

James Madison School Year: 2026-27



School Plan for Student Achievement (SPSA) Template

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Madison Elementary	01-61291-6002414	May 13, 2026	June 16, 2026

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

This SPSA template consolidates all school-level planning efforts into one plan for Madison programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), under 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.

California's ESSA State Plan supports the state's approach to improving student group performance by utilizing 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 with flexibility to design programs and offer services that meet the needs of students to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous action, reflection, and improvement cycles. 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

Purpose of this Plan: Schoolwide Program and English Learner Development

James Madison Elementary is implementing a **Schoolwide Program** for the 2026–2027 school year and has not been identified for Additional Targeted Support and Improvement or Targeted Support and Improvement. This School Plan for Student Achievement aligns with the **San Leandro Unified School District Local Control and Accountability Plan (LCAP)** and is supported through **Title I funding** to improve outcomes for all students, with targeted support for English Learners and other student groups.

Grounded in our school culture of “STEM, STEAM, Make, Dream,” this plan reflects our commitment to academic excellence, equity, and belonging. As a 2024 National Blue Ribbon School recognized for closing the achievement gap, Madison continues to build on strong student outcomes in English Language Arts, Mathematics, and Science.

In alignment with LCAP goals focused on **high-quality instruction, equitable access, and student engagement**, our 2026–2027 priorities include:

- **Strengthening English Learner Development (ELD)** through consistent implementation of designated and integrated ELD aligned to California ELD Standards
- **Increasing English Learner reclassification rates** through targeted instruction, data monitoring, and coordinated supports
- **Building staff capacity** through professional learning focused on culturally responsive teaching, language

development, and effective instructional practices

- **Expanding equitable access** to rigorous, standards-aligned instruction, including STEM, computer science, and language-rich learning experiences. Removing barriers for students with diverse Extensive Needs and ensuring a well-rounded and integrated approach to teaching and learning.
- **Supporting the whole child** by integrating social-emotional learning and inclusive practices that improve engagement and reduce disciplinary disparities

Title I resources support these efforts by providing supplemental instruction, intervention, and professional development to ensure all students, particularly English Learners, students with disabilities, and students from historically underserved groups, meet grade-level expectations.

This plan is informed by our LCAP community meetings and reflects our shared commitment to recognizing student brilliance, removing barriers, and preparing every learner for college, career, and community leadership.

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

Our Goals and What Our Data Tells Us

At James Madison Elementary, we believe families deserve to clearly understand how our students are doing and where we are growing as a school. We look at our data closely to make the best decisions for our children.

Our students are making strong progress overall. Many of our student groups are performing at or above standard, and we have seen growth across subjects like reading, math, and science. This reflects the hard work of our students, teachers, and families.

At the same time, our data helps us identify where we can improve. For our **English Learners**, we are seeing more students make progress in learning English. Last year, about **62 percent of students showed growth**, which is a big improvement from the year before. However, about **one-third of students are still not making enough progress**, so we know we need to strengthen how we support language development every day in every classroom.

In **math and science**, we are continuing to grow, especially through hands-on learning, STEM projects, and real-world problem solving. Our goal is to make sure every student, especially those who need extra support, has access to strong instruction and meaningful learning experiences that build confidence and skills.

We also know that **family partnership matters**. Madison is a beautifully diverse and multilingual community, with many families speaking Cantonese, Spanish, Mandarin, Vietnamese, and other languages. We want every family to feel informed, welcomed, and connected to their child's learning. We are working to increase opportunities for families to participate, share their voices, and partner with us in new ways.

What We Are Focusing On

Based on what we are learning from our data, we are focusing on three important areas this year:

- **Supporting English Learners** so more students grow in their language skills and reach reclassification
- **Strengthening math and science learning** through engaging, hands-on, and challenging experiences
- **Increasing family engagement** so every family feels connected, informed, and empowered

We are proud of the progress we have made and committed to continuing this work together. When schools and families

partner, our students thrive. At Madison, we will continue to build a school where every child feels confident, capable, and supported to reach their full potential.

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

Stakeholder Engagement in the Development of the 2026–2027 SPSA

The 2026–2027 School Plan for Student Achievement was developed through a collaborative process involving the School Site Council, English Learner Advisory Committee, families, staff, and students.

The **School Site Council (SSC)** reviewed schoolwide data, including California Dashboard, CAASPP, and ELPAC results, and guided the development and approval of the plan. Data discussions and program updates helped identify key priorities, including English Learner Development, mathematics and science achievement, and student well-being.

The **English Learner Advisory Committee (ELAC)** provided input on English Learner progress, reclassification, and family engagement. Their feedback informed the plan's focus on strengthening ELD instruction and increasing support for multilingual learners and their families.

Families shared input through Parent Coffee Chats, PTO meetings, and school events, emphasizing the importance of communication, access, and partnership. **Staff** contributed through collaborative data analysis and instructional planning, while **students** shared feedback on their sense of belonging and engagement.

The SPSA reflects input from all stakeholder groups and is grounded in both data and community voice to support

continuous improvement for all students.

Date	Community Partner Group	Engagement Description
4/21/26	SSC Meeting	During the SSC meeting, the principal shared updates on upcoming schoolwide events and priorities, including State Testing from April 21 through April 30, the Environmental Engineering Expo on April 28, Mosaic, the Fun Run, and Open House. A key focus of the meeting was the review of the 2026 to 2027 SPSA, during which SSC members discussed school goals, planned actions, and priorities to support student achievement and continuous improvement.
3/24/26	ELAC Meeting	During our ELAC meeting, the committee members reviewed and provided feedback on the draft SPSA goals, particularly those related to EL reclassification support and family engagement.
4/13/26	Staff Meeting	During the staff meeting, teachers had an opportunity to reflect on Madison's progress toward the three district goals and share feedback on actions we can take here at Madison to help achieve the goals by improving family and community engagement, ensuring all students have equal access to their education, and cultivating a school climate of safety and belonging.
4/20/26	EL Needs Assessment	The English Learner Needs Assessment sought feedback from parents and caregivers regarding our support of English Learner student

		achievement. Most respondents understand the reclassification process and are aware of the support their students are receiving as English learners. They report that students at Madison feel emotionally and academically supported and are making progress.
2/10/26, 2/27/26	Parent/Community Meetings	We shared the three district goals at the parent and community LCAP feedback meeting. Then we prompted the attendees to provide feedback on actions we can take here at Madison to help achieve the goals by improving family and community engagement, ensuring all students have equal access to their education, and cultivating a school climate of safety and belonging.

Comprehensive Needs Assessment

Student Demographics 2025-26

# Students	# English Learners	# Newcomers	# Socioeconomically Disadvantaged	# Students with Disabilities			
730	211	20	542	109			
# Black/African American	# White	# Hispanic/Latino	# Asian	# Filipino	# Pacific Islander	# American Indian/Alaskan Native	# Two or more races
26	15	159	428	42	4	2	39

CA School Dashboard 2025

Madison Student Group	ELA	Math	Science	Chronic Absenteeism	Suspension	
All Students	6.9 pts ↓ 4.3 pts 279	5.1 pts ↓ 3.9 pts 275	63 pts ↑ 4.2 pts 77	14.6% ↓ 2.2% 720	2.1% ↑ 1.2% 726	
English Learners	-14.4 pts -0.1 pts 117	1.7 pts ↑ 6 pts 114	58.8 pts ↑ 13.2 pts 28	13.7% ↓ 3.1% 227	2.1% ↑ 2.1% 233	38.1% ↓ 10.5% 134
Long-term EL	**	**	**	**	**	
Foster Youth	**	**	**	**	**	
Homeless	-5.2 pts ↓ 5.3 pts 195	-6.8 pts ↓ 7.3 pts 192	58.4 pts 1.8 pts 50	18.7% ↓ 1% 504	2.6% ↑ 2.1% 508	
Socioeconomically Disadvantaged	-38.8 pts ↑ 11.1 pts 56	-64.2 pts -1.9 pts 52	47.2 pts ↑ 11.7 pts 15	33.3% ↓ 5.7% 120	3.3% ↑ 2.4% 121	

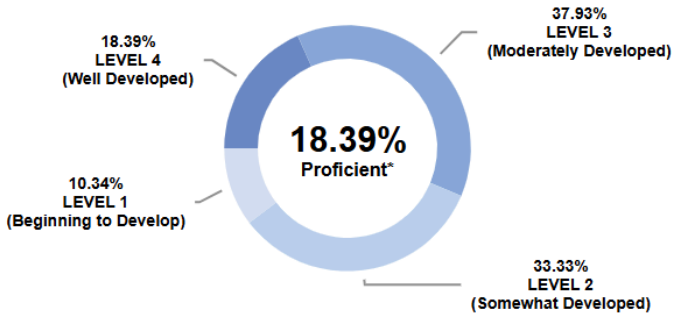
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African American	**	**	**	20% ↓ 4.1% 25	0% 0% 25
American Indian or Alaska Native	**	**	**	**	**
Asian	21 pts ↓ 5.8 pts 146	36.1 pts - 0.3 pts 145	70.8 pts ↑ 8.6 pts 36	4.4% 0% 383	0.8% ↑ 0.5% 386
Filipino	30.4 pts ↑ 23.2 pts 17	20.5 pts ↑ 10.2 pts 17	**	13.7% - 0.2% 51	0% 0% 51
Hispanic	-16.2 pts ↓ 3.2 pts 78	-35 pts ↓ 13 pts 75	57.2 pts ↑ 8.3 pts 21	31.4% ↓ 10.6% 175	4.5% ↑ 2.2% 178
Native Hawaiian or Pacific Islander	**	**	**	**	**
White	-6.2 pts ↓ 8.6 pts 14	-18.1 pts ↑ 20.8 pts 14	**	16% ↑ 10.1% 25	4% ↑ 1.1% 25
Two or more races	23.4 pts ↑ 42.9 pts 11	-30.8 pts ↑ 13.8 pts 11	**	21.4% ↓ 1% 56	5.4% ↑ 5.4% 56

CAASPP/ELPAC Results

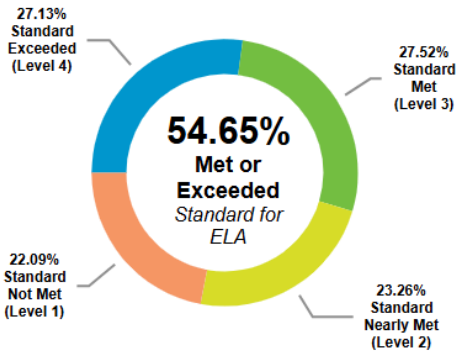
English Language Proficiency for Summative ELPAC

Percent of students within each performance level



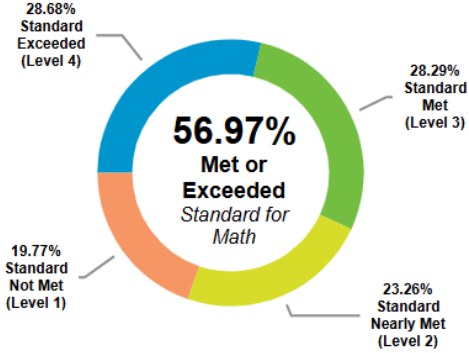
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level



Additional Data

While overall performance improved—All Students increased +8.7 pts in ELA and +6.2 pts in Math—data revealed key challenges:

- Students with Disabilities had the lowest scores (-49.9 pts in ELA, -62.3 pts in Math) and the highest chronic absenteeism rate (39%).
- English Learners made gains, but still scored below standard, and Long-term ELs need closer monitoring.
- Hispanic/Latino students had 42% chronic absenteeism, the highest of any group.
- African American students' scores in ELA (-20.9 pts) and Math (-43.9 pts) dropped despite improved attendance.
- Teachers and students in grades 3–5 reported increasing anxiety, peer issues, and emotional challenges.

Madison CalSCHLS Survey Key Indicators 2025-2026

Parent Surveys	All %
Parent Involvement • Promotion of parent involvement	61
• Parental Involvement in School	64
• The school encourages me to be an active partner	65
• The school actively seeks the input of parents	50
• Parents feel welcome to participate at this school	72

School Supports for Students	
• Student learning environment	59
• School is a safe place for my child	61
• School motivates students to learn	61
• School has adults who really care about students	65
• Opportunities for meaningful student participation	60
• Communication with parents about school	57
• Teachers are responsive to children's social and emotional needs	92
• The school provides parents with advice and resources to support their child's social and emotional needs	80
Rules & Facilities	
• The school enforces rules equally	62
• The school treats all students with respect	72
• School promotes respect for cultural beliefs	73
• Substance use problems	20
• School disorder	30
• Harassment or bullying (Large problem)	21
• Clean and well-maintained facilities	55

5th Grade Student Surveys	All %
Student Engagement and Supports	
• School Connectedness	89
• Academic motivation	88
• School boredom	32
• Caring adults in school	80
• High expectations-adults in school	82
• Meaningful participation	58
• Facilities upkeep	63
• Parent involvement in schooling	78
• Social and emotional learning supports	83
• Anti-Bullying Climate	75
School Safety and Cyberbullying	
• Feel safe at school	98
• Feel safe on the way to and from school	90
• Been hit or pushed	35
• Mean rumors spread about you	22
• Called bad names or the target of mean jokes	35

• Saw a weapon at school	5
• Cyberbullying	10
School Disciplinary Environment	
• Rule clarity	76
• Students well behaved	59
• Students are treated fairly when breaking rules	63
• Students treated with respect	93
Substance Use & Health	
• Alcohol or drug use	12
• Eating breakfast	81
• Late bedtime (10 pm or later)	10
Mental Health	
• Frequent sadness	5
• Wellness (feel good and happy)	90

Staff Surveys	All %
School Supports for Students	
• Caring adult relationships	61
• High expectations-adults in school	62

• Student meaningful participation	56
• Promotion of parental involvement	51
• Student learning environment	62
• Facilities upkeep	57
• Support for social-emotional learning	49
• Provides adequate counseling support services	47
• Anti-Bullying Climate	59
School Supports for Staff	
• Staff working conditions	50
• Staff collegiality	44
School Safety	
• Is a safe place for staff	50
• Is a safe place for students	53
Fairness, Rule Clarity, and Respect for Diversity	
• Fairness and rule clarity	43
• Respect for Diversity	50
Academic Motivation and Student Behavior	
• Students are motivated to complete schoolwork	43
• Students' readiness to learn	41
• Harassment/bullying (Mod/Severe problem)	18

• Student depression (Moderate/Severe problem)	27
Training Needs	
• Positive behavioral support/management	53
• Creating a positive school climate	38
• Meeting social/emotional/dev. needs	56
• Supporting students exposed to trauma	68

Data Analysis

A review of the 2025 California Dashboard data shows continued areas of strength at James Madison Elementary, reflecting the impact of strong instruction, targeted supports, and a schoolwide commitment to student growth, belonging, and equity.

Overall Student Performance

All students demonstrated continued progress, particularly in science, with an increase of +4.2 points. While ELA and math show slight declines from the prior year, James Madison remains above standard in both areas, reflecting a strong academic foundation. Chronic absenteeism also decreased by 2.2 percent, showing improvement in student engagement and school attendance systems.

English Learners

English Learners showed meaningful growth in mathematics (+6 points) and strong gains in science (+13.2 points). Chronic absenteeism also declined by 3.1 percent for this group. These outcomes reflect increased access to rigorous instruction, stronger academic supports, and continued attention to language development. While ELA remains an area for continued growth, the progress in math, science, and attendance highlights important movement in the right direction.

Asian Student Group

Asian students continue to be a strong performing group at James Madison. They remained above standard in both ELA and math and continued to show gains in science. Their outcomes reflect consistent academic achievement and remain a strength for the school.

Socioeconomically Disadvantaged Students

Socioeconomically disadvantaged students showed growth in ELA (+11.1 points) and science (+11.7 points), and chronic absenteeism decreased by 5.7 percent. These gains suggest that targeted supports, improved access, and schoolwide efforts to strengthen attendance and engagement are making a positive difference. Math remains an area for continued focus.

Filipino Student Group

Filipino students demonstrated notable growth, including +23.2 points in ELA and +10.2 points in math. This student group continues to show strong academic momentum and represents an important area of success for the school.

Attendance and Engagement

Attendance data reflects a positive trend across several student groups. Chronic absenteeism decreased for All Students, English Learners, African American students, Hispanic students, Filipino students, and socioeconomically disadvantaged students. These improvements reflect stronger support systems, increased family engagement, and continued efforts to create a school environment where students feel connected and supported.

Resource Inequities

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

Resource Inequities

Through the comprehensive needs assessment, several resource inequities were identified that impact student outcomes at

James Madison Elementary.

The comprehensive needs assessment identified several resource inequities that continue to affect student access and outcomes at James Madison Elementary. Data show that English Learners, students with disabilities, Hispanic or Latino students, and socioeconomically disadvantaged students are not yet performing at the same levels as their peers in English Language Arts and mathematics, and some groups also experience higher rates of chronic absenteeism.

The school also identified a need for stronger language development supports, targeted academic intervention, culturally and linguistically responsive instruction, and improved communication and engagement for multilingual families. To address these inequities, James Madison Elementary will prioritize resources to strengthen instruction, expand intervention and ELD supports, improve family partnership, and increase equitable access to learning opportunities for all students.

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

Goal 1: English Language Arts:

- A. By the end of the 2026 to 2027 school year, James Madison Elementary will improve literacy outcomes for all learners in grades K to 5, with a particular focus on English Learners, Hispanic or Latino students, and students with disabilities, as measured by a 5 point increase in ELA performance on the CAASPP for grades 3 to 5 and a 5 point increase on local reading assessment data for grades K to 5.

Identified Need:

The 2025 California Dashboard showed that while All Students remained above standard in ELA at +6.9 points, overall performance declined by 4.3 points from the previous year. English Learners scored -14.4 points in ELA, and Hispanic or Latino students scored -16.2 points. Additional local data also identified students with disabilities as a group with some of the lowest literacy performance, showing a need for stronger Tier 1 instruction, targeted intervention, and language development support.

Goal 2: STEM, Science, and Environmental Engineering

- B. By the end of the 2026 to 2027 school year, James Madison Elementary will expand equitable access to STEM and science learning for all students through Math, Amplify Science, Mystery Science, MakerSpace, the school garden, standards aligned STEM curriculum, and family STEM and Expo parent community nights with a focus on environmental engineering, as measured by an increase in science performance from 63 points to 66 points for All Students and continued growth for focal student groups.

Identified Need:

This goal serves all students, with attention to English Learners, Hispanic or Latino students, and other student groups who benefit from increased access to engaging, hands-on, standards-aligned science and STEM learning. The 2025 California Dashboard shows that science is a strength at James Madison Elementary, with All Students scoring 63 points and increasing by 4.2 points. English Learners scored 58.8 points, up 13.2 points, while Hispanic or Latino students scored 57.2 points, up 8.3 points. These results show that continued investment in science and STEM learning is supporting student growth. Educational partner input and schoolwide planning also identified the importance of maintaining strong access to high-quality science instruction, real-world problem solving, environmental engineering, MakerSpace learning, school garden experiences, and family engagement through STEM and Expo community nights. To build on this progress, James Madison Elementary will continue to align programs, materials, and learning experiences through Amplify Science, Mystery Science, standards-aligned STEM curriculum, and hands-on environmental learning opportunities for all students.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
ELA	Secure supplemental license to support the development of foundational ELA skills for grades K-2.	Utilize platforms in grades K-2 to provide differentiated, targeted skills practice in phonics, reading comprehension, and writing.	E-Spark Data reports, progress monitoring, student growth tracking- Intervention Platform	Title 1 Contracted Services \$7296.00
ELA	Enhance early comprehensive literacy through online platforms to support daily, targeted interventions and to address student-specific skill gaps in phonics and	Integrate online platforms into daily instruction to provide targeted phonics and reading support. Monitor student progress, adjust instruction based on data, and reinforce skills taught	Evidence of implementation includes Lalilo usage reports, student progress data, lesson plans showing integration with phonics instruction, teacher notes or reflections, and alignment with LETRS scope	Title 1 Contracted Services \$2877.00

	reading. Ensure alignment with LETRS-informed instruction, monitor usage and progress data, and support teachers in integrating the program to strengthen foundational literacy skills.	through LETRS-informed lessons to support individual learning needs.	and sequence. Additional evidence may include student work samples and intervention logs.	
ELD	Expand ELD strategies in Tier 1 Targeted Instructions: Designated ELD Practices	Celebrate and Reflect on Language Growth • Highlight student work that shows progress in speaking or writing. • Offer feedback on language use, not just content accuracy. • Involve students in goal-setting: “This week I will try to use three new science words in class.”	Student Language Development Goals Evidence of student goal-setting (writing this week”).	N/A
ELD	Retain the current ELD Para to monitor the designated small-group ELD schedule.	Collaborate with the Intervention Specialist to design and implement biweekly designated ELD	Data reports, progress monitoring, and student growth tracking	ELD Para - District Funded

		lessons to EL students.		
Math	Purchase supplemental licenses for academic support, set usage goals in ELA	Utilize IXL to differentiate and personalize academic language development across subject areas	IXL Data reports, progress monitoring, and student growth tracking	Title I \$7,350.00
Math	Collaborate with the Intervention Specialist to coordinate Math Clubs two times a year (Fall and Spring)	Utilize IXL and other instructional materials for targeted math instruction of small homogeneous groups based on intervention needs.	STAR math scores, student growth tracking	0
Science/ Social Studies	Provide Content in Social Studies/Science	High-interest print and digital reading materials that build literacy, background knowledge, and student engagement.	Data reports, progress monitoring, student growth tracking- Intervention Platform	Unrestricted \$5750 Contracted Services
Computer Science	Promote Computer Science and robotics integration.	Participate in Teacher PD with Lego Education Consultants, implement Lego Education units in 3rd-5th grade classrooms.	Usage reports, anecdotal data from classroom observations	0
Science	Provide PD on Climate Education & NGSS Offer professional learning on: Engineering design process	Engineering Design Process (EDP) Introduce the EDP cycle: Ask, Imagine, Plan, Create, Test, Improve Use grade-appropriate visuals and anchor charts in the classroom.	Teacher Reflections or Exit Tickets Post-lesson teacher notes or surveys showing what went well and how students	0

	• Amplify Science / Mystery Science alignment. • Environmental equity and sustainability Science/Climate Action Expo on Environmental Engineering		responded.	
Science	Provide Science Instructional Materials to support board-adopted core curriculum.	ILT will support teachers in improving science instruction by reviewing supplemental and adopted core materials and sharing them at staff meetings.	Usage reports, data from classroom observations	No Cost
DLI Mandarin	Expand DLI Mandarin Program	Teachers will participate in PD, and student books and materials will be utilized.	There will be a 2nd & 3rd -grade	Title I \$5,000
DLI Mandarin	Create DLI Mandarin Tutoring Program led by Madison Teachers	Teachers will use student data to analyze student progress and provide support for students needing intervention	TK- 3rd-grade classes (DLI Mandarin) Assessments	Title 1 \$5,000 Teacher Hourly
Math	Create a 3-5th Grade Math Intervention Before or After School	Teachers will use student data to analyze student progress and provide	3-5th Grade Assessments	Title 1 \$1,957 Teacher Hourly

		support for students needing intervention		
Supplies	Coordinate the purchase and distribution of school supplies for all students to ensure equitable access to instructional materials. Monitor inventory, prioritize needs based on grade-level input, and communicate with staff and families to support student readiness and academic success.	Teachers will distribute supplies to students as needed, organize and manage classroom materials, and communicate with families about additional supply needs. They will also ensure students are prepared to learn by modeling proper use and care of materials and by identifying any gaps in access to inform leadership.	Evidence of implementation includes classroom supply distribution logs, teacher requests or inventory checklists, student access to necessary materials, photos of organized learning spaces, and communication records with families regarding supply needs.	Unrestricted - \$17,625
ELA	Provide Educational Periodicals, Scholastic	High-interest print and digital reading materials that build literacy, background knowledge, and student engagement.	Assessments in Reading	Title 1 \$3,751
Math PD	Provide Math Professional Development/Teacher coaching	Teachers develop the capacity to implement Thinking Math Strategies	Classroom observations	LCAP 4,000
NGSS PD	Provide Professional Development from Community Resources for Science	Participate in CRS-facilitated PD and submit entries to Champions of Science.	Classroom observations,	LCAP \$6,000

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome		Expected Outcome
Increase in ELA and Math proficiency rates as measured by CAASPP scores, benchmark assessments, and classroom data. The achievement gap between targeted populations and the overall student body is reduced by at least 10%. Improved family involvement in literacy and math initiatives, as measured by workshop attendance and home learning participation. Attendance logs and implementation feedback evidence teacher participation in professional development sessions.	- Students with IEPs score the lowest in reading and math, and they miss more school than other groups. - English Learners are progressing but need additional support to reach grade-level proficiency in reading and math. Many are not reclassified as English fluent. - Hispanic/Latino students have the highest rate of chronic absenteeism (42%). - Overall, while our school is improving, some student groups are still not receiving what they need to succeed fully.		Improved Academic Performance: A 10% increase in ELA and Math proficiency among targeted student populations, as measured by standardized assessments and classroom performance. Effective Differentiated Instruction: Implementing universally designed, culturally responsive teaching practices and targeted interventions leads to more personalized learning experiences. Enhanced Bilingual Literacy: Integration of bilingual literacy strategies within the DLI Mandarin Program, promoting cross-linguistic skills and academic achievement.

Goal 2

Goal 2: Positive School Climate and School Connectedness

School Goal:

By the end of the 2026 to 2027 school year, James Madison Elementary will improve school climate and connectedness for all students by reducing chronic absenteeism from 14.6% to 12%, suspensions from 2.1% to 1.5%, and increasing student survey responses on connectedness and meaningful participation.

Identified Need:

This goal is based on school data showing that chronic absenteeism remains a concern at 14.6% overall, with higher rates for some student groups, and that suspensions increased to 2.1%. Survey data also showed concerns about peer conflict and school climate, including 35% of students reporting being hit or pushed, 35% reporting being called bad names or subjected to mean jokes, and staff ratings showing lower scores in collegiality, counseling support, fairness, and student readiness to learn. These findings show a need to strengthen systems that support belonging, safety, wellness, and positive participation in school.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
After-School Programs	Coordinate physical enrichment programs; support staff training for sports and cultural activities.	Lead physical and cultural clubs (Running Club, Basketball, Folklórico)	Attendance sheets, student feedback, and event participation records	Teacher Hourly, LCAP – \$24,675

ELAC	ELAC Families asking for Language enrichment opportunities	Provide an after-school club session teaching Mandarin	Attendance logs, language proficiency data, and feedback surveys	Nexplore Contract, LCAP Funds - \$6,000
PBIS	Student Engagement / School Climate through MTSS Tier 1 and Tier 2 strategies to promote student agency, well-being, and academic readiness.	Utilize a coordinated suite of programs to support student engagement and connectedness—to support a favorable school climate, SEL skill development, behavior tracking, and student belonging. These tools align with MTSS Tier 1 and Tier 2 strategies to promote student agency, well-being, and academic readiness.	Usage reports, behavior data	Wayfinder curriculum & PD Title 1 - \$ 10,049
Student Leadership	Expand student leadership and citizenship through community partner contracts	Three fourth-grade classes will attend camp in the fall, and two fourth-grade classes will attend camp in the Fall & Spring.	Attendance logs, discipline data, and student testimony	Mosaic Contract, Fall: LCAP \$6,000 Sprig LCAP: \$6,505.75
SEL	Online SEL/Wellness Platform to address student isolation/social skills/Problem solving	Tier 1 and Tier 2 strategies to promote student agency, well-being, and academic readiness.	CHKS Survey Data	Unrestricted \$4,725.00
SEL	Provide SEL supports for all students	Wayfinder will support student belonging, well-being, and leadership through structured SEL lessons. This aligns with the SPSA by strengthening Tier 1 and Tier 2 supports for	Monitor Wayfinder through lesson completion data, classroom implementation checks, student engagement trends, and staff feedback during PLCs or leadership meetings. I will also	Unrestricted - \$11,633

		engagement, school climate, and academic readiness.	review related climate, attendance, behavior, and student support data to determine whether the program is strengthening belonging, well-being, and academic readiness.	
Translation	Provide Translation Services	Language support for the community	CHKS Survey/ELAC Needs Survey Data	Translation Services \$6,359
Outdoor Science Camp	Provide 5th Grade Outdoor Science Camp	Science learning, community building, and development stewardship for the planet,	Student observations	Outdoor Science Camp \$25,000

Goal 3

LCAP Goal 3: Equity and Inclusion with Families and Employee Engagement

Goal 2: Equity and Inclusion with Families and Employee Engagement

By the end of the 2026 to 2027 school year, James Madison Elementary will strengthen equitable family engagement and access for multilingual families by increasing the percentage of families who know what ELAC is from 62% to 75%, increasing the percentage of families who report being invited to ELAC meetings from 62% to 75%, increasing the percentage of families who report that reclassification criteria and data are clearly explained from 35% to 60%, and

increasing the percentage of families who report that ELD programs have been explained from 54% to 70%.

Identified Need:

This goal is based on the 2026 Madison ELAC Needs Assessment, which gathered responses from 26 family members. The survey showed that only 62% of families reported knowing what ELAC is, and only 62% reported being invited to ELAC meetings. In addition, only 35% said the reclassification criteria and data were clearly explained, and 54% said the ELD programs were. Families also identified a need for more accessible meeting structures, including Zoom, childcare, and later meeting times, as well as clearer and more practical information they can use to support learning at home. These findings show a need to strengthen family-friendly communication, access, and engagement structures for multilingual families.

Goal 3: Employee Engagement

By the end of the 2026 to 2027 school year, James Madison Elementary will strengthen employee engagement, collaboration, and sense of belonging by increasing staff collegiality from 44% to 55%, staff working conditions from 50% to 60%, fairness and rule clarity from 43% to 55%, and the percentage of staff who report that school is a safe place for staff from 50% to 60%.

Identified Need:

This goal is based on staff survey data showing a need to improve employee engagement and workplace climate. Current staff results show collegiality at 44%, working conditions at 50%, fairness and rule clarity at 43%, and a safe place for staff at 50%. These findings highlight the need to strengthen staff collaboration, communication, trust, and shared ownership to ensure employees feel valued, supported, and connected to the school community.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
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Parent Governance	Recruit and support members for community committees: SSC, ELAC, and PTO	Participate as staff representatives on SSC, ELAC, and PTO.	Attendance sign-ins, volunteer sign-ups, and volunteer-run community events	0
Parent Outreach	Parent Coffee Chats, School Smarts Academy, and Parent Workshops	Parent Facilitator provides meaningful parent topics for families.	Attendance sheets, Agendas	0

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Involvement Survey	61% of families reported positive parent involvement.	Increase to 70%.
SSC Participation Rate	20% of SSC members are from historically underserved groups.	Increase to 40% of SSC members from traditionally underserved groups.
ELAC Participation Rate	30% of eligible families participate in ELAC meetings.	Increase participation among eligible families in ELAC meetings to 50%.
Implement targeted professional development workshops on trauma-informed practices and SEL. Partner with community mental health experts to deliver training sessions. Provide ongoing coaching and resource sharing during staff meetings.	The survey shows 73% of staff expressed the need for more training on supporting students exposed to trauma, while 71% reported a need for training on meeting social, emotional, and developmental needs.	Increase staff competence and confidence in addressing social-emotional needs by 20% as measured by the 2025 CSSS.
Student Access to Social-Emotional Learning (SEL) Supports	77% of students feel supported in SEL	Increase to 90% of students feeling supported in SEL

Frequent Sadness Reported by Students	10% of students report frequent sadness	Reduce to 5% of students reporting frequent sadness
Positive Responses on Emotional Well-Being in CHKS	63% of students feel that adults care	Increase to 75% of students reporting positive connections with adults
Attendance at Mental Health Workshops/Resources	40% of families participate	Increase to 60% of families participating in mental health workshops
Family Attendance Rate to Multi-cultural events	Did not previously track	92% positive on after-attendance surveys

Annual Review

SPSA Year Reviewed: 2025 to 2026

Analysis

Using actual outcome data, the strategies and activities were partially effective in achieving this goal. James Madison Elementary continued to strengthen family engagement through SSC, ELAC, and other family partnership opportunities, while also supporting staff learning and inclusive practices. Outcome data showed improvement in chronic absenteeism, with the rate decreasing to 14.6% for All Students. Parent survey data also reflected strengths in school welcome and partnership, with 72% of families reporting they feel welcome to participate at school and 65% reporting that the school encourages them to be active partners. At the same time, suspension rates increased to 2.1%, and staff survey results identified continued concerns about collegiality (44%), working conditions (50%), and the promotion of parent involvement (51%). These results show that the strategies were effective in improving attendance and family connection, but less effective in improving employee engagement and overall school climate.

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

A major difference between the intended implementation and the actual outcomes was that progress was stronger in attendance and family engagement than in staff climate and behavior outcomes. While chronic absenteeism improved, suspension rates increased, and staff survey data remained lower than desired in several areas connected to employee engagement and school climate. This suggests that the strategies in place were helpful in some areas, but were not yet sufficient to fully address staff connection, behavior supports, and consistency across the school community.

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 this analysis, James Madison Elementary will continue strategies that strengthen family partnerships and communication, while adding more targeted actions to improve employee engagement, staff collaboration, student wellness, and the positive school climate. The 2026 to 2027 SPSA will include stronger strategies related to multilingual family access, employee engagement, school connectedness, and consistent behavior and wellness supports. These changes are reflected in the updated goals and strategies for family engagement, employee engagement, and positive school climate in the new SPSA.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities in achieving the articulated goal.

Overall, the strategies and activities were partially effective in achieving the goal. James Madison Elementary implemented family engagement and inclusion efforts through SSC, ELAC, PTO, and other school community opportunities, while also supporting staff learning and practices intended to strengthen belonging and access. These efforts contributed to positive results in some areas, including a decrease in chronic absenteeism to 14.6% and positive parent feedback: 72% of families reported feeling welcome to participate at school, and 65% reported that the school encourages them to be active partners. At the same time, the overall effectiveness of the strategies was mixed. Suspension rates increased to 2.1%, and staff survey data continued to show concerns in collegiality (44%), working conditions (50%), and the promotion of parent involvement (51%). Overall, the strategies were successful in improving attendance and family connection, but less effective at improving employee engagement and the overall school climate.

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

A significant difference between the intended implementation and the actual outcomes was that the strategies had a stronger impact on family engagement and attendance than on employee engagement and school climate. While parent data reflected positive results, including 72% of families reporting they feel welcome to participate and 65% reporting that the school encourages them to be active partners, staff survey results remained lower in areas such as collegiality at 44%, working conditions at 50%, and promotion of parent involvement at 51%. Suspension rates also increased to 2.1%, indicating that the strategies were less effective at improving adult culture and behavior-related outcomes than intended. Based on the available data, no major differences in budgeted expenditures were identified in this review.

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.

As a result of this analysis, James Madison Elementary will continue strategies that support family engagement and inclusive

participation, while strengthening efforts in employee engagement, staff collaboration, and school climate. The annual outcomes and metrics for this goal will place greater emphasis on staff collegiality, working conditions, family participation, and communication with multilingual families. Strategies will also be refined to include more intentional supports for staff belonging, stronger family outreach and access, and clearer systems that build connection between home and school. These changes can be found in the 2026 to 2027 SPSA under the updated goals, metrics, and strategies related to Equity and Inclusion with Families and Employee Engagement.

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	
\$39,733	\$43,280	\$46,675	n/a	n/a	\$6,359	\$25,000	\$161,047

DESCRIPTION

Total Funds Provided to the School Through the Consolidated Application

AMOUNT

\$161,047

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

\$161,047

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 (\$)
Unrestricted	\$39,733
Title I	\$43,280
LCAP	\$46,675
Translation Budget	\$6,359
Outdoor Ed	\$25,000

Subtotal of additional federal funds included for this school: \$161,047

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
Paul Mueller	Chairperson
Ivanna	Vice Chairperson
Kevin Luster	Liaison to ELAC
Armando Rivera	DELAC Representative
Bettina Zuniga	Parliament/Secretary
Paulette Smith	Principal
Emily Hill	Vice Principal
Kendall Hefner	Teacher
Melanie Musolino	Teacher
Karen Ngan	Classified Staff

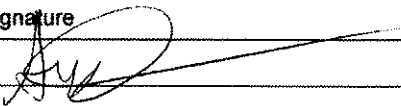
Recommendations and Assurances

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.

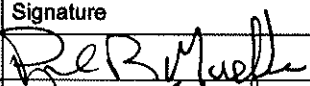
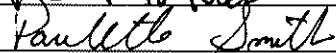
The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Name	Signature	Committee
Armando Rivera		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 13, 2025.

Name	Signature	Date	Role
Paul R. Mueller		22 MAY 26	SSC Chairperson
Paullette Smith		05/22/26	Principal