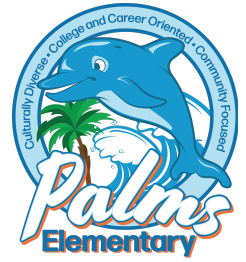




**Los Angeles Unified School District
Palms Elementary and School for Advanced Studies
School Site Council Meeting #3**



Agenda

Date | Fecha: November 5, 2025

Time | Hora: 2:45–3:55pm

In person Meeting Location: Palms Elementary Room 25

Zoom Meeting Link: <https://lausd.zoom.us/j/82596631628>

Meeting Id: 825 9663 1628

I.	Welcome/Call to Order The hybrid meeting was called to order at 2:45PM by Sophia Webster-Quiroz, TSP/CPA.
II.	Flag Salute The committee declined to conduct the flag salute..
III.	Public Comment A moment was presented for public comment. No non-committee members were present, and no comments were made.
IV.	Roll Call (Action) Roll call was conducted by Sophia Webster-Quiroz, TSP/CPA. 7 out of 10 members were present. Quorum was established. Sign in and Zoom usage report are attached.
V.	Approval of October Minutes (Action) Committee members were given a chance to read the minutes from the October meeting. Afterward, there was a time for corrections. Michelle Peters made a motion to approve the minutes. The motion was seconded by Donald Kelly. 7 were in favor, 0 opposed, none abstained. The motion passed and the minutes were approved.
VI.	Comprehensive Needs Assessment (Action) - Sophia Webster-Quiroz informed the committee of the purpose of the Comprehensive Needs Assessment in writing the 2026–2027 SPSA. The committee considered data on ELA (iReady, SBA), math (iReady, SBA), EL progress (ELPAC, ELPI progress), attendance, and parent engagement (SES survey data, Parent Portal registration). - ELA – The team noticed that there were a large number of students in the red in 5th grade. Michelle Peters asked about how much of the data is accurate vs. students’ taking of iReady seriously. Mr. Kelly said that for him it did not seem too far off from students’ general performance in class. The team also noticed a discrepancy between iReady and SBA results in ELA. The team agreed that basing our ELA goal on DFS would be a more accurate way to measure students’ growth, rather than the more narrow color bands. Ms. Temple mentioned wanting to disaggregate the data based on skill so that we could have more information about students’ needs. moving forward. Mr. Kelly spoke about his personal experience in his 5th grade class and needs for reading comprehension and spelling. We also discussed that current 4th and 5th grade students experienced learning loss in the primary grades due to online learning during COVID, which could explain gaps in foundational skills and other aspects that might play a role in scores. - Math – The team noticed that there are a greater percentage of students performing in red on iReady in each successive grade level. We noticed that there are lower overall scores in SBA math data. Teachers again mentioned gaps in foundational

math skills that are affecting understanding at upper grades. Again, we want to focus our goal for next year on DFS to include students who may not meet or exceed standard but may make growth within their band.

- EL Progress – We examined ELPI and ELPAC data. Current ELPI progress data does not include students who have not taken summative ELPAC for 2 years, so we expect the percentage to go up this year when current 1st graders take summative ELPAC. We see that a focus for ELs is for more students to pass summative ELPAC, especially in primary grades. There are few English Learners in the upper grades.
- Attendance – We noted major improvements compared to last year's attendance data. The team mentioned the PSA counselor and attendance incentives as possible reasons for the improvement. Michelle Peters and Sarah Wait mentioned that attendance incentives can sometimes be challenging because students may experience serious health challenges (excused absences) that then preclude them from participating in attendance incentives. Ms. Temple also agreed that excused absences or improved attendance might be factored into the awards and incentives to motivate more students.
- Parent engagement – The team celebrated 100% parent completion of the SES compared to 51% in the 23/24 survey. The team noted that survey items mentioning teachers had high percentages of parents agreeing or strongly agreeing. Michelle Peters noted lower satisfaction with clerical/office staff, who are the frontline for parents entering the school. The team also discussed how parent volunteers can be better recruited, organized, and utilized so that parents feel that their contributions are valued. We also discussed ideas of more ways to access information, including flyers being available for those preferring paper copies or outdoor display boards to show upcoming events. Ms. Webster-Quiroz mentioned that many Spanish-speaking families report not feeling supported in availability of translation in the front office. Michelle Peters mentioned in relation to the school providing academic support for students that GATE students usually miss out as intervention efforts are focused on students needing more support. The team agreed that survey items related to school safety and bullying were rated quite low, which was disheartening. We also looked at Parent Portal enrollment data; most students who do not have parents enrolled yet are in TK or are newcomers to the school, and Ms. Padilla is working to get them enrolled.
- We discussed issues of parent volunteers needing to check in at the Parent Center before volunteering, which can be logistically challenging. The location of the room may impede parent engagement. Sarah Wait suggested having a virtual queue of tasks for parent volunteers to complete, such as making copies or stapling packets, in order to streamline requests from teachers and include families who want to be involved but don't want to work in classrooms. Ms. Bruhwiler mentioned that parent volunteers could make announcements at Monday assemblies about upcoming volunteer opportunities. She also suggested having parent volunteers work in the library to offer that space as an alternative for students who do not want to play outside.
- The team then considered recommendations from ELAC, which were in line with the findings of the SSC.
- Ms. Webster-Quiroz told the team that she would synthesize the ideas discussed into goals in the online SPSA system for approval at the December meeting. During that meeting, we will discuss the goals and budget information for the 26/27 school year. Donald Kelly made a motion to approve the Comprehensive Needs Assessment. Michelle Peters seconded the motion. 7 members were in favor, 0 opposed, 0

abstained. The motion carried and the Comprehensive Needs Assessment was approved to be used in writing the SPSA.

VII.

Announcements

- Next meeting will be Wednesday, December 10, 2025 at 2:45pm in Room 25 and on Zoom. The topic will be writing the 2026-2027 SPSA and discussing the Title I budget allocations.

X.

Adjournment (Action)

- Motion to end the meeting was made by Michelle Peters. The motion was second by Donald Kelly. All were in favor. The motion passed and the meeting was adjourned at 3:55pm.