School Plan Overview

VISION AND MISSION

The primary mi█████ ██████ ████ ant 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 t

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

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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	**American Indian**	**Asian**	**Filipino**
 Green 17.8 points above standard Increased +13.2 points 31 Students	Less than 11 Students 1 Student	46.4 points above standard Increased Significantly +30.4 points 17 Students	Less than 11 Students 9 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Green 1.6 points below standard Increased +5.3 points 265 Students	13.9 points below standard 12 Students	 No Performance Color 0 Students	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 Decreased Significantly -21.5 points 48 Students	83.6 points above standard Increased +12.4 points 20 Students	8.3 points above standard Increased +10.7 points 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		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
26.6 points below standard	66.3 points below standard	6 Students
Increased Significantly +15.8 points	Decreased Significantly -19.7 points	
358 Students	68 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Red
4 Students	36.1 points below standard	122.3 points below standard
	Increased +13 points	Decreased -10.8 points
	231 Students	42 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

Green

16.3 points below standard

Increased +13.4 points

31 Students

American Indian

Less than 11 Students

1 Student

Asian

2.2 points above standard

Increased +9.4 points

17 Students

Filipino

Less than 11 Students

9 Students

Hispanic

Yellow

35.6 points below standard

Increased +14.3 points

265 Students

Two or More Races

33.2 points below standard

12 Students

Pacific Islander

No Performance Color

0 Students

White

12.1 points above standard

Increased Significantly +26.5 points

23 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 Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

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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
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	American 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

Yellow

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	**English Learners**	**Foster Youth**
Blue	Blue	Less than 11 Students
0% suspended at least one day	0% suspended at least one day	9 Students
Maintained 0	Maintained 0	
725 Students	117 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
0% suspended at least one day	Blue	Blue
12 Students	0% suspended at least one day	0% suspended at least one day
	Maintained 0	Maintained 0
	478 Students	93 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

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

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

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 2udent

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

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

Availability of standards-based instructional
materials appropriate to all student groups
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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 inequities identified as a result of the required needs assessment, as applicable.	N/A School site is not in ATSI or CSI

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

		• VAPA (SIX-2-hour SESSIONS) between Aug. 2024-May 2025
	• 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.	
		• Access to well-rounded education (daily) Aug. 2024 - May 2025
	• 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.	
Address the needs of students at risk of not meeting the challenging State academic standards.	• Students will receive differentiated instruction during the school day to meet their individual needs.	• Differentiated Instruction (daily) Aug. 2024 - May 2025
	• Students will receive intervention or enrichment for one-hour weekly to support student achievement during the school day.	• Intervention/enrichment: 1 hour weekly, during day, Aug. 2024 - May 2025
	• 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.	• Tutoring (groups every six-eight weeks) September 2024- May 2025
	• 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.	• Instructional Coaching via TOA (1-2 times month) August. 2024- May 2025
	• The IST will continue to support students by providing Tier 2 and 3 interventions in literacy to help close the achievement gap.	• Intervention with the

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%.

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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	
				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 • Substitutes • Certificated Hourly • Supplemental printing • PD materials • Consultant fees & related materials	• Benchmarks • iABs • i-Ready • Feedback forms	All Students (K-5)	Administration Teachers District TOA	$43,300	
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	
				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 surveys • Attendance 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 (In-person or Teams) to extend enrichment and intervention opportunities to increase student academic achievement in ELA and/or Math. • Additional Hourly (Certificated/Classified) • Instructional Materials & Organizational Supplies • Supplemental printing	• Pre/Post Assessment				

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 Action/Service	Pupils to be served	Person(s) Responsible	2024-25 Estimated Cost	
				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

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	2024-25 Estimated Cost	
				Title 1	SUPC

Unfunded School Site Council Priorities

Actions/Services

| Actions/Services | Pupils to be served | Estimated Cost | Person(s) Responsible |

- Social-Emotional Supportive Tools & Resources

1.D. Provide Enrichment Learning opportunities to increase student achievement.

- Instructional Materials & Organizational Supplies
- Supplemental printing
-

RECO E DAT O S A D ASSURANCES

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:

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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.