average Percent of Students, Staff, and Parents that Reported "Yes, most of the time" or "Yes, all of the time", or, "Agree" or "Strongly Agree" on Clean and Well-Maintained Facilities and Properties (Source: CA Healthy Kids Survey, 2025/26; CA School Staff Survey, 2025/26; CA School Parent Survey, 2025/26)	Clean and Well-Maintained Facilities and Properties 66% of Elementary Students: Is your school building neat and clean? It decreased by 5% from 71% to 66%. 75% of Staff: This school has clean and well-maintained facilities and property. It decreased by 14% from 89% to 75%. 94% of Parents: This school has clean and well-maintained facilities and property. It maintained at 94%.	Increase the percentage to 80% or higher for all groups, students, staff and parents. 80%+ of Elementary Students: Is your school building neat and clean? 80%+ of Staff: This school has clean and well-maintained facilities and property. 80%+ of Parents: This school has clean and well-maintained facilities and property.

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	Schoolwide cleanliness and pride campaigns such as new banners, posters around campus, paint, new trash cans and school signage	All Students	1,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies G301: Facility Projects
3.2	Repair, replacement of copiers, technology, and additional safety items such as lighting, signage around campus and parking lots, and window wrap/tint or fencing coverage.	All students	9,000 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures G301-Facility Projects
3.3	Transportation for school related field trips	All students	10,000 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures G303 Field Trip Transportation

Annual Review

SPSA Year Reviewed: 2025-26

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.

Las Palmas completed three of the three strategies identified in the 2025/26 SPSA related to Facilities and Resources: Maximize resources for students and staff to support educational excellence. For 3.1, all teachers and students assisted with our schoolwide cleanliness campaign by signing up for a week to help clean trash around the campus. For 3.2, there was a purchase and installation of two viewboards, replacement of PBIS posters throughout the campus and classrooms, replacement of conference table in principal's office and purchase of new cafeteria tables that convert into benches to replace existing tables. For 3.3, the school provided transportation for school related field trips for Kinder thru 5th grade.

Las Palmas met one of the two metrics identified in the 2024/25 SPSA. The first metric is Facilities in Good Repair: Las Palmas overall rating of facilities was Good for 2025/26 according to Williams FIT Reports. The goal was met. The second metric is Clean and Well Maintained Facilities and Properties. The following were the ratings according to the CA Healthy Kids Survey, 2025/26; CA School Staff Survey, 2025/26; CA School Parent Survey, 2025/26: Clean and Well-Maintained Facilities and Properties: 66% of Elementary Students: Is your school building neat and clean? It maintained at 66%. 75% of Staff: This school has clean and well-maintained facilities and property. It decreased by 14% from 89% to 75%. 94% of Parents: This school has clean and well-maintained facilities and property. It maintained at 94%. The percentages did not meet the goal of 80% or higher.

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

\$30,000 was budgeted for Goal 3. \$37,980 were spent to cover the cost of the three activities.

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.

The following goal and metrics/indicators are being included in the 2025/26 SPSA in order to align with PJUSD LCAP:

Metrics/Indicators:

Facilities in Good Repair: Overall Rating of Facilities Maintained in Good Repair

Clean and Well Maintained Facilities and Properties: Percent of Students, Staff, and Parents that 'Agree' and 'Strongly Agree' on Clean and Well-Maintained Facilities and Properties

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.

Communications and Collaboration

Las Palmas will provide parents, staff, and members of the community with a consistent stream of communication that is transparent and easily accessible to all.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Communications and Collaboration: Provide schools, parents, staff, and members of the community with a consistent stream of communication that is transparent and easily accessible to all.

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.

Parents and educational partners need to be given more opportunities for input before important decisions are made at Las Palmas. Parents and educational partners are also wanting more opportunities for Parent Education and opportunities to volunteer. According to the California School Parent Survey, only 77% of parents feel Las Palmas actively seeks input from parents before decision making. The school will focus on including parents through opportunities with SSC, ELAC, PTO, Coffee with the Principal meetings and whenever else possible. Metrics and strategies/actions have been included in the SPSA to address this identified area of needs.

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
California School Parent Survey (CSPS): Percent of Parents that 'Agree' or 'Strongly Agree' on Promotion of Parental Involvement and Communication with Parents About School (Source: CSPS, 2025/26)	91% of parents rated: School encourages me to be an active partner with the school in educating my child. (CSPS, Table A6.1) It increased by 5% from 86% to 91%. Goal was met. 77% of parents rated: School actively seeks the input of parents before making important decisions. (CSPS, Table A6.1) It decreased by 2% from 79% to 77%. Goal not met. 88% of parents rated: Parents feel welcome to participate at this school. (CSPS, Table A6.1) It increased by 1% from 87% to 88%. Goal was met. 92% of parents rated: School keeps me well-informed about school activities. (CSPS, Table A6.2)	Increase the rating of parents actively seeking the input of making important decisions to 80% or higher. 80%+ of parents rated: School encourages me to be an active partner with the school in educating my child. (CSPS, Table A6.1) 80%+ of parents rated: School actively seeks the input of parents before making important decisions. (CSPS, Table A6.1) 80%+ of parents rated: Parents feel welcome to participate at this school. (CSPS, Table A6.1) 80%+ of parents rated: School keeps me well-informed about school activities. (CSPS, Table A6.2)

	It decreased slightly by 1% from 93% to 92%. Goal was met.	
Parent Education Events: Number of Parent Education Events per Year (Source: PJUSD Parent Education Events List, 2025/26)	Held 14 Parent Education Events It maintained the same from previous year.	Maintain at 12 Parent Education Events
Parent and Community Volunteers: Number of Parent/Community Volunteers (Source: PJUSD Parent Volunteer List, Spring 2026)	Level 1 Volunteers: 30 decreased to 15. Level 2 Volunteers: 5 increased to 34.	Increase Level 1 & 2 Volunteers by 25% Level 1 Volunteers: 19 Level 2 Volunteers: 43

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	Parent Educational trainings and Family Nights: Math Night, Literacy Night, Book Bingo Night, and Valentine Family nights	All students and parents	2,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies G403: Parent Education material, supplies and printing 4,370 LCFF: Local Control Funding Formula 5800: Professional/Consulting Services And Operating Expenditures G403: Parent Education consultants
4.2	Parent Engagement: Back to School Block Party, PTO Events, Academic Assemblies, Promotion Ceremony, School Parades, Monthly Spirit and Character Assemblies, School performances and Talent Show.	All families	1,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies G405: Parent Engagement
4.3	Parent participation in activities and decision making at School Site Council Meetings, English Learner Advisory Committee, Parent Teacher Organization, Coffee with the Principal, and volunteering at school events.	All families	1,000 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies G405: Parent Engagement
4.4	Volunteer days for parents and community members to assist with cleaning and maintaining school property, i.e. garden club and Love Patterson	All students	500 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies G405: Parent Engagement

Annual Review

SPSA Year Reviewed: 2025-26

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.

Las Palmas completed 4 of the 4 strategy identified in the 2025/26 SPSA. Las Palmas held 14 Educational Family nights: Math night and Language Art as well as a Valentine's Family dance, Movie Night, Paint Night and Book Bingo Night. In addition, Back to School and Open House were held and well attended by families and students. A Parenting course consisting of topics on attendance, social emotional support and math strategies were held and conducted by the principal and assistant principals as facilitators of the events.

School Goal: Provide opportunities for parents to be informed of expectations and school information. Increase parent participation at school events by working closely with PTO to organize additional family events. Las Palmas offers opportunities for parents to participate at the school through School Site Council, English Learner Advisory Committee, Back to School, Open House and parent/teacher conferences. In person Family Literacy nights are held two times a year. A family Math night and a family Literacy Night and a family movie night will be provided for families plus a February Family Valentine Dance. Every family will receive material to take home during the events.

Las Palmas met 3 of the 3 metrics identified in the 2025/26 SPSA. For metric: California School Parent Survey (CSPS): Percent of Parents that 'Agree' or 'Strongly Agree' on Promotion of Parental Involvement and Communication with Parents About School the following are the results: Parent Education Events: Number of Parent Education Events per Year: 91% of parents rated: School encourages me to be an active partner with the school in educating my child. (CSPS, Table A6.1) It increased by 5% from 86% to 91%. Goal was met. 77% of parents rated: School actively seeks the input of parents before making important decisions. (CSPS, Table A6.1) It decreased slightly by 2% from 79% to 77%. Goal not met. 88% of parents rated: Parents feel welcome to participate at this school. (CSPS, Table A6.1) It increased slightly by 1% from 87% to 88%. Goal was met. 92% of parents rated: School keeps me well-informed about school activities. (CSPS, Table A6.2) It decreased slightly by 1% from 93% to 92%. Goal was met. For Parent Education Events: 14 parent events were held. This remained the same from the previous year. Parent and Community Volunteers: Number of Parent/Community Volunteers: Level 1 Volunteers: 30 decreased to 15. Level 2 Volunteers: 5 increased to 34. Goal was met as Level 2 volunteers increased by more than 25% percent.

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

The proposed expenditures were \$22,500 from LCFF for materials for parent education and parent engagement activities and nights throughout the year. The actual expenses used were \$12,500 from LCFF and not used were \$10,500 for activity 4.1 as no monies was needed to communicate the process and requirements for volunteering at school sites through parent-student handbook, website, parentsquare and facebook postings and less monies were needed for parent education.

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.

Las Palmas completed 4 of the 4 strategies identified in the 2025/26 SPSA. It was noted that part of activity 4.1 required no cost to implement. These activities will be removed. For the 2026/27 SPSA, Goal #4 will continue with four strategies/activities.

The following goal and metrics/indicators are being included in the 2026/27 SPSA in order to align with PJUSD LCAP:

Metrics/Indicators:

California School Parent Survey (CSPS): Percent of Parents that 'Agree' or 'Strongly Agree' on Promotion of Parental Involvement and Communication with Parents About School

Parent Education Events: Number of Parent Education Events per Year

Parent and Community Volunteers: Number of Parent/Community Volunteers

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.

Employee Success and Leadership Development

Las Palmas will build the capacity of all staff to improve academic achievement for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Employee Success and Leadership Development: Build the capacity of all staff to improve academic achievement for all students.

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.

Las Palmas had 9 probationary teachers in 2024/25 and has 6 probationary teachers in 2025/26. According to the PJUSD staff retention data, the district had 66% of teacher retention for 2nd year teachers (2 of 3 teachers). Las Palmas ensured that probationary teachers received the support, professional development, and coaching they needed in order to be successful. The SPSA includes metrics and strategies/activities to address the identified area of need.

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
Teacher Misassignment/ Vacancies: Number and Percent of Misassignment and Vacancies (Source: SARC, 2024/25 - Section: Conditions of Learning: Teachers)	Misassignments: 1.5 teacher - Goal was not met. Misassignments for English Learners: 3.9% - Goal was not met. Vacant Positions: 0 - Goal was met.	Misassignments: 0 Misassignments for English Learners: 0% Vacant Positions: 0
1st and 2nd Year Teacher Retention: Percent of 1st and 2nd Year Teacher Retention (Source: PJUSD Staff Retention Data, 2025/26)	1st Year Teacher Retention: 100% - Goal was met. 2nd Year Teacher Retention: 100% - Goal was met.	1st Year Teacher Retention: 100% 2nd Year Teacher Retention: 100%
Teacher Participation in Professional Development and Coaching: Percent of Teachers Who Participate in PD or Coaching (Source: PJUSD Professional Development & Coaching Calendar, 2025/26)	100% of teachers participated in District and/or Site Professional Development. Goal was met.	100% teacher participation

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
5.1	Comprehensive Professional Development for all staff	All students	2,500 LCFF: Local Control Funding Formula 1000-1999: Certificated Personnel Salaries G501: Teacher training and substitute for teacher training
5.2	Provide instructional support for all staff to ensure success and effectiveness of instruction	All students	1,500 LCFF: Local Control Funding Formula 2000-2999: Classified Personnel Salaries G501: Classified training and substitute for paraeducator
5.3	Collaboration time with PLT and/or vertical alignment.	All students	1,000 LCFF: Local Control Funding Formula 1000-1999: Certificated Personnel Salaries G501: Teacher training and substitute for teacher training
5.4	Attend PBIS Annual Conference	All students	1,000 LCFF: Local Control Funding Formula 1000-1999: Certificated Personnel Salaries G501: Teacher training and substitute for teacher training

Annual Review

SPSA Year Reviewed: 2025-26

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.

Las Palmas met 4 of the 4 strategies identified in the 2025/26 SPSA. These strategies included: comprehensive professional development for all staff, provide instructional support for all staff to ensure success and effectiveness of instruction, collaboration time with PLT and vertical alignment and attend PBIS Annual Conference. For the PBIS Conference, Principal along with two staff members attended the conference. Las Palmas was recognized for their Silver level award for implementation of PBIS tiers in 2024/25.
Las Palmas met 2 out of the 3 metrics. Las Palmas met the teacher retention and the teacher participation and professional development and coaching metric. Las Palmas partially met metric for misassignments and 1st year Teacher Retention.

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

All \$6,000 budget monies in LCFF were spent on salaries and substitute teachers to provide professional development for all staff and collaboration time with Professional Learning Communities and vertical alignment, and PBIS conference for substitutes for teachers and administrator to attend conference.

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.

The following goal and metrics/indicators are being included in the 2026/27 SPSA in order to align with PJUSD LCAP:

Metrics/Indicators:

Teacher Misassignment/ Vacancies: Number and Percent of Misassignment and Vacancies

1st and 2nd Year Teacher Retention: Percent of 1st and 2nd Year Teacher Retention

Teacher Participation in Professional Development and Coaching: Percent of Teachers Who Participate in PD or Coaching

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	\$120,621.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$255,551.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

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	\$132,000.00
Title III	\$43,496.00

Subtotal of additional federal funds included for this school: \$175,496.00

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 (\$)
LCFF: Local Control Funding Formula	\$80,055.00

Subtotal of state or local funds included for this school: \$80,055.00

Total of federal, state, and/or local funds for this school: \$255,551.00

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
Title I	132,000	0.00
Title III	43,496	0.00
LCFF: Local Control Funding Formula	80,055	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF: Local Control Funding Formula	80,055.00
Title I	132,000.00
Title III	43,496.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	53,691.00
2000-2999: Classified Personnel Salaries	91,023.00
3000-3999: Employee Benefits	40,957.00
4000-4999: Books And Supplies	31,510.00
5000-5999: Services And Other Operating Expenditures	29,000.00
5800: Professional/Consulting Services And Operating Expenditures	9,370.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF: Local Control Funding Formula	16,685.00
2000-2999: Classified Personnel Salaries	LCFF: Local Control Funding Formula	1,500.00
4000-4999: Books And Supplies	LCFF: Local Control Funding Formula	23,500.00
5000-5999: Services And Other Operating Expenditures	LCFF: Local Control Funding Formula	29,000.00

5800: Professional/Consulting Services And Operating Expenditures	LCFF: Local Control Funding Formula	9,370.00
1000-1999: Certificated Personnel Salaries	Title I	37,006.00
2000-2999: Classified Personnel Salaries	Title I	57,634.00
3000-3999: Employee Benefits	Title I	29,350.00
4000-4999: Books And Supplies	Title I	8,010.00
2000-2999: Classified Personnel Salaries	Title III	31,889.00
3000-3999: Employee Benefits	Title III	11,607.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	126,635.00
Goal 2	94,046.00
Goal 3	20,000.00
Goal 4	8,870.00
Goal 5	6,000.00

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
Teresa Murillo	Principal
Amy Montoya	Classroom Teacher
Shelly Tardif	Classroom Teacher
Adriana Rodriguez	Classroom Teacher
Victoria White	Other School Staff
Maryanne Davison	Parent or Community Member
Isabel Barradas	Parent or Community Member
Sara Ahmed	Parent or Community Member
Beatriz Romo	Parent or Community Member
Ana Maria Ponce	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



English Learner Advisory Committee

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 May 19, 2026.

Attested:



Principal, Teresa Murillo on May 19, 2026



SSC Chairperson, Maryanne Davison on May 19, 2026