

School Year: **2022-23**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Trajan Elementary School	34-67447-6103816	April 28, 2022	June 28th, 2022

## Purpose and Plan Summary

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable, including sustained improvement of student outcomes.

Summarize the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Trajan School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

Our site goals are:

- Goal 1: We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success.
- Goal 2: We will provide resources and support, as well as actively engage and build relationships with students, families, and our community to positively impact the social/emotional well-being of all students.

Goal 3: We will regularly monitor student progress, using data to identify student needs and implement effective, innovative strategies to increase student achievement.

Goal 4: We will implement engaging and creative strategies and learning opportunities to increase student interest and achievement.

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students.

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## Stakeholder 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**

School Site Council, PTA, the site Leadership Team and staff were consulted in March and April of 2022 to review data, identify priority areas and actions, and discuss the budget as part of the planning process for this SPSA/Annual Review and Update. School Site Council and PTA consist of parents, teachers, other school staff, and the principal. Teachers and the principal answered questions from parents or other staff regarding the need for continued small group interventions and instructional practices to support students. School Site Council agreed with the current actions. Teachers and staff participated in the development of the plan through the site Leadership Team, PTA, and School Site Council. The proposed SPSA budget plan was also shared with and discussed with school staff at the May 2022 site staff meeting. The SPSA is shared on the school website so that all stakeholders are able to read it and provide input.

## Resource Inequities

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

Based on data analysis, root cause analysis, and review of budgets, the following resource inequities were identified:

1. All grades, K-5, continue to need additional curriculum resources and to provide appropriate and engaging small group instruction and intervention, particularly in reading.
2. The 2021/2022 small group intervention was provided by one full-time intervention teacher so not all students in need were able to receive this additional intervention support.
3. Based on our most recent relevant data, particularly in Reading, targeted small group intervention and small group classroom instruction to overcome learning gaps across the curriculum areas should be the emphasis for our professional learning this year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Connected School Communities

## LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

## SPSA/Goal 1

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success.

# Annual Review

## SPSA Year Reviewed: 2021-22

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.

## ANALYSIS

What data did you use to monitor progress and how often?

Spring 2022 Parent, Student, & Staff Survey data; Attendance data; and student behavior data in Q.

What worked and didn't work? Why? (monitoring)

Based on the Spring 2022 Survey data, over 90% of parents, students, and staff agreed that Trajan has High Expectations/Caring Relationships and 94.3% of parents feel that school is a safe place for all students. Also based on the Survey data, in the area of Participation/Engagement/Motivation, less than 80% of parents, staff and students feel that students are prepared for the next step of their educational experience and that quality classes/activities are offered that meet each child's/student's interests and talents. During discussion at the Site Council, PTA, and staff meetings, we discussed the gaps in learning due to the pandemic and the inability to hold events and enrichment programs due to COVID as contributing factors.

What modification(s) did you make based on the data? (evaluation)

We used ELO Grant funds to have extra-curricular sports activities from the Elevo "Sports for Learning" company during recess time 3 days per week and for extra PE time once a week for each class. We also had small group reading intervention during the school day for K-5th grades, extended day reading intervention for 1st grade students, and after-school math intervention for 3rd-5th grade students. For the 2022/2023 school we plan to expand our intervention offerings and possibly add an after-school VAPA program, such as band and/or choir.

**2021-22**

**Identified Need**

Based on the Comprehensive Needs Assessment and the above analysis of this goal, through a collaborative process with educational partners, the following need has been identified: Our Low SES students, homeless students, and students with disabilities in particular are in need of engaging classes and activities to increase student motivation and promote student success academically and socially.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Spring 2022 Student Survey - area of Participation/Engagement/Motivation	68.6% of students feel that quality classes/activities are offered that meet each student's interests and talents.	By April 2023, we will show a 2% increase in the way that students feel that quality classes/activities are offered that meet each student's interests and talents.
Spring 2022 Parent Survey - area of High Expectations/Caring Relationships	76.8% of parents feel that students are encouraged to continue learning even when it is difficult.	By April 2023, we will show a 2% increase in the way that students are encouraged to continue learning even when it is difficult.
Spring 2022 Parent Survey - area of Participation/Engagement/Motivation	74.6% of parents feel that quality classes/activities are offered that meet each student's interests and talents.	By April 2023, we will show a 2% increase in the way that parents feel that quality classes/activities are offered that meet each student's interests and talents.
Spring 2022 Parent Survey - area of School Culture/Sense of Belonging	75.5% of students feel like a part of a school community.	By April 2023, we will show a 2% increase in the way that students feel like a part of a school community.
Attendance Data	90.7% average daily attendance rate for all students overall as of April 2022.	By June 2023, we will show a 2% increase in the average daily attendance rate for all students overall.

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Attendance Data	88.4% average daily attendance rate for Low SES students overall as of April 2022.	By June 2023, we will show a .3% increase in the average daily attendance rate for Low SES students.
Attendance Data	37% of all students are chronically absent as of April 2022.	By June 2023, we will show a 3.5% decrease in the percentage of chronically absent students.
Attendance Data	45.1% of Low SES students are chronically absent as of April 2022.	By June 2023, we will show a 4% decrease in the percentage of chronically absent Low SES students.
Suspension Data	0% home suspension rate for all students overall and for Low SES students as of April 2022.	By June 2023, the home suspension rate will remain the same or not increase more than 1% for all students overall and Low SES students.
Suspension Data	0% at school suspension rate for all students overall as of April 2022.	By June 2023, at school suspension rate will remain the same or not increase more than 1% for all students overall.
Suspension Data	0% at school suspension rate for Low SES students overall as of April 2022.	By June 2023, the at school suspension rate will remain the same or not increase more than 1% for Low SES students overall.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Actively promote PTA involvement and foster support for family and school events.	X All Students English Learners Low-Income Students Foster Youth Other	All Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	250	School year 2022-23

Create opportunities for student voice and engagement.

Provide additional materials for use in the Family Resource Center area.

Provide support for the PTA sponsored Book Exchange area

Provide time to recognize volunteers for their services, such as a Volunteer Appreciation event.

Expand and strengthen our communication with our parents and community through the use of current and



	<p>relevant methods.</p> <p>Increase staff participation with parents through SSC &amp; PTA..</p> <p>Provide information regarding training and committee opportunities related to school curriculum to parents and the community to increase parent voice and further support Trajan students' success.</p>					
1.2	<p>Continue to implement systems for positive school attendance.</p> <p>Display a daily attendance</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Attendance Clerk &amp; school staff</p>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	<p>250</p>	<p>School year 2022-23</p>

	information board to create awareness for families.					
1.3		All Students English Learners Low-Income Students Foster Youth Other				

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Healthy Environments for Socio-Emotional Growth

## LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

## SPSA/Goal 2

We will provide resources and support, as well as actively engage and build relationships with students, families, and our community to positively impact the social/emotional well-being of all students.

# Annual Review

## SPSA Year Reviewed: 2021-22

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.

## ANALYSIS

What data did you use to monitor progress and how often?

Spring 2022 Parent, Student, & Staff Survey data; SAEBRS & MySAEBRS Survey data; and student behavior data in Q.

What worked and didn't work? Why? (monitoring)

Based on the 2022 Spring Survey data, there is a disparity in the percentage of students who agree that their needs are met in the areas of Safety and School Culture/Sense of Belonging compared to the percentage of parents and staff in those areas. 94.3% of parents and 100% of staff feel that school is a safe place for all students, while 71% of students agree with that. And, 92% of parents and 94.1% of staff agree that people are respectful to others at school compared to 62.7% of students. Our discussion during Site Council, PTA, and staff meetings regarding the disparity between the parents & staff percentages compared to student percentages revolved around the fact that students' perceptions are based on the return to school after being in distance/hybrid learning and that

they were readjusting to in-person instruction and not being able to have as many activities during the school year because of COVID protocols.as contributing factors.

What modification(s) did you make based on the data? (evaluation).

We continue our work with the MTSS staff, as well as our school wide behavior expectations and character education to continue to increase feelings of safety and fair treatment at school. The character education and behavior expectations incorporate strategies from Project GLAD (Guided Language Acquisition Design) T-Charts and personal standards, as well as a continued focus on equity and inclusiveness.

**2021-22**

**Identified Need**

Based on the Comprehensive Needs Assessment and the above analysis of this goal, through a collaborative process with educational partners, the following need has been identified: In the area of school culture/sense of belonging, we will focus on increasing the percentage of students who feel that people are respectful to others at school.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Spring 2022 Student Survey - area of High Expectations/Caring Relationships	76% of students feel that the school climate is positive, nurturing, and caring.	By April 2023, we will show a 2% increase in the way that students feel that the school climate is positive, nurturing, and caring.
Spring 2022 Student Survey - area of Safety	71% of students feel that school is a safe place for all students.	By April 2023, we will show a 2% increase in the way that students feel that school is a safe place for all students.
Spring 2022 Student Survey - area of School Culture/Sense of Belonging	62.7% of students feel that people are respectful to each other at school.	By April 2023, we will show a 2% increase in the way that students feel that people are respectful to each other at school.
Spring 2022 Parent Survey - area of Safety/Sense of Belonging	90.8% of parents feel that adults at this school treat students fairly.	By April 2023, we will show a 2% increase in the way that parents feel that adults at this school treat students fairly.
Spring 2022 Parent Survey - area of School Culture/Sense of Belonging	85% of parents feel that our school fosters an appreciation of student diversity and respect for each other.	By April 2023, we will show a 2% increase in the way that parents feel that our school fosters an appreciation of student diversity and respect for each other.

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Suspension Data	0% home suspension rate for all students overall and for Low SES students as of April 2022.	By June 2023, the home suspension rate will remain the same or not increase more than 1% for all students overall and Low SES students.
Suspension Data	0% at school suspension rate for all students overall as of April 2022.	By June 2023, at school suspension rate will remain the same or not increase more than 1% for all students overall.
Suspension Data	0% at school suspension rate for Low SES students overall as of April 2022.	By June 2023, the at school suspension rate will remain the same or not increase more than 1% for Low SES students overall.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Continue implementation of character education programs, successful practices, and educational equity instruction in which students are recognized for exhibiting inclusiveness, positive character and successful practice traits.	X All Students English Learners Low-Income Students Foster Youth Other	All Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2022-23

Provide access to and/or purchase character education and social/emotional learning materials and resources to support the social/emotional learning and needs of our student (such as mindfulness activities or programs like Second Step or Centervention).

Teach, model, and reinforce character traits and educational equity practices through the use of Project GLAD strategies; such as, the Social Skills T-charts and 3 Personal Standards and through our

focus on the San Juan 8-Point Commitment to Educational Justice and the Learning for Justice Social Justice Standards.

Conduct engaging assemblies to recognize positive behavior from the previous month and to introduce the upcoming monthly character trait or distance learning expectations.

Implement systems that acknowledge positive behaviors (such as assemblies, Tracker t-shirts, Dragon Dollars, public recognition of

positive  
character traits  
in newsletters)  
with the help of  
PTA.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Engaging Academic Programs

## LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

## SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective, innovative strategies to increase student achievement.

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

## ANALYSIS

What data did you use to monitor progress and how often?

iReady Winter Reading & Math test data; Spring text level data; and Spring 2021 ELPAC data.

What worked and didn't work? Why? (monitoring)

With an overall increase of 23.1% of students scoring at grade level from Fall 2021 to Spring 2022 on the iReady Reading assessment and an increase of 41% of K-2 students at grade level proficiency from Fall 2021 to Spring 2022 iReady Reading/Text Level assessments; as well as a 20.7 % increase in students at grade level proficiency from Fall 2021 to Spring 2022 on the iReady Math assessment, small group interventions and small group classroom instruction are making a positive impact on student progress. Although there was a significant increase in the percentage of students at grade level proficiency in reading and math, the overall percentage of students at grade level proficiency needs to increase more. 49.5% of K-5 students scored at grade level on the Spring

2022 iReady Reading test and 29.8% of K-5 students scored at grade level on the Spring 2022 iReady Math test. In K-2, 59% of students scored at grade level on the Spring 2022 iReady Reading/Text Level assessments.

What modification(s) did you make based on the data? (evaluation)

Based on information gathered from the Comprehensive Needs Assessment data in the area of Reading, we saw the need for increased small group instruction and intervention in math and, especially, reading. Opportunities were provided for small group reading intervention and small group classroom instruction throughout the school day, as well as for extended school day and after-school interventions in math and reading.

**2021-22**

**Identified Need**

Based on the Comprehensive Needs Assessment and the above analysis of this goal, through a collaborative process with educational partners, the following need has been identified: Increase targeted small group intervention and small group classroom instruction to overcome learning gaps, especially in the area of reading and with a focus on the needs of our Low SES students, students with disabilities and our EL students.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
3rd-5th grade iReady Reading Spring 2022 data	49.5% of 3-5th students overall met grade level proficiency as of April 2022.	By April 2023, all students in grades K-5 will show a 5% increase in iReady Reading proficiency data.
3rd-5th grade iReady Reading Spring 2022 data	34.5% of 3-5th Low SES students met grade level proficiency as of April 2022.	By April 2023, Low SES students in grades 3-5 will show a 7.5% increase.
3rd-5th grade iReady Reading Spring 2022 data	16.7% of special education students met grade level proficiency as of April 2022.	By April 2023, special education students in grades 3-5 will show a 7.5% increase.
K-2nd grade iReady Reading/Text Level Spring 2022 data	59% of students overall were at or above grade level proficiency as of April 2022.	By April 2023, all students in grade K-2 will show a 5% increase in iReady Reading/Text level test data..
K-2nd grade iReady Reading/Text Level Spring 2022 data	45.8% of Low SES students were at or above grade level proficiency as of April 2022.	By April 2023, Low SES students in grade K-2 will show a 7.5% increase.
K-2nd grade iReady Reading/Text Level Spring 2022 data	33.3% of EL students were at or above grade level proficiency as of April 2022.	By April 2023, EL students in grade K-2 will show a 7.5% increase.

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
3rd-5th grade iReady Math Spring 2022 data	29.8% of 3-5th students overall met grade level proficiency as of April 2022.	By April 2023, all students in grades 3-5 will show a 5% increase in iReady Math proficiency data.
3rd-5th grade iReady Math Spring 2022 data	18.4% of 3-5th Low SES students met grade level proficiency as of April 2022.	By April 2023, Low SES students in grades 3-5 will show a 7.5% increase.
3rd-5th grade iReady Math Spring 2022 data	22.9% of special education students met grade level proficiency as of April 2022.	By April 2023, special education students in grades 3-5 will show a 7.5% increase.
Spring 2021 ELPAC data	45% of EL students overall scored in Levels 3 & 4 in Spring 2021.	By April 2023, EL students will show an increase in levels 3 & 4 and a decrease in levels 1 & 2.
Spring 2021 ELPAC data	70% of EL students scored in levels 3 & 4 in oral language in Spring 2021.	By April 2023, EL students will show an increase in levels 3 & 4 and a decrease in levels 1 & 2 in oral language.
Spring 2021 ELPAC data	30% of EL students scored in levels 3 & 4 in written language in Spring 2021.	By April 2023, EL students will show an increase in levels 3 & 4 and a decrease in levels 1 & 2 in written language.
3rd-5th grade ELA CAASPP 2022 data	% of students overall met or exceeded standards in June 2022.	By June 2023, all students in grades 3-5 who meet or exceed standards will show a 6% increase.
3rd-5th grade ELA CAASPP 2022 data	% of Low SES students met or exceeded standards in June 2022.	By June 2023, Low SES students in grades 3-5 who meet or exceed standards will show a 9% increase.
3rd-5th grade Math CAASPP 2022 data	% of students overall met or exceeded standards in June 2022.	By June 2023, all students in grades 3-5 who meet or exceed standards will show a 5% increase.
3rd-5th grade Math CAASPP 2022 data	% of Low SES students met or exceeded standards in June 2022.	By June 2023, Low SES students in grades 3-5 who meet or exceed standards will show a 7.5% increase.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	<p>Fund Intervention teacher for small group, targeted reading and math intervention.</p> <p>Implementation of Common Core State Standards (CCSS) with materials and resources to build 21st Century skills for student success.</p> <p>Provide opportunity for teachers to attend Project GLAD (Guided Language Acquisition Design) and Distance Learning professional development throughout the year.</p>	<p>X All Students  English Learners  Low-Income Students  Foster Youth  Other</p>	<p>Principal, Teachers, Leadership Team, Staff</p>	<p>LCFF Supplemental Site Allocation  4000-4999: Books And Supplies  LCFF Supplemental Site Allocation  1000-1999: Certificated Personnel Salaries</p>	<p>600  26,364</p>	<p>School year 2022-23</p>

Ensure collaboration time in order to develop and analyze Common Core curriculum to enhance small group instructional practices to overcome learning gaps as needed; implement GLAD instructional strategies, as well as explore common assessments and data (iReady, running records, overall math & math fluency, on-demand writing) to guide, revise, and inform instruction.

Provide opportunities for teachers to earn additional

	<p>assignment pay for curriculum planning and collaboration outside of the work day.</p> <p>Provide ongoing professional development in Math, Science, Reading &amp; Writing Workshop, Critical Literacy, GLAD, interventions to address learning gaps, and all content areas in alignment with CCSS</p>					
3.2	Provide resources for after school intervention/tutoring to students, including EL and Low SES students, not	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers, Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	200.00	School year 2022-23

	meeting growth targets in reading & math.					
3.3	<p>Identify and obtain intervention materials, resources, and programs to support reading &amp; math instruction.</p> <p>Purchase identified technology and instructional materials to be utilized by students and teachers to meet CCSS, address learning gaps, and implement Project GLAD instruction.</p> <p>Staff participate in book studies related to curriculum &amp; instruction or successful</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal, Teachers, Leadership Team, Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1036	School year 2022-23

	practices and social skills.					
3.4	<p>Identify and obtain materials/resources &amp; programs, such as ESGI and Starfall, needed for implementation of CCSS.</p> <p>Teachers &amp; administration attend math, science, reading or writing curriculum related conferences, virtually or at a venue, with guest teachers provided to attend.</p> <p>Teachers attend Education Through Music and Physical Education conferences with guest</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Principal, Teachers, Leadership Team, Staff</p>	<p>LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures</p>	<p>1500</p>	<p>School year 2022-23</p>



	teachers provided if needed.					
3.5		All Students English Learners Low-Income Students Foster Youth Other				

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Clear Pathways to Bright Futures

## LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

## SPSA/Goal 4

We will implement engaging and creative strategies and learning opportunities to increase student interest and achievement.

# Annual Review

## SPSA Year Reviewed: 2021-22

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.

## ANALYSIS

What data did you use to monitor progress and how often?

Spring 2022 Parent, Student, and Staff Survey data

What worked and didn't work? Why? (monitoring)

We were able to offer extracurricular activities from the Elevo Sports for Learning company using ELO Grant funds during recesses and for extra PE time for each class. However, other enrichment programs; such as band or choir were not able to be offered this school year. Although 91.4% of parents feel that students are happy at school, 67% of students feel they are happy at school which indicates a need to offer activities and classes that meet students' interests.

What modification(s) did you make based on the data? (evaluation)

For the 2022/2023 school year, we plan to expand our enrichment offerings and possibly add an after-school VAPA program, such as band and/or choir.

**2021-22  
Identified Need**

Based on the Comprehensive Needs Assessment and the above analysis of this goal, through a collaborative process with educational partners, the following need has been identified: Our students are in need of engaging enrichment classes or activities to increase their engagement and achievement.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Spring 2022 Student School Survey - area of Participation/Engagement/Motivation	68.6% of students feel that quality classes/activities are offered that meet each student's interests and talents.	By April 2023, we will show a 2% increase in the way that students feel that quality classes/activities are offered that meet each student's interests and talents.
Spring 2022 Parent School Survey - area of Participation/Engagement/Motivation	74.6% of parents feel that quality classes/activities are offered that meet each student's interests and talents.	By April 2023, we will show a 2% increase in the way that parents feel that quality classes/activities are offered that meet each student's interests and talents.
Spring 2022 Student School Survey - area of Participation/Engagement/Motivation	59.8% of students feel that students are prepared for the next step of their educational experience.	By April 2023, we will show a 2% increase in the way that students feel that students are prepared for the next step of their educational experience.
Spring 2022 Parent School Survey - area of Participation/Engagement/Motivation	76.8% of parents feel that students are prepared for the next step of their educational experience.	By April 2023, we will show a 2% increase in the way that parents feel that students are prepared for the next step of their educational experience.
Spring 2022 Student School Survey - area of School Culture/Sense of Belonging	74.3% of students feel that the school listens to student input on important decisions.	By April 2023, we will show a 2% increase in the way that students feel that the school listens to student input on important decisions.



Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	<p>Offer before and/or after school enrichment opportunities for students, including EL and Low SES students.</p> <p>Create opportunities for student voice and engagement.</p>	<p>X All Students                      English Learners                      Low-Income Students                      Foster Youth                      Other</p>	All Staff	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies                      LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries</p>	<p>300 500</p>	School year 2022-23

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ol style="list-style-type: none"> <li>1. Summer Programs</li>   <li>2. Intervention</li>   <li>3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language</li>   <li>4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students.</li> </ol>	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

# Budget Summary

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

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$31,500.00

## 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 (\$)
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Subtotal of additional federal funds included for this school: \$

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 Supplemental Site Allocation	\$31,500.00

Subtotal of state or local funds included for this school: \$31,500.00

Total of federal, state, and/or local funds for this school: \$31,500.00

# 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
LCFF Supplemental Site Allocation	31,500.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	31,500.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	26,864.00
4000-4999: Books And Supplies	3,136.00
5800: Professional/Consulting Services And Operating Expenditures	1,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	26,864.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	3,136.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	1,500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	500.00
Goal 2	500.00
Goal 3	29,700.00

Goal 4

800.00



# 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
Monica Curiel	Principal
Sallee Weston	Classroom Teacher
Julie Abrams	Classroom Teacher
Susan Simin	Classroom Teacher
Paula Lasick	Other School Staff
Michelle Owen	Parent or Community Member
Elise Karley	Parent or Community Member
Kara Long	Parent or Community Member
Amanda Angel	Parent or Community Member
Rebecca Wall	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**

Other: PTA

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 04/28/22.

Attested:



Principal, Monica Curiel on 04/28/22



SSC Chairperson, Paula Lasick on 04/28/22

# Budget By Expenditures

## Trajan Elementary School

**Funding Source: LCFF Supplemental Site Allocation      \$31,500.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Actively promote PTA involvement and foster support for family and school events.	4000-4999: Books And Supplies	\$250.00	Connected School Communities	
Create opportunities for student voice and engagement.				
Provide additional materials for use in the Family Resource Center area.				
Provide support for the PTA sponsored Book Exchange area				
Provide time to recognize volunteers for their services, such as a Volunteer Appreciation event.				
Expand and strengthen our communication with our parents and community through the use of current and relevant methods.				
Increase staff participation with parents through SSC & PTA..				
Provide information regarding training and committee opportunities related to school curriculum to parents and the community to increase parent voice and further support Trajan students' success.				

## Trajan Elementary School

Continue to implement systems for positive school attendance.	4000-4999: Books And Supplies	\$250.00	Connected School Communities
Display a daily attendance information board to create awareness for families.			
Continue implementation of character education programs, successful practices, and educational equity instruction in which students are recognized for exhibiting inclusiveness, positive character and successful practice traits.	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Socio-Emotional Growth
Provide access to and/or purchase character education and social/emotional learning materials and resources to support the social/emotional learning and needs of our student (such as mindfulness activities or programs like Second Step or Centervention).			
Teach, model, and reinforce character traits and educational equity practices through the use of Project GLAD strategies; such as, the Social Skills T-charts and 3 Personal Standards and through our focus on the San Juan 8-Point Commitment to Educational Justice and the Learning for Justice Social Justice Standards.			
Conduct engaging assemblies to recognize positive behavior from the previous month and to introduce the upcoming monthly character trait or distance learning expectations.			
Implement systems that acknowledge positive behaviors (such as assemblies, Tracker t-shirts, Dragon Dollars, public recognition of positive character traits in newsletters) with the help of PTA.			

## Trajan Elementary School

Fund Intervention teacher for small group, targeted reading and math intervention.

4000-4999: Books And Supplies

\$600.00 Engaging Academic Programs

Implementation of Common Core State Standards (CCSS) with materials and resources to build 21st Century skills for student success.

Provide opportunity for teachers to attend Project GLAD (Guided Language Acquisition Design) and Distance Learning professional development throughout the year.

Ensure collaboration time in order to develop and analyze Common Core curriculum to enhance small group instructional practices to overcome learning gaps as needed; implement GLAD instructional strategies, as well as explore common assessments and data (iReady, running records, overall math & math fluency, on-demand writing) to guide, revise, and inform instruction.

Provide opportunities for teachers to earn additional assignment pay for curriculum planning and collaboration outside of the work day.

Provide ongoing professional development in Math, Science, Reading & Writing Workshop, Critical Literacy, GLAD, interventions to address learning gaps, and all content areas in alignment with CCSS

Provide resources for after school intervention/tutoring to students, including EL and Low SES students, not meeting growth targets in reading & math.

4000-4999: Books And Supplies

\$200.00 Engaging Academic Programs

## Trajan Elementary School

Identify and obtain intervention materials, resources, and programs to support reading & math instruction.	4000-4999: Books And Supplies	\$1,036.00	Engaging Academic Programs
Purchase identified technology and instructional materials to be utilized by students and teachers to meet CCSS, address learning gaps, and implement Project GLAD instruction.			
Staff participate in book studies related to curriculum & instruction or successful practices and social skills.			
Identify and obtain materials/resources & programs, such as ESGI and Starfall, needed for implementation of CCSS.	5800: Professional/Consulting Services And Operating Expenditures	\$1,500.00	Engaging Academic Programs
Teachers & administration attend math, science, reading or writing curriculum related conferences, virtually or at a venue, with guest teachers provided to attend.			
Teachers attend Education Through Music and Physical Education conferences with guest teachers provided if needed.			
	1000-1999: Certificated Personnel Salaries	\$26,364.00	Engaging Academic Programs
Offer before and/or after school enrichment opportunities for students, including EL and Low SES students.	4000-4999: Books And Supplies	\$300.00	Clear Pathways to Bright Futures
Create opportunities for student voice and engagement.			
	1000-1999: Certificated Personnel Salaries	\$500.00	Clear Pathways to Bright Futures

## Trajan Elementary School

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LCFF Supplemental Site Allocation Total Expenditures: \$31,500.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Trajan Elementary School Total Expenditures: \$31,500.00