



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 27, 2026	June 23, 2026

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

In January, February, March, April, and May 2026 our School Site Council, Site Leadership Team, and staff were consulted to review data, identify priorities and create action plans. The same teams were also consulted to discuss the budget as part of this planning process for the SPSA Annual Review and Update. Our School Site Council consists of parents, teachers, other school staff, and the principal. SLT and SSC gathered input, answered questions, and consulted with families and staff not on these teams regarding the need for alignment in our instruction from grade level to grade level. We also gathered feedback about the effectiveness of our newly implemented common school wide practice of using our three personal standards; Showing Respect, Making Good Decisions, and Solving Problems. The proposed SPSA budget plan was also shared with and discussed with school staff at our May 2026 staff meeting. Our SPSA is shared on our school website so that all stakeholders have access 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	%	0.26%			1
African American	2.26%	2.56%	3.12%	9	10	12
Asian	1.26%	2.56%	1.56%	5	10	6
Filipino	0.75%	0.26%	0.52%	3	1	2
Hispanic/Latino	21.36%	21.23%	23.12%	85	83	89
White	66.58%	62.92%	58.44%	265	246	225
Multiple/No Response	7.79%	10.49%	12.73%	31	41	49
Total Enrollment				398	391	385

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		20	24
Kindergarten	56		55
Grade 1	57		55
Grade 2	65		51
Grade3	74		57
Grade 4	57		63
Grade 5	66		80
Total Enrollment	398		385

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	23	20	20	6.5%	5.8%	5.2%
Fluent English Proficient (FEP)	13	19	19	4.2%	3.3%	4.9%
Reclassified Fluent English Proficient (RFEP)	5				14.71%	10%

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
391	48.6%	5.1%	0.3%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	20	5.1%
Foster Youth	1	0.3%
Homeless	10	2.6%
Socioeconomically Disadvantaged	190	48.6%
Students with Disabilities	92	23.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.6%
American Indian	0	0.0%
Asian	10	2.6%
Filipino	1	0.3%
Hispanic	83	21.2%
Two or More Races	41	10.5%
Pacific Islander	0	0.0%
White	246	62.9%

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Blue
Mathematics  Green		
English Learner Progress  No Performance Color		

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 4.1 points below standard Increased 12.3 points 183 Students	English Learners No Performance Color 7.8 points below standard Maintained 0.7 points 12 Students	Long-Term English Learners
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged Yellow 20.4 points below standard Increased 5.6 points 97 Students

Students with Disabilities  Yellow 27.8 points below standard Increased 26.5 points 49 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Green 4.6 points below standard Increased 19.7 points 42 Students
Two or More Races  No Performance Color 53.1 points above standard Increased 41.6 points 16 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 13.6 points below standard Maintained 2.9 points 116 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.

The student groups that performed lowest were our White students, our Socially Economically Disadvantaged students, and our Students with Disabilities. Our white students scored 13.6 points below standard which is a 2.9 point variance from the previous year. Our SED students scored 20.4 points below standard which is a 5.6 point increase from last year. Our Students with Disabilities scored 27.8 points below standard which is an increase of 26.5 points from last year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Although these three groups performed in the lowest performance level, it is important to note that our Students with Disabilities group increased 26.5 points, our SED students increased by 5.6 points, and our White students maintained. Our school-wide focus has been on Literacy for the past three years. Our K-2 classes are utilizing UFLI tier one, we have a school-wide Literacy invention system to support students, and we are beginning to intentionally use data to inform our grouping and instruction. Each grade level identified 5 students who were closest to moving from yellow to green on iReady and we focused our instruction to be more intentional for that group of students.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Our White student group is our largest group and our SED students are our second largest group, so this may indicate that strengthening our Tier One instruction would be the direction we should go.

School and Student Performance Data

Academic Performance Mathematics

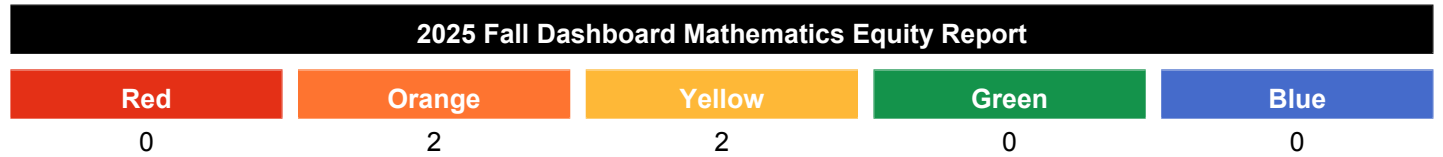
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 15 points below standard Increased 8 points 185 Students	English Learners  No Performance Color 37.2 points below standard Maintained 0 points 15 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Orange 26.4 points below standard Declined 5.1 points 98 Students

Students with Disabilities  Yellow 46.6 points below standard Increased 9.8 points 49 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 34.8 points below standard Maintained 1.7 points 43 Students
Two or More Races  No Performance Color 27.4 points above standard Increased 36.5 points 16 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 14 points below standard Maintained 2.6 points 117 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.

The student groups that performed lowest were our White students, our Socially Economically Disadvantaged students, and our Students with Disabilities. Our white students scored 14 points below standard which is a 2.6 point variance from the previous year. Our SED students scored 26.4 points below standard which is a 5.1 point decrease from last year. Our Students with Disabilities scored 46.6 points below standard which is an increase of 9.8 points from last year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

We had an after school math club last year but it wasn't data driven or intentionally focused on the skills our students needed. It was more based on helping students with homework. This year we chose our math club participants using iReady data and teacher input. We focused on specific skills for each session and changed our participants based on needs of students. We also used an evidenced based program which helped our intentionality.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

We will continue to fund three sessions of our after school math club (one per trimester) using student data and evidence based instruction.

School and Student Performance Data

Academic Performance Science

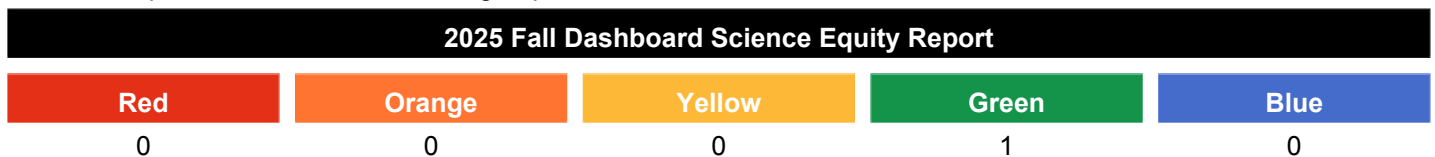
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Blue 60.7 science points Increased 7 points 58 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color 54 science points Maintained 1.8 points 27 Students

Students with Disabilities  No Performance Color 46.5 science points Increased 6.7 points 17 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 56.4 science points Increased 8.1 points 16 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color 0 Students	White  Green 59.5 science points Increased 3.2 points 34 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.

There are no "red" indicators in science so we looked at groups performing lowest compared to All Students (60.7 points).

Lowest Performing Groups:

Our students with Disabilities scored 46.5 which is an increase of 6.7 points.

Our SED students scored 54 points which is considered maintaining.

Our Hispanic students scored 56.4 points which is an increase of 8.1 points.

Our White students scored 59.5 points which is an increase of 3.2 points.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year, Science was one subject that was aligned from grade level to grade level. Each grade level utilized a combination of Twig and Mystery Science. The alignment and consistency from grade level to grade level contributes to a strong understanding of Science for our students.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

We will continue to utilize Mystery Science and Twig school wide.

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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
No Performance Color 64.3 making progress. Number Students: 14 Students	No Performance Color making progress. Number Students: 0 Students

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.

2025 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
15.4%	23.1%	0%	61.5%

Lowest Performing Group:

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

61.5% of our English Learners progressed at least one level on ELPAC. 23.1% of our English Learners maintained their status on ELPAC. The data point that is an area of improvement is 15.4% of our English Learners decreased one level on ELPAC. On our iReady ELA fall 2025-winter 2026, our ELD students in the red decreased from 30%-15%. Our ELD students in the orange increased from 20%-25%. Our ELD students in the yellow decreased from 45%-40%. Our ELD students in the green increased from 5%-20%. Our greatest growth was on our iReady Math from Fall 2025-Spring 2026 which increased from 14% orange, 14% orange, 605 yellow, and 5% green to 100% green!

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

We conducted intentional ELD small group instruction based on student data. We utilized our TK, K, and IA staff to create small groups based on similar needs. In addition, all classrooms supported ELD students during designated ELD instruction utilizing GLAD.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

We continue to need professional development around best practices for designated ELD instruction, a GLAD refresher training, and additional time to plan and create GLAD materials to improve outcomes for our lowest performing student groups.

School and Student Performance Data

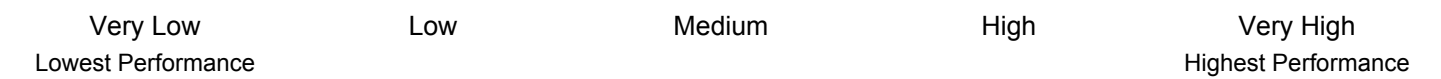
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

14% Chronically Absent

Declined 1

407 Students

English Learners



No Performance Color

23% Chronically Absent

Declined 9.3

25 Students

Long-Term English Learners

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Homeless



No Performance Color

25% Chronically Absent

0

14 Students

Socioeconomically Disadvantaged



Orange

19% Chronically Absent

Maintained -0.3

217 Students

Students with Disabilities  Yellow 19% Chronically Absent Declined 6.5 108 Students	African American  No Performance Color 33% Chronically Absent Declined 5.8 14 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow 27% Chronically Absent Declined 2.8 87 Students
Two or More Races  Green 15% Chronically Absent Declined 10.2 44 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 8% Chronically Absent Increased 1.5 251 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.

Our lowest performing student groups were our SED students, our White students, and our Students with Disabilities. 19.4% of our SED students were chronically absent which has not changed significantly since last year. 15.1% of our White students were chronically absent which has increased 1.5% since last year. 13% of our Students with Disabilities were chronically absent which declined 6.5 % since last year. 19.5% of our Hispanic students were chronically absent which is a decline of 2.8 since the previous year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

We created an attendance team comprised of our Principal, Social Worker, and Attendance Clerk who met regularly to analyze our attendance data. We communicated regularly to identify students and families who we were concerned about. Then we communicated directly with families to identify root causes of tardies and absences. We problem solved with families to address anything that was within our control. We utilized resources such as language line and our BIA to communicate with our families who required translation.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

We require a Social Worker, an attendance clerk, a BIA, and our support staff to improve attendance outcomes for our lowest performing students.

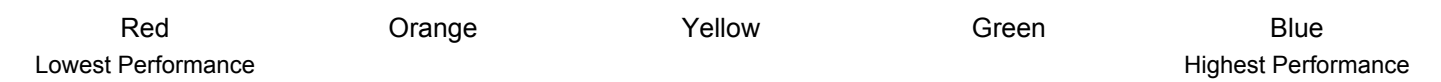
School and Student Performance Data

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.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Lowest Performing Student Groups:

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Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Conditions & Climate Suspension Rate

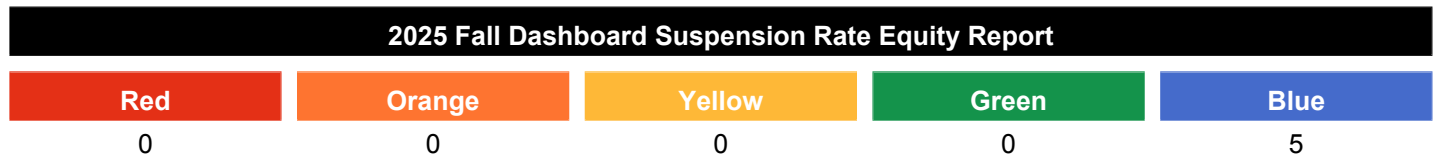
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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 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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0% suspended at least one day Declined 0.9% 418 Students	English Learners  No Performance Color 0% suspended at least one day Maintained 0% 29 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 0% suspended at least one day 15 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Declined 0.9% 225 Students

Students with Disabilities  Blue 0% suspended at least one day Declined 1.8% 112 Students	African American  No Performance Color 0% suspended at least one day Maintained 0% 15 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Blue 0% suspended at least one day Declined 3.2% 89 Students
Two or More Races  Blue 0% suspended at least one day Maintained 0% 45 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least one day Declined 0.4% 257 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.

Our suspension rates have declined or maintained for all of our student groups. 0% of our Students with Disabilities were suspended at least one day which is a decline of 1.8% compared with last year. 0% of our SED students were suspended at least one day which is a decline of 0.9% compared with the previous year. 0% of our Hispanic students were suspended for at least one day which is a decline of 3.2% from last year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year we had a focus on creating stronger tier two support systems for our students. We participated in staff development to increase awareness of inclusionary practices. We began conversations around having school-wide common expectations which resulted in having three common school wide expectations for this school year. We have continually talked as a staff about creating a safe and welcoming environment in which everyone feels belonging.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

We need a COST to continue this positive trajectory. We need to continue having staff discussions regarding high expectations for our students, strong rituals & routines to create conditions focused on learning, and positive connections to build and maintain relationships.

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: 2025-26

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 2025 and Winter 2026 diagnostics in Reading and Math, iReady growth reports; Spring 2025 CAASPP ELA and Math summative reports; ELPAC assessment data; CA Dashboard indicators; MCLASS K-2 were utilized to monitor progress. Monthly progress monitoring was shared and analyzed at staff meetings, during grade level meetings, Site Leadership Team meetings, and School Site Council meetings.

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

There was an overall increase of 25% for all students scoring at or above grade level from Fall 2025 to Winter 2026 on the iReady Reading assessment. Additionally, there was a 19% increase in students at or above grade level proficiency from Fall 2025 to Winter 2026 on the iReady Math assessment. Small group interventions and small group classroom instruction are making a positive impact

on student progress. Although there was an 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. 52% of K-5 students scored at grade level on the Winter 2026 iReady Reading test and 36% of K-5 students scored at grade level on the Winter 2026 iReady Math test. Our Spring 2025 CAASPP ELA & Math test data showed 51% of 3rd-5th grade students met/exceeded grade level standards on the ELA State testing and 48% of 3rd-5th grade students met/exceeded grade level standards on the Math State testing. Our small group math and reading instruction in classrooms and in intervention is working. Our tier one instruction needs to strengthen and become aligned from grade level to grade level to meet the varied needs of all of our learners.

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 noticed that we need to continue focusing on our alignment from grade level to grade level. The use of common assessments is necessary to increase the productivity of our data discussions. Having our MCLASS screening data has helped our K-2 team use data more intentionally and support all students. Our SLT created a PD plan to focus on the new math curriculum for next year to strengthen alignment from grade to grade. Opportunities continue to be provided for small group reading intervention and small group classroom instruction throughout the school day. 3-5 Math intervention based on multiple data points of student progress was offered four days per week for six weeks per trimester.

2025-26

Identified Need

We need to continue aligning our curriculum to the standards at each grade level. We need to focus on aligning and implementing our new adopted math curriculum. We need planning time and ongoing professional development to implement more dedicated ELD instruction in classrooms (GLAD).

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	4.1 points below standard	+3 scale score points
	English Learners	7.8 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	20.4 points below standard	
	Students with Disabilities	27.8 points below standard	
	African American		

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	American Indian Asian Filipino Hispanic 4.6 points below standard Two or More Races 53.1 points above standard Pacific Islander White 13.6 points below standard		
Math State Assessment: Change in scale score	All Students 15 points below standard English Learners 37.2 points below standard Foster Youth Homeless Socioeconomically Disadvantaged 26.4 points below standard Students with Disabilities 46.6 points below standard African American American Indian Asian Filipino Hispanic 34.8 points below standard Two or More Races 27.4 points above standard Pacific Islander White 14 points below standard		+3 scale score points
English Language Learner State Assessment:	64.3		+2%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
Change in percentage of English language learners making progress on ELPAC		
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	14.71%	+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	Fund technology to support academic achievement through the purchase of software applications, hardware, and online subscriptions.	X All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities, Hispanic, African American	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5500	School Year 2026-2027
1.2	Provide supplemental materials and resources to support the academic growth of English Language learners during designated ELD instruction.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School Year 2026-2027

1.3	Provide release time for teachers to collaborate, plan, conduct observations, and analyze student data to support student academic growth.	X All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities, Hispanic, African American	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	5000	School Year 2026-2027
1.4	Work with district ELD staff to implement training in designated ELD instruction	X All Students X English Learners Low-Income Students Foster Youth Lowest Performing			School Year 2026-2027
1.5	Provide opportunities for certificated staff to earn additional assignment pay for curriculum planning and collaboration outside of the work day.	X All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities, Hispanic, African American	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	5000	School Year 2026-2027
1.6	Provide resources for after school intervention/ tutoring to students, including ELD and SWD	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Students with Disabilities, Hispanic, African American	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	250	School Year 2026-2027

	Low SES, and students not meeting growth targets in reading and math.				
1.7	Compensate three IAs to work additional hours to provide targeted after school math intervention to students, including EL and SWD, Low SES and students not meeting specific growth standards as identified by iReady and classroom observation.	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	5000	School Year 2026-2027
1.8		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: 2025-26

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 our ELD (23%), African American (33%), Hispanic (27%) and SED (39%) student groups; School Attendance Improvement Plan; Student and family climate survey data; Unified Insights overall attendance rate, SEABRs, 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, 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 biggest challenge is families who go on vacation and do not complete independent study contracts.

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

Weekly attendance data was used to identify students who were absent. Our clerk, Principal and social worker collaborated to call and meet with families to identify root causes of absences and address what is in our control to support families. Our Social Worker and Principal utilized My SEABRs data, attendance data, and academic data to identify a small group of students to participate in a club that met bi-monthly before school. For the students identified we increased attendance by 20 % as well as strengthened connections to our school community.

2025-26

Identified Need

- Increase connections between students and staff
- Increase engaging programs to encourage attendance through connections (student to student and staff to staff)
- Increase positive school/home communications
- 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 2025-26		Expected Outcome 2026-27
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	14% Chronically Absent	-0.5%
	English Learners	23% Chronically Absent	
	Foster Youth		
	Homeless	25% Chronically Absent	
	Socioeconomically Disadvantaged	19% Chronically Absent	
	Students with Disabilities	19% Chronically Absent	
	African American	33% Chronically Absent	
	American Indian		
	Asian		

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Filipino Hispanic 27% Chronically Absent Two or More Races 15% Chronically Absent Pacific Islander White 8% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	94.1%	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 English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races	N/A

Metric/Indicator

Baseline 2025-26

Expected Outcome 2026-27

Pacific Islander

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 and relevant assemblies to support student engagement, attendance, social emotional learning, and academic programs.	X All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities, Hispanic, African American	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500 750	School Year 2026-2027
2.2	Form and maintain an attendance team comprised of staff to analyze attendance data, reach out to families, and connect with	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with disabilities, Hispanic, African American	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental	1000 500	School Year 2026-2027

	identified students (using attendance data) on a regular basis. We will meet weekly with identified students at the beginning of the day for breakfast to increase connections for our students.		Site Allocation 0000: Unrestricted		
2.3	Work with school social worker to provide outreach and support for families, particularly families of our Students With Disabilities, our Hispanic students, our African American students, our SED students, and our English Learners.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students With Disabilities, Hispanic, African American			School Year 2026-2027
2.4	Purchase materials for school wide, multi-age enrichment model (based on students' interests) throughout the	X All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities, Hispanic, African American	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	School Year 2026-2027

	year to strengthen connections between students and staff.				
2.5	Provide resources, staff and materials for engaging school programs, such as the Trajan Green Team, Student Leadership, etc. that will foster student engagement.	X All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities, Hispanic, African American	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	300 500	School Year 2026-2027
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 X English Learners X Low-Income Students Foster Youth Lowest Performing Students with Disabilities, Hispanic, African American	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1000 1500	School Year 2026-2027



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: 2025-26

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 & Winter screeners, Student Support Team meetings with social worker 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 and Unified Insights were used to monitor progress on a weekly, monthly, and trimester basis.

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

Successful practices:
--Second Step and Everyday Speech SEL curriculum
-Implementation of formal SST referral process based on data

- Second Step lessons focused on bullying conducted by social worker in the Fall with all 1st-5th grades tier one
- Tier Two instruction (Zones of Regulation, Everyday Speech, Circle Foundation) with support from social worker in teaching/re-teaching material
- Monthly SEL TK-5th schoolwide assemblies
- Family behavior and academic conferences
- Alternatives to suspension
- Social skills groups with social worker
- On-going push in support from IAs to support students in small groups and 1:1
- Establishment of student led Green Team, Student Council, Rise & Shine Club, and Principal Advisory Group
- Increase of after school enrichment opportunities (Music and Movement, Garden, Art, Drama Club, Craft Club, Talent Show, etc)
- Back to School picnic, Trajan Trackers, Family Dance, Family Math Night, McTeacher Night, and Harvest Festival

Areas for growth for future success:

- Increased opportunities for student leadership, voice, and agency
- Early identification of students in need of behavior support, as well functional behavior analysis and behavior intervention plans
- Continued professional development for staff to build capacity in behavior support and de-escalation strategies
- Maintain calming corners in every classroom
- Adopt another school-wide SEL initiative similar to or building on our calming corners (ie morning meetings, greeting each student by name at the classroom door, or community circles)

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

Development of COST; implicit teaching of executive function skills; weekly student support meetings based on data with principal, School Psychologist, and social worker; increased opportunities for parent/family/community volunteers

2025-26

Identified Need

We need to continue fostering opportunities for our students to develop executive functioning skills and agency. We need to continue maintaining and increasing our classroom materials & supplies to increase student regulation. We continue to need ongoing professional development opportunities and/or strengthening of our tier one SEL instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
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% suspended at least one day	-0.3%
	English Learners	0% suspended at least one day	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Foster Youth Homeless 0% suspended at least one day Socioeconomically Disadvantaged 0% suspended at least one day Students with Disabilities 0% 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 0% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	70.8%	+1%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	73.6%	+1%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	3%	+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
3.1	Create a Coordination of Services Team (COST) to identify immediate student needs and supports	X All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities, Hispanic, African American		0	School Year 2026-2027
3.2	Provide materials and supplies for continued Tier One SEL learning.	X All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities, Hispanic, African American	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1700	School Year 2026-2027
3.3	Provide opportunities for staff to attend professional development to strengthen Tier One behavior supports	X All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities, Hispanic, African American	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2000	School Year 2026-2027

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	4,130	School Year 2026-2027
3.5	Increase parent engagement through interactive and informational learning opportunities such as workshops, monthly coffee with guest speakers from FACE, community partners, etc.	X All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 0000: Unrestricted	500	School Year 2026-2027
3.6	Provide opportunities for classified staff to attend professional development opportunities related to deescalation, trauma informed practices, etc.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	1000	School Year 2026-2027

3.7		All Students English Learners Low-Income Students Foster Youth Lowest Performing				
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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
Intervention Teacher, 1.0FTE ELO: Provides targeted academic intervention for students who are not proficient in reading and math	2025-2026	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)	Estimated Cost

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	2026-2027	Rec Aide	2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
2.0 hr Rec Aide: Provides supplemental playground safety	2026-2027	Rec Aide	2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
0.5 FTE Social Worker: Provide Tier 1 and 2 intervention for targeted students identified by MTSS, teachers, and staff	2026-2027	Social Worker	1000-1999: Certificated Personnel Salaries	Other	

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	35,000	0.00
LCFF Rec Aide Allocation	4,130	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	35,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	1,000.00
1000-1999: Certificated Personnel Salaries	11,500.00
2000-2999: Classified Personnel Salaries	11,630.00
4000-4999: Books And Supplies	12,500.00
5000-5999: Services And Other Operating Expenditures	2,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00
0000: Unrestricted	LCFF Supplemental Site Allocation	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	11,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	7,500.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	12,500.00

5000-5999: Services And Other
Operating Expenditures

LCFF Supplemental Site Allocation

2,500.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
21,750.00
8,050.00
9,330.00

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
- 2 Other School Staff
- 2 Parent or Community Members

Name of Members	Role
Jennifer Mickelson	Principal
Sallee Weston	Classroom Teacher
Julie Abrams	Classroom Teacher
Susan Simin	Classroom Teacher
Amanda Angel	Other School Staff
Kara Long	Parent or Community Member
Alexandria Hofstetter	Other School Staff
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

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 05/27/2026.

Attested:

	Principal, Jennifer Mickelson on 05/27/2026
	SSC Chairperson, Susan Simin on 05/27/2026

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.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

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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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **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/guidanceusesinvestment.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/guidanceusesinvestment.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: **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Create a Coordination of Services Team (COST) to identify immediate student needs and supports		\$0.00	Engaging Academic Programs	
Total Expenditures:		\$0.00		
Allocation Balance:		\$0.00		

Funding Source: LCFF Rec Aide Allocation **\$4,130.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Supplemental rec aides to increase safety on campus.	2000-2999: Classified Personnel Salaries	\$4,130.00	Engaging Academic Programs	
LCFF Rec Aide Allocation Total Expenditures:		\$4,130.00		
LCFF Rec Aide Allocation Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Site Allocation **\$35,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Increase parent engagement through interactive and informational learning opportunities such as workshops, monthly coffee with guest speakers from FACE, community partners, etc.	0000: Unrestricted	\$500.00	Engaging Academic Programs	

Trajan Elementary School

Provide opportunities for classified staff to attend professional development opportunities related to deescalation, trauma informed practices, etc.	2000-2999: Classified Personnel Salaries	\$1,000.00	Engaging Academic Programs
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 materials and supplies for continued Tier One SEL learning.	4000-4999: Books And Supplies	\$1,700.00	Engaging Academic Programs
Provide opportunities for staff to attend professional development to strengthen Tier One behavior supports	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Engaging Academic Programs
Fund technology to support academic achievement through the purchase of software applications, hardware, and online subscriptions.	4000-4999: Books And Supplies	\$5,500.00	Connected School Communities
Provide supplemental materials and resources to support the academic growth of English Language learners during designated ELD instruction.	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities
Provide release time for teachers to collaborate, plan, conduct observations, and analyze student data to support student academic growth.	1000-1999: Certificated Personnel Salaries	\$5,000.00	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	\$5,000.00	Connected School Communities
Provide resources for after school intervention/ tutoring to students, including ELD and SWD Low SES, and students not meeting growth targets in reading and math.	4000-4999: Books And Supplies	\$250.00	Connected School Communities

Trajan Elementary School

Compensate three IAs to work additional hours to provide targeted after school math intervention to students, including EL and SWD, Low SES and students not meeting specific growth standards as identified by iReady and classroom observation.	2000-2999: Classified Personnel Salaries	\$5,000.00	Connected School Communities
Conduct engaging and relevant 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
Form and maintain an attendance team comprised of staff to analyze attendance data, reach out to families, and connect with identified students (using attendance data) on a regular basis. We will meet weekly with identified students at the beginning of the day for breakfast to increase connections for our students.	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Socio-Emotional Growth
Purchase materials for school wide, multi-age enrichment model (based on students' interests) throughout the year to strengthen connections between students and staff.	4000-4999: Books And Supplies	\$2,000.00	Healthy Environments for Socio-Emotional Growth
Provide resources, staff and materials for engaging school programs, such as the Trajan Green Team, Student Leadership, etc. that will foster student engagement.	4000-4999: Books And Supplies	\$300.00	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
	4000-4999: Books And Supplies	\$750.00	Healthy Environments for Socio-Emotional Growth
	0000: Unrestricted	\$500.00	Healthy Environments for Socio-Emotional Growth

Trajan Elementary School

2000-2999: Classified Personnel Salaries	\$500.00	Healthy Environments for Socio-Emotional Growth
1000-1999: Certificated Personnel Salaries	\$1,500.00	Healthy Environments for Socio-Emotional Growth

LCFF Supplemental Site Allocation Total Expenditures:	\$37,250.00
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LCFF Supplemental Site Allocation Allocation Balance:	\$0.00
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Trajan Elementary School Total Expenditures:	\$41,380.00
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