

# 2021-2022 Single Plan for Student Achievement (SPSA)

SPSA Year:

X2021-22

School Name and School Code	Dorothy Grant Innovations Academy 36 67710 0102517		SSC Approval Date: May 12, 2021; Revised 10/11/21
School Address	7069 Isabel Lane, Fontana, CA 92336		Local Governing Board Approval Date: Initial 6/2/2021; Revised pending approval on 10/20/21
			Addendum
Name of Principal	Ms. Nikia N. Owens	Phone # and Email	(909) 357-5540, owennn@fusd.net
Name of SSC Chairperson	Megan M. Gasper	Phone # and Email	(909) 559-4760, megangasper1993@gmail.com}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

## Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1: Students will demonstrate improved academic growth and achievement through access to high quality educators, academic programs, and instructional resources that increase engagement and unlock potential.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (ALL): Average Distance from Standard (DFS)	22.0	>= 25.0
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-6.9	>= 3.1
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.91 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.58	>= 0
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.43 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

<b>Identified Need(s):</b>	<p>Based on CAASPP results, students need to continue to improve reading, language and mathematics skills.</p> <p>Based on teacher feedback, teachers need Professional Development on designing CFA's, using response frames in instruction, Wonders/English Language Development curriculum.</p> <p>Based on teacher feed back, teachers need additional time to analyze data and design Common Core aligned instruction and CFA's.</p> <p>Based on student, teacher, and parent feedback, students need access to 21st Century and Common Core aligned enrichment.</p>
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
Revised: 1.A: Provide additional opportunities for Professional Learning Communities (PLC) to analyze data and design instruction and CFA's and Professional Development in	<ul style="list-style-type: none"> <li>Classroom visit data</li> </ul>	All Students (K-5)	Administration Teachers District TOA	\$15,000	\$26,217.00

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<p>technology and Instruction.</p> <ul style="list-style-type: none"> <li>• Conference, fees and travel</li> <li>• Subs</li> <li>• Certificated Hourly</li> <li>• Supplemental instructional materials (including printing)</li> <li>• PD materials</li> <li>• Consultant fees &amp; related materials</li> </ul>	<ul style="list-style-type: none"> <li>• Agenda/Feedback forms</li> </ul>				
<p>Updated: 1.B: Provide Differentiated Instruction and tutoring opportunities to increase student proficiency in English Language Arts and Math.</p> <ul style="list-style-type: none"> <li>• Assessments and Digital Resources</li> <li>• Instructional Software</li> <li>• Additional Hourly (Certificated/Classified)</li> <li>• Instructional Materials</li> <li>• Literacy Coordinator (Additional Hourly)</li> <li>• Hover Cams</li> <li>• Projectors and Lamps</li> <li>• TV Monitors</li> <li>• School and Classroom Libraries (Books)</li> </ul>	<ul style="list-style-type: none"> <li>• Fall, Winter and Spring MAP Growth Data</li> <li>• Pre/Post Assessment</li> <li>• Software usage/performance reports</li> </ul>	<p>All Students At promise students</p>	<p>Administration Librarian Teachers/Tutoring staff</p>	\$32,874	\$20,557
<p>1.C: Enhance coordination of intervention services for underperforming students in ELA and Math..</p> <ul style="list-style-type: none"> <li>• SIT Coordinator (Additional Hourly)</li> </ul>	<ul style="list-style-type: none"> <li>• # of SIT meetings held</li> </ul>	<p>Underperforming students</p>	<p>Administration SIT Intervention Coordinator</p>	\$1,220.00	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<p>Updated: 1.D. Provide Enrichment Learning opportunities to increase student achievement.</p> <ul style="list-style-type: none"> <li>• Instructional Materials &amp; Organizational Supplies</li> <li>• Supplemental printing</li> <li>• Consultant fees &amp; related materials</li> <li>• Teacher Hourly</li> <li>• Classified Hourly</li> </ul>	<ul style="list-style-type: none"> <li>• Participant Feedback</li> <li>• Student Work samples</li> </ul>	Targeted K-5 students	Administration Teachers Bilingual aide	\$18,361.00	
<p>1.E. Enhance parent engagement by providing workshops that familiarize them with strategies to support their child/children's academic progress.</p> <ul style="list-style-type: none"> <li>• Additional hourly (Classified/Certificated)</li> <li>• Consultant related materials</li> <li>• Home School Communication Subscription (Newsletter or link)</li> <li>• Certificates and Student Incentive</li> </ul>	<ul style="list-style-type: none"> <li>• Parent surveys</li> <li>• Attendance rosters</li> </ul>	All students	Staff providing the workshops Community Aide Administration	\$4,000	\$1,000
<p>1.F. Provide a Summer Academic Institute (In-person or Teams) to extend enrichment and intervention opportunities to increase student academic achievement in ELA and/or Math.</p> <ul style="list-style-type: none"> <li>• Teacher Hourly (Certificated/Classified)</li> </ul>	<ul style="list-style-type: none"> <li>• Pre/Post Assessment</li> </ul>	15 students (grades 2, 3, and 4)	Grades 2-4 Teachers Administration	\$6,980	
<b>Total Estimated Cost for This Goal:</b>				78,435	47,774

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LEA/School GOAL 1a Academic Needs of ELs: English Learners will demonstrate improved academic growth and achievement in language arts and mathematics through the use of frequent and intentional checks for understanding.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	22.5	>= 25.5
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-3.6	>= 6.4
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.23 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.89	>= 0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-2.06 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

<b>Identified Need(s):</b>	<p>Based on ELPAC and CAASPP data, EL's need to improve their Comprehension of foundational skills in English Language Arts and Mathematics.</p> <p>Based on staff input, Certificated and Classified Instructional staff need targeted professional development on ELD standards and how they work with content standards.</p>
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1aA: Provide small group tutoring to develop students' reading skills through the use of frequent and intentional checks for understanding.	Pre & Post Assessments	Reclassified ELs performing below grade level based on teacher recommendation and MAP RIT score	Classified and certificated staff providing the tutoring Administration	\$4,500	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> <li>Supplemental printing and instructional materials for EL tutoring program</li> <li>Certificated and classified hourly</li> </ul>		below 30% percentile.			
<p>1aB: Provide professional development on strategies to improve students' skills in ELA and Mathematics through integrated ELD instruction.</p> <ul style="list-style-type: none"> <li>Supplemental printing and instructional materials</li> <li>PD Materials</li> <li>Certificated/Classified hourly</li> </ul>	Teacher Surveys Classroom Visit data	English Learners	EL Teacher on Assignment K-5 teachers Administration	\$1,500	
<b>Total Estimated Cost for This Goal:</b>				6,000	

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LEA/School GOAL 1b Language Needs of ELs: English Learners will demonstrate English language proficiency growth in their receptive language by developing their reading skills through a focus on academic vocabulary.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	53.7%	>= 56.7%

<b>Identified Need(s):</b>	Based on CAASPP and ELPI data, English Learners need to improve in receptive language and reading skills.
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1bA: Provide small group differentiated instruction to build language through a focus on academic vocabulary: <ul style="list-style-type: none"> <li>Computer software and related supplies</li> <li>Certificated/Classified Hourly</li> </ul>	Classroom visits during small group instruction (conducted by administration)	English Language Learners who decreased one ELPI level	Bilingual Aides K-5 Teachers Administration	\$1,500	
1bB: Provide professional development on strategies that improve receptive language during designated English Language Development (ELD) instructions: <ul style="list-style-type: none"> <li>Supplemental printing and instructional materials</li> <li>Certificated/Classified Hourly</li> </ul>	Teacher surveys Principal visits during designated ELD	English Language Learners	K-5 Teachers EL Teacher on Assignment (TOA) Administration	\$4,000	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1bC: Provide English Language Learners with opportunities to build vocabulary, literacy and early literacy skills. <ul style="list-style-type: none"> <li>• Leveled Books in multiple languages</li> </ul>	Library circulation data reports	English Language Learners	K-5 Teachers Librarian Administration	\$1,500	
<b>Total Estimated Cost for This Goal:</b>				7,000	



**LEA/School GOAL 2: Students will demonstrate grade level literacy skills by the end of 3rd grade.**

School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA: % of 3rd Grade Students Scoring Standard Met or Exceeded	55.4%	>= 58.4%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	8.6	>= 16.6
MAP Growth Reading: Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: Invalid for Fall 2020 Fall 2nd to Fall 3rd: -1.40 Fall 3rd to Fall 4th: -0.87	>= 0 for each grade level
Fall 2021 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	21-22 3rd Gr. Cohort: 29% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 45% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 35% 24-25 3rd Gr. Cohort (21-22 Kinder): 13%	21-22 3rd Gr. Cohort(22-23 4th Gr.): 19% 22-23 3rd Gr. Cohort (22-23 3rd Gr.): 35% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 25% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 3%

<b>Identified Need(s):</b>	<p>Based on MAP data, students in grades K-3 need to improve their literacy skills.</p> <p>Based on STAR Diagnostic Testing data, students in grades K-3 need to increase the time they spend on independent reading.</p> <p>Based on parent committee feedback, parents need increased opportunities to learn strategies to support their children's development in early literacy.</p>
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<p>2A: Cultivate a schoolwide culture that practices independent reading by increasing access to a variety of literature (fiction and non fiction).</p> <ul style="list-style-type: none"> <li>Hard copy and Digital books and magazines</li> </ul>	<ul style="list-style-type: none"> <li>Software usage/Performance data</li> </ul>	Grades K-3	Librarian Administration	\$11,000	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
2B: Empower parents through parent workshops that focus on read aloud strategies to support early literacy development at home. <ul style="list-style-type: none"> <li>• Classified/Certificated hourly</li> <li>• Consultant fees &amp; related materials</li> <li>• Supplemental instructional materials</li> </ul>	<ul style="list-style-type: none"> <li>• # of workshops held</li> <li>• Sign-in sheets</li> <li>• Parent feedback forms</li> </ul>	Grades K-3	Administration	\$4,000	
<b>Total Estimated Cost for This Goal:</b>				15,000	

**Programs Included in this Plan**

<b>Federal Programs</b>		<b>Allocation</b>
X	<b>Title I, Part A: Allocation</b> Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	\$74,486
X	<b>Title I, Part A: Carryover</b>	\$31,949
X	<b>Title I, Part A: Parent and Family Engagement</b> Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$1,821
X	<b>Supplemental Concentration (SUPC) Allocation</b> Purpose: To increase and/or improve services for English Learners, Foster Youth, and pupils meeting income requirements to receive a free or reduced-price meal (FRPM)	\$23,857
X	<b>SUPC Carryover</b>	\$23,917
<b>Total amount of state and federal funds allocated to this school</b>		154,209
<b>Total amount of state funds spent (SUPC)</b>		47,774
<b>Total amount of federal funds spent (Title I)</b>		106,435
<b>Total amount of state and federal funds spent</b>		154,209
<b>Balance</b>		0