

School Year: **2024-25**



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 20th, 2024	July 30, 2024

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

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

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 SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards

Goal 2: Student Engagement and Course Access

Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

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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

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

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, ELAC, the site Leadership Team and staff were consulted in March, April and May of 2024 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 2024 site staff meeting. The SPSA is shared on the school website so that all stakeholders are able to read it and provide input.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.25%	0.25%	%	1	1	
African American	2.54%	2.49%	2.26%	10	10	9
Asian	2.04%	1.24%	1.26%	8	5	5
Filipino	1.02%	1.49%	0.75%	4	6	3
Hispanic/Latino	19.34%	20.9%	21.36%	76	84	85
Pacific Islander	0.25%	0.25%	%	1	1	
White	66.92%	65.92%	66.58%	263	265	265
Multiple/No Response	7.63%	7.46%	7.79%	30	30	31
	Total Enrollment			393	402	398

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	60	55	56
Grade 1	74	67	57
Grade 2	53	71	65
Grade3	66	56	74
Grade 4	77	69	57
Grade 5	63	84	66
Total Enrollment	393	402	398

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	20	26	23	5.10%	5.1%	5.8%
Fluent English Proficient (FEP)	18	17	13	2.70%	4.6%	3.3%
Reclassified Fluent English Proficient (RFEP)				0.0%		

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
402	43.5	6.5	0.7
Total Number of Students enrolled in Trajan Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	26	6.5
Foster Youth	3	0.7
Homeless	5	1.2
Socioeconomically Disadvantaged	175	43.5
Students with Disabilities	82	20.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.5
American Indian	1	0.2
Asian	5	1.2
Filipino	6	1.5
Hispanic	84	20.9
Two or More Races	30	7.5
Pacific Islander	1	0.2
White	265	65.9

School and Student Performance Data

Overall Performance





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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Yellow
Mathematics  Yellow		

Conclusions based on this data:

1. ELA & Math "green" indicators are an improvement from 2018 and continued academic supports and instruction are necessary to continue positive progress.
2. The "green" indicator in Chronic Absenteeism was an improvement from 2018 and continued social/emotional and academic supports and instruction are necessary to continue positive progress.

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3. The "orange" indicator for Suspension Rate is an area of growth to focus on and to provide social/emotional support as needed for positive progress.

School and Student Performance Data

Academic Performance English Language Arts

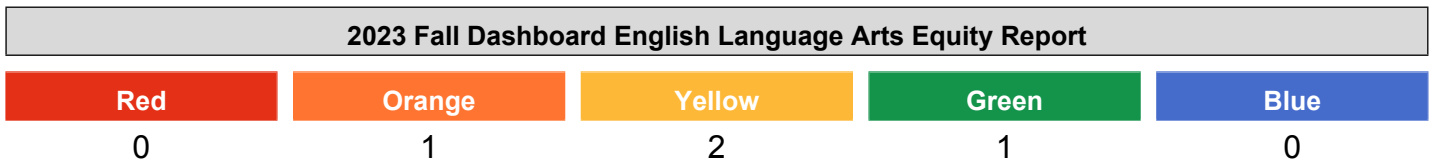
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Yellow 5.8 points below standard Increased +7.7 points 198 Students	English Learners 44.1 points below standard Decreased Significantly -30.9 points 23 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged Yellow 17.4 points below standard Increased +6.2 points 96 Students	Students with Disabilities Orange 63.6 points below standard Maintained -2.4 points 47 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 9.3 points below standard Increased Significantly +22.2 points 40 Students	9.5 points below standard Increased Significantly +17.7 points 12 Students	Less than 11 Students 1 Student	 Green 2.4 points below standard Increased +4.4 points 136 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
70.7 points below standard Decreased -13.7 points 15 Students	Less than 11 Students 8 Students	1.4 points below standard Increased +12.2 points 172 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Data show that all our students are scoring 5.8 points below standard which is an increase of 7.7 points from the previous school year. In comparison, our Students With Disabilities are the lowest performing student group. They are "orange" and maintained their level despite decreasing -2.4 points.

Students With Disabilities are in the "orange" range for English Language Arts, and they also have a chronic absenteeism rate of 24%. Although this group's chronic absenteeism rate has decreased -19.5%, the current rate is still statistically significant as school attendance is tied to student learning outcomes.

There is a continued need for intense intervention with our Students With Disabilities student group, both in general education classes and in specialized academic intervention delivered through our special education department. Targeted foundational literacy instruction with additional support materials are needed to support all students. Additional after-school intervention needs to continue to be offered.

School and Student Performance Data

Academic Performance Mathematics

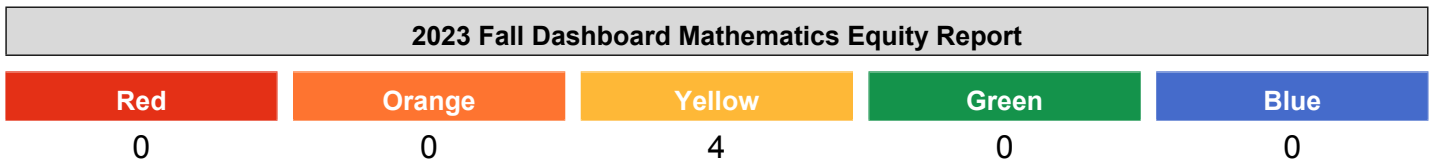
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 19.7 points below standard Maintained +1.4 points 198 Students	English Learners 20.3 points below standard Decreased -8.6 points 23 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged Yellow 34.3 points below standard Increased +3.2 points 94 Students	Students with Disabilities Yellow 63.1 points below standard Increased Significantly +16.5 points 47 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 28.9 points below standard Increased +13.7 points 40 Students	7.9 points below standard Increased Significantly +20.5 points 12 Students	Less than 11 Students 1 Student	 Yellow 18 points below standard Maintained -1.1 points 135 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
38.2 points below standard Increased +11.3 points 15 Students	Less than 11 Students 8 Students	20.4 points below standard Maintained +1.9 points 172 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All student groups scored in the yellow range. The lowest scoring student groups are Students With Disabilities (63.1 points from standard), and Socioeconomically Disadvantaged students (34.3 points below standard).

There is a continued need for intense intervention with our Students With Disabilities student group, both in general education classes and in specialized academic intervention delivered through our special education department. Targeted math intervention with additional support materials are needed to support all students. Additional after-school math intervention programs need to continue to be offered. Teacher participation in summer institutes for AdVantage Math Recovery program is also encouraged.

School and Student Performance Data

Academic Performance English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
0.65% making progress towards English language proficiency
Number of EL Students: 20 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0	5	0	13

Lowest Performing Group:

Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

35% of our EL students maintained their ELPI level, while 65% of our EL students progressed at least one ELPI level.

EL students are receiving targeted support from an ELD teacher 4 times per week, as well as primary ELD support in their classrooms. In addition, 25.8% of English Learners were chronically absent, which continues to be a concern. 22% of our EL learners are also part of our Students With Disabilities student group.

Our EL student group is growing. Additional supplemental resources and training (GLAD, other) will be needed for classroom teachers to support new ELs.

School and Student Performance Data

Academic Performance College/Career Report

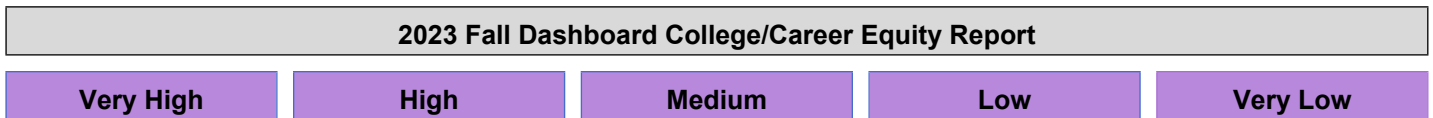
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Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.



This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	English Learners	Foster Youth
N/A	N/A	N/A
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard College/Career Report by Race/Ethnicity

African American	American Indian	Asian	Filipino
N/A	N/A	N/A	N/A
Hispanic	Two or More Races	Pacific Islander	White
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

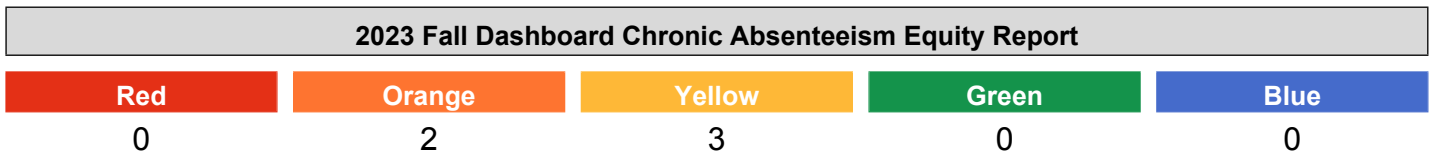
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>18.8% Chronically Absent</p> <p>Declined Significantly -14.7</p> <p>414 Students</p>	<p>English Learners</p> <p>25.8% Chronically Absent</p> <p>Declined -6.3</p> <p>31 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>22.1% Chronically Absent</p> <p>Declined Significantly -22</p> <p>204 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>24% Chronically Absent</p> <p>Declined -19.5</p> <p>100 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
27.3% Chronically Absent Declined -22.7 11 Students	Less than 11 Students 1 Student	Less than 11 Students 5 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 25% Chronically Absent Declined -14.5 84 Students	 Yellow 20% Chronically Absent Declined -34.8 30 Students	Less than 11 Students 2 Students	 Yellow 16.7% Chronically Absent Declined Significantly -13.7 275 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All student groups showed an improvement of 14.7 and are now scoring at the performance level of yellow. However, our Students with Disabilities and Hispanic students scored in the orange level.

Some of our Students With Disabilities have chronic illnesses. Transportation?

Greater success getting chronic absence forms completed; Completion of STIS contracts; additional personnel to increase the number of positive student and family interactions regarding attendance

School and Student Performance Data

Academic Engagement Graduation Rate

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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
N/A	N/A	N/A
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
N/A	N/A	N/A	N/A
Hispanic	Two or More Races	Pacific Islander	White
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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School and Student Performance Data

Conditions & Climate Suspension Rate

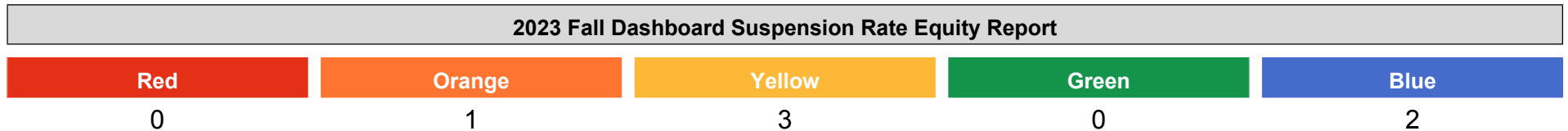
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group


All Students


 Yellow

0.7% suspended at least one day

Increased 0.7
428 Students

English Learners


 Orange

3.1% suspended at least one day

Increased 3.1
32 Students


Foster Youth

Less than 11 Students
3 Students

Homeless

Less than 11 Students
9 Students


Socioeconomically Disadvantaged


 Yellow

0.9% suspended at least one day

Increased 0.9
211 Students




Students with Disabilities


 Yellow

1% suspended at least one day

Increased 1
101 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Maintained 0 11 Students</p>	<p>Less than 11 Students 1 Student</p>	<p>Less than 11 Students 5 Students</p>	<p>Less than 11 Students 6 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 85 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 30 Students</p>	<p>Less than 11 Students 2 Students</p>	<p align="center"> Yellow</p> <p>1% suspended at least one day</p> <p>Increased 1 288 Students</p>

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

0.7% of all students were suspended at least one day which was an increase from the previous year. The lowest performing subgroup was English learners in that 3.1% of this group was suspended at least one day which was an increase of 3.1 from the previous school year.

Increased number of students who exhibited extreme student behavior. Increased number of students with unaddressed mental health needs.

Robust character education program, training for staff on responsive classroom practices, acquisition of support material for SEL instruction, targeted intervention for students with extreme behavior, additional support and resources from district MTSS and FACE departments.

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

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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 Fall 2023 and Winter 2024 diagnostics in Reading and Math, iReady growth reports; on-going text level assessments; Spring 2023 CAASPP ELA and Math summative reports; ELPAC assessment data; CA Dashboard indicators. Progress monitoring throughout the year, shared during grade level and whole staff meetings, Site Leadership Team meetings, School Site Council meetings, and ELAC meetings.

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

There was an overall increase of 25% of all students scoring at grade level from Fall 2023 to Winter 2024 on the iReady Reading assessment and an increase of 31% of K-2 students at grade level proficiency from Fall 2023 to Winter 2024 iReady Reading/Text Level assessments; additionally, there was a 25% increase in students at grade level proficiency from Fall 2023 to Winter 2024 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 in iReady needs to increase. 53% of K-5 students scored at grade level on the Winter 2024 iReady Reading test and 38% of K-5 students scored at grade level on the Winter 2024 iReady Math test. In K-2, 53% of students scored at grade level on the Winter 2024 iReady Reading/Text Level assessments. Similar results were shown on the Spring 2023 CAASPP ELA & Math test data with 47.37% of 3rd-5th grade students who met/exceeded grade level standards on the ELA State testing and 37.17% of 3rd-5th grade students who met/exceeded grade level standards on the Math State testing. Although the staff participated in AdVantage Math Recovery professional development this year, staff feedback indicated that participation in additional summer institutes was necessary to fully embrace AVMR pedagogy.

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

Based on information gathered from the Comprehensive Needs Assessment data in the areas of Reading and Math, 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. Two additional after-school mathematics intervention classes were added in Spring 2024. A cohort of TK-2 teachers also participated in Language Essentials for Teachers of Reading and Spelling (LETRS) training, and began researching supplemental resources to support reading instruction.

2023-24

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, Hispanic students, Students With Disabilities, EL students and students with chronic absenteeism. Extended-day and after school tutoring and intervention classes for math. Additional targeted support for foundational reading skills in K-2 students is necessary to increase the number of students who are proficient readers by third grade, as well as supplemental materials for 3rd-5th grade students who are not proficient readers.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	+3 scale score points
	English Learners	
	Foster Youth	
	Homeless	

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

	<p>Socioeconomically Disadvantaged 17.4 points below standard</p> <p>Students with Disabilities 63.6 points below standard</p> <p>African American</p> <p>American Indian</p> <p>Asian</p> <p>Filipino</p> <p>Hispanic 9.3 points below standard</p> <p>Two or More Races 9.5 points below standard</p> <p>Pacific Islander</p> <p>White 2.4 points below standard</p>	
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<p>Math State Assessment: Change in scale score</p>	<p>All Students 19.7 points below standard</p> <p>English Learners 20.3 points below standard</p> <p>Foster Youth</p> <p>Homeless</p> <p>Socioeconomically Disadvantaged 34.3 points below standard</p> <p>Students with Disabilities 63.1 points below standard</p> <p>African American</p> <p>American Indian</p> <p>Asian</p> <p>Filipino</p> <p>Hispanic 28.9 points below standard</p> <p>Two or More Races 7.9 points below standard</p>	<p>+3 scale score points</p>
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Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Pacific Islander White 18 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.65%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	9.09%	+2%

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	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Provide curriculum, materials, manipulatives, and books in all academic areas, including leveled classroom libraries.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	2024- 2025
1.2	Provide supplemental materials and resources to support the academic growth	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	427	2024- 2025

	of English Language learners		4000-4999: Books And Supplies		
1.3	Provide opportunities for staff to attend professional development throughout the year, such as Education Through Music.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	400	2024- 2025
1.4	Fund technology to support academic achievement through the purchase of software applications, hardware, and online subscriptions.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5220	2024- 2025
1.5	Provide release time for teachers to collaborate, plan, conduct observations, and	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	2000	2024- 2025

	analyze student data to support student academic growth.		1000-1999: Certificated Personnel Salaries		
1.6	Provide opportunities for certificated staff to earn additional assignment pay for curriculum planning and collaboration outside of the work day.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	4000	2024- 2025
1.7	Provide resources for after school intervention/ tutoring to students, including EL and SWD Low SES, and students not meeting growth targets in reading and math.	X All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Students With Disabilities	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	250	2024- 2025
1.8	Identify and obtain	X All Students English Learners	LCFF Supplemental	250	2024- 2025

	intervention materials, resources, and programs to support reading and math instruction.	Low-Income Students Foster Youth Lowest Performing	Site Allocation 4000-4999: Books And Supplies		
1.9	Fund additional cost of an Intervention teacher. PC 38345	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	7,000 4,073	2024- 2025
1.10	Conduct engaging field trips and assemblies to support student engagement, attendance, social emotional learning, and academic programs.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	250	2024- 2025

1.11		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

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

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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?

CA Dashboard indicator--Chronic Absenteeism, especially for the Students With Disabilities (24%) and Hispanic (25%) student groups; School Attendance Improvement Plan; Student and family survey data; Unified Insights overall attendance rate and chronic absence rate. Progress monitoring: frequency--monthly attendance report reviews, weekly classroom attendance review, daily call sheet and daily tardy monitoring.

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

To address the issue of Chronic Absenteeism, we worked with the district Attendance School Community Worker to provide outreach, resources, and positive incentives in order to increase communication between home and school regarding attendance. Our attendance clerk made daily contact with every family when a child was absent and assisted families in completing chronic illness forms as well as Short Term Independent Study contracts for absences scheduled in advance for consecutive days out of

school. Our Attendance Improvement Plan included weekly opportunities for students with 100% attendance to earn Dragon Attendance Dollars, and monthly opportunities for students to purchase awards or experiences in our Attendance Store. Although many students received attendance dollars, the students who were chronically absent lost the opportunity to earn a dollar the first day of the week they were tardy or absent.

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

Weekly attendance data was used to incentivize students to earn Dragon Attendance Dollars. After the first month of our incentive program, the requirement to earn a dollar changed. Students who were late or left early due to medical appointments were initially excluded from the incentive, but were included in month two and beyond. This incentivized the parents to have students attend the remainder of the day.

2023-24

Identified Need

- -Increase home visits
- -Increase engaging programs to encourage attendance
- -Increase positive school/home communications that recognize individual attendance improvement efforts
- -Recognize parent efforts to increase student attendance
- -Increase number of attendance conferences and Attendance Improvement Plans for chronically absent students

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	18.8% Chronically Absent
	English Learners	25.8% Chronically Absent
	Foster Youth	
	Homeless	
	Socioeconomically Disadvantaged	22.1% Chronically Absent
	Students with Disabilities	24% Chronically Absent
		-0.5%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	African American 27.3% Chronically Absent American Indian Asian Filipino Hispanic 25% Chronically Absent Two or More Races 20% Chronically Absent Pacific Islander White 16.7% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	93.40%	95%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	N/A
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students N/A English Learners N/A Foster Youth N/A Homeless N/A Socioeconomically Disadvantaged N/A Students with Disabilities N/A African American N/A American Indian N/A	N/A

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	Asian	N/A	
	Filipino	N/A	
	Hispanic	N/A	
	Two or More Races	N/A	
	Pacific Islander	N/A	
	White	N/A	

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	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Conduct engaging field trips and assemblies to support student engagement, attendance, social emotional learning, and academic programs.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	500	2024- 2025
2.2	Provide funding for a field trip and assembly Staff Coordinator to assist with the planning and coordination of events, as well as	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	1200	2024- 2025

	collection of necessary documentation.				
2.3	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 With Disabilities, our Hispanic students, and our English Learners.	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Students With Disabilities, Hispanic			2024- 2025
2.4	Purchase attendance incentives	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	2024- 2025

2.5	Provide resources and materials for engaging school programs, such as the Trajan Green Team, Student Leadership, etc.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	750	2024- 2025
2.6	Provide opportunities for certificated and classified staff to earn additional assignment pay for before- and after- school programs that promote student engagement.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1000 500	2024-2025

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

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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?

SAEBRS Fall and Winter screeners, Behavior Intervention Team meetings, Mental Health meetings with counselor and principal, Tier 2 small group interventions, SEL support referrals, Care Solace referrals, student listening sessions, CA Dashboard indicators, student incident reports from teachers, office referrals, Unified Insights, District Climate Survey results

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

Student data comparison between Fall 2023 and Spring 2024 mySAEBRS screenings show:

- -an overall decrease in the numbers of student at high risk from 3.4% to 2.0%;
- -a decrease in mySEABRS Emotional high risk from 5.4% to 4.0%,
- -a decrease in mySEABRS Social high risk from 6.4% to 4.4%.

However, there is an increase in the number of high risk students in the area of Academics from 4.4% to 5.9%.

Successful practices:

- -Site-Wide Book study on "Regulated Classrooms"
- -Establishment of Behavior Intervention Team
- -Adoption of Second Step SEL curriculum
- -Character Trait assemblies
- -Family behavior and academic conferences
- -Alternatives to suspension
- -De-escalation strategies
- -Social skills group with MTSS counselor
- -On-going push in support from Recreation Aide in TK and Kindergarten
- -Increase in staffing for student safety and emotional regulation
- -Establishment of student led Green Team
- -Increase of after school enrichment opportunities (Music and Movement, Garden, Art, Chess, Coding, Talent Show, etc)
- -Back to School picnic and Harvest Festival

Areas for growth for future success:

- -Increased opportunities for student leadership
- -School-wide instruction on Zones of Regulation, with support from MTSS counselor in teaching/re-teaching material
- -Early identification of students in need of behavior support, as well functional behavior analysis and behavior intervention plans
- -Professional development for staff to build capacity in behavior support and de-escalation strategies

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

Development of Behavior Intervention Team; alignment of SEL lessons with character trait assemblies; weekly Mental Health meetings with principal and counselor; staff book study; increased opportunities for parent/family/community volunteers

2023-24

Identified Need

Common agreement on implementation of SEL curriculum and lessons, classroom materials and supplies to increase student regulation, professional development opportunities

Annual Measurable Outcomes

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	0.7% suspended at least one day
	English Learners	3.1% suspended at least one day
	Foster Youth	
	Homeless	
	Socioeconomically Disadvantaged	0.9% suspended at least one day
	Students with Disabilities	1% suspended at least one day
	African American	0% suspended at least one day
	American Indian	
	Asian	
	Filipino	
	Hispanic	0% suspended at least one day
	Two or More Races	0% suspended at least one day
	Pacific Islander	
	White	1% suspended at least one day
Expulsion Rate: Percentage of students expelled from school.	0.00%	0%
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	71.8%	+1%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	70.4%	+1%
Parent and Family Engagement in Leadership Roles: Percentage of parents	95%	+2%

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).

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	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Provide opportunities for all students to participate in real life experiences (assemblies, field trips) in support of academic and SEL goals.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	700	2024- 2025
3.2	Provide materials and supplies for social emotional learning, behavior regulation, and character trait education	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	800	2024- 2025

3.3	Conduct engaging field trips and assemblies to support student engagement, attendance, social emotional learning, and academic programs.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	500	2024- 2025
3.4	Supplemental rec aides to increase safety on campus.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries	3,933	2024- 2025
3.5	Increase parent engagement through targeted phone calls and informal conversations.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024- 2025
3.6		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

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:
Student Achievement and Implementation of Standards

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
0.5 FTE MTSS Academic Intervention Teacher: Provides targeted academic intervention for students who are not proficient in reading and math	2024-2025	Intervention Teacher	1000-1999: Certificated Personnel Salaries	Other	
Intervention Teacher, 1.0FTE ELO: Provides targeted academic intervention for students who are not proficient in reading and math	2024-2025	Intervention Teacher	1000-1999: Certificated Personnel Salaries	Other	

SCHOOL GOAL #2:
Student Engagement and Course Access

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)

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

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
3.5 hr Rec Aide: Provides supplemental playground and site safety	2024-2025	Rec Aide	2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
2.0 hr Rec Aide: Provides supplemental playground safety	2024-2025	Rec Aide	2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
0.5 FTE Counselor: Provide Tier 1 and 2 intervention for targeted students identified by MTSS, teachers, and staff	2024-2025	Counselor	1000-1999: Certificated Personnel Salaries		

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	\$36,253.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Rec Aide Allocation	\$3,933.00
LCFF Supplemental Site Allocation	\$32,320.00

Subtotal of state or local funds included for this school: \$36,253.00

Total of federal, state, and/or local funds for this school: \$36,253.00

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	32,320	0.00
LCFF Rec Aide Allocation	3,933	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	3,933.00
LCFF Supplemental Site Allocation	32,320.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	13,500.00
2000-2999: Classified Personnel Salaries	6,133.00
3000-3999: Employee Benefits	4,073.00
4000-4999: Books And Supplies	10,197.00
5000-5999: Services And Other Operating Expenditures	1,950.00
5800: Professional/Consulting Services And Operating Expenditures	400.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	3,933.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	13,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	2,200.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	4,073.00

4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	10,197.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	1,950.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	400.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	25,870.00
Goal 2	4,450.00
Goal 3	5,933.00

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
Stephanie Floyd-Smith	Principal
Sallee Weston	Classroom Teacher
Julie Abrams	Classroom Teacher
Susan Simin	Classroom Teacher
Amanda Angel	Other School Staff
Michelle Owen	Parent or Community Member
Ashley Kerr	Parent or Community Member
Kara Long	Parent or Community Member
Alexandria Hofstetter	Parent or Community Member
Caitlin Fitzgerald	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



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 20th, 2024.

Attested:



on file

Principal, Stephanie Floyd-Smith on May 20th, 2024

SSC Chairperson, Amanda Angel on May 20th, 2024

Budget By Expenditures

Trajan Elementary School

Funding Source: LCFF Rec Aide Allocation **\$3,933.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Supplemental rec aides to increase safety on campus.	2000-2999: Classified Personnel Salaries	\$3,933.00	Engaging Academic Programs	
LCFF Rec Aide Allocation Total Expenditures:		\$3,933.00		
LCFF Rec Aide Allocation Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Site Allocation **\$32,320.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Offer before and/or after school enrichment opportunities for students, including EL, Low SES, and Two or More Races students.	4000-4999: Books And Supplies	\$2,250.00	Clear Pathways to Bright Futures	
Create opportunities for student voice and engagement.				
Provide curriculum, materials, manipulatives, and books in all academic areas, including leveled classroom libraries.	4000-4999: Books And Supplies	\$2,000.00	Connected School Communities	
Provide supplemental materials and resources to support the academic growth of English Language learners	4000-4999: Books And Supplies	\$427.00	Connected School Communities	
Provide opportunities for staff to attend professional development throughout the year, such as Education Through Music.	5800: Professional/Consulting Services And Operating Expenditures	\$400.00	Connected School Communities	
Fund technology to support academic achievement through the purchase of software applications, hardware, and online subscriptions.	4000-4999: Books And Supplies	\$5,220.00	Connected School Communities	

Trajan Elementary School

Provide release time for teachers to collaborate, plan, conduct observations, and analyze student data to support student academic growth.	1000-1999: Certificated Personnel Salaries	\$2,000.00	Connected School Communities
Provide opportunities for certificated staff to earn additional assignment pay for curriculum planning and collaboration outside of the work day.	1000-1999: Certificated Personnel Salaries	\$4,000.00	Connected School Communities
Provide resources for after school intervention/ tutoring to students, including EL and SWD Low SES, and students not meeting growth targets in reading and math.	4000-4999: Books And Supplies	\$250.00	Connected School Communities
Identify and obtain intervention materials, resources, and programs to support reading and math instruction.	4000-4999: Books And Supplies	\$250.00	Connected School Communities
Fund additional cost of an Intervention teacher. PC 38345	1000-1999: Certificated Personnel Salaries	\$7,000.00	Connected School Communities
Conduct engaging field trips and assemblies to support student engagement, attendance, social emotional learning, and academic programs.	5000-5999: Services And Other Operating Expenditures	\$250.00	Connected School Communities
	3000-3999: Employee Benefits	\$4,073.00	Connected School Communities
Conduct engaging field trips and assemblies to support student engagement, attendance, social emotional learning, and academic programs.	5000-5999: Services And Other Operating Expenditures	\$500.00	Healthy Environments for Socio-Emotional Growth
Provide funding for a field trip and assembly Staff Coordinator to assist with the planning and coordination of events, as well as collection of necessary documentation.	2000-2999: Classified Personnel Salaries	\$1,200.00	Healthy Environments for Socio-Emotional Growth
Purchase attendance incentives	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Socio-Emotional Growth

Trajan Elementary School

Provide resources and materials for engaging school programs, such as the Trajan Green Team, Student Leadership, etc.	4000-4999: Books And Supplies	\$750.00	Healthy Environments for Socio-Emotional Growth
Provide opportunities for certificated and classified staff to earn additional assignment pay for before- and after- school programs that promote student engagement.	2000-2999: Classified Personnel Salaries	\$1,000.00	Healthy Environments for Socio-Emotional Growth
	1000-1999: Certificated Personnel Salaries	\$500.00	Healthy Environments for Socio-Emotional Growth
Provide opportunities for all students to participate in real life experiences (assemblies, field trips) in support of academic and SEL goals.	5000-5999: Services And Other Operating Expenditures	\$700.00	Engaging Academic Programs
Provide materials and supplies for social emotional learning, behavior regulation, and character trait education	4000-4999: Books And Supplies	\$800.00	Engaging Academic Programs
Conduct engaging field trips and assemblies to support student engagement, attendance, social emotional learning, and academic programs.	5000-5999: Services And Other Operating Expenditures	\$500.00	Engaging Academic Programs

LCFF Supplemental Site Allocation Total Expenditures: \$34,570.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Trajan Elementary School Total Expenditures: \$38,503.00