

2024-25 School Plan for Student Achievement

Roy W. Loudon Elementary School

PANAMA-BUENA VISTA UNION SCHOOL DISTRICT



Principal: Jared Coppolo
Address: 4000 Loudon Street
Bakersfield, CA 93313
Phone: (661) 398-3210
E-mail Address: jcoppolo@pbvUSD.k12.ca
Website: www.pbvUSD.k12.ca.us

The following items are included and/or on file with the District:
(Check all that apply)

- X SPSA Annual Evaluation
- X Recommendations and Assurances SSC
- X Data Reports
- X Budgets
- X Title I Schools
- X Parent and Family Engagement Policy (Title I)
- X School Compact (Title I)

FOR DISTRICT OFFICE USE	
Item/Action Reviewed	Date
Schoolsite Council Approval Date	May 7, 2024
Board of Trustees Approval Date	June 25, 2024

Table of Contents

Table of Contents.....	2
Purpose and Description.....	4
School Vision and Mission.....	4
Educational Partner Involvement.....	5
Resource Inequities.....	5
School and Student Performance Data.....	6
Student Enrollment.....	6
CAASPP Results.....	8
ELPAC Results.....	12
Student Population.....	16
Overall Performance.....	18
Academic Performance.....	19
Academic Engagement.....	25
Conditions & Climate.....	30
Goals, Strategies, & Proposed Expenditures.....	33
Goal 1A English Language Arts/Literacy/ELD.....	33
Goal 1B Mathematics.....	46
Goal 2 Comprehensive Educational Experience.....	56
Goal 3 Integrated Educational Supports.....	66
Goal 4 Family & Community Engagement.....	80
Goal 5 Professional Development Plan.....	90
Goal 6 Staffing and Duties.....	97
Programs Included in this Plan.....	103
Summary of Expenditures in this Plan.....	104
Total Allocations and Expenditures by Funding Source.....	104
Expenditures by Budget Reference.....	105
Expenditures by Budget Reference and Funding Source.....	106
Expenditures by Goal.....	108
Instructions.....	109
Instructions: Linked Table of Contents.....	109
Purpose and Description.....	110
Educational Partner Involvement.....	110
Resource Inequities.....	110
Goals, Strategies, Expenditures, & Annual Review.....	111
Annual Review.....	112
Budget Summary.....	113

Appendix A: Plan Requirements	115
Appendix B:	118
Appendix C: Select State and Federal Programs	120

Purpose and Description

Select Title I Program:

Schoolwide Program

Briefly describe the school's plan for effectively meeting the Every Student Succeeds Act (ESSA) planning requirements for Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), or Comprehensive Support and Improvement (CSI) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The SPSA is a written plan developed by the leadership team and SSC addressing the school program and how resources will be utilized to meet the instructional needs of all students, but most especially those students who are most at risk of not meeting state academic achievement standards. The SPSA:

- aligns to the District LCAP goals
- identifies site-specific achievement goals based on a variety of student performance data and the comprehensive needs assessment
- describes specific instructional strategies to increase/improve student learning
- describes how student progress will be monitored on a regular basis
- identifies interventions for students not achieving, especially for low
- determines the professional development needs of teachers, support staff, and administration
- delineates strategies for parent communication and engagement to improve student achievement, and assist parents in becoming knowledgeable stakeholders in the school community
- reflects estimated costs and funding sources (Title I and LCFF)
- indicates that site advisory groups such as the SSC, ELAC, and Title I Review Committee had opportunities to review and advise on the plan

This SWP plan provides assistance for students who require support in literacy (reading, writing), language development, and math. Funding sources are utilized for effective curriculum and instruction, professional development, teacher release time for collaboration, and extra II Aide support for students (i.e. Bootcamp).

LCFF funds utilized at the district level to fund specific actions/services are included if those funds directly benefit the school site. The SWP also describes where LCFF funds distributed to the school may be used to support ongoing efforts to improve/increase student services and/or materials. If an action to improve student achievement is not an allocable cost to a federal program, the school leadership may utilize site-based LCFF funds to provide a cohesive program. For 2024-25, actions may indicate LCFF costs when such funding is available to the school site; if no LCFF funds are currently available at the site level, leadership may include an action with no cost associated with the strategy. Should site-level LCFF funding become available, a budget revision would be made and specific actions funded.

The state has identified the school for:

School Vision and Mission

The staff at Roy W. Loudon Elementary School has established the following goals to help students reach their greatest potential:

All children will read and write confidently, compute math problems accurately, and use higher-level thinking skills to resolve any challenge. Family and community members will be involved as partners to promote the social, emotional, and academic growth of children. The school will provide a safe environment in which children will develop positive character traits, a sense of responsibility, and decision-making skills. Every child will develop multicultural understanding, an ability to effectively communicate, and the technological skills necessary to be a contributing member of society.

Roy W. Loudon Elementary School supports and strives to promote excellence as defined by the Panama-Buena Vista School District. Our school vision is that all students will achieve success both academically and in life. Our school mission is that all school community members (i.e. administrators, teachers, staff, students, families, and community members) will collaboratively equip students with the academic and social-emotional skills & tools they need to achieve academic and life success (i.e. college and/or career) in the 21st century.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

A Comprehensive Needs Assessment was conducted with various Educational Partners (i.e. Teachers, Staff, Administration Parents, Families, and Community Members via School Site Council, English Learner Parent Advisory Committee, Instructional Leadership Team, Parent/Family Surveys, etc.) throughout the school year including ongoing progress monitoring of schoolwide data (e.g. Loudon Data Bulletin) and feedback related to culture and climate. Educational Partners (i.e. Teachers, Staff, Administration, Parents, Families, Community Members via School Site Council, English Learner Parent Advisory Committee, Instructional Leadership Team, Parent/Family Surveys, etc.) had the opportunity to participate in the evaluation of the 2023-2024 SPSA including overall implementation and effectiveness of school strategies, review of the evidence (i.e. data, progress monitoring), total expenditures, identified gaps in the goal areas, and proposed changes for the 2023-2024 SPSA based on identified needs. Furthermore, various leadership teams (e.g. Administrative Leadership Team, Instructional Leadership Team, Instructional Support Staff Team, Literacy Support Team, etc.) reviewed P-BVUSD priorities (i.e. LCAP Goals) for the 2023-2024 school year and developed aligned schoolwide goals for Loudon (as appropriate) using achievement and climate data as of Spring 2023. Additionally, Semester Focus actions/strategies were developed to address deficiencies revealed by schoolwide data including the development of new strategies.

Resource Inequities

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

Not applicable. The school has not been identified as ATSI or CSI.

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	0.44%	0.27%	0.27%	3	2	2
African American	8.61%	8.24%	6.81%	59	54	51
Asian	2.77%	3.3%	3.07%	19	23	23
Filipino	0.29%	0.2%	0.13%	2	1	1
Hispanic/Latino	74.74%	76.2%	77.04%	512	546	577
Pacific Islander	0.58%	0.5%	0.27%	4	3	2
White	8.03%	8.1%	8.14%	55	58	61
Multiple/No Response	1.90%	4.2%	1.60%	13	30	12
Total Enrollment				685	717	749

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	95	142	111
Grade 1	107	88	102
Grade 2	110	105	81
Grade3	101	108	115
Grade 4	69	107	101
Grade 5	88	73	113
Grade 6	115	94	75
Total Enrollment	685	717	749

Conclusions based on this data:

1. Loudon continues to grow year over year adding 100 students projected for the 2024/2025 school year.
2. Loudon's Hispanic/Latino population continues to grow.

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	144	133	148	18.60%	21.0%	19.8%
Fluent English Proficient (FEP)	52	51	56	10.10%	7.6%	7.5%
Reclassified Fluent English Proficient (RFEP)	39	38		14.2%	21.3%	

Conclusions based on this data:

1. Loudon's EL population continues to stay consistent year over year.
2. Loudon's reclassification percentage has increased year over year for the past three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	100	107	105	96	105	103	96	105	103	96.0	98.1	98.1
Grade 4	71	105	97	71	105	96	71	105	96	100.0	100.0	99
Grade 5	93	71	107	90	71	106	90	71	106	96.8	100.0	99.1
Grade 6	117	90	75	117	89	73	117	89	73	100.0	98.9	97.3
All Grades	381	373	384	374	370	378	374	370	378	98.2	99.2	98.4

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2409.	2389.	2393.	15.63	12.38	15.53	28.13	18.10	26.21	29.17	30.48	15.53	27.08	39.05	42.72
Grade 4	2470.	2443.	2433.	19.72	19.05	14.58	29.58	21.90	22.92	26.76	21.90	25.00	23.94	37.14	37.50
Grade 5	2509.	2494.	2482.	25.56	23.94	14.15	26.67	23.94	28.30	24.44	19.72	26.42	23.33	32.39	31.13
Grade 6	2508.	2516.	2517.	9.40	14.61	12.33	31.62	30.34	32.88	30.77	29.21	30.14	28.21	25.84	24.66
All Grades	N/A	N/A	N/A	16.84	17.03	14.29	29.14	23.24	27.25	28.07	25.68	23.81	25.94	34.05	34.66

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.46	10.48	10.68	64.58	65.71	57.28	23.96	23.81	32.04
Grade 4	12.68	15.24	10.42	76.06	58.10	65.63	11.27	26.67	23.96
Grade 5	17.78	16.90	10.38	64.44	63.38	66.04	17.78	19.72	23.58
Grade 6	15.38	15.73	17.81	60.68	60.67	56.16	23.93	23.60	26.03
All Grades	14.44	14.32	11.90	65.51	61.89	61.64	20.05	23.78	26.46

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	13.54	9.52	13.59	59.38	46.67	43.69	27.08	43.81	42.72
Grade 4	16.90	13.33	8.33	59.15	51.43	59.38	23.94	35.24	32.29
Grade 5	18.89	18.31	13.21	60.00	57.75	62.26	21.11	23.94	24.53
Grade 6	8.55	8.99	16.44	54.70	64.04	53.42	36.75	26.97	30.14
All Grades	13.90	12.16	12.70	58.02	54.32	54.76	28.07	33.51	32.54

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.21	6.67	9.71	83.33	76.19	64.08	11.46	17.14	26.21
Grade 4	12.68	11.43	11.46	74.65	75.24	72.92	12.68	13.33	15.63
Grade 5	12.22	11.27	9.43	72.22	81.69	75.47	15.56	7.04	15.09
Grade 6	13.68	13.48	6.85	71.79	74.16	76.71	14.53	12.36	16.44
All Grades	10.96	10.54	9.52	75.40	76.49	71.96	13.64	12.97	18.52

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.58	12.38	10.68	71.88	62.86	66.02	13.54	24.76	23.30
Grade 4	19.72	13.33	8.33	69.01	69.52	73.96	11.27	17.14	17.71
Grade 5	14.44	19.72	7.55	72.22	63.38	72.64	13.33	16.90	19.81
Grade 6	13.68	16.85	13.70	67.52	62.92	71.23	18.80	20.22	15.07
All Grades	15.24	15.14	9.79	70.05	64.86	70.90	14.71	20.00	19.31

Conclusions based on this data:

1. Fifth grade scores have decreased by 18% from the previous year.
2. Scores from research/inquiry have decreased in the areas of "at or below standard" in the past year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	100	107	105	96	106	105	96	106	105	96.0	99.1	100
Grade 4	71	105	97	71	105	97	71	105	97	100.0	100.0	100
Grade 5	93	71	107	90	71	107	90	71	107	96.8	100.0	100
Grade 6	117	90	75	117	89	74	117	89	74	100.0	98.9	98.7
All Grades	381	373	384	374	371	383	374	371	383	98.2	99.5	99.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2396.	2389.	2387.	9.38	8.49	7.62	23.96	19.81	21.90	26.04	25.47	31.43	40.63	46.23	39.05
Grade 4	2435.	2429.	2421.	7.04	3.81	4.12	18.31	23.81	20.62	42.25	33.33	29.90	32.39	39.05	45.36
Grade 5	2486.	2461.	2447.	12.22	7.04	3.74	14.44	16.90	16.82	42.22	32.39	22.43	31.11	43.66	57.01
Grade 6	2467.	2476.	2470.	1.71	8.99	6.76	13.68	11.24	6.76	36.75	35.96	37.84	47.86	43.82	48.65
All Grades	N/A	N/A	N/A	7.22	7.01	5.48	17.38	18.33	17.23	36.36	31.54	29.77	39.04	43.13	47.52

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.42	9.43	8.57	46.88	37.74	46.67	42.71	52.83	44.76
Grade 4	5.63	5.71	2.06	49.30	53.33	47.42	45.07	40.95	50.52
Grade 5	7.78	2.82	2.80	56.67	49.30	57.01	35.56	47.89	40.19
Grade 6	2.56	8.99	2.70	52.14	46.07	52.70	45.30	44.94	44.59
All Grades	6.42	7.01	4.18	51.34	46.36	50.91	42.25	46.63	44.91

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.46	8.49	5.71	64.58	63.21	62.86	23.96	28.30	31.43
Grade 4	5.63	7.62	9.28	61.97	55.24	53.61	32.39	37.14	37.11
Grade 5	11.11	7.04	2.80	63.33	61.97	58.88	25.56	30.99	38.32
Grade 6	1.71	6.74	2.70	68.38	57.30	60.81	29.91	35.96	36.49
All Grades	7.22	7.55	5.22	64.97	59.30	59.01	27.81	33.15	35.77

Conclusions based on this data:

1. A focus on 5th grade needs to remain a focus in the 2024/2025 school year.
2. Third grade seems to be consistent year to year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1423.7	1437.6	1401.0	1434.6	1447.6	1417.5	1398.3	1414.0	1362.2	20	30	40
1	1459.8	1426.8	1456.2	1482.5	1436.7	1475.1	1436.3	1416.4	1437.0	19	16	19
2	1456.5	1475.9	1481.4	1477.9	1477.6	1483.6	1434.4	1473.6	1478.6	20	18	14
3	1495.8	1466.3	1493.7	1496.7	1474.1	1493.9	1494.4	1458.0	1493.0	14	16	24
4	1527.2	1518.4	1512.9	1528.3	1516.7	1515.3	1525.7	1519.7	1510.1	20	15	16
5	1528.9	1542.5	1540.8	1531.5	1538.0	1543.5	1525.8	1546.5	1537.4	13	13	14
6	1530.5	1517.3	1522.2	1531.2	1516.2	1512.5	1529.5	1517.8	1531.3	13	13	12
All Grades										119	121	139

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	15.00	20.00	7.50	45.00	36.67	27.50	30.00	30.00	37.50	10.00	13.33	27.50	20	30	40
1	5.26	0.00	0.00	63.16	25.00	63.16	26.32	43.75	26.32	5.26	31.25	10.53	19	16	19
2	20.00	0.00	7.14	40.00	77.78	57.14	25.00	5.56	21.43	15.00	16.67	14.29	20	18	14
3	14.29	0.00	16.67	50.00	37.50	45.83	28.57	43.75	20.83	7.14	18.75	16.67	14	16	24
4	30.00	33.33	18.75	40.00	46.67	25.00	30.00	6.67	43.75	0.00	13.33	12.50	20	15	16
5	23.08	30.77	21.43	53.85	46.15	64.29	7.69	23.08	7.14	15.38	0.00	7.14	13	13	14
6	23.08	46.15	16.67	38.46	7.69	33.33	30.77	23.08	41.67	7.69	23.08	8.33	13	13	12
All Grades	18.49	17.36	11.51	47.06	40.50	42.45	26.05	25.62	29.50	8.40	16.53	16.55	119	121	139

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.00	26.67	10.00	45.00	33.33	27.50	25.00	33.33	35.00	10.00	6.67	27.50	20	30	40
1	42.11	6.25	31.58	42.11	37.50	42.11	10.53	37.50	21.05	5.26	18.75	5.26	19	16	19
2	40.00	33.33	21.43	30.00	38.89	57.14	20.00	16.67	7.14	10.00	11.11	14.29	20	18	14
3	35.71	25.00	37.50	42.86	50.00	29.17	7.14	6.25	20.83	14.29	18.75	12.50	14	16	24
4	45.00	66.67	25.00	45.00	13.33	50.00	10.00	6.67	18.75	0.00	13.33	6.25	20	15	16
5	53.85	38.46	35.71	30.77	61.54	50.00	0.00	0.00	7.14	15.38	0.00	7.14	13	13	14
6	61.54	53.85	33.33	30.77	15.38	25.00	0.00	7.69	33.33	7.69	23.08	8.33	13	13	12
All Grades	41.18	33.88	25.18	38.66	35.54	37.41	11.76	18.18	23.02	8.40	12.40	14.39	119	121	139

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.00	6.67	2.50	25.00	36.67	25.00	60.00	36.67	40.00	10.00	20.00	32.50	20	30	40
1	0.00	0.00	0.00	36.84	25.00	31.58	31.58	31.25	52.63	31.58	43.75	15.79	19	16	19
2	10.00	5.56	7.14	25.00	55.56	42.86	25.00	11.11	21.43	40.00	27.78	28.57	20	18	14
3	7.14	0.00	0.00	28.57	12.50	33.33	42.86	37.50	45.83	21.43	50.00	20.83	14	16	24
4	5.00	6.67	12.50	50.00	60.00	12.50	40.00	13.33	50.00	5.00	20.00	25.00	20	15	16
5	0.00	15.38	7.14	38.46	30.77	35.71	38.46	38.46	50.00	23.08	15.38	7.14	13	13	14
6	0.00	7.69	8.33	23.08	30.77	16.67	61.54	15.38	50.00	15.38	46.15	25.00	13	13	12
All Grades	4.20	5.79	4.32	32.77	36.36	28.06	42.02	27.27	43.88	21.01	30.58	23.74	119	121	139

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	25.00	30.00	5.00	70.00	63.33	82.50	5.00	6.67	12.50	20	30	40
1	52.63	25.00	31.58	42.11	62.50	63.16	5.26	12.50	5.26	19	16	19
2	25.00	27.78	28.57	70.00	66.67	57.14	5.00	5.56	14.29	20	18	14
3	42.86	25.00	20.83	50.00	43.75	62.50	7.14	31.25	16.67	14	16	24
4	50.00	53.33	31.25	50.00	33.33	56.25	0.00	13.33	12.50	20	15	16
5	15.38	15.38	28.57	76.92	69.23	57.14	7.69	15.38	14.29	13	13	14
6	7.69	23.08	25.00	84.62	46.15	50.00	7.69	30.77	25.00	13	13	12
All Grades	32.77	28.93	20.86	62.18	56.20	65.47	5.04	14.88	13.67	119	121	139

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	25.00	26.67	17.50	60.00	53.33	50.00	15.00	20.00	32.50	20	30	40
1	36.84	0.00	31.58	57.89	56.25	57.89	5.26	43.75	10.53	19	16	19
2	45.00	44.44	21.43	40.00	44.44	71.43	15.00	11.11	7.14	20	18	14
3	64.29	31.25	41.67	21.43	50.00	41.67	14.29	18.75	16.67	14	16	24
4	40.00	60.00	50.00	60.00	26.67	43.75	0.00	13.33	6.25	20	15	16
5	84.62	92.31	57.14	0.00	7.69	35.71	15.38	0.00	7.14	13	13	14
6	76.92	61.54	66.67	15.38	15.38	25.00	7.69	23.08	8.33	13	13	12
All Grades	49.58	41.32	35.97	40.34	39.67	47.48	10.08	19.01	16.55	119	121	139

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.00	6.67	2.50	85.00	83.33	62.50	10.00	10.00	35.00	20	30	40
1	5.26	0.00	15.79	63.16	43.75	52.63	31.58	56.25	31.58	19	16	19
2	10.00	16.67	7.14	45.00	50.00	64.29	45.00	33.33	28.57	20	18	14
3	0.00	0.00	0.00	64.29	37.50	66.67	35.71	62.50	33.33	14	16	24
4	5.00	6.67	12.50	70.00	66.67	37.50	25.00	26.67	50.00	20	15	16
5	7.69	15.38	14.29	61.54	61.54	78.57	30.77	23.08	7.14	13	13	14
6	15.38	7.69	8.33	38.46	38.46	41.67	46.15	53.85	50.00	13	13	12
All Grades	6.72	7.44	7.19	62.18	57.85	58.99	31.09	34.71	33.81	119	121	139

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	25.00	53.33	22.50	55.00	20.00	40.00	20.00	26.67	37.50	20	30	40
1	5.26	6.25	0.00	84.21	62.50	89.47	10.53	31.25	10.53	19	16	19
2	15.00	16.67	21.43	65.00	66.67	64.29	20.00	16.67	14.29	20	18	14
3	14.29	12.50	4.17	78.57	50.00	91.67	7.14	37.50	4.17	14	16	24
4	30.00	33.33	18.75	70.00	53.33	68.75	0.00	13.33	12.50	20	15	16
5	23.08	38.46	21.43	61.54	61.54	71.43	15.38	0.00	7.14	13	13	14
6	0.00	38.46	25.00	92.31	38.46	58.33	7.69	23.08	16.67	13	13	12
All Grades	16.81	30.58	15.83	71.43	47.11	66.19	11.76	22.31	17.99	119	121	139

Conclusions based on this data:

1. Kindergarten EL's have increased year over year.

2. 6th grade EL's have decreased year over year.

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
694	89.5	19.2	0.9
Total Number of Students enrolled in Roy W. Loudon 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	133	19.2
Foster Youth	6	0.9
Homeless	1	0.1
Socioeconomically Disadvantaged	621	89.5
Students with Disabilities	97	14

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	52	7.5
American Indian	2	0.3
Asian	25	3.6
Filipino	1	0.1
Hispanic	525	75.6
Two or More Races	12	1.7
Pacific Islander	3	0.4
White	56	8.1

Conclusions based on this data:

- 75.6% of our population is Hispanic.

2. 8.1% of our population is White.
3. 7.5% of our population is African American.

School and Student Performance Data






Overall Performance

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.

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  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Orange		
English Learner Progress  Red		

Conclusions based on this data:

- Loudon's SEL systems are in place and are effective. Tier 3 will be a focus for the 2024/2025 school year.
- Loudon will continue to focus on instructional practices to enhance the Academic success of our students.

School and Student Performance Data

Academic Performance English Language Arts

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.

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.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	0	0	0

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	English Learners	Foster Youth
<p>Orange</p> <p>22 points below standard</p> <p>Decreased -13.4 points</p> <p>348 Students</p>	<p>Orange</p> <p>37.2 points below standard</p> <p>Decreased -11.5 points</p> <p>79 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Less than 11 Students</p> <p>3 Students</p>	<p>Orange</p> <p>23.7 points below standard</p> <p>Decreased -10.3 points</p> <p>315 Students</p>	<p>Red</p> <p>81.3 points below standard</p> <p>Decreased -10 points</p> <p>52 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 61.7 points below standard Decreased Significantly - 29.7 points 30 Students	 No Performance Color 0 Students	Less than 11 Students 7 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 19.7 points below standard Decreased -10.6 points 266 Students	Less than 11 Students 6 Students	Less than 11 Students 1 Student	4.6 points below standard Decreased Significantly - 31.1 points 29 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
80.9 points below standard Decreased Significantly -20.4 points 49 Students	34.1 points above standard Maintained -1.8 points 30 Students	20.8 points below standard Decreased -14.7 points 250 Students

Conclusions based on this data:

1. FOCUS AREA(S): Loudon will focus on our Students With Disabilities in the 2024/2025 school year.
2. FOCUS AREA(S): Loudon will focus on our African American students in the 2024/2025 school year.
3. FOCUS AREA(S): Loudon will focus on our EL students in the 2024/2025 school year.

School and Student Performance Data

Academic Performance Mathematics

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.





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.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	1	0	0

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  Orange 56.1 points below standard Decreased -5 points 348 Students	English Learners  Orange 60.7 points below standard Maintained +0.3 points 79 Students	Foster Youth Less than 11 Students 4 Students
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged  Orange 58.5 points below standard Decreased -4 points 315 Students	Students with Disabilities  Yellow 91.5 points below standard Increased +9.5 points 52 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 86.4 points below standard Decreased -3.7 points 30 Students	 No Performance Color 0 Students	Less than 11 Students 7 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 55.3 points below standard Decreased -4 points 266 Students	Less than 11 Students 6 Students	Less than 11 Students 1 Student	38.8 points below standard Decreased -10.8 points 29 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
91.8 points below standard Decreased -3.6 points 49 Students	10 points below standard Maintained +2.9 points 30 Students	56.4 points below standard Decreased -7.7 points 250 Students

Conclusions based on this data:

1. FOCUS AREA(S):

School and Student Performance Data

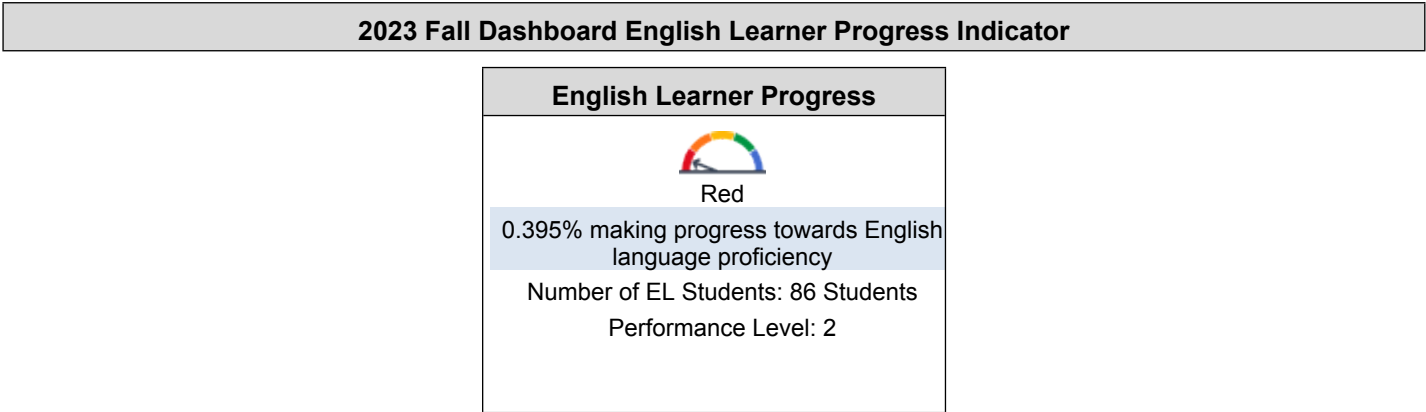
Academic Performance English Learner Progress

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.

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



This section provides a view of the number 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
13	34	2	31

Conclusions based on this data:

1. Student English Language Acquisition results from Summative ELPAC show 13 students have decreased one English Learner Progress Indicator level.

School and Student Performance Data

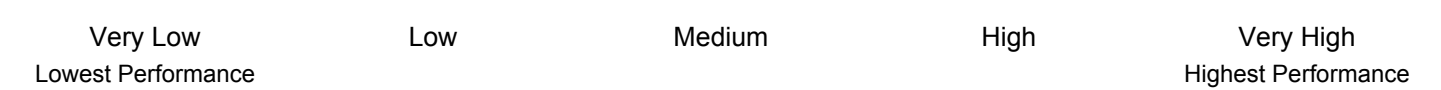
Academic Performance College/Career Report

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.

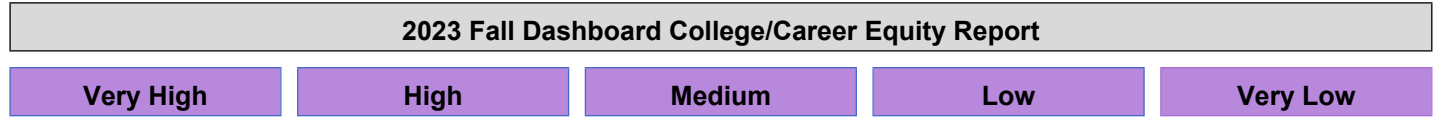
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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."

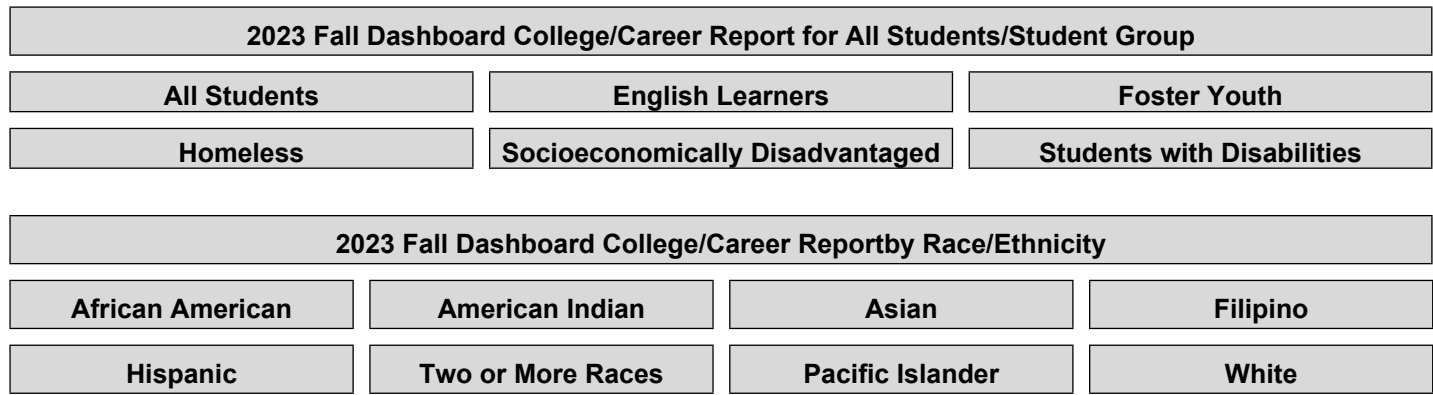
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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.



Conclusions based on this data:

1. n/a

School and Student Performance Data

Academic Engagement Chronic Absenteeism

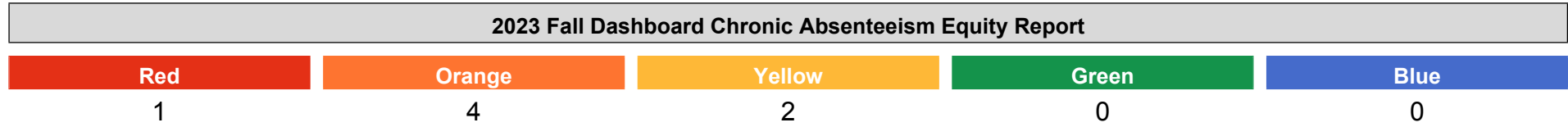
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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 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

All Students



33.3% Chronically Absent

Declined Significantly -19.6

756 Students

English Learners



24.2% Chronically Absent

Declined -18.2

149 Students

Foster Youth

Less than 11 Students

8 Students

Homeless

Less than 11 Students

4 Students

Socioeconomically Disadvantaged



34.9% Chronically Absent

Declined Significantly -19.7

682 Students

Students with Disabilities







44.4% Chronically Absent

Declined -9.9

117 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Red 55.4% Chronically Absent Maintained -0.2 56 Students	American Indian Less than 11 Students 2 Students	Asian 44.4% Chronically Absent Declined -1 27 Students	Filipino Less than 11 Students 1 Student
Hispanic  Yellow 31.2% Chronically Absent Declined Significantly -21.2 571 Students	Two or More Races  Orange 39.4% Chronically Absent Declined -13.4 33 Students	Pacific Islander Less than 11 Students 3 Students	White  Orange 27% Chronically Absent Declined -32 63 Students

Conclusions based on this data:

1. The student subgroup of African American students is 55.4% chronically absent and has been identified as red per the California Dashboard.

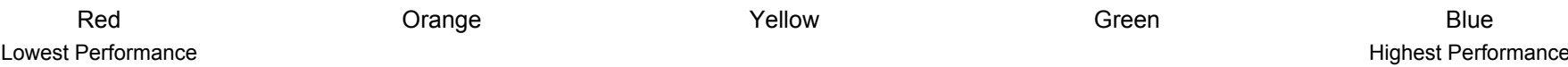
School and Student Performance Data

Academic Engagement Graduation Rate

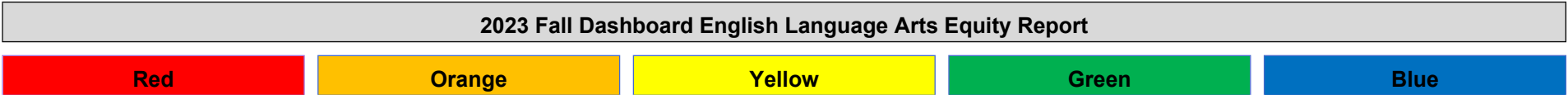
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

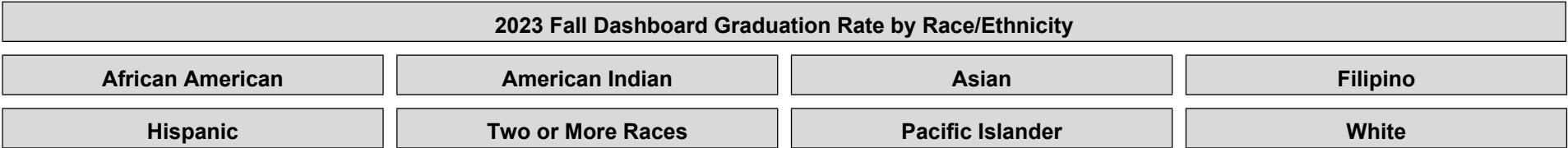
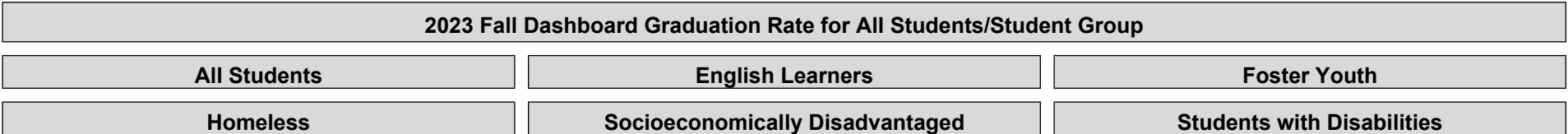
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Conclusions based on this data:

1. n/a

School and Student Performance Data

Conditions & Climate Suspension Rate

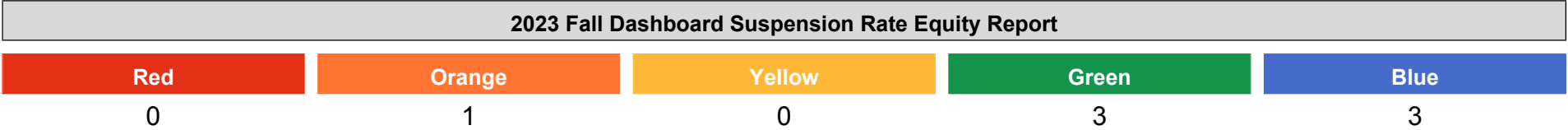
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students



Green

1.1% suspended at least one day

Declined -0.3

799 Students

English Learners



Blue

0% suspended at least one day

Declined -0.6

158 Students

Foster Youth

0% suspended at least one day

11 Students

Homeless

Less than 11 Students

4 Students

Socioeconomically Disadvantaged



Green

1.1% suspended at least one day

Declined -0.5

720 Students

Students with Disabilities







Green

0.8% suspended at least one day

Declined -2.9

121 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Orange 5.1% suspended at least one day Increased 2.1 59 Students	American Indian Less than 11 Students 2 Students	Asian 0% suspended at least one day Maintained 0 30 Students	Filipino Less than 11 Students 1 Student
Hispanic  Green 1% suspended at least one day Declined -0.4 601 Students	Two or More Races  Blue 0% suspended at least one day Declined -2.4 39 Students	Pacific Islander Less than 11 Students 3 Students	White  Blue 0% suspended at least one day Maintained 0 64 Students

Conclusions based on this data:

1. The suspension rate for African American Students increased by 2.1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

- GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources.
- GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.
- GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Goal 1A English Language Arts/Literacy/ELD

- A. By the end of the 2024-2025 school year at least 80% of all students in Grades K will score at or above typical growth as measured by STAR Early Literacy Student Growth Percentile (SGP).
- B. By the end of the 2024-2025 school year at least 80% of all students in Grades 1-3 will score at or above typical growth as measured by STAR Reading Student Growth Percentile (SGP).
- C. By the end of the 2024-2025 school year at least 80% of students in grades 4-6 will in increase in proficiency bands at/above benchmark.
- D. By the end of the 2024-2025 school year, at least 10% of students will increase in proficiency bands at/above benchmark and decrease at least 10% in proficiency bands below grade level as measured by Reading A-Z/Acadience.
- E. By the end of the 2024-2025 school year, at least 25% of all English Learners (EL) will qualify for reclassification.
- F. By the end of the 2024-2025 school year, Students with Disablilties will increase to 66.3 points below standard from 81.3.

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A Comprehensive Needs Assessment was conducted with various Educational Partners (i.e. Teachers, Staff, Administration Parents, Families, and Community Members via School Site Council, English Learner Parent Advisory Committee, Instructional Leadership Team, Parent/Family Surveys, etc.) throughout the school year including ongoing progress monitoring of schoolwide data (e.g. Loudon Data Bulletin) and feedback related to culture and climate. Educational Partners (i.e. Teachers, Staff, Administration, Parents, Families, Community Members via School Site Council, English Learner Parent Advisory Committee, Instructional Leadership Team, Parent/Family Surveys, etc.) had the opportunity to participate in the evaluation of the 2023-2024 SPSA including overall implementation and effectiveness of school strategies, review of the evidence (i.e. data, progress monitoring), total expenditures, identified gaps in goal areas, and proposed changes for the 2024-2025 SPSA based on identified needs. Furthermore, various

leadership teams (e.g. Administrative Leadership Team, Instructional Leadership Team, Instructional Support Staff Team, Literacy Support Team, etc.) reviewed P-BVUSD priorities (i.e. LCAP Goals) for the 2024-2025 school year and developed aligned schoolwide goals for Loudon (as appropriate) using achievement and climate data as of Spring 2024. Additionally, Semester Focus actions/strategies were developed to address deficiencies revealed by schoolwide data including the development of new strategies. See specific Literacy data reviewed below.

SWIFT-FIA:

The Schoolwide Fidelity Integrity Assessment (SWIFT-FIA) is administered at all schools in Panama-Buena Vista Union School District a minimum of one time per year. The SWIFT-FIA is a self-assessment tool that schools and local educational agencies (LEAs) utilize to provide a measure of the extent to which schools implement research-based best practices in five domains including: 1) Administrative Leadership including Strong and Engaged Site Leadership and Strong Educator Support Systems; 2) Multi-tiered System of Support (MTSS) including Inclusive Academic Instruction and Inclusive Behavior/Social-Emotional Instruction; 3) Integrated Educational Framework including Fully Integrated Organizational Structure and Positive & Strong School Culture; 4) Family & Community Engagement including Trusting Family Partnerships and Trusting Community Partnerships; and 5) Inclusive Policy Structure & Practice including Strong LEA (District)/School Relationship and LEA (District) Policy Framework. Administration of the SWIFT-FIA at Loudon occurred during the Spring of 2024 Leadership Teams at Loudon including the Instructional Leadership Team and PBIS/SEL Team calibrated our collective understanding of the SWIFT-FIA rubric and reviewed each component of the SWIFT-FIA, contributing related evidence of current practices at Loudon during a SWIFT-FIA Orientation which took place in February 2024. Following a SWIFT-FIA Orientation, both leadership teams were assigned sections of the SWIFT-FIA to evaluate. Scores that reflected at least 65% of all responses constituted a majority response for each SWIFT-FIA item. Scores were collected and calculated for each SWIFT Feature and for the overall SWIFT Domain. Additionally, an action plan was developed for each item in which the score reflected a 0-Laying the Foundation (no components in place) or 1-Installing (one or more, but not all components are in place) in which needed practices are identified and prioritized within a continuous improvement model.

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWIFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

SWIFT-FIA:

Based on 2024 SWIFT-FIA data and discussion amongst the Instructional Leadership Team related to Literacy, there are strong structures in place including a research-based curriculum, the collaboration between SPED and General Education, ongoing monitoring of high-quality instruction through observations and feedback, and ongoing data analysis and action planning amongst impact teams (i.e. Administrative Leadership, Instructional Leadership Team, PLCs, etc.). There is a need to continue these structures and adjust team roles/expectations to further meet the diverse needs of all students. The addition of a second Academic Coach has supported the expansion of MTSS support systems focused on Literacy.

CA DASHBOARD ELA (Grades 3-6):

Based on the English Language Arts Indicator of the CA Dashboard, there is a need to enhance Tier 1 core ELA/Literacy/ELD instruction anchored in CCSS and ELD Standards as well as provide differentiated support in ELA for Students with Disabilities (SWD) and African American (AA) students in order to decrease potential barriers to learning and increase access to grade-level content. This also indicates a need for an additional Academic Coach to provide specialized teacher support in effective, research-based Reading-Language Arts and ELD instruction and strategies including ongoing coaching and feedback, coordinating peer observation, facilitating data analysis with PLCs, and developing/providing meaningful professional learning opportunities in Grades 3-6 which target SWD and AA and EL students. Finally, there is a need for continued specialized professional learning opportunities for teachers and staff in effective Literacy instruction and practices.

STAR EARLY LITERACY (Grades K-1):

Based on schoolwide STAR Early Literacy data, there is a need to continue and increase current Literacy support through Good First Instruction in Reading-Language Arts including Phonemic Awareness, Concepts of Print, Phonics/Decoding, Fluency, Vocabulary, Written Expression, and Reading Comprehension in order to expand the percentage of students with accelerated growth to mitigate potential learning loss due to the COVID-19 pandemic. Additionally, there is a disparity between Latinx student populations at or above typical growth on the STAR Early Literacy assessment as compared to schoolwide indicating a need for strengthened Designated English Language Development instruction (d-ELD) and increased Integrated English Language Development (i-ELD) strategies across all content areas. There is also a need for an additional Academic Coach to provide specialized teacher support in effective, research-based Reading-Language Arts and ELD instruction and strategies including ongoing coaching and feedback, coordinating peer observation, facilitating data analysis with PLCs, and developing/providing meaningful professional learning opportunities in primary grades. Finally, there is a need for additional weekly opportunities for PLC collaboration and collaboration amongst Leadership Teams (e.g. Instructional Leadership Team, PBIS/SEL Team) to analyze student data, develop data-based action plans, deconstruct standards, develop Common Formative Assessments, and design high-quality learning experiences for all students as well as monitor schoolwide progress toward meeting Literacy goals.

STAR READING (Grades 1-6):

Based on schoolwide STAR Reading data, there is a need to continue to enhance Good First Instruction in Reading-Language Arts including Fluency, Vocabulary, Written Expression, and Reading Comprehension in order to expand the percentage of students with accelerated growth and mitigate potential learning loss due to the COVID-19 pandemic. In addition to student data, the effectiveness of Tier 1 core instruction in Literacy schoolwide will be monitored by regular classroom walkthroughs conducted by peers as well as the Administrative team (i.e. Principal, Assistant Principal, and Academic Coaches). Feedback will be provided to teachers including references to best practices observed as well as considerations for adjustment. There is also a need for an additional Academic Coach to provide specialized teacher support in effective, research-based Reading-Language Arts and ELD instruction and strategies including ongoing coaching and feedback, coordinating peer observation, facilitating data analysis with PLCs, and developing/providing meaningful professional learning opportunities in primary and intermediate grades. Finally, there is a need for additional weekly opportunities for PLC collaboration and collaboration amongst Leadership Teams (e.g. Instructional Leadership Team, PBIS/SEL Team) to analyze student data, develop data-based action plans, deconstruct standards, develop Common Formative Assessments, and design high-quality learning experiences for all students as well as monitor schoolwide progress toward meeting Literacy goals.

ACADIENCE READING COMPOSITE (Grades 1-6):

Based on schoolwide Acadience data for the 2023-2024 school year, there is a need to strengthen Tier 1 Literacy instruction including Good First Instruction in Phonemic Awareness, Concepts of Print, Phonics/Decoding, Fluency, Vocabulary, Written Expression, and Reading Comprehension in order to expand the percentage of students with accelerated growth and mitigate potential learning loss due to the COVID-19 pandemic. Additionally, schoolwide Acadience data indicates a need for increased balanced Literacy opportunities across all content areas including increased read-aloud, shared reading opportunities, guided reading opportunities, and opportunities for independent reading. In addition to student data, the effectiveness of Tier 1 core instruction in Literacy for primary grades will be monitored by regular classroom walkthroughs conducted by peers as well as the administrative team (i.e. Principal, Assistant Principal, Academic Coaches). Feedback will be provided to teachers including references to best practices observed as well as considerations for adjustment. There is also a need for Academic Coaches to provide specialized teacher support in Balanced Literacy practices including ongoing coaching and feedback, coordinating peer observation, facilitating data analysis with PLCs, and developing/providing meaningful professional learning opportunities in all grade levels. Finally, there is a need for additional weekly opportunities for PLC collaboration and collaboration amongst Leadership Teams (e.g. Instructional Leadership Team, PBIS/SEL Team) to analyze student data, develop data-based action plans, deconstruct standards, develop Common Formative Assessments, and design high-quality learning experiences for all students as well as monitor schoolwide progress toward meeting Literacy goals.

OVERALL READING DATA:

Overall, although there was evidence of some effective Literacy practices resulting in increased Reading proficiency and growth during the 2023-2024 school year, there is still a need to continue to strengthen Tier 1 core instruction in Literacy in order to increase proficiency and growth among all student populations. Furthermore, there is a need to continue to identify and mitigate potential barriers to learning among diverse student groups such as English Learners (ELs), African American (AA) Students, and Students With Disabilities (SWD). This includes strengthening the balanced Literacy program at Loudon including Good First Instruction in Phonemic Awareness, Concepts of Print, Phonics/Decoding, Fluency, Vocabulary, Written Expression, and Reading Comprehension anchored in CCSS and ELD Standards through the vehicles of Read-Alouds, Shared Reading, Guided Reading, and Independent Reading. Additionally, there is a need for adjusting Literacy instruction to hold students more accountable for their learning through the Gradual Release of Responsibility (GRR) Model. Consequently, overall Reading Data indicates a need for an additional Academic Coach in order to increase specialized Literacy Support including ongoing coaching and feedback, coordinating peer observation, facilitating data analysis with PLCs, and developing/providing meaningful professional learning opportunities among all grade levels. There is also a need for additional time for PLCs to collaborate, analyze student data, and design high-quality ELA/Literacy/ELD Instruction. Additionally, there is a need to enhance advanced tiers of support and intervention including defining entrance and exit criteria and developing intensified support options. Finally, there is a need to continue improving library services by increasing circulation, expanding titles, and implementing more digital access to books for students to continue reading across subject areas during the school day as well as outside of school including summer.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Early Literacy Student Growth Percentile (SGP) for Grades K-1	As of Winter 2023, 37% of students in Kindergarten and Grade 1 scored at or above typical growth in STAR Early Literacy	By the end of the 2024-2025 school year, at least 80% of all students in Grades K-1 will score at or above typical growth as measured by STAR Early Literacy Student Growth Percentile (SGP)
STAR Reading (Grades 1-6)	As of Winter 2023, 54% of students in Grades 1-6 scored at or above typical growth in STAR Reading/STAR CBM	By the end of the 2024-2025 school year, at least 80% of all students in Grades 1-6 will score at or above typical growth as measured by STAR Reading Student Growth Percentile (SGP)
Acadience (Grades K-6)	As of Spring 2024, 47.3% of students in Grades 1-6 scored at or above grade level on their Reading Composite	By the end of the 2024-2025 school year, at least 10% of students in Grades K-6 will increase in proficiency bands at/above benchmark and decrease by at least 10% in proficiency bands below grade level as measured by Acadience.
Reclassification (Grades K-6)	As of Spring 2024, 30 students or approximately 24% of EL students qualified to be reclassified during the 2023-2024 school year	By the end of the 2024-2025 school year, at least 25% of all English Learners will qualify for reclassification

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Tier I – Core Instructional Program

DESCRIPTION OF THE PROGRAM:

Loudon's core instructional programming for Tier 1 Literacy is anchored on Good First Instruction of grade level Reading-Language Arts Common Core State Standards (CCSS) and English Language Development (ELD) Standards in accordance with P-BVUSD Curriculum Maps in alignment with the CA ELA/ELD Framework which notes that "when initial instruction is planned in a way that flexibly addresses learner variability, more students are likely to succeed. Fewer students will find initial instruction inaccessible, and therefore fewer require additional, alternative "catch up" instruction." (Page 912, Chapter 9: Access and Equity). Additionally, Loudon will employ a balanced Literacy program including Read-Alouds, Shared Reading, Guided Reading, Independent Reading, and Close Reading, with an emphasis on informational texts, a need identified in the 2020 CAASP for ELA. The Loudon Master Instructional Schedule will reflect protected time for Tier 1 Literacy, Tier 1 DIGs, and Designated English Language Development.

In addition to Good First Instruction, teachers will protect time for Universal Access (i.e. DIGs) or additional time for students to access grade-level content through flexible grouping strategies, differentiation, enrichment, and increased progress monitoring based on identified needs of students (e.g. STAR data, Acadience Data, Writing samples, CFAs, Exit tickets, etc.). Strategies for planning Universal Access should include: 1) Regular use of Formative Assessments to determine/monitor academic needs 2) A Focus on Integrated Language Strategies such as Academic Discourse, Academic Discourse, explicit instruction in Academic Vocabulary, Anchor Charts, Collaborative Tasks, Linguistic Sentence Frames, etc. 3) Consideration for Social-Emotional Needs 4) Consideration for Student Engagement 5) Multiple Means of Representation to give students various ways to acquire, process, and integrate information and knowledge 5) Multiple means of action and expression to provide students with options for navigating and demonstrating learning.

In order to ensure the highest quality of learning possible, systematic coaching and learning support will be provided for all teachers. Additionally, Grade Level Professional Learning Communities (PLCs) will collaborate on a regular basis (no less than three times per month on Wednesdays) as evidenced in universal PLC agendas (see Goal 5: Professional Development/Professional Learning). Additionally, the Instructional Leadership team will meet on a regular basis to monitor schoolwide progress toward Literacy goals. Finally, schoolwide efforts will be made to establish and/or enhance classroom libraries in order to promote literacy and independent reading among all students.

METRIC FOR EFFECTIVENESS:

The effectiveness of Loudon's core instructional programming for Tier 1 Literacy will be monitored through STAR Literacy measures (e.g. STAR CBM, Reading), Acadience Data, Interim Assessment Benchmarks, Common Formative Assessments, etc. Additionally, Educational Partners (i.e. Teachers, Staff, Administration Parents, Families, and Community Members via School Site Council, English Learner Parent Advisory Committee, Instructional Leadership Team, Parent/Family Surveys, etc.) will monitor schoolwide Literacy data (e.g. Loudon Data Bulletin) throughout the 2023-2024 school year. Feedback related to Literacy will be collected from Educational Partners during committee and parent advisory meetings as well in various surveys throughout the 2023-2024 school year. Educational Partners (i.e. Teachers, Staff, Administration, Parents, Families, Community Members via School Site Council, English Learner Parent Advisory Committee, Instructional Leadership Team, Parent/Family Surveys, etc.) will also have the opportunity to participate in the ongoing evaluation of the 2022-2023 SPSA including overall implementation and effectiveness of

school strategies related to Literacy. Furthermore, Educational Partners (i.e. Teachers, Staff, Administration Parents, Families, Community Members via School Site Council, English Learner Parent Advisory Committee, Instructional Leadership Team, Parent/Family Surveys, etc.) will address deficiencies revealed by schoolwide data including the adjustment and/or development of new strategies throughout the 2023-2024 school year.

NEEDED RESOURCES:

Instructional supplies to support Good First Instruction in Tier 1 Literacy will include (but are not limited to) supplemental reading materials including Literacy curricular resources (i.e. Thinking Maps, Write From the Beginning and Beyond, etc.) learning technology resources (e.g. Peardeck, Lexia, Acadience, ESGI, Starfall, Ready Common Core, iReady, Myon, Gimkit, etc.) and/or equipment, leveled readers, high-interest core literature texts/newsletters (e.g. novels, Scholastic News, etc.), supplies to establish and/or enhance classroom libraries, library books, supplemental curricular materials and/or Professional Development opportunities (PD) focused on Literacy or Language, student materials (e.g. folders, journals, binders, whiteboards, chart paper, post-it notes, highlighters, AVID Materials, etc.) and student incentives/awards. Additionally, duplication/printing of student supplemental learning materials and/or customized learning materials to enhance learning objectives will be purchased, as needed. Extra time for both Certificated and Classified staff will be made available to support supplemental Literacy needs as determined by student need/data. Finally, consultants and/or travel and conference will be utilized to continue building capacity around Literacy instruction based on school need/data, as funds allow.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

19287.36	Title I, Part A 4300-00: Supplies & Materials	Supplemental Instructional Supplies/Materials to Support Tier 1 ELA Instruction	October 2024
0	Title I, Part A 4200-00: Books - Other Than Textbooks	Supplemental Curricular Resources to Support Tier 1 ELA Instruction	October 2024
0	Title I, Part A 5800-00: Consultants/Professional Services/Licensing	Consultants and/or Licensing to Support Tier 1 ELA Instruction	October 2024
500	Title I, Part A	Duplicating to Support Tier 1 ELA Instruction (i.e. Awards Certificates, Reading Materials, etc.)	August 2024

	5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc.		
--	--	--	--

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity: English Learners – Tier I: Designated English Language Development (D-ELD and Integrated Language Development Supports (I-ELD)

DESCRIPTION OF THE PROGRAM:

All English Learners in Grades TK-6 will be provided Designated English Language Development (d-ELD) instruction during a protected time block of at least 30 minutes. Teachers will anchor d-ELD instruction in English Language Development (ELD) Standards emphasizing opportunities for students to engage in all four ELPAC Domains (i.e. Listening, Speaking, Reading, and Writing) using a variety of instructional resources (i.e. Amplify Science, Pathway to Proficiency, etc.). There will be an emphasis on increasing writing opportunities for ELs as an area of need identified in 2021 ELPAC data. Additionally, all teachers will integrate language strategies throughout all content areas such as (but not limited to) the use of anchor charts, explicit instruction in academic and key vocabulary, collaborative tasks, opportunities for academic discourse, use of pre-planned open-ended question stems, use of linguistic sentence frames, focus walls, use of Thinking Maps, etc. Additionally, students and their families who meet District criteria for Reclassification will have an opportunity to attend a schoolwide celebration at least one time per year.

METRIC FOR EFFECTIVENESS:

The effectiveness of Loudon's core instructional programming for Tier 1 Designated and Integrated English Language Development will be monitored through ELPAC, ELlevation, STAR Literacy measures (e.g. Early Literacy, Reading), and Acadience data for ELs. In addition to student data, the effectiveness of Tier 1 core instruction in d-ELD and i-ELD for all grades will be monitored by regular classroom walkthroughs conducted by peers as well as the Administrative team (i.e. Principal, Assistant Principal, and Academic Coaches).

NEEDED RESOURCES:

Instructional supplies to support Good First Instruction in Tier 1 d-ELD and i-ELD will include (but are not limited to) supplemental language materials such as learning technology and/or equipment, Pathway to Proficiency materials and/or PD, Amplify Science

materials and/or PD, supplemental curricular materials and/or Professional Development opportunities (PD), student materials (e.g. folders, journals, binders, whiteboards, chart paper, post-it notes, highlighters, etc.) and student incentives/awards. Extra time for both Certificated and Classified staff will be made available to support supplemental Language needs as determined by student need/data. Finally, consultants and/or travel and conference will be utilized to continue building capacity around English Language Development instruction based on school need/data, as funds allow.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

0	Title I, Part A 4300-00: Supplies & Materials	Instructional Supplies to Support Tier 1 ELD Instruction	May 2025
---	--	--	----------

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Tier II

Tier 2/3 Interventions & Supports

DESCRIPTION OF THE PROGRAM:

In alignment with P-BVUSD, Loudon Elementary School employs a Multi-Tiered System of Support framework to guide differentiated and tiered Literacy support, based on student needs as identified in student data. Accordingly, a Student Success Team (SST) including a wide range of Educational Partners (e.g. Academic Coaches, Intervention Teachers, Instructional Aides, Psychologist, Administration, Teachers, Students, Families, etc.) will convene throughout the school year to determine specific academic and/or social-emotional adjustments, modifications, and/or interventions necessary to meet the unique needs of students, develop an action plan, and monitor student progress. Tiered Literacy support and intervention (e.g. increased frequency of small group instruction with a teacher and/or Intervention aide, referrals for intensive Literacy support, etc. will be provided based on need with an established

entrance and exit criteria. An Academic SST Coordinator will provide annual professional development for all teachers focused on the SST process within an MTSS framework, update all related documentation (i.e. SST referrals, SST Flowchart, collecting/organizing SST documentation, scheduling/coordinating SST meetings, etc.), and match appropriate interventions with student needs as identified within the SST process.

Specialized Literacy support will be provided by Intervention Aides, Intervention Teachers, IIC Teachers, etc. as determined by student needs by the SST Coordinator within the SST process. Additionally, ATSI findings recognized inequities among our Students with Disabilities in ELA and Mathematics. Provided targeted small group intervention outside the core instructional block time will be provided by certificated staff who will progress monitor them throughout the year. This would include the use of leveled readers to target specific learning gaps.

METRIC FOR EFFECTIVENESS:

The effectiveness of Tier 2/3 ELA/Literacy/ELD support will be monitored by Administration and Literacy Support Team (i.e. Academic Coaches, Intervention Teachers, Classroom Teachers, IIC Teachers) using Literacy measures (i.e. tools, screeners, etc.) including, but not limited to STAR Early Literacy, STAR Reading, Acadience, 95% Phonics, and Phonemic Awareness, etc. at an increased rate of frequency as compared to all students. In addition to student data, the effectiveness of Tier 2/3 instruction provided by Intervention Teachers, Classroom Teachers, IIC Teachers, and Aides will be monitored through student Literacy data, regular classroom walkthroughs conducted by the administrative team (i.e. Principal, Assistant Principal, Academic Coaches) as well as peer and teacher observation and feedback.

NEEDED RESOURCES:

Instructional supplies to support Tier 2/3 ELA/Literacy/ELD Instruction will include (but are not limited to) supplemental Reading Intervention materials such as learning technology and/or equipment, supplemental curricular materials and/or Professional Development opportunities (PD), and student materials (e.g. folders, journals, binders, whiteboards, chart paper, post-it notes, highlighters, etc.) and student incentives/awards. Extra time for both Certificated and Classified staff will be made available to support supplemental Tier 2/3 Literacy needs as determined by student need/data. Finally, substitutes will be utilized in order to provide coverage for teachers to attend Student Success Teams at least 4 times throughout the school year. Finally, consultants and/or travel and conference will be utilized to continue building capacity around Response to Intervention in Literacy based on school need/data, as funds allow. Instructional supplies to support Good First Instruction in Tier 1 Literacy will include (but are not limited to) supplemental reading materials including Literacy curricular resources (i.e. Thinking Maps, Write From the Beginning and Beyond, Ready Common Core, Heggerty Phonemic Awareness, etc.) learning technology resources (e.g. Peardeck, Lexia, Acadience, ESGI, Starfall, Ready Common Core, iReady, Myon, Gimkit, etc.) and/or equipment, leveled readers, high-interest core literature texts/newsletters (e.g. novels, Scholastic News, etc.), supplies to establish and/or enhance classroom libraries, library books, supplemental curricular materials and/or Professional Development opportunities (PD) focused on Literacy or Language, student materials (e.g. folders, journals, binders, whiteboards, chart paper, post-it notes, highlighters, AVID Materials, etc.) and student incentives/awards. Additionally, duplication/printing of student supplemental learning materials and/or customized learning materials to enhance learning objectives will be purchased, as needed. Extra time for both Certificated and Classified staff will be made

available to support supplemental Literacy needs as determined by student need/data. Finally, consultants and/or travel and conference will be utilized to continue building capacity around Literacy instruction based on school need/data, as funds allow.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

500	LCFF- Base 1100-01: Certificated Teachers - Subs	Substitutes to provide coverage for teachers to attend SST's.	May 2025
12000.26	Title I, Part A 4300-00: Supplies & Materials	Supplemental Instructional Supplies/Materials to Support Tier II ELA Instruction	October 2024

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Special Education Students

Applicable During:

In Person (IP)

Strategy/Activity

Special Education

DESCRIPTION OF THE PROGRAM:

Based on data (i.e. achievement data, observational data, feedback) and identified individualized needs, IIC Teachers and aides will pull out and/or push into general education classrooms (i.e. inclusion) as appropriate to support all students with IEPs as well as general education students during, but not limited to protected DIGs time (i.e. small group instruction) to scaffold grade level mastery of standards. SDC Teachers will mainstream students as appropriate to encourage and support Literacy. SPED teachers (i.e. IIC and SDC Teachers) will collaborate with Instructional Support Staff (i.e. Administration, Psychologist, Academic Coaches, etc.), General Education Teachers, Special Services District Personnel, Related Services Personnel (e.g. Occupational Therapy, Vision Specialist,

etc.), and other Educational Partners (e.g. parents, families, community members, etc.) on a regular basis. Both the IIC Team and SDC Team will meet as a PLC no less than once monthly in addition to attendance at regularly scheduled SPED Program Meetings. Additionally, at least one SPED representative will participate on the Instructional Leadership team in addition to collaboration between the Administrative Team and designated SPED Site Facilitator in order to ensure alignment with P-BVUSD and Site-based priorities and consistency in all SPED classrooms.

METRIC FOR EFFECTIVENESS:

Effectiveness will be monitored by student data during PLC meetings with Special Education and General Education Teachers, classroom walkthroughs/observations, and feedback by the Administrative Team (i.e. Principal, Assistant Principal, Academic Coaches) and Special Services Department. IIC Teachers will participate in a monthly PLC with the Administrative Team (i.e. Principal, Assistant Principal) and other support teams (see above) as appropriate to review data toward meeting individualized benchmarks to make any potential modifications to instructional strategies to support growth and success in Literacy. SDC Teachers will collaboratively review data toward meeting individualized benchmarks to make any potential modifications to instructional strategies to support growth and success in Literacy at least once a month.

NEEDED RESOURCES:

Instructional supplies to support high-quality Special Education instruction will include (but are not limited to) supplemental learning materials related to Literacy such as learning technology and/or equipment, supplemental curricular materials and/or Professional Development opportunities (PD), student materials (e.g. folders, journals, binders, whiteboards, chart paper, post-it notes, highlighters, etc.) and student incentives/awards. Extra time for both Certificated and Classified staff will be made available to support supplemental Special Education Literacy needs as determined by student need/data. Finally, consultants and/or travel and conference will be utilized to continue building capacity around inclusion models for Special Education based on school need/data, as funds allow.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity

Extracurricular Activities to Support Literacy

DESCRIPTION OF THE PROGRAM:

In order to promote a culture of Literacy across all grades, all classes will have weekly opportunities to visit the Loudon library including participation with read-aloud, Sustained Silent Reading (SSR), and opportunities to select books of interest as well as books in accordance with AR Goals. Additionally, students will have opportunities to participate in extracurricular activities related to Literacy including (but not limited to) Battle of the Books, Oral Language Festival, Read Across America Week, Celebrity Read-Alouds/Readers, Assemblies, Guest Authors, Field Trips, Family Literacy Nights, Book Walks, Reading Buddies, Read-A-Thons, Books and Breakfast, Small Group Literacy-Related intervention Opportunities, etc. Finally, a culture of Literacy will be reinforced through quarterly awards assemblies and AR celebrations which celebrate student achievement in various content areas, including Reading-Language Arts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

0	Title I, Part A 5800-00: Consultants/Professional Services/Licensing	Invite guest authors for assemblies to promote Literacy	March 2025
0	Title I, Part A 1100-02: Certificated Teachers - Extra Duty	Certificated Extra time to support small group intervention to support Literacy	May 2025
500	Title I, Part A 5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc.	Transportation to Support Extracurricular Activities to support Literacy (e.g. Battle of the Books, Oral Language Festival, etc.)	May 2025

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

- GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources
- GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.
- GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Goal 1B Mathematics

By the end of the 2024-2025 school year at least 80% of all students in Grades 1-6 will score at or above typical growth as measured by STAR Math Student Growth Percentile (SGP). Students with Disabilities will improve by 20 percent.

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A Comprehensive Needs Assessment was conducted with various Educational Partners (i.e. Teachers, Staff, Administration Parents, Families, and Community Members via School Site Council, English Learner Parent Advisory Committee, Instructional Leadership Team, Parent/Family Surveys, etc.) throughout the school year including ongoing progress monitoring of schoolwide data (e.g. Loudon Data Bulletin) and feedback related to culture and climate. Educational Partners (i.e. Teachers, Staff, Administration, Parents, Families, Community Members via School Site Council, English Learner Parent Advisory Committee, Instructional Leadership Team, Parent/Family Surveys, etc.) had the opportunity to participate in the evaluation of the 2024-2025 SPSA including overall implementation and effectiveness of school strategies, review of the evidence (i.e. data, progress monitoring), total expenditures, identified gaps in goal areas, and proposed changes for the 2024-2025 SPSA based on identified needs. Furthermore, various leadership teams (e.g. Administrative Leadership Team, Instructional Leadership Team, Instructional Support Staff Team, Literacy Support Team, etc.) reviewed P-BVUSD priorities (i.e. LCAP Goals) for the 2023-2024 school year and developed aligned schoolwide goals for Loudon (as appropriate) using achievement and climate data as of Spring 2023. Additionally, Semester Focus actions/strategies were developed to address deficiencies revealed by schoolwide data including the development of new strategies. See specific Mathematics data reviewed below.

SWIFT-FIA:
The Schoolwide Fidelity Integrity Assessment (SWIFT-FIA) is administered at all schools in Panama-Buena Vista Union School District a minimum of one time per year. The SWIFT FIA is a self-assessment tool that schools and local educational agencies (LEAs) utilize

to provide a measure of the extent to which schools implement research-based best practices in five domains including: 1) Administrative Leadership including Strong and Engaged Site Leadership and Strong Educator Support Systems; 2) Multi-tiered System of Support (MTSS) including Inclusive Academic Instruction and Inclusive Behavior/Social-Emotional Instruction; 3) Integrated Educational Framework including Fully Integrated Organizational Structure and Positive & Strong School Culture; 4) Family & Community Engagement including Trusting Family Partnerships and Trusting Community Partnerships; and 5) Inclusive Policy Structure & Practice including Strong LEA (District)/School Relationship and LEA (District) Policy Framework. Administration of the SWIFT-FIA at Loudon occurred during the Spring of 2024. Leadership Teams at Loudon including the Instructional Leadership Team and PBIS/SEL Team calibrated our collective understanding of the SWIFT-FIA rubric and reviewed each component of the SWIFT-FIA, contributing related evidence of current practices at Loudon during a SWIFT-FIA Orientation which took place in March 2024. Following a SWIFT-FIA Orientation, both leadership teams were assigned sections of the SWIFT-FIA to evaluate. Scores that reflected at least 65% of all responses constituted a majority response for each SWIFT-FIA item. Scores were collected and calculated for each SWIFT Feature and for the overall SWIFT Domain. Additionally, an action plan was developed for each item in which the score reflected a 0-Laying the Foundation or no components in place or 1-Installing or one or more, but not all components are in place in which needed practices are identified and prioritized within a continuous improvement model.

The SWIFT-FIA Domains which address Mathematics include Administrative Leadership and a Multi-tiered System of Support (MTSS). Specifically, within the Domain of Administrative Leadership, Loudon scored Implementing in the feature of the Strong Educator Support System indicating all components are in place and starting to make systemic change. Within the Domain of MTSS, Loudon scored "Implementing" in the feature of Inclusive Academic Instruction indicating all components are in place and starting to make systemic changes.

CA DASHBOARD MATH (Grades 3-6):

California Dashboard data reflects 2022-2023 student achievement data for Loudon Elementary School, this data reflects the most recent information related to in-person instruction and provides insight and context into previous student needs at Loudon.

STAR MATH (Grades 1-6):

Districtwide, all students in Grades 1-6 participate in the STAR Math assessment, a universal math screening tool. STAR Math data includes Proficiency (i.e. performance as compared to grade level) and Student Growth Percentile (i.e. a measurement of student growth as compared to typical growth in a school year). In First Grade, students participate during the Spring and End of Year during the school year in order to capture their baseline Math data and monitor progress toward mastery through the end of the year. In Grades 2-6, all students participate in the STAR Reading assessment three to four times during each school year to capture their baseline data at the beginning of the school year and monitor progress toward mastery through the end of the year.

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWIFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

SWIFT-FIA:

Based on 2024 SWIFT-FIA data and discussion amongst the Instructional Leadership Team related to Mathematics, while there are strong structures in place including a research-based curriculum, the collaboration between SPED and General Education, ongoing monitoring of high-quality instruction through observations and feedback, and ongoing data analysis and action planning amongst impact teams (i.e. Administrative Leadership, Instructional Leadership Team, PLCs, etc.) in Literacy, these systems do not all exist for Mathematics. There is a need to define systems/structures focused on Mathematics and adjust team roles/expectations to further meet the diverse needs of all students. The addition of a second Academic Coach has supported the expansion of MTSS support systems focused on Mathematics.

CA DASHBOARD DATA (Grades 3-6): Based on the 2022-2023 Mathematics Indicator of the CA Dashboard, there is a need to enhance Tier 1 core Mathematics instruction anchored in CCSS and provide differentiated support in Math for all diverse student populations (i.e. ELs, AA, SWD) in order to decrease potential barriers to learning and increase access to grade-level content. This also indicates a need for an additional Academic Coach to provide specialized teacher support in effective, research-based Mathematics instruction and strategies including ongoing coaching and feedback, coordinating peer observation, facilitating data analysis with PLCs, and developing/providing meaningful professional learning opportunities in Grades 3-6 which target EL students, AA students, and SWDs. Finally, there is a need for continued specialized professional learning opportunities for teachers and staff in effective Literacy instruction and practices.

STAR MATH (Grades 1-6):

Based on schoolwide STAR Math data, there is a need to continue to enhance Good First Instruction in Mathematics including fundamental mathematical practices such as 1) Make sense of problems and persevere in solving them 2) Reason abstractly and quantitatively 3) Construct viable arguments and critique the reasoning of others 4) Model with mathematics 5) Use appropriate tools strategically 6) Attend to precision 7) Look for and make use of structure 8) Look for and express regularity in repeated reasoning in order to expand the percentage of students with accelerated growth and mitigate potential learning loss due to the COVID-19 pandemic. In addition to student data, the effectiveness of Tier 1 core instruction in Math schoolwide will be monitored by regular classroom walkthroughs conducted by peers as well as the administrative team (i.e. Principal, Assistant Principal, Academic Coaches). Feedback will be provided to teachers including references to best practices observed as well as considerations for adjustment. There is also a need for an additional Academic Coach to provide specialized teacher support in effective, research-based Mathematics instruction and strategies including ongoing coaching and feedback, coordinating peer observation, facilitating data analysis with PLCs, and developing/providing meaningful professional learning opportunities in primary and intermediate grades. There is also a need for additional weekly opportunities for PLC collaboration to analyze student data, develop data-based action plans, deconstruct standards, develop Common Formative Assessments, and design high-quality learning experiences for all students as well as increased opportunities for collaboration amongst Leadership Teams (e.g. Instructional Leadership Team, PBIS/SEL Team) to monitor schoolwide progress toward meeting Math goals. Finally, there is a need for continued specialized professional learning opportunities for teachers and staff in effective mathematics instruction and practices.

OVERALL MATH DATA:

Overall, although there was evidence of some effective Mathematics practices resulting in increased Math proficiency and growth, there is still a need to continue to strengthen Tier 1 core instruction in Mathematics in order to increase proficiency and growth among all student populations. Furthermore, there is a need to continue to identify and mitigate potential barriers to learning among diverse student groups such as English Learners (ELs), African American (AA) Students, and Students With Disabilities (SWD). This includes strengthening the Tier 1 Core Mathematics instruction anchored in CCSS and ELD Standards through the vehicles of the CRA Model, Collaborative Math Tasks, CCSS-aligned Common Formative Assessments, and integrated language supports such as Academic Discourse. Additionally, there is a need to adjust Mathematics instruction to hold students more accountable for their learning through the Gradual Release of Responsibility (GRR) Model. There is also a need for additional time for PLCs to collaborate, analyze student data, and design high-quality Mathematics Instruction. Finally, there is a need for continued specialized professional learning opportunities for teachers and staff in effective Literacy instruction and practices.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Math Student Growth Percentile (SGP)	As of Spring 2023, 51% of all students in Grades 1-6 scored at or above typical growth in STAR Math	By the end of the 2023-2024 school year at least 80% of all students in Grades 1-6 will score at or above typical growth

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Tier I – Core Instructional Program

DESCRIPTION OF THE PROGRAM:
Loudon’s core instructional programming for Tier 1 Mathematics is anchored on Good First Instruction of grade level Mathematics Common Core State Standards (CCSS) and English Language Development (ELD) Standards in accordance with P-BVUSD Curriculum Maps in alignment with the CA Mathematics Framework which emphasizes Universal Access or “planning for the widest

variety of learners from the beginning of the lesson design process” (CA Math Framework, p. 661) including Universal Design for Learning, Assessment for Learning, and differentiated support within an MTSS framework. Additionally, Loudon will employ enhance Good First Instruction in Mathematics including fundamental mathematical practices such as 1) Make sense of problems and persevere in solving them 2) Reason abstractly and quantitatively 3) Construct viable arguments and critique the reasoning of others 4) Model with mathematics 5) Use appropriate tools strategically 6) Attend to precision 7) Look for and make use of structure 8) Look for and express regularity in repeated reasoning and including regular use of CRA Model, Collaborative Math Tasks, CCSS aligned Common Formative Assessments, and integrated language supports such as Academic Discourse.

In order to ensure the highest quality learning possible, PLCs will collaborate on a regular basis in order to deconstruct CCSS standards and 1) identify learning targets (including Learning Intentions and Success Criteria) 2) identify key vocabulary 3) develop pre-planned question stems, and linguistic frames to promote critical thinking 4) select the best resources for Good First Instruction to meet CCSS standards (e.g. Eureka Math, NextGen, etc.) 5) select supplemental resources for Good First Instruction to meet CCSS standards (e.g. Thinking Maps, etc.) 6) design rigorous learning experiences (e.g. collaborative tasks, academic discourse, project-based learning, etc.) using a Gradual Release of Responsibility Model 5) design Common Formative Assessments to determine students’ progress toward mastery 6) Develop differentiated scaffolds/supports to meet the diverse needs of all students and ensure access to grade-level content for all (i.e. Universal Design for Learning). Teachers will use a wide range of highly effective instructional strategies to increase student achievement including (but not limited to): focus walls, anchor charts, linguistic sentence frames, student goal-setting and progress monitoring, and more. Additionally, the Instructional Leadership team will meet on a regular basis to monitor schoolwide progress toward Mathematics goals.

In addition to Good First Instruction, teachers will protect time for Universal Access (i.e. DIGs) or additional time for students to access grade-level content through flexible grouping strategies, differentiation, and increased progress monitoring based on identified needs of students (e.g. STAR data, CFAs, Exit tickets, etc.). Strategies for planning Universal Access should include: 1) Regular use of Formative Assessments to determine/monitor academic needs 2) A Focus on Integrated Language Strategies such as Academic Discourse, explicit instruction in Academic Vocabulary, Anchor Charts, Collaborative Tasks, Linguistic Sentence Frames, etc. 3) Consideration for Social-Emotional Needs 4) Consideration for Student Engagement 5) Multiple Means of Representation to give students various ways to acquire, process, and integrate information and knowledge 5) Multiple means of action and expression to provide students with options for navigating and demonstrating learning.

METRIC FOR EFFECTIVENESS:

The effectiveness of Loudon’s core instructional programming for Tier 1 Mathematics will be monitored through STAR Math measures, District Interim Assessments, Common Formative Assessments, etc.

NEEDED RESOURCES:

Instructional supplies to support Good First Instruction in Tier 1 Mathematics will include (but are not limited to) supplemental Mathematics materials such as learning technology resources (i.e. Reflex Math, GimKit, Pear Deck, NextGen, Eureka Math, etc.) and/or equipment, supplemental curricular materials and/or Professional Development opportunities (PD), materials and/or resources (e.g. manipulatives) as well as student materials (e.g. folders, journals, binders, whiteboards, chart paper, post-it notes, highlighters,

AVID Materials, etc.) and student incentives/awards. Additionally, duplication/printing of student supplemental learning materials and/or customized learning materials to enhance learning objectives. Extra time for both Certificated and Classified staff will be made available to support supplemental Math needs as determined by student need/data. Finally, consultants and/or travel and conference will be utilized to continue building capacity around Mathematics instruction based on school need/data, as funds allow.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

0	Title I, Part A 4300-00: Supplies & Materials	Instructional Supplies/Materials to Support Tier 1 Mathematics Instruction	October 2023
---	--	--	--------------

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity: English Learners – Tier I: Designated English Language Development (D-ELD and Integrated Language Development Supports (I-ELD)

DESCRIPTION OF THE PROGRAM:

All teachers will integrate English Language Development strategies during the Mathematics instructional block anchored in ELD Standards in order to provide students with ongoing opportunities to practice all Language Domains (i.e. Listening, Speaking, Reading, Writing) including, but not limited to Academic Discourse, explicit instruction in Academic Vocabulary, Anchor Charts, Collaborative Tasks, Linguistic Sentence Frames, etc.

METRIC FOR EFFECTIVENESS:

The effectiveness of integrated language strategies in Tier 1 Mathematics will be monitored through STAR Math measures, District Interim Assessments, Common Formative Assessments, ELlevation, etc.

NEEDED RESOURCES:

Instructional supplies to support integrated language strategies for Tier 1 Mathematics will include (but are not limited to) supplemental Mathematics materials such as learning technology and/or equipment, supplemental curricular materials and/or Professional Development opportunities (PD), materials and/or resources (e.g. manipulatives) as well as student materials (e.g. folders, journals, binders, whiteboards, chart paper, post-it notes, highlighters, AVID Materials, etc.) and student incentives/awards. Extra time for both Certificated and Classified staff will be made available to support language needs in Math as determined by student need/data. Finally, consultants and/or travel and conference will be utilized to continue building capacity around Integrated Language practices based on school need/data, as funds allow.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Tier II

Tier 2/3 Interventions & Supports

DESCRIPTION OF THE PROGRAM:

In alignment with P-BVUSD, Loudon Elementary School employs a Multi-Tiered System of Support framework to guide differentiated and tiered Mathematics support, based on student needs as identified in student data. Accordingly, a Student Support Team (SST) including a wide range of Educational Partners (e.g. Academic Coach, Intervention Teacher, Psychologist, Administration, Teachers, Students, Families, etc.) will convene throughout the school year to determine specific academic and/or social-emotional adjustments, modifications, and/or interventions necessary to meet the unique needs of students, develop an action plan, and monitor student progress. Tiered Mathematics support and intervention (e.g. increased frequency of small group instruction with a teacher and/or aides) will be provided based on established entrance and exit criteria. An SST Coordinator will provide annual professional development for all teachers focused on the SST process within an MTSS framework, update all related documentation

(i.e. SST referrals, SST Flowchart, collecting/organizing SST documentation, scheduling/coordinating SST meetings, etc.), and match appropriate interventions with student needs as identified within the SST process.

METRIC FOR EFFECTIVENESS:
The effectiveness of Tier 2/3 Mathematics support will be monitored by Classroom teachers using Mathematics measures (e.g. STAR Math, NextGen, CFAs, Exit Tickets, etc.) at an increased rate of frequency as compared to all students. In addition to student data, the effectiveness of Tier 2/3 instruction provided by Teachers and/or Aides will be monitored through regular classroom walkthroughs conducted by the administrative team (i.e. Principal, Assistant Principal, Academic Coaches) as well as peer and teacher observation and feedback.

NEEDED RESOURCES:
Instructional supplies to support Tier 2/3 Mathematics Instruction will include (but are not limited to) supplemental Math Intervention materials such as learning technology and/or equipment, supplemental curricular materials and/or Professional Development opportunities (PD), and student resources (e.g. manipulatives), materials (e.g. folders, journals, binders, whiteboards, chart paper, post-it notes, highlighters, etc.) and student incentives/awards. Extra time for both Certificated and Classified staff will be made available to support supplemental Tier 2/3 Math needs as determined by student need/data. Finally, consultants and/or travel and conference will be utilized to continue building capacity around Response to Intervention in Mathematics based on school need/data, as funds allow.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

500	LCFF- Base 1100-01: Certificated Teachers - Subs	Substitutes to provide coverage for teachers to attend SSTs	May 2024
-----	--	--	----------

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities (SWD)

Applicable During:

In Person (IP)

Strategy/Activity

DESCRIPTION OF THE PROGRAM:

IIC Teachers and aides will push into general education classrooms (i.e. inclusion) as appropriate to support all students with IEPs as well as General Education students during protected DIGs time (i.e. small group instruction) to scaffold grade level mastery of standards. SDC Teachers will mainstream students as appropriate to encourage and support Mathematics. SPED teachers (i.e. IIC and SDC Teachers) will collaborate with Instructional Support Staff (i.e. Administration, Psychologist, Academic Coaches, etc.), General Education Teachers, Special Services District Personnel, Related Services Personnel (e.g. Occupational Therapy, Vision Specialist, etc.), and other Educational Partners (e.g. parents, families, community members, etc.) on a regular basis. Both the IIC Team and SDC Team will meet as a PLC no less than once monthly in addition to attendance at regularly scheduled SPED Program Meetings. Additionally, at least one SPED representative will participate on the Instructional Leadership team in addition to collaboration between the Administrative Team and designated SPED Site Facilitator in order to ensure alignment with P-BVUSD and Site-based priorities and consistency in all SPED classrooms.

METRIC FOR EFFECTIVENESS:

Effectiveness will be monitored by student data during PLC meetings with Special Education and General Education Teachers, classroom walkthroughs/observations, feedback by the Administrative Team (i.e. Principal, Assistant Principal, Academic Coaches) and Special Services Department. IIC Teachers will participate in a monthly PLC with the Administrative Team (i.e. Principal, Assistant Principal) and other support teams (see above) as appropriate to review data toward meeting individualized benchmarks to make any potential modifications to instructional strategies to support growth and success in Literacy. SDC Teachers will collaboratively review data toward meeting individualized benchmarks to make any potential modifications to instructional strategies to support growth and success in Mathematics at least once a month.

NEEDED RESOURCES:

Instructional supplies to support high-quality Special Education instruction will include (but are not limited to) supplemental learning materials related to Mathematics such as learning technology and/or equipment, supplemental curricular materials and/or Professional Development opportunities (PD), student materials (e.g. folders, journals, binders, whiteboards, chart paper, post-it notes, highlighters, etc.) and student incentives/awards. Extra time for both Certificated and Classified staff will be made available to support supplemental Special Education Mathematics needs as determined by student need/data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity

Extracurricular Activities to Support STEAM

DESCRIPTION OF THE PROGRAM:
In order to promote a culture of STEAM across all grades, students will have opportunities to participate in extracurricular activities related to Science, Technology, Engineering, Arts, and Mathematics including (but not limited to) STEAM Activities, Small Group Intervention opportunities, Assemblies, STEAM-related Field Trips (i.e. Science Fair, etc.), etc. Finally, a culture of numeracy will be reinforced through quarterly awards assemblies that celebrate student achievement in various content areas, including Mathematics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

500	Title I, Part A 5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc.	Transportation to Support Science Fair participation	May 2024
-----	---	--	----------

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

- GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources
- GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.
- GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Goal 2 Comprehensive Educational Experience

In an effort to meet the needs of all students through a “whole child” and “community school” approach, Loudon will provide differentiated support to meet the diverse needs of all students and families including academic, attendance, social-emotional, behavioral, and health/wellness including, but not limited to: celebrating diversity (i.e. heritage months), expanded library services, physical and mental health supports/awareness, etc. Additionally, teachers and staff will integrate and emphasize future-focused instructional strategies for all students to support 21st century college and/or career pathways.

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A Comprehensive Needs Assessment was conducted with various Educational Partners (i.e. Teachers, Staff, Administration Parents, Families, and Community Members via School Site Council, English Learner Parent Advisory Committee, Instructional Leadership Team, Parent/Family Surveys, etc.) throughout the school year including ongoing progress monitoring of schoolwide data including feedback related to culture and climate. Educational Partners (i.e. Teachers, Staff, Administration, Parents, Families, Community Members via School Site Council, English Learner Parent Advisory Committee, Instructional Leadership Team, Parent/Family Surveys, etc.) had the opportunity to participate in the evaluation of the 2022-2023 SPSA including overall implementation and effectiveness of school strategies, review of the evidence (i.e. data, progress monitoring), total expenditures, identified gaps in goal areas, and proposed changes for the 2022-2023 SPSA based on identified needs. Furthermore, various leadership teams (e.g. Administrative Leadership Team, Instructional Leadership Team, Instructional Support Staff Team, PBIS Team, etc.) reviewed P-BVUSD priorities (i.e. LCAP Goals) for the 2023-2024 school year and developed aligned schoolwide goals for Loudon (as appropriate) using achievement and climate data as of Spring 2024. Additionally, Semester Focus actions/strategies were developed to address deficiencies revealed by schoolwide data including the development of new strategies. See specific related data reviewed below.

SWIFT-FIA:

The Schoolwide Fidelity Integrity Assessment (SWIFT-FIA) is administered at all schools in Panama-Buena Vista Union School District a minimum of one time per year. The SWIFT-FIA is a self-assessment tool that schools and local educational agencies (LEAs) utilize to provide a measure of the extent to which schools implement research-based best practices in five domains including: 1) Administrative Leadership including Strong and Engaged Site Leadership and Strong Educator Support Systems; 2) Multi-tiered System of Support (MTSS) including Inclusive Academic Instruction and Inclusive Behavior/Social-Emotional Instruction; 3) Integrated Educational Framework including Fully Integrated Organizational Structure and Positive & Strong School Culture; 4) Family & Community Engagement including Trusting Family Partnerships and Trusting Community Partnerships; and 5) Inclusive Policy Structure & Practice including Strong LEA (District)/School Relationship and LEA (District) Policy Framework. Administration of the SWIFT-FIA at Loudon occurred during the Spring of 2024. Leadership Teams at Loudon including the Instructional Leadership Team and PBIS/SEL Team calibrated our collective understanding of the SWIFT-FIA rubric and reviewed each component of the SWIFT-FIA, contributing related evidence of current practices at Loudon during a SWIFT-FIA Orientation which took place in February 2024. Following a SWIFT-FIA Orientation, both leadership teams were assigned sections of the SWIFT-FIA to evaluate. Scores that reflected at least 65% of all responses constituted a majority response for each SWIFT-FIA item. Scores were collected and calculated for each SWIFT Feature and for the overall SWIFT Domain. Additionally, an action plan was developed for each item in which the score reflected a 0-Laying the Foundation or no components in place or 1-Installing or one or more, but not all components are in place in which needed practices are identified and prioritized within a continuous improvement model.

Based on the Spring 2024 administration of SWIFT-FIA, the majority scores are as follows: 1) Administrative Leadership: Loudon scored "Implementing" for the stage of implementation in 4/4 SWIFT-FIA Items; 2) Multi-tiered System of Support: with the exception of Behavior/SEL Instruction and Data-based Decision Making in which Loudon scored "Installing, Loudon scored "Implementing" in 4/6 SWIFT-FIA Items in this Domain ; 3) Integrated Educational Framework: Loudon scored "Implementing" in 2/4 SWIFT-FIA Items and "Installing" in 2/4 SWIFT-FIA Items; 4) Family & Community Engagement: Loudon scored "Implementing" in 2/4 SWIFT-FIA Items and "Installing" in 2/4 SWIFT-FIA Items.

The SWIFT-FIA Domains which address Comprehensive Educational Experience through a "whole child" and "community school" approach include a Multi-tiered System of Support (MTSS), Integrated Educational Framework, and Family and Community Engagement. Specifically, within the Domain of MTSS, Loudon scored "Implementing" in the feature of Inclusive Academic Instruction and "Installing" in 2/3 SWIFT-FIA Items indicating one or more, but not all, components are in place or there are clear plans to proceed to put components in place in the feature of Inclusive Behavior/Social-Emotional Instruction. Within the Domain of Integrated Educational Framework, Loudon scored "Implementing" in Item 5.1 Universal (Tier 1) Instruction for All and "Installing" in 5.2 Non-Categorical Service Delivery. Within the feature of Positive and Strong School Culture, Loudon scored "Implementing" in 6.1 Full Access for All Students and "Installing" in Item 6.2 Shared Responsibility. Finally, within the domain of Family and Community Engagement, Loudon scored "Implementing" overall in the SWIFT-FIA Feature of Trusting Family Partnerships and "Installing" overall in the SWIFT-FIA Feature of Trusting Community Partnerships.

2024 TITLE 1 FAMILY-SCHOOL RELATIONSHIPS SURVEY:

All parents and families of Loudon were provided an opportunity during the year to provide their feedback related to 1) Family Efficacy: the level of confidence families have in important parenting skills 2) Family Support: perceptions of the amount of academic and social support that they provide their children outside of school 3) Participation and Communication: perceptions related to communication and engagement opportunities available for families 4) Learning Behaviors: perceptions related to their children’s learning behaviors at home. Additionally, parents and families were provided an opportunity to share additional comments related to their perceptions of barriers to student learning.

As of Spring 2024, Title I Family-School Relationships survey data reflected 74% in Family Support; 73% in Family Efficacy; 73% engagement in school communication and parent/family opportunities at school, and 61% learning behaviors exhibited by their children at home.

Additionally, parents/families indicated the need for academic tutoring services, increased support available for math and reading, and increased support at school and home in social-emotional learning (SEL).

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWIFT-FIA, TFI, STAR Math/Reading, CAASPP, KIDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

SWIFT-FIA:
Based on 2024 SWIFT-FIA data and discussion, there is a need to continue to refine systems and structures to support the behavioral and Social-Emotional Learning (SEL) needs of students across all tiers. Specific Tier 1 needs include enhancing Tier 1 instruction through schoolwide use of the SEL curriculum. Specific Tier 2/3 needs include clearly defining decision rules for access and exit (i.e. exit and entrance criteria) and selection/implementation of a universal screening tool for behavior and social-emotional learning.

SCHOOLWIDE DATA AND TITLE 1 FAMILY-SCHOOL RELATIONSHIP SURVEY DATA:
Based on Schoolwide Data as well as Title I Family-School Relationship Survey Data, there is a need for increased intervention opportunities for students during and after school and increased support available for students in Social Emotional Learning (SEL) during school and at home. Additionally, based on minimal participation in the Title I Family-School Relationship Survey during the 2023-2024 school year, there is a need to increase connections between school and home including celebrating diversity and forward-focused activities and instructional strategies for all students to support 21st-century college and/or career pathways.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title 1 Family-School Relationships Survey	As of Spring 2024, there were 24 responses provided related to barriers to learning	By the end of the 2024-2025 school year, parents/families will report less barriers to learning
Title 1 Family-School Relationships Survey	As of Spring 2024, the highest participate rate to date is 4.6%	By the end of the 2024-2025 school year, at least 50% of parents/families will participate on the Title I Family-School Relationships Survey

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Loudon students and parents.families will be surveyed throughout the year in regards to needs.

Applicable During:

Other

Strategy/Activity: Technology

Sureveys will be sent out throughout the year in order to develop an understanding of needs and ways to move forward with current systems and practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

VL and IP

Strategy/Activity: Educational software and licensing (across other curricular areas)

Reflex Math will be utilized in classrooms to assist and promote academic achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

	Title I, Part A 5800-89: Software	Reflex Math Software for classroom use.	May 2024
--	--------------------------------------	---	----------

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Upgrading the school library to improve student achievement (increasing access, increasing collections and circulation, non-fiction research materials, integrated print, media, technology)

DESCRIPTION OF THE PROGRAM:

School library services will be expanded to include, Career and College related titles, STEM, culturally relevant books, and Social Emotional Learning themed books. Additionally, we will continue to upgrade the school library in order to improve student achievement (increasing access, increasing collections and circulation, non-fiction research materials, integrated print, media, and technology).

NEEDED RESOURCES:

Technology, equipment, resources, furnishings, materials, and/or library books to support expanded Library services including Community Library Engagement, Cultural Appreciation Activities, and/or other materials needed to expand library services, as funds

allow. Additionally, Classified and Certificated extra time will be available, based on need. Finally, consultants and/or travel and conference will be utilized to continue building capacity around expanded Library services based on school need/data, as funds allow.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

0			
0	Title I, Part A 2200-02: Classified Support - Extra Duty/Overtime	Classified Extra Time to support Summer Library hours	July 2023
0	Title I, Part A 1100-02: Certificated Teachers - Extra Duty	Certificated Extra Time to support Summer Library hours	July 2023

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Improving Science Education (STEM/STEAM)

DESCRIPTION OF THE PROGRAM:

In order to enhance exposure to Science Education, Amplify curriculum will be utilized as a curricular resource when teaching Designated English Language Development (d-ELD) anchored in ELD Standards in addition to explicit Science instruction during the instructional day. The purpose of instruction during d-ELD will be to develop English Language proficiency including opportunities for students to engage in Listening, Speaking, Reading, and Writing domains whereas Science instruction during the instructional day will be focused on Science content anchored in NGSS standards. Additionally, students will have opportunities to participate in extracurricular activities related to Science, Technology, Engineering, Arts, and Mathematics including (but not limited to) STEAM

Activities, Assemblies, small group enrichment, parent and family engagement opportunities, Consultants, Field Trips (e.g. Camp Keep), etc. as funds and resources allow.

NEEDED RESOURCES:
STEAM/NGSS related technology, equipment, resources, opportunities for PD, and/or materials for use during out-of-school time. Finally, consultants and/or travel and conference will be utilized to continue building capacity around STEAM based on school need/data, as funds allow.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

	Title I, Part A 242400-420000: Library: books, supplies & equipment	Library Books reflecting culturally relevant topics	April 2024
0	Title I, Part A 4300-00: Supplies & Materials	Instructional supplies/materials to support STEAM Education	October 2023

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
All Incoming TK/Kindergarten Students and Outgoing 6th Grade Students

Applicable During:

In Person (IP)

Strategy/Activity: Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. (Elementary) Strategies for assisting students in the transition from 6th to 7th grade and 8th grade to high school education programs. (Jr. High)

DESCRIPTION OF THE PROGRAM:
There will be bridging opportunities for students in transition including incoming Transitional Kindergarten (TK) and Kindergarten students as well as exiting 6th Grade students. Registered TK and Kindergarten students and their families will be invited to a Meet &

Greet session in order to establish positive relationships with TK and Kindergarten Teachers and receive important resources and tips to prepare for school. Additionally, a summer bridging opportunity will be provided to incoming TK and Primary students in order to help students and families become familiar with our school campus, learn classroom routines and procedures, and complete important assessments. Exiting 6th-grade students will have a similar opportunity to visit Thompson Jr. High, meet school staff, learn about junior high programs, and take a campus tour. Bridging activities help students adjust to new routines and expectations and can ease anxiety students might otherwise experience prior to their transition.

NEEDED RESOURCES:
Funding for supplies, materials, classified and certificated extra time to support bridging activities will be available, as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

0	Title I, Part A 4300-00: Supplies & Materials	Instructional Supplies to support Bridging Activities	April 2024
---	--	---	------------

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Supplemental Resources (LCFF & Title I as allowable)

General funds provide basic operational supplies and equipment for use by teachers, staff, students, and families. Additional support materials may be provided for students, and for teachers to use in their instruction.

To supplement core instruction, printers, paper, copiers, and computers will be available for instructional enhancement (teachers) and student needs as applicable. Costs may include ongoing maintenance costs, ink, repair, and replacement for damaged/non-working equipment.

To increase engagement during lessons in the classroom, additional student supplies will be available such as wet/dry erasable markers, whiteboards, interactive technology, composition books, binders, dividers, folders, student planners, and other educationally related supplies.

Academic incentives and awards of nominal value will be purchased to recognize outstanding achievement/growth in areas such as core subjects, citizenship, physical education, and school/community involvement. (LCFF & Title I as appropriate)

Duplication/printing of student supplemental learning materials/customized learning materials for subjects across the curriculum to enhance learning objectives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity

Future-Focused Programs and Activities

DESCRIPTION OF THE PROGRAM:

In order to maintain a future-focused culture at Loudon to support 21st-century college and/or career pathways, students will have opportunities to engage in activities and instruction related to college and/or career readiness including, but not limited to schoolwide activities, assemblies, small group enrichment, parent and family engagement opportunities, consultants, field trips, etc. Additionally, the Instructional Leadership Team will develop a scope and sequence across all grade levels for AVID strategies including grade level expectations and responsibilities to ensure that all students are equipped with the skills and tools they need to be academically successful.

NEEDED RESOURCES:

College and/or Career or AVID-related technology, College and/or Career or AVID-related professional development, attendance at future-focused conferences, equipment, resources, consultants, field trips to CTE-related places (e.g. KHSD CTEC), and/or materials (e.g. Binders, dividers, colored copy paper, page protectors and planners, etc.).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

500	Title I, Part A 5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc.	Transportation to support KHSD CTEC Field Trip for 6th Graders	May 2024
0	Title I, Part A 4300-00: Supplies & Materials	Instructional supplies to support future focused programs and activities (i.e. College and/or Career)	May 2024

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 3: Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our Whole Child, Whole Community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.

Goal 3 Integrated Educational Supports

Loudon Elementary teachers, staff, students, and families will work collaboratively to ensure a safe and nurturing school culture and environment for all.
By the end of the 2024/2025 School year, Loudon will decrease chronic absenteeism in the subgroup of African American by 10%.

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A Comprehensive Needs Assessment was conducted with various Educational Partners (i.e. Teachers, Staff, Administration Parents, Families, and Community Members via School Site Council, English Learner Parent Advisory Committee, Instructional Leadership Team, Parent/Family Surveys, etc.) throughout the school year including ongoing progress monitoring of schoolwide data (e.g. Loudon Data Bulletin) and feedback related to culture and climate. Educational Partners (i.e. Teachers, Staff, Administration, Parents, Families, Community Members via School Site Council, English Learner Parent Advisory Committee, Instructional Leadership Team, Parent/Family Surveys, etc.) had the opportunity to participate in the evaluation of the 2022-2023 SPSA including overall implementation and effectiveness of school strategies, review of the evidence (i.e. data, progress monitoring), total expenditures, identified gaps in goal areas, and proposed changes for the 2024-2025 SPSA based on identified needs. Furthermore, various leadership teams (e.g. Administrative Leadership Team, Instructional Leadership Team, Instructional Support Staff Team, Literacy Support Team, etc.) reviewed P-BVUSD priorities (i.e. LCAP Goals) for the 2023-2024 school year and developed aligned schoolwide goals for Loudon (as appropriate) using achievement and climate data as of Spring 2024. Additionally, Semester Focus actions/strategies were developed to address deficiencies revealed by schoolwide data including the development of new strategies. See the specific culture and climate data reviewed below.

SWIFT-FIA:
The Schoolwide Fidelity Integrity Assessment (SWIFT-FIA) is administered at all schools in Panama-Buena Vista Union School District a minimum of one time per year. The SWIFT FIA is a self-assessment tool that schools and local educational agencies (LEAs) utilize to provide a measure of the extent to which schools implement research-based best practices in five domains including: 1) Administrative Leadership including Strong and Engaged Site Leadership and Strong Educator Support Systems; 2) Multi-tiered System of Support (MTSS) including Inclusive Academic Instruction and Inclusive Behavior/Social-Emotional Instruction; 3) Integrated

Educational Framework including Fully Integrated Organizational Structure and Positive & Strong School Culture; 4) Family & Community Engagement including Trusting Family Partnerships and Trusting Community Partnerships; and 5) Inclusive Policy Structure & Practice including Strong LEA (District)/School Relationship and LEA (District) Policy Framework. Administration of the SWIFT-FIA at Loudon occurred during the Spring of 2023. Leadership Teams at Loudon including the Instructional Leadership Team and PBIS/SEL Team calibrated our collective understanding of the SWIFT-FIA rubric and reviewed each component of the SWIFT-FIA, contributing related evidence of current practices at Loudon during a SWIFT-FIA Orientation which took place in March 2024. Following a SWIFT-FIA Orientation, both leadership teams were assigned sections of the SWIFT-FIA to evaluate. Scores that reflected at least 65% of all responses constituted a majority response for each SWIFT-FIA item. Scores were collected and calculated for each SWIFT Feature and for the overall SWIFT Domain. Additionally, an action plan was developed for each item in which the score reflected a 0-Laying the Foundation or no components in place or 1-Installing or one or more, but not all components are in place in which needed practices are identified and prioritized within a continuous improvement model.

The SWIFT-FIA Domains which address Culture & Climate include a Multi-tiered System of Support (MTSS), Positive & Strong School Culture, and Family and Community Engagement. Specifically, within the MTSS feature of Inclusive Behavior/Social-Emotional Instruction, Loudon scored "Implementing" in Item 4.1 Behavior/SEL Support indicating all components are in place and starting to make systemic changes. For both items 4.2 Behavior/SEL Instruction and 4.3 Data-based Decision Making, Loudon scored "Installing" or one or more, but not all components are in place, or there are clear plans to proceed with putting components in place. Within the Positive & Strong School Culture Domain, Item 6.1 Full Access for All Students, Loudon scored "Implementing" indicating all components are in place and starting to make systemic changes, and in Item 6.2 Shared Responsibility, Loudon scored "Installing" indicating one or more, but not all, components are in place, or there are clear plans to proceed to put components in place. Additionally, within the domain of Family and Community Engagement, Loudon scored "Implementing" overall in the Family and Community Engagement feature of Strong Family Partnerships and "Installing" overall in the feature of "Trusting Community Partnerships" indicating one or more, but not all, components are in place, or there are clear plans to proceed putting components in place.

CA DASHBOARD SUSPENSION RATE (Grades 3-6):

California Dashboard data reflects 2023 culture and climate data for Loudon Elementary School. This data reflects the most recent information related to in-person instruction and provides insight and context into previous student needs at Loudon.

According to the Spring of 2023 Suspension Rate Indicator of the CA Dashboard, the green suspension rate for all students was 1.1%, reflecting a decline of 0.30% suspension as compared to the previous school year.

CHRONIC ABSENTEEISM: As of Spring 2023 Loudon has a chronic absenteeism rate of 33.3%. This reflects a concern in our subgroups of African American, two or more races, White, and Students with disabilities.

LOCAL SWIS DATA:

SWIS data is a web-based application that collects local data related to negative behaviors based on submissions by teachers and staff members. School administrators and school teams composed of Educational Partners (i.e. Teachers, Staff, Administration, Students, Families, and Community Members) utilize SWIS data in order to develop school-based action plans to meet specific social-emotional and behavior needs. Examples of information collected include 1) average referrals per day per month 2) referrals by location 3) referrals by day of week 4) referrals by grade 5) referrals by problem behavior and 6) referrals by student (confidential).

According to SWIS data as of Spring 2024, approximately 5.1 SWIS referrals occur per day, with the vast majority of incidents occurring on the playground and in the classroom. During the 2022-2023 school year, the majority of SWIS referrals originated in Kindergarten and First Grade. The top negative behaviors exhibited as of Spring 2024, included minor physical contact, minor defiance, and physical aggression.

LOCAL SUSPENSION RATE:

As of Spring 2024, Loudon has an overall suspension rate of 0.88%, a decrease of 0.22% as compared to the 1.1% overall suspension rate in 2023 according to the CA Dashboard Suspension Indicator.

TIERED FIDELITY INVENTORY DATA:

A Tiered Fidelity Inventory (TFI) is administered at all schools in Panama-Buena Vista Union School district on an annual basis. The purpose of the TFI is to provide a measure of the extent to which schools are applying the four core features of schoolwide Positive Behavior Interventions and Supports (PBIS). The TFI is divided into three sections including 1) Tier 1: I Universal Schoolwide PBIS Features; 2) Tier 2: Targeted PBIS Features; and 3) Tier 3: Intensive PBIS Features.

As of Spring 2024, Finalized TFI results according to our PBIS ACER Walkthrough is 93.%, a score which meets the criteria for Gold PBIS status as compared to a score of 93% during the 2022-2023 school year which resulted in Gold PBIS status.

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWIFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

SWIFT-FIA:

Based on 2024 SWIFT-FIA data and discussion amongst the Instructional Leadership Team, within the MTSS domain, there are strong systems and structures in place for providing tiered Behavior/SEL support including Tier 1 structures (i.e. Morning Meetings, PBIS Schoolwide Expectations, walkthroughs/feedback, schoolwide Positive Reinforcement systems) and advanced tiered systems and structures (i.e. Student Success Team protocols, ongoing progress monitoring, data-driven behavior/SEL interventions and supports, etc.). Needs identified include (but are not limited to) enhanced Tier 1 SEL instruction using the schoolwide curriculum, clearly defined decision rules for access to advanced support (i.e. Tier 2/3), and the development/implementation of a universal screening tool for behavior and Social-Emotional Learning (SEL). Within the Positive & Strong School Culture domain, identified needs included the development of a vision and mission which prioritizes positive relationships amongst all School Community Members (i.e. administration, support staff, teachers, parents, families, students, community members, etc.) and supporting the diverse needs of all

students through a "whole child" approach as well as updated staff and family handbooks with clearly defined site-based policies including defined responsibilities. Within the Family and Community Engagement Domain, strengths identified included the development of instructional plans based on need as determined by collaborative teams and access to all for all instructional and/or extracurricular activities, resources, and/or supports, solicitation of feedback from all Educational Partners, ongoing communication with all Educational Partners, and District procedures for use of school resources by community members. Specific needs identified within the Family and Community Engagement Domain include the addition of a staff member exclusively focused on all systems/structures related to Family and Community Engagement (i.e. Family Liaison), the development/implementation of a tool to evaluate community partnerships, and a site-based process for volunteers including training and a handbook.

CA DASHBOARD SUSPENSION RATE (Grades 3-6):

Based on 2023 Suspension data, there is a need to continue to enhance Tier 1 core instruction of schoolwide positive behavior expectations and social-emotional learning (SEL). Additionally, there is a need for building schoolwide capacity in restorative practices including specialized professional development in trauma-informed practices, compassion fatigue, mindfulness practices, classroom circles, and other student-centered topics and/or practices. Additionally, there is a need for specialized training in culturally-responsive practices in order to eliminate any disparities existing among diverse student populations. Furthermore, there is a need for enhanced tiered interventions and support for students within a multi-tiered system of support (MTSS) framework. Finally, there is a need to increase student-led activities via Student Council which promotes relationship building and a positive school culture.

CA DASHBOARD CHRONIC ABSENTEEISM RATE (Grades 3-6):

Based on 2023 Chronic Absenteeism data, there is an overall need to enhance tiered interventions and support for students who do not attend school on a regular basis. Specific student populations which should be considered as focus groups according to 2023 Chronic Absenteeism data are African American (AA) students, socio-economically disadvantaged students (SED), Students with Disabilities (SWD), White, Two or More Races (TOM), and English Learners (ELs). Additionally, there is a need to develop a School Attendance Review Team in order to develop, apply, and monitor tiered supports and interventions provided to meet the differentiated needs of students and families.

LOCAL SWIS DATA:

Based on SWIS data for 2022-2023 as of Spring 2023, there is confirmation of a need for the development of a vision and mission which prioritizes positive relationships amongst all School Community Members (i.e. administration, support staff, teachers, parents, families, students, community members, etc.), supporting the diverse needs of all students through a "whole child" approach to enhance Tier 1 core instruction of schoolwide positive behavior expectations and Social-Emotional Learning (SEL). Additionally, there remains to be a need to focus schoolwide on stabilizing the learning environment for in-person instruction in response to school closure as a result of the pandemic, which had a negative impact on many students including a lack of social interaction with peers, self-concepts, and well-being, feelings of fear and anxiety, as well as learning loss. Additionally, there is a need for building schoolwide capacity in restorative practices including specialized professional development in trauma-informed practices, compassion fatigue, mindfulness practices, classroom circles, and other student-centered topics and/or practices. Additionally, there is a need for specialized training in culturally-responsive practices in order to eliminate any disparities existing among diverse student populations. Furthermore, there is a need for enhanced tiered interventions and support for students within a multi-tiered system of support (MTSS)

framework. Specific behavior needs according to 2023-2024 SWIS data as of Spring 2024 include supplementary social-emotional learning in Kindergarten, First, and Fifth Grade to address increased negative behaviors such as physical aggression and defiance, likely an outcome of poor social skills. Additionally, there is a need to strengthen positive relationships schoolwide through the use of student-centered practices (e.g. classroom circles, social contracts, etc.) to decrease defiant behaviors. In addition, there is a need to enhance out-of-class time including morning and lunch recess periods including increased active supervision (e.g. additional yard aides, increased specialized training), structured recess activities, and additional playground equipment. Additionally, there is a need to develop schoolwide reinforcement systems to celebrate positive behavior during out-of-class time (e.g. playground, lines, walkways, cafeteria, etc.). Finally, there is a need to increase and enhance opportunities during and outside of school which promotes relationship building and a positive school culture overall for all Educational Partners (e.g. student council activities, school spirit activities, parent and family engagement opportunities, schoolwide recognition/feedback systems, etc.).

LOCAL SUSPENSION RATE:

Based on local suspension data as of Spring 2024, there is a need for the development of a vision and mission which prioritizes positive relationships amongst all School Community Members (i.e. administration, support staff, teachers, parents, families, students, community members, etc.) and supporting the diverse needs of all students through a "whole child" approach including enhanced Tier 1 core instruction of schoolwide positive behavior expectations and Social-Emotional Learning (SEL). Additionally, there is a need for building schoolwide capacity in restorative practices including specialized professional development in trauma-informed practices, compassion fatigue, mindfulness practices, classroom circles, and other student-centered topics and/or practices. Additionally, there is a need for specialized training in culturally-responsive practices in order to eliminate any disparities existing among diverse student populations. Furthermore, there is a need for enhanced tiered interventions and support for students within a multi-tiered system of support (MTSS) framework. Finally, there is a need to increase student-led activities (e.g. Student Council) which promote relationship building and a positive school culture.

TIERED FIDELITY INVENTORY DATA:

Based on preliminary TFI data as of Spring 2024, Loudon has a strong foundation in applying the four core features of schoolwide Positive Behavior Interventions and Supports (PBIS). There is still a need to build capacity among all Educational Partners (i.e. Teachers, Staff, Administration, Students, Families, and Community Partners) in new systems including explicit instruction in Positive Behavior and Social-Emotional Learning and acknowledgment/recognition of positive behavior.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Tiered Fidelity Inventory	Loudon scored 93% on the TFI for the 2023/2024 school year earning a Gold PBIS status.	Loudon will score at least 90% on the TFI during the 2024-2025 school year, earning at least a Gold PBIS Status.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Suspension Indicator Data	According to the 2023 CA Suspension Indicator data, there was a green overall suspension rate of 1.1%	Loudon will decrease our overall schoolwide suspension rate by at least 0.5% by the end of the 2024-2025 school year.
SWIS Referral Data	As of Spring 2024, there were a total of 792 SWIS referrals for negative behaviors schoolwide.	Loudon will decrease the overall number of schoolwide SWIS referrals by 10% during the 2024-2025 school year.
Schoolwide Attendance Rate	As of Spring 2023, Loudon had a schoolwide average attendance rate of 90.85%.	Loudon will maintain an average of least 95% during the 2024-2025 school year.
School Innovations & Achievement Report for Chronic Absenteeism	As of Spring 2023, Loudon had a schoolwide Chronic Absenteeism Rate average of 33.3%.	Loudon will decrease the overall Chronic Absenteeism rate by at least 5% by the end of the 2024-2025 school year.
Chronic Absenteeism (AA)	According to the 2023 CA Dashboard Chronic Absenteeism of Loudon's AA is at 55%,	Loudon will decrease the Chronic Absenteeism of AA by 10% in the 2024/2025 School year.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students with a focus on SWD, TOM & AA Subgroups

Applicable During:

In Person (IP)

Strategy/Activity: Tier I Behavior/Attendance

TIER 1 CORE POSITIVE BEHAVIOR INSTRUCTION:

All students in Grades TK-6 will be provided Designated Tier 1 Core instruction in Schoolwide Positive Behavior Expectations during a protected morning time of at least 15 minutes and during the Physical Education block in accordance with PE Standard 5 which supports Social-Emotional elements. Teachers will anchor Positive Behavior instruction in revised schoolwide Positive Behavior

expectations developed by the PBIS/SEL team during the 2023-2024 school year addressing all locations on campus (e.g. PBIS Matrix) as well as to/from school in accordance with a schoolwide calendar. Teachers and staff will receive training in the four core features of PBIS (i.e. teaching schoolwide expectations, correcting behavior, acknowledging appropriate behavior, and requesting assistance) on at least an annual basis. Additionally, updated posters with schoolwide expectations for designated locations will be posted throughout campus and referred to by teachers/staff when teaching, reteaching, and/or reinforcing positive behavior. Additionally, the school administration will host Positive Behavior related events throughout the school year including (but not limited to) beginning-of-year assemblies, campus walk-throughs, PAWS Student Store, etc.) and schedule a PBIS Carousel to teach/reteach schoolwide expectations twice per year (e.g. beginning of the year and following winter break). Additionally, all teachers will integrate Positive Behavior instruction throughout all content areas, including (but not limited to) Read-Alouds, Shared Reading, Guided Reading, discourse focused on Growth Mindset, Goal-Setting, and Progress Monitoring, etc. Additionally, teachers and administration will engage families in SEL and Positive Behavior areas of focus to connect school to home and further reinforce Positive Behavior and SEL as well as equip parents/families with skills and tools related to Positive Behavior and SEL for use in the home.

Teachers will utilize an updated PBIS Flowchart developed by the PBIS/SEL team during 2023-2024 which emphasizes restorative practices and interventions to address negative behavior. Within the flowchart, classroom-managed versus admin-managed behaviors have been clearly defined as well as the uniform steps which should be followed in response to negative behaviors including (but not limited to): redirection, increasing behavior-matched interventions, parent and family communication, and administrative intervention through a referral system.

TIER 1 CORE SOCIAL-EMOTIONAL LEARNING INSTRUCTION:

All students in Grades TK-6 will be provided Designated Tier 1 Core instruction in Social Emotional Learning (SEL) during a protected morning time of at least 15 minutes and during the Physical Education block in accordance with PE Standard 5 which supports Social-Emotional elements. Teachers will anchor Social Emotional Learning (SEL) in common character strengths in alignment with an SEL Calendar using the Positivity Project SEL curriculum anchored in the five core CASEL competencies of 1) Self-Awareness, 2) Self-Management 3) Social Awareness 4) Relationships Skills, and 5) Responsible Decision-Making. Additionally, all teachers will integrate Social Emotional Learning (SEL) throughout all content areas, including (but not limited to) Mindfulness practices, Read-Alouds, Shared Reading, Guided Reading, discourse focused on Growth Mindset, Goal-Setting, and Progress Monitoring, etc. Additionally, teachers and administration will engage families in SEL and Positive Behavior areas of focus to connect school to home and further reinforce Positive Behavior and SEL as well as equip parents/families with skills and tools related to Positive Behavior and SEL for use at home.

TIER 1 ATTENDANCE SYSTEMS:

During the beginning of year family and community engagement events (i.e. Title I Meeting, Back to School Night, , advisory committees, etc.) the importance of daily school attendance will be communicated by the administration, support staff, and classroom teachers in person and in writing (i.e. flyers, handouts, ParentSquare posts, newsletters, etc.). Tier 1 Attendance support will include proactive systems and/or strategies to promote positive school attendance, specifically in the subgroups of AA, SWD, and TOR defined as at or above low attendance (above 95% school attendance) according to CA Dashboard Criteria (i.e. shout-outs, roving trophies, incentives, awards, etc.) developed by the PBIS Committee.

TIER 1 ACKNOWLEDGEMENT/FEEDBACK SYSTEMS

All teachers and staff will participate in schoolwide acknowledgment/feedback systems to reinforce positive behavior and SEL including classroom and schoolwide incentive systems such as (but not limited to) PAWS Referrals and the use of PAWS tickets as currency to earn rewards/prizes for positive behavior. Teachers will develop age-appropriate classroom rewards which PAWS tickets can be redeemed for. Additionally, the PBIS team will develop and host ongoing activities and events to reinforce positive behavior and use of SEL skills including (but not limited to) weekly PAWS referral drawings, PBIS activities, quarterly PAWS-itivity awards, the PAWS activity room, etc. Furthermore, specific reinforcement systems to celebrate positive behavior during out-of-class times (e.g. playground, lines, walkways, cafeteria, etc.) will be developed by the PBIS Team. Finally, the PBIS team will collaborate with the administration to develop systems that reinforce the use of acknowledgment systems by teachers and/or staff members.

METRIC FOR EFFECTIVENESS:

The effectiveness of Loudon's core instructional programming for Tier 1 Core Positive Behavior and SEL will be monitored throughout the 2024-2025 school year by all Educational Partners (i.e. Teachers, Staff, Parents, Families, and Community Members via the School Site Council, English Learner Parent Advisory Committee, AAPAC, Instructional Leadership Team, Parent/Family Surveys, etc.) using culture and climate data (e.g. school-wide attendance data, chronic absenteeism rate, suspension rate, office discipline referrals (ODRs), SWIS data (minor discipline referrals), etc. and adjusting schoolwide actions, as needed to increase academic achievement among all diverse student groups. The PBIS/SEL team is composed of the administrative team (i.e. Principal, Assistant Principal, other support staff (i.e. School Nurse, Psychologist) teachers representing all grades and Special Education, as well as classified support staff (i.e. Instructional Aides, BIAs, Office staff, etc.), meets on at least a monthly basis to review school culture and climate data and develop action plans to address behavior and/or social-emotional needs. Additionally, classroom walkthroughs (i.e. informal observations) will be regularly conducted by peers as well as the administrative team (i.e. Principal, Assistant Principal, and Academic Coaches). Specific feedback including references to best practices observed as well as considerations for adjustment will be provided to teachers.

NEEDED RESOURCES:

Instructional supplies to support Good First Instruction in Tier 1 Positive Behavior and SEL will include (but is not limited to) supplemental Positive Behavior/SEL materials such as learning technology and/or equipment, furniture to support calming corners in all classrooms, SEL leveled readers/texts, Positive Behavior/SEL classroom libraries, Positive Behavior/SEL curricular resources, Positive Behavior/SEL materials and/or resources as well as Positive Behavior/SEL student materials (e.g. folders, journals, binders, whiteboards, chart paper, post-it notes, highlighters, etc.) and student incentives/awards to reinforce individual student behavior. Additionally, games/activities and/or sports equipment which reinforce Positive Behavior/SEL will be purchased. Extra time for both Certificated and Classified staff will be made available to support supplemental Positive Behavior/SEL needs as determined by student needs including professional development on topics that impact integrated educational supports (i.e. positive behavior, Social-Emotional Learning, Equity/Culturally Responsive practices (e.g. Warm Demander), Restorative Practices, Trauma-Informed practices, Relationship Building, Classroom Management/Student Engagement, Kagan strategies, parent communication, etc.).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

0		Curricular resources to support SEL	August 2023
0	LCFF- Base 4300-00: Supplies & Materials	Resources/Materials/Supplies to support SEL implementation	May 2024

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students with a focus on SWD, TOM & AA Subgroups

Applicable During:

In Person (IP)

Strategy/Activity: Tier II Behavior/Attendance

Tiered Attendance Support and Intervention (Tier 2/3)

DESCRIPTION OF THE PROGRAM:

Loudon Elementary will monitor student attendance through administration and the MTSS team (e.g. School Nurse, Psychologist, Social Worker, Special Education Representative) to address individualized attendance needs including advanced supports/interventions for students with Chronic Absenteeism. The MTSS team will meet on a bi-monthly basis to support Tier 2 & 3 Attendance Needs to decrease schoolwide Chronic Absenteeism. According to the CA Dashboard Indicator, green Chronic Absenteeism is defined as between 90% and 95% school attendance, and red Chronic Absenteeism is defined as students with less than 90% school attendance. The MTSS team will review student attendance data for special student populations identified by CA Dashboard data and identify needs, specifically subgroups of AA, Two or More Race, and Students with Disabilities. These subgroups will have access to additional support and resources to assist with attendance issues. Tiered interventions and/or supports include regular parent and family communication during A2A meetings in which the MTSS Team will seek to identify and alleviate attendance barriers by referring parents and families to District and/or community resources, student incentives, and/or wrap-around services. Other methods of outreach by the MTSS team will include phone calls, ParentSquare messages, U.S. Mail, and home

visits. The MTSS Team (i.e. Assistant Principal and School Nurse. Social Worker) will invite families with Tier 2/3 chronic absenteeism to educational meetings focused on good attendance habits no less than one time per quarter.

METRIC FOR EFFECTIVENESS:

The effectiveness of Loudon’s Tiered Attendance Support and Intervention will be monitored throughout the 2024-2025 school year by all Educational Partners (i.e. Teachers, Staff, Administration Parents, Families, Community Members via School Site Council, English Learner Parent Advisory Committee, Instructional Leadership Team, Parent/Family Surveys, etc.) using culture and climate data (e.g. school-wide attendance data, chronic absenteeism data) and adjusting schoolwide actions, as needed to increase academic achievement among all diverse student groups. The SART team composed of school administration and other support staff (i.e. School Nurse, Psychologist) will meet on at least a monthly basis to review attendance data and develop action plans to address student and family needs.

NEEDED RESOURCES:

Instructional supplies to support school attendance will include (but are not limited to) supplemental materials such as learning technology and/or equipment, attendance resources, student materials (e.g. folders, journals, binders, whiteboards, chart paper, post-it notes, highlighters, etc.) and/or student incentives/awards to reinforce school attendance. Additionally, games/activities and/or sports equipment which reinforce school attendance will be purchased. Extra time for both Certificated and Classified staff will be made available to support attendance as determined by student need/data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

250	Title I, Part A 4300-00: Supplies & Materials	Light Refreshments for Targeted Tier 2/3 Family sessions to support attendance	May 2024
-----	--	--	----------

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students with a focus on SWD, TOM & AA Subgroups

Applicable During:

In Person (IP)

Strategy/Activity: Tier III Behavior/Attendance

Tiered Behavior/Social-Emotional Learning Support and Intervention (Tier 2/3)

DESCRIPTION OF THE PROGRAM:

In alignment with P-BVUSD, Loudon Elementary School employs a Multi-Tiered System of Support framework to guide differentiated and tiered behavior and social-emotional support, based on student needs as identified in student data. Accordingly, a Student Support Team (SST) including a wide range of educational partners (e.g. Academic Coaches, a Psychologist, Behavior Intervention Assistants, a School Social Worker, District Support Staff, Administration, Teachers, Students, Families, etc.) will convene throughout the school year to determine specific academic and/or social-emotional adjustments, modifications, and/or interventions necessary to meet the unique needs of students, develop an action plan, and monitor student progress. Tiered behavior and/or social-emotional support and intervention (e.g. Check-In/Check-Out, Social Skills, Behavior Plans, Mentoring, etc.) will be provided by specialized staff (i.e. School Social Worker, Behavior Intervention Assistants) based on need with an established entrance and exit criteria. A Behavior & Social-Emotional SST Coordinator will provide annual professional development for all teachers focused on the SST process within an MTSS framework, update all related documentation (i.e. SST referrals, SST Flowchart, collecting/organizing SST documentation, scheduling/coordinating SST meetings, etc.), and match appropriate interventions with student needs as identified within the SST process. Additionally, targeted students will have the opportunity to attend field trips that support SEL and Positive Behavior.

METRIC FOR EFFECTIVENESS:

The effectiveness of Tier 2/3 Behavior and Social-Emotional support will be monitored by an MTSS Tier 2/3 PBIS/SEL Team (i.e. Administration, Psychologist, Behavior Intervention Assistants, School Social Worker, District Support Staff, etc.). This team will meet on a bi-weekly basis to discuss BIA and/or Psychologist updates, SWIS behavior data, Tier 2/3 student progress, proposals for adjustments to student interventions/support, new referrals, and administrative updates. Additionally, the effectiveness of Tier 2/3 support/intervention provided by Behavior Intervention Assistants will be monitored through regular classroom walkthroughs conducted by the Administrative team (i.e. Principal, Assistant Principal), District Support Staff, and the School Psychologist and feedback.

NEEDED RESOURCES:

Instructional supplies to support Tier 2/3 PBIS/SEL Instruction will include (but are not limited to) supplemental SEL/Behavior Intervention materials such as learning technology and/or equipment, Field Trips for targeted students, supplemental SEL curricular materials, and/or Professional Development opportunities (PD), consultants, attendance at conferences to support Tier 2/3 supports and interventions, student materials (e.g. folders, journals, binders, whiteboards, chart paper, post-it notes, highlighters, etc.) and student incentives/awards. Extra time for both Certificated and Classified staff will be made available to support supplemental Tier 2/3 PBIS/SEL needs as determined by student need/data. Finally, substitutes will be utilized in order to provide coverage for teachers to attend Student Success Teams at least 4 times throughout the school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

500	Title I, Part A 2200-02: Classified Support - Extra Duty/Overtime	Classified Extra Time to Support BIA Action Planning for 2023-2024 school year	August 2023
0	Title I, Part A 5800-72: Transportation- Charter Buses	Transportation for field trips which support SEL and positive behavior for targeted students	April 2024
500	LCFF- Base 1100-01: Certificated Teachers - Subs	Substitutes to provide coverage for teachers to attend SSTs	May 2024
0	Title I, Part A 4300-00: Supplies & Materials	Supplies/Materials to support Tier 2/3 PBIS & SEL interventions and supports	October 2023

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity

School Safety

DESCRIPTION OF THE PROGRAM:

The School Site Council (SSC) annually updates the Comprehensive School Safety Plan (CSSP) relevant to the needs and resources of Loudon Elementary School. The Assistant Principal coordinates efforts with Educational Partners (i.e. Teachers, Staff, Administration, Students, Families, and Community Partners) to meet and update site-specific sections of the CSSP including (but

not limited to) staff roles and responsibilities, proactive safety measures (i.e. PBIS), etc. Additionally, the Assistant Principal will work with the Principal to implement the CSSP including regular emergency disaster drills. Additionally, all teachers and staff will receive safety training annually at the beginning of the year or whenever a new employee is hired. Staff will be trained during their regular contract hours. Finally, a Parent/Student Handbook will be distributed annually to all new and returning students throughout the year. The Parent/Student Handbook articulates behavior expectations, rules and rights, and numerous other important facts for students, parents, and families attending Loudon.

In order to ensure safety during out-of-class time (i.e. recess, lunchtime), the Behavior Intervention Specialists and Assistant Principal will provide ongoing training for Yard Aides in effective active supervision and restorative practices in order to prevent escalation of behaviors on a bi-weekly basis. Additionally, the Assistant Principal will develop yard supervision schedules to ensure proper student supervision before, during, and after school, as needed on the playground and at all entry points (i.e. gates, valet). In order to decrease negative behaviors occurring during recess times, structured activities will be facilitated by Yard Aides, the BIAs, and the Assistant Principal (i.e. croquet, giant games, tug of war, relays, etc.). Finally, in order to decrease conflicts related to playground equipment, teachers will be responsible for maintaining a class set of PE/Sports Equipment throughout the 2024-2025 school year.

METRIC FOR EFFECTIVENESS:
The effectiveness of School Safety practices will be monitored by the School Site Council and the PBIS/SEL Team using schoolwide behavior data (i.e. SWIS referral data, Suspension data, etc.). These teams will meet on a regular basis and adjust practices as needed.

NEEDED RESOURCES:
Supplementary safety supplies such as radios, radios holsters, radio chargers, earpieces, etc. to replenish our safety kits will be purchased, and/or other equipment and supplies to maintain and support school safety.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

0	LCFF- Base 2200-02: Classified Support - Extra Duty/Overtime	Classified Extra time for Biweekly Active Supervision/Restorative Practices PD/Training for Yard Aides and Beginning of Year PD	May 2024
---	--	---	----------

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Providing positive behavior supports and interventions; SEL

Extracurricular Activities to Support Positive Behavior & Social Emotional Learning (SEL)

DESCRIPTION OF THE PROGRAM:

In order to promote positive school culture across all grades, students will have opportunities to participate in extracurricular activities which promote school spirit, and positive relationships between school community members, and reinforce schoolwide positive behavior including (but not limited to) Red Ribbon Week, cultural awareness activities/celebrations, anti-bullying activities, and more as planned by the Loudon Student Council under the immediate direction of a Student Council Teacher Advisor and supervision by the Assistant Principal. Additionally, Loudon will provide a range of student clubs for students during the school day as well as during out-of-school hours to continue to develop social-emotional skills between students and peers, as funds allow.

NEEDED RESOURCES:

Funding for motivational speakers, assemblies, incentives, consultants, clubs, classified and certificated extra time, and/or other materials to support extracurricular activities which support PBIS and SEL will be available, as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

0	Title I, Part A 5800-00: Consultants/Professional Services/Licensing	Guest Motivational Speaker to support Social Emotional Learning and/or Positive Climate	May 2024
---	---	--	----------

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 3: Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our Whole Child, Whole Community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.

Goal 4 Family & Community Engagement

Loudon Elementary will ensure all families and community members feel welcome by providing regular opportunities for parent and family engagement including a wide variety of parent/family sessions and/or activities.

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A Comprehensive Needs Assessment was conducted with various Educational Partners (i.e. Teachers, Staff, Administration Parents, Families, and Community Members via School Site Council, English Learner Parent Advisory Committee, Instructional Leadership Team, Parent/Family Surveys, etc.) throughout the school year including ongoing progress monitoring of schoolwide data (e.g. Loudon Data Bulletin) and feedback related to culture and climate. Educational Partners (i.e. Teachers, Staff, Administration, Parents, Families, Community Members via School Site Council, English Learner Parent Advisory Committee, Instructional Leadership Team, Parent/Family Surveys, etc.) had the opportunity to participate in the evaluation of the 2023-2024 SPSA including overall implementation and effectiveness of school strategies, review of the evidence (i.e. data, progress monitoring), total expenditures, identified gaps in goal areas, and proposed changes for the 2023-2024 SPSA based on identified needs. Furthermore, various leadership teams (e.g. Administrative Leadership Team, Instructional Leadership Team, Instructional Support Staff Team, Literacy Support Team, etc.) reviewed P-BVUSD priorities (i.e. LCAP Goals) for the 2024-2025 school year and developed aligned schoolwide goals for Loudon (as appropriate) using achievement and climate data as of Spring 2024. Additionally, Semester Focus actions/strategies were developed to address deficiencies revealed by schoolwide data including the development of new strategies. See specific family and community engagement data reviewed below.

SWIFT-FIA:

The Schoolwide Fidelity Integrity Assessment (SWIFT-FIA) is administered at all schools in Panama-Buena Vista Union School District a minimum of one time per year. The SWIFT-FIA is a self-assessment tool that schools and local educational agencies (LEAs) utilize to provide a measure of the extent to which schools implement research-based best practices in five domains including: 1) Administrative Leadership including Strong and Engaged Site Leadership and Strong Educator Support Systems; 2) Multi-tiered System of Support (MTSS) including Inclusive Academic Instruction and Inclusive Behavior/Social-Emotional Instruction; 3) Integrated Educational Framework including Fully Integrated Organizational Structure and Positive & Strong School Culture; 4) Family & Community Engagement including Trusting Family Partnerships and Trusting Community Partnerships; and 5) Inclusive Policy

Structure & Practice including Strong LEA (District)/School Relationship and LEA (District) Policy Framework. Administration of the SWIFT-FIA at Loudon occurred during the Spring of 2024. Leadership Teams at Loudon including the Instructional Leadership Team and PBIS/SEL Team calibrated our collective understanding of the SWIFT-FIA rubric and reviewed each component of the SWIFT-FIA, contributing related evidence of current practices at Loudon during a SWIFT-FIA Orientation which took place in March 2024. Following a SWIFT-FIA Orientation, both leadership teams were assigned sections of the SWIFT-FIA to evaluate. Scores that reflected at least 65% of all responses constituted a majority response for each SWIFT-FIA item. Scores were collected and calculated for each SWIFT Feature and for the overall SWIFT Domain. Additionally, an action plan was developed for each item in which the score reflected a 0-Laying the Foundation or no components in place or 1-Installing or one or more, but not all components are in place in which needed practices are identified and prioritized within a continuous improvement model.

CA DASHBOARD SUSPENSION RATE (Grades 3-6):

California Dashboard data reflects 2023 culture and climate data for Loudon Elementary School. This data reflects the most recent information related to in-person instruction and provides insight and context into previous student needs at Loudon.

According to the Spring of 2023 Suspension Rate Indicator of the CA Dashboard, the green suspension rate for all students was 1.1%, reflecting a decline of 0.3% suspension as compared to the previous school year.

CHRONIC ABSENTEEISM: As of Spring 2023 Loudon has a chronic absenteeism rate of 33.3%. This reflects a concern in our subgroups of African American as well as inequities in subgroups of Two or More Races, White, and Students with Disabilities.

TIERED FIDELITY INVENTORY DATA:

A Tiered Fidelity Inventory (TFI) is administered at all schools in Panama-Buena Vista Union School district on an annual basis. The purpose of the TFI is to provide a measure of the extent to which schools are applying the four core features of schoolwide Positive Behavior Interventions and Supports (PBIS). The TFI is divided into three sections including 1) Tier 1: I Universal Schoolwide PBIS Features; 2) Tier 2: Targeted PBIS Features; and 3) Tier 3: Intensive PBIS Features.

As of Spring 2024, Official TFI results according to our PBIS Committee is 93%, a score which meets the criteria for Gold PBIS status as compared to a score of 93% during the 2022-2023 school year which resulted in Gold PBIS status.

2023/24 TITLE 1 FAMILY-SCHOOL RELATIONSHIPS SURVEY:

All parents and families of Loudon were provided an opportunity three times during the year to provide their feedback related to 1) Family Efficacy: the level of confidence families have in important parenting skills 2) Family Support: perceptions of the amount of academic and social support that they provide their children outside of school 3) Participation and Communication: perceptions related to communication and engagement opportunities available for families 4) Learning Behaviors: perceptions related to their children's learning behaviors at home. Additionally, parents and families were provided an opportunity to share additional comments related to their perceptions of barriers to student learning.

Parents/families indicated the need for academic tutoring services, increased support available for math and reading, STEAM opportunities including art and music, and increased support at school and home in social-emotional learning (SEL).

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWiFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

SWIFT-FIA:

Based on 2024 SWIFT-FIA data and discussion amongst the Instructional Leadership Team, within the Positive & Strong School Culture domain, identified needs included the development of staff and family handbooks with clearly defined site-based policies including defined responsibilities for the instruction of all students for all Educational Partners (i.e. administration, support staff, teachers, parents, families, students, community members, etc.). Within the Family and Community Engagement Domain, strengths identified included the development of instructional plans based on need as determined by collaborative teams and access to all for all instructional and/or extracurricular activities, resources, and/or supports, solicitation of feedback from all Educational Partners, ongoing communication with all Educational Partners, and District procedures for use of school resources by community members. Specific needs identified within the Family and Community Engagement Domain include the addition of a staff member exclusively focused on all systems/structures related to Family and Community Engagement (i.e. Family Liaison), the development/implementation of a tool to evaluate community partnerships, and a site-based process for volunteers including training and a handbook.

CA DASHBOARD CHRONIC ABSENTEEISM RATE (Grades 3-6):

Based on 2023 Chronic Absenteeism data, there is an overall need to enhance tiered interventions and support for students who do not attend school on a regular basis including educating parents/families on the importance of daily school attendance. Specific student populations which should be considered as focus groups according to 2023 Chronic Absenteeism data are African American (AA) students, socio-economically disadvantaged students (SED), and English Learners (ELs). Additionally, ATSI has found inequities in subgroups of Students with Disabilities, White, and Students of Two or More Races.

CHRONIC ABSENTEEISM: As of Spring 2023 Loudon has a chronic absenteeism rate of 33%. This reflects a concern in our subgroups of African American, as well as inequities in subgroups of Two or More Races, White, and Students with Disabilities. Based on specific student group data, there is a need to expand parent advisory committees to include an African American Parent Advisory Committee and develop effective recruitment practices to engage more parents and families at school including, but not limited to: parent advisory committees, Coffee with the Principal, a wide range of educational and extracurricular family engagement sessions/events, etc. Additionally, there is a need to develop a School Attendance Review Team in order to develop, apply, and monitor tiered supports and interventions provided to meet the differentiated needs of students and families including providing access to school, District, and community-based resources, based on need.

CA DASHBOARD SUSPENSION RATE (Grades 3-6):

Based on 2023 Suspension data, there is a need to continue to enhance Tier 1 core instruction of schoolwide positive behavior expectations and Social Emotional Learning (SEL) and provide opportunities for parents and families to learn more about schoolwide Positive Behavior Interventions and Support (PBIS) practices as well as Social Emotional Learning (SEL) through teaching during education sessions, as well as practice during more informal meeting sessions such as Coffee with the Principal. There is also a need for parents/families to observe these practices in action. Furthermore, there is a need for enhanced tiered interventions and supports for students within a multi-tiered system of support (MTSS) framework including a consistent student-centered and asset-based approach for Student Success Team meetings in order to reduce and eventually eliminate anxiety for families when discussing student needs.

LOCAL SWIS DATA:

Based on SWIS data for 2023-2024 as of Spring 2024, there is confirmation of a need to enhance Tier 1 core instruction of schoolwide positive behavior expectations and social-emotional learning (SEL) as well as a need to expand SEL at home. Additionally, there remains to be a need to focus schoolwide on stabilizing the learning environment for in-person instruction in response to school closure as a result of the pandemic, which had a negative impact on many students including a lack of social interaction with peers, self-concepts, and well-being, feelings of fear and anxiety, as well as learning loss. Additionally, there is a need for building schoolwide capacity in restorative practices including specialized professional development in trauma-informed practices, compassion fatigue, mindfulness practices, classroom circles, and other student-centered topics and/or practices. Additionally, there is a need for specialized training in culturally-responsive practices in order to eliminate any disparities existing among diverse student populations. Furthermore, there is a need for enhanced tiered interventions and support for students within a multi-tiered system of support (MTSS) framework. Specific behavior needs according to 2023-2024 SWIS data as of Spring 2024 include supplementary social-emotional learning in Kindergarten and First grade to address increased negative behaviors such as physical aggression and defiance, likely an outcome of the pandemic. Additionally, there is a need to strengthen positive relationships schoolwide through the use of student-centered practices (e.g. classroom circles, social contracts, etc.) to decrease defiant behaviors. In addition, there is a need to enhance out-of-class time including morning and lunch recess periods including increased active supervision (e.g. additional yard aides, increased specialized training), structured recess activities, and additional playground equipment.

LOCAL SUSPENSION RATE:

Based on local suspension data as of Spring 2024, there is a need for the development of a vision and mission which prioritizes positive relationships amongst all School Community Members (i.e. administration, support staff, teachers, parents, families, students, community members, etc.) and supporting the diverse needs of all students through a "whole child" approach including enhanced Tier 1 core instruction of schoolwide positive behavior expectations and social-emotional learning (SEL). Additionally, there is a need to provide opportunities for parents and families to learn more about schoolwide Positive Behavior Interventions and Support (PBIS) practices as well as Social Emotional Learning (SEL) through teaching during education sessions, as well as practice during more informal meeting sessions such as Coffee with the Principal. There is also a need for parents/families to observe these practices in action. Furthermore, there is a need for enhanced tiered interventions and supports for students within a multi-tiered system of support (MTSS) framework including a consistent student-centered and asset-based approach for Student Success Team meetings in order to reduce and eventually eliminate anxiety for families when discussing student needs.

TIERED FIDELITY INVENTORY DATA:
 Based on preliminary TFI data as of Spring 2024, Loudon has a strong foundation in applying the four core features of schoolwide Positive Behavior Interventions and Supports (PBIS) There is a need to build capacity among all Educational Partners (i.e. Teachers, Staff, Administration, Students, Families, and Community Partners) in new systems including explicit instruction in Positive Behavior and Social-Emotional Learning and acknowledgment/recognition of positive behavior.

SCHOOLWIDE DATA AND TITLE 1 FAMILY-SCHOOL RELATIONSHIP SURVEY DATA:.
 Based on Schoolwide Data as well as Title I Family-School Relationship Survey Data, there is a need for increased STEAM opportunities for students during and after school and increased support available for students in Social Emotional Learning (SEL) during school and at home. Additionally, based on minimal participation in the Title I Family-School Relationship Survey during the 2023-2024 school year, there is a need to increase connections between school and home including celebrating diversity and forward-focused activities and instructional strategies for all students to support 21st-century college and/or career pathways.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent and Family Engagement Calendar	There was a Master Parent and Family Engagement Calendar during the 2023-2024 school year.	Parents and families will have at least one Engagement opportunity scheduled per month (at least 9).
Number of Parent and Family Events	There were 7 events in the 2023-2024 school year for Parent and Family Engagement	We will maintain an average of at least 10% of parents and families attending school events (approximately 80).
Title I Family-School Relationship Survey Data	As of Winter 2023, there was an average response rate of 4.8% received on the Title I Family-School Relationship Survey.	At least 50% of parents and families will complete the Title 1 Family-School Relationship Survey (approximately 400 parents/family members).

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Parent Engagement Activities

DESCRIPTION OF THE PROGRAM

Parents and families will be invited to participate in family education nights on at least a quarterly basis throughout the school year which promotes academic success at school and at home. Family education nights will focus on activities related to English Language Arts/Literacy, Mathematics, STEAM, and Technology Support. Additionally, parents and families will have at least one monthly opportunity to build positive relationships with all school community members and learn more about available site-based, District-based, and community-based resources through monthly Coffee with the Principal sessions (i.e. Title I meetings) and other parent and family-based activities including volunteer activities, inclusive family events (i.e. Bagels with Buddies, Cupcakes or Cookies with Caregivers, Donuts with Grownups, Pastries with Parents, regular Family Gatherings, etc.) and/or multicultural events. If funds allow, a Family and Community Engagement Liaison will be hired to manage all parent and family engagement activities. Finally, if funds and/or space are available, a Family Resource Center will be established in order to provide a location accessible to parents and family members during the instructional day to access resources, participate in family and community engagement sessions and/or activities, and access technology.

METRIC FOR EFFECTIVENESS

The effectiveness of parent and family engagement activities will be monitored by participation rate (i.e. sign-in sheets).

NEEDED SUPPLIES

Certificated and Classified extra time will be made available, as needed. Supplies needed for family projects including, but not limited to instructional resources and supplies, STEAM materials, light refreshments, and/or equipment will be purchased to support various parent and family activities as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

551	Title I, Part A Parent Engagement 4300-00: Supplies & Materials	Light refreshment for educational sessions for Parents/Families	May 2024
-----	--	---	----------

300	Title I, Part A Parent Engagement 5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc.	Duplication for educational materials/resources for Educational Sessions to give Parents/Families	May 2024
350	Title I, Part A Parent Engagement 2900-02: Other Classified - Extra Duty/Overtime	Interpreter Services to support Educational sessions	May 2024
1000	Title I, Part A Parent Engagement 1100-02: Certificated Teachers - Extra Duty	Certificated Extra Time to develop and facilitate Educational Sessions	May 2024
1308	Title I, Part A Parent Engagement 4300-00: Supplies & Materials	Materials and Supplies to support Educational Sessions	May 2024
300	Title I, Part A Parent Engagement 2200-02: Classified Support - Extra Duty/Overtime	Classified Extra Staff to provide Child Care for Educational Sessions	May 2024

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

JARED

Applicable During:

Strategy/Activity: Parent Engagement Activities Specific to English Learners

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity

Communication with Parents and Families

DESCRIPTION OF THE PROGRAM

Loudon will implement systematic procedures for providing information to families about school systems and practices including, but not limited to academic, social-emotional, behavioral, health/wellness systems and supports, student progress monitoring, survey results/data, and/or action plans. School information will be communicated to parents and families in a variety of ways including: ParentSquare, newsletters, calendars, and flyers (in English and Spanish), School Marquee, the School website, and Social Media (Facebook, Twitter). If funds allow, a Family and Community Engagement Liaison will be hired to manage all parent and family engagement activities including the development of a master calendar, a family and community engagement newsletter, the school website, and schoolwide communications related to family and community engagement opportunities. Finally, if funds and/or space are available, a Family Resource Center will be established in order to provide a location accessible to parents and family members during the instructional day to access resources, participate in family and community engagement sessions and/or activities, and access technology.

METRIC FOR EFFECTIVENESS

The effectiveness of this activity will be monitored by the Panorama Title I Family-School Relationship Survey Data.

NEEDED SUPPLIES

Office supplies such as paper, toner, and duplicating will be needed to support timely school-home communication. Additionally, equipment including but not limited to computers, printers, Chromebooks, etc. will be purchased for the use of parents and family members as well as a Family and Community Engagement Liaison, as funds allow.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity

School Decision-Making Systems & Parent Leadership

DESCRIPTION OF PROGRAM
Opportunities for site-based and District-based parent and community involvement/feedback will occur through invitations to Parent Advisory Groups including: School Site Council (SSC), English Language Advisory Committee (ELAC), African American Advisory Committee (AAPAC), District Advisory Committee (DAC), District English Language Advisory Committee (DELAC), Parent Club, etc. Through these teams, parents and families will have an opportunity to provide feedback and contribute to school governance decisions.

METRIC FOR EFFECTIVENESS
The effectiveness of school decision-making systems will be monitored by participation rate (i.e. sign-in sheets) at parent advisory group meetings.

NEEDED SUPPLIES
Certificated and Classified extra time will be made available, as needed. Supplies needed for parent advisory group meetings including light refreshments will be purchased, as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

- GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources
- GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.
- GOAL 3: Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our Whole Child, Whole Community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.
- GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Goal 5 Professional Development Plan

100% of Loudon teachers will have access to monthly site-based professional development/learning opportunities to meet the diverse needs of all students as identified in schoolwide data, as well as consistent opportunities for grade level collaboration, data analysis and action planning, backwards mapping, and coaching cycles (modeling and reflection).

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A Comprehensive Needs Assessment was conducted with various Educational Partners (i.e. Teachers, Staff, Administration Parents, Families, and Community Members via School Site Council, English Learner Parent Advisory Committee, Instructional Leadership Team, Parent/Family Surveys, etc.) throughout the school year including ongoing progress monitoring of schoolwide data (e.g. Loudon Data Bulletin) and feedback related to culture and climate. Educational Partners (i.e. Teachers, Staff, Administration, Parents, Families, Community Members via School Site Council, English Learner Parent Advisory Committee, Instructional Leadership Team, Parent/Family Surveys, etc.) had the opportunity to participate in the evaluation of the 2023-2024 SPSA including overall implementation and effectiveness of school strategies, review of the evidence (i.e. data, progress monitoring), total expenditures, identified gaps in goal areas, and proposed changes for the 2024-2025 SPSA based on identified needs. Furthermore, various leadership teams (e.g. Administrative Leadership Team, Instructional Leadership Team, Instructional Support Staff Team, Literacy Support Team, etc.) reviewed P-BVUSD priorities (i.e. LCAP Goals) for the 2023-2024 school year and developed aligned schoolwide goals for Loudon (as appropriate) using achievement and climate data as of Spring 2023.

OVERALL ACADEMIC ACHIEVEMENT DATA:

Overall, although there was evidence of some effective Literacy practices resulting in increased Reading proficiency and growth during the 2023-2024 school year according to Local Data (i.e. STAR Early Literacy, STAR Reading, STAR Math, IABs, etc.) there is still a need to continue to strengthen Tier 1 core instruction in Literacy in order to increase proficiency and growth among all student populations. Furthermore, there is a need to continue to identify and mitigate potential barriers to learning among diverse student groups such as English Learners (ELs), African American (AA) Students, and Students With Disabilities (SWD). This includes strengthening the balanced Literacy program at Loudon including Good First Instruction in Phonemic Awareness, Concepts of Print, Phonics/Decoding, Fluency, Vocabulary, Written Expression, and Reading Comprehension anchored in CCSS and ELD Standards through the vehicles of Read-Alouds, Shared Reading, Guided Reading, and Independent Reading. Additionally, there is a need to adjust Literacy instruction to hold students more accountable for their learning through the Gradual Release of Responsibility (GRR) Model. Additionally, although there was evidence of some effective Mathematics practices resulting in increased Math proficiency and growth, there is still a need to continue to strengthen Tier 1 core instruction in Mathematics in order to increase proficiency and growth among all student populations. Furthermore, there is a need to continue to identify and mitigate potential barriers to learning among diverse student groups such as English Learners (ELs), African American (AA) Students, and Students With Disabilities (SWD). This includes strengthening the Tier 1 Core Mathematics instruction anchored in CCSS and ELD Standards through the vehicles of the CRA Model, Collaborative Math Tasks, CCSS aligned Common Formative Assessments, and integrated language supports such as Academic Discourse. Additionally, there is a need to adjust Mathematics instruction to hold students more accountable for their learning through the Gradual Release of Responsibility (GRR) Model.

OVERALL CULTURE AND CLIMATE DATA:

Overall, local behavior data as of Spring 2024 reflects a need to enhance Tier 1 instruction in Positive Behavior instruction including schoolwide expectations, social-emotional learning, effective classroom management practices, and positive behavior reinforcement systems to address specific areas of need with regard to behavior according to SWIS data include minor and major physical contact/aggression as well as minor defiance. Additionally, there is a need to continue efforts to stabilize the learning environment in response to potential social-emotional deficiencies presented by the COVID-19 pandemic including universal practices to support the 5 core competencies of Social-Emotional Learning including self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. Furthermore, there is a need to identify and mitigate potential barriers to behavior and social-emotional learning including a wide variety of needs for all Educational Partners (i.e. administrators, teachers, staff, students, parents, families, community members, etc.).

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWIFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

Overall, student achievement and culture/climate data demonstrate a need to enhance Tier 1 Core instruction in English-Language Arts/Literacy, Mathematics, Positive Behavior, and Social-Emotional Learning including regular opportunities for professional learning/development, increased opportunities for grade-level collaboration, data analysis, and action planning, backwards mapping, and access to coaching cycles (modeling and reflection) as evidenced by a 2023-2024 professional development/learning calendar. There is also a need to identify model classrooms in site-based areas of focus (e.g. Guided Reading, Academic Conversations,

Discussion Protocols, CRA Model, Math Tasks, Positive Behavior, Social-Emotional Learning, etc.). Furthermore, there is a need for specialization among instructional support staff between primary and intermediate grades in order to ensure that all teachers have access to meaningful professional development/learning and coaching cycles (modeling and reflection) including the addition of a second Academic Coach.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development/Professional Learning Calendar	There was a need for more consistency in the 2023/2024 Master Calendar for team meetings. Directly relating to rescheduled meetings.	There will be a calendar of at least one monthly professional learning/development opportunity based on site-based needs.
Classroom Walkthroughs with Feedback	There was not a consistent schedule of administrative and coaching walkthroughs during the 2023-2024 school year.	100% teachers will receive at least one administrative and coaching walkthrough with feedback each week.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Professional Learning: Grade/Department Level Collaboration, Professional Reading - all curricular areas (Teachers and Support Staff)

DESCRIPTION OF THE PROGRAM

Grade Level Professional Learning Communities (PLCs) will collaborate on a regular basis (no less than three times each month on Wednesdays) as evidenced in universal PLC agendas in order to plan high-quality learning experiences for all answer the following essential PLC Questions:

1. WHAT DO WE WANT ALL STUDENTS TO KNOW AND BE ABLE TO DO? PLCs will deconstruct CCSS standards, identify learning targets including Learning Intentions and Success Criteria, identify key vocabulary, and identify essential models or representations. Teachers will use a wide range of highly effective instructional strategies to eliminate potential barriers to learning and increase access to content including (but not limited to): focus walls, anchor charts, linguistic sentence frames, student goal-setting and progress monitoring, and more.

2. HOW WILL WE KNOW IF THEY LEARN IT? PLCs will develop pre-planned question stems and linguistic frames to promote critical thinking, select the best resources for Good First Instruction to meet CCSS standards (e.g. Benchmark Advance, Ready Common Core, etc.), and select supplemental resources for Good First Instruction to meet CCSS standards (e.g. 95% Group, Thinking Maps, Heggerty Phonemic Awareness, Core Novels, etc.), design rigorous learning experiences including formative assessment (e.g. collaborative tasks, academic discourse, project-based learning, etc.) using a Gradual Release of Responsibility Model, develop differentiated scaffolds/supports to meet the diverse needs of all students and ensure access to grade-level content for all (i.e. Universal Design for Learning) and collaboratively develop Common Formative Assessments to determine students' progress toward mastery.

3. HOW WILL WE RESPOND WHEN SOME STUDENTS DO NOT LEARN? PLCs will review and analyze data in order to make instructional adjustments to learning to meet identified needs including intervention (i.e. reteaching, response to intervention, and differentiated learning activities).

4. HOW WILL WE EXTEND THE LEARNING FOR STUDENTS WHO ARE ALREADY PROFICIENT? PLCs will review and analyze data in order to make instructional adjustments to learning to meet identified needs including enrichment (i.e. extension of learning).

Additionally, Grade Level PLCs will meet on a quarterly basis in order to backward map each unit of study for ELA/ELD as well as Mathematics. Finally, Grade Level PLCs will meet at least three times per year to monitor grade-level progress toward meeting schoolwide achievement goals (e.g. Data Talks). The Instructional Leadership Team will meet on a regular basis (i.e. at least two hours per month) to monitor schoolwide progress toward Academic Achievement goals. Additionally, the Positive Behavior Intervention and Support (PBIS) Team will meet on a regular basis (i.e. at least one hour per month) to monitor schoolwide progress toward Integrated Educational Support goals. Finally, Instructional Aides will meet with the Literacy Team on a quarterly basis to receive professional development/professional learning related to effective Responsive Intervention strategies for Literacy, Math, and/or other content areas.

METRIC FOR EFFECTIVENESS

The effectiveness of collaboration amongst PLCs and Impact Teams (i.e. Instructional Leadership Team and PBIS) will be monitored through Academic Achievement Data (i.e. ELA, ELD, Mathematics) and Integrated Educational Support data (i.e. Attendance, Chronic Absenteeism, SWIS Behavior Data, Suspension data, etc.).

NEEDED RESOURCES

Instructional supplies to support collaboration will include (but are not limited to) supplemental curricular resources, learning technology resources and/or subscriptions, equipment, other supplies/materials (e.g. folders, journals, binders, whiteboards, chart paper, post-it notes, highlighters, etc.) and/or consultant services in learning priority areas related to academic achievement and/or integrated educational support (i.e. behavior, attendance, engagement, culture/climate). Additionally, duplication/printing of supplemental learning materials and/or customized learning materials to enhance learning objectives will be purchased, as needed. Extra time for both Certificated and Classified staff will be made available to support additional collaboration time as determined by student need/data. Finally, substitutes will be utilized in order on a quarterly basis in order to provide an opportunity for backwards mapping for each Grade Level unit of study (e.g. ELA, ELD, Mathematics) and three times per year in order to provide an opportunity for grade level data review and action planning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

	Title I, Part A 2100-02: Instructional Aide - Extra Duty	Classified Extra time for Aides to collaborate as a PLC and/or provide additional Literacy support	May 2025
6300	Title I, Part A 1100-01: Certificated Teachers - Subs	Substitutes to support quarterly backward mapping of Instructional Units and Data Analysis/Action Planning during the school year	May 2025
4800	Title I, Part A 1100-02: Certificated Teachers - Extra Duty	Certificated Extra time for Leadership Team PD/PL at the Beginning of the school year	August 2024
4000	Title I, Part A 1100-02: Certificated Teachers - Extra Duty	Certificated Extra time to attend optional Site-Based Professional Development/Professional Learning based on need	May 2025

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Professional Development: Consultants, Conferences – all curricular areas (Teachers and Instructional Support Staff)

DESCRIPTION OF PROGRAM

There will be at least one monthly site-based professional development/professional learning opportunity based on needs as identified in achievement (i.e. English Language Arts, ELD, Mathematics, etc.) and integrated educational support data (i.e. behavior, attendance, engagement, culture/climate) as evidenced on a 2023-2024 Master Calendar. Additionally, optional site-based professional development is based on local achievement data, teacher requests, and classroom observations. If funds allow, teachers will attend out-of-town conferences which address site-based focus areas.

METRIC FOR EFFECTIVENESS

The effectiveness of professional development opportunities will be measured by teacher feedback (i.e. surveys) and schoolwide growth data.

NEEDED RESOURCES

Instructional supplies to support professional development/professional learning will include (but are not limited to) supplemental curricular resources, learning technology resources and/or subscriptions, equipment, and other supplies/materials (e.g. folders, journals, binders, whiteboards, chart paper, post-it notes, highlighters, etc.), travel and conference expenses, and/or consultant services in learning priority areas related to academic achievement and/or integrated educational support (i.e. behavior, attendance, engagement, culture/climate). Additionally, duplication/printing of supplemental learning materials and/or customized learning materials to enhance learning objectives will be purchased, as needed. Extra time for both Certificated and Classified staff will be made available to support supplemental PD/PL needs as determined by student need/data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity

Teacher Coaching and Learning

DESCRIPTION OF PROGRAM

Specialized Academic Coaches (Grades TK-2 & Grades 3-6) will improve teaching and learning through the use of research-based practices and provide regular access to modeling, demonstration, ongoing support, regular classroom observation, and feedback for all teachers, based on needs as evidenced in data and by teacher request. Furthermore, Academic Coaches will identify model classrooms for specific content areas and/or instructional practices to support teachers with peer observation of classroom exemplars. Finally, Academic Coaches will develop and organize support resources for teachers by content area and/or instructional practices including, but not limited to: videos, professional articles, books, training materials, web resources, etc.

METRIC FOR EFFECTIVENESS

The effectiveness of teacher coaching and learning systems will be measured by teacher feedback (i.e. surveys), coaching calendar, and school achievement data.

NEEDED RESOURCES

Instructional supplies to support systematic coaching and learning systems will include (but are not limited to) supplemental curricular resources, learning technology resources and/or subscriptions, equipment, and other supplies/materials (e.g. folders, journals, binders, whiteboards, chart paper, post-it notes, highlighters, etc.), travel and conference expenses, and/or consultant services focused on coaching and/or leadership. Additionally, duplication/printing of supplemental learning materials and/or customized learning materials to enhance learning objectives will be purchased, as needed. Extra time for both Certificated and Classified staff will be made available to support supplemental PD/PL needs as determined by student need/data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

0	Title I, Part A 5200-00: Travel & Conference	Travel/Conference to support effective coaching systems for Administrative Leadership (i.e. Admin, Coaches, Intervention Teachers)	May 2024
---	---	--	----------

Goal 6 Staffing and Duties

Instructions: Complete for every supplemental support staff position in direct service to students, position title only (no names). If a position is multifunded, more than one line should be used. For single positions that have multiple people funded exactly the same, use only one line, indicate the total number of positions, and estimate the total cost for all positions. For example, 3 Instructional/Intervention aide positions, all funded the same, should be placed on one line and the estimated total cost of all 3 indicated.

Administrators will consult with the Consolidated Programs Staff Accountant for assistance to complete this section accurately.

COMPLETED BY FISCAL SERVICES						COMPLETED BY SCHOOL		
# of positions	FTE (for each funding source)	Position Title	Base Salary	Funding Source	Obj. code	Identified need	SPSA Goals Supported	Description of Duties and Responsibilities
1	.8	Academic Coach		LCFF- District	1100-00: Certificated Teachers - Salary	Overall, schoolwide data demonstrates a need to enhance Tier 1 Core instruction in Academics and SEL including regular opportunities for professional learning/development, increased opportunities for grade-level collaboration, data analysis and action planning, backwards mapping, and access to coaching cycles (modeling and reflection) as evidenced by a 2023-2024 professional development/learning calendar.	Goal 1A & 1B, Goal 5	Support Grade Level PLC Collaboration, participate in site-based Leadership teams (i.e. Instructional Leadership Team, PBIS Team), Facilitate regular opportunities for site-based professional development/professional learning opportunities based on school need/data, Provide and facilitate teacher coaching and professional learning through the use of research-based practices and regular access to modeling, demonstration, on-going support, regular classroom observation, and feedback. Collaborate with Literacy and MTSS team to develop effective systems of support.
1	.50	Instructional Intervention Teacher	41077.95	Title I, Part A	1100-00: Certificated Teachers - Salary	Overall, although there was evidence of some effective Literacy practices resulting in increased Reading	Goal 1A & 1B	Coordinates with Academic Coaches and Administration to provide supplemental academic

						<p>proficiency and growth during the 2023-2024 school year, there is still a need to continue to strengthen Tier 1 core instruction in Literacy in order to increase proficiency and growth among all student populations. Furthermore, there is a need to continue to identify and mitigate potential barriers to learning among diverse student groups such as English Learners (ELs), African American (AA) Students, and Students With Disabilities (SWD). Additionally, there is a need to enhance advanced tiers of support and intervention including defining entrance and exit criteria and developing intensified support options.</p>		<p>support as well as tiered intervention and support practices which align to a Multi-Tiered Systems of Support Framework (MTSS) including pushing into classrooms to work with intensive students based on the needs of students, as evidenced in data during regular Literacy Team Meetings ; Develop and maintain a system of student record keeping for all Tier 2 & 3 students including ongoing progress monitoring and data analysis; Develop schedules for supplemental Academic Support as well as tiered intervention and support provided by Instructional Intervention Aides as well as provide ongoing professional development and coaching based on the needs of students as evidenced in data; Prepares materials for supplemental academic support and/or tiered intervention and support in classrooms, as needed</p>
	.6000	Instructional Intervention Teacher	20680	LCFF- District	1100-00: Certificated Teachers - Salary	<p>Overall, although there was evidence of some effective Literacy practices resulting in increased Reading proficiency and growth during the 2023-2024 school year, there is still a need to continue to strengthen Tier 1 core instruction in Literacy in</p>	Goal 1A & 1B	<p>Coordinates with Academic Coaches and Administration to provide supplemental academic support as well as tiered intervention and support practices which align to a Multi-Tiered Systems of Support Framework (MTSS) including pushing into</p>

						<p>order to increase proficiency and growth among all student populations. Furthermore, there is a need to continue to identify and mitigate potential barriers to learning among diverse student groups such as English Learners (ELs), African American (AA) Students, and Students With Disabilities (SWD). Additionally, there is a need to enhance advanced tiers of support and intervention including defining entrance and exit criteria and developing intensified support options.</p>		<p>classrooms to work with intensive students based on the needs of students, as evidenced in data during regular Literacy Team Meetings ; Develop and maintain a system of student record keeping for all Tier 2 & 3 students including ongoing progress monitoring and data analysis; Develop schedules for supplemental Academic Support as well as tiered intervention and support provided by Instructional Intervention Aides as well as provide ongoing professional development and coaching based on the needs of students as evidenced in data; Prepares materials for supplemental academic support and/or tiered intervention and support in classrooms, as needed</p>
1	1.0000	Elementary Assistant Principal	107168	LCFF- District	1300-00: Administrator's salaries, Certificated Supervisors	<p>Integrated Educational Support Data (i.e. attendance, chronic attendance, suspension, behavior data, etc.) demonstrates a need to enhance tiered interventions and supports related to culture and climate including, but not limited to:</p> <p>1) Tier 1 Positive Behavior Instruction (i.e. schoolwide expectations)</p>	Goal 3	<p>Collaborates with site and District-based instructional support staff in order to align school-based instructional program with District vision, mission, and priority pillars; supports effective implementation of District initiatives including participation in leadership teams; Engages in on-going supervision (e.g. day-to-day observation & feedback) and evaluation of Classified</p>

						2) Tier 1 Social Emotional Learning (SEL) 3) Tier 1 Attendance Systems 4) Tier 1 Acknowledgment Systems 5) Tier 2/3 Attendance Support and Intervention 6) Tier 2/3 Behavior Support and Intervention 7) School Safety practices 8) Extracurricular Activities to Support PBIS/SEL		staff as related to performance based on standards of ethics, professionalism, and service delivery; Establishes, implements, and promotes programs and awareness that ensure an emotionally safe learning environment on campus including schoolwide Positive Behavior Intervention and Support (PBIS), Social Emotional Learning (SEL), and restorative disciplinary practices
1	2.0000	Academic Coach	19639.08	Title I, Part A	1100-00: Certificated Teachers - Salary	Overall, schoolwide data demonstrates a need to enhance Tier 1 Core instruction in Academics and SEL including regular opportunities for professional learning/development, increased opportunities for grade-level collaboration, data analysis and action planning, backwards mapping, and access to coaching cycles (modeling and reflection) as evidenced by a 2023-2024 professional development/learning calendar.	Goal 1A & 1B, Goal 5	Support Grade Level PLC Collaboration, participate in site-based Leadership teams (i.e. Instructional Leadership Team, PBIS Team), Facilitate regular opportunities for site-based professional development/professional learning opportunities based on school need/data, Provide and facilitate teacher coaching and professional learning through the use of research-based practices and regular access to modeling, demonstration, on-going support, regular classroom observation, and feedback. Collaborate with Literacy and MTSS team to develop effective systems of support.
1	.80000	Academic Coach	98772.72	Title I, Part A	1100-00: Certificated	Overall, schoolwide data demonstrates a need to	Goal 1A & 1B, Goal 5	Support Grade Level PLC Collaboration, participate in

					Teachers - Salary	enhance Tier 1 Core instruction in Academics and SEL including regular opportunities for professional learning/development, increased opportunities for grade-level collaboration, data analysis and action planning, backwards mapping, and access to coaching cycles (modeling and reflection) as evidenced by a 2023-2024 professional development/learning calendar.		site-based Leadership teams (i.e. Instructional Leadership Team, PBIS Team), Facilitate regular opportunities for site-based professional development/professional learning opportunities based on school need/data, Provide and facilitate teacher coaching and professional learning through the use of research-based practices and regular access to modeling, demonstration, on-going support, regular classroom observation, and feedback. Collaborate with Literacy and MTSS team to develop effective systems of support.
1	.2	Academic Coach		LCFF- District	1100-00: Certificated Teachers - Salary	Overall, schoolwide data demonstrates a need to enhance Tier 1 Core instruction in Academics and SEL including regular opportunities for professional learning/development, increased opportunities for grade-level collaboration, data analysis and action planning, backwards mapping, and access to coaching cycles (modeling and reflection) as evidenced by a 2023-2024 professional development/learning calendar.	Goal 1A & 1B, Goal 5	Support Grade Level PLC Collaboration, participate in site-based Leadership teams (i.e. Instructional Leadership Team, PBIS Team), Facilitate regular opportunities for site-based professional development/professional learning opportunities based on school need/data, Provide and facilitate teacher coaching and professional learning through the use of research-based practices and regular access to modeling, demonstration, on-going support, regular classroom observation, and feedback. Collaborate with

								Literacy and MTSS team to develop effective systems of support.
		Benefits - Title I	65607.62	Title I, Part A	3000-00: Employee Benefits			
		Benefits - District	91533	LCFF- District	3000-00: Employee Benefits			
		Instructional Intervention Aide		Title I, Part A	2100-00: Instructional Aide - Salaries			
		Benefits-Variable Salaries	4007.78	Title I, Part A	3100-00: Substitute/E xtra Duty Benefits (variable)			

Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
X (LCFF) – District Local Control Funding Formula (LCFF)	\$
X (LCFF) – School Site Local Control Funding Formula (LCFF)	\$
LCFF - S&C	\$
Total amount of <u>state</u> categorical funds allocated to this school	\$

Federal Programs under the Elementary and Secondary Education Action (ESEA)	Allocation
X Title I, Part A: To improve basic programs operated by the District Schoolwide Program (Does not consolidate funds as part of an operating SWP)	\$278242.77
X Title I, Part A: Parent Involvement	\$3809.00
ESSA Comprehensive Support & Improvement (CSI)	\$
Other:	\$
Total amount of <u>federal</u> categorical funds allocated to this school	\$282,051.77

Total amount of <u>state and federal</u> categorical funds allocated to this school	\$282,051.77
--	---------------------

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF- District		
LCFF- Base		
Title I, Part A	278242.77	0.00
Title I, Part A Parent Engagement	3809	0.00
Title I District Reservation		
LCFF- S&C		

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF- Base	1,500.00
LCFF- District	219,381.00
Title I, Part A	278,242.77
Title I, Part A Parent Engagement	3,809.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1100-00: Certificated Teachers - Salary	180,169.75
1100-01: Certificated Teachers - Subs	7,800.00
1100-02: Certificated Teachers - Extra Duty	9,800.00
1300-00: Administrator's salaries, Certificated Supervisors	107,168.00
2200-02: Classified Support - Extra Duty/Overtime	800.00
2900-02: Other Classified - Extra Duty/Overtime	350.00
3000-00: Employee Benefits	157,140.62
3100-00: Substitute/Extra Duty Benefits (variable)	4,007.78
4200-00: Books - Other Than Textbooks	0.00
4300-00: Supplies & Materials	33,396.62
5200-00: Travel & Conference	0.00
5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc.	2,300.00
5800-00: Consultants/Professional Services/Licensing	0.00
5800-72: Transportation-Charter Buses	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1100-01: Certificated Teachers - Subs	LCFF- Base	1,500.00
2200-02: Classified Support - Extra Duty/Overtime	LCFF- Base	0.00
4300-00: Supplies & Materials	LCFF- Base	0.00
1100-00: Certificated Teachers - Salary	LCFF- District	20,680.00
1300-00: Administrator's salaries, Certificated Supervisors	LCFF- District	107,168.00
3000-00: Employee Benefits	LCFF- District	91,533.00
1100-00: Certificated Teachers - Salary	Title I, Part A	159,489.75
1100-01: Certificated Teachers - Subs	Title I, Part A	6,300.00
1100-02: Certificated Teachers - Extra Duty	Title I, Part A	8,800.00
2200-02: Classified Support - Extra Duty/Overtime	Title I, Part A	500.00
3000-00: Employee Benefits	Title I, Part A	65,607.62
3100-00: Substitute/Extra Duty Benefits (variable)	Title I, Part A	4,007.78
4200-00: Books - Other Than Textbooks	Title I, Part A	0.00
4300-00: Supplies & Materials	Title I, Part A	31,537.62
5200-00: Travel & Conference	Title I, Part A	0.00
5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc.	Title I, Part A	2,000.00
5800-00: Consultants/Professional Services/Licensing	Title I, Part A	0.00
5800-72: Transportation-Charter Buses	Title I, Part A	0.00
1100-02: Certificated Teachers - Extra Duty	Title I, Part A Parent Engagement	1,000.00
2200-02: Classified Support - Extra Duty/Overtime	Title I, Part A Parent Engagement	300.00
2900-02: Other Classified - Extra Duty/Overtime	Title I, Part A Parent Engagement	350.00
4300-00: Supplies & Materials	Title I, Part A Parent Engagement	1,859.00

5710-00: Transfer of Direct Costs -
Printing, district vehicle use, etc.

Title I, Part A Parent Engagement

300.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1A	32,787.62
Goal 1B	1,000.00
Goal 2	500.00
Goal 3	1,250.00
Goal 4	3,809.00
Goal 5	15,100.00
Goal 6	448,486.15

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](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

SCHOOL SITE COUNCIL RECOMMENDATIONS, ASSURANCES AND MEMBERSHIP

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

☒ English Learner Advisory Committee

Date(s)

5/17/24

☐ Title I Review Committee

Date(s)

Other committees established by the school or district

☒ (list): *Committee/Group Name & Date(s)*

4/2/24, 4/18/24, 5/17/24

----- Instructional Leadership Team, PBIS Team, MTSS Team

4. 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 and the local control accountability plan.
5. 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.
6. Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council.

Attested by the following SSC members present:

	Member Name	Term		Role	Signature
		Begin	End		
1.	Jared Coppolo	N/A	N/A	Principal	
2.	Vivian Narup	Fall 2023	Fall 2025	Classroom Teacher	
3.	Samantha Pelletier	Fall 2023	Fall 2024	Classroom Teacher	
4.	Linsey Guthrie	Fall 2022	Fall 2024	Classroom Teacher	
5.	Leslie Holland	Fall 2022	Fall 2024	Other Staff	
6.	Shatierra Smith	Fall 2023	Fall 2024	Parent	
7.	Kierra Smith Crawford	Fall 2022	Fall 2024	Parent	
8.	Jeremy Long	Fall 2023	Fall 2025	Parent	
9.	Jessica Alvarez	Fall 2023	Fall 2025	Parent	
10.	Gabriela Alcaez Reyes	Fall 2023	Fall 2025	Parent	

The SPSA was adopted by the SSC at a public meeting on: 5/7/2024

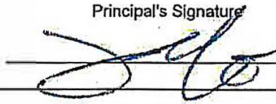
Panama-Buena Vista Union School District Preliminary Title 1 Budget 2023-24

School: Loudon

Site Council Review Date:

5/7/24

Principal's Signature



Date

5/7/24

Number of Eligible Students:	662
Title 1 Allocation per Student	420.31
2024-25 Basic Allocation	278,242.77
2023-24 Carryover	-
Parent Involvement	3,809.00
Preliminary 2024-25 Allocation	282,051.77

Staffing Salary & Benefit Costs		2023-24 YTD as of 04/23/24	Final 23-24 Budget	Preliminary 24-25 Budget
1100-00	Certificated Teachers - Salaries	129,420.14	183,340.13	159,489.75
1100-01	Certificated Teachers - Substitutes			6,300.00
1100-02	Certificated Teachers - Extra Duty	11,066.70	12,936.00	9,800.00
1200-01	Certificated Support - Substitutes			
1200-02	Certificated Support - Extra Duty/Overtime			
1900-01	Other Certificated Staff - Substitutes			
1900-02	Other Certificated Staff - Extra Duty/Overtime			
2100-00	Instructional Aides - Salaries		5,351.80	
2100-01	Instructional Aides - Substitutes			
2100-02	Instructional Aides - Extra Duty/Overtime			
2200-00	Classified Support Staff - Salaries			
2200-01	Classified Support Staff - Substitutes			
2200-02	Classified Support Staff - Extra Duty/Overtime			800.00
2900-00	Other Classified Staff - Salaries			
2900-01	Other Classified Staff - Substitutes			
2900-02	Other Classified Staff - Extra Duty/Overtime			350.00
3000-00	Employee Benefits (Contracted)	48,594.96	72,550.65	65,607.62
	Employee Benefits (22.3% of CE, 36.4% of CL)	2,485.26	2,922.41	4,007.78

Other Operational Costs		2023-24 YTD as of 04/23/24	Final 23-24 Budget	Preliminary 24-25 Budget
2424-4200	Library - Books & Supplies	3,680.13	3,680.14	
4200-00	Books Other Than Textbooks			
4300-00	Materials & Supplies < \$500	29,345.43	29,346.16	33,396.62
4300-74	Title 1 Technology < \$500			
4400-00	Materials & Supplies > \$500			
4400-74	Title 1 Technology > \$500			
5200-00	Travel & Conference			
5600-29	Repairs	3,890.05	3,890.05	
5710-00	Printing & District Bus Field Trips		7,300.00	2,300.00
5800-00	Consultants & Professional Services	2,000.00	2,000.69	
5800-72	Charter Buses			
5800-89	Publications & Software Licenses	522.97	522.97	
Total		231,005.64	323,841.00	282,051.77

Salaries & Benefits should be limited to 80% of the overall net allocation, which is: \$ 225,641
 The current budgeted Salaries & Benefits are a total of: 225,097.37
 Which represents an allocation of: 79.81%

MAY10 '24 RCVD