School Plan Overview

VISION AND MISSION

The primary miles and provided and Innovations Academy is to provide each student a diverse education in supportive environment that promotes self-discipline/accountability, motivation, and excellence in learning and overall well-being. 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 (guar-1(fid Tm [(to ns),)-1()1(l)ucatord commun)-1(stu)-1(dbo)-1(v)1(i)-1 ivity to

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population

Total Enrollment

School and Student Performance Data

Overall Performance

The 2023 California School Dash	board provides parents and	educators with me	eaningful information on	school and distric	t progress so they can	participate in
decisions to improve student lear	rning.					

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red Orange

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

Green

4.7 points above standard

Increased +7.1 points

358 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

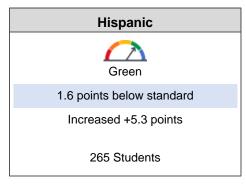
African American Green 17.8 points above standard Increased +13.2 points

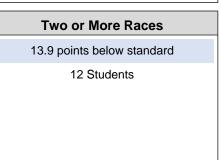
31 Students

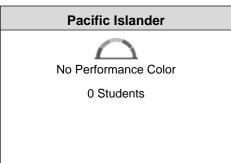
American Indian Less than 11 Students 1 Student

Asian 46.4 points above standard Increased Significantly +30.4 points 17 Students

Filipino	
Less than 11 Students	
9 Students	







White

16.1 points above standard

Maintained +1.9 points

23 Students

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

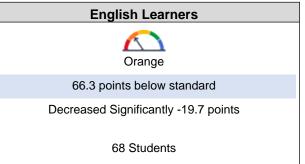
2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

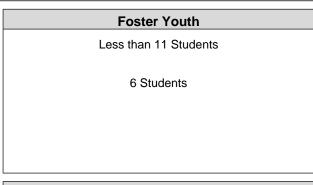
Current English Learner	Reclassified English Learners	English Only
80.1 points below standard	83.6 points above standard	8.3 points above standard
Decreased Significantly -21.5 points	Increased +12.4 points	Increased +10.7 points
48 Students	20 Students	265 Students

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

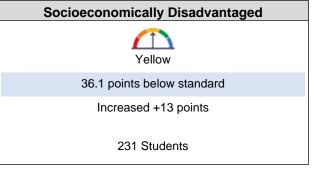
2023 Fall Dashboard Mathematics Performance for All Students/Student Group

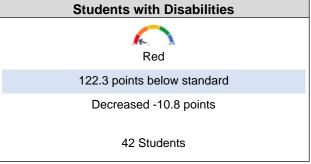
Yellow 26.6 points below standard Increased Significantly +15.8 points 358 Students





Homeless
Less than 11 Students
4 Students





	2023 Fall Dashboard Mathematics Performance by Race/Ethnicity							
African American	American Indian	Asian	Filipino					
	Less than 11 Students	2.2 points above standard	Less than 11 Students					
Green		Increased +9.4 points						
16.3 points below standard	1 Student		9 Students					
Increased +13.4 points		17 Students						
31 Students Hispanic	Two or More Races	Pacific Islander	White					
Порато	33.2 points below standard	i dellie isiandei	12.1 points above standard					
Yellow	12 Students	No Performance Color	Increased Significantly +26.5 points					
35.6 points below standard	12 Stadefile	0 Students	morodood organicality 120.0 points					
Increased +14.3 points		o Gladsino	23 Students					
265 Students								

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.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased

School and Student Performance Data

Academic Performance

College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very LowLowMediumHighVery HighLowest PerformanceHighest Performance

Co43.645ert PeT EM L vv

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group							
All Students English Learners Foster Youth					Foster Youth		
Homeless		Socioeconomica	peconomically Disadvantaged Students with Disabilities				
	2023 Fall Dashboard College/Career Reportby Race/Ethnicity						
African American	Ar	merican Indian	Asian		Filipino		
Hispanic	Two	or More Races	Pacific Islander		White		

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students



Yellow

28.8% Chronically Absent

Declined Significantly -7.1

713 Students

English Learners



Orange

26.5% Chronically Absent

Declined -10.7

113 Students

Foster Youth

Less than 11 Students

9 Students

Homeless

41.7% Chronically Absent

0

12 Students

Socioeconomically Disadvantaged



30.6% Chronically Absent

Declined Significantly -12.8

474 Students

Students with Disabilities



Orange

42.9% Chronically Absent

Declined -11

91 Students

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students



Blue

0% suspended at least one day

Maintained 0 725 Students

English Learners



Blue

0% suspended at least one day

Maintained 0 117 Students

Foster Youth

Less than 11 Students
9 Students

Homeless

0% suspended at least one day

12 Students

Socioeconomically Disadvantaged



Blue

0% suspended at least one day

Maintained 0 478 Students

Students with Disabilities



Blue

0% suspended at least one day

Maintained 0 93 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

Filipino African American **American Indian** Asian 0% suspended at least one day Less than 11 Students 2 Students Blue Blue Maintained 0 0% suspended at least one day 0% suspended at least one day Maintained 0 Maintained 0 66 Students 35 Students

Analysis of Qualitative Data: Surveys

Analysis Of Qualitative Data: Surveys			
School Metrics/Indicators	Previous Year Outcomes	Current Outcomes	Future Expected Outcomes

Student Climate Survey

Grade levels that participated: Grades 3-5 participated at Dorothy Grant (338 Responses)

Strategies or challenges that contributed to participation rate:

Strategies that were used for the Student Climate Survey were consistent communication and follow-up with teachers. We also

Site-Based Surveys

Describe the key areas of need identified through your formal and informal feedback methods with teachers/staff, families, and students.

 $Formal\ staff\ survey\ revelated\ that\ there\ is\ a\ need\ for\ an\ increased\ time\ to\ meet\ with\ professional\ learning\ communities\ and$

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

Standards, Assessment, and Accountability

Use of state and local EL academic	Stı
performance and language development data	pr
to determine EL student and program needs.	We

Students take the English Language Proficiency Assessments for California (ELPAC) assessment each year to determine their proficiency. This assessment determines a students' proficiency, reclassification status and identifies areas of strengths and weakness.

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. EL studentrogram 2udente

Standards, Assessment, and Accountability

Quarterly review of implementation data

The MPS TOA delivers professional development to teachers and the EL bilingual aide works with bridging and emerging ELs.

Reclassification is also an area that is closely monitored by administration, EL Site Monitor and MPS TOA.

Staffing and Professional Development

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

School Sites and Districts 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. Staff development, data analysis and discussion around data protocols (calibration, objective evaluation, reflective analysis, interpretive analysis and decision process.) are essential to maintaining profession needs and a high-level of performance.

Action taken:

- All teachers participated in Professional Development with the TOA
- 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) The staff was surveyed and provided input on what specific areas they would like to focus on when receiving professional developme. The results were as follows:

- Student Intervention
- Instructional Technology- Teachers were able to have access to Nearpod, One Drive, Sway, Microsoft Teams and much more
- Teacher on Assignment (TOA) guides and supports teachers year-round with instructional needs

Staffing and Professional Development

- •
- Teacher Clarity
- Thinking Maps
- Training on Restorative Practices and Tier 2 Interventions (Conflict Resolution Circles, Progressive Discipline)

Teaching and Learning

Availability of standards-based instructional materials appropriate to all student groups -uv 9.aEA)

Opportunity and Equal Educational Access		
	The Actions/Services partially met the needs of At-promise students as scheduling, transportation and attendance continue to be a challenge.	

Resource Inequities		
Briefly identify and describe any resource	N/A School site is not in ATSI or CSI	
inequities identified as a result of the required		
needs assessment, as applicable.		

Parental Engagement

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

Parental Engagement is essential to the success of our school. Majority of the Parent meeting topics are based on a needs assessment, feedback and informal communication with families. Some of the parent engagement opportunities include offerings from The Parent Empowerment Project where parents can attend a variety of workshops. Some of the classes offered are:

- The Impact of Television and Tablets on Children
- The Management and Organization Techniques for Kids
- How Children Think
- Overcoming Obstacles and Taking Control

Parents are also invited to participate in a variety of other Parent Engagement opportunities as well. Some of the opportunities 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 Beautification 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)

Educational Partner 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.

Throughout the school year, the School Site Council (SSC) met to perform progress monitoring on the SPSA Actions & Services. We discussed the outcomes of each action/service, the level of implementation and the outcomes to date. In April, the ELAC met and provided input regarding the EL Actions and Services. In March and May, School Site Council 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. The School Site Council Team agreed to continue tutoring for the 2024-2025 school year; as students are receiving small group (individualized) attention where they are able to work on a variety of EL strategies (vocabulary, speaking). The School Site Council also agreed to continue Professional Development, Parent Workshops and ELA /Math tutoring. School Site Council agreed to modify two Actions/Services.

In April, ELAC met to provide input of the EL Actions & Services for the SPSA. ELAC recommended to add one Spanish after school Spanish class, of possible. ELAC was pleased with the current services and recommended them for next year (2024-2025). In May, SSC met to review ELAC's input on the SPSA and approve the 2024-2025 SPSA and related budget.

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.

The Integrated English Language Development (I-ELD) is embedded into daily lessons across content areas (Mathematics, English Language Arts, Social Studies, Science and at times Physical Education). Both language and content objectives are addressed for K-5 students. Although English Language Arts Instruction is designed through the Professional Learning Community (PLC) 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

 Visual and Performing Arts (VAPA) will also be available first semester where students can access an enrichment activity

(drama or art) that ties into the curriculum and standards.

• By increasing student access to high quality instruction & intervention/enrichment, 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.

- a well-rounded education, this will help to meet the needs of all s
- Students will receive differentiated instruction during the school day to meet their individual needs.
- Students will receive intervention or enrichment for one-hour weekly to support student achievement during the school day.
- Teachers will provide tutoring intervention (extended day) for students who are at promise of not meeting the challenging State academic standards. Students will have the opportunity to receive intervention after school who are identified as At Promise students, particularly students with Disabilities in ELA and Math. Furthermore, we will continue to offer extended day (after-school tutoring) for students to strengthen academic and English language skills.
- Teachers will receive instructional coaching from the Teacher on Assignment (TOA) and will receive additional hourly compensation to plan for differentiated instruction specific to the needs of students not meeting standards.
- The IST will continue to support students by providing Tier 2 and 3 interventions in literacy to help close the achievement gap.

- VAPA (SIX-2-hour SESSIONS) between Aug. 2024-May 2025
- Access to well-rounded education (daily) Aug. 2024 - May 2025
- Differentiated Instruction (daily)
 Aug. 2024 - May 2025
 - Intervention/enrichme nt: 1 hour weekly, during day, Aug. 2024 -May 2025
- Tutoring (groups every six-eight weeks) September 2024- May 2025
- Instructional Coaching via TOA (1-2 times month) August. 2024- May 2025
 - Intervention with the

Address the needs of students at risk of not meeting the challenging

State academic standards.

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.					
MAP Growth Math (ALL): Average Fall-to-Fall Conditional Growth Index (CGI)	0.25	-0.08	>= 0		
Students will increase proficiency by 5% in MAP Reading and go from 55% Met/Exceeded in Fall 2022 to 60% Met/Exceeded in Fall 2023 to	55% Met/Exceeded				

CAASPP Data Analysis – ALL Students

Achievement Trends:

- Two classes out of four had a positive distance from standard indicating that they are narrowing the achievement gap in Math. In ELA, all grades 5 increased significantly.
- In ELA, the percentage of Standard Not Met/Nearly Met is 46.1%.

•

MAP Data Analysis – ALL Students

School wide, 50% of the students are projected to score standard met exceeded in reading on CAASPP, while only 39% of students are projected to score standard met exceeded in math on the SBA

Grade Levels

On average, grades 2, 3, and 4 have a higher percentage of students scoring in the Hi/Avg and Hi Range in Reading.

Grade 1, has the highest percentage of students that scored Lo/LoAvg Range in Reading.

Over 50% of Grade 5 students scored below the 41st percentile in Math.

MAP Data Analysis – ALL Students

Kinder has the greatest area of need in Foundational Skills.

Grade 1 has the greatest are of need in Literature and Informational.

Grade 5 and Grade 3 have the greatest area of need in Literary Text.

Grade 2 and Grade 4 have the greatest area of need in Informational Text.

Grade 5 and Grade 4 have the greatest need in Geometry.

Grade 3 and Grade 1 have the greatest need in Measurement and Data.

Grade 2 has the greatest need in Number and Operations.

Grade Kinder has the greatest need in Algebraic Thinking.

List Student Groups in Need of Targeted Support (underperforming compared to the All-Student group):

ELA: Two or More Race. English Learners and Socio-Economically Disadvantaged and Students with Disabilities Math: African American, Hispanic, English Learners, Socio-Economically Disadvantaged and Students with Disabilities

CA Dashboard Analysis (Academic Indicator) - ALL Students

English Language Arts Performance (Status AND Change)

ELA achievement is Medium with 4.7 points above standard and a +7.1 points increase from the previous year. The All student group has a green performance level in ELA.

Math Performance (Status AND Change)

Math achievement is Low with -26.6 points below standards and a +15.8 increase from the previous year. The All student group has a yellow performance level in Math.

List Student Groups in Need of Targeted Support (underperforming compared to the ALL-Student group)

ELA and Math - English Learners and Students with Disabilities are in need of targeted support. English Learners have orange performance level and Students with Disabilities have a red performance level compared to green for All students in ELA and yellow in Math.

Problem Statements and Root Cause Analysis for Red Dashboard Indicators

Site Measures for Evaluating Actions/Services

- School climate and self- assessment surveys were completed by staff. The results of the surveys indicate that the following TIER 1 interventions developed by the PBIS team are supported by staff and effective.
- · Classroom and school expectations are positively and clearly defined and taught
- · Rewards and incentives are in place for positive behavior
- · Supervision of school safety is occurring
- · Academic success for all students promoted

Identified Needs (Areas for Growth):

Classroom visit data indicates the need in the following areas:

- · Continued need for blended learning environment to leverage technology
- Infusing STEM activities into Dorothy Grant's instructional day
- Continued need for professional development in cooperative learning
- Continued time for teachers to plan lessons using priority standards in order to have common learning targets and success criteria
- Continue theatrical performance piece for our VAPA initiative. This year we were able to participate in School of Rock.

Additional Needs:

- · Low percent of parents attending virtual parent workshops.
- Early Literacy and numeracy support is required for students to readily access the intended core instructional program.
- Continued and ongoing professional development and coaching are imperative for teachers.
- Time for students to work in cooperative groups

Teacher survey data indicates the need for:

- Opportunities for teachers to observe each other.
- Ongoing SEL supports are needed to address the needs of our students.
- iReady data indicates that over 50% of 5th grade students are one grade or more grade level below in Reading.
- i-Ready data indicates that 35% of 5th grade students are two or more grade levels below in Math.

Based on qualitative and quantitative
data analysis, identified needs, and

Students require Small Group Differentiated Instruction to continue to improve reading and mathematics skills. PBIS Strategies

student groups listed for targeted support, what strategies will be used to meet this goal?

Teachers need Professional Development on designing better Visible Learning Strategies (Learning Targets and Success Criteria)

Teachers need additional PLC time to analyze data and design Common Core aligned instruction.

Students need access to 21st Century and Common Core aligned enrichment.

Students need a calming space to support well-being; as well as connect with others.

Teachers need Professional Development in ELD and Strategies to support Students with Disabilities.

2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2024-25 Estimated Cost	
	Action/Service		·	Title 1	SUPC
 1.A: Provide additional opportunities for Professional Learning Communities (PLC) to analyze data and design instruction and Professional Development in technology, Instructional Strategies and Social-Emotional Learning, Conference, fees and travel 	BenchmarksiABsi-ReadyFeedback forms	All Students (K-5)	Administration Teachers District TOA	\$43,300	
 Conference, fees and travel Substitutes Certificated Hourly Supplemental printing PD materials Consultant fees & related materials 					
 1.B: Provide Differentiated Instruction and tutoring opportunities to increase student proficiency in English Language Arts and Math. Instructional Software and Digital Resources Additional Hourly (Certificated/Classified) Instructional Materials Literacy Coordinator (Additional Hourly) SST Coordinator (Additional Hourly) 	iReady Classroom VIsit Data	All Students; particularly At- promise students and students with disabilities	Administration Librarian/Literacy Coordinator Teachers/Tutoring staff SST Intervention Coordinator	\$21,162	\$2,000

2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2024-25 Estimated Cost	
	Action/Service		(,,),	Title 1	SUPC
School and Classroom Libraries (Books)					
1.C: Establish a Social-Emotional/Behavioral Wellness Center/Room to promote student well-being. Instructional Materials Social-Emotional Supportive Tools & Resources	Participant survey feedback Teacher survey feedback	All Students	Administration School Counselor	\$1,500	\$3,000
 1.D. Provide Enrichment, STEAM, and VAPA opportunities to increase student achievement. Instructional Materials & Organizational Supplies Supplemental printing Consultant fees & related materials Educational Fieldtrips and related fees Teacher Hourly Classified Hourly 	 Participant Survey Feedback Student Work samples 	All Students	Administration Teachers Bilingual aide	\$16,900	\$5,264
1.E. Enhance parent engagement by providing workshops that familiarize them with strategies to support their child/children's academic progress. Additional hourly (Classified/Certificated) Consultant fees and related materials	Parent surveysAttendance rosters	All students	Staff providing the workshops Community Aide Administration	\$2,797	

	2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2024-25 Estimated Cost	
					Title 1	SUPC

- 1.F. Provide a Summer Academic Institute (Inperson or Teams) to extend enrichment and intervention opportunities to increase student academic achievement in ELA and/or Math.
- Pre/Post Assessment

- Additional Hourly (Certificated/Classified)
- Instructional Materials & Organizational Supplies
- Supplemental printing

CAASPP Data Analysis - EL Students

Problem Solving & Modeling and Data Analysis is the greatest area of need in Math for English Learners.

MAP Data Analysis – EL Students

How does the EL Student Group achievement compare to the ALL-Student Group?

Only 18% of English learners are projected to score standard met or exceeded on SBA in ELA compared to 50% school wide.

Only 14% of English learners are projected to score standard met or exceeded on SBA in ELA compared to 39% school wide.

How does the EL Student Group growth compare to the ALL-Student Group?

In reading and math, English Learners made similar growth to the all student group, thus maintaining the achievement gap.

Identified Areas of Strength:

The Informational Text goal area is the relative strength in reading for Grades 2-5.

The Language and Writing goal area is the relative strength in reading for Grades K-1.

The Geometry area is relative strength in math for English learners.

Identified Needs (Areas for Growth):

The Vocabulary Use and Functions area is the greatest area of need in reading for Grades K-1 English learners.

The Informational Text area is the greatest area of need in reading for Grades 2-5 English learners.

The Operations and Algebraic Thinking goal area is the greatest area of need in math for English Learners.

CA Dashboard Analysis (Academic Indicator) – EL Students

How does the EL Student Group achievement compare to the All-Student Group?

CA Dashboard Analysis (Academic Indicator) – EL Students

English Learners performance level in ELA is orange compared to all students performance level which is green. In ELA, English Learners declined significantly - 23.0 points compared to All Students where they improved by +7.1 points.

English Learners performance level in Math is orange compared to all students performance level which is yellow. In Math, English Learners declined significantly -19.7 points compared to All Students where they increased significantly +15.8.

How does the EL Student Group growth compare to the All-Student Group?

English Learners decreased significantly in ELA -23.0 points compared to All Students where they increased +7.1 points. English Learners widened the achievement gap in ELA.

English Learners decreased significantly in Math -19.7 points compared to All Students where they increased +15.8 points. English Learners widened the achievement gap in Math.

Site Measures for Evaluating Actions/Services

Description of Site-Specific Data Collected for Progress-Monitoring

A variety of site-based metrics were used to measure the implementation of professional learning designed to support EL Learners (Qualitative Teacher Surveys, Lesson Plans and Classroom Visits) and EL student academic achievement (i- Ready, MAP fall assessment, pre/post assessments).

Identified Areas of Strength:

Teachers are providing both designated and integrated ELD programs within the instructional day.

Teachers who attended trainings with the EL TOA are implementing strategies in the classroom (sentence frames, visuals, and structured response).

iReady Data indicates there was a 9% increase of students at or above grade levels in math from Fall to Winter.

iReady Data indicates there was a 13% increase of students at or above grade levels in Reading from Fall to Winter.

Identified Needs (Areas for Growth):

Continued professional development and collaboration will be necessary to support the unique language needs of EL learners.

Based on iReady data the majority of EL students are one grade level or more below grade level in both math and reading.

Based on qualitative and quantitative data analysis, identified needs, and student groups listed for targeted support, what strategies will be used to meet this goal?

Based on ELPAC and current i- Ready data, EL students in K-5 need to develop their academic vocabulary through communication and cooperative learning strategies.

EL students also need to continue to work on improving their Comprehension of foundational skills in English Language Arts (ELA) and Mathematics.

Based on staff input & feedback, Certificated and Classified Instructional staff need targeted professional development on ELD standards and how they work with content standards.

2024-25 Evidence-based Actions/Services	Metric(s) for evaluating	Pupils to be served	Person(s) Responsible	2024-25 Estimated Cost	
	Action/Service		•	Title 1	SUPC
 1aA: Provide small group tutoring to develop students' ELA and Math skills. Instructional Materials Certificated and Classified hourly 	I-Ready Benchmarks Classroom Walkthrough Data	Reclassified ELs performing below grade level based on teacher recommendation	Classified and certificated staff providing the tutoring Administration		\$1,000
1aB: Provide professional development on strategies to improve students' skills in ELA and Mathematics through integrated ELD instruction. Certificated hourly	Teacher Surveys Classroom Visit data	English Learners	EL Teacher on Assignment K-5 teachers Administration		\$1,663

Site Measures for Evaluating Actions/Services

A variety of site-based metrics were used to measure the implementation of professional learning designated to support ELs (Qualitative Teacher Surveys, Lesson Plans and Classroom Walkthrough data).

Professional development in the areas of ELPAC Task Practice: Listening & Reading Domain and Speaking & Writing Domain, ELA Integrated ELD Strategies and Math Integrated ELD Strategies by the EL TOA (Jenn Medina).

2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served Person(s) Responsible	2024-25 Estimated Cost	
		` ` ` '	Title 1	SUPC

1bB: Provide professional development on

LEA/School GOAL 2: Students will demonstrate grade level literacy skills by the end of 3rd grade.				
School Metrics/Indicators	Previous Year Outcome	Current Outcomes	Future Expected Outcomes	
Smarter Balanced Assessment ELA: % of 3rd Grade Students Scoring Standard Met or Exceeded	52.5% (2021-2022)	58.9%	61.9%	
Smarter Balanced Assessment ELA: 3rd Grade Average Distance from Standard (DFS)	2 (2021-2022)	11.4	11.4	
MAP Growth Reading: Average Fall-to-Fall Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: -0.25 Fall 1st to Fall 2nd: 0.37 Fall 2nd to Fall 3rd: 0.39 Fall 3rd to Fall 4th: 0.04	Fall Kinder to Fall 1st: -0.57 Fall 1st to Fall 2nd: 0.29 Fall 2nd to Fall 3rd: 0.18 Fall 3rd to Fall 4th: 0.21	>= 0 for each grade level	
Fall 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 (22-23 4th Gr): 33% 22-23 3rd Gr. Cohort: 27% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 36% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 27% 25-26 3rd Gr. Cohort (22-23 Kinder): 18%	22-23 3rd Gr. Cohort (23-24 4th Gr): 21% 23-24 3rd Gr. Cohort: 28% 24-25 3rd Gr. Cohort (23-24 2nd Gr.): 21% 25-26 3rd Gr. Cohort (23-24 1st Gr.): 33% 26-27 3rd Gr. Cohort (23-24 Kinder): 9%	23-24 3rd Gr. Cohort(24-25 4th Gr.): 18% 24-25 3rd Gr. Cohort (24-25 3nd Gr.): 11% 25-26 3rd Gr. Cohort (24-25 2nd Gr.): 23% 26-27 3rd Gr. Cohort (24-25 1st Gr.): -1%	

CAASPP Data Analysis - 3rd Grade ELA

Achievement Trends:

- Grade 3 showed strength in Math with 58.9% scoring Standard Met/Exceeded. ELA was close with 58.0% of students scoring Standard Met/Exceeded.
- Grade 3 had an average scale score and DFS that outscored the district in ELA.
- Female students in grade 3 outscored males by 1.8% in ELA.
- Grade 3 students outscored all students in ELA (5.0%).

CAASPP Data Analysis - 3rd Grade ELA

Growth Trends

- Grade 3 had positive change in DFS in ELA (+11.4).
- Grade 3 showed a positive growth and increase in ELA (+6.4%).

Identified Areas of Strength:

- Students in grade 3 showed an overall strength in Mathematics.
- In ELA, grade 3 students increased by 6.4% in ELA from the previous 2022 year.
- In Math, grade 3 students increased by 17.8% in Math from the previous 2022 year.

Identified Needs (Areas for Growth):

• Grade 3 students had 42.0% of Students that scored Standard Not/Nearly met in Mathematics

MAP Data Analysis – Kinder through 3rd Grade Reading				
There are a higher percentage of Grade 2 students performing Hi/Avg and Hi Range.				
There are a significant percentage of students scoring in the average Range.				

2024-25 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served Person(s) Responsible	Person(s) Responsible	2024-25 Estimated Cost	
			Title 1	SUPC	

Unfunded School Site Council Priorities

Actions/Services

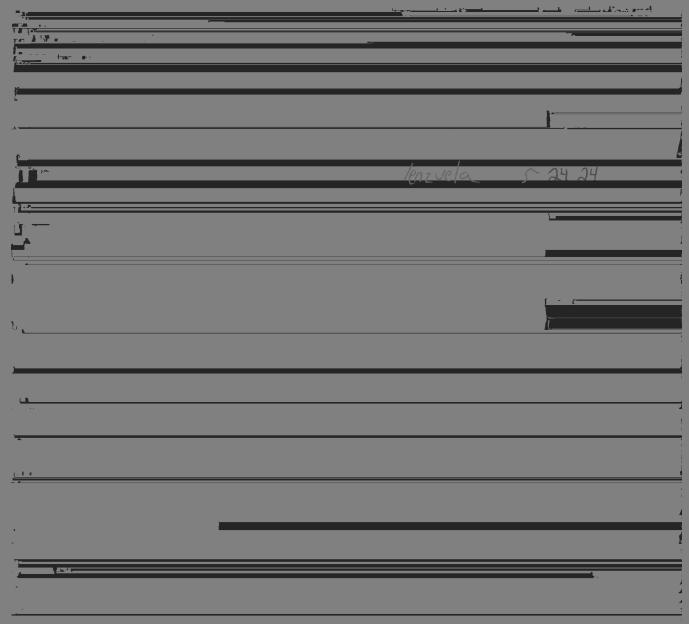
- Social-Emotional Supportive Tools & Resources
- 1.D. Provide Enrichment Learning opportunities to increase student achievement.
 - Instructional Materials & Organizational Supplies
 - Supplemental printing

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RECO E DATO SA DASSURANCES

Name of School: Dorothy Grant Innovations Academy (SSC Meeting held: May 22, 2024)

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:



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 School Plan for Student Achievement (SPSA) requiring board approval.

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