

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Leona Jackson School	19-64873-0102681	November 2, 2020	November 9, 2020

## Purpose and Description

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

Schoolwide Program

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

N/A

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

On October 21, 2020, the Administrative/Leadership team reviewed our data and SPSA from 2019-2020, as well as the budget and goals for 2020-2021. The team discussed trends, strengths, and areas of growth to target during the 2020-2021 school year.

On October 26, 2020, the above-mentioned data was reviewed and a rough draft of our SPSA was developed with our School Site Council (SSC) and presented to our English Learner Advisory Committee (ELAC) for review/input. The SSC wanted additional information regarding assistance with technology for students and parents. Mrs. Anderson, our Principal, reviewed both site and district resources available to our families. The team discussed the District's Tech Tuesday webinars for parents and families, as well as Jackson's bi-monthly parent workshops that provide tools to support our children with technology, academics, and social-emotional needs. Ms. Soto, our Assistant Principal, reviewed both our site and district websites that have additional information and recorded sessions available. In addition, Ms. Soto reviewed My Paper, which is an online platform for students to get live support 24-7 in all content areas. One of our members also asked for additional resources for students, such as her own child, who are new to the school and struggling to make friends. Ms. Soto reviewed our virtual Counseling Center and resources for students/parents. The team discussed community building activities and opportunities for collaboration that are taking place in all virtual classrooms. There was a suggestion to include clubs for students during both distance learning and when in-person instruction continues. This has been added to Goal 3, Activity 4 in this plan.

The SPSA will be presented to SSC for final revisions and approval at our next meeting on Monday, November 2, 2020.

# Resource Inequities

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

N/A

## Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals.

### Goal 1

To provide high quality instruction in English Language Arts (ELA) and English Language Development (ELD).

#### Identified Need

Based on our needs assessment, Jackson identified the following areas for continued growth:

#### Grade Data

Content	Percentage of Students Receiving a Grade of A-C (Semester 1-January 2020)	Percentage of Students Receiving a Grade of A-C (Quarter 3-March 2020)
Language Arts	80.2%	81.2%

Please Note: Students were given grades of Pass/Fail for the 2<sup>nd</sup> semester due to school closures.

Our ELPAC data showed that 29% of our students (49/168) increased their score by 1 or more levels. Of students who stayed at the same level, 80% (66/83) showed an increase in their scale score. In addition, 14% (23/169) scored at level 4 and are eligible to be considered for reclassification.

Based on ELPAC assessment data, classroom observations, as well as observations during distance learning, there is a need to increase student dialogue, critical reading, and writing within the Amplify program by ensuring ELA lessons include increased opportunities for students to:

- Engage with rigorous texts independently
- Collaborate and orally respond to text using academic language, correct linguistic patterns, and justification of student thinking.
- Analyze texts through written responses (i.e. ACE Method, Thinking Maps/WFBB Process, etc.).

Teachers need ongoing support and training to refine instructional routines and develop curriculum, materials, and assessments to incorporate during distance learning as well as in-person instruction. In addition, teachers need time to develop meaningful lessons that promote higher-level thinking, as well as account for anticipated learning loss due to school closures.

#### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade Data	81.2% Earned grades of A-C (3 <sup>rd</sup> Quarter)	Increase ≥5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Data (Reclassification)	14% Eligible for Reclassification	Increase $\geq$ 5%
ELPAC Data (Overall Scale Score Growth)	68% (115/168) Demonstrated Growth in Scale Score	Increase $\geq$ 5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional coach to provide on-site and virtual professional development, support in terms of co-planning, co-teaching, and modeling, as well as observational feedback in all ELA/ELD classes.

#### 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.

Amount(s)

Source(s)

\$152,918 (Instructional Coach Salary/Benefits)

Title I

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide teachers opportunities to attend in-person/virtual conferences and professional development training in ELA, ELD, instructional technology, AVID strategies, and research-based best 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.

Amount(s)

Source(s)

\$1,000 (Travel/Conferences)

LCAP

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide Structured Teacher Planning Time (STPT) to analyze data, develop SMART Goals, calibrate student work samples, backwards map, and co-plan in-depth lessons targeting critical reading standards during distance learning and when we return to campus. In addition, participate in learning walks/lesson studies in ELA/ELD & AVID Excel when full in-person instruction resumes and physical distancing requirements have been lifted.

#### 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.

Amount(s)

Source(s)

\$30,000 (Teacher Salaries-Substitutes)

LCAP

\$30,000 (Teacher Salaries-Extra Duties)

LCAP

\$15,300 (Classified Salaries-Extra Support)

LCAP

\$20,014 (Teacher/Classified Salaries-Benefits)

LCAP

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide all classes/content areas with appropriate supplemental materials, supplies, technology, and supplemental resources to support the diverse needs of our students during both distance learning and in-person instruction.

### 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.

Amount(s)	Source(s)
\$47,000 (Non-Capitalized Equipment/Technology)	LCAP
\$11,355 (Technology & Equipment/Software)	LCAP
\$12,000 (Technology Related Services)	LCAP
\$26,358 (Instructional Materials & Supplies)	LCAP
\$20,000 (Instructional Materials & Supplies)	Title I

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Provide interventions/enrichment opportunities before, during, and/or after school to support the diverse needs of our students in all content areas. *This strategy will be implemented when full in-person instruction resumes and physical distancing requirements have been lifted.*

### 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.

Amount(s)	Source(s)
\$24,687 (Teacher Salaries & Benefits-Extra Duties/ Interventions)	LCAP
\$13,327 (Instructional Materials & Supplies)	Title I
\$ Previously Budgeted (Instructional Materials & Supplies)	LCAP

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

4<sup>th</sup> Grade Students

### Strategy/Activity

Hire an additional teacher as an intervention to lower class size in 4<sup>th</sup> grade.

### 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.

Amount(s)

Source(s)

\$86,641 (4<sup>th</sup> Grade Teacher Salary/Benefits)

LCAP

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Support, preparation, distribution, and maintenance of instructional materials, textbooks, and technology during in-person instruction as well as distance learning.

Provide opportunities for students to utilize the library for the purpose of reading/checking out library materials, studying, technology support, and/or printing materials. *This strategy will be implemented when full in-person instruction resumes and physical distancing requirements have been lifted.*

### 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.

Amount(s)

Source(s)

\$35,627 (Library Technician)

Title I

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

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

English Learners

### Strategy/Activity

ELA/ELD Instructional Coach/Teachers develop and implement plan for the continued focus on ELPAC awareness, the use of integrated ELD strategies in all content areas, and scheduling time to review ELPAC results during individual student conferences during in-person instruction as well as distance learning.

### 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.

Amount(s)	Source(s)
\$ Previously Budgeted (Teacher Salaries-Extra Duties/Substitutes)	LCAP
\$ Previously Budgeted (Instructional Coach Salary/Benefits)	LCAP

## Strategy/Activity 9

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Provide parent workshops that support our ELA/ELD program (i.e. Instructional Technology, Amplify, Thinking Maps, WFBB, critical reading, AVID, etc.) utilized during distance learning and classroom instruction in order for parents/guardians to support their child at home.

### 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.

Amount(s)	Source(s)
\$ Previously Budgeted (Teacher Salaries-Extra Duties/Substitutes)	LCAP
\$ Previously Budgeted (Instructional Coach Salary/Benefits)	LCAP

# Annual Review

## SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required.

## ANALYSIS

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

Our instructional coaches collaborated with and supported teachers with the implementation of District programs and initiatives, including the use of 1:1 technology and our Learning Management System (LMS), Schoology, in order to deepen their knowledge of content, assessment, instruction, and intervention. In addition, our instructional coaches and lead teachers provided ongoing professional development that focused on research-based best practices to support high quality instruction while in-person and during distance learning.

While in-person, teachers participated in STPTs to analyze data, calibrate student work samples, backwards map, co-plan in-depth lessons targeting critical reading standards, and participate in learning walks/lesson studies.

For the 19-20 ELPAC assessment, 73% of our students demonstrated growth in their scale score. Integrated ELD strategies continue to be a focus in all content areas to support our English Learners.

Our ELA Instructional Coach played an integral role in our successful transition to distance learning by providing ongoing professional development and support to our students, families, and staff. Our coach provided support with online meeting platforms, such as Schoology Conference and Google Meet, as well as other technology-related educational resources to enhance digital lessons during distance learning (i.e. EdPuzzle, Flipgrid, Discussion Boards, etc.).

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

Due to our school closure and distance learning, not all budgeted expenditures were realized.

Our school did not participate in the Schools-To-Watch conference/awards banquets in Washington D.C. due to the pandemic.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Jackson hired an additional teacher for the 2020-2021 school year as an intervention to lower class size in 4<sup>th</sup> grade. Due to school closures in March 2020, students did not participate in SBAC testing; therefore, this data will not be used as an indicator for our Annual Measurable Outcomes. In addition, all strategies/activities will now apply to distance learning, as well as in-person instruction unless otherwise noted.



## Goal 2

To provide high quality instruction in Mathematics, Science, Social Studies, Physical Education, and Electives.

### Identified Need

Based on our needs assessment, Jackson identified the following areas for continued growth:

#### Grade Data

Content	Percentage of Students Receiving a Grade of A-C (Semester 1-January 2020)	Percentage of Students Receiving a Grade of A-C (Quarter 3-March 2020)
Mathematics	83.9%	84.2%
Science	58.7%	65.3%
Social Studies	74.9%	67.6%

Please Note: Students were given grades of Pass/Fail for the 2<sup>nd</sup> semester due to school closures.

Our 6<sup>th</sup> and 7<sup>th</sup> grade teams are implementing a Thinking Classroom in order to make structural changes that maximize student engagement, increase student willingness to explore, collaborate, take risks, and persevere while problem solving, as well as communicate their reasoning. Teachers need continued training and support with the planning and implementation of this program during distance learning as well as in-person instruction when we return to campus.

This is our second year implementing the Integrated Model for Science instruction. Teachers need ongoing support and training to refine instructional routines and develop curriculum, materials, and assessments to incorporate during distance learning as well as in-person instruction.

In addition, teachers need time to develop meaningful lessons that promote higher-level thinking and will account for anticipated learning loss due to school closures.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade Data – Math (3 <sup>rd</sup> Quarter) *School Closure 3-13-2020	84.2% Grades A-C in Math	Increase $\geq$ 6%
Grade Data – Science (3 <sup>rd</sup> Quarter) *School Closure 3-13-2020	65.3% Grades A-C in Science	Increase $\geq$ 10%
Grade Data – Social Studies (3 <sup>rd</sup> Quarter) *School Closure 3-13-2020	67.6% Grades A-C in Social Studies	Increase $\geq$ 10%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Provide teachers opportunities to attend in-person/virtual conferences and professional development training in Math, Integrated Science, Social Studies, Physical Education, Electives, instructional technology, and research-based best 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.

Amount(s)

Source(s)

\$ Previously Budgeted (Teacher Salaries-Extra Duties/Substitutes)

LCAP

\$ Previously Budgeted (Travel/Conferences)

LCAP

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Provide Structured Teacher Planning Time (STPT) to analyze data, develop SMART Goals, calibrate student work samples, backwards map, and plan common lessons/assessments during distance learning and when we return to campus.

Provide additional time for Science teachers to plan and implement NGSS-aligned lessons that support students in making sense of a phenomena and/or designing solutions to a problem.

Provide additional time for Math teachers to plan engaging lessons that focus on increased opportunities for students to collaborate via visual randomized grouping, explore and decide upon a solution pathway, and engage in mathematical discussions that focus on student thinking.

In addition, participate in learning walks/lesson studies in all core content areas when full in-person instruction resumes and physical distancing requirements have been lifted.

### 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.

Amount(s)

Source(s)

\$ Previously Budgeted (Teacher Salaries-Extra Duties/Substitutes)

LCAP

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide all classes/content areas, including electives, with appropriate supplemental materials, supplies, technology, and supplemental resources to support the diverse needs of our students during distance learning and in-person instruction.

### 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.

Amount(s)

Source(s)

\$ Previously Budgeted (Instructional Materials & Supplies)

LCAP

\$3,000 (CTE Pathway Materials/Supplies)

LCAP

\$4,500 (Music Program Materials/Supplies)

LCAP

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide interventions/enrichment opportunities during distance learning and in-person instruction to support the diverse needs of our students in all content areas, including electives.

Incorporate educational field trips and other enrichment activities. *This strategy will be implemented when full in-person instruction resumes and physical distancing requirements have been lifted.*

### 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.

Amount(s)	Source(s)
\$ Previously Budgeted (Teacher Salaries-Extra Duties/ Interventions)	LCAP
\$8,000 (Transportation/Field Trips)	LCAP
\$20,953 (GATE Program Activities)	LCAP

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Provide parent workshops that support our Math, Science, and Social Studies programs (i.e. Instructional Technology, The Thinking Classroom, Integrated Science, Thinking Maps, WFBB, critical reading, AVID, etc.) utilized during distance learning and classroom instruction in order for parents/guardians to support their child at home.

### 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.

Amount(s)	Source(s)
\$ Previously Budgeted (Teacher Salaries-Extra Duties/Substitutes)	LCAP
\$ Previously Budgeted (Instructional Coach Salary/Benefits)	LCAP

# Annual Review

## SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required.

## ANALYSIS

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

Our instructional coaches collaborated with and supported teachers, both in-person and during distance learning, with the implementation of inquiry lessons and district initiatives for mathematics, science, and social studies in order to deepen their knowledge of content, assessment, instruction, and intervention .

Our instructional coaches and lead teachers provided ongoing professional development that focused on research-based best practices to support high quality instruction while in-person and during distance learning.

Teachers participated in the coaching cycle and had opportunities to co-plan, co-teach, and have lessons modeled for them in mathematics.

Teachers received professional development and time to collaborate with their peers throughout the year.

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

Last year, funds were allocated to hire a Math Instructional Coach to support our students in grades 4-8. However, Jackson did not hire a coach during the 2019-2020 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

With the expansion of a Thinking Classroom in mathematics and Integrated Science classrooms, additional funds will be allocated for professional development, materials/supplies, and extra hours to support with planning and effective implementation in 2020-2021.

Funds will not be allocated to hire a Math Instructional Coach for the 2020-2021 school year.

In addition, all strategies/activities will now apply to distance learning, as well as in-person instruction unless otherwise noted.

# Goal 3

Decrease our Suspension and Chronic Absenteeism rate to under 2% by creating a positive environment in which students feel safe, connected, and want to attend to school daily.

## Identified Need

**Suspensions:** Percent of Unduplicated Suspensions

All Students: 2.2%

**Chronic Absenteeism:** 87/842 (10%) students reached chronic absenteeism last year (based on ACT guidelines for unexcused absences).

**Attendance:** LCAP Goal 96.6%; Jackson 96.22%; Jackson SPED 95.5%

In order to continue to increase our attendance rate, decrease our suspension data, and create a safe learning environment, the implementation of our Capturing Kids Hearts strategies and our Safe & Civil Program needs to be consistent school-wide. In addition, we need to continue to address our students that are at-risk of becoming chronically absent by meeting with individuals/families to promote awareness and develop a plan of action.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	2.2%	Maintain or Decrease
Attendance Rates	96.2%	Increase by $\geq 1\%$
Chronic Absenteeism Data	10%	Decrease by $\geq 3\%$

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Promote a positive culture where all students feel connected to the campus. Hire consultants to provide professional development to support our work with Capturing Kids Hearts, Breaking Down the Walls, Safe & Civil, and the HERO program to promote building positive relationship and provide student incentives/rewards for positive behaviors. *Activities, such as Breaking Down the Walls will be implemented when full in-person instruction resumes and physical distancing requirements have been lifted.*

### 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.

Amount(s)	Source(s)
\$15,000 (Consultants & Other Services)	LCAP
\$ Previously Budgeted (Technology & Equipment-HERO)	LCAP

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Analyze data and develop, monitor, and assess our plan to increase daily attendance rates and decrease both the number of suspensions and students reaching chronic absenteeism during distance learning and when in-person instruction resumes.

### 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.

Amount(s)	Source(s)
\$25,213 (Student Data Technician Salary/Benefits)	Title I

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

At-Risk Students

Strategy/Activity

Target/monitor the progress of our most at-risk students through our Behavior and Academic Mentoring Program and/or CKH Leadership courses.

### 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.

Amount(s)	Source(s)
\$139,579 (TOSA Salary/Benefits)	LCAP
\$ Previously Budgeted (Instructional Materials & Supplies)	LCAP
\$ Previously Budgeted (Instructional Materials & Supplies)	Title I

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Provide additional hours for teachers/counselors to meet with small groups in order to target behavioral, social-emotional, and/or academic needs (i.e. support groups, virtual/in-person clubs, etc.) during distance learning and in-person instruction.

### 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.

Amount(s)	Source(s)
\$ Previously Budgeted (Teacher Salaries-Extra Duties/ Interventions)	LCAP
\$ Previously Budgeted (Instructional Materials & Supplies)	LCAP

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Provide parent workshops that promote awareness and strategies that parents/guardians can use to support their child's academic and social/emotional needs at home.



## 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.

Amount(s)	Source(s)
\$ Previously Budgeted (Teacher Salaries-Extra Duties/Substitutes)	LCAP
\$ Previously Budgeted (Instructional Coach Salary/Benefits)	LCAP

## Annual Review

### SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required.

## ANALYSIS

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

Leona Jackson School was once again named a Capturing Kids Hearts National Showcase School in 2020 for our continuous work in building relationships and supporting our students social-emotional and behavior needs.

Jackson continues to have high attendance rates (96%) and low suspension rates (2%).

During in-person instruction and distance learning, our Teacher on Special Assignment (TOSA) supported our Behavior Academic Mentoring Program that targeted at-risk students who demonstrate deficiencies in behavior, motivation, attendance, organization, and/or were unable to access the curriculum. Our TOSA collaborated with teachers and met with targeted students daily to provide academic interventions and strategies to motivate students and shape their behaviors.

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

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We revised our CKH Leadership program to include CKH1 as part of the elective wheel for all sixth-grade students. In addition, we continue to offer our CKH2 course as an elective for 7<sup>th</sup> and 8<sup>th</sup> grade students.

We will continue with our HERO program, Breaking Down the Walls, and other student/teacher/parent workshops when full in-person instruction resumes and physical distancing requirements have been lifted.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (Title I Allocation)	\$247,085
Total Federal Funds Provided to the School from the LEA for CSI	\$ N/A
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$247,085

## State, and Local Funds

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

State or Local Programs	Allocation (\$)
LCAP 1.43B	\$470,700
LCAP 1.4B	\$24,687

Total of federal, state, and/or local funds for this school: \$742,472