

2021-2022 Single Plan for Student Achievement (SPSA)

SPSA Year:

X2021-22

School Name and School Code	Dorothy Grant Innovations Academy 36 67710 0102517		SSC Approval Date: May 12, 2021
School Address	7069 Isabel Lane, Fontana, CA 92336		Local Governing Board Approval Date: Presented to the Board on 6/2/2021 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 656 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 75% Hispanic, 9.3% African American, 7.8% White and 3.5 Asian%. 62.5 percent of the students are eligible to receive a free or reduced lunch. English Language Learners make-up 16.2% of our population.

SPSA HIGHLIGHTS (bullet points)

- An increased student library that includes non-fictions and fiction texts
- PLC collaboration & PD opportunities to guide instructional planning.
- Implemented School-wide Accelerated Reader (AR) program (grade K-5)
- After-School Tutoring opportunities

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 (2018-2019) moonshot by becoming a Computer Science Immersion school. 2021-2022 will be our fourth 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.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
656	62.5	16.2	1.1
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	106	16.2
Foster Youth	7	1.1
Homeless	7	1.1
Socioeconomically Disadvantaged	410	62.5
Students with Disabilities	83	12.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	61	9.3
Asian	23	3.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	11	1.7
Hispanic	492	75.0
Two or More Races	17	2.6
Pacific Islander	1	0.2
White	51	7.8

These data points indicate:

1. 16.2% (106 students) 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 12.7 % 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 (62.5%) 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

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)]

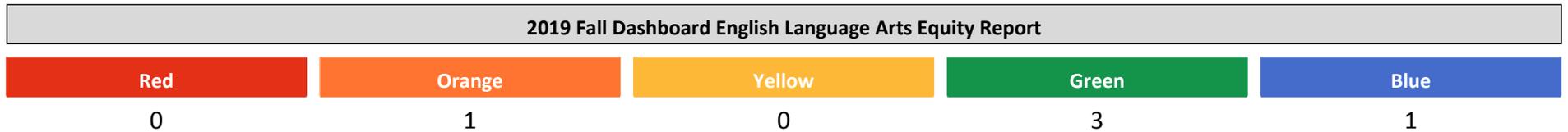
A review of the following data informs the comprehensive needs assessment.

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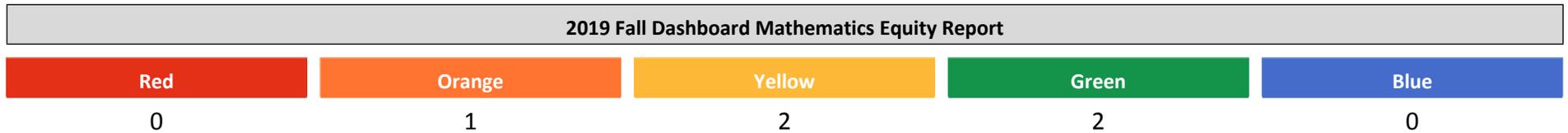
A review of the following data informs the comprehensive needs assessment.

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

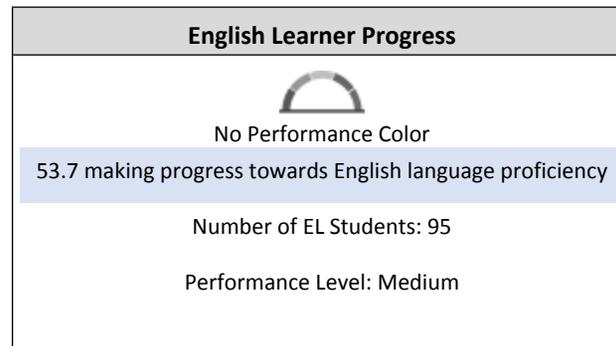
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A review of the following data informs the comprehensive needs assessment.

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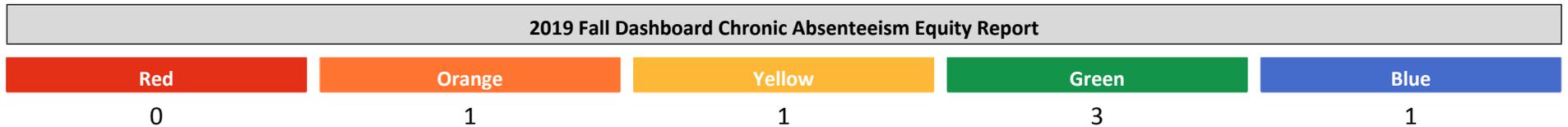
A review of the following data informs the comprehensive needs assessment.

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

These data points indicate:

1. The 2019 Fall CA Dashboard for Chronic Absenteeism data shows that English Learners at Dorothy Grant Innovations Academy were chronically absent 5.3% of the time which shows a decrease in absenteeism from 4.2% in 2018.
2. The 2019 Fall CA Dashboard for Chronic Absenteeism data shows that the African American student population increased in their rate of Chronic Absenteeism (+2.1).
3. The 2019 Fall CA Dashboard for Chronic Absenteeism data shows that Students with Disabilities at Dorothy Grant Innovations Academy were chronically absent 12% of the time which shows a decrease in absenteeism by 1.4%

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)]

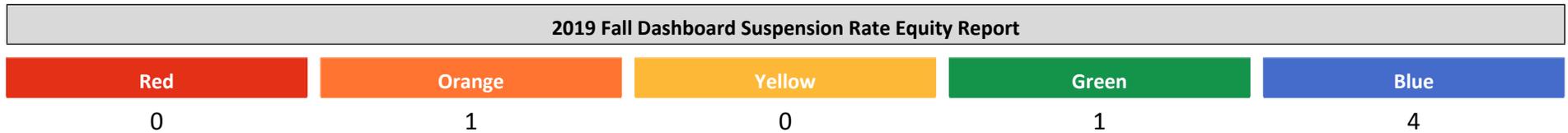
A review of the following data informs the comprehensive needs assessment.

Conditions & Climate Suspension Rate

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

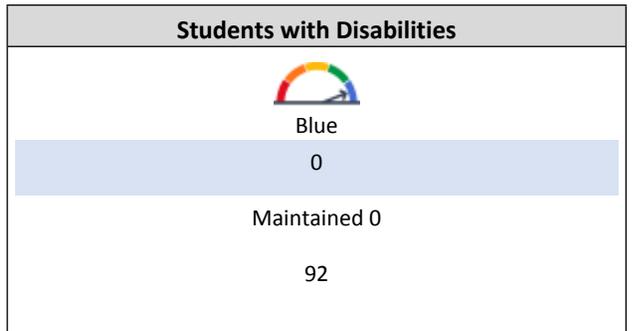
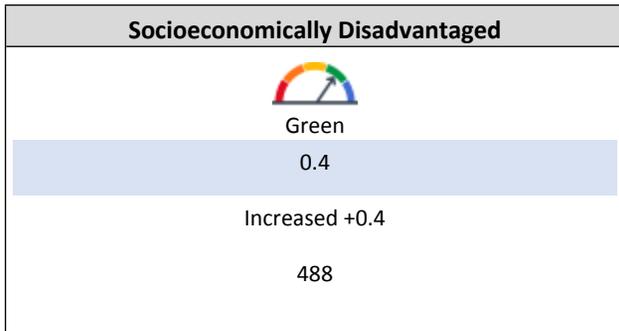
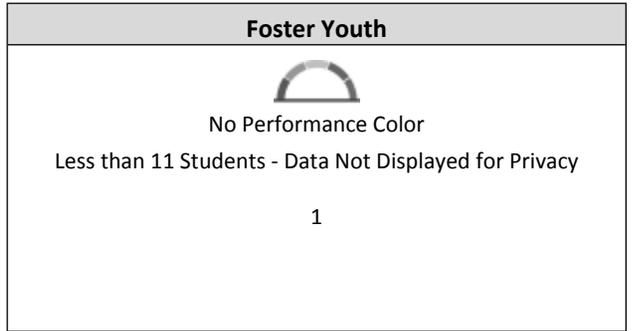
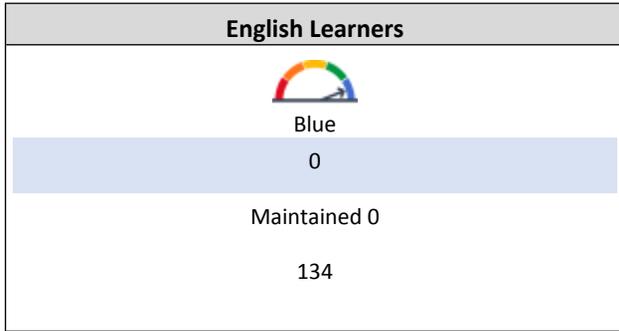
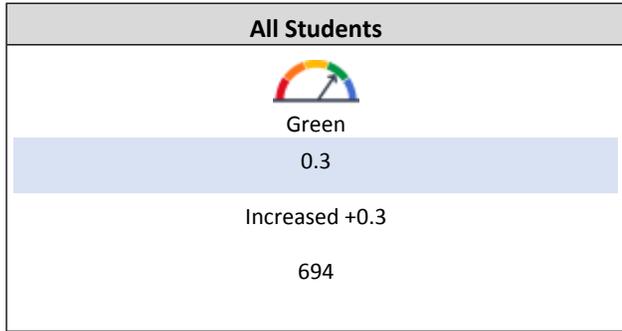


This section provides number of student groups in each color.



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
 Orange 3.1 Increased +3.1 64	 No Performance Color 0 Maintained 0 22	 No Performance Color 0 Maintained 0 22	 No Performance Color 0 Maintained 0 16
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 508	 No Performance Color 0 Maintained 0 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Blue 0 Maintained 0 52

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 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.05 (Excludes invalid Fall 2020 K-1 results)
MAP Growth Language (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.27
MAP Growth Math (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.11 (Excludes invalid Fall 2020 K-1 results)
Site Specific Measures: Walkthrough Data revealed that 100% of classrooms posted Learning Targets & Success Criteria.	100%
Site Specific Measures: Accelerated Reader (AR) data revealed that 100% of teachers grades 1-5 accessed the AR program. Kinder students have access as they become readers.	95%

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 (-0.05), Language (-0.27) and Math (-0.11). Dorothy Grant Innovations Academy will continue to strengthen small group targeted instruction in Reading, Language and Math. School-wide Professional Learning Communities will continue to focus on grade-level collaboration, interventions, data analysis and extended learning opportunities.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.10 (Excludes invalid Fall 2020 K-1 results)
MAP Growth Language (EL): Avg Fall 2019 -to-Fall 2020 Conditional Growth Index (CGI)	-0.44
MAP Growth Math (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.10 (Excludes invalid Fall 2020 K-1 results)
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

The CGI data indicates that the EL student group have maintained their learning outcomes on the MAP Growth Assessment in Reading (0.10) and Math (0.10) during the 2019-2020 school-year. According to the data, our biggest area of need is Language/Writing (-0.44). Dorothy Grant Innovations Academy will continue to strengthen small group targeted instruction for all English Learners.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2018-2019 % by ELPAC Level	Level 4: 27.59% Level 3: 46.55% Level 2: 18.97% Level 1: 6.90%
2018-2019 ELPAC Listening Domain: % by Performance Level	29.31% - Well Developed 64.66% - Somewhat/Moderately Developed 6.03% - Beginning Development
2018-2019 ELPAC Speaking Domain: % by Performance Level	56.03% - Well Developed 37.93% - Somewhat/Moderately Developed 6.03% - Beginning Development
2018-2019 ELPAC Reading Domain: % by Performance Level	12.07% - Well Developed 77.59% - Somewhat/Moderately Developed 10.34% - Beginning Development
2018-2019 ELPAC Writing Domain: % by Performance Level	23.28% - Well Developed 68.10% - Somewhat/Moderately Developed 8.62% - 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 27.59% of our students scored at Level 4 and 46.55% scored at Level 3. The Listening, 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.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2020-2021 Household Participation Rate on Parent/Family Climate Survey	23%
Site Specific Measures: Discuss # of activities (Coffee & Conversation, ELAC, Events)	
Site Specific Measures: Insert data from Parent/Family Climate Survey	

These data points indicate:

The participation rate on the Parent/Family Climate Survey is based on 121 respondents. The data further revealed that 94% of the respondents shared that the school environment is welcoming and 93% reported that we were inclusive. The data revealed that we had two areas of need. Family engagement (13%) and learning model (48%) were areas of need.

Kindergarten - 3rd Grade Literacy	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading: Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: 0.48 Fall 2nd to Fall 3rd: -0.06 Fall 3rd to Fall 4th: -0.20
Fall 2020 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	20-21 3rd Gr. Cohort: 13% 21-22 3rd Gr. Cohort (20-21 2nd Gr.): 18% 22-23 3rd Gr. Cohort (20-21 1st Gr.): Invalid for Fall 2020; Fall 2019 Cohort Results from K: 14% 23-24 3rd Gr. Cohort (20-21 Kinder): Invalid for Fall 2020

Site Specific Measures: % of Weekly School Wide Accelerated Reader Usage (Grades 1-5, Kinder- as needed)	95%
Site Specific Measures:	

These data points indicate:

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.

Behavior	
School Metrics/Indicators	Current Outcomes
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) probes 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 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 the Pandemic, 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 four days per week for 30-minutes per session. 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
- 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, student and teacher 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 121 family responses on the Spring 2021 survey and 298 student responses. The results were as follows:</p> <ul style="list-style-type: none"> • 74% of families feel comfortable communicating with the school (Family-School Communication) • 86% feel that staff member go out of their way to assist parents. • 92% of families feel that staff members work to address parent concerns. <p>The counselor also provides surveys to students during whole-class lessons where social skills, coping skills, and other social-emotional topics of interest are discussed. At times, teachers also talk about the same topics, when needed.</p> <p>Through surveys and informal conversations, teachers indicated a need for more adult supervision during student unstructured time on the playground since there was an increase in student incidences during this unstructured time.</p>
<p>Classroom Observations Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.</p>	<p>Classroom observation (in-person/virtual on Teams walkthroughs) are conducted by the administration team weekly and focus on a variety of areas (visible learning, student engagement, participation). The observation data revealed that all teachers had learning targets and success criteria posted. The purpose of the classroom observation (walkthroughs) is to ensure that each teacher is delivering & providing quality instructional lessons and meeting the diverse needs of each child. Administrative feedback is shared, at times (when necessary). At times, feedback is given during staff meetings or rendered on a more one-to-one basis. During classroom observations (walkthroughs) a variety of findings took place:</p> <p>Teacher Introductory to Lesson- 20% Guided Practice (whole group)- 60% Independent Practice- 10%</p>

Analysis of Qualitative Data

Other (Independent Activity, Breakout Rooms, Enrichment)- 10%

During the 2020-2021 school year, classroom observation (walkthroughs) averaged 1-2 times per week. Over 75% of classrooms visits had teachers checking for understanding, referring to the learning targets & success criteria, and teaching to the standard(s). Some of the areas of need are student participation/engagement, higher level of questioning (needed) and more small group (differentiated) instruction.

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
- Smarter Balanced Assessment Consortium (SBAC)
- English Language Proficiency Assessment for California (ELPAC)
- Common Formative Assessments (CFAs)
- 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 (CFA, 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.

Standards, Assessment, and Accountability

	<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) • Common Formative Assessments (CFAs) • 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 also meet to analyze EL data and modify lessons, instruction and small groups according to the data.</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. This is an increase of ++4.1 points.</p> <p>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.</p>

Standards, Assessment, and Accountability

	<p>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.</p> <p>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.</p>
<p>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.</p>	<p>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:</p> <ul style="list-style-type: none"> • 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 have observation/walkthrough findings • Survey data used to develop a list of actions/services least/most effective and why • Integrated and Designated English Language Development (ELD) instruction (master schedule) and effectiveness of targeted instruction/intervention • Examine identified needs and how they are (or are not) being addressed
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.</p>	<p>The EL program will be evaluated and monitored by:</p> <ul style="list-style-type: none"> • Meetings will be held to discuss program progress monitoring data (actions/services) throughout the year • Professional Learning Community 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 • Constant review of implementation data
<p>Identified Needs based on Findings:</p> <p>Based on these findings, the identified needs are:</p> <ul style="list-style-type: none"> • Master schedule must include Embedded and Designated English Language Development blocks • 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 	

Standards, Assessment, and Accountability

- 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 (Amy Nayyar) guides and supports teachers year-round with English Learner instructional needs

Teacher collaboration by grade level (kindergarten through grade eight) and

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

Staffing and Professional Development

department (grades nine through twelve) (EPC)

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

Teaching and Learning

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

The alignment of curriculum, instruction, and materials to content and performance standards include:

- Mystery Science
- CA State Standards
- My Math
- Fontana Unified School District Curriculum Guide
- Second Step/Too Good for Violence (social-emotional learning)
- Wonders (English Language Arts)
- Discovery Education
- Manipulatives
- STEM/STEAM materials, lessons and activities

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The availability of standards-based instructional materials appropriate to all student groups include the following:

- Lexia
- Mobymax
- Accelerated Reader (AR)
- Ed Tech
- Wonders textbooks, workbooks, and consumables
- My Math textbooks, workbooks, and consumables

Teaching and Learning

Identified Needs based on Findings:

Teachers need supplemental materials and resources to promote literacy skills, increase student understanding of content, and better understand of technology and software programs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Services provided by the regular program that enable underperforming students to meet standards include:

- Small group instruction
- Differentiated instruction
- Instructional Support Teacher (IST)
- Restorative Practices
- Software Programs (Accelerated Reader, Mobymax, Lexia)
- Recess Buddy (School Counselor)

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.

Student groups for whom there exist disparities in achievement and summary of the root causes.

The 2019 Fall CA Dashboard for the English Learners, Students with Disabilities, Socioeconomically Disadvantaged and minority students (Hispanics & African American) indicate student groups for whom there exist disparities in achievement. For example, when looking at the 2019 Fall CA Dashboard data for each student group in the area of mathematics, you will see some data disparities in achievement.

As disparities in achievement were evident, some of those root cause 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.

Disparities noted in achievement are as follows:

Opportunity and Equal Educational Access

- 2019 Fall CA Dashboard Mathematics Performance indicated that English Learners scored 3.6 points below standard
- 2019 Fall CA Dashboard Mathematics Performance indicated that Students with Disabilities scored 91 points below standard
- 2019 Fall CA Dashboard Mathematics Performance indicated that Socioeconomically Disadvantaged students scored 17.2 points below standard
- 2019 Fall CA Dashboard Mathematics Performance indicated that African American students scored 9.8 points below standard
- 2019 Fall CA Dashboard Mathematics Performance indicated that Hispanic students scored 8.6 points below standard

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. State and local assessment data show that Grant's overall and student group performance averages exceed those at the district levels.

Although 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.

Identified Needs based on Findings:

Based on the finding, the needs are as follows:

- School site needs to continue its implementation of Visible Learning (Learning Targets & Success Criteria)
- All students need access 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
- Provide Professional Development in EL strategies to build academic vocabulary

Parental Engagement

<p>Resources available for families to support their child(ren's) education and assist under-achieving students.</p>	<p>The resources available for families to support their child(ren's) education and assist under-achieving students are as follows:</p> <ul style="list-style-type: none"> • 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
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Identified Needs based on Findings:

Based on our findings, there is a need for parent workshops, 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 early literacy and English Learner achievement.

Funding

<p>Services provided by state and local funds that enable underperforming students to meet standards.</p>	<p>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</p>
<p>Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)</p>	<p>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.</p>

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

Funding

- 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 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. Due to Distance Learning, our PD plan was not able to be implemented fully. After-school tutoring for our ELs went well. 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 2021-2022 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.

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 (2021-2022). ELAC requested that future parent workshops be recorded for opportunities to view at a later time.

In May, SSC met to review ELAC's input on the SPSA and approve the 2021-2022 SPSA and related budget.

Identified Needs based on Findings:

Virtual SSC and ELAC meetings have been very effective, and we may need to use this platform for future meetings.

Resource Inequities

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

Based on the needs assessment, greater access to technology and devices (including hot spots/working devices) continue to be an area of need. Another area of need is meeting the needs of our Hispanic, African American, Socioeconomically Disadvantaged and English Language Learner student groups. It is evident that there are inequalities that have been identified. Targeted/differentiated services will help to meet the needs of some of the inequities that were revealed as a result of the needs assessment.

Resource Inequities

These are inequalities because the student to service ratio is extremely high which causes program facilitators, counselors, administrators and other supportive staff members higher than normal caseloads. Sometimes, due to the complexity of the situation (i.e. reports of self-harm, investigation, supervision, evaluations, training, etc., service providers are unable to meet the needs of students.

Areas of concern for the 2020-2021 school year are the result of the COVID-19 school closure:

- Special Education Services
- Social and Emotional well-being of all students
- EL students Level 1-3L (i.e., language practice and integration)

SWP Requirements

<p>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:</p>	<p>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</p>	<p>TIMEFRAME(s)</p>
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<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 has successfully engaged in Professional Learning Communities (PLC) that has resulted in improved student performance. Based on student achievement data, a school-wide instructional focus was 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 third year of implementation, we will focus more on aligning the program to standards. Furthermore, we will continue to offer extended day (after-school tutoring) for students to strengthen academic and English language skills. Tutoring may take place virtually depending on the learning platform (in-person/hybrid/distance learning).</p>	<p>PLCs (bi-weekly) Aug.- May PD (monthly) September- May Differentiated Instruction (daily) Aug. - May Code to the Future (weekly) September- May Tutoring (groups every six-eight weeks) October- March</p>
<p>Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education</p>	<p>Professional Learning Communities (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"> • Read 180/System 44 • 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</p>	<p>PLCs (bi-weekly) Aug.- May Intervention (daily) Aug. - May GATE (monthly) October - May</p>

	differentiated small group instruction and providing all students with a well-rounded education, this will help to meet the needs of all student populations.	
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	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 risk of not meeting the challenging State academic standards.	Differentiated Instruction (daily) Aug. - May Instructional Coaching (monthly) Aug.- May Tutoring (groups every six-eight weeks) October- March

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 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.05 (Excludes invalid Fall 2020 K-1 results)	>= 0
MAP Growth Language (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.27	>= 0
MAP Growth Math (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.11 (Excludes invalid Fall 2020 K-1 results)	>= 0
2020-2021 Household Participation Rate on Parent/Family Climate Survey	23%	>= 25%

Identified Need(s):	<p>Based on CAASPP results, students need to continue to improve reading, language and mathematics skills.</p> <p>Based on teacher feedback, teachers need Professional Development on designing CFA's, using response frames in instruction, Wonders/English Language Development curriculum.</p> <p>Based on teacher feed back, teachers need additional time to analyze data and design Common Core aligned instruction and CFA's.</p> <p>Based on student, teacher, and parent feedback, students need access to 21st Century and Common Core aligned enrichment.</p>
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1.A: Provide additional opportunities for Professional Learning Communities (PLC) to analyze data and design instruction and CFA's	<ul style="list-style-type: none"> Classroom visit data 	All Students (K-5)	Administration Teachers District TOA	\$15,000	\$12,300

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<p>and Professional Development in technology and Instruction.</p> <ul style="list-style-type: none"> • Conference, fees and travel • Subs • Certificated Hourly • Supplemental instructional materials (including printing) • PD materials • Consultant fees & related materials 	<ul style="list-style-type: none"> • Agenda/Feedback forms 				
<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"> • Assessments and Digital Resources • Instructional Software • Additional Hourly (Certificated/Classified) • Instructional Materials • Literacy Coordinator (Additional Hourly) • Hover Cams • Projectors and Lamps • TV Monitors 	<ul style="list-style-type: none"> • Fall, Winter and Spring MAP Growth Data • Pre/Post Assessment • Software usage/performance reports 	<p>All Students At promise students</p>	<p>Administration Librarian Teachers/Tutoring staff</p>	\$12,874	\$10,557
<p>1.C: Enhance coordination of intervention services for underperforming students in ELA and Math..</p> <ul style="list-style-type: none"> • SIT Coordinator (Additional Hourly) 	<ul style="list-style-type: none"> • # of SIT meetings held 	<p>Underperforming students</p>	<p>Administration SIT Intervention Coordinator</p>	\$1,220.00	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<p>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	
<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 • Home School Communication Subscription (Newsletter or link) • Certificates and Student Incentive 	<ul style="list-style-type: none"> • Parent surveys • Attendance rosters 	All students	Staff providing the workshops Community Aide Administration	\$4,000	\$1,000
<p>1.F. Provide a Summer Academic Institute (In-person or Teams) to extend enrichment and intervention opportunities to increase student academic achievement in ELA and/or Math.</p> <ul style="list-style-type: none"> • Teacher Hourly (Certificated/Classified) 	<ul style="list-style-type: none"> • Pre/Post Assessment 	15 students (grades 2, 3, and 4)	Grades 2-4 Teachers Administration	\$6,660	
Total Estimated Cost for This Goal:				44,754	23,857

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 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.10 (Excludes invalid Fall 2020 K-1 results)	>= 0
MAP Growth Language (EL): Avg Fall 2019 -to-Fall 2020 Conditional Growth Index (CGI)	-0.44	>= 0
MAP Growth Math (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.10 (Excludes invalid Fall 2020 K-1 results)	>= 0

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

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

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

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

LEA/School GOAL 2: Students will demonstrate grade level literacy skills by the end of 3rd grade.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA: % of 3rd Grade Students Scoring Standard Met or Exceeded	55.4%	>= 58.4%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	8.6	>= 16.6
MAP Growth Reading: Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: 0.48 Fall 2nd to Fall 3rd: -0.06 Fall 3rd to Fall 4th: -0.20	>= 0 for each grade level
Fall 2020 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	20-21 3rd Gr. Cohort: 13% 21-22 3rd Gr. Cohort (20-21 2nd Gr.): 18% 22-23 3rd Gr. Cohort (20-21 1st Gr.): Invalid for Fall 2020; Fall 2019 Cohort Results from K: 14% 23-24 3rd Gr. Cohort (20-21 Kinder): Invalid for Fall 2020	20-21 3rd Gr. Cohort(21-22 4th Gr.): 3% 21-22 3rd Gr. Cohort (21-22 3rd Gr.): 8% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 4% (Based on Fall 2019 baseline) 23-24 3rd Gr. Cohort (21-22 1st Gr.): Establish valid baseline

Identified Need(s):	Based on MAP data, students in grades K-3 need to improve their literacy skills. Based on STAR Diagnostic Testing data, students in grades K-3 need to increase the time they spend on independent reading. 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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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
2A: Cultivate a schoolwide culture that practices independent reading by increasing access to a variety of literature (fiction and non fiction).	• Software usage/Performance data	Grades K-3	Librarian Administration	\$11,000	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> Hard copy and Digital books and magazines 					
<p>2B: Empower parents through parent workshops that focus on read aloud strategies to support early literacy development at home.</p> <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 	Grades K-3	Administration	\$4,000	
Total Estimated Cost for This Goal:				15,000	

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
1.B: Provide Differentiated Instruction to increase student proficiency in English Language Arts and Math. Other Books/Instructional Supplies	All students	\$20,000	Teachers, Librarian, Administration
Goal 1B: Provide Differentiated Instruction to increase student proficiency in English Language Arts and Math. Taggable Supplies- Computers	All students	\$20,000	Teachers, Administration
Goal 1D: Provide extended learning opportunities to motivate students and increase academic achievement. Consultant Services	All students	\$20,000	Teachers, Administration
Goal 1D: Provide extended learning opportunities to motivate students and increase academic achievement. Student Awards	All students	\$10,000	Teachers, Administration
Goal 1B: Provide Differentiated Instruction to increase student proficiency in English Language Arts and Math. Access to subscription-based online learning tools for students	All students	\$10,000	Teachers, Administration
Goal 1B: Provide Differentiated Instruction to increase student proficiency in English Language Arts and Math. Additional Library books (housed in library)	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 teachers	\$20,000	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.	\$40,805
X	Title I, Part A: Carryover	\$31,949
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).	\$1,821
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)	\$23,857
	SUPC Carryover	
Total amount of state and federal funds allocated to this school		96,611
Total amount of state funds spent (SUPC)		23,857
Total amount of federal funds spent (Title I)		72,754
Total amount of state and federal funds spent		96,611
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
Edgar Beltran	Classroom Teacher	2 Years	May 2021	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
Warren-Joseph Somontan	Parent/Community Member	2 Years	May 2021	1
Jessica Pugh	Parent/Community Member	2 Years	May 2022	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 12, 2020.

Attested:

Principal, Ms. Nikia N. Owens on May 12, 2021

SSC Chairperson, Megan M. Gasper on May 12, 2021

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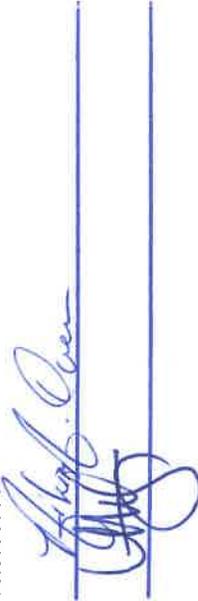
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