School Year: | 2021-22

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	5/12/21	September 28, 2021

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 April and May of 2021 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 professional development to support writing instruction and about the need for continued after-school and extended day interventions, as well as intervention and enrichment programs 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 2021 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 training to provide engaging and effective writing instruction aligned to the ELA writing standards.

2. The 2019/2020 and 2020/2021 professional learning around writing instruction and GLAD strategies were interrupted due to school closure related to COVID19.

3. Due to the interruption of the professional learning around writing in 2019/2020 and 2020/2021 and based on our most recent relevant data, particularly in English Language Arts, writing instruction and instructional practices 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: 2020-21

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

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

Our data demonstrated a decline in positive results for high expectations/caring relationships, participation/engagement/motivation, safety, and school culture/sense of belonging. Due to the pandemic and distance learning instructional model for most of the school year, the participation rate and survey results for the district's Spring 2021 School Survey for parents, students, and staff was significantly lower. With the return to in-person instruction and through our continued positive behavior strategies; such as the use of praise & positive feedback, Dragon Dollar tickets, modeling positive behavior & character, and teaching self-discipline and responsibility skills; as well as engaging students in "How To" video stations to discuss expectations and encourage accountability for positive choices, we strive to continue to see low percentage rates for our suspension data and consistent attendance data.
PTA will continue to support our endeavors as well.

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

In the area of participation/engagement/motivation, the parents' and students' feeling that quality classes/activities are offered that meet each student's interests and talents needs to continue to be an area of focus as there was a decrease in the parent and student surveys in this area despite the continuation of the Trajan Pride Pack student group during the school year.

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.

Although we will continue to reinforce positive attendance through awareness of the benefits of participating and engaging in school and learning and staying healthy, we will no longer provide incentives for daily attendance at school since we don't feel it would be appropriate given the situation with the pandemic for the last year. However, we will continue with the daily board displayed outside the office showing the number of tardies and early dismissals to increase awareness for families and encourage attendance for healthy students.
Based on student survey responses regarding 68.9% of students feeling like the school listens to student input on important decisions, there is an indication that this is an area of growth for us to focus on.

2020-21
Identified Need

In the area of participation/engagement/motivation, we will focus on increasing the percentage of parents and students who feel that quality classes/activities are offered that meet each student's interests and talents.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Spring 2021 Student Survey - area of Participation/Engagement/Motivation	63.5% of students feel that quality classes/activities are offered that meet each student's interests and talents.	By April 2022, 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 2021 Parent Survey - area of High Expectations/Caring Relationships	72.1% of parents feel that students are encouraged to continue learning even when it is difficult.	By April 2022, we will show a 2% increase in the way that students are encouraged to continue learning even when it is difficult.
Spring 2021 Parent Survey - area of Participation/Engagement/Motivation	56.7% of parents feel that quality classes/activities are offered that meet each student's interests and talents.	By April 2022, we will show a 2% increase in the way that parents feel that quality

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
		classes/activities are offered that meet each student's interests and talents.
Participation/Engagement/Motivation - area of School Culture/Sense of Belonging	80.6% of students feel like a part of a school community.	By April 2022, we will show a 2% increase in the way that students feel like a part of a school community.
Attendance Data	% average daily attendance rate for all students overall as of June 2021.	By June 2022, we will show a .2% increase in the average daily attendance rate for all students overall.
Attendance Data	% average daily attendance rate for Low SES students overall as of June 2021.	By June 2022, we will show a .3% increase in the average daily attendance rate for Low SES students.
Attendance Data	% of all students are chronically absent as of June 2021.	By June 2022, we will show a 3.5% decrease in the percentage of chronically absent students.
Attendance Data	% of Low SES students are chronically absent as of June 2021.	By June 2022, 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 June 2021.	By June 2022, 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 June 2021.	By June 2022, 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 June 2021.	By June 2022, 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. Create opportunities for student voice and engagement with the Trajan Pride Pack student representative group. Provide additional materials for use in the Family Resource Center area. Provide support for the PTA sponsored Book Exchange area Provide time to recognize	X All Students English Learners Low-Income Students Foster Youth Other	All Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	2021-2022

| | 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 | | | | | |
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		Trajan students' success.					
1.2		Continue to implement systems for positive school attendance. Display a daily attendance information board to create awareness for families.	X All Students English Learners Low-Income Students Foster Youth Other	Attendance Clerk & school staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	2021-2022

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: 2020-21

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

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

Our data demonstrated positive results in the percentage of students who feel that school is a safe place for all students, that the school climate is positive, nurturing and caring, and that people are respectful to others at school. However there was a decrease in the percentage of parents who feel that our school fosters an appreciation of student diversity and respect for each other and that adults at the school treat students fairly.

Through positive behavior strategies we continue to see low percentage rates for our suspension data. Positive behavior strategies included recognition for positive choices through the use of praise & positive feedback, Dragon Dollar tickets, lunch time visits for Sheriff officers to play games, modeling positive behavior and character, and teaching social skills strategies, as well as engaging in "How To" video stations to discuss expectations and encourage accountability for positive choices. The MTSS staff continues to have a positive impact on students' social/emotional and behavioral well being.

PTA will continue to support our endeavors as well.

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

In the area of high expectations/caring relationships, the parents' feeling that the school climate is positive, nurturing, and caring needs to continue to be an area of focus as there was a decrease in the parent survey data in this area.
Another ongoing area of focus is for the percentage of parents feeling that adults at this school treat students fairly, which showed a decrease from the previous year on the Parent Survey data results.

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 the survey results in Participation/Engagement/Motivation and the need to continue making positive growth in these areas, we will continue our work with the Trajan Pride Pack student representative group. In regards to safety, we will 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 will incorporate strategies from Project GLAD (Guided Language Acquisition Design) that we are implementing school wide as our staff continue to engage in Project GLAD professional development.
In order to promote a school climate that is positive, nurturing, caring, and respectful, as well as promote the academic success of all students, staff will continue to participate in Project GLAD professional development, as well as have a continued focus on equity and inclusiveness.

2020-21
Identified Need

In the area of school culture/sense of belonging, we will focus on fostering an appreciation of student diversity and respect for each others.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Spring 2022 Student Survey - area of High Expectations/Caring Relationships	88.51% of students feel that the school climate is positive, nurturing, and caring.	By April 2022, we will show a 2% increase in the way that students feel that the school climate is positive, nurturing, and caring.

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Spring 2022 Student Survey - area of Safety	90.3% of students feel that school is a safe place for all students.	By April 2022, 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	86.9% of students feel that people are respectful to each other at school.	By April 2022, 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	71.6% of parents feel that adults at this school treat students fairly.	By April 2022, 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	73.1% of parents feel that our school fosters an appreciation of student diversity and respect for each other.	By April 2022, 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.
Suspension Data	0% home suspension rate for all students overall and for Low SES students as of June 2021.	By June 2022, 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 June 2021.	By June 2022, 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 June 2021.	By June 2022, 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	X All Students English Learners Low-Income Students	All Staff	LCFF Supplemen	500	2021-2022

education programs, successful practices, and educational equity instruction in which students are recognized for exhibiting inclusiveness, positive character and successful practice traits. 3rd Grade will have access to the Centervention Curriculum for social/emotional learning as part of a pilot for the curriculum. For other grades, provide access to and/or purchase character education and social/emotional learning materials and resources to support the	Foster Youth Other			tal Site Allocation 4000-4999: Books And Supplies		

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 each month as possible 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. | | | | | |
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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: 2020-21

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

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

The focus on English Language Arts instruction targeted to strengthen and develop learners' ability to produce clear writing in which the structure, organization, and style are appropriate to audience and task, using valid reasoning and relevant evidence as necessary and incorporating Project GLAD strategies and instruction began to move students in a positive direction based on site Summative Writing Assessement data and informal observational data. Through ongoing staff professional development prior to the pandemic, both site-based and outside of the school setting, there was a positive impact on common instructional practices across and within grade levels to positively impact students' diverse learning needs.
The iReady Math and Reading Intervention programs provided support for all of our students, particularly our struggling students including our Low SES, special education, and EL students.

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

The 2020/2021 SPSA supported an allocation $9,000 of LCFF funds toward teachers' continued participation in Project GLAD professional development and grade level collaboration to improve writing instruction, not all grade levels were able to participate in all of the GLAD professional development due to school closure for COVID19 in Spring of 2020. The full amount of money budgeted was not able to be spent on the GLAD professional development.

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 information gathered from the Comprehensive Needs Assessment data in the area of ELA, particularly with written language, staff will continue to participate in Project GLAD professional development during the 2021/2022 school year targeted to strengthen and develop learners' ability to produce clear writing in which the structure, organization, and style are appropriate to audience and task, using valid reasoning and relevant evidence as necessary.   Instructional practices across subject areas targeted on overcoming learning gaps due to the pandemic will also be a focus for staff development to increase student achievement. Whole staff and grade level collaboration and planning time will focus on the implementation of GLAD strategies and writing instruction to promote student achievement across curricular areas, but especially in the area of ELA. Outcomes will be measured with writing rubrics used to assess student writing assessments, as well as ELPAC and ELA CAASPP and iReady Reading data.

2020-21
Identified Need

There is a need for an English Language Arts focus targeted to strengthen and develop learners' ability to produce clear writing in which the structure, organization, and style are appropriate to audience and task, using valid reasoning and relevant evidence as necessary and incorporating Project GLAD strategies and instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
3rd-5th grade iReady Reading Winter 2022 data	12.9% of 3-5th students overall met grade level proficiency as of June 2021.	By February 2022, all students in grades 3-5 will show a 5% increase in iReady Reading proficiency data.
3rd-5th grade iReady Reading Winter 2022 data	0% of 3-5th Low SES students met grade level proficiency as of June 2021.	By February 2022, Low SES students in grades 3-5 will show a 7.5% increase.
3rd-5th grade iReady Reading Winter 2022 data	0% of special education students met grade level proficiency as of June 2021.	By February 2022, special education students in grades 3-5 will show a 7.5% increase.

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
K-2nd grade iReady Reading/Text Level Spring 2022 data	22% of students overall were at or above grade level proficiency as of June 2021.	By June 2022, 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	14.9% of Low SES students were at or above grade level proficiency as of June 2021.	By June 2022, Low SES students in grade K-2 will show a 7.5% increase.
K-2nd grade iReady Reading/Text Level Spring 2022 data	23.1% of EL students were at or above grade level proficiency as of June 2021.	By June 2022, EL students in grade K-2 will show a 7.5% increase.
3rd-5th grade iReady Math Winter 2022 data	2.4% of 3-5th students overall met grade level proficiency as of June 2021.	By February 2022, all students in grades 3-5 will show a 5% increase in iReady Math proficiency data.
3rd-5th grade iReady Math Winter 2022 data	0% of 3-5th Low SES students met grade level proficiency as of June 2021.	By February 2022, Low SES students in grades 3-5 will show a 7.5% increase.
3rd-5th grade iReady Math Winter 2022 data	0% of special education students met grade level proficiency as of June 2021.	By February 2022, special education students in grades 3-5 will show a 7.5% increase.
Spring 2022 ELPAC data	45% of EL students overall scored in Levels 3 & 4 in Spring 2021.	By June 2022, EL students will show an increase in levels 3 & 4 and a decrease in levels 1 & 2.
Spring 2022 ELPAC data	70% of EL students scored in levels 3 & 4 in oral language in Spring 2021.	By June 2022, EL students will show an increase in levels 3 & 4 and a decrease in levels 1 & 2 in oral language.
Spring 2022 ELPAC data	30% of EL students scored in levels 3 & 4 in written language in Spring 2021.	By June 2022, 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	58.5% of students overall met or exceeded standards in June 2019.	By June 2022, all students in grades 3-5 who meet or exceed standards will show a 6% increase.
3rd-5th grade ELA CAASPP 2022 data	56.1% of Low SES students met or exceeded standards in June 2019.	By June 2022, Low SES students in grades 3-5 who meet or exceed standards will show a 9% increase.

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
3rd-5th grade Math CAASPP 2022 data	56.9% of students overall met or exceeded standards in June 2019.	By June 2022, all students in grades 3-5 who meet or exceed standards will show a 5% increase.
3rd-5th grade Math CAASPP 2022 data	55.1% of Low SES students met or exceeded standards in June 2019.	By June 2022, 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	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	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers, Leadership Team, Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	2000 7,000	2021-2022

development throughout the year.

Ensure collaboration time in order to develop and analyze Common Core curriculum including GLAD instructional strategies and instructional practices to overcome learning gaps as needed; as well as 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					
3.2	Provide after school intervention/tutoring to students, including EL and Low SES students, not meeting growth	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers, Staff	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	5,000 2,500	2021-2022

				LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries		
3.3	Identify and obtain materials/resources & programs, such as ESGI and Starfall, needed for implementation of CCSS. Identify and obtain intervention materials, resources, and programs to support reading & math instruction. Purchase identified technology and instructional materials to be utilized by	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers, Leadership Team, Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	6,000 1000	2021-2022

	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.					
3.4	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	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers, Leadership Team, Staff	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	3000	2021-2022

	and Physical Education conferences with guest teachers provided if needed.					

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: 2020-21

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

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

Due to the pandemic, band and choir were not able to be offered this school year. The Trajan Pride Pack fourth & fifth grade student representative group continued for it's third year virtually and also in-person at the end of the school year.

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

Due to the pandemic, we were unable to offer band and choir and, although we continued the Trajan Pride Pack student group, the percentage of parents and students who feel that quality classes/activities are offered that meet each student's interests and talents decreased from the previous year.

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.

We plan to explore before or after-school club activities; such as band, choir, or book clubs.

2020-21
Identified Need

Enrichment opportunities before, after or during school to enhance student engagement and interest in school.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Spring 2022 Student School Survey - area of Participation/Engagement/Motivation	63.5% of students feel that quality classes/activities are offered that meet each student's interests and talents.	By April 2022, 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	56.7% of parents feel that quality classes/activities are offered that meet each student's interests and talents.	By April 2022, 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	75.4% of students feel that students are prepared for the next step of their educational experience.	By April 2022, 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	55.2% of parents feel that students are prepared for the next step of their educational experience.	By April 2022, 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	68.9% of students feel that the school listens to student input on important decisions.	By April 2022, 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	Offer before and/or after school enrichment opportunities for students, including EL and Low SES students.
	
	Create opportunities for student voice and engagement with the Trajan Pride Pack student representative group.
		X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			All Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	1000
					
					1500
					
					1000
						2021-2022

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 ($)

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	31500	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	13,500.00
2000-2999: Classified Personnel Salaries	3,500.00
4000-4999: Books And Supplies	10,500.00
5800: Professional/Consulting Services And Operating Expenditures	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	13,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	3,500.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	10,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	4,000.00

Expenditures by Goal

Goal Number	Total Expenditures

Goal 1	1,000.00
Goal 2	500.00
Goal 3	26,500.00
Goal 4	3,500.00

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
Esther Kanuha	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
on file a.c.	English Learner Advisory Committee
	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 05/12/21.

Attested:

M. Curiel	Principal, Monica Curiel on 05/12/21
P. Lasick	SSC Chairperson, Paula Lasick on 05/12/21

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

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. Create opportunities for student voice and engagement with the Trajan Pride Pack student representative group. 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.	4000-4999: Books And Supplies	$500.00	Connected School Communities	

Continue to implement systems for positive school attendance.	4000-4999: Books And Supplies	$500.00	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. 3rd Grade will have access to the Centervention Curriculum for social/emotional learning as part of a pilot for the curriculum. For other grades, 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 each month as possible 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.	4000-4999: Books And Supplies	$500.00	Healthy Environments for Socio-Emotional Growth

Trajan Elementary School

Implementation of Common Core State Standards (CCSS) with materials and resources to build 21st Century skills for student success.	4000-4999: Books And Supplies	$2,000.00	Engaging Academic Programs
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 including GLAD instructional strategies and instructional practices to overcome learning gaps as needed; as well as 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 after school intervention/tutoring to students, including EL and Low SES students, not meeting growth targets in reading & math.	1000-1999: Certificated Personnel Salaries	$5,000.00	Engaging Academic Programs

Trajan Elementary School

Identify and obtain materials/resources & programs, such as ESGI and Starfall, needed for implementation of CCSS. Identify and obtain intervention materials, resources, and programs to support reading & math instruction. 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.	4000-4999: Books And Supplies	$6,000.00	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.	5800: Professional/Consulting Services And Operating Expenditures	$3,000.00	Engaging Academic Programs
	1000-1999: Certificated Personnel Salaries	$7,000.00	Engaging Academic Programs
	2000-2999: Classified Personnel Salaries	$2,500.00	Engaging Academic Programs
	5800: Professional/Consulting Services And Operating Expenditures	$1,000.00	Engaging Academic Programs
Offer before and/or after school enrichment opportunities for students, including EL and Low SES students. Create opportunities for student voice and engagement with the Trajan Pride Pack student representative group.	4000-4999: Books And Supplies	$1,000.00	Clear Pathways to Bright Futures

Trajan Elementary School

1000-1999: Certificated Personnel Salaries	$1,500.00	Clear Pathways to Bright Futures	
2000-2999: Classified Personnel Salaries	$1,000.00	Clear Pathways to Bright Futures	

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