



School Plan for Student Achievement (SPSA) Template

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Monroe Elementary	01-61291-6002430	April 29, 2026	June 16, 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 School Site 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.

Plan Purpose

The purpose of our plan is to continue our growth with, and for our students. We believe that as we focus on certain student groups, while implementing Universal Design for Learning strategies and techniques, that we can raise the achievement of all students. A second purpose of our plan is to continue to build growth in the positive and healthy social emotional capacity of our community.

Based on our data, our School Wide focus for 2026-27 will continue to be Math, ELD, and we will continue to focus on our students with IEP's in all areas. We will continue to focus support for our African American students, to build on their gains and help them continue their growth towards meeting standards. We will continue to focus on attendance as we have been successful in lowering our chronic absenteeism and have more work to do in that area. Based on our strong data from the California Healthy Kids Surveys, and other feedback from our LCAP sessions, we will continue our work using Soul Shoppe, ToolBox, and Inner Explorer, as our anchors for our Social Emotional Teaching and Learning. New for 2026-27 we will incorporate a therapist to focus on small group sessions for students who would benefit from support with social skills. We also plan to use Prop 28 money on a shared (with Jefferson,) theater arts teacher, who will be tasked with leading grade level productions. We will also expand our work with Lead by Learning to move forward on our Action Research work by incorporating Classroom Learning Visits to our site collaboration plan.

Plan Description

This plan is being used to meet the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs, aligning to the San Leandro Unified School District LCAP Goals:

Goal 1: Universally Designed Teaching and Learning for College and Career Success

Goal 2: Positive School Climate and School Connectedness

Goal 3: Equity and Inclusion with Families and Employee Engagement

This year, our SPSA is focused on three main areas: Strengthening our instruction in Math, ELD, and Universal Design focused on Culturally Competent Teaching and Learning, maintaining our robust enrichment and academic support, and engaging and supporting our students and our families to support their overall well being (social emotional learning and connection.) These three areas are identified due to the CAASPP data, which shows our need for a focus on math, our anecdotal data, which supports building our enrichment and support systems, and our CHKS data, which supports the work we continue to do with Social Emotional Learning, and making connections with Families and the communities we serve.

Education Partner Involvement

How, when, and with whom did the 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

At James Monroe we include and engage with our whole community while planning, writing, and executing our Single Plan for Student Achievement (SPSA.) This year we held five meetings to gain formal input into our planning process. We started with the School Site Council (SSC.) We met with SSC and shared the Graduate Profile, the goals of the district, and Monroe Data. We discussed and brainstormed what programs we liked and saw as effective, and we discussed other items we wanted to introduce. Some of the ideas that came out of that meeting were more support for Multilingual Learners, additional academic support overall, and support for Multilingual Families. Next we met with teachers and brainstormed in the same way. They also focused on additional academic support, as well as curriculum support in math. We also met twice in open meetings, and invited the whole school community. We held one meeting in the morning, and one meeting in the evening, to gather input from our school community. And finally, we met in our English Language Advisory Committee (ELAC) meeting, to get specific input from our ELAC families. All together we held 5 meetings with our community, to gain input, insight, and ideas. At each meeting, we brainstormed and discussed the programming that we believe is effective (based on our data,) and brainstormed new ideas that we want to consider. And at each meeting, it was discussed that this is an ongoing process, and feedback and suggestions are always welcome.

Date	Community Partner Group	Engagement Description
1/16/26	School Site Council (SSC)	Met as a SSC to discuss the Graduate Profile, district goals, and

	On Zoom	Monroe data; and brainstormed ideas for our SPSA.
1/16/26	School Site Council (SSC) Meeting, Zoom	Met with SSC to discuss the Graduate Profile, district goals, and Monroe data; and brainstormed ideas for our SPSA.
1/21/26	ELAC Meeting, 8:15am	Met with ELAC to discuss the Graduate Profile, district goals, and Monroe data; and brainstormed ideas for our SPSA.
1/21/26	Staff Meeting	Met with Monroe Teachers to discuss the Graduate Profile, district goals, and Monroe data; and brainstormed ideas for our SPSA.
2/10/26	Open Meeting, 8:15am	Met with James Monroe community members to discuss the Graduate Profile, district goals, and Monroe data; and brainstormed ideas for our SPSA.
2/10/26	Open Meeting, 6:00pm	Met with James Monroe community members to discuss the Graduate Profile, district goals, and Monroe data; and brainstormed ideas for our SPSA.

Comprehensive Needs Assessment

Student Demographics 2025-26

# Students	# English Learners	# Newcomers	# Socioeconomically Disadvantaged	# Students with Disabilities			
438	137	29	372	94			
# Black/African	# White	# Hispanic/Latino	# Asian	# Filipino	# Pacific Islander	# American	# Two or more races

American						Indian/Alaskan Native	
33	36	157	136	24	9	0	34

CA School Dashboard 2025

Monroe Student Group	ELA	Math	Science	Chronic Absenteeism	Suspension	English Learner Progress
All Students	-19.4 pts 1.2 pts 203	-40.4 pts ↑ 8.7 pts 208	52.8 pts -1.9 pts 79	17.3% ↓ 6.9% 427	0% 0% 438	
English Learners	-31.4 pts ↑ 3.8 pts 77	-46.4 pts ↑ 10.3 pts 82	51.4 pts ↓ 2.1 pts 33	20.1% ↓ 6.5% 144	0% 0% 148	56.1% ↑ 17.4% 82
Long-term EL	**	**	**	**	**	
Foster Youth	**	**	**	**	**	
Homeless	**	**	**	**	**	
Socioeconomically Disadvantaged	-24.4 pts 2.6 pts 173	-42.9 pts ↑ 11.4 pts 178	-52.2 pts -0.6 pts 65	18.2% ↓ 7.9% 358	0% 0% 368	

Students with Disabilities	-63.6 pts ↑ 38.2 pts 48	-83.4 pts ↑ 62.8 pts 48	42.6 pts ↑ 10.8 pts 15	23% ↓ 9% 100	0% 0% 101	
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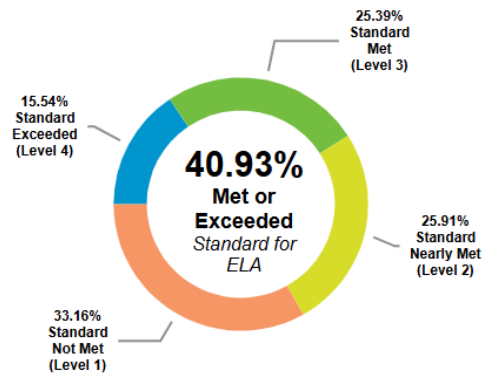
Monroe Student Group	ELA	Math	Science	Chronic Absenteeism	Suspension
All Students	-19.4pts 1.2 pts 203	-40.4 pts ↑ 8.4 pts 208	52.8 pts -1.9 pts 79	17.3% ↓ 6.9% 427	0% 0% 438
African American	-54.6 pts ↓ 17.4 pts 18	-89.1pts ↑ 3.7 pts 18	**	23.5% ↓ 9% 34	0% 0% 36
American Indian or Alaska Native	**	**	**	**	**
Asian	6.3 pts 0.6 pts 51	5.1 pts ↑ 5.2 pts 54	51.6 pts ↓ 16.5 22	9.9% ↓ 4.1% 141	0% 0% 142
Filipino	14.1 pts ↓ 15.9 pts 18	3.7 pts ↑ 12.8 pts 18	**	13.8% ↑ 3.4% 29	0% 0% 30
Hispanic	-28.4 pts -1.5 pts 82	-55.7 pts ↑ 3.7 pts 84	51 pts ↓ 6.9 pts 29	21.6% ↓ 9.7% 148	0% 0% 151
Native Hawaiian or Pacific Islander	**	**	**	**	**
White	-119.2 pts ↓ 34.6 pts 11	-145 pts ↓ 22 pts 11	**	17.2% ↓ 12.8% 29	0% 0% 31

Two or more races	-29.1 pts ↑ 27 pts 15	-71.1 pts ↑ 23.1 pts 15	**	22% ↓ 2.4% 41	0% 0% 42
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CAASPP/ELPAC Results

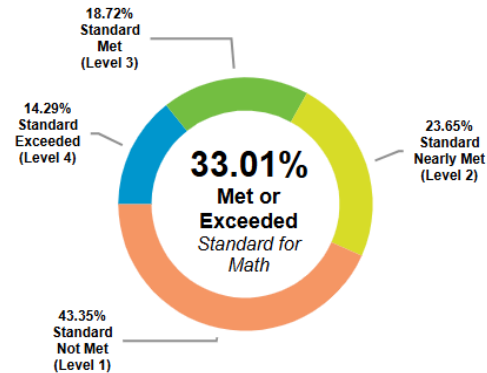
ELA

Percent of students within each achievement level



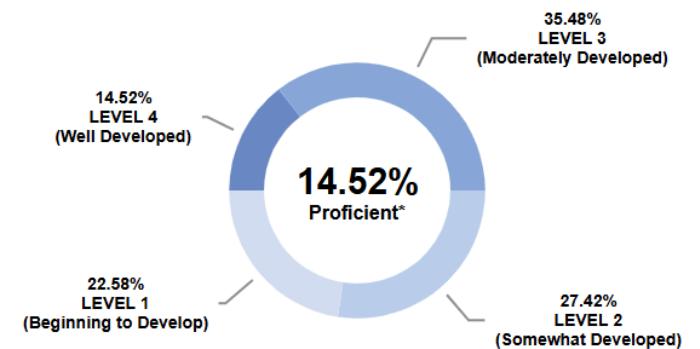
Mathematics

Percent of students within each achievement level



English Language Proficiency for Summative ELPAC

Percent of students within each performance level



Additional Data

Monroe CalSCHLS Survey Highlights

California School Parent Survey:

Parents feel welcome to participate at this school.	97% of parents agree or strongly agree
School staff treat parents with respect.	98% of parents agree or strongly agree
School staff take parent concerns seriously.	93% of parents agree or strongly agree
School keeps me well-informed about school activities.	97% of parents agree or strongly agree
This school promotes academic success for all students.	97% of parents agree or strongly agree
This school treats all students with respect.	98% of parents agree or strongly agree
This school communicates the importance of respecting different cultural beliefs and practices.	98% of parents agree or strongly agree
This school is a safe place for my child.	99% of parents agree or strongly agree

California Healthy Kids Survey

Do the teachers and other grown-ups at school care about you?	88% of students say yes all or most of the time
Do the teachers and other grown-ups at school want you to do your best?	95% of students say yes all or most of the time.
Are you happy to be at/with this school?	82% of students say yes all or most of the time.
Do you feel like you are part of this school?	80% of students say yes all or most of the time.
Do teachers treat students fairly?	87% of students say yes all or most of the time.
Do you feel safe at school?	78% of students say yes all or most of the time.

California School Staff Survey

This school is a supportive and inviting place for students to learn.	100% of staff agree or strongly agree.
This school is a safe place for students.	100% of staff agree or strongly agree.
This school is a supportive and inviting place for staff to work.	93% of staff agree or strongly agree.
This school is a safe place for staff.	93% of staff agree or strongly agree.
This school uses objective data in decision making.	100% of staff agree or strongly agree.
Adults who work at this school really care about every student.	100% of staff agree or strongly agree.

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Data Analysis

When we look at our data we see the story of our school. We see based on our CHKS data that our community is thriving in the areas of safety, collaboration, and community. We see that our largest student groups are our Latino, Asian, English Learner, and students with IEP's. We see that our students are farther away from meeting standards overall in Math in contrast to ELA and Science. Additionally, our growth number was negative in Math, where our ELA growth was neutral and our science growth was positive. Our data also shows that chronic absenteeism is going down (in the right direction,) and we will continue to focus on attendance every day for all student groups.

Resource Inequities

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

School Wide Program

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

LCAP Goal 1: Universally Designed Teaching and Learning for Lifelong College and Career Success

School Goals:

ELA: All students/student groups will increase their ELA CAASPP score by 10%, moving closer to meeting standards or exceeding standards in ELA, by the next state test; with a special emphasis on our African American students, Hispanic/Latino students, White students, and students with disabilities.

ELD: All English Learners will move up at least one level on ELPAC by their next test administration (1 year.)

Math: All students will improve 10% on the Math CAASPP, getting closer to meeting or exceeding standards in Math by the next state test with a special emphasis on African American students, White students, students with two or more races, and students with disabilities.

We have identified that we want to raise the proficiency levels of our students in ELA, ELD, and Math. We want to raise all student groups by 10% on the CAASPP. We believe that when we focus on raising all levels, while identifying focal students, we will be more successful in meeting our goal. Our Focus Student Groups will be African American students, Hispanic/Latino students, White students, and students with disabilities. For ELD, we want to ensure that all students move up one level per year. In Math our Focal Student Groups will be African American students, White students, students with two or more races, and students with disabilities based on our current data.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
ELA.1	Monitor ELA Instruction to ensure a comprehensive literacy approach and ensure supplemental phonics programs are used daily.	–Facilitate a comprehensive literacy approach including guided reading, independent reading, and read alouds (literature.) –Use district curriculum for ELA including supplemental phonics programs	-Teacher Weekly Schedules -Daily Lesson Plans if needed	N/A
ELA.2	Purchase School Wide/Grade Level Read Aloud Books	Use/Read read aloud books to students	Ask teachers and kids about the books (lesson plans if needed)	\$5,000.00

ELA.3	Each student receives 2 free books	Distribute Books (take kids to school book fairs)	Students will have their books, Book Fair Schedules	\$4,500.00
ELA.4	*Purchase Library Books to stay current and relevant	Bring kids to the library weekly	Library Schedule	\$5,000.00
ELA.5	Purchase Brain Pop and Flocabulary for 1 Year, School Wide	Provide Access for Teachers	Anecdotal Feedback, Monitor Teacher Usage	\$8,105.00
ELD.1	Ensure ELD Instruction 30 minutes per day at EL level	Teachers include ELD daily in schedule	Lesson Plans Regrouping	N/A
ELD.2	ELD Support Group All Year (2 enrichment sessions)	Refer students (3rd-5th Grade)	Scheduled Enrichment Student Attendance	\$1,000.00
ELD.3	Utilize our ELD Para	Assist para to assist kids	Para Schedule	N/A
Math.1	Plan/Secure Math PD (continue with Math Teacher PD)	Attend PD and Incorporate New Learning	Principal Observations	\$5,180.00 Multi Funded, CCSPP
Math.2	Continue I Group Collaboration Supported by Lead by Learning Plan Classroom Collaboration Visits	Action Research, Classroom Collaboration Visits	I Group Meetings in PD Schedule and Classroom Collaboration Visit Schedule	N/A Funded by CCSPP
Math.3	Small Group Math Intervention	Provide Small Group Math Intervention	Attendance Lesson Plans	\$6,000.00
General. 1	Provide All Classroom and Office Supplies	Orders	Packing Slips	\$7,328.00

General. 2	Provide Teachers With Extra Classroom Materials as Needed for PBL and Other Lessons	Provide Budget Information	Keep Track of Expenditures	\$4,000.00
General. 3	Hourly for Teachers (ILT Retreat, ILT Meetings, Hourly Intervention, Extra Duties)	Offer Opportunities	Time Cards, Keep Track of Expenditures	\$10,000.00
General. 4	Headphones	Purchase Orders	Budget Expenditure	\$1,000.00
General. 5	Outdoor Education	Plan Trip	Purchase Trip	\$25,000.00
General. 6	Art Money for Art Teacher	Provide Budget	Receipts	\$1,000.00
General. 6	PE Money for PE Teacher	Provide Budget	Receipts	\$1,000.00

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
10% Increase in Student Proficiency on State Testing Data Overall and For Identified Sub Groups	Math Current, 33% Proficient ELA Current, 41% Proficient	Math, 43% Proficient ELA, 51% Proficient

Goal 2

LCAP Goal 2: Positive School Climate and School Connectedness

Our goal is to have at least two parent meetings with our specific (cultural and SPED) parent groups next year (open to all.) These parent meetings are in addition to our ELAC, PTO, and SSC meetings. We also want to have at least one assembly representing each of our main cultural groups throughout the school year. We will also have a multi cultural pot luck at the end of the year. We also plan to have two family dances, as well as a math/science evening. We will also have a parent series called School Smarts for parents and guardians who choose to access. These are in addition to the personal connections that we build through greeting families daily, messages on Parent Square, Parent Square posts keeping everyone updated, etc.

Identified Need:

We will continue with our ongoing social emotional curriculum and support programs that have been part of the Monroe program for many years: Soul Shoppe, Inner Explorer, Toolbox. We will add social skills groups, led by a therapist, for students who may benefit from this type of support.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
2.1	Cultural Assemblies	Bring Classes to Assemblies. Participate in Assemblies as Requested	Schedule of Assemblies, Invoices	\$6,120.00 Multi Funded, CCSPP
2.2	Continue with Soul Shoppe, Tool Box, and Inner Explorer, Peacemakers	Attend Planned Sessions of Soul Shoppe, Implement Tool Box, Implement Daily Inner Explorer School Wide	Tool Box Posters in Every Room, Soul Shoppe Flyers in Use in Classrooms/Displayed, Schedules for Soul Shoppe, Lesson Plans Including Inner	\$9,000.00

			Explorer Daily	
2.3	Contract with Wellness Together to add a Social Skills Group Therapist	Refer students who may benefit from social skills group	Student List/Schedule, Contract	CCSPP Funded

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
We will make note of the number of parents/families that attend parent meetings. We hope to have similar numbers or more parents/families attend meetings.	We will look at the number of parents who attended each meeting last year and work to have the same number (or more) attend this year.	More students and families will feel connected to our school/attend events
We will use CHKS data to compare our numbers that relate to Social Emotional Safety as well as physical safety.	See CHKS Data	

Goal 3

LCAP Goal 3: Equity and Inclusion with Families and Employee Engagement				
School Goal: All families and employees will feel safe and welcome to attend school events, and give input to enhance our learning community.				
Identified Need:				
Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure

				Funding Source and Amount
3.1	Cultural Parent Meetings/SPED Parent Meeting Open to All	Invite Parents/Families	Notices/Agendas/Sign in Sheets	\$6,000.00
3.2	Cultural Events Open to All	Invite Parents/Families	Notices/Agendas/Sign in Sheet	CCSPP Funded
3.3	Keep All Families Updated with Parent Square	Ensure All Families Access Parent Square	Check With Parents That they Receive Parent Square Messages, Check Rates	0
3.4	Provide Food For Teachers During Long Meetings and Special Events	Purchase Food	Receipts	\$5,000.00
3.5	Translation of Written Materials and Meeting Spaces	Provide Translation	Meeting Notes	\$4,129.00

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign in Sheets, Check for New Names	Sign in Sheets	Increase in number of parents attending
Anecdotal	Check in with Families	Increased Communication/Connection

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 deleted.

Our strategies were effective in moving the school community forward. We still have work to do on the goals.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We made some progress on our goals and still have more work to do. We increased our ELA score by .6 points on the state test. We improved our Math score by 2 points on the state test. We increased our ELD score by 5.5 points on the state test. We had over 20 parents at each of our cultural parent meetings, and had at least two assemblies/events for each cultural group. We had 10 families at our SPED family meeting.

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

There were no major differences. We will continue to focus on math, since the data still shows we are further behind standards in math. Our internal data shows that teachers need more support in math. However, we will also continue to work on English Language Arts, as we are below standards in that area as a school as well.

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.

Based on our analysis, we will continue with our programming. We will increase our professional development for Math in order to work on higher levels of proficiency based on the state test data as well as anecdotal data from teachers. We will continue our work with Multi Lingual students as our data shows our strategies are effective.

Proposed School Site Budget

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Unrestricted	Title I	LCAP Initiatives	Secondary Graduation	Secondary Athletics	Translation Budget	Outdoor Ed	Total Site Allocation
0000	3010	0888	0000	0000	0000	0999	
403	320	001	112	133	155	001	
\$22,328	\$29,680	\$33,225	n/a	n/a	\$4,129	\$25,000	\$114,362

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$31,700.00

Total Federal Funds Provided to the School from the LEA for CSI

n/a

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA.

\$110,716.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title 1	\$29,680.00

Subtotal of additional federal funds included for this school: \$29,680.00

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 (\$)
LCAP	\$33,225.00
Unrestricted	\$22,328.00
Translation	\$4,129.00
Outdoor Ed	\$25,000.00

Subtotal of state or local funds included for this school: \$84,682.00

Total of federal, state, and/or local funds for this school: \$114,362.00

Detailed School Site Budget

James Monroe

2026-27 Budget

(Does not include Community Schools Budget)

Budget: Title 1** (3010)	Amount: \$29,680.00	Notes
PD (Math, UDL, Culturally Competent Instruction)	\$5,180.00	Multi Funded, CCSPP
Soul Shoppe	\$9,000.00	6 sessions (3 sessions for 4th/5th Grade)
Take Home Books for Students (Book Fair)	\$4,500.00	(\$10.00/Student)
Teacher Hourly (Leadership Retreat, ILT Meetings, CSAT Meetings, Intervention, Extra Duties, etc.)	\$10,000.00	Multi Funded, CCSPP (Includes 1 Day ILT Retreat)
Headphones	1,000.00	

Budget: Enrichment, Intervention, Library (0888)	Amount: \$33,225.00	
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Cultural Assemblies/Celebrations	\$6,120.00	Multi Funded, CCSPP
ELD/ELPAC Student Support, Incentives, Celebrations	\$1,000.00	
Classroom Literature Books	\$5,000.00	Math Focus
Brain Pop	\$4,000.00	
Flocabulary	\$4,105.00	
Library Books*	\$5,000.00	
Enrichment Library Hours*	\$6,000.00	Multi Funded, CCSPP
Art Specialist Budget*	\$1,000.00	
PE Specialist Budget*	\$1,000.00	

*District Mandated

Budget: Unrestricted (0000)	Amount: \$22,328.00	
Supplies (pencils, paper, etc.)	\$7,328.00	Multi Funded, Prop 28

Classroom Enrichment Supplies, \$200/Teacher	\$4,000.00	
Food/Drinks for Staff Meetings/Staff Celebrations	\$5,000.00	
Food/Treats for Community Meetings	\$6,000.00	

****Title 1 is approved by SSC.**

Continued:

Translation budget: \$4,129.00 (District)

Outdoor Education Budget: \$25,000.00 (District)

Community Schools Grant:

\$270,000.00 (Year 4)

Coordinator

Food, Clothing, and Supply Pantry

Parent Socials/Meetings/Trainings

Social Skills Groups (extra therapist hours)

English Classes for Parent/Guardians (no monetary cost)

After School Enrichment

After School Intervention

Staff Professional Development (Math Focus)
Sub Release Days for Collaboration (Math)
Mural Project
Assemblies

Prop 28 (The Arts): Theater Arts Teacher + Supplies
SLED PBL Project Budget:
SLED Field Trip Budget:

Paid by the District:

Full Time Parent Facilitator
Full Time Intervention Teacher
Full Time Library Tech
Technology
Various Online Platforms
COST Coordinators
Nurse
District Coaches
Summer Learning
Extended School Year
SPED Support

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:

Name	Role
Nelly Bothi	Member, SSC President, Parent
Maria Martell	Member, ELAC Rep, Parent
Monique Tapia	Member, Parent
Marquette Harris	Member, Parent
Elizabeth Franco	Member, Parent
Jeannette McNeil	Member, Principal
Lynette Watkins	Member, Community Schools TOSA
Ryan Bosque	Member, Teacher
Julia Lew	Member, Teacher
Rebecca Jauregui	Member, SSC Secretary, Parent Facilitator

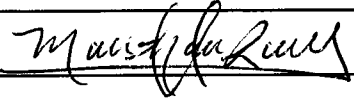
Recommendations and Assurances

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.

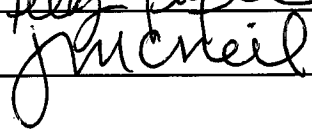
The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Name	Signature	Committee
Maria Martel		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 April 29, 2026

Name	Signature	Date	Role
Nelly Bothi		4/29/26	SSC Chairperson
Jeannette McNeil		4/29/26	Principal