

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Gold River Discovery Center	34 67447 6111363	5/17/22	June 28th, 2022

Purpose and Plan Summary

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable and sustained improvement of student outcomes.

Summarize the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

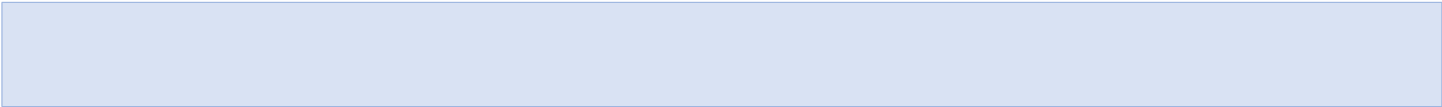


Table of Contents

- SPSA Title Page 1
- Purpose and Plan Summary 1
- Table of Contents..... 3
- Stakeholder Involvement 3
- Resource Inequities 3
- Goals, Strategies, & Proposed Expenditures..... 5
 - SPSA/Goal 1 5
 - SPSA/Goal 2 7
 - SPSA/Goal 3 9
 - SPSA/Goal 4 13
- Budget Summary 16
 - Budget Summary 16
 - Other Federal, State, and Local Funds 16
- Budgeted Funds and Expenditures in this Plan 17
 - Funds Budgeted to the School by Funding Source..... 17
 - Expenditures by Funding Source 17
 - Expenditures by Budget Reference 17
 - Expenditures by Budget Reference and Funding Source 17
 - Expenditures by Goal..... 18
- School Site Council Membership 19
- Recommendations and Assurances 20

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Whole staff analyzed assessment and school survey data; whole staff then completed a needs assessment and built consensus around allocation of LCFF funds for 2020-2021; School Site Council concurred with analysis and needs assessment, and approved the LCFF plan. The plan was shared and discussed with ELAC and SLT. The staff, SSC, SLT, and ELAC discussed the supports needed for distance learning and or hybrid learning.

Resource Inequities

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

Through the Comprehensive Needs Assessment process with a focus on return to in person learning, the focus of this plan is to address resource inequalities related to engagement and social emotional supports.

Actions are designed to promote engagement and support social emotional learning through innovative teaching strategies, intervention, effective communication and social emotional supports and counseling. Described below:

PL: More resources and strategies for meeting student's academic and social-emotional needs in person and through a virtual platform are needed. Teachers are learning from each other. Collaboration time for teachers to refine and build capacity through shared experiences is critical.

Intervention: Student learning loss varies according to each student's circumstances. There is an inequity in learning loss based on data, language proficiency, and environmental factors. There is a need for an indicator of learning loss so that each student's situation can be address appropriately. Intervention will be critical to eliminating learning gaps.

Effective communication: using two communication and feedback loops with our parents using surveys, newsletter and coffee hour with administration.

Counseling: more supports and resources for students and staff to address social emotional needs

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and social/emotional well-being for each student.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

I-ready, student office referrals, suspensions, counseling referrals, empathy gathering, parent, student, staff survey each trimester.

What worked and didn't work? Why? (monitoring)

Having a full time counselor was beneficial to students due to the mental, emotional needs during this post pandemic time. Having a technology coach was crucial during this post pandemic time, due to all of the technology implementation as we got back to in-person learning.

What modification(s) did you make based on the data? (evaluation)

Now that students are back to in-person learning specific money is no longer necessary for a technology coach or technology. Books were purchased for all students for the library that aligned to social justice, EL and diversity.

**2021-22
Identified Need**

Technology coach support is needed for students' academic success and social-emotional well-being.

Annual Measurable Outcomes

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	School Counselor	X All Students English Learners Low-Income Students Foster Youth Other	Emily Marchant-West	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	31,500.00	August 2022-June 2023

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

With students back to in person learning, the school counselor will calm the challenges that come with this return by supporting, guiding, training, and problem solving with all groups: students, parents and staff

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

I-ready, student office referrals, suspensions, counseling referrals, empathy gathering, parent, student, staff survey each trimester.

What worked and didn't work? Why? (monitoring)

Having a full time counselor was beneficial to students due to the mental, emotional needs during this post pandemic time. Having a technology coach was crucial during this post pandemic time, due to all of the technology implementation as we got back to in-person learning.

What modification(s) did you make based on the data? (evaluation).

Technology coach support is needed for students' academic success and social-emotional well-being.

2021-22

Identified Need

Tech coach support is needed for students' academic success and social-emotional well-being.

Annual Measurable Outcomes

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Provide additional K-8 social emotionals supports and resources for parents and students in the areas of education and student performance, personal and social relations, and parent and family relations.	X All Students English Learners Low-Income Students Foster Youth Other	Emily Marchant-West	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	0	August 2022- June 2023

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

I-ready, student office referrals, suspensions, counseling referrals, empathy gathering, parent, student, staff survey each trimester.

What worked and didn't work? Why? (monitoring)

Having a full time counselor was beneficial to students due to the mental, emotional needs during this post pandemic time. Having a technology coach was crucial during this post pandemic time, due to all of the technology implementation as we got back to in-person learning.

What modification(s) did you make based on the data? (evaluation)

Technology coach support is needed for students' academic success and social-emotional well-being.

2021-22

Identified Need

The new way of learning has required technology support to help students to learn and access instructional lessons. Putting a variety of texts in the hands of students including social justice material. Because of DL, students spend a lot of time on the screen.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
iReady ELA	51% at or above grade level for all students; decrease of 4%	5% increase in proficiency levels
iReady Math	44% at or above grade level for all students; decrease of 18%	5% increase in proficiency levels
Text Levels	65% approaching or above grade level	5% increase in proficiency levels

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Ensure all English Learners receive Designated and Integrated English Language Development daily. 1.0 FTE ELD Teacher	All Students X English Learners Low-Income Students Foster Youth Other	EL Program Manager Principal	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	100,712	School Year 2022 - 2023
3.2	Provide primary language support to EL	All Students X English Learners Low-Income Students Foster Youth		LCFF Supplemental English	28914	School Year 2022 - 2023

	students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher. .5 FTE BIAs	Other		Learner Central 2000-2999: Classified Personnel Salaries		
3.3	Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations.	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	26052	School Year 2022 - 2023

	<p>Targeted services under the framework of MTSS. .2 FTE Counselor Central, .1 FTE Site LCFF</p>					
3.4		<p>All Students English Learners Low-Income Students Foster Youth Other</p>				

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

Connection (to academics, to staff, to peers, to family) creates a bright future. For the new way of learning, technology skills and devices are needed to access academics. The counselor will provide the tools needed for the students in any future career. Teachers will have the most advanced technology to enhance their skillset.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

I-ready, student office referrals, suspensions, counseling referrals, empathy gathering, parent, student, staff survey each trimester.

What worked and didn't work? Why? (monitoring)

Having a full time counselor was beneficial to students due to the mental, emotional needs during this post pandemic time. Having a technology coach was crucial during this post pandemic time, due to all of the technology implementation as we got back to in-person learning.

What modification(s) did you make based on the data? (evaluation)

Technology coach support is needed for students' academic success and social-emotional well-being.

2021-22

Identified Need

Software and technology items are needed, since this is a constant change with advanced technology and upgraded programs. As time goes on new technology is needed to keep us with teaching in the 21st century.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Staff survey	inventory of needs	staff is uniform and the devices are equitable

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.



Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation	0	School Year 2022 - 2023

relations.
Targeted
services under
the framework
of MTSS.
.2 FTE
Counselor
Central, .1 FTE
Site LCFF

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ol style="list-style-type: none"> 1. Summer Programs 2. Intervention 3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language 4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students. 	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$187,178.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Supplemental Centralized Services (District Only)	\$26,052.00
LCFF Supplemental English Learner Central	\$129,626.00
LCFF Supplemental Site Allocation	\$31,500.00

Subtotal of state or local funds included for this school: \$187,178.00

Total of federal, state, and/or local funds for this school: \$187,178.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	31,500.00	0.00
LCFF Supplemental English Learner Central	129,626	0.00
LCFF Supplemental Centralized Services (District Only)	26,052.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	26,052.00
LCFF Supplemental English Learner Central	129,626.00
LCFF Supplemental Site Allocation	31,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	158,264.00
2000-2999: Classified Personnel Salaries	28,914.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	26,052.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	100,712.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	28,914.00
	LCFF Supplemental Site Allocation	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	31,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	31,500.00
Goal 2	0.00
Goal 3	155,678.00
Goal 4	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Sara Collette	Parent or Community Member
Vicky Kopitske	Classroom Teacher
Nadera Shoman-Ataya	Parent or Community Member
Susan Bassett	Parent or Community Member
Crystal Masley	Parent or Community Member
Julie Child	Other School Staff
Teresa Cummings	Principal
Rick Hendrix (Chair)	Classroom Teacher
Mimi Dickstein	Classroom Teacher
Jason Olson	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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 5/17/22.

Attested:



Principal, Teresa Cummings on 5/17/22



SSC Chairperson, Rick Hendrix on 5/17/22

Budget By Expenditures

Gold River Discovery Center

Funding Source: LCFF Supplemental Centralized Services (District Only) \$26,052.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .2 FTE Counselor Central, .1 FTE Site LCFF	1000-1999: Certificated Personnel Salaries	\$26,052.00	Engaging Academic Programs	

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$26,052.00

LCFF Supplemental Centralized Services (District Only) Allocation Balance: \$0.00

Funding Source: LCFF Supplemental English Learner Central \$129,626.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development daily. 1.0 FTE ELD Teacher	1000-1999: Certificated Personnel Salaries	\$100,712.00	Engaging Academic Programs	
Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher. .5 FTE BIAs	2000-2999: Classified Personnel Salaries	\$28,914.00	Engaging Academic Programs	

Gold River Discovery Center

LCFF Supplemental English Learner Central Total Expenditures: \$129,626.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation \$31,500.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
School Counselor	1000-1999: Certificated Personnel Salaries	\$31,500.00	Connected School Communities	
Provide additional K-8 social emotionals supports and resources for parents and students in the areas of education and student performance, personal and social relations, and parent and family relations.	1000-1999: Certificated Personnel Salaries	\$0.00	Healthy Environments for Social-Emotional Growth	
Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .2 FTE Counselor Central, .1 FTE Site LCFF		\$0.00	Clear Pathways to Bright Futures	

LCFF Supplemental Site Allocation Total Expenditures: \$31,500.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Gold River Discovery Center Total Expenditures: \$187,178.00