

2017-2020 Single Plan for Student Achievement (SPSA)			SPSA Year:
School Name and School Code		Dorothy Grant Elementary School 36 67710 0102517	<input type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19 <input checked="" type="checkbox"/> 2019-20
School Address		7069 Isabel Ln. Fontana 92336-5060	SSC Approval Date: Tuesday, October 15, 2019 Local Governing Board Approval Date: <input checked="" type="checkbox"/> Original <input type="checkbox"/> Addendum
Name of Principal	Ms. Nikia N. Owens	Phone # and Email	(909) 357-5540 owennn@fUSD.net
Name of SSC Chairperson	Mrs. Megan M. Gasper	Phone # and Email	(909) 559-4760 Megangasper1993@gmail.com
SCHOOLWIDE PROGRAM (SWP)		TARGETED ASSISTANCE PROGRAM (TAS)	SCHOOL IMPROVEMENT
<input checked="" type="checkbox"/> SWP		<input type="checkbox"/> Targeted Assistance Program (TAS)	<input type="checkbox"/> Comprehensive Support and Improvement (CSI)
<input type="checkbox"/> SWP Consolidates Applicable Federal Funds			<input type="checkbox"/> Targeted Support and Improvement (TSI) <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)

SCHOOL BACKGROUND

VISION AND MISSION	<p>The mission of Dorothy Grant Innovations Academy is to provide each student a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning. The Dorothy Grant team joins the parents and community to assist the students in developing skills to become confident, independent and self-sufficient adults who will succeed and contribute responsibly in a global community.</p>
SCHOOL AND COMMUNITY PROFILE	<p>Dorothy Grant Innovations Academy opened its doors in 2004. Dorothy Grant Innovations Academy is located in a rapidly growing area of north Fontana. For the past fifteen years, we have carried on the tradition that <i>all</i> students at Dorothy Grant Innovations Academy <i>will</i> learn. At this time, we serve approximately 654 students in grades K-5, plus 46 pre-school students. Our school also has three Special Education Special Day classes. We also have a Resource Specialist Provider (RSP) teacher who provides services to students. The demographic makeup of the student population is approximately 71% Hispanic, 10% African American, 9% White and 10% other. Sixty-seven (67%) percent of the students are eligible to receive a free or reduced lunch. Nineteen (19%) percent of the students are English Language Learners.</p>
SPSA HIGHLIGHTS (bullet points)	<p>At Dorothy Grant Innovations Academy, the following highlights occurred:</p> <ul style="list-style-type: none"> • Students showed a 2% percent decrease in students meeting/exceeding standard on Smarter Balance assessment (SBA) English Language Assessment (ELA) (63% to 61%) • Students showed a 1% percent increase in students meeting/exceeding standard on SBA Math. (47% to 48%) • Forty-two (42) students were Accelerated Reader (AR) million-word readers, 13 of the 42 were multimillionaires and we had a total of 175,631,964 words read school-wide • 100% of students participate in Code to the Future (Grades K-5) • 100% of grades K-5 teachers are trained in Code to the Future Curriculum • 100% of grades K-5 teachers receive Professional Development • Dorothy Grant Innovations Academy maintains its commitment as a Computer Science Immersion School by implementing Code to the Future for the 2019-20 school year with 100% inclusion K-5. • Although we failed to meet our targeted reclassification rate for our English Language (EL) students, we were able to reclassify 5.4% of our ELs. • Walkthrough data revealed that our teachers are creating & maintaining rigorous Depth of Knowledge (DOK) strategic thinking levels during daily instruction. • We were able to meet our College & Career Readiness goal by hosting a variety of events on and off campus. Our students were able to participate in a Youth Leader Conference at USC for ages 8 to 11, visit Star Base academy, participate in Career Day (May, 2019), present their Epic Build Showcase project to their family and community members and participate in STEAM academies (after school).
INCREASED OR IMPROVED SERVICES (bullet points)	<p>Dorothy Grant Innovations Academy will increase or improve services by:</p> <ul style="list-style-type: none"> • Recognizing students that met their growth goal in the Measure of Academic Progress (MAP) assessment • Recognizing students who come to school every day and on time through assemblies • Teachers will participate in Professional Learning Communities (PLC) • Teachers will participate in the Instructional Leadership Team (ILT) • Teachers will work closely with the neighboring school (Hemlock) to implement and analyze Common Formative Assessment data (2x's/ year)

	<ul style="list-style-type: none"> • Dorothy Grant Elementary maintains its status as a Computer Science Immersion School. Using convertible laptops (1 to 1 in grades 3-5, and 2 to 1 in grade K-2) we are currently implementing a blended learning model to differentiate instruction based on student needs as part of our Multi-Tiered Support System (MTSS) of interventions • Teachers will be given time to calibrate and share students work samples. This will ensure that they are sharing best practices.
MOONSHOT	<p>We achieved last year's (2018-2019) moonshot by becoming a Code to the Future Computer Science Immersion school.</p> <ul style="list-style-type: none"> • Our goal is to continue our commitment of being a Computer Science Immersion School with the implementation of Code to the Future. Dorothy Grant innovations Academy is now in year two (of a five-year process) with Code to the Future. The program is all inclusive; meaning that all students (special education, socio-economically disadvantaged, English Learners and Foster Youth) participate.

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 1: Increase Proficiency and Strategic Thinking		
Elementary and Middle School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
SBA ELA for Grades 3-8: Change in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	= +31.9	= +19.9 (not met)
SBA Math for Grades 3-8: Change in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	= +7.6	= -9 (not met)
NWEA MAP Reading: % of students who meet expected fall to fall growth	63.7%	58.02% (not met)
NWEA Math: % of students who meet expected fall to fall growth	67.7%	55.93% (not met)
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	26%	31%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
1A- After School Tutoring in ELA and/or Mathematics • Teacher / Bilingual Aide Additional Hourly	\$3,500		<ul style="list-style-type: none"> Student participation in cooperative groups, blended learning and small group instruction School Wide MAPs scores decreased in MAPs ELA (63.7% to 58.02%) and Math (67.7% to 55.93%) 	Modify and Continue (Increase data collection by administering a pre- and post-test at the beginning and end of each tutoring session)
1B- Software Licenses	\$10,143		<ul style="list-style-type: none"> Renaissance- Accelerated Reader Program Standardized Test for the Assessment of Reading (STAR) Reading MAP Reading, MAP Math, MAP Language Usage ELA and SBAC <p>100% of students (grades K-5) have access to Accelerated Reader. In addition, over 90% of students that test on the STAR reading test improve their previous reading score. On NWEA MAP- Reading, 58.02% of students met Fall to Fall growth targets. On NWEA MAP- Math, 55.93 of students met Fall to Fall growth targets. SBAC results showed that Grade 3 students increased from 35.0% to 37.6% in ELA and 33.8% to 36.8% in Math. SBAC results showed that Grade 4 students increased from 35.9% to 37.5% in ELA and Grade 5 students increased from 38.2% to 41.8% in ELA and increased from 18.8% to 21.9% in Math.</p>	Continue
1C- Intervention Coordinator	\$1,200		<ul style="list-style-type: none"> Intervention Coordinator closely monitored and collaborated with staff on the most intensive groups of students on campus. She oversaw the progress of and 	Continue

			Student Intervention Team (SIT) paperwork of 93 (K-5) students.	
1D- Supplemental Instructional Materials	\$9,754		<ul style="list-style-type: none"> • Ready Common Core Books • Enrichment • Library Books 	Continue
1E- Supplemental Printing	\$2,500		<ul style="list-style-type: none"> • SBAC and MAPs scores • California Assessment of Students Performance and Progress) CAASPP and MAPs scores • Small Group Lesson • PLC Agendas • Common Formative Assessment (CFAs) • Cycles of Professional Learning Continuum Ratings <p>Students receive differentiated instruction (including individual or small group), which requires additional printing from the core curriculum and Code to the Future online supplemental resources database. Teachers use their PLC time to collaborate, plan and share ideas. This requires additional printing to create the most individualized learning plans for each student. Teachers also print additional pages for students to work on areas that showed a weakness on the CFA or any other grade level assessment.</p> <p>Data- On NWEA MAP- Reading, 58.02% of students met Fall to Fall growth targets. On NWEA MAP- Math, 55.93 of students met Fall to Fall growth targets. SBAC results showed that Grade 3 students increased from 35.0% to 37.6% in ELA and 33.8% to 36.8% in Math. SBAC results showed that Grade 4 students increased from 35.9% to 37.5% in ELA and Grade 5 students increased from 38.2% to 41.8% in ELA and increased from 18.8% to 21.9% in Math.</p>	Modify and Continue
1F- Technology <ul style="list-style-type: none"> • Headphones/Projectors/Doc Cameras/Replacement Bulbs • Classroom Computers • Computer Tablets 	\$3,500	\$8,900	<ul style="list-style-type: none"> • MAPs • SBAC • Classroom Enrichment <p>100% of teachers received Code to the Future Professional Development. All students in grades 3-5 received individual students' laptops. Students in grades K-2 have a ratio of 2 to 1 laptop. Teachers in grades K-2 have requested that students have more access to computers (1 to 1). Students use the technology to navigate through all online programs, CFA's, SBAC/MAP assessments, and any additional</p>	Continue

		<p>supplemental program (Lexia, MobyMax, Compass Learning).</p> <p>Data- 100% of students (grades K-5) have access to Accelerated Reader. In addition, over 90% of students that test on the STAR reading test improve their previous reading score. On NWEA MAP- Reading, 58.02% of students met Fall to Fall growth targets. On NWEA MAP- Math, 55.93 of students met Fall to Fall growth targets. SBAC results showed that Grade 3 students increased from 35.0% to 37.6% in ELA and 33.8% to 36.8% in Math. SBAC results showed that Grade 4 students increased from 35.9% to 37.5% in ELA and Grade 5 students increased from 38.2% to 41.8% in ELA and increased from 18.8% to 21.9% in Math.</p>	
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2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 2: Promote Multilingualism and Multiculturalism		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase the percentage of EL demonstrating at least one level growth toward EL proficiency: ELPAC		Pending Anticipated CDE Update December 2019
Maintain or increase English Learner Reclassification rate	12.6%	5.4%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	= -12.6	= -24.4
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	= -47.4	= -51.6

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
2A- Technology		\$4,000	<ul style="list-style-type: none"> • Equal access to working technology for English Learners/Socio-Economically disadvantaged/Foster Youth • Increasing in reclassification rates <p>100% of our English Learners (EL's) /Socio-Economically disadvantaged/Foster Youth all have access to technology throughout the school day. We have a total of 107 EL's. We were able to reclassify 5.4% of our EL's.</p>	Continue

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Number of College & Career events that students and parents participated in: <ul style="list-style-type: none"> • 4 	4 TOTAL	4 TOTAL (met) <ul style="list-style-type: none"> • Youth Leader Conference at USC for ages 8 to 11 • Career Day (May 2019) • Fieldtrip to StarBase (?) • Epic Build Showcases (October, February, April) • STEAM Academies (Afterschool) • Harvest Festival

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
3A- Moonshot/Science, Technology, Engineering, Arts, and Mathematics (STEAM) Academies <ul style="list-style-type: none"> • Materials • Consultants • Teacher Hourly • Classified Hourly 	\$9,406	\$6,671	<ul style="list-style-type: none"> • Walkthrough Data • Final Projects 100% of students had the opportunity to participate in after-school STEAM academies. Walkthrough Data and student final projects showed that our students were able to build projects, create digital displays, present their experiments and/or creations, and verbally explain & visually share what their project was about.	Modify and Continue (Teacher survey for those interested in hosting STEAM academies)

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 4: Cultivate Effective Teachers and Leaders		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Certificated Professional Development Rating	Developing (in 3 out of 7 areas)	PROFICIENT (met)
Instructional Leadership Team Rating	Proficient (in 4 of the 7 areas)	PROFICIENT (met)

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
4A- Professional Learning Communities <ul style="list-style-type: none"> Teacher Release/ Substitutes 	\$7,280		<ul style="list-style-type: none"> MAP data SBAC data Walkthrough data <p>100% of teachers participated in planning days. 100% of the teachers are engaging in Code to the Future Learning. Minutes of each planning day and professional development were submitted to the principal to validate collaboration and attendance.</p>	Modify and Continue (Teachers will receive one-prep day in April to work with their grade level team)
4B- Travel and Conferences <ul style="list-style-type: none"> Fees and Travel (Technology integration w/instruction) Substitutes 	\$4,715	\$4,000	<ul style="list-style-type: none"> Dorothy Grant Innovations Academy teachers (11) attended the Computer User Educators (CUE) conference in Palm Springs, California, March 2019. The teachers then filled their grade level team member in on the conference details, suggestions and idea. CAASPP and MAPs scores 	Modify and Continue (Conference options will not be an option during the 2019-2020 school year. However, summer of 2020 may be an option for .)

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Expected Outcomes	2018-19 Actual Outcomes
Dropout rate		0%	0% (met)
Suspension rate:	SW	0%	0.3% (not met)
	FY (homeless)	0%	0% (met)
	Hisp	0%	0% (met)
	ELL	0%	0% (met)
	AA	0%	3.1% (not met)
	Sped	0%	0% (met)
Expulsion rate		0%	0% (met)
Attendance Rate		96.5%	96.72% (met)
Chronic Absenteeism Rate		3.63%	6.2% (not met)

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
5A- Fontana Extended Learning Program <ul style="list-style-type: none"> • Staffing • Supplies and Equipment • Consultant and Vendor Contracts • Transportation • Nutrition 			<ul style="list-style-type: none"> • After School Education & Safety Program (FELP) 	Continue

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 6: Strengthen Family and Community Engagement		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	8	10 (met)
Parent Engagement and Local Climate Survey	25% Return Rate	31%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
6A- Parent Workshops/Events <ul style="list-style-type: none"> • Teacher Hourly • Childcare • Presenters 	\$1,110 \$200		<ul style="list-style-type: none"> • Successful STEAM night and EPIC Build Showcase (3-total) 	Continue
6B- Parent Communication/Involvement <ul style="list-style-type: none"> • Home/School Monthly Newsletter • Printing • Software 	\$374 \$185		<ul style="list-style-type: none"> • Home School Connection <p>During the 2018-2019 schoolyear, it is perceived that parents were very receptive of the Home School Connection, California Healthy Kids survey, and Teacher communication (daily/monthly). In addition, 31% of parents completed the parent survey.</p>	Continue

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 7: Promote Healthy Environments		
School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase number of fifth/seventh/ninth grade students meeting Healthy Fitness Zone (HFZ) on the Physical Fitness Test	Aerobic Capacity 51.8% Body Composition 51.3% Abdominal Strength 59.5% Trunk Extension Strength 85.4% Upper Body Strength 54.5% Flexibility 71.8%	Aerobic Capacity 63.9% (Met) Body Composition 63.1% (Met) Abdominal Strength 91% (Met) Trunk Extension Strength 96.7% (Met) Upper Body Strength 50.8% (Not Met) Flexibility 80.3% (Met)

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
7A-Provide 100 Mile Club for Students <ul style="list-style-type: none"> • Cost for Software, Scanner and ID cards 			217 students paid participation fees & participated in 100-mile club (This helps our students prepare for being physically fit. Especially in fifth grade where they have to take the Physical; Fitness Test. 34.4% of our students met HFZ on the Physical Fitness Test).	

2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions drawn.

<p>Describe how the evaluation was conducted:</p>	<p>Data for all seven LEA Goals in SPSA was shared with School Site Council (SSC) on 10/14/19 and the English Learner Advisory Council (ELAC) on 10/8/19. SSC met to identify areas of need and which actions/services to continue/modify/discontinue on 10/14/19. SSC then approved the document on Tuesday, October 15, 2019 to finalize and approve changes to the 2017-2020 SPSA.</p> <p>The evaluation was conducted by surveying teachers, looking at SBA and MAP data and providing the information to SSC to discuss. Each goal, action, and expenditure were presented after each action item was presented to SSC members. The chairperson asked for discussion and the committee members were given opportunities to ask questions and provide feedback. The committee members were encouraged to ask questions or seek clarification, if needed.</p>
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<p>Describe the conclusions drawn from the overall results:</p>	<p>*Which (if any) goals were met based on overall student/school performance? Which actions/services were most effective in achieving those results?</p> <p>The overall goals that were met:</p> <p>Goal 1:</p> <ul style="list-style-type: none"> • Walkthrough data revealed that our teachers are creating & maintaining rigorous Depth of Knowledge (DOK) strategic thinking levels during daily instruction. • 100% of teachers participating in PLC, Code to the Future, sharing strategies and student work <p>Goal 2:</p> <ul style="list-style-type: none"> • Embedded ELD is in place • EL TOA coming to assist in ELD, Workshops, and In-class lessons <p>Goal 3:</p> <ul style="list-style-type: none"> • Grades K-5 participating in College & Career Day <p>Goal 4:</p> <ul style="list-style-type: none"> • 100% of teachers participating in PLC, Code to the Future professional development and sharing strategies and student work • Percentages of DOK increasing <p>Goal 5:</p> <ul style="list-style-type: none"> • We met our attendance goal. School wide attendance is being worked on daily with students being recognized weekly, semester and end of the year. • Waiting list for students to attend Fontana Extended Learning Program • Positive Behavior Supports and Restorative Practices being implemented school wide daily and when needed <p>Goal 6:</p> <ul style="list-style-type: none"> • Parent opportunities increasing (PTA, Coffee & Conversation, ELAC, DAAPAC) <p>Goal 7:</p> <ul style="list-style-type: none"> • Parent opportunities and participations are steadily increasing (PTA, Coffee & Conversation, ELAC, DAAPAC) • Positive Behavior Supports and Restorative Practices being implemented school wide daily and when needed • 100- Mile Club <p>*Which (if any) goals were not met based on overall student/school performance? Which actions/services were least effective?</p> <p>The goals and action/services that were not met and need to be modified are:</p> <p>Goal 2. We will have the EL TOA assist with Productive Partnering training, ELD small group training, and push into the classrooms and offer feedback, when requested by certificated staff members.</p> <p>We will also focus on strengthening the following areas:</p> <ul style="list-style-type: none"> • Goal 1- (SBAC and MAP) • Goal 2- (Reclassification and EL students' SBAC results) • Goal 7- We met 5 out of 6 areas. Students will work on upper body strength next year so we can meet 6 out of 6 areas.
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***In which goal areas (if any) were there notable gaps in performance between specific student groups (e.g. among low-income, EL, Hispanic, African American, SWD, and foster youth)? To what can these results be attributed?**

Notable gaps were with the suspension rates of our African American students, and SBAC data of our English Learners, White students and students with Disabilities. The suspension rates of our African Americans can be attributed to a variety of contributors (peer relationships, anger management, and being aware of self, etc).

Our teachers receive on- site professional development. The teachers have implemented Cooperative Learning Strategies, Thinking Maps, Compass Learning, Lexia, Moby Max to assist the students in increased engagement, targeted intervention, and close the achievement gap. Teachers work with small group instruction to ensure the students in grades K-5 get their core curriculum. Teachers attended math professional development to understand how to break down the questions for the students on the SBA and to ensure the students were given the right accommodations and designated tools.

***What conclusions can be drawn from this data and stakeholder input that will inform the needs that will be identified in this School Plan (for all students and specific student groups)?**

The effective actions/services that will be sustained and strengthened will be in our after-school tutoring in ELA and Math. We will also modify and continue supplemental printing. We decided to make these two slight changes as we needed to collect more data of the effectiveness of tutoring and continue and modify (increasing) our printing budget to better meet the needs of all students during instruction and Code to the Future. There are essential documents that need to be printed to differentiate instruction, challenge advanced students and make booklets or print additional essential items for Code to the Future.

- Reclassification rate increase by ensuring students get reclassified by deadline. Site will be using the EL TOA to assist in ensuring ELD runs effectively.
- ELD opportunities and embedded curriculum that enhances and enriches their reading, writing, listening, and speaking.

2017-2020 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)]

2018-19 Outcomes provided by Assessment and Accountability in the Fall SPSA Data Workbook

LEA/School GOAL 1: Increase Proficiency and Strategic Thinking		
Elementary and Middle School Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
SBAC ELA for Grades 3-8: Change in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	= +20	+30 = (2019 Site DFS + 10 points)
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards (Change in Distance from Standard or DFS)	= -9	+6 = (2019 Site DFS + 15 points)
NWEA MAP Reading: % of students who meet expected fall to fall growth	58.02%	60.02%
NWEA Math: % of students who meet expected fall to fall growth	55.93%	57.93%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	31%	39%

Identified Need(s):	<ul style="list-style-type: none"> • Students need extended learning opportunities and more Common Core aligned materials and software in order to achieve their annual academic growth target. • Teachers need additional professional development and PLC time to plan for Common Core aligned instruction.
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SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:	DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT	TIMEFRAME(s)
Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards.	Dorothy Grant Innovations Academy is committed to offering its teachers instructional assistance and support to increase school wide student achievement. With the creation of its Instructional Leadership Team, Dorothy Grant Innovations Academy has successfully	Throughout the 2019-2020 teachers will receive PLC time and ILT collaboration time.

	<p>engaged in Professional Learning Communities that has resulted in improved student performance. Based on student achievement data, a school-wide instructional focus was adopted (Visible Learning). Teachers will be offered professional development, safe practice, collaboration time, observation opportunities, and data analysis protocols to effectively implement researched-based instructional strategies that impact student achievement. Professional Learning Communities and Differentiate Instruction will also be implemented throughout each class. The Integration of Code to the Future will continue to be a priority. As this is our second year of implementation, we will focus more on aligning the program to standards. Furthermore, we will continue to offer extended day (after-school tutoring) for students to strengthen academic and English language skills.</p>	
<p>Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education</p>	<p>Professional Learning Communities</p> <ul style="list-style-type: none"> • Read 180/System 44 • Data Analysis Protocol • Lexia/Moby Max/Compass Learning • Depth of Knowledge Questioning • Frameworks (Mathematics) 	<p>Throughout the 2019-2020 school year during PLC, planning days, and professional development days.</p>
<p>Address the needs of all enrolled students, but particularly the needs of those at risk of not meeting the challenging State academic standards</p>	<p>Dorothy Grant Innovations Academy is committed to offering its teachers instructional assistance to address the needs of all children in the school but particularly the needs of students not meeting the standards. Students will receive differentiated instruction to meet their individual needs. Teachers will receive instructional coaching from TOAs and will receive additional hourly compensation to plan for differentiated instruction, specific to the needs of students not meeting standards. The following will be offered to teachers:</p> <ul style="list-style-type: none"> • Additional hourly • Coaching (TOA) 	<p>Throughout the 2019-2020 school year during PLC, planning days, and professional development days.</p>

<p>2019-20 Evidence-based Actions/Services Must address the Identified Needs</p>	<p>Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP)</p>	<p>Pupils to be served</p>	<p>Person(s) Responsible</p>	<p>2019-20 Estimated Cost</p>
				<p>Title 1</p>
<p>1.A: Professional Learning Communities</p> <ul style="list-style-type: none"> • Additional hours for planning (ILT) • Grades 1-5 PLC time 	<ul style="list-style-type: none"> • MAPS Growth Data • Teacher Surveys • Agenda/Minutes • Walkthrough Data 	<p>All Students</p>	<p>Principal Assistant Principal ILT</p>	<p>\$4,000</p>
<p>1.B: Provide Differentiate Instruction</p> <ul style="list-style-type: none"> • Implement Accelerate Reader (AR) • Next Gen Math 	<ul style="list-style-type: none"> • MAPS Growth Data • Teacher Surveys • # of words read • Walkthrough Data 	<p>All Students Grade 3-5</p>	<p>Principal Assistant Principal Librarian Teachers</p>	<p>\$15,011</p>

1.C. Provide extended learning opportunities <ul style="list-style-type: none"> • 3A- Moonshot/STEAM Academies • Materials • Supplemental printing • Consultants • Teacher Hourly • Classified Hourly 	<ul style="list-style-type: none"> • Walkthrough Data • Final Projects • Pre/Post Survey 	All Students	Principal Assistant Principal Teachers Classified Staff	\$18,983
1.D. Intervention Coordinator	# of SIT meetings held	All Students	Principal Assistant Principal Teachers	\$1,200
Total Estimated Cost for This Goal:				\$39,194

LEA/School GOAL 2: Promote Multilingualism and Multiculturalism		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase the percentage of EL demonstrating at least one level growth toward EL proficiency: ELPAC	Pending Anticipated CDE Update December 2019	
Maintain or increase English Learner Reclassification rate	5.4%	87.5 ≥12.6%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-24.4%	47.7 2019 Site EL DFS + 10 points
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-14.4%	-45.6 2019 Site EL DFS + 6 points

Identified Need(s):	<p>Consider what teachers of English Learners need to differentiate their instruction and meet the language and academic needs of English Learners.</p> <p>Consider what English Learners need to improve their language proficiency and academics.</p> <ul style="list-style-type: none"> • Teachers need training on Response Frames to assist students meet their annual growth targets. • Students need extended learning opportunities and more Common Core aligned materials and software in order to achieve their annual academic growth target. • Teachers need additional days to meet with TOAs to support Common Formative Assessments and instructional practices. • Teachers need Professional Development on Wonders/English Language Development curriculum.
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
2.A: Provide extended Learning Opportunity for Vocabulary Development <ul style="list-style-type: none"> • Additional Hourly teachers (After School EL workshops) • Supplemental materials (including printing) • Rosetta Stone 	Sign in sheets Increase in student grades in ELA each semester MAP Language Assessment (Grade 2-5)	ELL	Principal Assistant Principal Teachers	\$3,000

Total Estimated Cost for This Goal:	\$3,000
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LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase the Number of College and Career Readiness Activities	4	8

Identified Need(s):	<p>At Dorothy Grant Innovations Academy, we strive to increase Graduation and College & Career Readiness by the following:</p> <ul style="list-style-type: none"> • Students need to attend a Youth Leadership Conference Day at University of Southern California • Students (in grades 1-5) need to participate in Career Day • Students need to participate in Spirit Day and wear their favorite College T-Shirt
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as scored writing samples/projects, course enrollment, quarter/semester grades, student attitudes and perceptions about college and careers)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
Total Estimated Cost for This Goal:				

LEA/School GOAL 4: Cultivate Effective Teachers and Leaders		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Certificated Professional Development Rating	Proficient	Proficient
Instructional Leadership Team Rating	Proficient	Proficient

Identified Need(s):	<ul style="list-style-type: none"> Teachers need additional days to meet with TOAs to support Common Formative Assessments and instructional practices. Students need extended learning opportunities and more Common Core aligned materials and software in order to achieve their annual academic growth target. Teachers need additional professional development and PLC time to plan for Common Core aligned instruction and CFA's.
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as walk-throughs, PLC agendas,)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
4A Provide Access to Professional Development focused on Visible Learning <ul style="list-style-type: none"> Travel and conference related costs Subs Additional hourly Professional learning materials 	MAPS Data Teacher Surveys Agenda/Minutes Walkthrough Data	SED SWD EL Foster Homeless	Principal Assistant Principal Teachers	\$7,800
Total Estimated Cost for This Goal:				\$7,800

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Outcomes	2019-20 Expected Outcomes
Dropout rate		0.0%	0.0%
Suspension rate:	SW	0.3%	0.0%
	FY (homeless)	0.0%	0.0%
	Hisp	0.0%	0.0%
	ELL	0.0%	0.0%
	AA	3.1%	0.0%
	Sped	0.0%	0.0%
Expulsion rate		0.0%	0.0%
Attendance Rate		96.72%	97.0%
Chronic Absenteeism		6.2%	5.2%

Identified Need(s):	<p>Dorothy Grant Innovations Academy will continue to focus on decreasing suspensions and chronic absenteeism. Teachers need to identify the need to provide interventions including SART/LAMP/SARB meetings to keep students on track for success. We will continue to provide SOAR recovery days for students to make up attendance.</p> <ul style="list-style-type: none"> • Continue recognitions (monthly, semester, and annual) • Continue to work on increasing attendance to 97%
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as monthly attendance/behavior reports)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 Attendance supports and incentives are not allowable out of Title I.

	Total Estimated Cost for This Goal:
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LEA/School GOAL 6: Strengthen Family and Community Engagement		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	10	9
Parent Engagement and Local Climate Survey	31%	33%

Identified Need(s):	Dorothy Grant Innovations Academy will continue to increase opportunities for parents to participate during the school day and before/after school in school wide events, meetings and trainings/workshops. Teachers need to increase parent Knowledge of MAP, ELPAC, CAASPP and Common Core State Standards.
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as the academic achievement of students receiving Title I services, # of events, sign-in sheets, parent event feedback forms)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
6A- Parent Communication/Involvement <ul style="list-style-type: none"> • Home/School Monthly Newsletter • Parent workshops • Translation and Interpretation • Teacher hourly (Webmaster 15 hours) 	Parent Surveys Let's Talk Agenda/Sign- in sheets	SED SWD EL Foster Homeless	Principal Assistant Principal Community Aide	\$2,200
Total Estimated Cost for This Goal:				\$2,200

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Additional laptops for staff and students	All students	Up to \$20,000	Principal
Additional technology (and materials) for staff and students <ul style="list-style-type: none"> • Batteries • Extension cords • Headphones/Mice 	All students	Up to \$20,000	Principal
Printing Encumbrance	All students	Up to \$5,000	Principal
Substitute Costs (Professional Development, PLC/Collaboration, Intervention)	All students	Up to \$10,000	Principal
Books for the School Library	All students	Up to \$5,000	Principal Library Specialist Certificated staff
Traveling & Conferences (Technology Integration)	All students	Up to \$10,000	Principal
Flexible Seating (Library, Innovations Lab)	All students	Up to \$5,000	Principal Certificated staff
Student Awards	All students	Up to \$2,000	Principal
Classified Staff Additional Hourly (Child Care, Tutoring)	All students	Up to \$5,000	Principal

Programs Included in this Plan

Federal Programs		Allocation
<input checked="" type="checkbox"/>	<p>Title I, Part A: Allocation including carryover Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.</p>	\$52,194
<input checked="" type="checkbox"/>	<p>Title I, Part A: Parent and Family Engagement 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).</p>	\$1,878
Total amount of federal funds allocated to this school		\$52,194

The following site-level supports are included in the district's 2017- 20 LCAP/LEAP:

LCAP/LEAP Goal	Description of Supports
Goal 1	<ul style="list-style-type: none"> • Supply closet to provide instructional supplies and materials for students • One full-time ELA Intervention Teacher/Instructional Support Teacher (IST) to provide literacy interventions to students that are not meeting the state's Common Core Standards. • Read 180/System 44 Blended Learning Curriculum and computer adaptive software, library, headphones w/mic, CD players w/headphones • School-wide access to Lexia computer adaptive software and instructional activities • Add+Vantage Math Recovery; teacher professional development, assessments, student instructional activities, student manipulatives • School-wide access to Moby Max computer adaptive software and instructional activities • Instructional materials for GATE activities • GATE enrichment, PD and extended learning opportunities • Title I Alternative Supports to provide extended learning opportunities • Purchase/repair of musical instruments • VAPA sponsored field trip to performance
Goal 2	<ul style="list-style-type: none"> • CELDT and ELPAC administration and calibration • EL Site Monitors to assess and monitor the status of English Learners and English Learners who have reclassified • ELD curriculum, core and supplemental • Bilingual Aides • Translators • English Learner Teachers on Assignment for instructional support
Goal 3	<ul style="list-style-type: none"> • Naviance, a college planning tracking system • Credit recovery programs, online and on site • Extra hourly for counselors to support students academically • PSAT, ACT with Writing, and SAT for high school students • Extra hourly and professional development for the design, implementation, and continued support of CTE-Linked Learning pathways • Extra hourly and professional development for the design, implementation, and continued support of the High School Academies • Additional extra hourly support for the implementation of Next Generation Science Standards activities, professional development, and Science & Technology Fair • Site Coordinators for Advanced Placement and International Baccalaureate programs

	<ul style="list-style-type: none"> • Middle Years program and Elementary International Baccalaureate programs at Jurupa Hills and Dolores Huerta International Academy, with professional development for teaching staff • Supplemental funding for Advanced Placement and International Baccalaureate exams
Goal 4	<ul style="list-style-type: none"> • Professional development for teachers on adopted curriculum • Professional Learning Community (PLC) support for sites • Professional development for principals and assistant principals • Additional assistant principal support at select elementary sites • Extended work year for elementary and middle school principals • Induction and PAR support for school sites/teachers
Goal 5	<ul style="list-style-type: none"> • PBIS and Restorative Practice professional development for Cohorts • PBIS extra hourly for site coaching support • Extra hourly for PBIS implementation • PBIS and Restorative practice materials
Goal 6	<ul style="list-style-type: none"> • Community Aides, Community Aides – Bilingual, and Outreach Liaisons for parent and student engagement • Parent Workshops to increase parent engagement • Professional Development for Community Aides, Community Aides – Bilingual and Outreach Liaisons • Family Math and Literacy Nights
Goal 7	<ul style="list-style-type: none"> • District Safety Officers at elementary and middle school sites

School Site Council Membership

The SSC shall be composed of

- 1) The principal, teachers (selected by teachers at the school), other school personnel (selected by other school personnel at the school);
- 2) Parents of pupils attending the school/community members (selected by such parents).
- 3) Parity between the two groups is required.
- 4) Alternate members may be included but they must have been voted in by the peers who they represent on the SSC.

Name	Position	Length of Term	Term Expires	Minimum Numbers
Nikia N. Owens	Principal	Not-Applicable	Not-Applicable	1
Angelica Luna	Classroom Teacher	2 Years	May 2020	1
Lorinda Curti	Classroom Teacher	2 Years	May 2020	1
Edgar Beltran	Classroom Teacher	2 Years	May 2021	1
Carrie Lassiter	Other Staff Member (Specify): Library Specialist	2 Years	May 2020	1
Sub Total: 5				
Ninett Caal	Parent/Community Member	2 Years	May 2020	1
Megan Gasper	Parent/Community Member	2 Years	May 2021	1
Warren-Joseph Somontan	Parent/Community Member	2 Years	May 2021	1
Maria Fausto	Parent/Community Member	2 Years	May 2021	1
Soledad Felix-Canales	Parent/Community Member	2 Years	May 2021	1
Sub Total: 5				
				Total: 10

RECOMMENDATIONS AND ASSURANCES

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Required:

English Learner Advisory Committee _____  Signature

Recommended:

Special Education Advisory Committee _____ Signature

Optional:

Other committees established by the school or district (specify) _____ Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on: 10/15/2020

Attested:

Nikia N. Owens
Typed name of School Principal


Signature of School Principal

11/17/2019
Date

Megan M. Ohm Gasper
Typed name of SSC Chairperson


Signature of SSC Chairperson

10/17/19
Date