

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **WALKER ELEMENTARY SCHOOL**

2020-21

37-68338-6089064
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Phillips, Justin

Contact Person: Phillips, Justin

Position: Principal

Telephone Number:

Address: 9225 Hillery Dr, Walker Elementary, San Diego, CA, 92126-2908,

E-mail Address: jphillips2@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Evaluation of LCFF and Title I Funded Actions and Activities
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Walker Elementary School

DUE: October 5, 2020

SITE CONTACT PERSON: Justin Phillips

PHONE: 858-987-5100

FAX: 858-987-5149

E-MAIL ADDRESS: jphillips2@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title 1 Schoolwide Programs (SWP) CSI School

The School Site Council (SSC) recommends this school’s site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|--|---------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: 9/28/2020 |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: 9/30/2020 |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon 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. The site plan or revisions to the site plan were adopted by the SSC on: 9/30/2020

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Justin Phillips	
Type/Print Name of School Principal	Signature of School Principal / Date 10/5/2020
Karen Harris	
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson / Date 10/5/2020
Luisa Juarez Moreno	
Type/Print Name of ELAC Chairperson	Signature of ELAC Chairperson / Date
Lamont Jackson	
Type/Print Name of Area Superintendent	Signature of Area Superintendent / Date 10/9/20

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a comprehensive schoolwide Title I budgeting plan for Walker Elementary.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

Walker Elementary School's School Site Council (SSC) and Site Governance Team met in the spring of 2020 to provide feedback and met again in October 2020 to approve the goals set forth in this plan. Additional stakeholder feedback for the 2020-2021 SPSA was solicited through the avenues of our ELAC, the 2019-2020 SPSA Assessment and Evaluation Summary, and Instructional Leadership Team meetings.

RESOURCE INEQUITIES

Our vision is to see each student experience success.

Our mission is to provide quality first instruction, optimal challenge, and targeted support.

Following a root cause analysis of the 2018-2019 performance data, we worked hard to increase achievement for all students by investing our categorical resources (Title I and LCFF) in:

- Visiting teachers to cover PLC time for teachers to come together around student achievement
- Funding an additional three days of a site counselor every week to support the social-emotional development and to bolster a safe, collaborative, and inclusive school environment.
- Funding an EL assistant to work eight hours per week on supporting ELs and reclassification needs

Our 2019 CAASPP data showed a slight decrease in the achievement of our students in both Mathematics and English Language Arts. That year, 8% less students (overall) demonstrated grade level mastery in Mathematics and 1% less demonstrated grade level competency in English Language Arts. This slight dip in improvement came on the heels of two consecutive years of gains in Mathematics (17% points) and English Language Arts (3%

points). While this macro-level analysis does not compare identical cohorts of students (we welcomed over 20 newcomers in 2018-2019), the lack of progress in 2018-2019 is noteworthy and pushed us into a valuable reflection on our approaches.

Looking at various subgroups of students, we saw increases in English Language Arts with both English Learners (2%) and Students with Disabilities (5%). We saw decreases in performance with Mathematics for the same subgroups: English Learners (-4.6%) and Students with Disabilities (-5.7%). Root cause analysis indicates we have some critical areas of focus to continually move the achievement dial for all learners - increasing our attendance rate with a focus on students who are chronically absent, continuing our work on Tier 1 instruction with a focus on inclusivity and collaboration to increase engagement in learning, and focused differentiated and targeted instruction for our students not yet performing at grade level. In order to work strategically on these areas, we have aligned our focus, resources, and strategic plan to match the needs of our school community.

Analysis of 2020 CAASPP data was not possible, due to the interruption of instruction and assessment, during the onset of the COVID-19 pandemic nation-wide. Prior to the scheduled testing window, our team met to analyze progress towards goals stated in the 2019-2020 SPSA. We analyzed DRA reading levels, attendance data, pre/ post results of counseling work, feedback from teachers and families, and parent engagement rates. Following our analysis, we continued investment in critical areas where progress was evident.

We also made resource shifts to deepen our work in the following areas:

- 1. Learning Culturally Responsive Teaching Practices**
- 2. Deepening the work of Professional Learning Communities**
- 3. Developing a Site-wide Assessment System for progress monitoring.**

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Justin Phillips	Principal
Karen Harris	Classroom teacher
Cynthia Almazan	Parent representative
Mariaelena Jacques	Classroom Teacher
Lisbet Perez	Parent representative
Estelita Perez Chavary	Community member
Humberto Davila	Parent representative
Darlene Cooper	Classroom Teacher
Catherine Peavy	Other School Rep
Laura Sledge Martinez	Parent Representative

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

One important goal from last year was to see a decrease in chronic absenteeism. Our 2017-2018 California Dashboard was "orange" and indicated that 16.2% of our TK-5th-grade student population (68 students) missed too much school. We were convinced that this contributed to underperformance for a significant number of students. To address this challenge, we 1) organized an attendance team 2) engaged in the regular and systematic analysis of student attendance, and 3) empowered team members (including the counselor) to engage in family outreach and education. The 2019 CA Dashboard now shows Walker is in the Yellow Performance Level for Chronic Absenteeism at 14.7%. This is a decrease of 1.4% from 2018. As the Dashboard data is still lagging, we will move our goals around chronic absenteeism forward for the 2020-2021 school year.

Another important goal focused on improving the percentage of students who identified "having a caring adult on campus." Our strategy involved 1) focusing on student connections as a whole staff, 2) implementing restorative circles 2-3 times a month, 3) implementing 1:1 reading conferences across campus and 4) increasing the number of cleared volunteers on campus. These results were identified in the 2018-2019 CAL-SCHLS CHKS report. With the closures of sites mid-March, this survey was not completed for the 2019-2020 school year so we will also be moving this goal forward.

*Major Differences

We saw improvements in attendance through February 2020, our last full month of school for the 2019-2020 school year. Our attendance team tracked attendance through February and made continued efforts to reach out to families. We discovered that attendance challenges were especially prevalent at the kindergarten level. Additionally, we launched a "Super Saturday" opportunity for students to make up attendance while receiving support with Tier 1 instructional tasks. However, due to the pandemic, our "Super Saturday" only hosted 4 sessions and we saw varied attendance from March through June 2020.

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We anticipated seeing improvements in students' perceptions of being connected to caring adults on campus. We increased the number of volunteers on campus to 45 people and offered 66 students after school tutoring opportunities through community partners. However, formative data, captured in January of 2020, indicated that 79.7% of 3rd, 4th, and 5th graders felt they had a caring adult on campus. Our focus and attention are required in this area.

*Changes

Our attendance monitoring through distance learning has shifted to monitoring participation and providing troubleshooting to connect to families to online learning. Our attendance clerk is working as part of our Attendance Team and now tracking all participation digitally then communicating with the attendance team to track progress. Our Counselor and nurse are working to identify barriers to continued engagement in online learning and whole-class synchronous class meetings. Home visits are initiated as needed.

Our staff is encouraged and implored to prioritize student connection, despite the reality that in person teaching and learning is not happening at this time. Teachers "check in" daily with students. Small group instruction is prioritized to target student needs, and build meaningful alliances with students. In addition, we are exploring creative ways to help students feel connected to adults on campus through this season of online/ distance learning.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	5	Will report having a caring adult on campus	79%	85%	CAL-SCHLS (CHKS)	annually
June 2021	TK-5	Decrease the percentage of students who are chronically absent	16.2%	8.1%	Chronic Absenteeism	monthly
June 2021	TK-5	decrease students who are "chronically absent"	14.7%	7%	Attendance	Annually

*Identified Need

A review of on-site formative 2020 data reveals a persistent need for students to feel connected to caring adults (79%). Previously, a review of the 2018-2019 CHKS data showed 82% of students indicate that they have caring adults on campus at Walker. This need is unequivocally pronounced in the distance learning format and worthy of our focus.

A review of 2020 attendance data identifies this goal as relevant and important for improving academic performance or students at Walker. Our attendance team has put us in a more pro-active position to address this root cause of underperformance. However, the challenges associated with engaging students during distance learning pronounce the need for us to attend to this metric.

A review of the 2019 CA Dashboard showed that a significant number of our students were chronically absent. On the Dashboard, Walker is in the Yellow Performance Level for the Academic Engagement: Chronic Absenteeism indicator. In 2019, 14.7% of our TK-5th-grade student population was

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chronically absent (missing 10 or more days of school). With the total number of students at 455, that roughly equates to 67 students. This is a decrease of 1.4% from the previous year. We have one student group in the Red Performance Level (Homeless) and three student groups in the Orange (Asian, Filipino, and Two or More Races).

In addition, to support district-wide initiatives, we are also setting AMOs for Students with Disabilities, English Learners, and Black or African American student groups. On the 2019 CA Dashboard, both the SWD and EL groups are in the Yellow Performance Indicator. SWD is 17.7% chronically absent which declined by 3.8% from 2018 and English Learners are at 14.8% which declined by 1.6%. Our African American student group does not have a performance color by they have 18.2% chronically absent, which is a decrease of 24.7% from the previous year.

Also on the 2019 CA Dashboard, we are in the Green Performance Level for the Conditions & Climate: Suspension Rate indicator. Of All Students, only 1.5% have been suspended at least once, which is a decrease of 0.6% from 2018. We have one student group in the Orange: English Learners. For ELs, they are at 1.3% suspended at least once, which is an increase of 1.3% from 2018.

*Online Learning Implications

- Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.
- Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.
- Tier 3 - The District's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.
- Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	decrease percentage of students who are chronically absent	16.4	7	Chronic Absenteeism	Annually
June 2021	TK-5	Students with Disabilities	decrease percentage of students who are chronically absent	17.7	10	Chronic Absenteeism	Annually
June 2021	TK-5	Homeless/Foster	decrease percentage of students who are chronically absent	22.4	11	Chronic Absenteeism	Annually
June 2021	TK-5	Asian	decrease percentage of students who are chronically absent	12	6	Chronic Absenteeism	Annually

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June 2021	TK-5	Filipino	decrease percentage of students who are chronically absent	12.5	6	Chronic Absenteeism	Annually
June 2021	TK-5	Two or More Races	decrease percentage of students who are chronically absent	14.8	7	Chronic Absenteeism	Annually
June 2021	TK-5	English Learner	decrease suspension rate	1.3	1	Suspension	Annually
June 2021	TK-5	Black or African American	decrease percentage of students who are chronically absent	18.2	9	Chronic Absenteeism	Annually

Professional Development

*Students to be served by this Strategy/Activity

Unduplicated students/All students will be served by this strategy.

*Strategy/Activity - Description

Yearlong PD aimed at building a safe, collaborative, and inclusive culture with:

- Year-long focus on "connection," in addition to "clarity" and "coaching"
- Culturally Responsive Teaching PD, led by Equity Team

Attendance Team Student Monitoring

*Students to be served by this Strategy/Activity

All students benefit.

*Strategy/Activity - Description

Increased efforts to ensure student engagement, both online and in-person through:

- Attendance committee- tracking, monitoring, communication
- Attendance messaging-parents
- Patterns and trends analysis to identify needs
- Public attendance goal tracking
- Increase OTBS hourly (attendance clerk) for additional attendance tracking

Additional Counselor FTE

*Students to be served by this Strategy/Activity

All students benefit.

***Strategy/Activity - Description**

Additional Counselor FTE purchased for the purposes of:

- Increased access to support for students and families
- Regular Restorative Circles to benefit students
- Leadership on the Attendance/ Engagement Team
- Teaching and providing social emotional support across the campus

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02852F	School Counselor	0.30000	\$26,121.60	\$41,377.42	0285-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		Additional Counselor FTE purchased

Volunteer Recruitment Training Retention

***Students to be served by this Strategy/Activity**

The Unduplicated Pupil Percentage at Walker is 83.04%. With this in mind, the site supported the decision to use LCFF monies for this strategy.

***Strategy/Activity - Description**

Additional Clerical OTBS hourly to facilitate volunteer recruitment, training and retention to:

- Increase amount and quality of caring adults who support Walker students
- Follow up on volunteer clearance to ensure student safety

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0285A2	Clerical OTBS Hrly		\$3,500.00	\$4,647.65	0285-09800-00-2451-2495-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Additional Clerical OTBS hourly
N0285B6	Clerical OTBS Hrly		\$608.00	\$807.36	0285-30103-00-2451-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Additional Clerical OTBS hourly

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Implementation

To achieve these goals we aligned resources and focus to 1) facilitate regular Professional Learning Communities (PLCs) 2) Implementing designated and integrated ELD 3) introducing standards-based curriculum (Benchmark) and 4) Providing targeted support to students (tutoring/ volunteers).

Effectiveness

We set goals for the 2019-2020 school year around improved student performance on the CAASPP ELA for all 3-5 students as well as English Learners, Students with Disabilities, and Socioeconomically Disadvantaged student groups. As we do not have CAASPP data for 2020 due to site closures related to COVID-19, we are moving these goals forward. We also had a goal for our K-2 students' performance on the DRA 2. The site data shows that 70% of kinder students, 45% of 1st grade students, and 38% of second grade students were reading at grade level in November. We were unable to capture their growth over the course of the whole year, due to the pandemic.

We are also going to be adding a site-based measure, FAST e Reader, for all students for more regular and timely data reviews.

*Major Differences

In the fall of 2019, and in early 2020, our strategies were implemented. In the area of targeted support, we even launched a "Super Saturday" opportunity for students to receive Tier 1 instruction from credentialed teachers while making up absences. Due to the global pandemic, PLCs were discontinued to make way for more urgent professional learning. School wide, we continued to use Benchmark as the ELA curriculum for all students.

***Changes**

To continue our work in widening the sphere of success for students in English Language Arts, our approach must shift. Our district has now adopted the curriculum we took on as a school the year prior. This district investment will allow funding towards another priority in supporting our readers and writers.

Additionally, the COVID-19 pandemic has revealed a new priority of developing a site-wide progress monitoring system.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the percentage of students meeting and exceeding	45.7%	51%	CAASPP ELA	Annually
June 2021	TK-5	Increase the percentage of students meeting and exceeding	baseline	60%	FAST aReading	3 times/year

***Identified Need**

On the 2019 CA Dashboard, Walker is in the Orange Performance Level for the Academic Performance: English Language Arts indicator. Our students are 12.9 points below standard, which is a decrease of 4.7 points from 2018. We also have two student groups in the Orange as well: English Learners and Hispanic. ELs are 27.9 points below standard, which is a decrease of 4.6 points from 2018 and Hispanic students are at 32 points below standard, which was maintained from 2018.

To support district-wide initiatives, we are also setting AMOs for Students with Disabilities, and Black or African American student groups. For the ELA Indicator on the Dashboard, neither of these groups have performance colors. The SWD group is 84.9 points below standard, which is an increase of 23.4 points from 2018. The African American student group is not reported because their numbers are too small.

After a review of data (CAASPP and Independent Reading Levels), we have created goals for Walker students in grades 3, 4, and 5. We built our goals using historical longitudinal data from the CAASPP for ELA from June 2015 to June 2019. Our students continuously need high-quality instruction, a GVC, and daily ELA experiences.

***Online Learning Implications**

- In preparation for offering both online and on-site learning during the 2020-2021 school year, Walker will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Structures and digital tools to support student collaboration are provided to students in Google Classroom and SeeSaw.
- Teachers are provided additional scheduling flexibility to provide both whole group, small group and individual instruction.
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery.

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- Students receive English Language Development, in addition to strategies for differentiation and scaffolding instruction for English Language Learners.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding	12.8%	20%	CAASPP ELA	Annually
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding	8.6%	18.6%	CAASPP ELA	Annually
June 2021	3-5	Socioeconomically Disadvantaged	Increase the percentage of students meeting and exceeding	42.9%	52.9%	CAASPP ELA	Annually
June 2021	3-5	Black or African American	Increase the percentage of students meeting and exceeding	50%	60%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding	baseline	60%	FAST aReading	Annually
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding	baseline	30%	FAST aReading	Annually
June 2021	3-5	Black or African American	Increase the percentage of students meeting and exceeding	baseline	60%	FAST aReading	Annually
June 2021	3-5	Hispanic or Latino	Increase the percentage of students meeting and exceeding	37.2%	47%	CAASPP ELA	Annually

Professional Learning Communities

*Students to be served by this Strategy/Activity

The Unduplicated Pupil Percentage at Walker is 83.04%. With this in mind, the site supported the decision to use LCFF monies for this strategy.

*Strategy/Activity - Description

To continue to support student progress in English Language Arts, teachers will participate in bi-weekly PLCs. During this time, students will have opportunities to engage in social emotional, math, and literacy (library) learning. This will strengthen Tier 1 instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists, and monitoring student progress together as a grade level team on a bi-weekly basis.

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*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0285AG	Prof&Curriclm Dev Vist Tchr		\$7,664.00	\$9,372.31	0285-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		funding to support teacher professional development
N0285C1	Classroom PARAS Hrly		\$2,673.00	\$3,549.47	0285-30100-00-2151-1000-1110-01000-0000	Title I Basic Program	[no data]		Hourly wages to cover librarian, who serves in support role so that PLC teams are able to meet.

School Wide Assessment System

*Students to be served by this Strategy/Activity

The Unduplicated Pupil Percentage at Walker is 83.04%. With this in mind, the site supported the decision to use LCFF monies for this strategy.

*Strategy/Activity - Description

Following a year of incomplete progress data, we have identified a need for a school wide assessment system. Identifying screening assessments, common assessments and benchmarks will allow our school team to see progress and address student misconceptions during the school year. Development of a site-wide assessment system will include reading and writing and be developed by teacher teams in PLCs and ILT.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N02851D	Prof&Curriclm Dev Vist Tchr		\$9,812.00	\$11,999.10	0285-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Funding to support teacher PLC time.
N0285BU	Non Clsm Tchr Hrly		\$2,453.00	\$2,999.78	0285-09800-00-1957-2490-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Funding to support teacher work and collaboration on intervention supports.

Targeted Reading Support

*Students to be served by this Strategy/Activity

All students benefit.

*Strategy/Activity - Description

Targeted Support in reading includes all efforts to support Walker readers, paid and volunteer, in addition to tier one reading instruction. Students can read in small groups with volunteer (cleared) tutors. The site may fund additional hourly teachers to provide a double-dose of guided reading. Targeted support additionally includes translated parent outreach/ training to support emerging bilingual readers. Some Title I funding has been allocated to this work to support purchasing supplemental instructional materials as determined by teachers and based on student need.

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The SSC chose to fund additional hourly teachers to provide a double-dose of guided reading. Given online learning, funds may be re-purposed with SSC approval.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0285A0	Classroom Teacher Hrly		\$49,064.00	\$60,000.37	0285-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Funding for additional intervention support
N0285A1	Supplies		\$3,839.00	\$3,839.00	0285-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Instructional supplies to support independent and guided reading for students.

Instructional Supplies

*Students to be served by this Strategy/Activity

The Unduplicated Pupil Percentage at Walker is 83.04%. With this in mind, the site supported the decision to use LCFF monies for this strategy.

*Strategy/Activity - Description

Instructional supplies are needed to fuel continued reading for students, especially in distance learning. Our site leadership will develop plans to improve classroom libraries on campus. The team will make additional plans to ensure all teachers have adequate, leveled, and inviting guided reading texts for small group instruction. Finally, the team will make plans to get texts into the hands of students for use at home during distance learning.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N02857K	Supplies	\$1,873.00	\$1,873.00	0285-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Instructional supplies to support reading development of students through independent and guided reading.
N0285BV	Textbooks and Core Curr Mtls	\$20,000.00	\$20,000.00	0285-09800-00-4100-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Instructional supplies are needed to fuel continued reading for students, especially in distance learning. Our site leadership will develop plans to improve classroom libraries on campus. The team will make additional plans to ensure all teachers have adequate, leveled, and inviting guided reading texts for small group instruction.
N0285C0	Interprogram Svcs/Paper	\$2,000.00	\$2,000.00	0285-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Paper to enhance teaching, learning and communication with stakeholders.

Benchmark Consumables

***Students to be served by this Strategy/Activity**

All students benefit.

***Strategy/Activity - Description**

During the spring budgeting phase, and prior to the district-wide adoption of Benchmark, our SSC funded the purchase of consumables for continuity of a standards based, rigorous ELA curriculum.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0285A8	Textbooks and Core Curr Mtls		\$14,000.00	\$14,000.00	0285-30100-00-4100-1000-1110-01000-0000	Title I Basic Program	[no data]		Funding for the purchase of consumables for continuity of standards based, rigorous ELA curriculum.

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Implementation

- Funded professional learning communities (PLC) for teachers to adapt lessons to student needs
- Grew Number Talks to become a protected- grade level daily math routine in grades 2 and 3
- Implemented designated and integrated English Language Development (ELD)
- Aligned student, staff, and instructional schedules to facilitate co-teaching during Mathematics (site-wide)

Effectiveness

For the 2019-2020 school year, we set math goals around improving performance on the CAASPP math for all students in grades 3 to 5 as well as our English Learner, Students with Disabilities and Socioeconomically Disadvantaged student groups. As we do not have CAASPP data for 2020 due to site closures related to COVID-19, we are moving these goals forward. We are also going to be adding a site-based metric for all students for more regular and timely data reviews.

*Major Differences

Teachers and students benefited from PLC release time. Teachers were able to evaluate the effectiveness of their instruction, as grade-level teams. *Number Talks* took root and became a common practice in the second grade. In addition, both designated and integrated ELD helped emerging bilingual students navigate the language demands of the mathematics curriculum and instruction.

We were unable to continue the PLC rotations, once our district and school went into distance learning following the COVID-19 outbreak. Additionally, we were not able to measure growth in Mathematics, via the CAASPP.

***Changes**

Our commitment to Professional Learning Communities (PLCs) persists, as it is a primary vehicle for professional learning and targeted instruction that addresses students at their point of need. While we have a long-term plan to grow the *Number Talk* math practice throughout the school, it may have to wait, given the reduced amount of synchronous instructional minutes provided in a distance learning format.

Following a year of incomplete progress data, we have identified a need for a school-wide assessment system.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the percentage of students meeting and exceeding	40.8%	46%	CAASPP Math	Annually
June 2021	TK-5	Increase percentage of students meeting and exceeding	baseline	70%	FAST aMath	3 times/year

***Identified Need**

Based on the 2019 CA Dashboard, Walker is in the Yellow Performance Level for the Academic Performance: Mathematics indicator. All Students are at 18.6 points below standard which decreased by 7.3 points from 2018. We also have two student groups in the Orange Performance Level: Hispanic and Socioeconomically Disadvantaged. Hispanic students are 36.1 points below standard, which has maintained from 2018 and SED students are 25.1 points below standard, which maintained as well.

To support district-wide initiatives, we are also setting AMOs for Students with Disabilities and Black or African American student groups. For the math Indicator on the Dashboard, neither of these groups have performance colors. The SWD group is 86.4 points below standard, which is an increase of 10.3 points from 2018. The African American student group is not reported because their numbers are too small.

The school's overall data for the 2019 school year indicates 40.8% of 3rd-5th grade students met or exceeded standards in Math as measured by the CAASPP. In the 2018 school year, the data indicates 47.2% of 3rd-5th grade students met or exceeded grade level standards in Math. There was a loss of 6.4 % points in the area of Math from 2018 to 2019. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and Students with Disabilities. Only 21.9% of English Learners and 13.4% of Students with Disabilities met or exceeded standards in Math. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged - only 37.2% were able to meet or exceed standards on the CAASPP Math. Over 79.6% of Walker's student population is considered socioeconomically disadvantaged.

***Online Learning Implications**

Walker Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- In preparation for offering both online and on-site learning during the 2020-2021 school year, Walker is refining our comprehensive assessment plan to include a school based math assessment (aMath) that can be administered both virtually and in-person. In addition, teachers are providing for multiple assessment opportunities that allow teachers to assess and provide feedback to support students as they move toward mastery.
- Walker teachers are providing daily synchronous math instruction in multiple formats: whole group, small group and individual instruction.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding	21.9%	28%	CAASPP Math	Annually
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding	14.4%	24%	CAASPP Math	Annually
June 2021	3-5	Socioeconomically Disadvantaged	Increase the percentage of students meeting and exceeding	37.2%	47%	CAASPP Math	Annually
June 2021	3-5	Black or African American	Increase the percentage of students meeting and exceeding	40%	50%	CAASPP Math	Annually
June 2021	3-5	English Learner	Increase percentage of students meeting and exceeding	baseline	70%	FAST aMath	Annually
June 2021	3-5	Students with Disabilities	Increase percentage of students meeting and exceeding	baseline	30%	FAST aMath	Annually
June 2021	3-5	Black or African American	Increase percentage of students meeting and exceeding	baseline	70%	FAST aMath	Annually
June 2021	3-5	Hispanic or Latino	Increase the percentage of students meeting and exceeding	28.7%	70%	CAASPP Math	Annually

Professional Learning Communities

***Students to be served by this Strategy/Activity**

The Unduplicated Pupil Percentage at Walker is 83.04%. With this in mind, the site supported the decision to use LCFF monies for this strategy.

***Strategy/Activity - Description**

To continue to support student progress in Math, teachers will participate in bi-weekly PLCs. Students will have opportunities to engage in social-emotional, math, and literacy (library) learning. This will work to strengthen Tier 1 instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists, and monitoring student progress together as a grade-level team on a bi-weekly basis.

Teachers will meet in PLC teams to answer: *What should students know and be able to do? How will we know if students are able to demonstrate mastery? How do we respond when students are not performing? How do we respond when students already demonstrate mastery?*

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0285-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N0285AG	Funding to support teacher professional development

School-Wide Assessment System

***Students to be served by this Strategy/Activity**

All students benefit.

***Strategy/Activity - Description**

Following a year of incomplete progress data, we have identified a need for a school-wide assessment system. Identifying screening assessments, common assessments, and benchmarks will allow our school team to see progress and address student misconceptions during the school year. The development of a site-wide assessment system will include mathematics and be developed by teacher teams in PLCs and ILT.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
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Walker Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Prof&Curriclm Dev Vist Tchr			0285-30100-00-1192- 1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : N02851D	Funding to support progress monitoring of students in ELA and math.
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Tutoring

*Students to be served by this Strategy/Activity

All students are served.

*Strategy/Activity - Description

Tutoring is offered by credentialed teachers to re-teach concepts after school hours to provide additional support for students.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0285BT	Classroom Teacher Hrly		\$1,940.00	\$2,372.43	0285-30100-00-1157- 1000-1110-01000- 0000	Title I Basic Program	[no data]		Tutoring in Math is offered by credentialed teachers to re-teach concepts to students not yet demonstrating mastery.

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Implementation

Last year we allocated resources and funding to the following: Implementation of designated and integrated ELD, adoption and implementation of *Benchmark* ELA curriculum, EL Assistant to support in family engagement, ELAC organization and planning, Visiting Teachers for 'Number Talk' professional development, and Visiting Teachers for Professional Learning Community (PLC) work.

Effectiveness

Our English Learner goals for the 2019-2020 school year were related to student performance on the CAASPP ELA and math as well as an AMO around our students eligible for reclassification being reclassified.

As we do not have CAASPP or ELPAC data for 2020 due to site closures related to COVID-19, we are moving these goals forward. We are also going to be adding a site-based metric for our English Learners in Math and ELA for more regular and timely data reviews.

*Major Differences

Walker teachers taught designated-ELD to small groups of emerging bilingual students. When the global pandemic closed schools in March, students were not targeted designated ELD from their classroom teachers. In addition, we have found we need additional data in order to best support our English Learners in math and reading. We will implement aReading and aMath in grades 3-5. This screener and progress-monitoring tool will allow teachers to plan for interventions and monitor student growth.

***Changes**

For the 2020-2021 school year, we are committed to providing "just right" support for our emerging bilingual students. Some of our most disconnected students (distance learning) happen to be emerging bilingual students. To continue widening the sphere of success for them, we will need to attend to engagement and attendance levels during distance learning. Additionally, designated ELD cannot be eliminated, due to the decrease in instructional minutes during distance learning.

***Integrated English Language Development**

Plans to support integrated ELD include:

- PD to review best practices of integrated ELD throughout the school day.
- Classroom walkthroughs (virtual and in-person) to identify best practices and coach instruction.

***Designated English Language Development**

Plans to support the strong implementation of designated ELD include:

- Identification of daily dELD in classroom schedules
- Professional Development focused on best practices of dELD
- Purchase and usage of dELD resources from Benchmark curriculum
- Classroom walkthroughs (in-person and virtual), monitoring, and coaching by instructional leader

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding	12.8%	20%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding	21.9%	28%	CAASPP Math	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding aFast Reading	baseline	60%	Other (Describe in Objective)	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding aFast Math	baseline	70%	Other (Describe in Objective)	Annually

***Identified Need**

Due to the global pandemic and school closures, we do not have current CAASPP data. As a school, we have seen a need for more frequent, aligned assessments. We are starting the Fast aReading and a Math in the Winter of 2020/2021.

On the 2019 CA Dashboard, our English Learners are in the Orange Performance Level for ELA at 27.9 points below standard, which is a decrease of 4.6 points from 2018. Looking at the ELA comparisons, our Current English Learners are 94 points below standard (declined 8.5 points), our Reclassified

Walker Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

ELs are 25.7 points above standard (increased 4.7 points) and our English Only students are 2.4 points below standard (maintained -1.9 points). In math, this group is in the Yellow Performance Indicator at 23.4 points below standard which is maintained from 2018 (-2.8 points). Looking at the Math Data Comparisons, our Current English Learners are 70.9 points below standard (declined 6.7 points), our Reclassified English Learners were at 15.2 points above standard (increased 4.6 points) and our English Only students were 23.3 points below standard (declined 23.3 points).

The Dashboard's English Learner Progress Indicator shows that 43.4% making progress towards English language proficiency. This is considered a Low Performance Level. 4 % of our students maintained ELPI Level 4, 41.4% maintained ELPI Levels 1, 2L, 2H, 3L and 3H, and 15.1% of ELs decreased at least one ELPI Level.

After a review of data from the 2019 CAASPP we have created goals for Walker students in grades 3, 4, and 5. We built our goals using historical cohort data from the June 2015 CAASPP - June 2019 CAASPP. Our students continuously need high quality instruction, a GVC and daily ELA and math experiences.

There is a clear need for continued implementation of designated and integrated ELD throughout the 2020-2021 school year.

***Online Learning Implications**

Walker teachers will provide students with targeted dELD in small group support through a push-in integrated model. The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development. If provided, Walker staff will attend online professional development modules to support iELD and dELD.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	reclassification	70.2%	95%	Summative ELPAC	Annual

Targeted Support and Assessment

***Students to be served by this Strategy/Activity**

The Unduplicated Pupil Percentage at Walker is 83.04%. With this in mind, the site supported the decision to use LCFF monies for this strategy.

***Strategy/Activity - Description**

Targeted Support includes after school tutoring and reading instruction to build the language skills of our students. Targeted support may also include additional guided reading provided by hourly staff, as a "double dose" of reading instruction.

Assessment: Additionally, staff (hourly) will be used to assess the language abilities of students. This will allow staff to group students appropriately, meet individual needs, and monitor student progress.

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02854G	Other Support Prsnl PARAS Hrly		\$377.00	\$500.62	0285-09800-00-2281-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		To facilitate progress monitoring of English Language Learners at Walker.
N0285BZ	Software License		\$3,000.00	\$3,000.00	0285-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Software to enhance the safe reading practice of students in the online learning environment.
	Classroom Teacher Hrly				0285-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts Ref Id : N0285A0	Targeted support may also include additional guided reading provided by hourly staff, as a "double dose" of reading instruction.

Attendance Team for Student Engagement

*Students to be served by this Strategy/Activity

All students will be served

*Strategy/Activity - Description

- Attendance committee- tracking, monitoring, communication
- Attendance messaging-parents
- Patterns and trends analysis to identify needs
- Public attendance goal tracking
- Increase OTBS hourly (attendance clerk) for additional attendance tracking

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor	0285-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F02852F	Counselor serves a leadership role on the Attendance and Engagement team to support the performance of all students, including emerging bilingual learners.

Translation

*Students to be served by this Strategy/Activity

All students are served by this strategy.

***Strategy/Activity - Description**
 Translation services are instrumental in engaging all families as partners in teaching and learning. At Walker, approximately 50% of our families speak languages other than English in the home. We provide translation so that family members can participate meaningfully in Parent Teacher Conferences, site governance meetings, ELAC, and other important school activities.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N0285H	Tech Professional OTBS Hrly		\$383.00	\$508.58	0285-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	[no data]	Translation services are instrumental in engaging all families as partners in teaching and learning.

EL Assistant
***Students to be served by this Strategy/Activity**

The Unduplicated Pupil Percentage at Walker is 83.04%. With this in mind, the site supported the decision to use LCFF monies for this strategy.

***Strategy/Activity - Description**
 Our EL Assistant is used to plan and coordinate ELPAC testing, monitor students towards reclassification, organize and communicate with our ELAC, and communicate with families who speak English as a second language.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
F02852G	ESL Asst	0.12500	\$3,783.75	\$8,757.01	0285-09800-00-2101-1000-4760-01000-3104	LCFF Intervention Support	English Learners	Our EL Assistant is used to plan and coordinate ELPAC testing, monitor students towards reclassification, organize and communicate with our ELAC, and communicate with families who speak English as a second language.
F02852H	ESL Asst	0.50000	\$15,135.00	\$35,028.02	0285-30100-00-2101-1000-4760-01000-0000	Title I Basic Program	[no data]	Our EL Assistant is used to plan and coordinate ELPAC testing, monitor students towards reclassification, organize and communicate with our ELAC, and communicate with families who speak English as a second language.

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
 Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
 Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Implementation

To achieve these goals we aligned resources and focus to 1) facilitate regular Professional Learning Communities (PLCs) 2) Implementing designated and integrated ELD 3) introducing standards-based curriculum (Benchmark) 4) Providing targeted support to students (tutoring/ volunteers) and 5) Training and supporting co-teaching efforts across campus.
 Upon analysis of our instructional program, supporting SWD, we have found that we must remain committed and further operationalize our approach to include increased co-teaching and less pull out services.

Effectiveness

For the 2019-2020 school year, we set math and ELA goals around improving performance on the CAASPP math for Students with Disabilities. As we do not have CAASPP data for 2020 due to site closures related to COVID-19, we are moving these goals forward. We are also going to be adding a site-based metric for all students for more regular and timely data reviews.

*Major Differences

In the fall of 2019, and early 2020, our strategies were implemented. Due to the global pandemic, PLCs were discontinued to make way for more urgent professional learning. School-wide, we continued to use Benchmark, as the ELA curriculum for all children. Co-teaching became more challenging, given the distance learning format.

***Changes**
Looking forward, we commit to supporting students with disabilities with first best instruction in the general education setting, coupled with co-teaching and pull out only during asynchronous learning. We remain committed to PLCs that necessarily include our Ed Specialists. We will fund additional release time for collaborative planning of co-teaching teams. Moreover, we will purchase instructional materials that support atypical learners.

***Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by the SBAC	9%	17%	Other (Describe in Objective)	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in Math as measured by the SBAC	14%	22%	Other (Describe in Objective)	Annually
June 2021	3-5	increase in percentage of students meeting and exceeding grade level standards in Math as measured a Reading	baseline	30%	Other (Describe in Objective)	Annually
June 2021	3-5	increase in percentage of students meeting and exceeding grade level standards in Math as measured a Math	baseline	32%	Other (Describe in Objective)	Annually

***Identified Need**

In comparison to the overall student body, students with disabilities (SWD) are underperforming. Only 9% of SWD met or exceeded standards on the CAASPP ELA in 2019 compared to 45.7% of the general population. Only 14% of SWD met or exceeded standards on the CAASPP Math in 2019, compared to 40.8% of the general population in Mathematics.

***Online Learning Implications**

- Due to the Global Pandemic and the shift to online education, IEP Services will be provided in the Online Learning Setting.
- All staff will be working as a team to support all students to accelerate their learning.
- Additionally, educators will be receiving professional learning on how to implement IEP services online.

*Annual Measurable Outcomes									
By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency		
June 2021	TK-5	Students with Disabilities	all students make expected progress on their IEP goals	varies	100%	Progress Reports on IEP Goals	Annually		
Professional Learning Communities									
*Students to be served by this Strategy/Activity									
The Unduplicated Pupil Percentage at Walker is 83.04%. With this in mind, the site supported the decision to use LCFF monies for this strategy.									
*Strategy/Activity - Description									
<p>To increase outcomes for students with disabilities we will:</p> <ul style="list-style-type: none"> - Utilize cluster PDs (4) to be focused on inclusion, co-teaching models, and differentiation - PLCs to plan first-instruction, analyze student work, and design re-engagement lessons - Leverage scheduling to facilitate Ed Specialist collaboration/ co-teaching in classrooms with clusters of students with disabilities 									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Non Clsrm Tchr Hrly				0285-09800-00-1957-2490-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N0285BU	PLCs are used to plan first best instruction, analyze student work, and design re-engagement lessons.
Co-Teaching Team Collaboration									
*Students to be served by this Strategy/Activity									
The Unduplicated Pupil Percentage at Walker is 83.04%. With this in mind, the site supported the decision to use LCFF monies for this strategy.									
*Strategy/Activity - Description									
Co-Teaching relationships are a powerful approach to supporting all students in the general education classroom. Students with disabilities benefit greatly as they receive specialized academic instruction while learning in the least restrictive environment. Co-teaching is a pillar of the inclusion model at Walker. To facilitate the effectiveness of this approach, we plan to provide additional time for planning, modification of assignments, and analysis of student work. Co-teaching partners will be compensated at an hourly rate for this work.									

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N028530	Classroom Teacher Hrly		\$4,997.00	\$6,110.84	0285-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Students with disabilities benefit greatly as they receive specialized academic instruction while learning in the least restrictive environment. Co-teaching is a pillar of the inclusion model at Walker.

Instructional Materials

***Students to be served by this Strategy/Activity**

The Unduplicated Pupil Percentage at Walker is 83.04%. With this in mind, the site supported the decision to use LCFF monies for this strategy.

***Strategy/Activity - Description**

Walker's teaching team will identify key instructional materials that will further support the acceleration of learning for students. Some instructional supplies will be purchased and used that benefit students in the online environment. Other instructional materials will better fit the in-person learning environment. All instructional materials used at Walker are intended to augment implementation of first best teaching and learning.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02855L	Supplies		\$15,202.00	\$15,202.00	0285-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Walker's teaching team will identify key instructional materials that will further support the acceleration of learning for students.

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Black Youth	Increase percentage of students meeting or exceeding grade level expectations	baseline	100%	Grades	Annually

*Goal 6 Supporting Black Youth - Additional Goals

- ✓ 1. Beginning in the Fall of 2020, Walker site selection/hiring panel will complete anti-bias training before conducting any interviews.
- ✓ 2. In 2020-21 school year, Walker will develop and implement a site-specific system for tracking classroom referrals.
- ✓ 3. Walker will create a process for ensuring a student is assigned a Student Champion to help them through any suspension or expulsion process.
- ✓ 4. Walker will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
- ✓ 5. In the 2020-21 school year, Walker will develop and implement a site-specific system for tracking school police detainments.
- ✓ 6. The staff diversity goal at Walker is to maintain or increase the percentage of diverse educators from current year to the follow

*Identified Need

At our school site, we understand the importance of supporting the academic and social-emotional needs of our black youth. Historically this group has been small. Therefore, we have limited access to state level data. We will be using our equity team to develop site-based metrics to determine ways to best support these students.

*Online Learning Implications

- We are committed to providing a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Equity Team***Students to be served by this Strategy/Activity**

All students.

***Strategy/Activity - Description**

An equity team was assembled in August 2020 for the purposes of 1) Analyzing school achievement results with a focus on equity, 2) Informing and leading professional learning site-wide, 3) Redesigning school systems and procedures that contribute to racist, inequitable outcomes for students and families we serve.

Professional Development- Whole Staff***Students to be served by this Strategy/Activity**

The Unduplicated Pupil Percentage at Walker is 83.04%. With this in mind, the site supported the decision to use LCFF monies for this strategy.

***Strategy/Activity - Description**

Professional learning in the 2020-2021 school year will include a focus on Culturally Responsive Teaching. Since we see a pattern of inequitable outcomes in our school achievement data, across subgroups, deeper learning is warranted and urgent. We will use "Culturally Responsive Teaching and the Brain" by Zaretta Hammond as a guiding text to engage in work around "Building Awareness and Knowledge," "Building Learning Partnerships." and "Building Intellectual Capacity." Black youth stand to benefit from this professional learning.

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Last year, our goals were:

- By June 2020, 90% (approx. 368 families) will receive in-person information regarding the academic and citizenship progress of their children.
- By June 2020, at least 50% (approx. 204 families) will attend training on topics related to academic success and social-emotional wellbeing of their children, to increase the milestones necessary for meaningful graduation.

In November 2019, we realized positive momentum towards reaching our goals. We saw 87% of our families meet personally with teachers at fall Parent Teacher conferences. Our efforts to recruit aggressively and provide translation services for every bilingual family resulted in increased participation. Additionally, we saw 43% of families participate in "Family Friday" events, where parents were introduced to "High Impact Home Strategies" for supporting the learning of their children.

*Major Differences

Due to the global pandemic, we were unable to collect family engagement data, related to our 2019-2020 stated goals. However, our current reality suggests that meaningful partnerships with parents are even more important than ever. We intend to pursue ambitious goals that will benefit students at Walker.

*Changes

We know that both perceptions of parents, as well as actual participation of parents is valuable. Our 2020 goals for parent engagement measure perceptions of schools efforts to encourage participation and partnership. We also want to remain focused on Parent Teacher Conferences as a metric for meaningful parent participation. Finally, we must capture 100% of parent email contacts to facilitate regular communication with all stakeholders.

*Goal 7- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase parent perception that school encourages partnership in educating child	44%	54%	CAL - SCHLS (CSPS)
June 2021	Other (Describe in Objective)	Increase the perception that parents feel welcome to participate at this school	46%	56%	CAL - SCHLS (CSPS)
June 2021	Other (Describe in Objective)	Increase parent report of going to regularly scheduled parent-teacher conferences	88%	95%	CAL - SCHLS (CSPS)
June 2021	Other (Describe in Objective)	Increase number of guardians with verified email addresses in PowerSchool	baseline	100%	Other - Describe in objective
*Identified Need					
The need for these goals is established from 1) a deep belief that strong home-to-school relationships result in improved outcomes for students and 2) the current format of online learning demands deeper partnerships with parents to effect continued learning at high levels.					
*Online Learning Implications					
Due to the pandemic, our District has supported us in a District Welcome Week during the first week of school for educators, students, and families in which virtual lessons, training, and professional development will be offered for all. All students received a district issued device to ensure access to curriculum while in a distance learning format. Continued parent learning experiences are planned for Walker families through "Family Fridays," where educators will model and promote <i>High Impact Home Strategies</i> . Additionally, our Attendance and Equity team are ensuring that internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.					
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	ELAC	Create, train and engage a functioning ELAC	0%	100%	Committee Attendance
Family Fridays					
*Families to be served by this Strategy/Activity					
All families benefit.					
*Strategy/Activity - Description					
To increase the belief that school encourages partnership in educating child: <ul style="list-style-type: none"> - Communicate the need for parent volunteers - Teach High Impact Home Strategies at Family Fridays - Highlight regular volunteers in weekly parent communication/ website stories 					

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale		
N02859H	Inservice supplies	\$1,002.00	\$1,002.00	0285-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]	Inservice supplies to facilitate welcoming space for parent engagement in teaching and learning.		
Communication Mode Development									
*Families to be served by this Strategy/Activity									
All families benefit.									
*Strategy/Activity - Description									
<p>Walker staff and leadership will work to refine and bolster our communication systems to reach parents including:</p> <ul style="list-style-type: none"> - Collect email addresses for PowerSchool, so that we have email addresses for 100% of parents - Facilitating parents registration and usage of the PowerSchool Parent Portal - Send weekly communication to parents "This Week at Walker" with translation features enabled (through S'more) - Experiment with new modes of communication to reach an increased % of diverse stakeholders. Families are multi-lingual and prefer to consume information in varied formats. 									
Counselor									
*Families to be served by this Strategy/Activity									
All families benefit.									
*Strategy/Activity - Description									
<p>We funded a counselor for two additional days at Walker to:</p> <ul style="list-style-type: none"> - increase access and responsiveness of Walker team to families - provide for a point of contact with community based organizations that benefit students and families - provide additional logistic/ planning/ execution of whole family outreach - facilitate attendance and engagement support for families and students during online learning 									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor				0285-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F02852F	Counselor to lead outreach efforts with Walker families for engagement and participation in school life.

Translation Services for Parent Teacher Conferences

***Families to be served by this Strategy/Activity**

All families will be served by this strategy.

***Strategy/Activity - Description**

To increase parent report of going to regularly scheduled parent-teacher conferences:

- Provide translation for all families who request
- Communicate value of meeting through multiple communication modes
- Emphasize the value of participation at ELAC, SGT, SSC and PTO meetings
- Facilitate early scheduling to accommodate working parents

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Tech Professional OTBS Hrly				0285-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	[no data]	Goal 4- Supporting English Learners Ref Id : N0285H	Translation for Parent Teacher Conferences

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Last year, our goals in the area of "Graduation and Promotion" were:
 By June 2020, at least 70% (approx. 46 3rd graders) will meet or exceed level 38 in DRA.
 By June 2020, at least 67% (from 47.6%) (approx. 44 of 65 5th graders) will meet or exceed level 44 in DRA.
 In November 2019, approximately 56% of 3rd graders were reading at grade level, adjusted for time of year.

***Major Differences**

Due to the global pandemic in 2020, we were not able to capture spring data around reading levels, using the DRA. Our anecdotal evidence in the spring of 2020 revealed that students were not continuing to read at anticipated levels. It is clear that continued attention, teaching, and progress monitoring is needed to help students make continued growth in reading development, as this is a research based predictor of graduation and later academic success.

***Changes**

We will continue to target these goals, as reading skills serve as a gateway to further academic success for students. To provide for greater consistency, reliability, and utility (in the online environment) we will measure students at regular intervals using the FAST a Reading assessment.

***Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	increase % of students reading at grade level, measured by Fast a Reading	baseline	70%	Other (Describe in Objective)	Annually

***Identified Need**

While state testing did not occur, due to the global pandemic, we have enough local data to warrant our attention to progress monitoring reading levels for Walker students. Our instruction, professional learning, and progress monitoring will align to support this priority in the 2020-2021 academic school year.

***Online Learning Implications**

From an engagement and attendance lens, our school counselor will support the varying needs of all students. Grade level teams, through PLCs, will resume meeting to analyze student reading assessments, plan for small group instruction, and reflect on student growth in the area of reading.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase % of students reading at grade level measured by Fast a Reading	baseline	70%	Other (Describe in Objective)	Annually
June 2021	3	Black or African American	Increase % of students reading at grade level measured by Fast a Reading	baseline	70%	Other (Describe in Objective)	Annually
June 2021	3	Students with Disabilities	Increase % of students reading at grade level measured by Fast a Reading	baseline	70%	Other (Describe in Objective)	Annually

Professional Learning Communities

***Students to be served by this Strategy/Activity**

The Unduplicated Pupil Percentage at Walker is 83.04%. With this in mind, the site supported the decision to use LCFF monies for this strategy.

***Strategy/Activity - Description**

To continue to support student progress in reading, teachers will participate in bi-weekly PLCs. Students will have opportunities to engage in social emotional, math, and literacy (library) learning. This will strengthen Tier 1 instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists; and monitoring student progress together as a grade level team on a bi-weekly basis.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0285-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N0285AG	PLCs support reading development by providing space and time for teachers to plan, analyze assessments, and track individual student's progress.

STEAM

Our Vision

Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality.

STEAM Belief Statement

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to impact their world in real and powerful ways.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

At Walker, we support the STEAM effort by ensuring NGSS lessons are delivered as a critical component of first best instruction. Additionally, we provide prep for classroom teachers through Science. Students at Walker receive above baseline levels of STEAM instruction and enrichment.

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

1. *How will you integrate the priorities and strategies you outlined in your SPSA?*
2. *What specific leadership actions will you take to meet or exceed your SPSA goals?*

The site administrator will communicate urgency and a relentless priority for student learning through both words and actions. Walker's vision, that every student will experience success, is carried first by the principal. With empirical knowledge that the most salient predictor of student success is teacher effectiveness, the site leader is focused on ensuring that teachers are 1) on mission 2) well-resourced and 3) experiencing success (efficacy) themselves. Additionally, the site leader will be focused on facilitating engagement with parents and community partners to augment efforts to increase student engagement and learning.

Ensuring that teachers are on mission:

- Open up the school year with a clear and compelling vision: 2020-2021 "Accelerating learning through 1) connection 2) clarity and 3) coaching."
- Participate in grade level PLCs to establish focus and provide direction.
- Remind staff of focus in weekly bulletins, and in advance of every meeting.
- Conduct regular walkthroughs/ online visits and schedule analysis to ensure that integrated and designated ELD is implemented with fidelity.
- Conduct regular walkthroughs/ online visits and schedule analysis to ensure that teachers communicate learning targets that are: 1) connected to critical concepts *and* 2) clear to learners
- Analyze multiple data sources and student outcomes with Instructional Leadership Team to lead work in critical areas
- Build site wide progress monitoring system that captures lead measures of success
- Make sure the school's focus, common pedagogy, professional learning, and teacher collaboration is evident in all classrooms.

Ensuring that teachers are well resourced:

- Lead work to ensure a guaranteed and viable curriculum
- Facilitate professional development on designated and integrated ELD
- Participate in *Number Talk* Student Centered Coaching Cycle with grade 2 and grade 3

- Co- facilitate cluster PD on *Culturally Responsive Teaching and Learning*
- Recruit and organize translation so that teachers can meet with all parents for Parent Teacher Conferences.
- Facilitate teacher participation in district Benchmark PD.
- Create spaces and times for collaboration between Ed Specialists and classroom teachers that grow co-teaching work.

Ensuring that teachers are experiencing success (efficacious):

- Schedule and visit classrooms two full school days per week, providing focused feedback and instructional coaching.
- Highlight, lift, and celebrate approximations and practice of high leverage strategies that benefit students

Engaging Parents and Community Partners:

- Publicize and lead *Family Friday* events to equip parents with *High Impact Home Strategies* to give parents instructional confidence and tools with their children.
- Recruit and organize volunteers to support during the instructional day, and after school.
- Lead an attendance task force to interrupt patterns of chronic absences.
- Have clear and open communication with parents/community.
- Host meetings to help parents understand their child's learning successes and needs (ELAC, SSC, SGT, Principal Coffee).

3. -----ONLINE LEARNING:-----

What system does your site have for pupil outreach and re-engagement?

At our school, we have many systems to engage and support students and families.

- The Attendance Team is composed of the principal, office staff and counselor. Our purpose is to track attendance, floor up daily with phone calls/emails as well as conduct home visits as needed.
- We are forming an Equity Team that will work together to focus on black youth to determine barriers and strategies to support students in relation to engagement, participation and a sense of community.
- When needed, we reach out to the Student Support Team (District Led) for guidance and leadership in reaching students and families.
- To communicate with our community, we use School Messenger, Class Dojo, Social Media and School Signage. Our communication methods are accessible by our community and provide translation as needed.
- In addition, our school, Walker, is providing weekly in person support (school office is open M-F 10AM-1PM). We have been providing computer support, registration support, school supplies and material distribution.

How are staff being trained to engage students? Relationship-building via online learning?

Staff have participated in online professional development to familiarize themselves with various platforms such as Seesaw, Google Classroom, Zoom etc. Teachers are participating in PLCs to share instructional engagement strategies that are successful in the online platform. Ongoing professional learning is being designed to deepen online engagement for students. Teachers have specific schedules that include daily/weekly class meetings to build classroom communities based on trust. All staff are hosting daily/weekly office hours to ensure differentiated support is available to all students and families.

How will the School ensure equity and consistency from classroom to classroom when taking attendance in combined settings?

I will ensure equity and consistency in attendance taking across settings by 1) ensuring all staff have clarity about attendance procedures 2) communicating the importance of and the threshold for which attendance is measured 3) mobilizing an “attendance team” to re-engage students and families when students are absent 4) charging both classroom teachers and clerical staff to follow up with students who are absent.

Consider how the School will ensure that processes are accessible to all parents and families (distribution method, internet accessibility, various languages)?

In order to ensure equitable access for our students and families, we have a variety of opportunities available. Material and Supply distribution is available in a walk-up or drive through experience. . Grade levels are also holding bi-weekly book and material distribution for families after synchronous learning time. If families cannot make the assigned time, they may come during an alternate time frame. Additionally we have been making home deliveries to families that cannot make it to the school site. In order to communicate with families, we use a variety of platforms. All of the platforms are able to communicate with families in their chosen language. We use phone calls, emails and social media to reach as many families as possible. In the case that some of our families do not have internet access, we are able to direct them to the SDUSD Technology Family Support Line. Additionally, we have and will continue to provide face to face support at the school site twice a week.

What specific leadership action will you take to meet SPSA during online learning?

As a site leader, I will continue to check in with grade level PLCs on Zoom to ensure ongoing, student centered collaboration and planning is vertically aligned and differentiated to ensure success of all students. I will continuously monitor attendance and participation with my attendance team. I will prioritize my schedule to ensure classroom observations are frequent and I will provide timely, individualized feedback to my teachers. I will virtually sit side by side with my teachers to support, encourage and push them forward by continuing to build quality relationships with my staff.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

APPENDIX A

BUDGET SUMMARY

Walker Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 112,517.38

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 248,946.96

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$63,839.37
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$63,839.37

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$72,590.21
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 72,590.21

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$248,946.96

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount		
Walker Elementary	09800 LCFF Intervention Support	ESL Asst	2101	Classroom PARAS	0.1250	\$ 3,783.75		
		ESL Asst	3000			\$ 4,973.26		
			1157	Classroom Teacher Hrly		\$ 4,997.00		
			1192	Prof&Curriclm Dev Vist Tchr		\$ 7,664.00		
			1957	Non Clsrm Tchr Hrly		\$ 2,453.00		
			2281	Other Support Prsnl PARAS Hrly		\$ 377.00		
			2451	Clerical OTBS Hrly		\$ 3,500.00		
			3000			\$ 4,640.20		
			4100	Textbooks and Core Curr Mtis		\$ 20,000.00		
			4301	Supplies		\$ 15,202.00		
			5733	Interprogram Svcs/Paper		\$ 2,000.00		
			5841	Software License		\$ 3,000.00		
			09800 LCFF Intervention Support Total			0.1250	\$ 72,590.21	
			30100 Title I Basic Program	ESL Asst	2101	Classroom PARAS	0.5000	\$ 15,135.00
				ESL Asst	3000			\$ 19,893.02
				School Counselor	1210	Counselor	0.3000	\$ 26,121.60
				School Counselor	3000			\$ 15,255.82
					1157	Classroom Teacher Hrly		\$ 1,940.00
					1192	Prof&Curriclm Dev Vist Tchr		\$ 9,812.00
				2151	Classroom PARAS Hrly		\$ 2,673.00	
		3000				\$ 3,496.00		
		4100		Textbooks and Core Curr Mtis		\$ 14,000.00		
		4301		Supplies		\$ 1,873.00		
	30100 Title I Basic Program Total			0.8000	\$ 110,199.44			
	30103 Title I Parent Involvement		2451	Clerical OTBS Hrly		\$ 608.00		
			2455	Tech Professional OTBS Hrly		\$ 383.00		
			3000			\$ 324.94		
			4304	Inservice supplies		\$ 1,002.00		
	30103 Title I Parent Involvement Total				\$ 2,317.94			
	30106 Title I Supplmnt Prog Imprvmnt		1157	Classroom Teacher Hrly		\$ 49,064.00		
			3000			\$ 10,936.37		
			4301	Supplies		\$ 3,839.00		
	30106 Title I Supplmnt Prog Imprvmnt Total				\$ 63,839.37			
Grand Total					0.9250	\$ 248,946.96		

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Walker Elementary

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-2021

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Walker Elementary has developed a written Title I parent & family engagement policy with input from Title I parents. ***This policy was developed with parent input at the 10/4/2019 School Site Council Meeting.***

It has distributed the policy to parents of Title I students.

The policy is sent home with every student in paper form. This school year, due to the COVID pandemic, the policy will be sent electronically to all families. Additionally, it is accessible to all stakeholders on the school website.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

This policy is updated annually, in the first month of the school year. It is evaluated to address the changing needs of students and parents at the school. It is approved by the School Site Council (SSC).

To involve parents in the Title I, Part A programs, the following practices have been established:

- Meaningfully involve parents in the School Site Council (SSC)
- Meaningfully involve parents in the English Learner Advisory Council (ELAC)
- Meaningfully involve parents in the Site Governance Team (SGT)
- Meaningfully involve the Parent Teacher Organization

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

Our Annual Title I Parent Meeting typically occurs on *Back to School Night* in the Neighborhood Parent Center. This year, due to COVID, we are hosting the meeting through Zoom. All parents are

invited to see view school wide achievement data, analyze spending from Title 1 resources, and volunteer to participate in the life of the school.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- Annual Title 1 Parent Meeting (evening)
- ELAC Meetings (mornings, four times a year)
- SGT and SSC (afternoons)
- PTO (mornings and evenings- alternating)

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

Parents provide meaningful input via the CA Healthy Kids Survey; Parents are invited and provide input through School Site Council.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

SSC meetings are open to all stakeholders; Minutes from SSC will be posted on the school website.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

- Parent Teacher Conferences, twice annually
- "Family Friday" ; Parents visit classrooms and learn *High-Impact Home Strategies*
- Annual Title 1 Parent Meeting
- School website under "Academics" and "About Us"-----> "School Performance and Reports"

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- Annual Title 1 Parent Meeting (evening)
- ELAC Meetings (mornings, four times a year)
- SGT and SSC (afternoons)

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- Parent Teacher Conferences, twice annually
- “Family Friday” ; Parents visit classrooms and learn *High-Impact Home Strategies*
- Annual Title 1 Parent Meeting

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Parent Teacher Conferences, twice annually
- “Family Friday”; Parents visit classrooms and learn *High-Impact Home Strategies*

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- Parents are equal partners of shared decision making groups. This is emphasized and communicated to staff members present.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- Creation and facilitation of a Neighborhood Parent Center for parent trainings, meetings and gatherings.
- Additional clerical hourly dedicated to the coordination and recruitment of parent/ community volunteers.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- SSC minutes posted on school website
- Spanish translation provided at all ELAC, SSC, and SGT meetings
- Communication to parents is often translated using School Messenger feature

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- Creation and facilitation of a Neighborhood Parent Center for parent trainings, meetings and gatherings.
- Opportunities for parent involvement include: ‘class parent,’ field trip chaperone, Safety Squad, PTO, and site governance leadership

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

Spanish translation provided at all ELAC, SSC, and SGT meetings

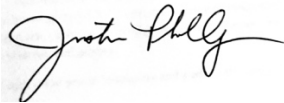
If the school wide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

Parent concerns captured through SPSA Assessment and Evaluation Survey

This policy was adopted by Walker Elementary on 9/30/2020 and will be in effect for the period of one year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: 10/14/2020.

Justin Phillips



9/21/2020

APPENDIX C**SCHOOL PARENT COMPACT**



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

WALKER ELEMENTARY SCHOOL

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-2021.

Walker Elementary School distributes to parents and family members a school-parent compact (Compact). This Compact has been jointly developed with parents, and outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will collaborate to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Provide parents with frequent reports on their child's progress.

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

How does the school address this?

- Fall and Spring Parent Teacher Conferences
- "Family Friday" ; Parents visit classrooms and learn *High-Impact Home Strategies*
- Staff available to meet upon parent request; Staff emails and phone extensions listed on the school website
- Parents are encouraged to volunteer in a variety of capacities at school, including 'class parent,' field trip chaperone, Safety Squad, PTO, and site governance leadership

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?

- Parent Teacher Conferences, twice annually
- “Family Friday” ; Parents visit classrooms and learn *High-Impact Home Strategies*
- Title 1 Parent Meeting
- Coffee with the Principal

The school provides parents and family members with materials and training to help them improve the achievement of their children in which ways?

- Parent Teacher Conferences, twice annually
- “Family Friday” ; Parents visit classrooms and learn *High-Impact Home Strategies*

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in which ways?

- Site governance (SSC and SGT)
- Parent Teacher Organization (PTO)
- Parent volunteer recruitment and training
- English Learner Advisory Council (ELAC)

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children in which ways?

- Creation and facilitation of a Neighborhood Parent Center for parent trainings, meetings and gatherings.

The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in which ways?

- Translation offered and provided to all parents towards full participation in Parent Teacher conferences (fall and spring).

- Weekly communication “*This Week at Walker*”
- School information/ phone messages translated with frequency

The school provides support for parent and family member involvement activities requested by parents and family members in which ways?

- Parents have access to host events, and participate in trainings in our Neighborhood Parent Center.
- Parents organize and host events, fundraisers, and celebrations through the Parent Teacher Organization (PTO)

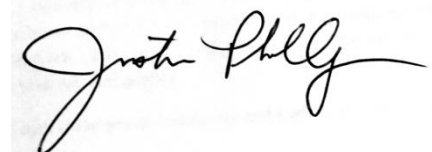
The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in which ways?

- Translation in Spanish is provided at all SSC, SGT, ELAC, and “Family Friday” meetings
- Translation offered and provided to all parents towards full participation in Parent Teacher conferences (fall and spring).
- Weekly parent newsletters “*This Week at Walker*” are translated.

This Compact was adopted by the Walker Elementary on 9/30/2020 and will be in effect for the period of one year.

The school will distribute the Compact to all parents and family members of students participating on, or before: 10/12/2020.

Justin Phillips, Principal

A handwritten signature in black ink, appearing to read "Justin Phillips". The signature is written in a cursive, flowing style.

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPS 2018-2019

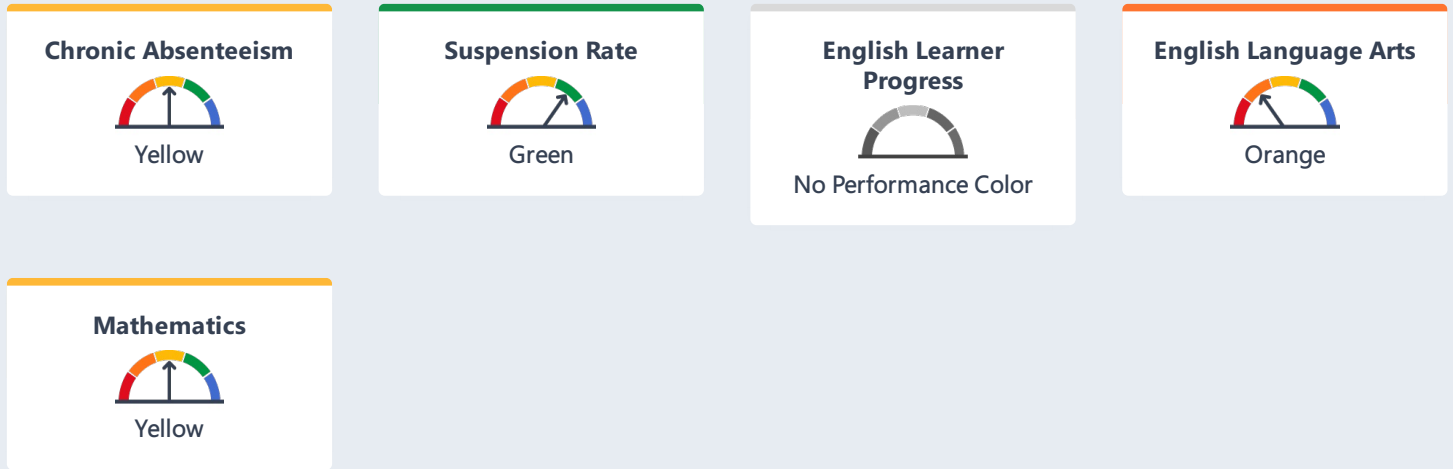
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

* Enrollment, participation date, ethnicity demographics, and language demographics will affect the results of data. Data is organized and reported differently amongst the data sources above.

Walker Elementary

Explore the performance of Walker Elementary under California's Accountability System.

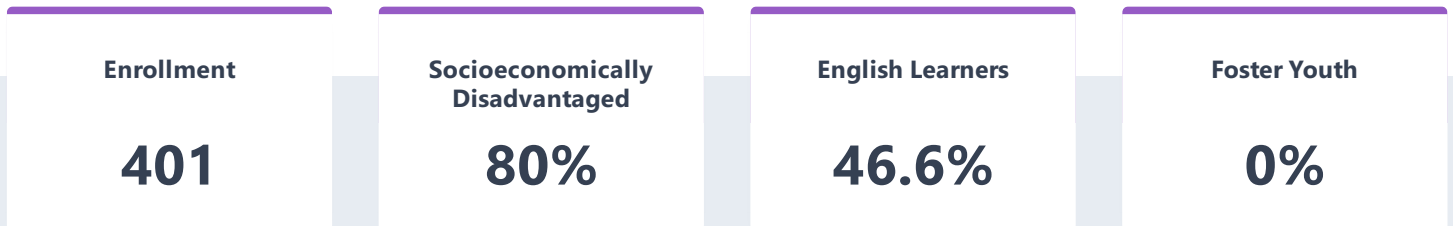


School Details

NAME Walker Elementary	ADDRESS 9225 Hillery Drive San Diego, CA 92126-2908	WEBSITE N/A	GRADES SERVED K-5
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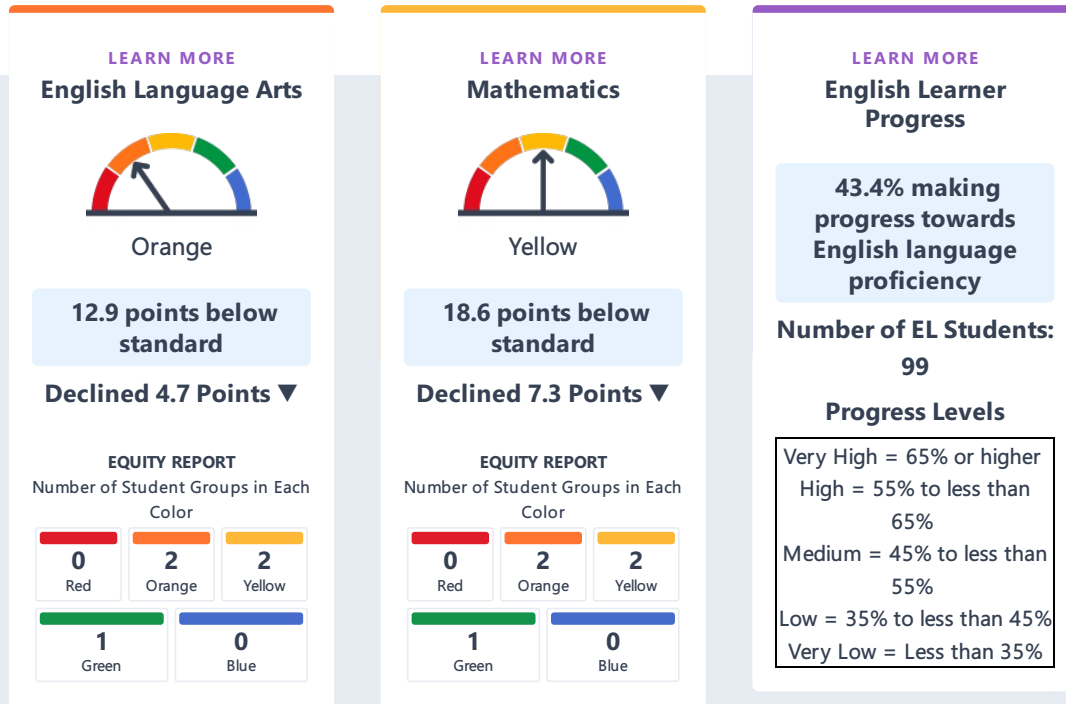
Student Population

Explore information about this school's student population.



Academic Performance

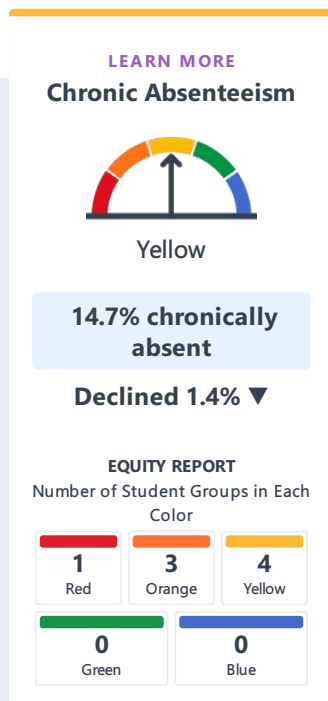
View Student Assessment Results and other aspects of school performance.



WALKER ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.




Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Green

1.5% suspended at least once

Declined 0.6% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	1 Orange	2 Yellow
3 Green	2 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore 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.

All Students



Orange

12.9 points below standard

Declined 4.7 Points ▼

Number of Students: 166

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

No Students



Orange

English Learners

Hispanic



Yellow

Homeless

Socioeconomically Disadvantaged



Green

Filipino



Blue

No Students



No Performance Color

African American

Asian

Two or More Races

Pacific Islander

Students with Disabilities

White

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Asian



No Performance Color

21 points above standard

Declined 33.1 Points ▼

Number of Students: 13

Two or More Races



No Performance Color

6.4 points above standard

Increased 10.7 Points ▲

Number of Students: 12

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities



No Performance Color

84.9 points below standard

Increased 23.4 Points ▲

Number of Students: 34

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

English Learners



Orange

27.9 points below standard

Declined 4.6 Points ▼

Number of Students: 96

Hispanic



Orange

32 points below standard

Maintained 2 Points

Number of Students: 89

Homeless



Yellow

56.1 points below standard

Increased 4.6 Points ▲

Number of Students: 43

Socioeconomically Disadvantaged



Yellow

19.3 points below standard

Increased 3 Points ▲

Number of Students: 137

Filipino



Green

22.3 points above standard

Increased 4.4 Points ▲

Number of Students: 31

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

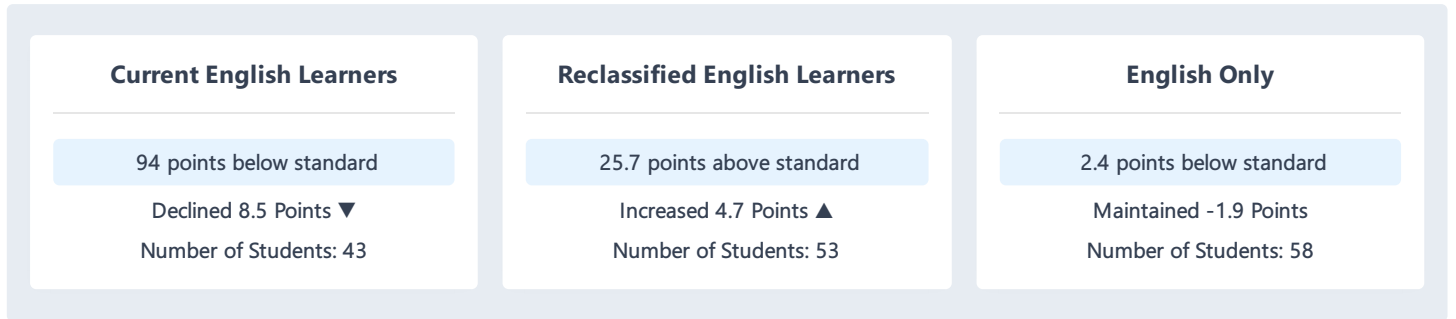
All Students 9.3 points below standard

8.1 points below standard

12.9 points below standard

English Language Arts Data Comparisons: English Learners

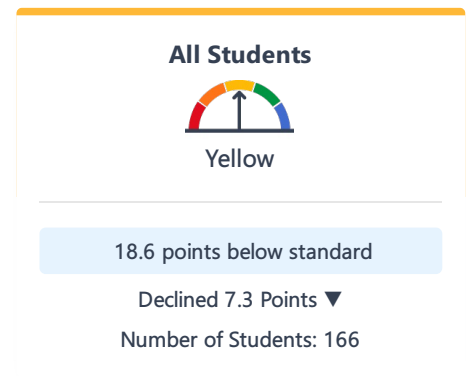
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.



Mathematics

All Students

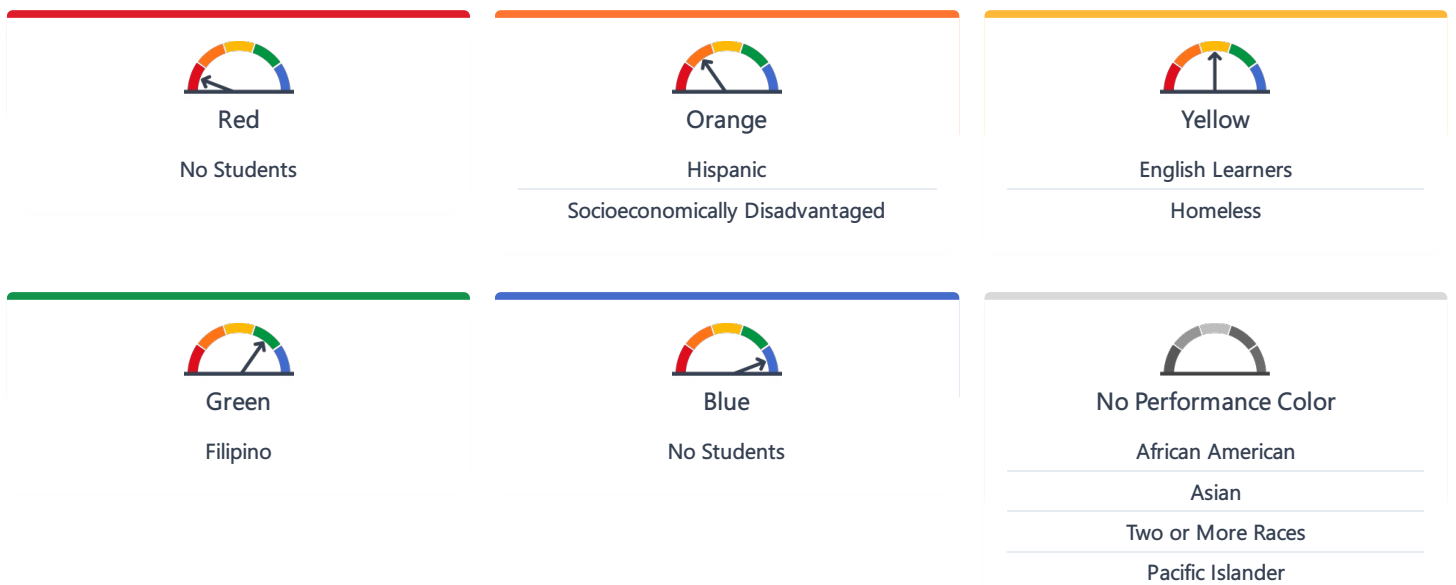
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

5 Total Student Groups





African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Asian



No Performance Color

42.8 points above standard

Declined 16.2 Points ▼

Number of Students: 13

Two or More Races



No Performance Color

32.7 points below standard

Declined 32.2 Points ▼

Number of Students: 12

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities



No Performance Color

86.4 points below standard

Increased 10.3 Points ▲

Number of Students: 34

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Hispanic



Orange

36.1 points below standard

Maintained 1.8 Points

Number of Students: 89

Socioeconomically Disadvantaged



Orange

25.1 points below standard

Maintained -0.7 Points

Number of Students: 137

English Learners



Yellow

23.4 points below standard

Maintained -2.8 Points

Number of Students: 96

Homeless



Yellow

52.2 points below standard

Increased 9.1 Points ▲

Number of Students: 43

Filipino



Green

12.1 points above standard

Declined 6.7 Points ▼

Number of Students: 31

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	14.7 points below standard	11.3 points below standard	18.6 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
70.9 points below standard	15.2 points above standard	23.3 points below standard
Declined 6.7 Points ▼	Increased 4.6 Points ▲	Declined 11.4 Points ▼
Number of Students: 43	Number of Students: 53	Number of Students: 58

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)

English Learner Progress

43.4% making progress towards English language proficiency

Number of EL Students: 99

Performance Level

Low

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

Student English Language Acquisition Results

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

ELs Who Decreased at Least One ELPI Level	15.1%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	41.4%
ELs who Maintained ELPI Level 4	4%
ELs Who Progressed at Least One ELPI Level	39.3%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore 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.

All Students



Yellow

14.7% chronically absent

Declined 1.4% ▼

Number of Students: 455

Student Group Details

All Student Groups by Performance Level

8 Total Student Groups



Red

Homeless



Orange

Asian

Filipino

Two or More Races



Yellow

Students with Disabilities

English Learners

Hispanic

Socioeconomically Disadvantaged



Green

No Students



Blue

No Students



No Performance Color

American Indian

African American

Foster Youth

Pacific Islander

White

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

African American



No Performance Color

18.2% chronically absent

Declined 24.7% ▼

Number of Students: 22

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White



No Performance Color

12.5% chronically absent

Declined 11.5% ▼

Number of Students: 24

Homeless



Red

22.4% chronically absent

Maintained 0.2%

Number of Students: 134

Asian



Orange

12% chronically absent

Increased 0.9% ▲

Number of Students: 50

Filipino



Orange

12.5% chronically absent

Increased 6.7% ▲

Number of Students: 64

Two or More Races



Orange

12.5% chronically absent

Increased 0.7% ▲

Number of Students: 56

Students with Disabilities



Yellow

17.7% chronically absent

Declined 3.8% ▼

Number of Students: 62

English Learners



Yellow

14.8% chronically absent

Declined 1.6% ▼

Number of Students: 216

Hispanic



Yellow

16.5% chronically absent

Declined 0.5% ▼

Number of Students: 236

Socioeconomically Disadvantaged



Yellow

14.6% chronically absent

Declined 2.8% ▼

Number of Students: 364

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore 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.

All Students



Green

1.5% suspended at least once

Declined 0.6% ▼

Number of Students: 473

Student Group Details

All Student Groups by Performance Level

8 Total Student Groups



Red

No Students



Orange

English Learners



Yellow

Hispanic

Socioeconomically Disadvantaged



Green

Homeless

Two or More Races

Students with Disabilities



Blue

Asian

Filipino



No Performance Color

African American

Pacific Islander

White



African American



No Performance Color

0% suspended at least once

Declined 3.3% ▼

Number of Students: 23

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

White



No Performance Color

4% suspended at least once

Declined 8% ▼

Number of Students: 25

English Learners



Orange

1.3% suspended at least once

Increased 1.3% ▲

Number of Students: 223

Hispanic



Yellow

2% suspended at least once

Maintained 0.2%

Number of Students: 246

Socioeconomically Disadvantaged



Yellow

1.6% suspended at least once

Maintained -0.1%

Number of Students: 373

Homeless



Green

1.4% suspended at least once

Declined 0.6% ▼

Number of Students: 139

Two or More Races



Green

1.7% suspended at least once

Declined 0.9% ▼

Number of Students: 58

Students with Disabilities



Green

1.6% suspended at least once

Declined 2.8% ▼

Number of Students: 64

Asian



Blue

0% suspended at least once

Maintained 0%

Number of Students: 52

Filipino



Blue

0% suspended at least once

Maintained 0%

Number of Students: 65



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Walker
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	258	40.3	219	43.8	222	46.4	173	46.8	184	45.7	5.4	-1.1	263	31.2	224	32.1	229	41.9	176	47.2	201	40.8	9.6	-6.4
Female	120	44.2	101	49.5	105	52.4	82	51.2	90	57.8	13.6	6.6	123	36.6	102	35.3	108	41.7	83	45.8	97	45.4	8.8	-0.4
Male	138	37.0	118	39.0	117	41.0	91	42.9	94	34.0	-3.0	-8.9	140	26.4	122	29.5	121	42.1	93	48.4	104	36.5	10.1	-11.9
African American	14	28.6	7	61.1	11	27.3	11	36.4	10	50.0	21.4	13.6	14	28.6	7	-	11	36.4	11	18.2	10	40.0	11.4	21.8
Asian**	3	-	7	100.0	6	-	5	-	19	73.7	-	-	7	-	9	-	7	-	6	-	19	78.9	-	-
Filipino	62	53.2	45	62.2	49	57.1	32	62.5	31	58.1	4.9	-4.4	63	38.1	45	40.0	51	56.9	32	65.6	32	59.4	21.3	-6.2
Hispanic	96	27.1	86	24.4	94	34.0	86	32.6	94	37.2	10.1	4.6	98	18.4	89	15.7	98	25.5	88	36.4	108	28.7	10.3	-7.7
Indochinese**	28	50.0	27	70.4	24	66.7	15	66.7	-	-	-	-	28	53.6	27	63.0	24	62.5	15	73.3	-	-	-	-
Native American	1	-	1	64.7	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	3	47.6	5	-	5	-	4	-	-	-	1	-	3	-	5	-	5	-	4	-	-	-
White	18	38.9	11	45.5	9	-	3	-	11	45.5	6.6	-	18	38.9	11	54.5	9	-	3	-	11	45.5	6.6	-
Multiracial	35	54.3	32	46.9	24	54.2	16	50.0	15	33.3	-21.0	-16.7	33	36.4	32	40.6	24	54.2	16	50.0	17	29.4	-7.0	-20.6
English Learner	74	10.8	70	15.7	49	8.2	46	10.9	47	12.8	2.0	1.9	80	12.5	74	16.2	56	17.9	49	26.5	64	21.9	9.4	-4.6
English-Speaking	184	52.2	149	57.0	173	57.2	127	59.8	137	56.9	4.7	-2.9	183	39.3	150	40.0	173	49.7	127	55.1	137	49.6	10.3	-5.5
Reclassified†	64	54.7	40	72.5	88	56.8	60	63.3	55	61.8	7.1	-1.5	64	45.3	40	57.5	88	44.3	60	58.3	55	58.2	12.9	-0.1
Initially Eng. Speaking	120	50.8	109	51.4	85	57.6	67	56.7	82	53.7	2.9	-3.0	119	36.1	110	33.6	85	55.3	67	52.2	82	43.9	7.8	-8.3
Econ. Disadv.*	192	34.4	166	37.3	166	40.4	144	42.4	147	42.9	8.5	0.5	197	25.9	171	25.7	172	33.7	146	42.5	164	37.2	11.3	-5.3
Non-Econ. Disadv.	66	57.6	53	64.2	56	64.3	29	69.0	37	56.8	-0.8	-12.2	66	47.0	53	52.8	57	66.7	30	70.0	37	56.8	9.8	-13.2
Gifted	84	61.9	65	63.1	49	67.3	25	68.0	23	73.9	12.0	5.9	84	52.4	65	58.5	49	61.2	25	60.0	23	87.0	34.6	27.0
Not Gifted	174	29.9	154	35.7	173	40.5	148	43.2	161	41.6	11.7	-1.6	179	21.2	159	21.4	180	36.7	151	45.0	178	34.8	13.6	-10.2
With Disabilities	27	3.7	0	16.0	32	9.4	30	3.3	35	8.6	4.9	5.3	27	3.7	23	8.7	32	18.8	30	20.0	35	14.3	10.6	-5.7
WO Disabilities	231	44.6	196	49.0	190	52.6	143	55.9	149	54.4	9.8	-1.5	236	34.3	201	34.8	197	45.7	146	52.7	166	46.4	12.1	-6.3
Homeless	60	28.3	51	31.4	52	28.8	35	28.6	48	27.1	-1.2	-1.5	65	29.2	55	27.3	56	21.4	35	25.7	62	22.6	-6.6	-3.1
Foster	1	-	0	50.0	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	21	38.1	14	64.3	10	80.0	9	-	6	-	-	-	20	30.0	14	35.7	10	50.0	9	-	6	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Walker
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	91	40.7	65	46.2	68	35.3	44	56.8	73	49.3	8.6	-7.5	92	40.2	67	43.3	72	40.3	45	57.8	77	46.8	6.6	-11.0
Female	43	48.8	26	57.7	32	40.6	18	55.6	36	63.9	15.1	8.3	43	51.2	27	48.1	33	45.5	19	57.9	37	51.4	0.2	-6.5
Male	48	33.3	39	38.5	36	30.6	26	57.7	37	35.1	1.8	-22.6	49	30.6	40	40.0	39	35.9	26	57.7	40	42.5	11.9	-15.2
African American	4	-	2	61.1	3	-	5	-	4	-	-	-	4	-	2	-	3	-	5	-	4	-	-	-
Asian**	2	-	1	100.0	1	-	3	-	9	-	-	-	3	-	2	-	1	-	4	-	9	-	-	-
Filipino	24	54.2	9	62.2	14	42.9	6	-	10	70.0	15.8	-	24	54.2	9	-	15	46.7	6	-	10	60.0	5.8	-
Hispanic	33	33.3	30	33.3	35	25.7	21	42.9	36	41.7	8.4	-1.2	33	27.3	31	25.8	38	31.6	21	52.4	40	42.5	15.2	-9.9
Indochinese**	10	40.0	10	70.0	4	-	3	-	-	-	-	-	10	50.0	10	80.0	4	-	3	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	2	47.6	2	-	2	-	1	-	-	-	0	-	2	-	2	-	2	-	1	-	-	-
White	7	-	3	45.5	3	-	0	-	7	-	-	-	7	-	3	-	3	-	0	-	7	-	-	-
Multiracial	11	45.5	8	46.9	6	-	4	-	6	-	-	-	11	54.5	8	-	6	-	4	-	6	-	-	-
English Learner	38	18.4	27	25.9	28	7.1	12	41.7	19	15.8	-2.6	-25.9	39	20.5	28	32.1	32	18.8	13	53.8	23	21.7	1.2	-32.1
English-Speaking	53	56.6	38	60.5	40	55.0	32	62.5	54	61.1	4.5	-1.4	53	54.7	39	51.3	40	57.5	32	59.4	54	57.4	2.7	-2.0
Reclassified†	17	64.7	13	76.9	13	61.5	11	81.8	19	78.9	14.2	-2.9	17	70.6	13	69.2	13	76.9	11	81.8	19	78.9	8.3	-2.9
Initially Eng. Speaking	36	52.8	25	52.0	27	51.9	21	52.4	35	51.4	-1.4	-1.0	36	47.2	26	42.3	27	48.1	21	47.6	35	45.7	-1.5	-1.9
Econ. Disadv.*	66	34.8	49	38.8	51	33.3	36	50.0	58	44.8	10.0	-5.2	67	32.8	51	33.3	55	36.4	36	52.8	62	41.9	9.1	-10.9
Non-Econ. Disadv.	25	56.0	16	68.8	17	41.2	8	-	15	66.7	10.7	-	25	60.0	16	75.0	17	52.9	9	-	15	66.7	6.7	-
Gifted	31	51.6	18	61.1	5	-	7	-	9	-	-	-	32	59.4	18	66.7	5	-	7	-	9	-	-	-
Not Gifted	60	35.0	47	40.4	63	34.9	37	51.4	64	45.3	10.3	-6.1	60	30.0	49	34.7	67	40.3	38	52.6	68	41.2	11.2	-11.4
With Disabilities	8	-	0	16.0	12	8.3	4	-	13	15.4	-	-	8	-	7	-	12	25.0	4	-	13	30.8	-	-
WO Disabilities	83	44.6	58	51.7	56	41.1	40	60.0	60	56.7	12.1	-3.3	84	44.0	60	46.7	60	43.3	41	61.0	64	50.0	6.0	-11.0
Homeless	25	24.0	18	38.9	14	21.4	8	-	17	41.2	17.2	-	25	36.0	19	36.8	17	17.6	8	-	21	38.1	2.1	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	3	64.3	4	-	3	-	0	-	-	-	3	-	3	-	4	-	3	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Walker
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	70	22.9	89	46.1	60	60.0	67	37.3	44	47.7	24.8	10.4	73	21.9	90	34.4	60	55.0	68	45.6	49	55.1	33.2	9.5
Female	33	24.2	42	52.4	27	63.0	33	45.5	23	47.8	23.6	2.3	35	14.3	42	42.9	27	48.1	33	45.5	26	53.8	39.5	8.3
Male	37	21.6	47	40.4	33	57.6	34	29.4	21	47.6	26.0	18.2	38	28.9	48	27.1	33	60.6	35	45.7	23	56.5	27.6	10.8
African American	3	-	4	61.1	3	-	2	-	4	-	-	-	3	-	4	-	3	-	2	-	4	-	-	-
Asian**	0	-	4	100.0	1	-	0	-	5	-	-	-	1	-	5	-	1	-	0	-	5	-	-	-
Filipino	15	40.0	22	77.3	11	72.7	15	53.3	7	-	-	-	15	33.3	22	50.0	11	63.6	15	66.7	8	-	-	-
Hispanic	25	8.0	32	25.0	24	50.0	38	23.7	19	42.1	34.1	18.4	27	7.4	32	15.6	24	33.3	39	35.9	22	31.8	24.4	-4.1
Indochinese**	9	-	10	60.0	10	70.0	3	-	-	-	-	-	9	-	10	50.0	10	80.0	3	-	-	-	-	-
Native American	1	-	0	64.7	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	47.6	2	-	1	-	2	-	-	-	0	-	1	-	2	-	1	-	2	-	-	-
White	8	-	3	45.5	3	-	2	-	2	-	-	-	8	-	3	-	3	-	2	-	2	-	-	-
Multiracial	9	-	13	46.2	6	-	6	-	5	-	-	-	9	-	13	46.2	6	-	6	-	6	-	-	-
English Learner	23	4.3	33	12.1	11	18.2	26	0.0	10	20.0	15.7	20.0	25	4.0	34	8.8	11	27.3	27	18.5	15	53.3	49.3	34.8
English-Speaking	47	31.9	56	66.1	49	69.4	41	61.0	34	55.9	24.0	-5.1	48	31.3	56	50.0	49	61.2	41	63.4	34	55.9	24.6	-7.5
Reclassified†	10	20.0	17	76.5	27	74.1	18	66.7	11	72.7	52.7	6.0	11	36.4	17	58.8	27	55.6	18	66.7	11	90.9	54.5	24.2
Initially Eng. Speaking	37	35.1	39	61.5	22	63.6	23	56.5	23	47.8	12.7	-8.7	37	29.7	39	46.2	22	68.2	23	60.9	23	39.1	9.4	-21.8
Econ. Disadv.*	56	17.9	69	40.6	40	47.5	60	35.0	35	45.7	27.8	10.7	58	19.0	70	30.0	40	42.5	61	42.6	40	52.5	33.5	9.9
Non-Econ. Disadv.	14	42.9	20	65.0	20	85.0	7	-	9	-	-	-	15	33.3	20	50.0	20	80.0	7	-	9	-	-	-
Gifted	17	52.9	27	59.3	17	64.7	5	-	7	-	-	-	17	58.8	27	55.6	17	64.7	5	-	7	-	-	-
Not Gifted	53	13.2	62	40.3	43	58.1	62	37.1	37	43.2	30.0	6.1	56	10.7	63	25.4	43	51.2	63	44.4	42	47.6	36.9	3.2
With Disabilities	7	-	0	16.0	7	-	30	3.3	7	-	-	-	7	-	10	10.0	7	-	16	25.0	7	-	-	-
WO Disabilities	63	25.4	79	51.9	53	66.0	51	49.0	37	54.1	28.7	5.1	66	24.2	80	37.5	53	60.4	52	51.9	42	61.9	37.7	10.0
Homeless	15	6.7	22	36.4	14	28.6	14	14.3	12	25.0	18.3	10.7	16	18.8	23	30.4	14	28.6	14	14.3	15	26.7	7.9	12.4
Foster	1	-	0	50.0	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	10	40.0	4	64.3	2	-	3	-	3	-	-	-	10	30.0	4	-	2	-	3	-	3	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

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2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Walker
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	97	52.6	65	38.5	94	45.7	62	50.0	67	40.3	-12.3	-9.7	98	29.6	67	17.9	97	35.1	63	41.3	75	25.3	-4.3	-16.0
Female	44	54.5	33	39.4	46	54.3	31	54.8	31	58.1	3.6	3.3	45	40.0	33	15.2	48	35.4	31	38.7	34	32.4	-7.6	-6.3
Male	53	50.9	32	37.5	48	37.5	31	45.2	36	25.0	-25.9	-20.2	53	20.8	34	20.6	49	34.7	32	43.8	41	19.5	-1.3	-24.3
African American	7	-	1	61.1	5	-	4	-	2	-	-	-	7	-	1	-	5	-	4	-	2	-	-	-
Asian**	1	-	2	100.0	4	-	2	-	5	-	-	-	3	-	2	-	5	-	2	-	5	-	-	-
Filipino	23	60.9	14	50.0	24	58.3	11	63.6	14	50.0	-10.9	-13.6	24	25.0	14	14.3	25	60.0	11	45.5	14	42.9	17.9	-2.6
Hispanic	38	34.2	24	12.5	35	31.4	27	37.0	39	30.8	-3.4	-6.2	38	18.4	26	3.8	36	13.9	28	25.0	46	15.2	-3.2	-9.8
Indochinese**	9	-	7	60.0	10	70.0	9	-	-	-	-	-	9	-	7	-	10	40.0	9	-	-	-	-	-
Native American	0	-	1	64.7	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	47.6	1	-	2	-	1	-	-	-	1	-	0	-	1	-	2	-	1	-	-	-
White	3	-	5	45.5	3	-	1	-	2	-	-	-	3	-	5	-	3	-	1	-	2	-	-	-
Multiracial	15	80.0	11	45.5	12	41.7	6	-	4	-	-	-	13	38.5	11	18.2	12	33.3	6	-	5	-	-	-
English Learner	13	0.0	10	0.0	10	0.0	8	-	18	5.6	5.6	-	16	6.3	12	0.0	13	7.7	9	-	26	3.8	-2.5	-
English-Speaking	84	60.7	55	45.5	84	51.2	54	57.4	49	53.1	-7.6	-4.3	82	34.1	55	21.8	84	39.3	54	46.3	49	36.7	2.6	-9.6
Reclassified†	37	59.5	10	60.0	48	45.8	31	54.8	25	44.0	-15.5	-10.8	36	36.1	10	40.0	48	29.2	31	45.2	25	28.0	-8.1	-17.2
Initially Eng. Speaking	47	61.7	45	42.2	36	58.3	23	60.9	24	62.5	0.8	1.6	46	32.6	45	17.8	36	52.8	23	47.8	24	45.8	13.2	-2.0
Econ. Disadv.*	70	47.1	48	31.3	75	41.3	48	45.8	54	38.9	-8.2	-6.9	72	25.0	50	12.0	77	27.3	49	34.7	62	22.6	-2.4	-12.1
Non-Econ. Disadv.	27	66.7	17	58.8	19	63.2	14	64.3	13	46.2	-20.5	-18.1	26	42.3	17	35.3	20	65.0	14	64.3	13	38.5	-3.8	-25.8
Gifted	36	75.0	20	70.0	27	74.1	13	69.2	7	-	-	-	35	42.9	20	55.0	27	63.0	13	46.2	7	-	-	-
Not Gifted	61	39.3	45	24.4	67	34.3	49	44.9	60	36.7	-2.6	-8.2	63	22.2	47	2.1	70	24.3	50	40.0	68	20.6	-1.6	-19.4
With Disabilities	12	8.3	0	16.0	13	7.7	30	3.3	35	8.6	0.3	5.3	12	8.3	6	-	13	15.4	10	10.0	35	14.3	6.0	4.3
WO Disabilities	85	58.8	59	42.4	81	51.9	52	59.6	52	51.9	-6.9	-7.7	86	32.6	61	19.7	84	38.1	53	47.2	60	31.7	-0.9	-15.5
Homeless	20	50.0	11	9.1	24	33.3	13	38.5	19	15.8	-34.2	-22.7	24	29.2	13	7.7	25	20.0	13	30.8	26	7.7	-21.5	-23.1
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	8	-	7	64.3	4	-	3	-	2	-	-	-	7	-	7	-	0	-	0	-	0	-	-	-

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 † All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.
 ** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

**2019-20 SPSA EVALUATION OF LCFF AND TITLE I
FUNDED ACTIONS AND ACTIVITIES**

Walker Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: WALKER ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Culture of Caring Adults

*Strategy/Activity - Description

This intervention support is for the primary benefit of Walker's unduplicated students which make up 83% of our student body. Historically these student groups struggle with achievement in core content areas and are more likely to be absent from school while relying on their school for resources not otherwise available to them.

Strategies to Improve Culture of Caring Adults

- Year-long focus on "Loving and growing our kids"
- 1:1 conferencing during independent reading
- Funding a counselor, to have present 5 days a week
- Increase screened/ approved volunteers serving on campus during and after the school day
- Increase OTBS hourly (attendance clerk) for volunteer screening and coordinating

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - Cutler, Amanda	0.35000	\$41,807.65	09800-1210	Counselor to lead Attendance Team in identifying, and offering support to students and families chronically absent.	78.7% of students grades 3-5 report having a caring adult on campus.	1.0 allocation from district is not enough. Counseling department	Likely to reduce.

Walker Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						discouraging sharing of roles at site outside of SEL support.	
ESL Asst - Revoredo, Amarilis	0.12500	\$8,166.56	09800-2101	EL Assistant is a critical member of team that reaches out to families chronically absent, especially ELLs.	Parents (ELAC leaders) indicated this as a top funding priority.	Only the second bilingual person, on a campus with high % of Spanish speakers.	Continue

Note/Reminders (optional):

Student Monitoring - Attendance

***Strategy/Activity - Description**

This intervention support is for the primary benefit of Walker's 83% Unduplicated student population. This group of students historically struggles with attendance issues so we have developed the following Attendance Strategies:

- Attendance committee- tracking, monitoring, communication
- Attendance incentives- students monthly
- Attendance messaging-parents
- Patterns and trends analysis to identify needs
- Public attendance goal tracking
- Increase OTBS hourly (attendance clerk) for additional attendance tracking

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Clerical OTBS Hrly		\$5,000.10	09800-2451	Clerical hourly used to organize parent volunteers; additionally to	New tracking system in place;	Requires Team Effort.	Continue

Walker Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				analyze attendance data, identify trends and target families for positive intervention.	Core Academy Launched	Teaching with parents is needed. Attendance rates persist at high levels.	
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Note/Reminders (optional):

Walker Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Goal 2 - English Language Arts

Strategy/Activity 1

*Strategy/Activity - Description

This strategy includes classroom support, professional development, and intervention support for the primary benefit of our unduplicated students while all students will benefit. We have chosen to support LCFF funding with Title I funding as well when needed.

Our strategy for improving outcomes in English Language Arts includes:

1. Improve Tier 1 instruction
2. Prioritize, fund, and protect time for professional learning communities (PLCs)
3. Provide targeted support for students

Improving Tier 1 instruction includes, but is not limited to:

- Instructional coaching by principal in ELA
- Implementation of Benchmark Curriculum
- Use of instructional supplies to support student access and understanding.

Prioritize, fund, and protect time for professional learning communities (PLCs) requires:

- Strategic master calendaring to allow for common release times.
- Utilization of the counselor for teaching rotation (*Second Steps* and Restorative Circles).
- Additional hourly time for the Librarian to serve as a rotation for our PLC.

Targeted support for that helps students make gains in English Language Arts includes:

- After school tutoring and reteaching (hourly).
- EL Assistant support the connection of families to English speaking teachers.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly		\$4,691.67	09800-1157	Teacher Hourly funds after school tutoring and re-teaching for	Students are attending AIJ and tutoring at high levels.	Limited by grade and capacity	Continue to fund

Walker Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				students to realize improved outcomes in ELA.	Parents feel supported		
Other Support Prsnl PARAS Hrly		\$4,643.06	09800-2281	Hourly used to facilitate professional learning communities that plan, analyze student work, and improve teaching practices.	Facilitated two more after school tutoring programs		Continue to fund
Supplies		\$6,083.00	09800-4301	Instructional supplies provide materials necessary for students to achieve high levels of learning.	Charts provide visual support for students. Books engage reluctant readers at increased levels		Continue to fund
ESL Asst - Revoredo, Amarilis	--	--	09800-2101	EL Assistant helps connect students, families, and teachers around learning goals.	Teachers and parents are connected around academic improvement at increased levels 87% at fall parent teacher conferences		Continue to fund
School Counselor - Cutler, Amanda	--	--	09800-1210	Counselor works to create a safe, collaborative, and inclusive learning environment where high levels	Allows for teachers to meet in PLC teams, while delivering SEL lessons		May not be able to fund

Walker Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				of learning can be reached .			
Note/Reminders (optional):							

Walker Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Goal 3 - Mathematics

Strategy/Activity 1

*Strategy/Activity - Description

This strategy includes classroom support, professional development, and intervention support for the primary benefit of our unduplicated students while all students will benefit. We have chosen to support LCFF funding with Title I funding as well when needed.

- Implementation of designated and integrated ELD daily.
- Instructional Leadership team to analyze data and champion best practices in Tier 1 instruction
- Instructional feedback and coaching
- International Center (limited pull-out) and majority push-in support
- PLCs-focused on student learning
- Implementation and growth of *Number Talks* at grade 2 and 3

To continue to support student progress in Math, professional development will focus on studying and gaining an in-depth understanding of common core

standards. Teachers will participate in bi-weekly PLCs while students have opportunities to engage in social emotional, math, and literacy (library) learning;

strengthening tier one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists; and monitoring student progress together as a grade level team on a bi-weekly basis.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$1,841.28	09800-1192	Provides critical PD for teachers to master Number Talks, in the context of Student Centered Coaching Cycles.	PLCs for Number Talks (grades 2 &3) Teachers beginning to		Fund again

Walker Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					analyze student work and achievement data in teams.		
School Counselor - Cutler, Amanda	--	--	09800-1210	Works to create a safe, collaborative and inclusive culture where students can reach high levels of learning in Mathematics.	Provides SEL instruction while teachers meet in PLCS		Fund again
ESL Asst - Revoredo, Amarilis	--	--	09800-2101	Helps connect students, families and teachers so that each and every student experiences success in Mathematics.	Parents are connected to teachers around mathematics at increased levels.		Fund again

Note/Reminders (optional):

Walker Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Goal 4- English Learners

Focus on dELD

*Strategy/Activity - Description

This strategy includes classroom support and intervention support for the primary benefit of our unduplicated students while all students will benefit. We have chosen to support LCFF funding with Title I funding as well when needed.

- Identification of daily dELD in classroom schedules (see attached)
- Professional Development focused on best practices of dELD
- Purchase and usage of dELD resources from Benchmark curriculum
- Classroom walkthroughs, monitoring, and coaching by instructional leader
- Professional Learning Communities focused on seeing all students make progress.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
ESL Asst - Revoredo, Amarilis	--	--	09800-2101	Works to connect parents, students and families so that all students experience success.	89% parent teacher conference. 43% past Family Friday ELAC leadership committee established.	ELL achievement data remains low	Support critical

Note/Reminders (optional):

Walker Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Goal 6 - Family Engagement

Strategy/Activity 1

*Strategy/Activity - Description

To increase the belief that school encourages partnership in educating child:

- Communicate the need for parent volunteers
- Teach High Impact Home Strategies at Family Fridays
- Host a variety of family-friendly events, including BBQs, Walker Awards, Spirit Assemblies, and Volunteer Appreciation events
- Highlight regular volunteers in weekly parent communication/ website stories

To increase the perception that parents feel welcome to participate at this school:

- Communicate the need for parent volunteers
- Teach High Impact Home Strategies at Family Fridays
- Host a variety of family-friendly events, including BBQs, Walker Awards, Spirit Assemblies, and Volunteer Appreciation events
- Highlight regular volunteers in weekly parent communication/ website stories

To increase parent report of going to regularly scheduled parent-teacher conferences:

- Provide translation for all families who request
- Communicate value of meeting through multiple communication modes
- Emphasize the value of participation at ELAC, SGT, SSC and PTO meetings
- Facilitate early scheduling to accommodate working parents

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
ESL Asst - Revoredo, Amarilis	--	--	09800-2101	Works to connect families with classroom learning.	89% parent teacher conference. 43% past Family Friday	Position is strategic	Fund again

Walker Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					ELAC leadership committee established.		
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Note/Reminders (optional):

What are my leadership strategies in service of the goals?



Walker Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES
 SCHOOL NAME: **WALKER ELEMENTARY**

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820
SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Culture of Caring Adults

***Strategy/Activity - Description**

This intervention support is for the primary benefit of Walker's unduplicated students which make up 83% of our student body. Historically these student groups struggle with achievement in core content areas and are more likely to be absent from school while relying on their school for resources not otherwise available to them.

Strategies to Improve Culture of Caring Adults

- Year-long focus on "Loving and growing our kids"
- 1:1 conferencing during independent reading
- Funding a counselor, to have present 5 days a week
- Increase screened/ approved volunteers serving on campus during and after the school day
- Increase OTBS hourly (attendance clerk) for volunteer screening and coordinating

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - Cutler, Amanda	--	--	30100-1210	Counselor to lead Attendance Team in identifying, and offering support to students and families	121 curriculum lessons; 27 parent meetings, 44 individual counseling sessions, 144 families provided	Counselor Department has asked counselor roles to be specific to SEL support of	Reduction of days.

Walker Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

chronically absent. assistance through comm. students and families. This limits how we are able to think about the position.
Partners, 3 small groups. So students get skills to fit with Mission and Vision. District only funds .3
Small groups with students = targeted We may have to reduce.
Range of needs (social emotional) helpful to have a responsive role in attending to issues (in the moment). Current Counselor is on a LVR contract.

ESL Asst - Revoredo, Amarilis	--	--	30100-2101	EL Assistant is a critical member of team that reaches out to families chronically absent, especially ELLs.	100% compliance! Leading ELAC Major role in keeping us current levels of testing. Designated position may show the need (to district).	Current employee still gaining competency with online based testing.	Continue to fund.
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Note/Reminders (optional):



Walker Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Goal 2 - English Language Arts

Strategy/Activity 1

*Strategy/Activity - Description

This strategy includes classroom support, professional development, and intervention support for the primary benefit of our unduplicated students while all students will benefit. We have chosen to support LCFF funding with Title I funding as well when needed.

Our strategy for improving outcomes in English Language Arts includes:

1. Improve Tier 1 instruction
2. Prioritize, fund, and protect time for professional learning communities (PLCs)
3. Provide targeted support for students

Improving Tier 1 instruction includes, but is not limited to:

- Instructional coaching by principal in ELA
- Implementation of Benchmark Curriculum
- Use of instructional supplies to support student access and understanding.

Prioritize, fund, and protect time for professional learning communities (PLCs) requires:

- Strategic master calendaring to allow for common release times.
- Utilization of the counselor for teaching rotation (*Second Steps* and Restorative Circles).
- Additional hourly time for the Librarian to serve as a rotation for our PLC.

Targeted support for that helps students make gains in English Language Arts includes:

- After school tutoring and reteaching (hourly).
- EL Assistant support the connection of families to English speaking teachers.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
ESL Asst - Revoredo, Amarilis	0.50000	\$32,666.27	30100-2101	EL Assistant helps connect students, families, and	100% compliance! Leading ELAC Major role in keeping us	We are working to identify rate of growth for ELLs during the year	Fully fund. (required too- HR protocol)

Walker Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				teachers around learning goals.	current levels of testing. Designated position may show the need (to district).	(instead of waiting on the ELPAC results)	
School Counselor - Cutler, Amanda	0.45000	\$53,752.70	30100-1210	Counselor works to create a safe, collaborative, and inclusive learning environment where high levels of learning can be reached .	Same as above.	Same as above.	Same as above.
Prof&Curriclm Dev Vist Tchr		\$8,166.80	30100-1192	support for teacher PLC days	Increased collaboration at grade levels; Products: common assessments identified. It provides time that staff would not have or (necessarily) take. Plan, common assessments. Information about students is current---can revise our		Next step is take data and use/ analyze it, to inform. To help plan interventions.

Walker Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				teaching to support student success.		
Textbooks and Core Curr Mtls	\$3,476.00	30100-4100	Used to deliver a guaranteed viable curriculum	<p>We are using a common rigorous, supportive curriculum!</p> <p>District is behind us.</p> <p>Like the program, has resources, shared reading, guided reading, word study.</p> <p>Inclusive program for everyone.</p> <p>dELD meets all language levels.</p> <p>Kids are engaged.</p> <p>When I meet with parents, it provides a common language.</p> <p>Computer resources.</p>	<p>Challenges include becoming familiar with the new resource.</p> <p>Guided reading resources need wider usage in the balanced literacy block.</p>	Purchase the consumables to continue commitment



Walker Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Textbooks and
Core Curr Mtls

\$62,300.00

30106-4100

Used to deliver a
guaranteed viable
curriculum.

Same as above.

Same as above.

Same as above.

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

*Strategy/Activity - Description

This strategy includes classroom support, professional development, and intervention support for the primary benefit of our unduplicated students while all students will benefit. We have chosen to support LCFF funding with Title I funding as well when needed.

- Implementation of designated and integrated ELD daily.
- Instructional Leadership team to analyze data and champion best practices in Tier 1 instruction
- Instructional feedback and coaching
- International Center (limited pull-out) and majority push-in support
- PLCs-focused on student learning
- Implementation and growth of *Number Talks* at grade 2 and 3

To continue to support student progress in Math, professional development will focus on studying and gaining an in-depth understanding of common core

standards. Teachers will participate in bi-weekly PLCs while students have opportunities to engage in social emotional, math, and literacy (library) learning;

strengthening tier one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists; and monitoring student progress together as a grade level team on a bi-weekly basis.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$3,999.00	30100-4301	Used to purchase critical instructional materials that enable all students to experience	Prep is required and helping teachers. Will be spent. Ordered and allocated.	Used to support Science <u>and</u> Math, rather than math.	Needed to maintain (\$2000).

Walker Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

School Counselor - Cutler, Amanda	--	--	30100-1210	success in Mathematics. Works to create a safe, collaborative and inclusive culture where students can reach high levels of learning in Mathematics.	Same as above.	Same as above.	Same as above.
ESL Asst - Revoredo, Amarilis	--	--	30100-2101	Helps connect students, families and teachers so that each and every student experiences success in Mathematics.	Same as above.	Same as above.	Same as above.

Note/Reminders (optional):

Goal 4- English Learners

Focus on dELD

***Strategy/Activity - Description**

This strategy includes classroom support and intervention support for the primary benefit of our unduplicated students while all students will benefit. We have chosen to support LCFF funding with Title I funding as well when needed.

- Identification of daily dELD in classroom schedules (see attached)
- Professional Development focused on best practices of dELD
- Purchase and usage of dELD resources from Benchmark curriculum
- Classroom walkthroughs, monitoring, and coaching by instructional leader
- Professional Learning Communities focused on seeing all students make progress.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Clerical OTBS Hrly		\$795.20	30103-2451	Used to connect parents to the classroom, and high impact home strategies.	2 additional sessions (3 total) added, 45 volunteers, 66 students offered (15 reg). Walker Buddies, focusing on reading, pronunciation	Hours are only as available to the employee	Continue to fund.



Walker Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

ESL Asst - Revoredo, Amarilis	--	--	30100-2101	Works to connect parents, students and families so that all students experience success.	Same as above.	Same as above.	Same as above.
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Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

To increase the belief that school encourages partnership in educating child:

- Communicate the need for parent volunteers
- Teach High Impact Home Strategies at Family Fridays
- Host a variety of family-friendly events, including BBQs, Walker Awards, Spirit Assemblies, and Volunteer Appreciation events
- Highlight regular volunteers in weekly parent communication/ website stories

To increase the perception that parents feel welcome to participate at this school:

- Communicate the need for parent volunteers
- Teach High Impact Home Strategies at Family Fridays
- Host a variety of family-friendly events, including BBQs, Walker Awards, Spirit Assemblies, and Volunteer Appreciation events
- Highlight regular volunteers in weekly parent communication/ website stories

To increase parent report of going to regularly scheduled parent-teacher conferences:

- Provide translation for all families who request
- Communicate value of meeting through multiple communication modes
- Emphasize the value of participation at ELAC, SGT, SSC and PTO meetings
- Facilitate early scheduling to accommodate working parents

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Tech Professional OTBS Hrly		\$500.92	30103-2455	[no data]	See description above	See description above	See description above
Inservice supplies		\$482.00	30103-4304	[no data]	Increased participation in Family Fridays (43% of third	Translation is difficult to reserve during parent	Still very valuable.

Walker Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					grade parents in January); 87% of families participated in parent teacher conferences! 75 conferences were translated	teacher conference week.	
Interprogram Svcs/Duplicating		\$300.00	30103-5721	[no data]		Not yet used	Move towards "Inservice Supplies"
ESL Asst - Revoredo, Amarilis	--	--	30100-2101	Works to connect families with classroom learning.	Same as above.	Same as above.	Same as above.
Clerical OTBS Hrly	--	--	30103-2451	Works to recruit parent involvement; volunteers, classroom visits, increase attendance.	Same as above.	Same as above.	Same as above.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?