

2022-2023 School Plan for Student Achievement (SPSA)

SPSA Year:

X2022-23

School Name and School Code	Dorothy Grant Innovations Academy 36 67710 0102517		SSC Approval Date: May 11, 2022
School Address	7069 Isabel Lane, Fontana, CA 92336		Local Governing Board Approval Date: pending approval on June 8, 2022 Original
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			

SCHOOL BACKGROUND

VISION AND MISSION

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 to a global community. We recognize that parents (guardians), educators and the broader community are an essential part of a child's educational experience. Our motto is that "All Students WILL Learn." With that vision, mission and motto, our goal is to build a collective group of responsible student learners as they routinely strive to fulfill their potential in an environment partnered with acceptance, respect and high expectations.

SCHOOL AND COMMUNITY PROFILE

Dorothy Grant Innovations Academy opened its doors in 2004. Dorothy Grant Innovations Academy is in a rapidly growing area of North Fontana. For the past sixteen years, we have carried on the tradition that all students at Dorothy Grant Innovations Academy will learn. Currently, we serve approximately 679 students in grades K-5, plus pre-school students. Our school also has three Special Education Special Day classes. We also have a Resource Specialist Provider (RSP) teacher who provides strategic intervention services to students. The demographic makeup of the student population is approximately 74.7% Hispanic, 8.4% African American, 7.8% White and 3.4 Asian%. 72.3 percent of the students are eligible to receive a free or reduced lunch. English Language Learners make-up 13.1% of our population.

SPSA HIGHLIGHTS (bullet points)

- Enrichment opportunities (STEAM and VAPA)
- PLC collaboration & PD opportunities to guide instructional planning.
- Implemented School-wide Accelerated Reader (AR) program (grade K-5)
- After-School Tutoring opportunities (ELA, Math and EL)

INCREASED OR IMPROVED SERVICES (bullet points)

- Tutoring opportunities to increase student proficiency in English Language Arts and Math.
- Implementing a blended learning model to differentiate instruction based on student needs as part of our Multi-Tiered Systems of Support

MOONSHOT

- We achieved our moonshot by becoming a Computer Science Immersion school. This will be our final year as a Computer Science Immersion school.

SCHOOL BACKGROUND

- Our goal is to continue our commitment of being a Computer Science Immersion School. The program is all inclusive; meaning that all students (special education, socio-economically disadvantaged, English Learners and Foster Youth) participate.

School and Student Performance Data

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)]

A review of the following data informs the comprehensive needs assessment.

Student Population

This section provides information about the school's student population.

2020-21 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
679	72.3	13.1	1.5

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2020-21 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	89	13.1
Foster Youth	10	1.5
Homeless	4	0.6
Socioeconomically Disadvantaged	491	72.3
Students with Disabilities	82	12.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	57	8.4
American Indian or Alaska Native		
Asian	23	3.4
Filipino	18	2.7
Hispanic	507	74.7
Two or More Races	21	3.1
Native Hawaiian or Pacific Islander		
White	53	7.8

These data points indicate:

1. 13.1% continue to be English Learners, so students in this student group remain a focus. This will require more intensive intervention to meet students' academic and language (reading, writing and speaking) needs.
2. Students with Disabilities represent approximately 12.1% of our student population. It is imperative to understand the individual and unique needs of these students and to provide the necessary accommodations/modifications to access IEP goals, core curriculum and opportunities for academic growth.
3. Nearly two-thirds of students at Dorothy Grant Innovations Academy (72.3%) qualify as Socioeconomically Disadvantaged, therefore all students require supports to gain full access to the curriculum.

School and Student Performance Data

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A review of the following data informs the comprehensive needs assessment.

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Mathematics



Yellow

Academic Engagement

Chronic Absenteeism



Green

Conditions & Climate

Suspension Rate



Green

These data points indicate:

1. Dorothy Grant Innovations Academy has done an effective job at maintaining its Suspension Rate which is green on the CA Dashboard.
2. The chronic absenteeism indicator is green and the data revealed that the students have maintained their rate of Chronic Absenteeism.
3. Dorothy Grant Innovations Academy students maintained in English Language Arts (green) and Mathematics (yellow). This reveals that achievement remains the same and is not improving.

School and Student Performance Data

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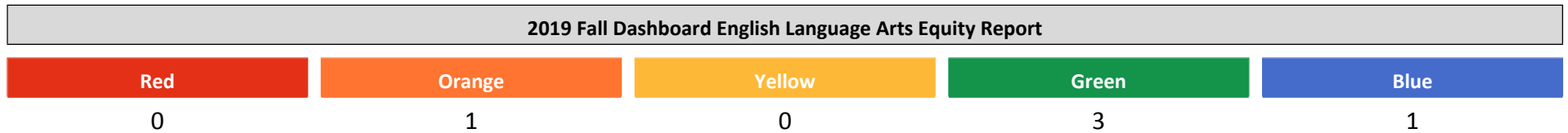
A review of the following data informs the comprehensive needs assessment.

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

















This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Green 22 points above standard Maintained 0 points 342	 Green 22.5 points above standard Maintained -1.1 points 96	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 10.2 points above standard Maintained -0.7 points 246	 Orange 77.4 points below standard Increased Significantly ++31.1 points 43

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p>African American</p>  <p>Blue</p> <p>29.4 points above standard</p> <p>Increased Significantly ++30 points</p> <p>33</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>
<p>Hispanic</p>  <p>Green</p> <p>18.9 points above standard</p> <p>Declined -8 points</p> <p>251</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p>56.6 points above standard</p> <p>Increased Significantly ++19.6 points</p> <p>14</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>White</p>  <p>No Performance Color</p> <p>14 points below standard</p> <p>Maintained 0 points</p> <p>26</p>

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<p>Current English Learner</p> <p>22.7 points below standard</p> <p>Maintained -0.1 points</p> <p>52</p>	<p>Reclassified English Learners</p> <p>75.9 points above standard</p> <p>Increased ++8 points</p> <p>44</p>	<p>English Only</p> <p>18.8 points above standard</p> <p>Maintained -0.8 points</p> <p>237</p>

These data points indicate:

1. The only student group that showed regression (-8 points) was our Hispanic population. Although this student population is 18.9 points above standard, it is clear that these students required targeted supports and adequate progress monitoring of stated goals.

2. The only student population that increased significantly by a positive growth of margin of 30+ points in English Language Arts (ELA) performance was the African American population 29.4 above standard
3. Overall data indicates that all students are making gains toward demonstrating mastery of English Language Arts (ELA) standards. However, closer examination of the data shows that our Students with Disabilities are making growth, yet still 77.4 points below standard. Additional resources, strategic instruction and progress toward goals should be closely monitored and addressed on IEP goals, academic progress reports and daily check-ins with individual students.

School and Student Performance Data

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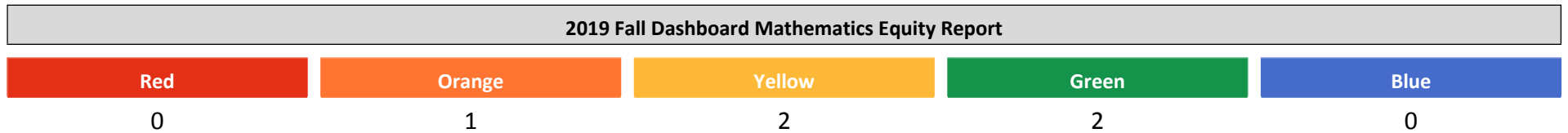
A review of the following data informs the comprehensive needs assessment.

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:




This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students



 Yellow

6.9 points below standard

Maintained ++0.5 points

341

English Learners



 Green

3.6 points below standard

Increased ++4.1 points

96


Foster Youth


 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1


Homeless


 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1

Socioeconomically Disadvantaged



 Yellow

17.2 points below standard

Maintained -0.8 points

246

Students with Disabilities









 Orange

91 points below standard

Maintained ++2.4 points

42

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 9.8 points below standard Increased ++8.4 points 33	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8.6 points below standard Declined -3.9 points 250	 No Performance Color 4.7 points above standard Increased ++11 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 31.8 points below standard Declined -3.2 points 26

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
50.4 points below standard Increased ++3 points 52	51.7 points above standard Increased Significantly ++15.6 points 44	9.6 points below standard Maintained -1.5 points 236

These data points indicate:

- Academic performance data reveals that although students with disabilities maintained their status; data maintains that they are still 91 points below standard. Based on this data, this student group will continue to receive small group, targeted and differentiated instruction.

2. Hispanic students need support in Mathematics, as they declined (-3.9 points) from last year; which is 8.6 points below standard.
3. Academic performance data reveals that all students at Dorothy Grant Innovations Academy maintained in Mathematics +0.5 points on the SBA Assessment. This is 6.9 points below standard.

School and Student Performance Data

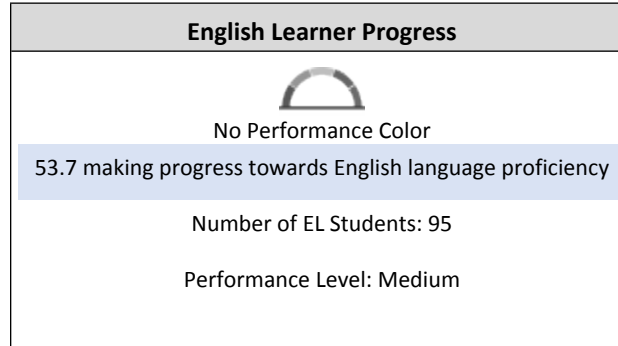
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A review of the following data informs the comprehensive needs assessment.

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of 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.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.6	32.6	6.3	47.3

These data points indicate:

- English Learners need support on English Language Proficiency as only 53.7 made progress towards English Language proficiency. 13.6 of the student population decreased one ELPI Level. Designated and integrated ELD, as well as instructional strategies and scaffolds, must be provided to ensure mastery of the language and progress toward reclassification.

2. 32.6% of English Learners maintained ELPI Level 1, 2L, 2,H,3L, or 3H. 6.3% of English Learners maintained ELPI Level 4.

3. 47.3% of the student population progressed at least one ELPI Level.

School and Student Performance Data

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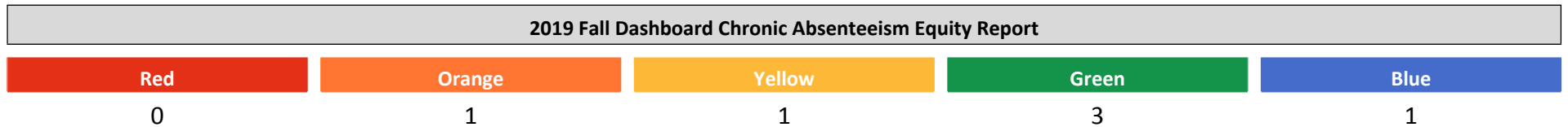
A review of the following data informs the comprehensive needs assessment.

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Green 6.2 Declined -1.8 682	 Green 5.3 Declined -4.2 133	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 13.3 Declined -4.8 15	 Green 7.1 Declined -2.2 479	 Yellow 12 Declined -1.4 92

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 8.1 Increased +2.1 62	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 0 Maintained 0 21	 No Performance Color 0 Declined -8 15
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.6 Declined -2 503	 No Performance Color 14.8 Declined -5.2 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Blue 0 Declined -3.4 51

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	699	76	11.0
Female	351	37	10.7
Male	348	39	11.2
American Indian or Alaska Native	0	0	0.0
Asian	24	0	0.0
Black or African American	57	5	8.8
Filipino	20	0	0.0
Hispanic or Latino	519	69	13.3
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	21	2	9.5
White	58	0	0.0
English Learners	104	11	10.8
Foster Youth	14	2	15.4
Homeless	4	2	50.0
Socioeconomically Disadvantaged	504	65	12.9
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	90	14	15.9

These data points indicate:

1. Based on 2020-2021 data, the overall chronic absenteeism rate for Dorothy Grant was 11%.
2. After careful review, data has shown that students with disabilities, foster youth/homeless, Hispanic, and socio-economically disadvantaged students have disproportionately high rates of chronic absenteeism. These groups will require structured processes for incentives and communication with families to increase engagement.
3. Our Chronic Absenteeism rate nearly doubled (6.2% to 11%) from the pre-pandemic rates from 2019. This may be attributed to distance learning in the 2020-2021 school year.

School and Student Performance Data

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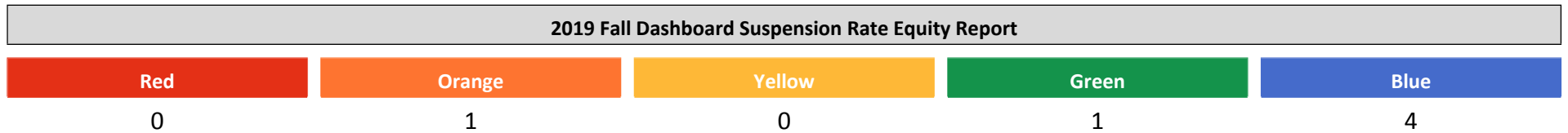
A review of the following data informs the comprehensive needs assessment.

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

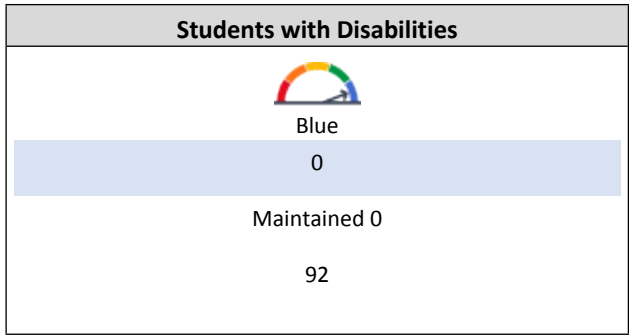
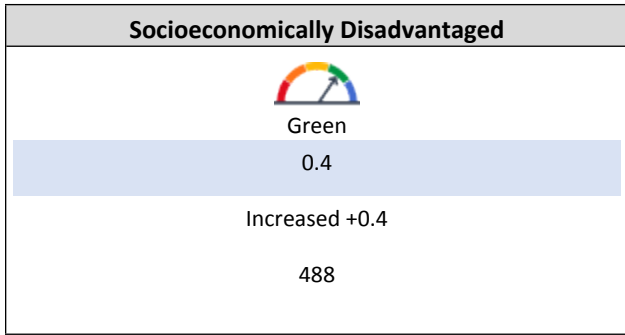
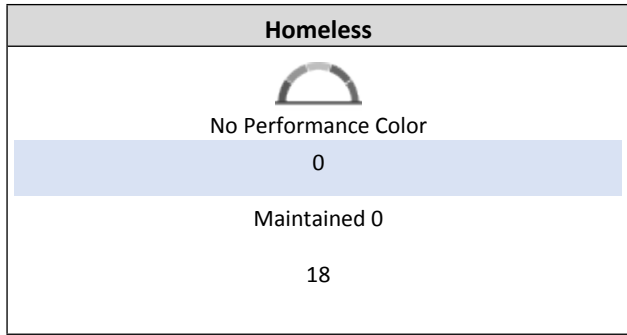
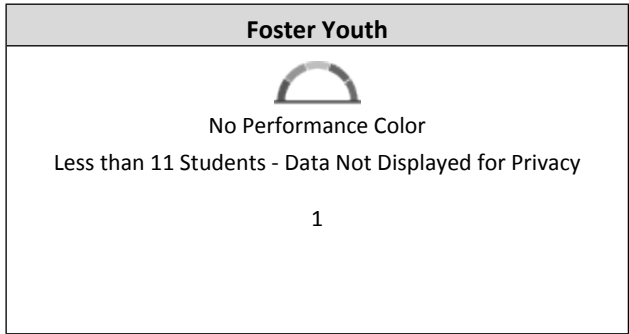
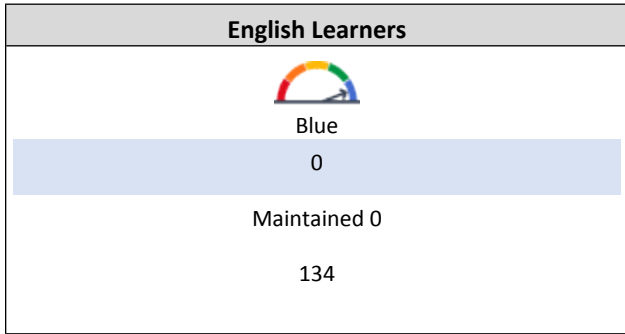
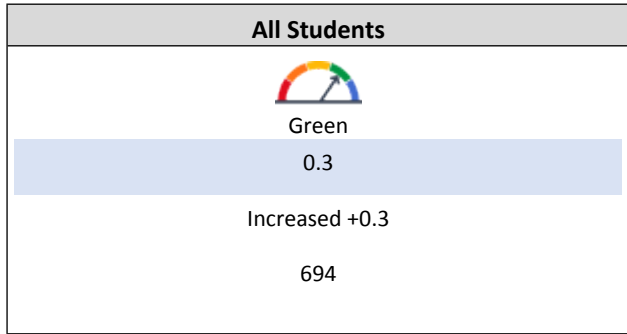


This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Orange 3.1 Increased +3.1 64</p>		<p>No Performance Color 0 Maintained 0 22</p>	<p>No Performance Color 0 Maintained 0 16</p>
Hispanic	Two or More Races	Pacific Islander	White
<p>Blue 0 Maintained 0 508</p>	<p>No Performance Color 0 Maintained 0 29</p>	<p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3</p>	<p>Blue 0 Maintained 0 52</p>

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0.3

These data points indicate:

1. The suspension rate for the African American student population increased by 3.1%.
2. The suspension rate for the Socioeconomically Disadvantaged student population increased by 0.4%.
3. The suspension rate for all students increased by 0.3%. However, the suspension rate at Dorothy Grant Innovations Academy remains low.

School and Student Performance Data

Local Data

Academic Data - Schoolwide	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.73 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.58
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.27 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: Walkthrough Data: % of Classrooms effectively implementing Learning Targets & Success Criteria	50%
Site Specific Measures:	

These data points indicate:

The CGI data indicates that all students did NOT meet their learning outcomes and did NOT make expected growth in Reading and Mathematics. Several student groups demonstrated lower growth than the schoolwide population. Student groups that need targeted support for accelerated growth in reading are males, African-American, English Learners, and Students with Disabilities. In math, student groups that need targeted support for accelerated growth include African-American and English Learners.

In Reading and Math, students made significantly less than expected growth. In Reading, a focus needs to be in 2nd Grade; as 66% of the students are projected standard not met on the SBAC. For second grade growth (1.38) did significantly less than any other grade level.

In Math, a focus needs to be in 5th Grade as; 87% of 5th grade students are projected to score in the two lowest bands. In Math, more than 50% of the students in Grades 1-5 scored in the lowest two bands. Several student groups have significantly higher percentages of students performing in the bottom two achievement bands than the schoolwide group. In reading, this includes English Learners and Students with Disabilities. In math, this includes Hispanic, English Learners, and Students with Disabilities.

Dorothy Grant Innovations Academy will continue to strengthen small group targeted instruction in Reading, Language Arts and Math. School-wide Professional Learning Communities will continue to focus on grade-level collaboration, interventions, data analysis and extended learning opportunities. We will also continue to work with our TOAs and attend Professional Development opportunities when provided.

Site Specific Data indicates that 50% of classroom teachers are effectively implementing Learning Targets & Success Criteria. Dorothy Grant will increase this by offering Professional Development and more time for PLC for collaboration for teachers to generate effective Learning Targets & Success Criteria.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.05 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.92
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.71 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: Percent of students demonstrating growth from pre to post assessments in tutoring.	75%
Site Specific Measures:	

These data points indicate:

The CGI data indicates that the EL students are below the expected conditional growth index in MAP reading, language, and math. The negative CGI values indicate that they made less than one year of growth. The CGI data also indicates that EL students made less growth in reading, language, and math than the schoolwide population. From Fall 2020 to Fall 2021, only 18% of EL students made growth in Mathematics and 25% of EL students made growth in Reading.

Sixty-six percent (66%) of ELs scored in the bottom two bands in Reading. In Math, 73% of ELs scored in the bottom two bands.

According to the data, our biggest area of need is Mathematics. Dorothy Grant Innovations Academy will continue to strengthen small group targeted instruction for all English Learners during Math and daily instruction.

100% (3 of 3) of all teachers that administered pre and post assessments during tutoring shared that they use raw data to assess student learning & growth during tutoring sessions. In addition, all teachers that deliver tutoring instruction shared that they use a pre test to show what the students know and use a different post test to show what the students have learned. Although the pre and post test are different, both assessment are on the same concept(s). Two of three teachers shared that they use what they learned during Professional Development opportunities to enhance their instruction during their tutoring sessions that have focused on ELA, Math and also EL strategies.

Teachers will continue to have the opportunity to receive Professional Development on strategies to improve students' skills in ELA and Mathematics through integrated ELD instruction and strategies that improve receptive language during designated English Language Development (ELD) Instructions.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes

Language Acquisition Data – English Learners (EL)	
2020-2021 % by ELPAC Level	Level 4: 13% Level 3: 39% Level 2: 32% Level 1: 16%
2020-2021 ELPAC Listening Domain: % by Performance Level	28% - Well Developed 61% - Somewhat/Moderately Developed 11% - Beginning Development
2020-2021 ELPAC Speaking Domain: % by Performance Level	34% - Well Developed 49% - Somewhat/Moderately Developed 17% - Beginning Development
2020-2021 ELPAC Reading Domain: % by Performance Level	7% - Well Developed 67% - Somewhat/Moderately Developed 26% - Beginning Development
2020-2021 ELPAC Writing Domain: % by Performance Level	13% - Well Developed 55% - Somewhat/Moderately Developed 32% - Beginning Development
Site Specific Measures: Walkthrough Data -% of teachers followed Essential Language Development (ELD) Routines during Embedded ELD.	50%
Site Specific Measures: Walkthrough Data -% of teachers routinely provided sentence frames and guided instruction during the instructional day.	50%

These data points indicate:

The data reveals that 13% of our students scored at Level 4 and 39% scored at Level 3. The Reading and Writing Domains are the primary needs of our ELs. As a result of the data, we will continue to access the English Learner (EL) Teacher on Assignment (TOA) every Tuesday, to build on Reading, Writing, Listening and Speaking skills and continue to collaborate with the teachers to identify students who decreased ELPI levels in order to provide additional resources and services to encourage their growth in language acquisition. Our teachers will also continue to provide effective instruction during integrated and designated ELD, while our bilingual aide will provide strategic interventions and support through small group instruction. Site Specific Data indicates that 50% of teachers followed Essential Language Development (ELD) Routines during Embedded ELD and routinely provided sentence frames and guided instruction during the instructional day. DGIA will continue to provide PD and additional PLC time to collaborate and discuss strategies.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2021-2022 Household Participation Rate on Parent/Family Climate Survey	14%
Site Specific Measures: Average number of parents attending parent empowerment workshops	3
Site Specific Measures: Average number of parents attending Community Conversations	10

These data points indicate:

The participation rate on Parent-Family Climate Survey is 14%. We did not meet the district goal of 25%. In order to increase completion rates, we will advertise, communicate and follow-up with families and teachers to increase all participation. We would like to increase all parent/community participation during all workshops and parent meetings. Our focus will be to promote on all social media platforms, post on Parent Square and work closely with all teachers. Community Conversations is where the Dorothy Grant community can learn about upcoming events, testing information and current events related to Dorothy Grant. It also provides parents the opportunity to share ideas and ask questions as they relate to Dorothy Grant.

Kindergarten - 3rd Grade Literacy	
School Metrics/Indicators	Current Outcomes
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: -1.38 Fall 3rd to Fall 4th: -0.88
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%
Site Specific Measures: Accelerated Reader Data: Average % correct on comprehension quiz	K= 65% 1= 72% 2= 71.5% 3= 72.5%
Site Specific Measures:	

These data points indicate:

Both 2nd and 3rd grade students made less than one year of growth in reading with 2nd grade in particular making the least amount of growth. in reading with Informational Text being the greatest need.

In reading, 39% of 3rd Grade students scored in the lowest two bands on the Fall 2021 MAP assessment with Informational text being the greatest area of need. In reading, 57% of 2nd Grade students scored in the lowest two bands on the Fall 2021 MAP assessment with Informational text being the greatest area of need. In reading, 49% of 1st Grade students scored in the lowest two bands on the Fall 2021 MAP assessment. In reading, 35% of Kinder students scored in the lowest two bands on the Fall 2021 MAP assessment.

A significant percentage of 1st - 3rd grade students are at risk in reading. Particularly at 2nd grade where nearly half of students are currently at risk.

Conditional Growth index and Cohort data indicate that there needs to be a continued focus on developing early literacy skills upon entry to school. Many students enter Kindergarten with limited (or no foundational skills). It is imperative for the school to have interventions & strategies in place to teach the fundamentals needed to successfully access (and accomplish) early literacy skills. As a school, we will increase focus on Informational Text where 42% of the 3rd grade students scored in the bottom two bands. In addition, we will also increase our focus on Measurement & Geometry where 64% of the 3rd grade students scored in the bottom two bands. We will target those particular areas during small group tutoring sessions and in-class lessons, when appropriate.

Site Specific Date indicates that Accelerated Reader was a useful tool to gage students' comprehension of stories read. The data also indicates a need for strategies to help students better understand and comprehend selected stories. Data indicates that teachers would benefit from additional Professional Development opportunities to help enhance their understanding and delivery of the Accelerated Reader program. Teachers would also benefit from learning how to segregate Accelerated Reader data and extend student learning opportunities embedded within the program.

The data points also indicate that there is a need for an early implementation of technology in grade K. One out of four teachers are using Accelerated Reader during school hours. Our next steps are to assign grades 4-5 student technology coaches to all kinder classes to provide them with the necessary supports to be successful.

Behavior	
School Metrics/Indicators	Current Outcomes
Site Specific Measures:	
Site Specific Measures:	
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

ELD Evaluation

Please evaluate whether ELD, both Integrated (I-ELD) and Designated (D-ELD), has been implemented effectively at your school site and whether adjustments are needed to assist English Learners in overcoming language barriers within a reasonable amount of time. Use the table below to complete your evaluation. Your evaluation may be used as tool to inform your school site's ongoing implementation of ELD and the development of the SPSA.

Has Integrated ELD been implemented effectively? How was it measured? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

Integrated English Language Development (I-ELD) is embedded into daily lessons across content areas. During this integrated block, both language and content objectives are addressed for all grades K-5. Although Language acquisition is designed through the Professional Learning Community (PLC) proves and monitored by observations, we need to do a better job at progress monitoring. It is difficult to determine the implementation of Integrated English Language Development as there is no progress monitoring tools specific to it. However, because a significant number of English Learners gained proficiency on the English Language Proficiency Assessment, it is evident that our school-wide implementation of I-ELD and D-ELD could be strengthened.

Has Designated ELD been implemented effectively? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

During this 2021-2022 academic schoolyear, we had a total of 89 English Learners and we were able to reclassify 13 students (12.3%). Designated English language Development (D-ELD) was NOT incorporated into the Master Schedule at Dorothy Grant Innovations Academy. However, our current goal is to adjust our schedule to offer D-ELD based on need. It is our goal to group students with their grade levels according to their English Language Proficiency Assessment of California (ELPAC) levels. Because we have very few English Learners (ELs), we may use our Bilingual Aide to help support with some small group targeted lessons for our English Learners.

What adjustments are needed to improve or enhance the implementation of your site's core comprehensive ELD (I-ELD and D-ELD)? Sample actions for consideration: provide EL specific professional development, monitor ELD instruction, monitor use of core and supplemental ELD curriculum, etc.

The following adjustments are needed to improve the English Language Development (ELD) program at Dorothy Grant Innovations Academy:

- Work closely with Teacher on Assignment (TOA)
- Provide English Learner (EL) specific professional development to all teachers
- Provide Designated English Language Development (D-ELD)
- Continue to monitor data (trends), student progress and English Language Development (ELD) instruction
- Provide opportunities for Professional Learning Communities (PLC)
- Provide small group differentiated instruction on building students' academic vocabulary
- Monitor use of core and supplemental English Language Development (ELD) curriculum/instruction to ensure previous strategies persevere while new ones are introduced
- Hold parent workshops so we can provide a strong parent-school partnership around our English Language Development (ELD) program and needs of our English Learners (ELs)



Comprehensive Needs Assessment

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)]

- (a) The SPSA administration of a comprehensive needs assessment with an analysis of academic performance and language development data to determine EL student and program needs. (EC Section 64001[g][2][A])
- (b) The process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA particularly those which address the needs of low-achieving ELs and students at risk of not meeting state academic content standards. (EC Section 64001[g][s][B])

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Analysis of Qualitative Data	
<p>Surveys Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).</p>	<p>Parent (Family- Climate Survey), student (Annual Student Climate Survey) and social emotional surveys were given to better guide decisions about education, professional development and choices/decisions made by the district. At Dorothy Grant Innovations Academy, we had 70 family responses and 212 student responses on the Surveys.</p> <p>The Family Climate Survey was given in October 2021. The participation rate was 14%. We did not meet the goal of 25%. Some of the challenges that we faced were lack of appropriate advertisement, incentives and understanding and purpose of the survey.</p> <p>97% of parents marked favorably that the schools Environment (buildings, playgrounds and fields) are clean and in good condition. This is a 3% increase from the previous year.</p> <p>96% of parents feel that the school believes in every students ability to excel academically. This is a 5% increase from the previous year.</p> <p>67% of parents School Fit (families perceptions of how well a school matches their Childs development needs). This is an increase of 9% from the previous year.</p> <p>Some areas of opportunity are: 13% marked favorably for Family Engagement- (Degree in which families become involved with and interact with their child's school). This is one area that we would like to work on. Our goal is to have 100% community participation. We will also transition to a hybrid model for all future workshops and community meetings. 56% of parents marked favorably for Learning Model (Includes questions such as How satisfaction are you with the way learning is structured at your child's school right now and do you think your child's should spend less or more time learning in person at school right now).</p>

Analysis of Qualitative Data

The Annual Student Climate Survey was given Fall of 2021. We had 212 (74%) total responses and did not meet the district goal of 25%.

88% of students responded favorably that Supportive Relationships (how supported students feel through their relationships with friends, family, and adults at school) are evident.

79% of students marked favorably that Self-Management (how well students manage their emotions, thoughts, and behaviors in different situations) are evident. This is a 6% increase from the previous schoolyear (Fall of 2020- 73% compared to Fall of 2021- 79%).

Some areas of opportunity are Learning Opportunities where 31% of students marked favorably for this survey topic area. 68% of students marked favorable in the areas of Self-Efficacy and 68% in the area of School Safety. We had a 10% increase in the area of Self Efficacy; which was our greatest increase.

The Fall 2021 Social-Emotional Learning: Student Competencies and Supports was also given Fall of 2021. There were 237 (63.7%) responses.

79% of students marked favorably in the topic area of Sense of Belonging (increase of 4%)

60% of students marked favorably in the area of Self-Efficacy (increase of 2%).

89% of students scored favorably in the topic area of Supportive Relationships.

Some areas of opportunity are Emotion Regulation, where 54% of the students responded favorably.

Although 72% of students responded favorably in the topic area of Self-Management, this percentage decreased by 1% from the previous year.

Informal Data Surveys was given to the staff during Staff Meeting Collaboration and Professional Learning Community (PLC) throughout the schoolyear. Many of the teachers vocalized the need to have more structured ELD blocks, Professional Development and opportunities for Language Development/Tutoring. Based on the needs, Professional Development was provided for teachers. Grade Level Leads also received additional Professional Development opportunities. Teachers received Professional Development on Receptive Language and Vocabulary Development to better support students during the instructional day.

Classroom Observations

Classroom observations are conducted by the administration team weekly and focus on a variety of areas (visible learning, student engagement, participation). The purpose of the classroom observation (walkthroughs) is to ensure that each teacher is

Analysis of Qualitative Data

Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.

delivering & providing quality instructional lessons and meeting the diverse needs of each child. Administrative feedback will be shared, at times (when necessary). At times, feedback is given during staff meetings or rendered on a more one-to-one basis. During the informal observations the data revealed that teachers showed a strength in delivering quality introductory lessons. In addition, teachers increases student engagement by real-life applications.

Approximately 50% of teachers have their Learning Targets and Success Criteria posted. This indicates the need to provide more Professional Development on Visible Learning & Teacher Clarity and opportunities to work with their PLC.

Based on our observations teachers need more Professional Development on Strategies to increase Reading Skills, Differentiate Instruction and effectively break down word problems.

Analysis of Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for student subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The current Instructional program will continue to have teachers focus on the following state and local assessments to modify instruction and improve student achievement. Some of the state and local assessments that are implemented to improve student achievement is as follows:

- Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Growth
- English Language Proficiency Assessment for California (ELPAC)
- California Assessment of Student Performance and Progress (CAASPP)
- Interim Assessment Blocks (IABs)

In addition to state and local assessments, Professional Learning Communities (PLC's) meet routinely to analyze data (MAP, IAB, State/CAASPP) to better guide instructions and identify areas of need (strengthens & weaknesses). PLC's also focus on the 4 (four) guiding PLC questions to ensure that they are targeting the correct priority standards. Teachers will continue to

Standards, Assessment, and Accountability

	<p>monitor data and student progress to determine what to reteach and how to better scaffold instruction.</p> <p>As an instructional team, we also focus on the following to improve student achievement:</p> <ul style="list-style-type: none"> • Highly effective Professional Learning Community (PLC) meetings • Access to technology to enrich students’ understating of grade levels standards and core curriculum • Targeted instructions to meet the needs of student groups (English Learners, Students with Disabilities, Minority students and Socioeconomically Disadvantaged students) • Positive community partnerships to enhance early literacy, mindfulness and an overall healthier “whole-child.”
<p>Use of state and local EL academic performance and language development data to determine EL student and program needs.</p>	<p>The current Instructional program will continue to have teachers focus on the following state and local English Learner (EL) academic performance and language development data to determine EL student and program needs. Some test that are used to determine EL academic and language development as well as EL student and program needs are based off the data from one (or more) of the following assessments:</p> <ul style="list-style-type: none"> • English Language Proficiency Assessment of California (ELPAC) • Teacher generated informal/formal assessments • Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Growth • Smarter Balanced Assessment Consortium (SBAC) • English Language Proficiency Assessments (ELPAC) • California Assessment of Student Performance and Progress (CAASPP) • Interim Assessment Blocks (IABs) <p>The administration team at Dorothy Grant Innovations Academy will continue to meet with community stakeholders English Language Advisory Council (ELAC), School Site Council (SSC), and broader community to share, review, discuss and dialogue in regards to ELPAC summative data. Overall, EL progress on goals, reclassification, instructional components, extended learning opportunities will be discussed. Professional Learning Communities (PLCs) also meet to analyze EL data and modify lessons, instruction and small groups according to the data.</p> <p>Reclassification Rate for 2020-2021 school year indicates that 13-total students (12.3%) were reclassified. There continues to be a strong need for quality English Learner instruction, increased language opportunities and extended day opportunities for tutoring services with targeted instruction for ELs..</p> <p>The 2019-2020 CA Dashboard data indicates that 95 students at Dorothy Grant Innovations Academy are English Learners. 53.7% are making progress towards English language proficiency. 13.6 decreased one ELPI Level. 32.6 Maintained ELPI Level 1, 2L, 2H, 3L, or 3H. 6.3 maintained ELPI Level 4. 47.3 Progressed at least one ELPI Level.</p> <p>Academic Performance data for Mathematics indicated that the English Language Learners scored 3.6 points below standard.</p>

Standards, Assessment, and Accountability

This is an increase of ++4.1 points.

The 2019 Fall Dashboard Mathematics Data Comparison for English Learners indicated that the current English Learner scored 50.4 points below standard. That is an increase of ++3 points. The data also indicated that the Reclassified English Learners scored 51.7 points above standard. This groups showed a significant increase of ++15.6 points.

Academic Performance data for English Language Arts indicated that English Language Learners scored 22.5 points above standard. This score indicated that English Language Learners were able to maintain at -1.1 points.

The 2019 Fall Dashboard English Language Arts Data Comparison for English Learners indicated that current English Learners scored 22.7 points below standard. Although this group scored 22.7 points below standard, they were able to maintain -0.1 points. The Reclassified English Language Learners scored 75.9 points above standard. This is an increase of ++8 points.

Process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, particularly those which address the needs of low-achieving students and those at risk of not meeting state academic content standards.

At Dorothy Grant, we use data to drive instruction, programs and instructional decisions. We will work as a team while evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA. Parents, teachers and staff will work together to:

- Monitor the actions/services throughout the year with all stakeholders (SSC, ELAC, Instructional Leadership Team (ILT) community)
- Examine, monitor and observe each action/service to determine whether to continue, modify, or discontinue
- Collaborate & Plan with the English Learner Teacher on Assignment and analyze observation/walkthrough findings
- Integrated and Designated English Language Development (ELD) instruction (master schedule)
- Examine small group identified needs and how they are (or are not) being addressed
- Teachers analyze pre and post test data for after-school tutoring

Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.

The EL program will be evaluated and monitored by:

- Meetings will be held to discuss program progress monitoring data (actions/services) throughout the year
- Professional Learning Community (PLC) collaboration
- Staff and Admin. Collaborate and Plan with the English Learner Teacher on Assignment (TOA).
- Community collaborations through ELAC, SSC and Coffee & Conversation parent meetings
- Discussions around Title 1 actions/services that are used to guide decisions around low-achieving ELs
- Quarterly review of implementation data

Identified Needs based on Findings:

Based on these findings, the identified needs are:

- Master schedule must include Embedded and Designated English Language Development blocks

Standards, Assessment, and Accountability

- Progress monitoring must take place for our reclassified students, students that regressed one level, and students that maintained one language level
- English Learners need more extended learning opportunities and increased opportunities to build upon their reading, writing, listening, and speaking skills
- Teachers need support in developing differentiated instructional lessons to better meet the needs of English Learners
- Parents need workshops to promote understanding of the English Language Development program. With a better understanding, parents will begin to promote early literacy at home.

Staffing and Professional Development

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

District and all school sites are focusing on Teacher Clarity based on the research of John Hattie. Teachers use multiple measures to assess students learning, growth and achievement are taking place. Teachers meet in Professional Learning Communities (PLC) to review data. It is during PLCs where teachers can dialogue about what is working and what is not working instructionally. They can look at the priority standards, grade level curriculum and student progress and make changes to their small groups, intervention blocks or one-to-one supports. Teachers also engaged in structured PLC to complete Common Formative Assessment (CFA) planning & data analysis in both English Language Arts and Math. We were able to work with the staff at Hemlock Elementary to conduct staff development, data analysis and complete data protocols (calibration, objective evaluation, reflective analysis, interpretive analysis and decision process.)

Action taken:

- All teachers participated in Professional Development focused on Teacher Clarity (identifying grade level standards, unpacking standards, adjusting pacing, developing Learning Targets & Success Criteria).
- 100% of classrooms had evidence of Learning Targets & Success Criteria
- 100% of teachers engaged in structured Professional Learning Communities (PLCs) to complete Common Formative Assessment (CFA) planning & data analysis in both English Language Arts and Mathematics

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Ongoing instructional assistance and support was provided for teachers in a variety of ways. Please see the following:

- Student Intervention
- Mathematics consultant provided hands-on Professional Development
- Instructional Technology- Teachers were able to have access to Nearpod, One Drive, Sway, Microsoft Teams and much more
- Teacher Clarity (Professional Development)- with Kristen Anderson (expert in teacher clarity)
- Teacher on Assignment (Michelle Green) guides and supports teachers year-round with instructional needs
- Teacher on Assignment (Kyle Wallis) guides and supports teachers year-round with English Learner instructional needs

Staffing and Professional Development

Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)

Grades K-5 meet monthly for one to two hours (max). During these Professional Learning Community (PLC) meetings, teachers primarily discuss strategies to best guide instruction while implementing Teacher Clarity. Learning Targets and Success Criteria are usually discussed so teachers can backwards map, analyze data and discuss strategies to ensure students equity and access to core curriculum. Teachers are very effective during PLCs as they review data, plan for upcoming lessons and share best practices. Our Teachers on Assignments also help teachers during collaboration.

Identified Needs based on Findings:

Based on the finding, it is evident the staff at Dorothy Grant Innovations Academy needs the following:

- Additional Coaching (Visible Learning/Teacher Clarity)
- Additional Professional Development is needed (Differentiated Instruction, assessment analysis, Designated English Language Development, Microsoft Teams, Visible Learning, Technology)
- Increased time for Professional Learning Community (PLC) collaboration
- SIT process

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Fontana Unified School District has adopted instructional materials that align with the Common Core State Standards (CCSS) in Mathematics, English Language Arts and History Social Science. The alignment of curriculum, instruction, and materials to content and performance standards include and are supported by:

- Mystery Science
- CA State Standards
- TK- 5th Social Studies Alive! TCI
- Fontana Unified School District Curriculum Guide
- Second Step/Too Good for Violence (social-emotional learning)
- TK - 5th grade Wonders, McGraw Hill (English Language Arts)
- TK-5th grade My Math, McGraw Hill
- Discovery Education
- Manipulatives
- STEM/STEAM materials, lessons and activities

Instructional Strategies are supported by professional development. All curriculum adoptions are paired with comprehensive professional development and support for teachers with instructional strategies. Teachers on assignment provide grade level and individual support with Curriculum Guides, Frameworks, lesson planning and coaching. Teachers will continue to work on Visible Learning and the unpacking of grade level standards for teacher and students clarity.

Teaching and Learning

<p>Availability of standards-based instructional materials appropriate to all student groups (ESEA)</p>	<p>The availability of standards-based instructional materials appropriate to all student groups include the following:</p> <ul style="list-style-type: none"> • Lexia • Mobymax • Accelerated Reader (AR) • Ed Tech • Wonders textbooks, workbooks, and consumables • My Math textbooks, workbooks, and consumables
<p>Identified Needs based on Findings:</p> <p>Teachers need supplemental materials and resources to promote literacy skills, increase student understanding of content, and better understand of technology and software programs.</p>	

Opportunity and Equal Educational Access

<p>Services provided by the regular program that enable underperforming students to meet standards (ESEA)</p>	<p>All students are afforded access to the core instructional program. Each student also participates in daily grade level Response to Intervention (RTI) sessions whereby students are grouped based on identified needs. During this block of dedicated time, students receive instruction from grade level teachers, the Instructional Support Teacher, the Bilingual Aide, or the Resource Specialist. Student progress is monitored, and instructional services are amended based on growth or lack thereof.</p> <p>All students had access to the core instructional program. All students participated in daily grade tier 1 Multi-tier System of Supports (MTSS) at designated times during the instructional day where students were grouped by identified academic needs.</p> <p>Services provided by the regular program that enable underperforming students to meet standards include:</p> <ul style="list-style-type: none"> • Small group instruction • Differentiated instruction • Instructional Support Teacher (IST) • Restorative Practices • Software Programs (Accelerated Reader, Mobymax, Lexia) • Recess Buddy (School Counselor)
<p>Student groups for whom there exist disparities in achievement and summary of the root causes.</p>	<p>Students with Disabilities, Socioeconomically Disadvantaged and minority students (Hispanics & African American) indicate student groups for whom there exist disparities in achievement.</p>

Opportunity and Equal Educational Access

As disparities in achievement are evident, some of those root causes must be considered. Some root causes of the disparities in achievement can be due to a result of limited access in English-proficiency skills, health status, social class, self-esteem, attendance and social-integration.

Root causes include pre-existing assumptions that English speaking students have an academic disadvantage as a result of primary language. Furthermore, our African American students, particularly males, require adult male-mentors and wrap around services (social-emotional, behavioral and academic) that have been overlooked. Lastly, our Special Education students have identified learning disabilities that require additional time, support and resources to ensure progress toward grade level standards. Limited time and opportunity during the regular school day for tiered interventions or a lack of foundational literacy and math skills may all be root causes of disparities among the student groups.

Students in these student groups would benefit from small group instruction, increased access to tiered intervention, additional time & support to develop language & academic skills, an increased follow-up on attendance, social-emotional needs and student successes.

Determination of whether the needs of all children have been met by the SPSA Actions/Services implemented, particularly the language and academic needs of English Learners and students not meeting the state academic content standards.

Although different students (and student groups) are making notable forward academic progress, data reveals that some Dorothy Grant Innovation Academy students still need additional Single Plan for Student Achievement (SPSA) Actions/Services to better meet the needs of English Learners and students not meeting the state academic content standards. Professional Development on School Climate was not implemented due to scheduling conflict. Enrichment opportunities were fully implemented with high-student engagement.

Although previous data reveals that state and local assessment data show that Grant's overall and student group performance averages exceed those at the district levels, we will continue to address disparities among some student groups. The need for an increase of language acquisition and academic skills for our English Language learners and students not meeting the state academic content standards have also been addressed by the actions/services noted on this document.

Teachers need to continue to provide early intervention, enrichment opportunities, timely targeted interventions so gaps can be closed and students are well prepared to meet grade level expectations & standards. There is still a lot of work around Designated ELD and effective strategies to meet the needs of all EL students.

Identified Needs based on Findings:

Based on the finding, the needs are as follows:

- Teachers need continued Professional Development on Visible Learning (Learning Targets & Success Criteria)
- All students need to continue to have access to the curriculum and core instruction for instruction that meets the needs of all students.
- Teachers need additional hourly to provide students with quality intervention, highly targeted small group instruction (tutoring), strategic language development acquisition
- Teachers need Professional Development in EL strategies to build academic vocabulary and effective strategies in Integrated and Designated ELD.

Opportunity and Equal Educational Access

Parental Engagement

Resources available for families to support their child(ren's) education and assist under-achieving students.

During the schoolyear a variety of resources are available for families to support their child(ren's) education and assist under-achieving students. Some of the resources are as follows:

- Family Math and Literacy Night
- Parent Committees: Parent- Teacher Association (PTA), School- Site Council (SSC), English Learner Advisory Committee (ELAC), District English Advisory Committee (DELAC), Local Control Accountability Plan (LCAP),
- School Beatification Projects
- Back to School Night
- Science Fair
- Coffee & Conversation (Coffee with the Principal)
- Parent Square, Social Media and Flyers for home to school communication
- Parent access to library and book check-out
- Parent Empowerment workshops (English & Spanish)

Identified Needs based on Findings:

Based on our findings, there is a need for more engaging parent workshops, increased participation, and survey participation. There is also a need for additional hourly for teachers to participate and support some of the community events. It is also imperative that we continue to promote parent involvement and early literacy and English Learner achievement.

Funding

Services provided by state and local funds that enable underperforming students to meet standards.

District General and SUPC funds provide support for the state core curriculum and intervention programs to assist underperforming students, in meeting standards. General funds provide Special Education Mild/Moderate and Moderate/Severe teachers and aides to assist students with disabilities. Tutoring is offered and student support time blocks are scheduled daily to provide support for students who are under-performing. One bilingual aide supports students who are identified as English Learners as well as to support the administration of ELPAC testing. One full time counselor and Climate & Culture coaches are available (as needed) to provide conflict resolution, PBIS support and academic counseling. In addition, Teacher on Assignment (TOA) coaching is provided to support curriculum implementation in Math, ELA, and ELD

Funding

Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)

Federal categorical funds of the school were used to support academic goals in English Language Arts, Math, and English Language Development (ELD) as outlined. Language Arts intervention classes are provided with Read 180 to support underperforming students. Parent Workshops were provided virtually to increase parent engagement and provide parents with strategies to support academics, behavior, and social-emotional needs of their children. Teachers were provided with professional development opportunities to ensure there was quality first instruction.

Professional Development (Visible Learning) was provided to teachers for aligning Learning Targets to grade level standards. Teachers were given additional PLC hours to lesson plan, collaborate and analyze data.

Implemented a school-wide reading program and purchased classroom and library books. Accelerated Reader was purchased to engage, motivate and increase student reading levels.

Identified Needs based on Findings:

We need to focus our funding in the following areas:

- Increase parent engagement and participation to assist their children in academic and social emotional needs
- Intervention support to ensure equity and growth in ELA and Math
- Ongoing professional development for teachers and aides for working with our EL, SWD, and SED students to increase student achievement
- Tutoring Services for English Learners to improve their Receptive language and overall literacy skills
- Extended learning opportunities beyond the school day to increase student academic proficiency and language development.
- Provide Enrichment opportunities during and after-school.

Stakeholder Involvement

Involvement of parents, community representatives, classroom teachers, other school personnel, students in secondary schools, SSC and ELAC members in the SPSA evaluation and development process.

In March, SSC met to conduct progress monitoring on the SPSA Actions & Services. Our PD plan was not fully implemented due to a scheduling conflict. After-school tutoring went well for our ELs. Parents were pleased with the after-school instructional delivery.

In April, SSC met to determine which SPSA Actions & Services to continue, modify and discontinue based on the progress monitoring and developed the SPSA Actions & Services based on anticipated needs of students. SSC agreed to continue tutoring for the 2022-2023 schoolyear; as students are receiving small group (individualized) attention where they are able to work on a variety of EL strategies (vocabulary, speaking). SSC determined that all other actions and services needed to be continued.

Stakeholder Involvement

In April, ELAC met to provide input of the EL Actions & Services for the SPSA. ELAC was pleased with the current services and recommended them for next year (2022-2023).

In May, SSC met to review ELAC's input on the SPSA and approve the 2022-2023 SPSA and related budget.

Identified Needs based on Findings:

Virtual SSC and ELAC meetings have been very effective, and we may need to implement a hybrid platform for future meetings.

SWP Requirements

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	<p>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 plans to successfully engaged all teachers in Professional Learning Communities (PLC) that will result in improved student performance. Based on student achievement data, a school-wide instructional focus will be adopted (Teacher Clarity/Visible Learning) whereby academic standards are dissected learning targets are created, learning progressions developed and success criteria established. 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.</p> <p>Professional Learning Communities and Differentiated 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 final year of implementation, we will focus more on aligning the program to standards.</p>	PLCs (bi-weekly) Aug. 2022 - May 2023 PD (monthly) September 2022- May 2023 Differentiated Instruction (daily) Aug. 2022- May 2023 Code to the Future (weekly) September 2022- May 2023 Tutoring (groups every six-eight weeks) October 2022- March 2023
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>Professional Learning Communities (PLC) will continue to meet to develop common lessons and assessments in order to address State academic standards, analyze data that is relevant to their PLC, disaggregate sub-group data & strategize how to better meet the needs of all student groups.</p> <ul style="list-style-type: none"> • Data Analysis Protocol • Lexia/Moby Max/PathBlazer/Literacy Pro/Accelerated Reader (AR) • Depth of Knowledge Questioning • Frameworks (Mathematics) <p>Accelerated curriculum is provided through our Gifted and Talented Education (GATE) Enrichment program.</p> <p>By increasing student access to high quality instruction & intervention, delivering targeted differentiated small group instruction and providing all students with a well-rounded education, this will help to meet the needs of all student populations.</p>	PLCs (bi-weekly) Aug.2022- May 2023 Differentiated Instruction (daily) Aug. 2022 - May 2023 GATE (monthly) October 2022- May 2023

<p>Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards</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 at risk of not meeting the challenging State academic standards. Students will receive differentiated instruction to meet their individual needs. Teachers will receive instructional coaching from Teachers on Assignment (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: Teachers will provide intervention (extended day) for students who are at promise of not meeting the challenging State academic standards. The IST will support Tier 3 intervention students to help close the achievement gap.</p> <p>Furthermore, we will continue to offer extended day (after-school tutoring) for students to strengthen academic and English language skills.</p>	<p>Differentiated Instruction (daily) Aug. 2022 - May 2023</p> <p>Instructional Coaching (monthly) Aug. 2022- May 2023</p> <p>Tutoring (groups every six-eight weeks) October 2022- March 2023</p> <p>Intervention (daily) Aug. 2022- May 2023</p>
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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)	-0.73 (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)	-1.27 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
2021-2022 Household Participation Rate on Parent/Family Climate Survey	14%	>= 25%

Identified Need(s):	<p>Based on MAP results, students need to continue to improve reading and mathematics skills.</p> <p>Based on teacher feedback, teachers need Professional Development on designing better Learning Targets and Success Criteria</p> <p>Based on teacher feedback, teachers need additional PLC time to analyze data and design Common Core aligned instruction.</p> <p>Based on student, teacher, and parent feedback, students need access to 21st Century and Common Core aligned enrichment.</p> <p>Based on student observation and teacher feedback, students need a calming space to support well-being.</p> <p>Based on teacher feedback, teachers need Professional Development in ELD.</p>
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1.A: Provide additional opportunities for Professional Learning Communities (PLC) to		All Students (K-5)	Administration Teachers	\$10,000	\$3,500

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<p>analyze data and design instruction and CFA's and Professional Development in technology and Instruction.</p> <ul style="list-style-type: none"> • Conference, fees and travel • Substitutes • Certificated Hourly • Supplemental instructional materials (including printing) • PD materials • Consultant fees & related materials 	<ul style="list-style-type: none"> • Classroom visit data • Agenda/Feedback forms 		District TOA		
<p>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"> • Instructional Software and Digital Resources • Additional Hourly (Certificated/Classified) • Instructional Materials • Literacy Coordinator (Additional Hourly) • SIT Coordinator (Additional Hourly) • Hover Cams • Projectors and Lamps • TV Monitors • School and Classroom Libraries (Books) 	<ul style="list-style-type: none"> • Fall, Winter and Spring MAP Growth Data • Pre/Post Assessment • Software usage/performance reports • # of SIT meetings held 	All Students At promise students	Administration Librarian/Literacy Coordinator Teachers/Tutoring staff SIT Intervention Coordinator	\$10,000	\$2,766
<p>1.C: Establish a Social-Emotional/Behavioral Wellness Center/Room to promote student</p>	<ul style="list-style-type: none"> • Participant feedback 	All Students	Administration School Counselor	\$5,000	\$5,000

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<p>well-being.</p> <ul style="list-style-type: none"> Furniture Instructional Materials Organizational Tools/Materials Social-Emotional Supportive Tools & Resources 	<ul style="list-style-type: none"> Teacher feedback 				
<p>1.D. Provide Enrichment Learning opportunities to increase student achievement.</p> <ul style="list-style-type: none"> Instructional Materials & Organizational Supplies Supplemental printing Consultant fees & related materials Teacher Hourly Classified Hourly 	<ul style="list-style-type: none"> Participant Feedback Student Work samples 	Targeted K-5 students	Administration Teachers Bilingual aide	\$5,000	\$3,000
<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"> Additional hourly (Classified/Certificated) Consultant related materials Certificates 	<ul style="list-style-type: none"> Parent surveys Attendance rosters 	All students	Staff providing the workshops Community Aide Administration	\$4,000	
<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</p>	<ul style="list-style-type: none"> Pre/Post Assessment 	15 students (grades 2, 3, and 4)	Grades 2-4 Teachers Administration	\$4,500	

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
Math. <ul style="list-style-type: none"> • Additional Hourly (Certificated/Classified) • Instructional Materials & Organizational Supplies • Supplemental printing 					
Total Estimated Cost for This Goal:				38,500	14,266

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 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)	-1.05 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-0.92	>= 0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.71 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

Identified Need(s):	<p>Based on ELPAC and current MAP data, EL's need to improve their Comprehension of foundational skills in English Language Arts and Mathematics.</p> <p>Based on staff input & feedback, Certificated and Classified Instructional staff need targeted professional development on ELD standards and how they work with content standards.</p>
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1aA: Provide small group tutoring to develop students' ELA and Math skills. <ul style="list-style-type: none"> Supplemental printing Instructional Materials Certificated and Classified hourly 	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	\$1,000	\$1,000

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
		below 30% percentile.			
1aB: Provide professional development on strategies to improve students' skills in ELA and Mathematics through integrated ELD instruction. <ul style="list-style-type: none"> • Supplemental printing • PD Materials • Certificated/Classified hourly 	Teacher Surveys Classroom Visit data Winter MAP	English Learners	EL Teacher on Assignment K-5 teachers Administration	\$2,500	
Total Estimated Cost for This Goal:				3,500	1,000

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 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%

Identified Need(s):	Based on ELPI data, English Learners need to improve in receptive language, academic vocabulary and reading skills.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1bA: Provide small group differentiated instruction and after school tutoring to build language through a focus on academic vocabulary: <ul style="list-style-type: none"> Computer software and related supplies Certificated/Classified Hourly Instructional Materials 	Classroom visit data	English Language Learners who decreased one ELPI level	Bilingual Aides K-5 Teachers Administration	\$1,000	\$1,000
1bB: Provide professional development on strategies that improve receptive language during designated English Language Development (ELD) instructions: <ul style="list-style-type: none"> Supplemental printing PD books and recourses 	Teacher surveys Principal visits during designated ELD	English Language Learners	K-5 Teachers EL Teacher on Assignment (TOA) Administration	\$1,000	\$1,000

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> Certificated/Classified Hourly 					
<p>1bC: Provide English Language Learners with access to engaging text to build vocabulary, literacy and early literacy skills.</p> <ul style="list-style-type: none"> Leveled Books in multiple languages 	Library circulation data reports	English Language Learners	K-5 Teachers Librarian Administration	\$1,000	\$500
Total Estimated Cost for This Goal:				3,000	2,500

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: -1.38 Fall 3rd to Fall 4th: -0.88	>= 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%

Identified Need(s):	Based on MAP data, students in grades K-3 need to improve their literacy skills. Based on parent committee feedback, parents need increased opportunities to learn strategies to support their children's development in early literacy.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
2A: Increase student reading proficiency by providing access to a variety of leveled literature (fiction and non fiction). • Hard copy and Digital books and magazines	<ul style="list-style-type: none"> # of books checked out AR data 	Grades K-3	Librarian Administration	\$256	\$744
2B: Empower parents through parent workshops that focus on early literacy		Grades K-3	Administration	\$500	\$1,500

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
development at home. <ul style="list-style-type: none"> Classified/Certificated hourly Consultant fees & related materials Supplemental instructional materials 	<ul style="list-style-type: none"> # of workshops held Sign-in sheets Parent feedback forms 				
Total Estimated Cost for This Goal:				756	2,244

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>1.B: Provide Differentiated Instruction to increase student proficiency in English Language Arts and Math.</p> <p>Other Books/Instructional Supplies</p>	All students	\$20,000	Teachers, Librarian, Administration
<p>Goal 1B: Provide Differentiated Instruction to increase student proficiency in English Language Arts and Math.</p> <p>Taggable Supplies- Computers</p>	All students	\$20,000	Teachers, Administration
<p>Goal 1D: Provide extended learning opportunities to motivate students and increase academic achievement.</p> <p>Consultant Services</p>	All students	\$20,000	Teachers, Administration
<p>Goal 1D: Provide extended learning opportunities to motivate students and increase academic achievement.</p> <p>Student Awards</p>	All students	\$10,000	Teachers, Administration
<p>Goal 1B: Provide Differentiated Instruction to increase student proficiency in English Language Arts and Math.</p> <p>Access to subscription-based online learning tools for students</p>	All students	\$10,000	Teachers, Administration
<p>Goal 1B: Provide Differentiated Instruction to increase student proficiency in English Language Arts and Math.</p> <p>Additional Library books (housed in library)</p>	All students	\$10,000	Teachers, Administration

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>Goal 1B: Provide Differentiated Instruction to increase student proficiency in English Language Arts and Math.</p> <p>Additional replacement technology for K-2 classrooms (if one-to-one is not maintained)</p>	All students	\$10,000	Teachers, Administration
<p>Goal 1D: Provide extended learning opportunities to motivate students and increase academic achievement</p> <p>Flexible Seating (In-class/Library)</p>	All teachers	\$10,000	Teachers, Administration
<p>Goal 1B: Provide Differentiated Instruction to increase student proficiency in English Language Arts and Math.</p> <p>Additional Library books for in-class differentiated instruction (housed in each classroom)</p>	All students	\$20,000	Teachers, Administration
<p>Goal 1C: Establish a Social-Emotional/Behavioral Wellness Center/Room to promote student well-being.</p>	All students	\$22,750	Teachers, Administration
<p>Goal 1C: Mobile Trailer</p>	All students	\$500,000	Teachers, Administration

Programs Included in this Plan

Federal Programs		Allocation
X	Title I, Part A: Allocation Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	45,756
X	Title I, Part A: Carryover	
X	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).	2,012
X	Supplemental Concentration (SUPC) Allocation 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)	20,010
X	SUPC Carryover	
Total amount of state and federal funds allocated to this school		65,766
Total amount of state funds spent (SUPC)		20,010
Total amount of federal funds spent (Title I)		45,756
Total amount of state and federal funds spent		65,766
Balance		0

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
Misty Duttenhefer	Classroom Teacher	2 Years	May 2022	1
Rebecca Braband	Classroom Teacher	2 Years	May 2022	1
Marcela Lopez	Classroom Teacher	2 Years	May 2023	1
Eva Lopez	Other Staff Member: Secretary	2 Years	May 2022	1
Stephanie Maunu	Parent/Community Member	2 Years	May 2022	1
Megan M. Ohm Gasper	Parent/Community Member	2 Years	May 2021	1
Vacant	Parent/Community Member	2 Years	May 2023	1
Jessica Pugh	Parent/Community Member	2 Years	May 2023	1
Soledad Felix-Canales	Parent/Community Member	2 Years	May 2022	1


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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:


Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on May 11, 2022.

Attested:

	Principal, Ms. Nikia N. Owens on May 11, 2022
	SSC Chairperson, Megan M. Gasper on May 11, 2022



RECOMMENDATIONS AND ASSURANCES for Electronic Signatures due to COVID-19 Restrictions

Dorothy Grant Innovations Academy

Name of School: _____

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 (Check those that apply):

- English Learner Advisory Committee _____ Deisy Valenzuela 
Electronic Signature
- Other committees established by the school or district (specify) _____ Megan Gasper 
Electronic 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. The SSC is submitting parent comments of dissatisfaction with the plan if applicable.
6. 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.
7. This SPSA was adopted by the SSC at a public meeting on: **May 11, 2022.**

Attested:

Nikia Owens

5/11/22

Typed name of School Principal
Megan Gasper



Signature of School Principal

Date

5/11/22

Typed name of SSC Chairperson



Electronic Signature of SSC Chairperson

Date