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	May 18. 2023	August 8, 2023

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)

> Schoolwide Program
>
> 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.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Trajan Elementary School met the criteria for the following student group:

Two or More Races

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Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

	Guidance
Data Analysis	Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups. Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.

Data includes Spring 2022 CAASPP testing, surveys, local assessments, empathy gathering and observations.

Empathy gathering:
Throughout the year, students, staff, and family discussions occurred to gather input and feedback used to inform our decisions regarding academic and social-emotional needs. This empathy gathering occurred during regular Site Council, PTA, and staff meetings. Empathy gathering also included getting student input through an LCAP Listening Session facilitated by district youth voice advocates and surveying students and parents regarding our extended day and after-school math intervention programs. Empathy gathering feedback was also gathered from staff & Site Council parents regarding the 2023 District Survey data results, as well as data from the LCAP Student Voice listening session.

Teacher observations:
Teachers took observational, informal data, as well as attendance, classroom work, and successful practices data.

Student reports:
Spring 2022 CAASPP ELA State testing data showed that overall 46.9% of 3rd-5th grade students met/exceeded grade level standards. This was an 11.5% decrease from the last testing done in Spring 2019. Our subgroup data showed that 37.2% of Low SES students, 35.1% of Hispanic students, 50.6% of white students, and 23.5% of special education students met/exceeded grade level standards. All subgroups had decreased percentages except for the special education subgroup, which increased 4.5% from the last CAASPP testing done in Spring 2019.

Spring 2022 CAASPP Math State testing data showed that overall 38.2% of 3rd-5th grade students met/exceeded grade level standards. This was an 18.9% decrease from the last testing done in Spring 2019. Our subgroup data showed that 24.4% of Low SES students, 29.7% of Hispanic students, 38% of white students, and 21.2% of special education students met/exceeded grade level standards. All subgroups had decreased percentages compared to the percentages from the last CAASPP testing done in Spring 2019.

California School Dashboard data for 2022 indicates that for the area of ELA, all students and students in the Low SES, Hispanic, White, and Students with Disabilities subgroups are performing Low overall.
California School Dashboard data for 2022 indicates that for the area of Math, all students overall and students in the white subgroup are performing at a medium level while students in the Low SES, Hispanic, and Students with Disabilities subgroups show Low performance.
California School Dashboard data for 2022 indicates that all students in every subgroup have very low suspension rates overall.
California School Dashboard data for 2022 indicates that all students in every subgroup have a very high chronic absenteeism rate, including the Two or More Races subgroup.

In looking at the 2nd trimester 2023 iReady Reading assessment data for students in grades Kindergarten - 5th overall, 48% scored at or above standard, 39% scored approaching standard, and 13% scored below standard. There was a 25% increase in the percentage of students overall at standard from the Fall 2022 testing. For our subgroup data, scores indicated that 35.4% of our 3rd-5th grade Low SES students performed at standard, 23.2% scored approaching standard, and 30.5% scored below standard. There was a 14.7% increase in the percentage of Low SES students at

standard from the Fall 2022 testing. For our white population, 47.6% scored at standard, 26.5% approaching standard, and 20.4% below standard. Of our Hispanic or Latino students, 43.9% were at standard, 29.3% approaching standard, and 19.5% below standard. There was a 14.6% increase in the percentage of Hispanic/Latino students at standard from the Fall 2022 testing. Our Special Education students scored with 24.2% at standard, 22.6% approaching standard, and 32.3% below standard. There was an 11.3% increase in the percentage of Special Education students at standard from the Fall 2022 testing. The16 students in our EL subgroup demonstrated that 18.8% scored at standard, 31.3% approaching standard, and 37.5% below standard. There was an 18.8% increase in the percentage of EL students at standard from the Fall 2022 testing.

For our Kindergarten-2nd grade student data from the 2nd trimester 2023 iReady Reading/Text Level assessment, 44.7% of our K-2 students scored at standard and 42.7% scored below standard overall. There was a 44.7% increase from the zero percentage of students overall at standard from the Fall 2022 testing. For our white subgroup, 46.3% scored at standard and 40.1% below standard. The Low SES subgroup data indicated that 47.3% scored at standard and 48.6% below standard. There was a 13.5% increase in the percentage of Low SES students at standard from the Fall 2022 testing. 45.2% of the Hispanic or Latino subgroup scored at standard and 47.6% below standard. There was an 11.9% increase in the percentage of Hispanic/Latino students at standard from the Fall 2022 testing. Special Education student data demonstrated that 23.4% of students scored at standard and 44.7% below standard. There was a 2.9% increase in the percentage of special education students at standard from the Fall 2022 testing. For our 7 Black or African American students, the data showed that 14.3% scored at standard and 71.4% below standard. The percentage of black/African American students overall at standard did not increase from the Fall 2022 testing. The data for our 11 EL students indicated that 18.2% scored at standard and 63.6% below standard. There was an 18.2% increase from the zero percentage of EL students at standard from the Fall 2022 testing.

For the 2nd trimester 2023 iReady Math assessment data for students in Kindergarten - 5th grades overall, 35% scored at standard, 54% approaching standard, and 11% below standard. There was a 19% increase in the percentage of students overall at standard from the Fall 2022 testing. Subgroup data indicated that for our 3rd-5th grade white student population, 36.7% scored at standard, 42.9% approaching standard, and 14.3% below standard. For our Low SES population, 24.4% scored at standard, 45.1% approaching standard, and 19.5% below standard. There was a 13.4% increase in the percentage of Low SES students at standard from the Fall 2022 testing. Our Hispanic or Latino subgroup scores showed 31.7% at standard, 46.3% approaching standard, and 14.6% below standard. There was an 14.6% increase in the percentage of Hispanic/Latino students at standard from the Fall 2022 testing. For our special education students, the data indicated 17.7% at standard, 33.9% approaching standard, and 27.4% below standard. There was a 11.2% increase in the percentage of special education students at standard from the Fall 2022 testing. For our 16 students in the EL subgroup, 31.3% scored at standard, 25% approaching standard, and 31.3% below standard. There was an 18.8% increase in the percentage of EL students at standard from the Fall 2022 testing.

For our EL student subgroup, 53.3% of our EL students overall in grades K-5th scored in levels 3 & 4 and 46.7% scored in levels 1 & 2 on the Spring 2022 ELPAC assessment..

Parent Concerns:
During Site Council, PTA, and Empathy Gathering meetings throughout the year with parents and guardians, concerns regarding a variety of topics were discussed; such as, the availability of intervention support; the availability of enrichment activities; and the social/emotional supports available for students.

Survey results:
In the area of Caring Relationships, 94% of parents feel that school has a climate that is caring, while only 76% of students agree.
In the area of Family and Staff Engagement, 93% of parents agree that the school clearly outlines the family, student, and school responsibilities in educating each child and that the staff at school are helpful and welcoming when families come to school or call.
In the area of School Decision Making, it is concerning that 67% of parents, 53% of students, and 74% of staff agree that important school decisions reflect diverse input, while 92% of parents agree that the school offers families opportunities to have a role in committees, PTA, SSC, ELAC, etc...
In the area of Safety, 93% of parents and 80% of students agree that school is a safe place for all students; however, only 76% of parents, 49% of students, and 68% of staff feel safe sharing different viewpoints and perspectives at school.
In the area of Sense of Belonging, 90% of parents, 84% of students, and 88% of staff agree that adults at school treat students respectfully. However, only 79% of parents and 55% of students agree that the curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.
In the area of Academic Progress, there is a discrepancy with 62% of students agreeing that students feel comfortable and unjudged to ask their teacher for help and that teachers go out of their way to help all students compared to 97% and 85% of staff agreeing with those statements.

In the area of High Expectations, 91% of parents, 83% of students, and 97% of staff agree that adults on campus motivate students to do their best.

In the area of Student Engagement, 90% of parents agree that students are interested in what they are learning. However, only 77% of parents, 50% of students, and 64% of staff agree that students have access to classes and activities that meet their interests and talents.

In the area of Customer Satisfaction, 93% of parents, 86% of students, and 97% of staff would recommend the school to other families.

Chronic Absenteeism is a concern, especially for the Two or More Races subgroup with 35% (11/31 students in that subgroup) demonstrating Chronic Absenteeism rates ranging from 10.6% to 14.3%. The overall Attendance Rate for Non-Covid related absences is 96%, but the overall Chronic Absenteeism rate is 26.4%.

Based on the above data, staff recognizes that our Low SES, Special Education, and EL student subgroup achievement is of greater concern than our white subgroup and our student population overall in the areas of both reading and math.

Root Cause Analysis

What did your root causes analysis reveal?

	Guidance
Root Cause Analysis	Root cause analysis follows directly from areas identified during data analysis. Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.

Site leadership including; administration, elected leadership team members, and School Site Council participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes. Specifically, staff participated in the collaborative learning cycle to identify problem areas, determine causality and develop a comprehensive plan for improvement related to various models of instruction.

Parent and student responses on the Spring 2023 district school survey indicate that there's a lower percentage of parents, staff, and students who feel students have access to classes and activities that meet their interests and talents, as well as a lower percentage of parents, staff, and students who agree that the curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.

2022 Spring CAASPP Testing ELA & Math data, as well as iReady Reading and Math assessment data, showed a higher percentage of students who scored below standard or nearly at standard than students who scored at standard for their grade level.

Trajan met the criteria for ATSI as a result of a "Very High" indicator for Chronic Absenteeism on the California School Dashboard for two or more consecutive years for the Two or More Races subgroup. Based on an analysis of state and local data, the following root causes contributing to the results were identified as: absences due to illnesses, injuries, or appointments verified by parents without a doctor's note submitted; parents not communicating with the school about reasons for being tardy or absent; COVID; taking time out of school for vacations, travel, or family issues without requesting or completing an Independent Study Contract; and transportation issues. In response to this data, we will implement the following evidence-based actions to address the needs of our identified targeted student groups: work with the district Attendance School Community Worker to provide outreach, resources, and positive incentives to increase communication between home and school regarding attendance, and to increase student engagement and daily attendance at school; as well as encourage the use of Independent Study Contracts for absences scheduled in advance for consecutive days out of school.

Through the implementation of the Benchmark ELA and Envision Math curriculums over the years, school staff have concluded that the whole group & classroom instructional practices embedded in those curriculums do not adequately meet the needs of our students and it is necessary to implement other instructional strategies; such as, small group instructional strategies and intervention to increase student engagement and achievement in reading, as well as math.

Resource Inequities

What resource inequities did you discover?

	Guidance
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Based on data analysis, root cause analysis, and review of budgets, the following resource inequities were identified:
1. Chronic Absenteeism is a concern, especially for the Two or More Races subgroup, so based on our data for the identified students in the Two or More Races subgroup, we will work with the district Attendance School Community Worker to provide outreach, resources, and positive incentives to increase student engagement and daily attendance at school; as well as encouraging the use of Independent Study Contracts for absences scheduled in advance for consecutive days out of school.
2. All grades, K-5, continue to need additional curriculum resources and to provide appropriate and engaging small group instruction and intervention in reading and math.
3. The 2022/2023 small group targeted intervention was provided by two full-time intervention teachers in the area of reading primarily and we see a need for additional support in the area of math as well.
4. Based on our most recent relevant data, we realize the importance of providing effective instructional strategies for reading and math and will work with the district PLI department to engage in professional development in the areas of reading & math as our focus for the school year to enhance & improve instruction & learning.

Input from Educational Partners

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 2023 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 2023 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. Chronic Absenteeism is a concern, especially for the Two or More Races subgroup so based on our data for the identified students in the Two or More Races subgroup, we will work with the district

Attendance School Community Worker to provide outreach, resources, and positive incentives to increase student engagement and daily attendance at school; as well as encouraging the use of Independent Study Contracts for absences scheduled in advance for consecutive days out of school.

2. All grades, K-5, continue to need additional curriculum resources and to provide appropriate and engaging small group instruction and intervention in reading and math.

3. The 2022/2023 small group targeted intervention was provided by two full-time intervention teachers in the area of reading primarily and we see a need for additional support in the area of math as well.

4. Based on our most recent relevant data, we realize the importance of providing effective instructional strategies for reading and math and will work with the district PLI department to engage in professional development in the areas of reading & math as our focus for the school year to enhance & improve instruction & learning.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
American Indian	0.3%	0.25%	0.25%	1	1	1
African American	3.2%	2.54%	2.49%	13	10	10
Asian	2.2%	2.04%	1.24%	9	8	5
Filipino	1.0%	1.02%	1.49%	4	4	6
Hispanic/Latino	20.3%	19.34%	20.9%	83	76	84
Pacific Islander	0.5%	0.25%	0.25%	2	1	1
White	63.2%	66.92%	65.92%	258	263	265
Multiple/No Response	9.1%	7.63%	7.46%	37	30	30
			Total Enrollment	408	393	402

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Kindergarten	70	60	55
Grade 1	59	74	67
Grade 2	70	53	71
Grade3	71	66	56
Grade 4	68	77	69
Grade 5	70	63	84
Total Enrollment	408	393	402

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	21	20	26	5.10%	5.1%	6.5%
Fluent English Proficient (FEP)	11	18	17	2.70%	4.6%	4.2%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Trajan Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency
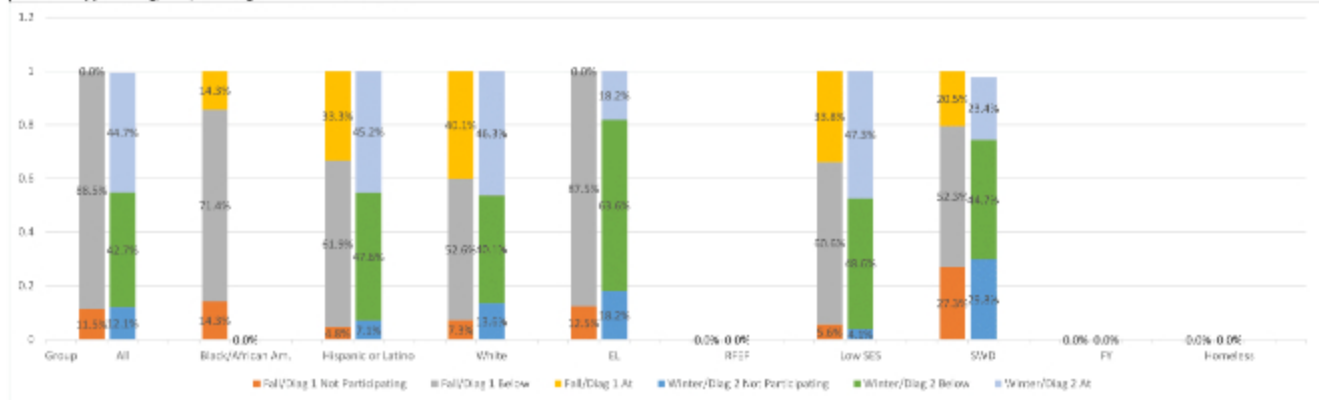
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	205	14	108	0	25	88	92			
Black/African Am.	7	1	5	1	1	5	1			
Hispanic or Latino	42	2	26	14	3	20	19			
White	147	10	72	55	20	59	68			
EL	11	1	7	0	2	7	2			
RFEP	2	0	0	1	0	0	1			
Low SES	74	4	43	24	3	36	35			
SWD	47	12	23	9	14	21	11			
FY	2	0	2	0	0	0	2			
Homeless	5	0	2	1	0	2	2			

Trajan Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	206	11.5%	88.5%	0.0%	12.1%	42.7%	44.7%			
Black/African Am.	7	14.3%	71.4%	14.3%	14.3%	71.4%	14.3%			
Hispanic or Latino	42	4.8%	61.9%	33.3%	7.1%	47.6%	45.2%			
White	147	7.3%	52.6%	40.1%	13.6%	40.1%	46.3%			
EL	11	12.5%	87.5%	0.0%	18.2%	63.6%	18.2%			
RFEP	2	0.0%	0.0%	100.0%	0.0%	0.0%	50.0%			
Low SES	74	5.6%	60.6%	33.8%	4.1%	48.6%	47.3%			
SWD	47	27.3%	52.3%	20.5%	29.8%	44.7%	23.4%			
FY	2	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%			
Homeless	5	0.0%	66.7%	33.3%	0.0%	40.0%	40.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

Trajan Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0	0	0	0	0	0	0			
K	59	5	40	11	6	21	32			
1	71	6	33	29	11	38	22			
2	75	3	35	33	8	29	38			

Trajan Elementary -2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0									
K	59	8.9%	71.4%	19.6%	10.2%	35.6%	54.2%			
1	71	8.8%	48.5%	42.6%	15.5%	53.5%	31.0%			
2	75	4.2%	49.3%	46.5%	10.7%	38.7%	50.7%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

Trajan Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Trajan Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

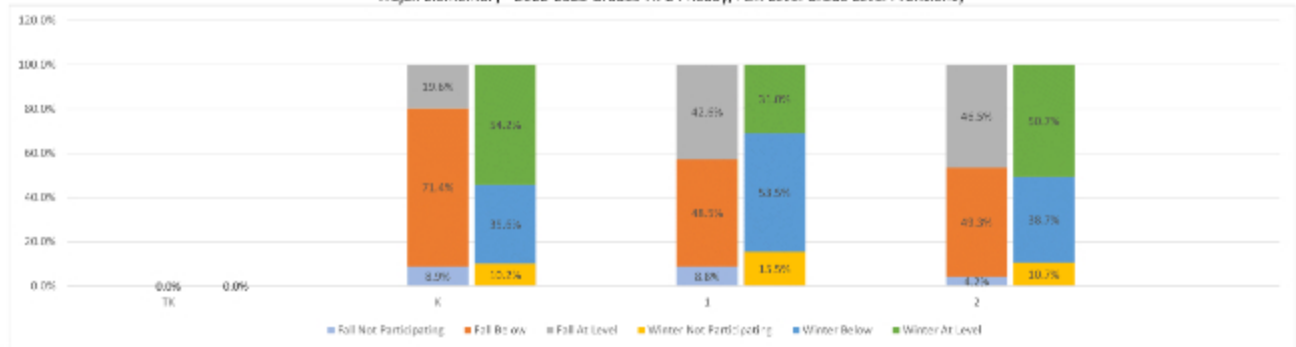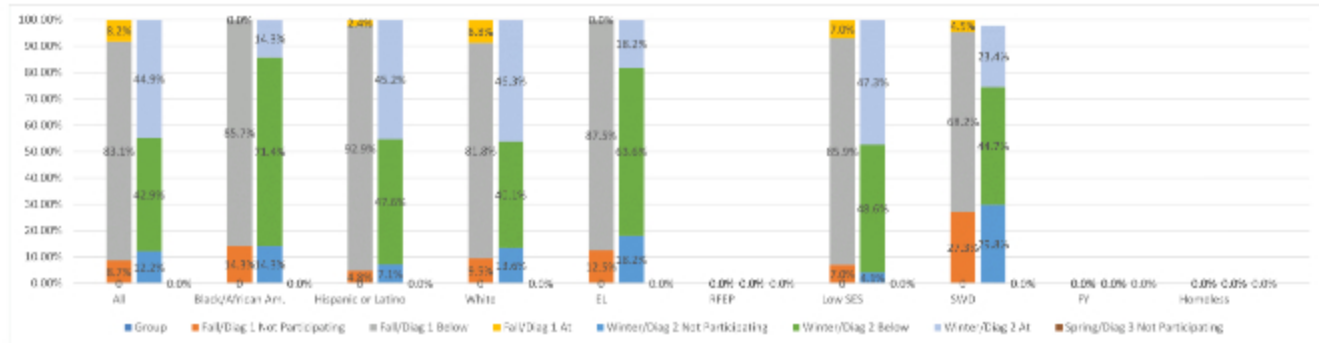| Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	205	17	162	16	23	166	16			
Black/African Am.	7	1	6	0	1	6	0			
Hispanic or Latino	42	2	39	1	2	39	1			
White	147	13	112	12	19	115	12			
EL	11	1	7	0	2	9	0			
RFEP	2	0	1	0	0	1	0			
Low SES	74	5	61	5	6	63	5			
SWD	47	12	30	2	14	30	2			
FY	2	0	2	0	0	2	0			
Homeless	5	0	3	0	1	3	0			

Trajan Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	206	8.7%	83.1%	8.2%	11.2%	80.6%	7.8%			
Black/African Am.	7	14.3%	85.7%	0.0%	14.3%	85.7%	0.0%			
Hispanic or Latino	42	4.8%	92.9%	2.4%	4.8%	92.9%	2.4%			
White	147	9.5%	81.8%	8.8%	12.9%	78.9%	8.2%			
EL	11	12.5%	87.5%	0.0%	18.2%	81.8%	0.0%			
RFEP	2	0.0%	100.0%	0.0%	0.0%	50.0%	0.0%			
Low SES	74	7.0%	85.9%	7.0%	8.1%	85.1%	6.8%			
SWD	47	27.3%	68.2%	4.5%	29.8%	63.8%	4.3%			
FY	2	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%			
Homeless	5	0.0%	100.0%	0.0%	20.0%	60.0%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

Trajan Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0	0	0	0	0	0	0			
K	59	5	44	7	7	45	7			
1	71	9	52	7	10	54	7			
2	75	3	66	2	6	67	2			

Trajan Elementary -2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0									
K	59	8.9%	78.6%	12.5%	11.9%	76.3%	11.9%			
1	71	13.2%	76.5%	10.3%	14.1%	76.1%	9.9%			
2	75	4.2%	93.0%	2.8%	8.0%	89.3%	2.7%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

Trajan Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency
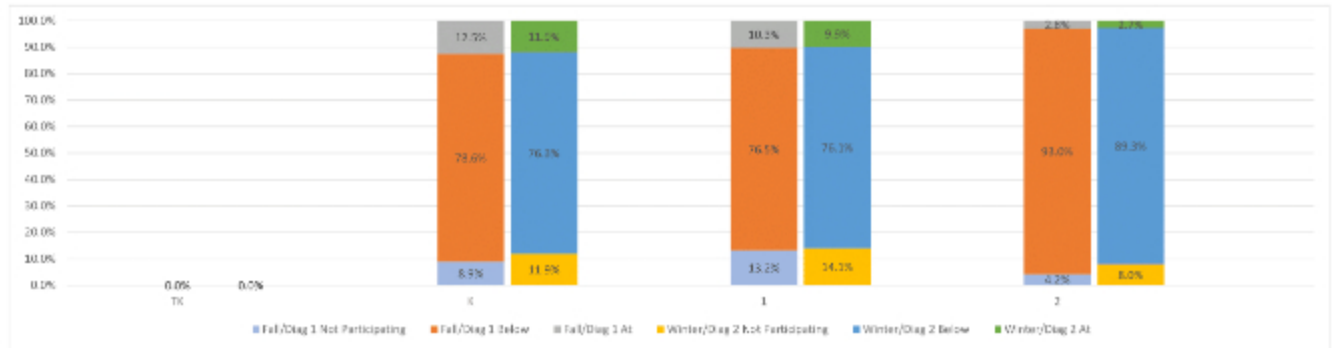
Conclusions based on this data:

1. For our Kindergarten-2nd grade student data from the 2nd trimester 2023 iReady Reading/Text Level assessment, 44.7% of our K-2 students scored at standard and 42.7% scored below standard overall. There was a 44.7% increase from the zero percentage of students overall at standard from the Fall 2022 testing. For our white subgroup, 46.3% scored at standard and 40.1% below standard. The Low SES subgroup data indicated that 47.3% scored at standard and 48.6% below standard. There was a 13.5% increase in the percentage of Low SES students at standard from the Fall 2022 testing. 45.2% of the Hispanic or Latino subgroup scored at standard and 47.6% below standard. There was an 11.9% increase in the percentage of Hispanic/Latino students at standard from the Fall 2022 testing. Special Education student data demonstrated that 23.4% of students scored at standard and 44.7% below standard. There was a 2.9% increase in the percentage of special education students at standard from the Fall 2022 testing. For our 7 Black or African American students, the data showed that 14.3% scored at standard and 71.4% below standard. The percentage of black/African American students overall at standard did not increase from the Fall 2022 testing. The data for our 11 EL students indicated that 18.2% scored at standard and 63.6% below standard. There was an 18.2% increase from the zero percentage of EL students at standard from the Fall 2022 testing.

    There is a need to continue exploring effective Reading instructional practices and curriculum and to continue to provide additional small group instruction and intervention to increase achievement.

Caring Relationships

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) School has a climate that is caring.	125	93.60%	94	75.53%	34	91.18%
B) There are students and staff on campus who listen to students when they have something to say.	124	90.32%	92	71.74%	34	85.29%
C) There is an adult from the school who checks on how students are doing.	122	75.41%	92	58.70%	34	94.12%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	124	88.71%	90	82.22%	34	67.65%
E) Staff feels supported to do their job well in meeting the needs of all students.					34	73.53%
F) Staff feels part of an effective team.					34	94.12%

Family and Staff Engagement

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	125	91.20%			33	75.76%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	124	92.74%			34	79.41%
C) The school offers families opportunities to be involved in school and classroom activities.	124	84.68%			34	88.24%
D) The school keeps families well-informed about school activities.	124	90.32%			34	94.12%
E) The staff at our school listens to family concerns about issues.	123	90.24%			34	91.18%
F) The staff at school are helpful and welcoming when families come to school or call.	124	92.74%			34	88.24%
G) The school and families are partners in promoting positive behavior for my student.	123	92.68%			34	79.41%
H) Families who speak a language other than English receive general information about our school in their home language.	122	95.90%			33	48.48%
I) Staff receive information about upcoming events and important information about the school.					34	91.18%

School Decision Making

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) School seeks input when making important decisions.	121	75.21%	92	40.22%	34	79.41%
B) Important school decisions reflect diverse input.	122	67.21%	88	53.41%	34	73.53%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	122	91.80%				
D) The principal and staff listen to concerns of other staff members about issues.					34	79.41%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					34	70.59%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					34	70.59%
G) Our school uses data from this survey to inform site decision making.					34	64.71%
H) Staff voice matters in decision making.					34	61.76%

Safety

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) Concerns abouts student safety are taken seriously.	123	86.99%	92	72.83%	34	76.47%
B) Concerns about student safety are addressed in a timely manner at my school.	123	86.18%	89	68.54%	34	76.47%
C) My school is a safe place for all students.	123	92.68%	91	80.22%	34	76.47%
D) My school is a safe place for all staff.					34	73.53%
E) Students know what staff member to go to if they have a safety concern.	123	90.24%	89	69.66%	34	85.29%
F) Students know school safety protocols.	123	82.93%	88	81.82%	33	66.67%
G) I feel safe sharing different viewpoints and perspectives at my school.	122	76.23%	89	49.44%	34	67.65%

Sense of Belonging

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) School staff respects student diversity.	123	85.37%	93	84.95%	34	85.29%
B) Adults at my school treat students respectfully.	123	90.24%	92	83.70%	34	88.24%
C) Students are respectful to each other at school.	123	74.80%	93	38.71%	34	61.76%
D) Students have opportunities to socialize with other students often at school.	123	94.31%	92	78.26%	34	100.00%
E) Students have an adult on campus they trust.	123	91.06%	91	80.22%	34	88.24%
F) Students trust other students at school.	122	90.98%	91	84.62%	33	75.76%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	121	78.51%	67	55.22%	33	78.79%
H) School staff reflects student diversity.	122	76.23%	87	68.97%	33	69.70%

Academic Progress

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) Families and students understand how assignments and tests are graded.	122	90.16%	93	80.65%	33	66.67%
B) Questions and concerns about schoolwork are addressed.	122	95.08%	93	89.25%	33	78.79%
C) Student grades reflect their knowledge of the material.	122	94.26%	91	81.32%	33	81.82%
D) Adults at my school believe all students can be successful.	123	95.12%	90	87.78%	33	81.82%
E) Students feel comfortable and unjudged to ask their teacher for help.	123	87.80%	92	61.96%	34	97.06%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	123	96.75%	91	84.62%	33	100.00%
G) Teachers at my school go out of their way to help all students.	122	91.80%	89	61.80%	33	84.85%
H) Students receive timely and regular feedback on their learning.	122	92.62%	92	71.74%	34	88.24%
I) Staff at my school provides resources or ideas that help families support their students at home.	121	90.08%			33	78.79%

High Expectations

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) Students are challenged academically at school.	123	88.62%	92	70.65%	33	87.88%
B) School recognizes and celebrates the academic success of all students.	122	94.26%	91	71.43%	32	93.75%
C) Adults on campus motivate students to do their best.	122	90.98%	92	82.61%	34	97.06%
D) School provides additional academic support when students are struggling.	121	81.82%	90	71.11%	34	91.18%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Student Engagement		N	Pct	N	Pct	N	Pct
A) Students are interested in what they are learning.		124	90.32%	92	72.83%	33	72.73%
B) Students have access to classes and activities that meet their interests and talents.		123	77.24%	70	50.00%	33	63.64%
C) Students understand how to complete their schoolwork.		123	92.68%	92	86.96%	34	70.59%
D) Students complete assignments on time.		124	92.74%	89	68.54%	33	51.52%
E) Students are motivated to do their schoolwork.		123	84.55%	92	69.57%	33	54.55%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
College and Career Readiness		N	Pct	N	Pct	N	Pct
A) Students are encouraged to take the required courses needed to be prepared for college and career.		109	48.62%	50	54.00%	29	31.03%
B) Students and families know what classes they will have to take and pass to graduate from high school.		106	48.11%	49	42.86%	29	17.24%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.		106	57.55%	47	40.43%	29	20.69%
D) School offers college and career programs.		103	22.33%	47	2.13%	29	10.34%
E) Students participate in programs to learn about different jobs, careers, and colleges.		103	21.36%	46	21.74%	29	13.79%
F) Students are prepared for the next step of their educational experience.		107	61.68%	50	62.00%	29	55.17%
G) Staff are optimistic about the future of their career in San Juan Unified.						30	63.33%
H) There are equitable opportunities for advancement in the district.						30	43.33%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Customer Satisfaction		N	Pct	N	Pct	N	Pct
A) I would recommend my school to other families.		124	92.74%	92	85.87%	33	96.97%
B) San Juan Unified School District is a district that I would recommend to other families.		122	84.43%	92	82.61%	32	81.25%

Trajan Elementary 2022-2023 Suspension Data
Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	419	1	0.24%	1	1	0.24%	0	0.00%	0	0.00%
Black/African Am.	16	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Hispanic or Latino	85	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
White	299	1	0.33%	1	1	0.33%	0	0.00%	0	0.00%
ELL	25	1	4.00%	1	1	4.00%	0	0.00%	0	0.00%
RFEP	12	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Low SES	154	1	0.65%	1	1	0.65%	0	0.00%	0	0.00%
SWD	104	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
FY	3	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Homeless	5	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%

% of Students with 1+ Days Home Suspensions

Home Suspension Rate

% of Students with 1+ Days PASS/In-Class Suspensions

PASS or In-Class Penalty Rate
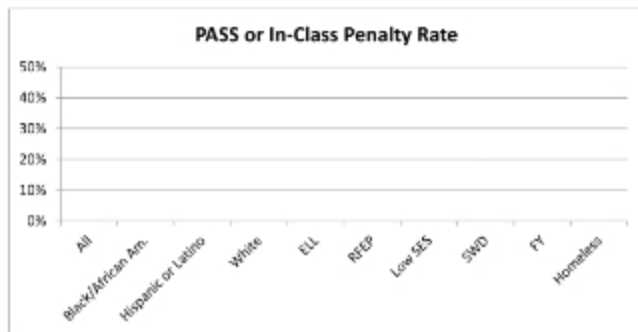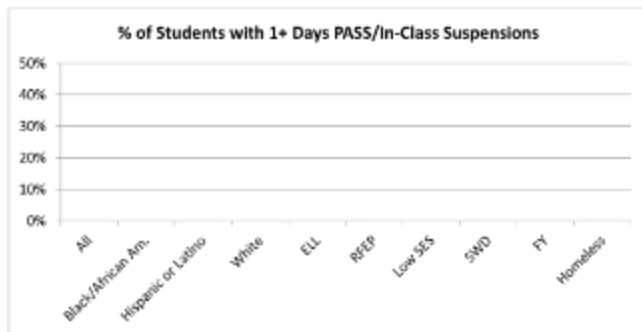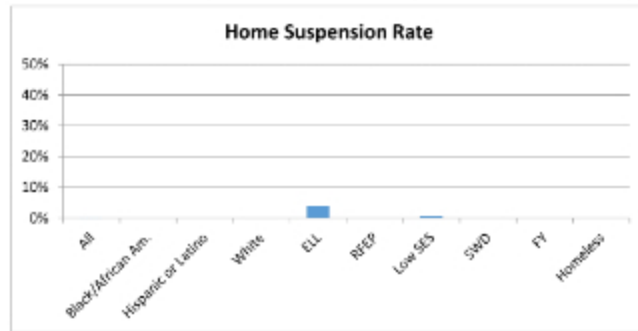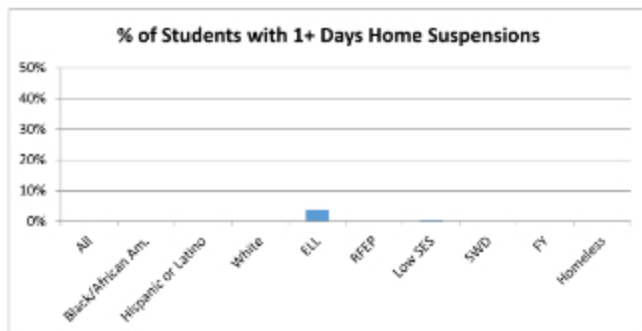
* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

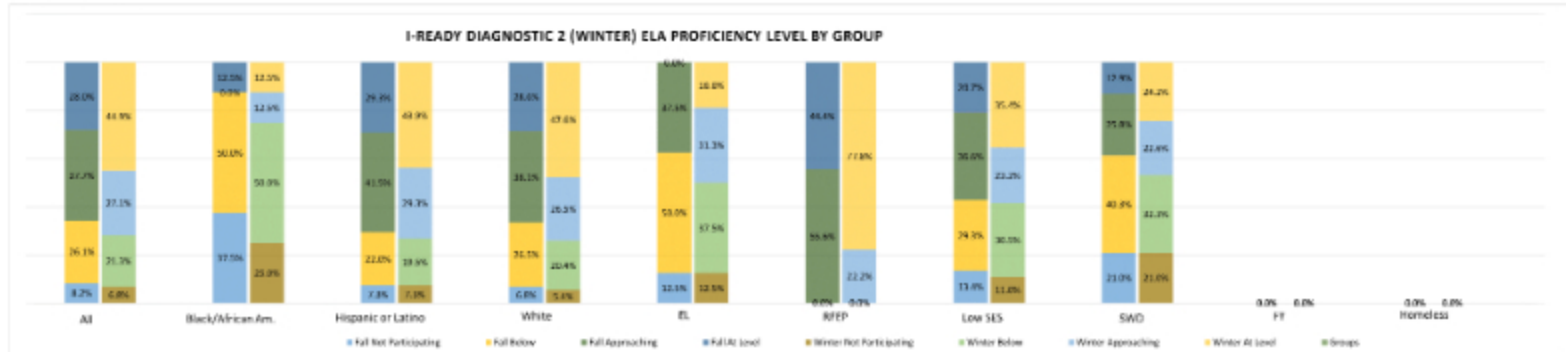Trajan Elementary - i-Ready Diagnostic 2 ELA Proficiency Level by Group

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	207	17	54	78	58	14	44	56	93				
Black/African Am.	8	3	4	0	1	2	4	1	1				
Hispanic or Latino	41	3	9	17	12	3	8	12	18				
White	147	10	39	56	42	8	30	39	70				
EL	16	2	8	6	0	2	6	5	3				
RFEP	9	0	0	5	4	0	0	2	7				
Low SES	82	11	24	30	17	9	25	19	29				
SWD	62	13	25	16	8	13	20	14	15				
FY	1	1	0	0	0	1	0	0	0				
Homeless	3	1	1	0	1	1	1	1	0				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	207	8.2%	26.1%	37.7%	28.0%	6.8%	21.3%	27.1%	44.9%				
Black/African Am.	8	37.5%	50.0%	0.0%	12.5%	25.0%	50.0%	12.5%	12.5%				
Hispanic or Latino	41	7.3%	22.0%	41.5%	29.3%	7.3%	19.5%	29.3%	43.9%				
White	147	6.8%	26.5%	38.1%	28.6%	5.4%	20.4%	26.5%	47.6%				
EL	16	12.5%	50.0%	37.5%	0.0%	12.5%	37.5%	31.3%	18.8%				
RFEP	9	0.0%	0.0%	55.6%	44.4%	0.0%	0.0%	22.2%	77.8%				
Low SES	82	13.4%	29.3%	36.6%	20.7%	11.0%	30.5%	23.2%	35.4%				
SWD	62	21.0%	40.3%	25.8%	12.9%	21.0%	32.3%	22.6%	24.2%				
FY	1	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%				
Homeless	3	33.3%	33.3%	0.0%	33.3%	33.3%	33.3%	33.3%	0.0%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY LEVEL BY GROUP

Trajan Elementary - i-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade
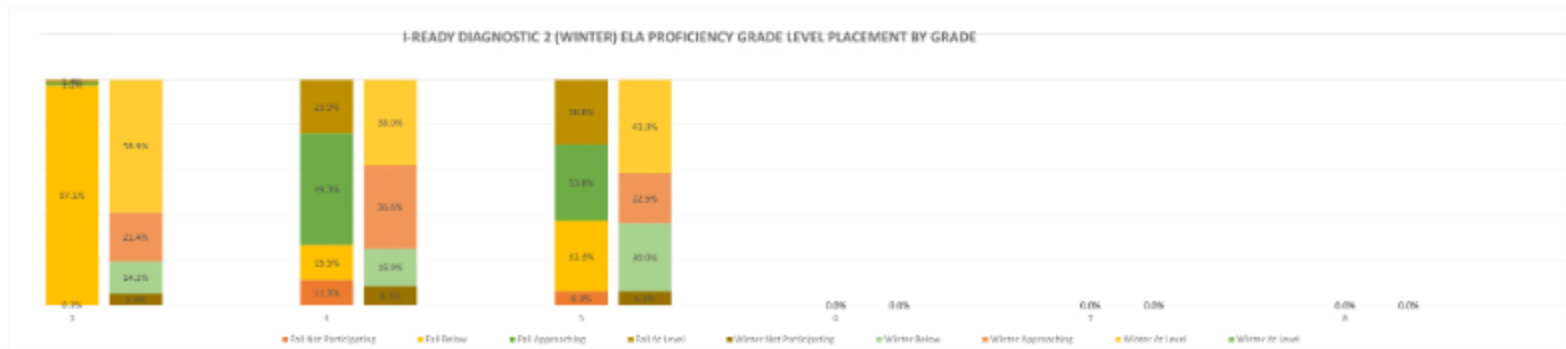
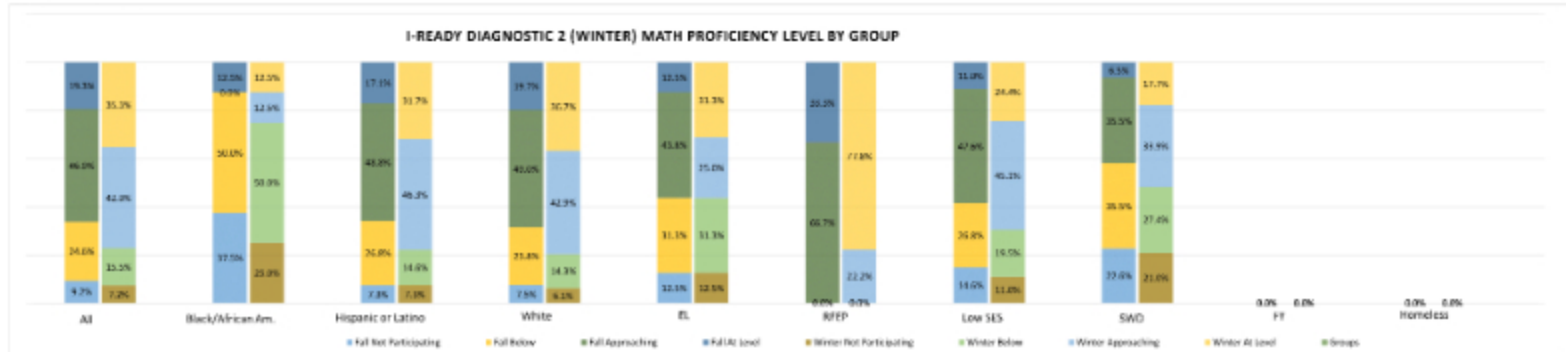| Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	56	4	18	16	18	3	8	12	33				
4	71	8	11	35	17	6	12	26	27				
5	80	5	25	27	23	5	24	18	33				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	56	7.1%	32.1%	28.6%	32.1%	5.4%	14.3%	21.4%	58.9%				
4	71	11.3%	15.5%	49.3%	23.9%	8.5%	16.9%	36.6%	38.0%				
5	80	6.3%	31.3%	33.8%	28.8%	6.3%	30.0%	22.5%	41.3%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE

Trajan Elementary - i-Ready Diagnostic 2 Math Proficiency Level by Group

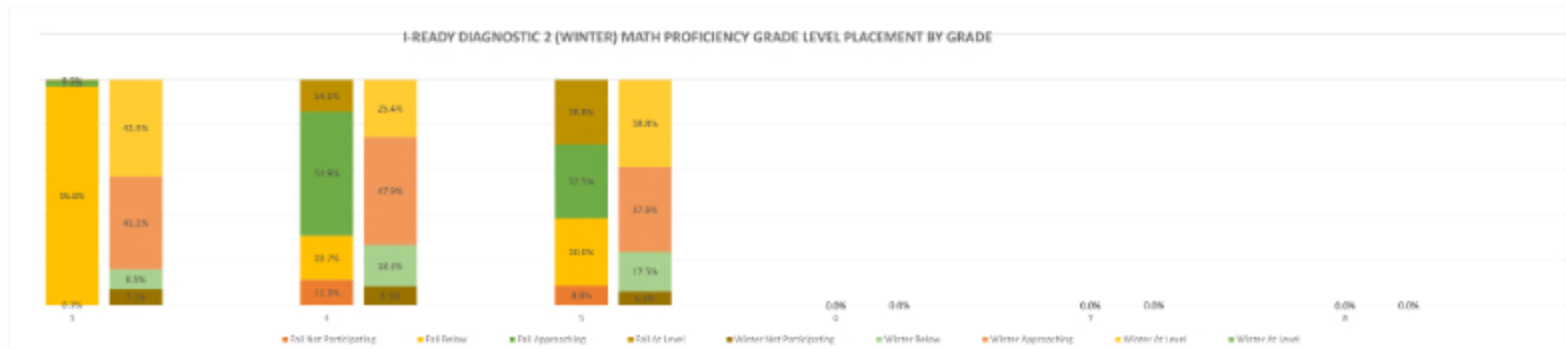| Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	207	19	51	97	40	15	32	87	73				
Black/African Am.	8	3	4	0	1	2	4	1	1				
Hispanic or Latino	41	3	11	20	7	3	6	19	13				
White	147	11	35	72	29	9	21	63	54				
EL	16	2	5	7	2	2	5	4	5				
RFEP	9	0	0	6	3	0	0	2	7				
Low SES	82	12	22	39	9	9	16	37	20				
SWD	62	14	22	22	4	13	17	21	11				
FY	1	1	0	0	0	1	0	0	0				
Homeless	3	1	1	1	0	1	1	1	0				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	207	9.2%	24.6%	46.9%	19.3%	7.2%	15.5%	42.0%	35.3%				
Black/African Am.	8	37.5%	50.0%	0.0%	12.5%	25.0%	50.0%	12.5%	12.5%				
Hispanic or Latino	41	7.3%	26.8%	48.8%	17.1%	7.3%	14.6%	46.3%	31.7%				
White	147	7.5%	23.8%	49.0%	19.7%	6.1%	14.3%	42.9%	36.7%				
EL	16	12.5%	31.3%	43.8%	12.5%	12.5%	31.3%	25.0%	31.3%				
RFEP	9	0.0%	0.0%	66.7%	33.3%	0.0%	0.0%	22.2%	77.8%				
Low SES	82	14.6%	26.8%	47.6%	11.0%	11.0%	19.5%	45.1%	24.4%				
SWD	62	22.6%	35.5%	35.5%	6.5%	21.0%	27.4%	33.9%	17.7%				
FY	1	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%				
Homeless	3	33.3%	33.3%	33.3%	0.0%	33.3%	33.3%	33.3%	0.0%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY LEVEL BY GROUP

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	56	4	13	32	7	4	5	23	24				
4	71	8	14	39	10	6	13	34	18				
5	80	7	24	26	23	5	14	30	31				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	56	7.1%	23.2%	57.1%	12.5%	7.1%	8.9%	41.1%	42.9%				
4	71	11.3%	19.7%	54.9%	14.1%	8.5%	18.3%	47.9%	25.4%				
5	80	8.8%	30.0%	32.5%	28.8%	6.3%	17.5%	37.5%	38.8%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE

Conclusions based on this data:

1. Conclusions based on this Text Level data:
    In looking at the 2nd trimester 2023 iReady Reading assessment data for students in grades Kindergarten - 5th overall, 48% scored at or above standard, 39% scored approaching standard, and 13% scored below standard. There was a 25% increase in the percentage of students overall at standard from the Fall 2022 testing. For our subgroup data, scores indicated that 35.4% of our 3rd-5th grade Low SES students performed at standard, 23.2% scored approaching standard, and 30.5% scored below standard. There was a 14.7% increase in the percentage of Low SES students at standard from the Fall 2022 testing. For our white population, 47.6% scored at standard, 26.5% approaching standard, and 20.4% below standard. Of our Hispanic or Latino students, 43.9% were at standard, 29.3% approaching standard, and 19.5% below standard. There was a 14.6% increase in the percentage of Hispanic/Latino students at standard from the Fall 2022 testing. Our Special Education students scored with 24.2% at standard, 22.6% approaching standard, and 32.3% below standard. There was an 11.3% increase in the percentage of Special Education students at standard from the Fall 2022 testing. The16 students in our EL subgroup demonstrated that 18.8% scored at standard, 31.3% approaching standard, and 37.5% below standard. There was an 18.8% increase in the percentage of EL students at standard from the Fall 2022 testing.

    For the 2nd trimester 2023 iReady Math assessment data for students in Kindergarten - 5th grades overall, 35% scored at standard, 54% approaching standard, and 11% below standard. There was a 19% increase in the percentage of students overall at standard from the Fall 2022 testing. Subgroup data indicated that for our 3rd-5th grade white student population, 36.7% scored at standard, 42.9% approaching standard, and 14.3% below standard. For our Low SES population, 24.4% scored at standard, 45.1% approaching standard, and 19.5% below standard. There was a 13.4% increase in the percentage of Low SES students at standard from the Fall 2022 testing. Our Hispanic or Latino subgroup scores showed 31.7% at standard, 46.3% approaching standard, and 14.6% below standard. There was an 14.6% increase in the percentage of Hispanic/Latino students at standard from the Fall 2022 testing. For our special education students, the data indicated 17.7% at standard, 33.9% approaching standard, and 27.4% below standard. There was a 11.2% increase in the percentage of special education students at standard from the Fall 2022 testing. For our 16 students in the EL subgroup, 31.3% scored at standard, 25% approaching standard, and 31.3% below standard. There was an 18.8% increase in the percentage of EL students at standard from the Fall 2022 testing.

    All grades, K-5th, continue to need additional curriculum resources and to provide appropriate and engaging small group instruction and intervention in reading & math.

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: 2022-23

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 2023 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 2023 Survey data, in the area of Family and Staff Engagement, 93% of parents agree that the school clearly outlines the family, student, and school responsibilities in educating each child and that the staff at school are helpful and welcoming when families come to school or call. In the area of Sense of Belonging, 90% of parents, 84% of students, and 88% of staff agree that adults at school treat students respectfully. In the area of School Decision Making, it is concerning that 67% of parents, 53% of students, and 74% of staff agree that important school decisions reflect diverse input, while 92% of parents agree that the school offers families opportunities to have a role in committees, PTA, SSC, ELAC, etc...

Chronic Absenteeism is a concern, especially for the Two or More Races subgroup with 35% (11/31 students in that subgroup) demonstrating Chronic Absenteeism rates ranging from 10.6% to 14.3%. The overall Attendance Rate for Non-Covid related absences is 96%, but the overall Chronic Absenteeism rate is 26.4%.
During discussion at the Site Council, PTA, and staff meetings, we discussed how beneficial it was to be able to hold events and engage families more this school year since there was an inability to hold events and enrichment programs due to COVID in previous years.

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

Chronic Absenteeism is a concern, especially for the Two or More Races subgroup, so based on our data for the identified students in the Two or More Races subgroup, we will work with the district Attendance School Community Worker to provide outreach, resources, and positive incentives to increase student engagement and daily attendance at school; as well as encourage the use of Independent Study Contracts for absences scheduled in advance for consecutive days out of school. For the 2023/2024 school we plan to continue and potentially expand our intervention offerings, potentially add Project Optimism for student engagement & voice, and add an after-school VAPA program, such as band and/or choir.

2022-23
Identified Need

In response to the California School Dashboard data in our Comprehensive Needs Assessment, we will implement the following evidence-based actions to address the needs of our identified targeted student groups: work with the district Attendance School Community Worker to provide outreach, resources, and positive incentives to increase communication between home and school regarding attendance, and to increase student engagement and daily attendance at school; as well as encourage the use of Independent Study Contracts for absences scheduled in advance for consecutive days out of school.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Spring 2023 Student Survey - area of Student Engagement	50% of students agree that students have access to classes and activities that meet their interests and talents.	By April 2024, we will show a 2% increase in the way that students feel that they have access to classes and activities that meet their interests and talents.
Spring 2023 Parent Survey - area of School Decision Making	67% of parents agree that important school decisions reflect diverse input.	By April 2024, we will show a 2% increase in the way parents feel that important school decisions reflect diverse input.

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Spring 2023 Parent Survey - area of Student Engagement	77% of parents agree that students have access to classes and activities that meet their interests and talents.	By April 2024, we will show a 2% increase in the way that parents feel that students have access to classes and activities that meet their interests and talents.
Spring 2023 Student Survey - area of Sense of Belonging	55% of students agree that the curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	By April 2024, we will show a 2% increase in the way that students feel that the curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.
Attendance Data	92.5% average daily attendance rate for all students overall as of May 2023.	By June 2024, we will show a 2% increase in the average daily attendance rate for all students overall.
Attendance Data	92% average daily attendance rate for Low SES students overall as of May 2023.	By June 2024, we will show a .3% increase in the average daily attendance rate for Low SES students.
Attendance Data	26.4% of all students are chronically absent as of May 2023.	By June 2024, we will show a 3.5% decrease in the percentage of chronically absent students.
Attendance Data	35% of students from the Two or More Races subgroup are chronically absent as of May 2023.	By June 2024, we will show a 4% decrease in the percentage of chronically absent students from the Two or More Races subgroup.
Suspension Data	1.2% home suspension rate for all students overall as of April 2023.	By June 2024, the home suspension rate will decrease by .2% and be no higher than 1% for all students overall.
Suspension Data	2.5% home suspension rate for Low SES students as of April 2023.	By June 2024, at school suspension rate will decrease by 1.5% and be no higher than 1% for Low SES students. .

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, including potentially partnering with Project Optimism.
	
	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
		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 5800: Professional/Consulting Services And Operating Expenditures
					250
					
					4250
						School year 2023 - 2024

| | 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. | | | | | |

| 1.2 | Continue to implement systems for positive school attendance.

Work with the district Attendance School Community Worker to provide outreach, resources, and positive incentives to increase student engagement and daily attendance at school, particularly for our students in the two or more races subgroup who have chronic absenteeism.

Encourage the use of Independent Study | 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 | School year 2023 - 2024 |

	Contracts for absences scheduled in advance for consecutive days out of school. Display a daily attendance information board to create awareness for families.				
1.3	Work with the district Attendance School Community Worker to provide outreach, resources, and positive incentives to increase student engagement and daily attendance at school, particularly for our students in the two or more races subgroup who have	All Students English Learners Low-Income Students Foster Youth X Other Two or More Races			

	chronic absenteeism. Encourage the use of Independent Study Contracts for absences scheduled in advance for consecutive days out of school, particularly for our students in the two or more races subgroup who have chronic absenteeism.						
1.4		All Students English Learners Low-Income Students Foster Youth Other					1.4

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: 2022-23

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 2023 Parent, Student, & Staff Survey data, Student Listening Session Data, and student behavior data in Q.

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

Based on the 2023 Spring Survey data, there is a disparity in the area of Caring Relationships in the percentage of students who agree that school has a climate that is caring compared to the percentage of parents and staff in those areas. 94% of parents and 91% of staff feel that school has a climate that is caring, while 76% of students agree with that. And, in the area of Safety, 93% of parents and 80% of students agree that school is a safe place for all students; however, only 76% of parents, 49% of students, and 68% of staff feel safe sharing different viewpoints and perspectives at school. During our discussions at Site Council, PTA, and staff meetings regarding the disparity between the parents & staff percentages compared to student percentages, we have noticed a pattern of this being the case over the years and we considered that perhaps the subjective nature of the questions could be a factor

in getting accurate data and perhaps we should be more specific in our questions around safety concerns to elicit more informative responses.

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.

2022-23
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 school has a climate that is caring.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Spring 2023 Student Survey - area of Caring Relationships	76% of students feel that school has a climate that is caring.	By April 2024, we will show a 2% increase in the way that students feel that school has a climate that is caring.
Spring 2023 Student Survey - area of Safety	80% of students feel that school is a safe place for all students.	By April 2024, we will show a 2% increase in the way that students feel that school is a safe place for all students.
Spring 2023 Parent Survey - area of Family and Staff Engagement	85% of parents agree that the school offers families opportunities to be involved in school and classroom activities.	By April 2024, we will show a 2% increase in the way that parents feeel that the school offers families opportunities to be involved in school and classroom activities.
Spring 2023 Parent Survey - area of Sense of Belonging	79% of parents agree that the curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	By April 2024, we will show a 2% increase in the way that parents feel that the curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.
Spring 2023 Student Survey - area of Sense of Belonging	55% of students agree that the curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	By April 2024, we will show a 2% increase in the way that students feel that the

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
		curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.
Suspension Data	1.2% home suspension rate for all students overall as of April 2023.	By June 2024, the home suspension rate will decrease by .2% and be no higher than 1% for all students overall.
Suspension Data	2.5% home suspension rate for Low SES students as of April 2023.	By June 2024, at school suspension rate will decrease by 1.5% and be no higher than 1% for Low SES students. .

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. Provide access to and/or	X All Students English Learners Low-Income Students Foster Youth Other	All Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	750	School year 2023 - 2024

	purchase character education and social/emotional learning materials and resources to support the social/emotional learning and needs of our students (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. 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: 2022-23

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 2023 Reading, text level, & Math test data, Spring 2022 CAASPP ELA & Math test data, and Spring 2022 ELPAC data.

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

With an overall increase of 25% of students scoring at grade level from Fall 2022 to Winter 2023 on the iReady Reading assessment and an increase of 45% of K-2 students at grade level proficiency from Fall 2022 to Winter 2023 iReady Reading/Text Level assessments; as well as a 19 % increase in students at grade level proficiency from Fall 2022 to Winter 2023 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 on the iReady needs to increase more. 48% of K-5 students scored at grade level on the Winter 2023 iReady Reading test and 35% of K-5 students scored at grade level on the Winter 2023 iReady Math test. In K-2,

45% of students scored at grade level on the Winter 2023 iReady Reading/Text Level assessments.   Similar results were shown on the Spring 2022 CAASPP ELA & Math test data with 46.9% of 3rd-5th grade students who met/exceeded grade level standards on the ELA State testing and 38% of 3rd-5th grade students who met/exceeded grade level standards on the Math State testing. Another area of concern is Chronic Absenteeism, especially for the Two or More Races subgroup with 35% (11/31 students in that subgroup) demonstrating Chronic Absenteeism rates ranging from 10.6% to 14.3%.   The overall Attendance Rate for Non-Covid related absences is 96%, but the overall Chronic Absenteeism rate is 26.4%.

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 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. To address the issue of Chronic Absenteeism so that students can be in school every day to learn, we will work with the district Attendance School Community Worker to provide outreach, resources, and positive incentives to increase communication between home and school regarding attendance, and to increase student engagement and daily attendance at school; as well as encourage the use of Independent Study Contracts for absences scheduled in advance for consecutive days out of school.

2022-23
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: continue targeted small group intervention and small group classroom instruction to overcome learning gaps in math and reading and with a focus on the needs of our Low SES students, students with disabilities, EL students and students with chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
3rd-5th grade iReady Reading Winter 2023 data	48% of K-5th students overall met grade level proficiency as of April 2023.	By April 2024, all students in grades K-5 will show a 5% increase in iReady Reading proficiency data.
3rd-5th grade iReady Reading Winter 2023 data	35.4% of 3-5th Low SES students met grade level proficiency as of April 2023.	By April 2024, Low SES students in grades 3-5 will show a 7.5% increase.
3rd-5th grade iReady Reading Winter 2023 data	24.2% of special education students met grade level proficiency as of April 2023.	By April 2024, special education students in grades 3-5 will show a 7.5% increase.

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
K-2nd grade iReady Reading/Text Level Winter 2023 data	45% of students overall were at or above grade level proficiency as of April 2023.	By April 2024, all students in grades K-2 will show a 5% increase in iReady Reading/Text level test data..
K-2nd grade iReady Reading/Text Level Winter 2023 data	47.3% of Low SES students were at or above grade level proficiency as of April 2023.	By April 2024, Low SES students in grades K-2 will show a 7.5% increase.
K-2nd grade iReady Reading/Text Level Winter 2023 data	18.2% of EL students were at or above grade level proficiency as of April 2023.	By April 2024, EL students in grades K-2 will show a 7.5% increase.
3rd-5th grade iReady Math Winter 2023 data	35% of 3-5th students overall met grade level proficiency as of April 2023.	By April 2024, all students in grades 3-5 will show a 5% increase in iReady Math proficiency data.
3rd-5th grade iReady Math Winter 2023 data	24.4% of 3-5th Low SES students met grade level proficiency as of April 2023.	By April 2024, Low SES students in grades 3-5 will show a 7.5% increase.
3rd-5th grade iReady Math Winter 2023 data	17.7% of special education students met grade level proficiency as of April 2023.	By April 2024, special education students in grades 3-5 will show a 7.5% increase.
Spring 2022 ELPAC data	53.3% of EL students overall scored in Levels 3 & 4 in Spring 2022.	By April 2024, EL students will show an increase in levels 3 & 4 and a decrease in levels 1 & 2.
3rd-5th grade ELA CAASPP 2022 data	47% of students overall met or exceeded standards in June 2022.	By June 2024, all students in grades 3-5 who meet or exceed standards will show a 6% increase.
3rd-5th grade ELA CAASPP 2022 data	37.2% of Low SES students met or exceeded standards in June 2022.	By June 2024, Low SES students in grades 3-5 who meet or exceed standards will show a 9% increase.
3rd-5th grade Math CAASPP 2022 data	38.2% of students overall met or exceeded standards in June 2022.	By June 2024, all students in grades 3-5 who meet or exceed standards will show a 6% increase.
3rd-5th grade Math CAASPP 2022 data	24.4% of Low SES students met or exceeded standards in June 2022.	By June 2024, 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 professional development throughout the year. Ensure collaboration time in order to develop and analyze Common Core curriculum to enhance small group instructional practices to	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 LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2400 10230 1500	School year 2023 - 2024

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, GLAD, & interventions to address learning gaps in all content areas in alignment with CCSS					
3.2		Provide resources for after school intervention/ tutoring to students, including EL, Low SES, and Two or More Races students not meeting growth targets in reading & math.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers, Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	250.00	School year 2023 - 2024
3.3		Identify and obtain intervention materials, resources, and programs to support reading & math instruction.	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	8550	School year 2023 - 2024

	Purchase identified technology and instructional materials to be utilized by students and teachers to meet CCSS & address learning gaps. Staff participate in book studies related to curriculum & instruction or successful practices and social skills.				
3.4	Identify and obtain materials/ resources & programs, such as Heggerty, ESGI,and Starfall, needed for implementation of CCSS. Teachers & administration attend math,	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	750	School year 2023 - 2024

	science, reading or writing curriculum related conferences, virtually or at a venue, with guest teachers provided to attend. Teachers attend Education Through Music, Physical Education, or other conferences with guest 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: 2022-23

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 2023 Parent, Student, and Staff Survey data

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

We were able to offer an after-school Math Camp intervention for grades 3-5 and extended math and reading intervention for 1st grade, but enrichment programs; such as band or choir were not able to be offered this school year due to a lack of staff to teach those programs. In the area of Student Engagement, 90% of parents agree that students are interested in what they are learning. However, only 77% of parents, 50% of students, and 64% of staff agree that students have access to classes and activities that meet their interests and talents.

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

For the 2023/2024 school year, we plan to expand our enrichment offerings and possibly add an after-school VAPA program, such as drama, art, band and/or choir through the use of LCFF funds and stipend funds for certificated staff. We may also partner with Project Optimism to increase student voice and engagement for our 4th & 5th grade students in particular.

2022-23
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 enrichment classes or activities to increase their engagement and achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Spring 2023 Student School Survey - area of Student Engagement	50% of students agree that students have access to classes and activities that meet their interests and talents.	By April 2024, we will show a 2% increase in the way that students feel that students have access to classes and activities that meet their interests and talents.
Spring 2023 Parent School Survey - area of Student Engagement	77% of parents agree that students have access to classes and activities that meet their interests and talents.	By April 2024, we will show a 2% increase in the way that parents feel that students have access to classes and activities that meet their interests and talents.
Spring 2023 Student School Survey - area of College and Career Readiness	62% of students feel that students are prepared for the next step of their educational experience.	By April 2024, 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 2023 Parent School Survey - area of College and Career Readiness	61.7%% of parents feel that students are prepared for the next step of their educational experience.	By April 2024, 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 2023 Student School Survey - area of Student Engagement	72.8% of students agree that students are interested in what they are learning.	By April 2024, we will show a 2% increase in the way that students feel that students are interested in what they are learning.

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, Low SES, and Two or More Races students. Create opportunities for student voice and engagement.	X All Students English Learners Low-Income Students Foster Youth Other	All Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2250	School year 2023 - 2024

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.

Centralized Services

SCHOOL GOAL #1:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
startcollapse					
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse			

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #2:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
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SCHOOL GOAL #3:

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 Expenditure(s)			
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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 Expenditure(s)			
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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 Expenditure(s)			
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SCHOOL GOAL #4:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
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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	$31,680.00

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	$31,680.00

Subtotal of state or local funds included for this school: $31,680.00

Total of federal, state, and/or local funds for this school: $31,680.00

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	31,680	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	31,680.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	10,230.00
4000-4999: Books And Supplies	14,950.00
5000-5999: Services And Other Operating Expenditures	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	10,230.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	14,950.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures

Goal 1	5,000.00
Goal 2	750.00
Goal 3	23,680.00
Goal 4	2,250.00

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
Kathy Faircloth	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
Sergey Chervonet	English Learner Advisory Committee
M. Curiel	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 05/18/23.

Attested:

M. Curiel	Principal, Monica Curiel on 05/18/23
P. Lasick	SSC Chairperson, Paula Lasick on 05/18/23

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.

Educational Partner 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 A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

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   **$31,680.00 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, including potentially partnering with Project Optimism.

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 | $250.00 | Connected School Communities | |

Trajan Elementary School

Continue to implement systems for positive school attendance.

Work with the district Attendance School Community Worker to provide outreach, resources, and positive incentives to increase student engagement and daily attendance at school, particularly for our students in the two or more races subgroup who have chronic absenteeism.

Encourage the use of Independent Study Contracts for absences scheduled in advance for consecutive days out of school.

Display a daily attendance information board to create awareness for families.

4000-4999: Books And Supplies	$500.00	Connected School Communities
5800: Professional/Consulting Services And Operating Expenditures	$4,250.00	Connected School Communities

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	$750.00	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 students (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.

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

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 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, GLAD, & interventions to address learning gaps in all content areas in alignment with CCSS	4000-4999: Books And Supplies	$2,400.00	Engaging Academic Programs
Provide resources for after school intervention/ tutoring to students, including EL, Low SES, and Two or More Races students not meeting growth targets in reading & math.	4000-4999: Books And Supplies	$250.00	Engaging Academic Programs

Trajan Elementary School

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. Staff participate in book studies related to curriculum & instruction or successful practices and social skills.	4000-4999: Books And Supplies	$8,550.00	Engaging Academic Programs
Identify and obtain materials/ resources & programs, such as Heggerty, ESGI,and Starfall, needed for implementation of CCSS. 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, Physical Education, or other conferences with guest teachers provided if needed.	5800: Professional/Consulting Services And Operating Expenditures	$750.00	Engaging Academic Programs
	1000-1999: Certificated Personnel Salaries	$10,230.00	Engaging Academic Programs
	5000-5999: Services And Other Operating Expenditures	$1,500.00	Engaging Academic Programs
Offer before and/or after school enrichment opportunities for students, including EL, Low SES, and Two or More Races students. Create opportunities for student voice and engagement.	4000-4999: Books And Supplies	$2,250.00	Clear Pathways to Bright Futures

LCFF Supplemental Site Allocation Total Expenditures: $31,680.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Trajan Elementary School Total Expenditures: $31,680.00