

School Year: **2023-24**



# 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	05/23/23	August 8, 2023

## 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.



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# Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

## Data Analysis

What did your data show (disaggregated by student group)?

Guidance	
<b>Data Analysis</b>	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

The 2023-2024 SPSA will continued focus on student academic growth in English language arts utilizing Universal Access, continued supports for GRDC students who are second language learners, refugees and the integration of Positive Behavior Interventions and Supports. The 2023-2024 Comprehensive Needs Assessment is focused on the following: supporting teachers with student growth in math, creating a welcoming environment for students and families, lowering the suspension rate in the middle school (grades 6-8), providing support for designated ELD, providing access to experiences through field trips and assemblies, and providing students with access to technology that supports academic growth.

Stakeholder input: Parent meetings, including ELAC and School Site Council were held to share information, gather input, and inform planning for summer learning, social-emotional supports, and fall 2023-2024 learning.

Teacher Feedback: Teachers reported that students and teacher interactions are very positive because of positive behavior merit program. Universal Access for ELA is very supportive because students are assessed and supports are provided for where the students are. Monthly SPAC (Student Principal Advisory Committee) offered the opportunity for students to give feedback that indicates academic difficulty, social emotional needs and provides leadership opportunities for students.

Parent Feedback: Parents reported that there is a sense of belonging for all students at GRDC. Parents wanted to create a more inclusive environment where students trust one another and respect the variety of cultural backgrounds by building relationships through an understanding of the student cultures and backgrounds. Parents have concerns about understanding and supporting their student’s progress. They would like more opportunities to engage in their children’s education and also to understand the educational system and college access. Parents and community members are interested in increasing partnerships with the school in order to better support all students.

The staff recognizes that intense supports are needed for GRDC’s population of English learner students who are often refugee students and newcomers with limited English. Staff feel strongly about providing anti-racist and culturally responsive education. The are also interested in increased professional learning to support interventions, implementation of AVID strategies and deepening their understanding of differentiation. Staff would also like opportunities to improve their skills in restorative practices, classroom management, and trauma informed practices.

The 2023-24 SPSA will be focused on engagement and social-emotional supports for students.

GRDC data analysis included a thorough review of the following state and local data sources:

Quantitative Data Review, CAASPP data 2023, Chronic Absenteeism, Suspension Rate

Conclusions based on 2022-23 I-Ready data

In ELA Reading 1st Grade 75% are at or above grade level; (43% increase from Fall to Winter)  
 In ELA Reading 2nd Grade 64% are at or above grade level; (27% increase from Fall to Winter)

In ELA Reading 3rd Grade 77% are at or above grade level; (24% increase from Fall to Winter)  
 In ELA Reading 4th Grade 66% are at or above grade level; (26% increase from Fall to Winter)  
 In ELA Reading 5th Grade 57% are at or above grade level; (7% increase Fall to Winter)  
 In ELA Reading 6th Grade 55% are at or above grade level; (15% increase Fall to Winter)  
 In ELA Reading 7th Grade 59% are at or above grade level; (7% increase Fall to Winter)  
 In ELA Reading 8th Grade 55% are at or above grade level; (7% increase Fall to Winter)

In Math Reading 1st Grade 62% are at or above grade level; (36% increase Fall to Winter)  
 In Math Reading 2nd Grade 42% are at or above grade level; (31% increase Fall to Winter)  
 In Math Reading 3rd Grade 59% are at or above grade level; (37% increase Fall to Winter)  
 In Math Reading 4th Grade 63% are at or above grade level; (28% increase Fall to Winter)  
 In Math Reading 5th Grade 49% are at or above grade level; (8% increase Fall to Winter)  
 In Math Reading 6th Grade 40% are at or above grade level; (2% increase Fall to Winter)  
 In Math Reading 7th Grade 49% are at or above grade level; (9% increase Fall to Winter)  
 In Math Reading 8th Grade 49% are at or above grade level; (11% increase Fall to Winter)

Qualitative Data Review-Student Survey Data (Spring 2023)

Survey results: April 2023

HIGH EXPECTATIONS/CARING RELATIONSHIPS:  
 ELPAC Assessment for EL students  
 Meaningful participation  
 Safety

Student, Staff, Parent Focus Group Data. Students indicated that they would like the following:

Increase opportunities to engage in athletics, enrichment, and extracurricular activities.  
 More challenging courses.  
 More electives, more languages, College prep classes.  
 Career technical education courses

Empathy gathering: Parent coffee hours as needed and additional opportunities for student feedback

Teacher observations: Ongoing in person observations

Student reports: I-Ready assessment data for each trimester

Parent Concerns: Needs additional academic support, Need to offer opportunity to learn about different jobs and pathways, College and career readiness.

Based on the above data, staff recognizes that our ELL's, foster youth and student who are low SES were negatively impacted at a greater percentage than the overall general Gold River student population.

## Root Cause Analysis

What did your root causes analysis reveal?

Guidance	
<b>Root Cause Analysis</b>	<p>Root cause analysis follows directly from areas identified during data analysis.</p> <p>Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.</p>

Site leadership including; administration, elected leadership team members, staff, School Site Council and our English Learner Advisory Committee participated in data analysis to develop a deeper understanding of the data sources identified above and created recommendations based on identification of the root causes. Specifically, staff participated in the collaborative learning cycle to identify areas of growth, determine causality, and develop a comprehensive plan for improvement related to various models of instruction.

We can attribute a lack of engagement and need for social emotional resources and supports from our students to the following factors: limited English language, and lack of access for support for our English Language Learners and their families. Because the families of our English Language Learners are not able to support students with instruction and because of the lack of supports, learning loss and social emotional challenges are anticipated to be greater among our English Language Learners. While our ELL's made growth from Fall 2022 to Winter 2023 on I-Ready Reading and Math, they are still significantly below standard.

## Resource Inequities

What resource inequities did you discover?

Guidance	
<b>Resource Inequities</b>	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Through the Comprehensive Needs Assessment process, the focus of this plan is to address resource inequities related to social emotional learning and supports. The resources include, but are not limited to:

1. Providing additional hours for our school counselor to offer social emotional supports and resources.
2. Implementation an award assembly program as an incentive for student attendance and academic engagement.

## Input from Educational Partners

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 2023-2024; 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 all underrepresented students specifically, our ELL population.

#### INPUT FROM EDUCATIONAL PARTNERS

The development of the School Plan began in the winter of the 2022/2023 school year. The Site Leadership team, School Site Council, school staff and our English Learner Advisory Committee (ELAC) evaluated the current SPSA to determine if actions had been effective. Each group noted the need to accelerate learning, deepen SEL support and provide enrichment opportunities for students, as well as family and community engagement experiences.

School Site Council met during the 2022/2023 school year. Site Council reviewed relevant site data, site budgets, and survey results. School Site Council expressed interest in social and emotional supports by utilizing our full time counselor. School Site Council also expressed an interest to continue to fund an 0.5 FTE counselor position for the 2023/2024 school year to provide social-

emotional and enrichment opportunities for students. Parents on the Council expressed concerns about the social-emotional needs of the students, gaps in learning loss and how to best support English Learner families. A desire to continue family and community engagement connections remains a priority for the School Site Council, as well as the ELAC. One member expressed appreciation for gathering student voice from the newly implemented SPAC program.

The Site Leadership Team met biweekly during the 2022-2023 school year and continued to meet biweekly during the development of this plan. Site Leadership reviewed relevant site data, site budgets, and survey results. A deep concern for all students' well-being was noted. The team asked staff to share the areas of professional development they needed in order to strengthen skills when looking at data, refining differentiation and strengthening instructional practices both academically and through SEL development. Site Leadership also supports professional learning opportunities as it applies to well-being, academic rigor, and how to infuse the use of social justice/anti-bias instruction throughout the curriculum.

ELAC met four times during the 2022/2023 school year. ELAC reviewed relevant site data, site budget proposed expenditures, and survey results. They reflected on specific needs due to distance and hybrid learning, to include parent education. ELAC examined data related to the progress of English learners and noted the increase in the number of Newcomers to our school site and ELL students as a whole. They asked questions about the hybrid model and expressed how this could impact ELL students.

In accordance with state and local guidelines, stakeholder involvement was in person and held on a regular basis to determine on how to support students and families in the upcoming school year. Further discussion focused on ways to mitigate learning loss, which remains a priority in addition to social-emotional well-being.

## 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, we will 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:

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: 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, weekly Smores newsletter and coffee hour with administration.

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

Staff will be implementing additional social emotional supports through the use of daily 2nd step program.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	0.15%	0%	1	1	0
African American	3.0%	3.20%	3.72%	21	22	26
Asian	10.5%	9.46%	7.58%	74	65	53
Filipino	1.3%	1.31%	1.29%	9	9	9
Hispanic/Latino	17.6%	18.34%	18.6%	124	126	130
Pacific Islander	0.9%	0.73%	1%	6	5	7
White	57.7%	56.04%	56.65%	407	385	396
Multiple/No Response	8.9%	10.77%	11.16%	63	74	78
<b>Total Enrollment</b>				706	687	699

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	67	70	94
Grade 1	69	78	61
Grade 2	74	70	77
Grade3	73	64	76
Grade 4	76	72	62
Grade 5	75	77	67
Grade 6	93	80	90
Grade 7	89	92	83
Grade 8	90	84	89
<b>Total Enrollment</b>	706	687	699

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	52	46	67	7.40%	6.7%	9.6%
Fluent English Proficient (FEP)	75	89	72	10.60%	13.0%	10.3%
Reclassified Fluent English Proficient (RFEP)	8			15.4%		

Gold River Discovery Center - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

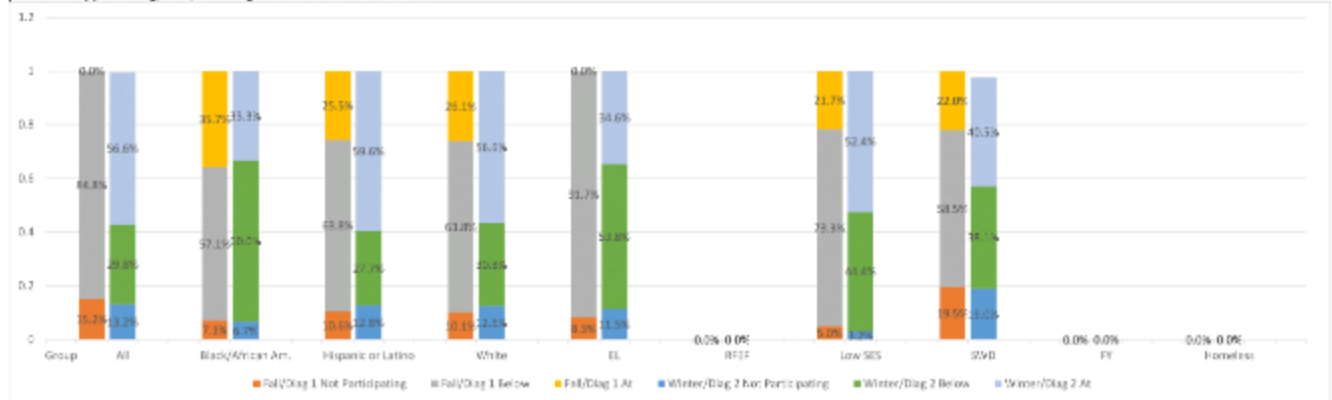
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	241	26	145	0	32	72	137			
Black/African Am.	15	1	8	5	1	9	5			
Hispanic or Latino	47	5	30	12	6	13	28			
White	143	14	88	36	18	44	81			
EL	26	2	22	0	3	14	9			
RFP	3	0	1	1	0	0	2			
Low SES	63	3	44	13	2	28	33			
SWD	42	8	24	9	8	16	17			
FY	1	0	1	0	0	0	1			
Homeless	4	0	1	1	0	2	1			

Gold River Discovery Center - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	242	15.2%	84.8%	0.0%	13.2%	29.8%	56.6%			
Black/African Am.	15	7.1%	57.1%	35.7%	6.7%	60.0%	33.3%			
Hispanic or Latino	47	10.6%	63.8%	25.5%	12.8%	27.7%	59.6%			
White	143	10.1%	63.8%	26.1%	12.6%	30.8%	56.6%			
EL	26	8.3%	91.7%	0.0%	11.5%	53.8%	34.6%			
RFP	3	0.0%	50.0%	50.0%	0.0%	0.0%	66.7%			
Low SES	63	5.0%	73.3%	21.7%	3.2%	44.4%	52.4%			
SWD	42	19.5%	58.5%	22.0%	19.0%	38.1%	40.5%			
FY	1	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%			
Homeless	4	0.0%	50.0%	50.0%	0.0%	50.0%	25.0%			

\*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

\*Below = Approaching, One, or Two grade levels below standard



Gold River Discovery Center - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

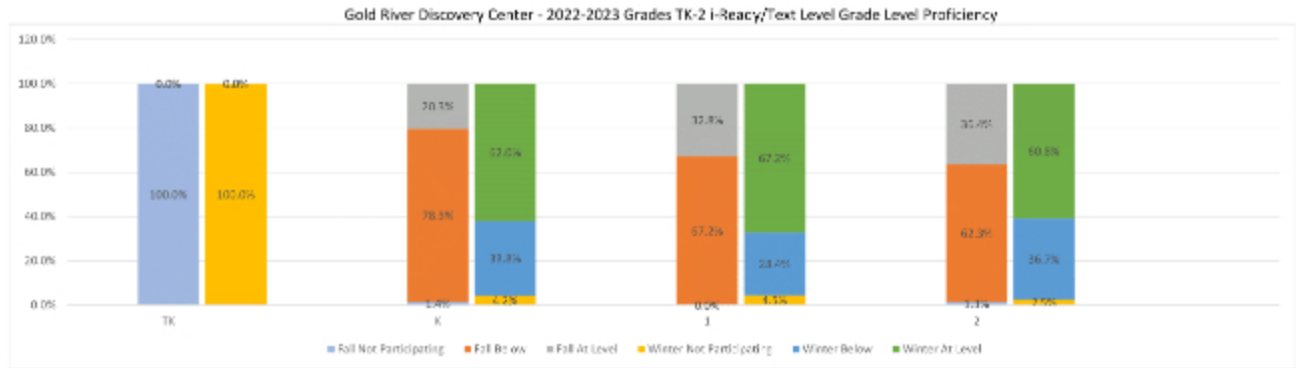
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		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	24	24	0	0	24	0	0			
K	71	1	54	14	3	24	44			
1	67	0	43	21	3	19	45			
2	79	1	48	28	2	29	48			

Gold River Discovery Center - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	24	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	71	1.4%	78.3%	20.3%	4.2%	33.8%	62.0%			
1	67	0.0%	67.2%	32.8%	4.5%	28.4%	67.2%			
2	79	1.3%	62.3%	35.4%	2.5%	36.7%	60.8%			

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Gold River Discovery Center - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

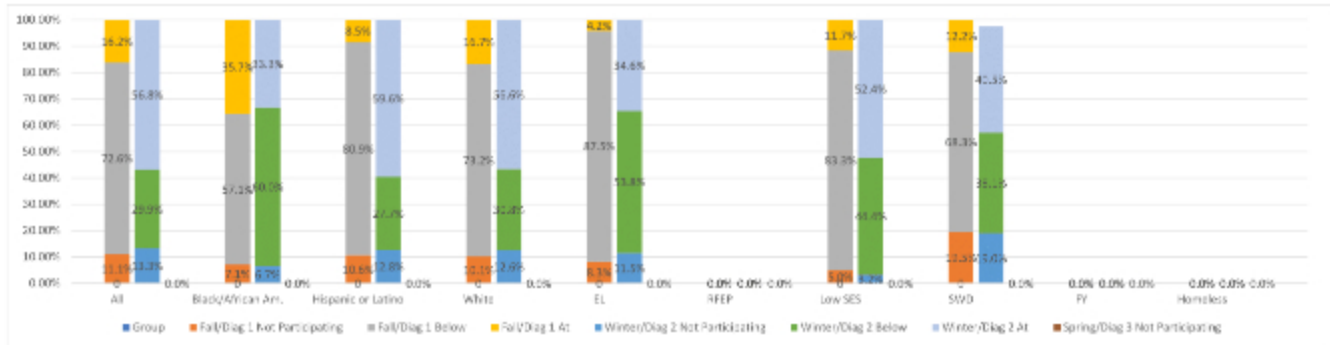
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		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	241	26	170	38	31	172	38			
Black/African Am.	15	1	8	5	2	8	5			
Hispanic or Latino	47	5	38	4	5	38	4			
White	143	14	101	23	18	102	23			
EL	26	2	21	1	4	21	1			
RFP	3	0	2	0	0	2	0			
Low SES	63	3	50	7	5	51	7			
SWD	42	8	28	5	7	29	5			
FY	1	0	1	0	0	1	0			
Homeless	4	0	2	0	1	2	0			

Gold River Discovery Center - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

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		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	241	11.1%	72.6%	15.2%	12.8%	71.1%	15.7%			
Black/African Am.	15	7.1%	57.1%	35.7%	13.3%	53.3%	33.3%			
Hispanic or Latino	47	10.6%	80.9%	8.5%	10.6%	80.9%	8.5%			
White	143	10.1%	73.2%	15.7%	12.6%	71.3%	16.1%			
EL	26	8.3%	87.5%	4.2%	15.4%	80.8%	3.8%			
RFP	3	0.0%	100.0%	0.0%	0.0%	66.7%	0.0%			
Low SES	63	5.0%	83.3%	11.7%	7.9%	81.0%	11.1%			
SWD	42	19.5%	68.3%	12.2%	16.7%	69.0%	11.9%			
FY	1	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%			
Homeless	4	0.0%	100.0%	0.0%	25.0%	50.0%	0.0%			

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TK	24	24	0	0	24	0	0			
K	71	1	53	15	2	54	15			
1	67	0	49	15	3	49	15			
2	79	1	68	8	2	69	8			

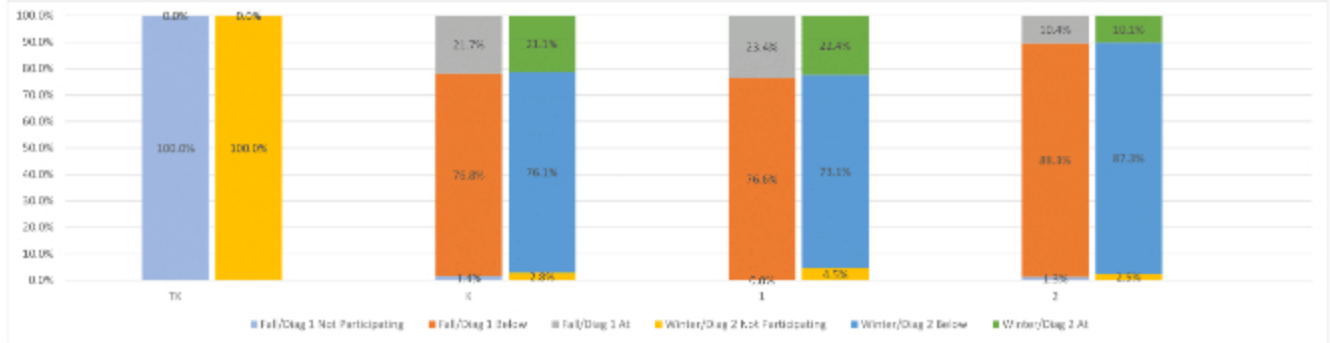
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TK	24	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	71	1.4%	76.8%	21.7%	2.8%	76.1%	21.1%			
1	67	0.0%	76.6%	23.4%	4.5%	73.1%	22.4%			
2	79	1.3%	88.3%	10.4%	2.5%	87.3%	10.1%			

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\*Below = Approaching, One, or Two grade levels below standard

Gold River Discovery Center - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency



**Conclusions based on this data:**

1. Conclusions based on 2022-23 data:

In ELA Reading 1st Grade 75% are at or above grade level; (43% increase from Fall to Winter)  
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In Math Reading 7th Grade 49% are at or above grade level; (9% increase Fall to Winter)  
In Math Reading 8th Grade 49% are at or above grade level; (11% increase Fall to Winter)



**Spring 2023  
District Climate Survey Results by School**

**Gold River**

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
<b>Caring Relationships</b>						
Pct Strongly Agree/Agree						
A) School has a climate that is caring.	247	85.02%	268	62.09%	36	94.44%
B) There are students and staff on campus who listen to students when they have something to say.	247	86.64%	267	60.67%	37	100.00%
C) There is an adult from the school who checks on how students are doing.	245	64.08%	267	44.57%	37	94.59%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	247	84.21%	268	67.16%	37	70.27%
E) Staff feels supported to do their job well in meeting the needs of all students.					37	81.08%
F) Staff feels part of an effective team.					37	89.19%
<b>Family and Staff Engagement</b>						
Pct Strongly Agree/Agree						
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	247	83.00%			37	94.59%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	247	82.59%			36	75.00%
C) The school offers families opportunities to be involved in school and classroom activities.	247	82.19%			37	89.19%
D) The school keeps families well-informed about school activities.	247	91.50%			37	94.59%
E) The staff at our school listens to family concerns about issues.	245	78.78%			37	94.59%
F) The staff at school are helpful and welcoming when families come to school or call.	246	88.21%			37	94.59%
G) The school and families are partners in promoting positive behavior for my student.	246	88.62%			37	89.19%
H) Families who speak a language other than English receive general information about our school in their home language.	244	86.89%			36	61.11%
I) Staff receive information about upcoming events and important information about the school.					37	97.30%
<b>School Decision Making</b>						
Pct Strongly Agree/Agree						
A) School seeks input when making important decisions.	245	64.49%	267	43.82%	37	81.08%
B) Important school decisions reflect diverse input.	244	59.84%	266	42.48%	37	83.78%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	245	89.39%				
D) The principal and staff listen to concerns of other staff members about issues.					37	86.49%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					37	78.38%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					35	82.86%
G) Our school uses data from this survey to inform site decision making.					37	67.57%
H) Staff voice matters in decision making.					37	64.86%
<b>Safety</b>						
Pct Strongly Agree/Agree						
A) Concerns about student safety are taken seriously.	246	86.18%	268	67.54%	37	91.89%
B) Concerns about student safety are addressed in a timely manner at my school.	245	82.04%	268	66.42%	37	94.59%
C) My school is a safe place for all students.	244	86.48%	268	66.42%	37	83.78%
D) My school is a safe place for all staff.					37	83.78%
E) Students know what staff member to go to if they have a safety concern.	245	81.63%	263	69.20%	37	83.78%
F) Students know school safety protocols.	244	84.84%	266	88.72%	37	86.49%
G) I feel safe sharing different viewpoints and perspectives at my school.	244	72.95%	266	45.89%	37	78.38%
<b>Sense of Belonging</b>						
Pct Strongly Agree/Agree						
A) School staff respects student diversity.	246	78.86%	267	72.28%	37	86.49%
B) Adults at my school treat students respectfully.	246	87.40%	268	69.40%	37	94.59%
C) Students are respectful to each other at school.	246	66.67%	267	24.34%	37	59.46%
D) Students have opportunities to socialize with other students often at school.	246	87.40%	263	74.52%	37	94.59%
E) Students have an adult on campus they trust.	246	87.80%	266	72.93%	37	91.89%
F) Students trust other students at school.	246	87.80%	267	88.39%	37	72.97%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	245	68.16%	266	59.02%	37	67.57%
H) School staff reflects student diversity.	243	61.32%	266	48.50%	37	43.24%
<b>Academic Progress</b>						
Pct Strongly Agree/Agree						
A) Families and students understand how assignments and tests are graded.	246	82.52%	265	83.77%	37	78.38%
B) Questions and concerns about schoolwork are addressed.	245	87.76%	266	72.18%	37	94.59%
C) Student grades reflect their knowledge of the material.	244	82.79%	263	67.68%	36	88.89%
D) Adults at my school believe all students can be successful.	246	91.87%	263	73.76%	37	94.59%
E) Students feel comfortable and unjudged to ask their teacher for help.	245	80.41%	266	58.65%	37	91.89%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	246	91.87%	264	80.30%	37	91.89%
G) Teachers at my school go out of their way to help all students.	246	78.86%	264	53.79%	37	94.59%
H) Students receive timely and regular feedback on their learning.	245	86.94%	263	62.74%	37	94.59%
I) Staff at my school provides resources or ideas that help families support their students at home.	245	78.78%			37	89.19%
<b>High Expectations</b>						
Pct Strongly Agree/Agree						
A) Students are challenged academically at school.	245	76.73%	267	55.06%	36	88.89%
B) School recognizes and celebrates the academic success of all students.	245	74.69%	268	47.01%	36	77.78%
C) Adults on campus motivate students to do their best.	245	81.22%	268	58.58%	37	91.89%
D) School provides additional academic support when students are struggling.	245	69.39%	267	54.68%	37	78.38%

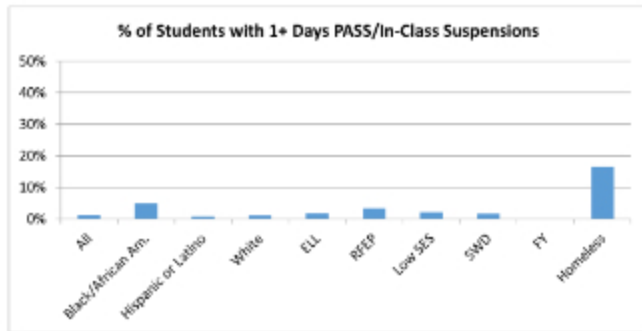
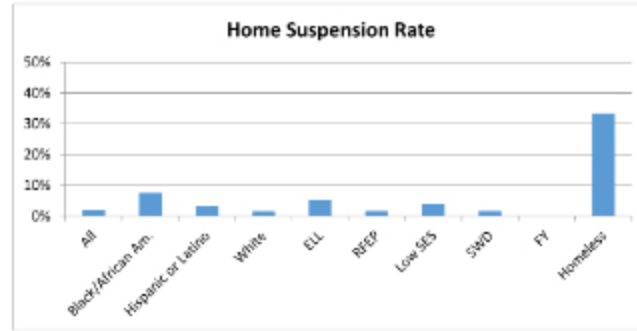
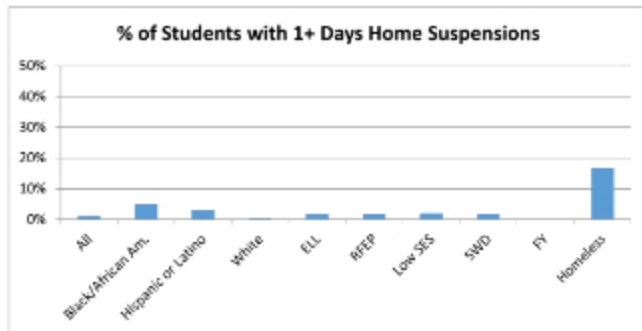


	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
<b>Student Engagement</b>						
A) Students are interested in what they are learning.	242	81.82%	267	46.44%	37	81.68%
B) Students have access to classes and activities that meet their interests and talents.	242	75.62%	267	52.06%	36	77.78%
C) Students understand how to complete their schoolwork.	241	88.80%	267	74.16%	35	91.43%
D) Students complete assignments on time.	240	86.67%	267	62.17%	36	69.44%
E) Students are motivated to do their schoolwork.	241	75.10%	265	41.13%	36	77.78%
<b>College and Career Readiness</b>						
A) Students are encouraged to take the required courses needed to be prepared for college and career.	231	46.75%	266	65.04%	36	50.00%
B) Students and families know what classes they will have to take and pass to graduate from high school.	228	42.98%	265	53.58%	36	27.78%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	228	64.04%	267	64.04%	36	47.22%
D) School offers college and career programs.	227	26.43%	267	26.22%	36	30.56%
E) Students participate in programs to learn about different jobs, careers, and colleges.	228	25.00%	265	29.81%	35	31.43%
F) Students are prepared for the next step of their educational experience.	230	59.57%	268	60.07%	37	62.16%
G) Staff are optimistic about the future of their career in San Juan Unified.					36	72.22%
H) There are equitable opportunities for advancement in the district.					37	54.65%
<b>Customer Satisfaction</b>						
A) I would recommend my school to other families.	245	82.04%	268	61.57%	37	91.89%
B) San Juan Unified School District is a district that I would recommend to other families.	245	74.69%	267	65.54%	36	94.44%

**Gold River Discovery Center 2022-2023 Suspension Data**

Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions						PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate	
All	716	10	1.40%	24	15	2.09%	9	1.26%	9	1.26%	
Black/African Am.	40	2	5.00%	4	3	7.50%	2	5.00%	2	5.00%	
Hispanic or Latino	131	4	3.05%	6	4	3.05%	1	0.76%	1	0.76%	
White	447	3	0.67%	13	7	1.57%	5	1.12%	5	1.12%	
ELL	56	1	1.79%	7	3	5.36%	1	1.79%	1	1.79%	
RFEP	58	1	1.72%	3	1	1.72%	2	3.45%	2	3.45%	
Low SES	185	4	2.16%	10	7	3.78%	4	2.16%	4	2.16%	
SWD	116	2	1.72%	3	2	1.72%	2	1.72%	2	1.72%	
FY	3	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
Homeless	6	1	16.67%	3	2	33.33%	1	16.67%	1	16.67%	



\* Low SES: Low SES includes low income students and students whose parents have not completed high school.

\*\* SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

Gold River Discovery Center - I-Ready Diagnostic 2 ELA Proficiency Level by Group

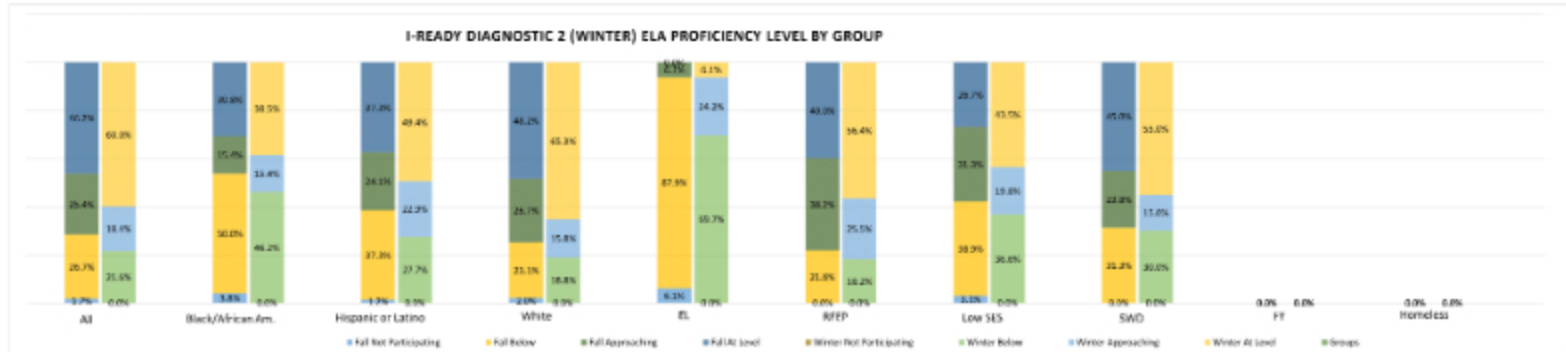
Group	Fall/Diagnostic 1 -Ready Grade Level Placement					Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	472	8	126	120	218	0	102	87	283				
Black/African Am.	26	1	13	4	8	0	32	4	30				
Hispanic or Latina	83	1	31	20	31	0	23	19	41				
White	303	6	70	81	146	0	57	68	198				
EL	33	2	29	2	0	0	23	8	2				
FFEP	55	0	12	21	22	0	30	14	31				
Low SES	131	4	51	41	35	0	48	26	57				
SWD	80	0	25	19	36	0	24	12	44				
FY	2	0	2	0	0	0	1	1	0				
Homeless	4	1	1	1	0	0	3	0	1				

Group	Fall/Diagnostic 1 -Ready Grade Level Placement					Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	472	1.7%	26.7%	25.4%	46.2%	0.0%	21.5%	18.4%	60.0%				
Black/African Am.	26	3.8%	50.0%	35.4%	10.8%	0.0%	46.2%	15.4%	38.5%				
Hispanic or Latina	83	1.2%	37.3%	24.3%	37.5%	0.0%	27.7%	22.9%	49.4%				
White	303	2.0%	23.1%	26.7%	48.2%	0.0%	18.8%	15.8%	65.8%				
EL	33	6.1%	87.9%	6.1%	0.0%	0.0%	69.7%	34.2%	6.1%				
FFEP	55	0.0%	21.8%	38.2%	40.0%	0.0%	18.2%	25.5%	56.4%				
Low SES	131	3.1%	38.9%	31.3%	26.7%	0.0%	36.6%	19.8%	43.5%				
SWD	80	0.0%	31.3%	23.8%	45.0%	0.0%	30.0%	15.0%	55.0%				
FY	2	0.0%	100.0%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%				
Homeless	4	25.0%	50.0%	25.0%	0.0%	0.0%	75.0%	0.0%	25.0%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

\*Below - Two grade levels or more below standard

\*\*Approaching - One grade level below standard



Gold River Discovery Center - i-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	75	2	18	18	39	0	30	8	57				
4	85	2	9	29	25	0	5	18	42				
5	70	1	18	18	35	0	12	18	40				
6	89	1	29	24	35	0	21	20	48				
7	85	2	30	11	42	0	25	11	48				
8	88	0	24	22	42	0	28	12	48				

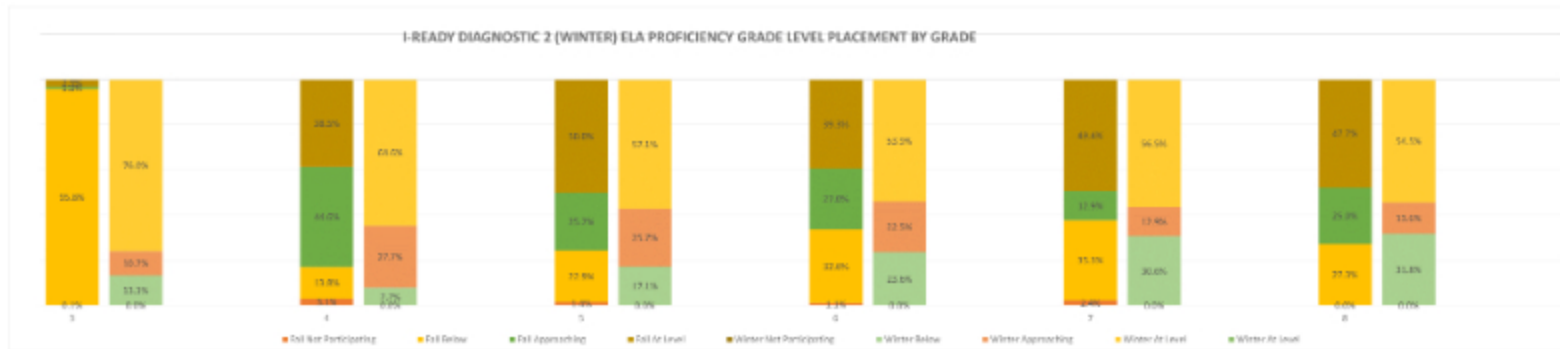
  

Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	75	2.7%	24.0%	21.3%	32.0%	0.0%	13.3%	30.7%	76.0%				
4	85	3.1%	13.8%	44.6%	38.5%	0.0%	7.7%	27.7%	64.6%				
5	70	1.4%	22.9%	25.7%	50.0%	0.0%	17.1%	25.7%	57.1%				
6	89	1.1%	32.6%	27.0%	35.3%	0.0%	23.6%	22.5%	53.9%				
7	85	2.4%	35.3%	12.9%	48.4%	0.0%	30.6%	12.9%	56.5%				
8	88	0.0%	27.3%	25.0%	47.7%	0.0%	31.8%	13.6%	54.5%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

\*Below = Two grade levels or more below standard

\*\*Approaching = One grade level below standard



Gold River Discovery Center - I-Ready Diagnostic 2 Math Proficiency Level by Group

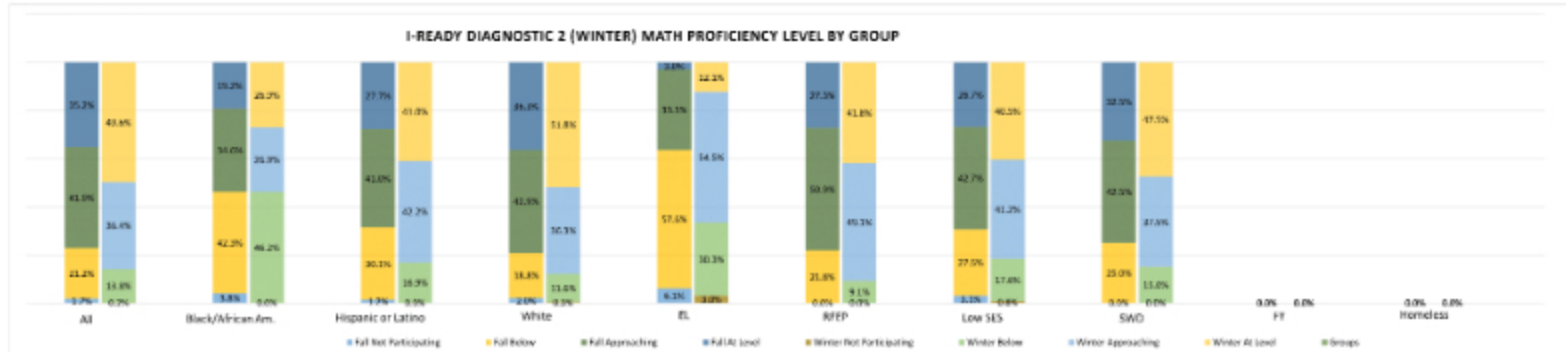
Group	Fall/Diagnostic 1 I-Ready Grade Level Placement				Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement				
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	472	8	100	198	166	1	65	172	234				
Black/African Am.	26	1	11	9	5	0	12	7	7				
Hispanic or Latina	83	1	25	34	23	0	14	35	34				
White	303	6	57	130	110	1	35	110	157				
EL	33	2	19	11	1	1	10	18	4				
BFEP	55	0	12	28	15	0	5	27	23				
Low SES	131	4	36	56	35	1	23	54	53				
SWD	80	0	20	34	26	0	12	30	38				
FY	2	0	1	1	0	0	0	1	1				
Homeless	4	1	2	1	0	0	2	2	0				

Group	Fall/Diagnostic 1 I-Ready Grade Level Placement				Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement				
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	472	1.7%	21.2%	41.9%	35.2%	0.2%	13.8%	36.4%	49.6%				
Black/African Am.	26	3.8%	42.3%	34.6%	19.2%	0.0%	46.2%	26.9%	26.9%				
Hispanic or Latina	83	1.2%	30.1%	41.0%	27.7%	0.0%	16.9%	42.2%	41.0%				
White	303	2.0%	18.8%	42.9%	36.3%	0.3%	11.6%	36.8%	51.8%				
EL	33	6.1%	57.6%	33.3%	3.0%	3.0%	30.3%	54.5%	12.1%				
BFEP	55	0.0%	21.8%	50.9%	27.3%	0.0%	9.1%	40.1%	41.8%				
Low SES	131	3.1%	27.5%	42.7%	26.7%	0.8%	17.6%	41.2%	40.5%				
SWD	80	0.0%	25.0%	42.5%	32.5%	0.0%	15.0%	37.5%	47.5%				
FY	2	0.0%	50.0%	50.0%	0.0%	0.0%	0.0%	50.0%	50.0%				
Homeless	4	25.0%	50.0%	25.0%	0.0%	0.0%	50.0%	50.0%	0.0%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

\*Below - Two grade levels or more below standard

\*\*Approaching - One grade level below standard



**Gold River Discovery Center - I-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade**

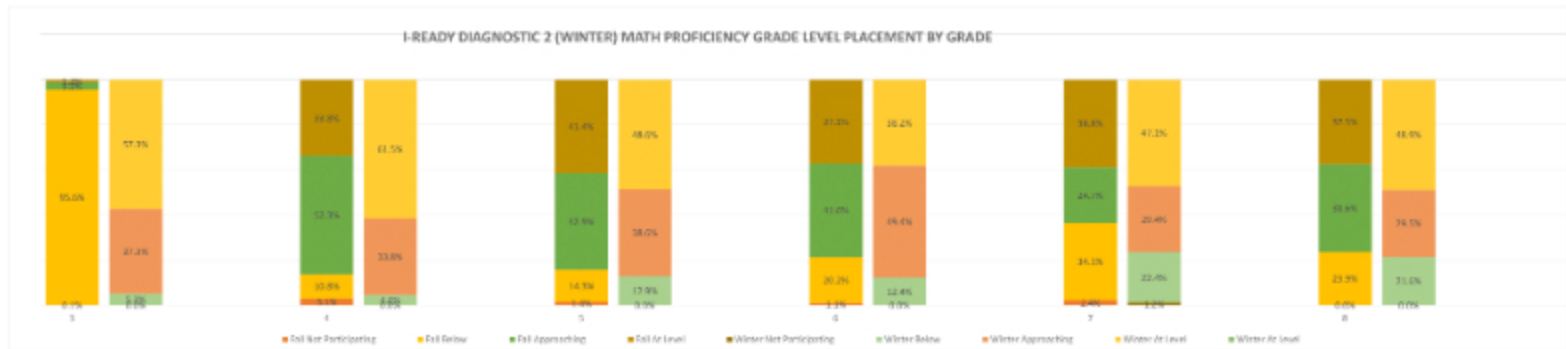
Grade	Total Enrolled	Fall/Diagnostic 1 I-Ready Grade Level Placement				Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	75	2	15	42	36	0	4	28	43				
4	85	2	7	34	22	0	3	22	40				
5	70	1	10	30	29	0	9	27	34				
6	89	1	18	37	33	0	11	44	34				
7	85	2	29	21	33	1	39	25	40				
8	88	0	21	34	33	0	39	26	43				

Grade	Total Enrolled	Fall/Diagnostic 1 I-Ready Grade Level Placement				Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	75	2.7%	20.0%	56.0%	21.3%	0.0%	5.3%	37.3%	57.3%				
4	85	3.1%	10.8%	52.3%	33.8%	0.0%	4.6%	33.8%	61.5%				
5	70	1.4%	14.3%	42.9%	41.4%	0.0%	12.9%	38.6%	48.6%				
6	89	1.1%	20.2%	41.6%	37.1%	0.0%	12.4%	40.4%	38.2%				
7	85	2.4%	34.1%	24.7%	38.8%	1.2%	22.4%	29.4%	47.1%				
8	88	0.0%	23.9%	38.6%	37.5%	0.0%	21.6%	29.5%	48.9%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

\*Below = Two grade levels or more below standard

\*\*Approaching = One grade level below standard



**Conclusions based on this data:**

1. Conclusions based on the iReady data from 2022 - 23:

We found that 87.7% of all students in grades K-2 were at or above grade level proficiency. This is a growth of 5.9% from previous year data.

We found that 76.8% of Low Socio-Economic students in grades K-2 were at or above grade level proficiency. This is a growth of 11.3% from previous year data.

We found that 78.1% of English Language Learners in grades K-2 were at or above grade level proficiency. This is a growth of 18.1% from previous year data.

Based on this data, we found that English Language Learners and Socio-Economically Disadvantaged students have the lowest rates of proficiency, but they are showing significant growth.

# 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: 2022-23

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?

School wide climate survey, Leadership meeting minutes, attendance

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

At the beginning of the school year, staff rebranded what it means to be a minor. Throughout the school year, this message was shared amongst students, staff and community members they were provided opportunities to contribute to the positive school climate. Several PTO sponsored events such as, Family fun night, Trunk or Treat, open house that is geared towards a community get together instead of isolated classroom event, weekly Friday Finale Smores newsletter to keep our communities informed, Field day, monthly coffee hour and welcome back community picnic, Daily messages published through Miner's Media via You Tube.

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



Blackboard messaging on a regular basis, after school clubs available for all students prioritizing enrollment for students with low attendance, multiple assemblies for attendance.

**2022-23**

**Identified Need**

Based on staff feedback, open house will be structured to reflect a more of a community oriented event, where stakeholders will be able to gather in a centralized locations vs. individual classrooms.

**Annual Measurable Outcomes**

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

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	0	School Year 2023-24

# 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

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: 2022-23

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?

Having a full time counselor was beneficial to students due to the mental, emotional needs. Had multiple professional development for whole school in social emotional learning using second step curriculum.

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

School wide introduction to Second Step Curriculum was introduced because of increase in behavior referrals. Middle school student's schedule made it difficult to find multiple opportunities for implementation.

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

Based on the district climate survey, 55% of 4th -8th grade students do not feel safe sharing different view points at school. Approximately seventy students have been seen for individual and or small sessions for the 2022-23 school year. Approximately

sixteen classes received push in social emotional instruction. Leadership team received multiple concerns about negative student behaviors in the classroom. Based on January staff survey, social and emotional learning was identified as a need. For the 23-24 school year all classrooms will participate in a monthly second step curriculum.

**2022-23**

**Identified Need**

Continue to build on our positive behavior reward system and implement academic award assemblies. We will continue to involve our counselor and interventionist to help support our students' academic success and social-emotional well-being.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Office Referrals for major infractions	290 referrals	Decrease by 5%

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 emotional supports and resources for parents and students in the areas of education and student performance, personal and social relations,	X All Students English Learners Low-Income Students Foster Youth Other	Emily Marchant-West	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation	23,174 11,150	School Year 2023-24

	and parent and family relations. 0.24 FTE Site LCFF			3000-3999: Employee Benefits		
2.2	Implement a student store for school-wide incentive system for academics and attendance	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation	3,756	School Year 2023-24

# 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. We will implement programs such as AVID to help students with accurate note taking, test taking skills and help build college and career readiness amongst our students.

## Annual Review

### SPSA Year Reviewed: 2022-23

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. We implemented a total of twelve after school clubs, and two science nights. PTO also provides curriculum extended family nights.

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

Based on the student and family survey we are increasing the number of after school clubs. We will implement a monthly reward system for academic achievement.

**2022-23**

**Identified Need**

An increase in our low performing students. There is a need for extrinsic motivation for academic achievement.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
6th - 8th Grade D and F	29% of 6th - 8th grade students received D's and/or F's	3% decrease
Progress notes for elementary aged students		3% decrease

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 2023-24
3.2	Provide additional high, middle school and K-8 school counseling	X All Students English Learners Low-Income Students Foster Youth Other	Emily West-Marchant	LCFF Supplemental Centralized Services	0	School Year 2023-24

	<p>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</p>			<p>(District Only) 1000-1999: Certificated Personnel Salaries</p>		
<p>3.3</p>		<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 planning using Naviance and classroom presentations on career and college readiness. Teachers will have the most advanced technology to enhance their skillset. Our counselor/CTE teacher will take the lead in organizing a career day in the 2023-24 school year.

## Annual Review

### SPSA Year Reviewed: 2022-23

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 and college and career readiness needs.

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

Increased need for supporting students' social and emotional needs so the counselor helped the site to select and SEL program.

### 2022-23



## Identified Need

Software and technology items are needed to prepare students for future pathways, 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. Our counselor supports our students social and emotional needs, which will have a direct impact on their future academic success. We will monitor students social and emotional needs through the use of SAEBRS.

## Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
SAEBRS	Fall 2023 data results	Unknown
D and F list	29% of 6th - 8th grade students received D's and/or F's	Decrease by 3%
Progress Notices		Decrease by 3%
Climate Survey		

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,	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation	0	School Year 2023-24

personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .2 FTE Counselor Central,

## 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.

### Centralized Services

<b>SCHOOL GOAL #1:</b>
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.

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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**SCHOOL GOAL #2:**

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.

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g.,</b> <b>Teaching and Learning, Staffing, and Professional</b> <b>Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>		
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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**SCHOOL GOAL #3:**

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement. We will implement programs such as AVID to help students with accurate note taking, test taking skills and help build college and career readiness amongst our students.

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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**SCHOOL 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. Our counselor will take the lead in organizing a career day in the 2023-24 school year.

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>
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# 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	\$138,792.00

## 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 (\$)
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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)	\$0.00
LCFF Supplemental English Learner Central	\$100,712.00
LCFF Supplemental Site Allocation	\$38,080.00

Subtotal of state or local funds included for this school: \$138,792.00

Total of federal, state, and/or local funds for this school: \$138,792.00

# 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	38,080	0.00
LCFF Supplemental English Learner Central	100,712	0.00
LCFF Supplemental Centralized Services (District Only)	0.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	0.00
LCFF Supplemental English Learner Central	100,712.00
LCFF Supplemental Site Allocation	38,080.00

## Expenditures by Budget Reference

Budget Reference	Amount
	3,756.00
1000-1999: Certificated Personnel Salaries	123,886.00
3000-3999: Employee Benefits	11,150.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	100,712.00
	LCFF Supplemental Site Allocation	3,756.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	23,174.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	11,150.00

# Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	0.00
Goal 2	38,080.00
Goal 3	100,712.00
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
Julie Child	Other School Staff
Vicky Kopitske	Classroom Teacher
Nadera Shoman-Ataya	Parent or Community Member
Steven Davis	Parent or Community Member
Susan Elder	Classroom Teacher Parent or Community Member
Anthony Gauthier	Parent or Community Member
Kim Zeltvay	Principal
Rick Hendrix (Chair)	Classroom Teacher
Mimi Dickstein	Classroom Teacher
Kim Newton	Parent or Community Member
Jason Olsen	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 5/23/23.

Attested:



Principal, Kim Zeltvay on 5/23/23



SSC Chairperson, Rick Hendrix on 5/23/23



# Budget By Expenditures

## Gold River Discovery Center

**Funding Source: LCFF Supplemental Centralized Services (District Only) \$0.00 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	1000-1999: Certificated Personnel Salaries	\$0.00	Engaging Academic Programs	

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$0.00

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

**Funding Source: LCFF Supplemental English Learner Central \$100,712.00 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	

LCFF Supplemental English Learner Central Total Expenditures: \$100,712.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

**Funding Source: LCFF Supplemental Site Allocation \$38,080.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Gold River Discovery Center

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, School Counselor	1000-1999: Certificated Personnel Salaries	\$0.00	Clear Pathways to Bright Futures
Provide additional K-8 social emotional supports and resources for parents and students in the areas of education and student performance, personal and social relations, and parent and family relations. 0.24 FTE Site LCFF	1000-1999: Certificated Personnel Salaries	\$23,174.00	Healthy Environments for Social-Emotional Growth
Implement a student store for school-wide incentive system for academics and attendance	3000-3999: Employee Benefits	\$3,756.00 \$11,150.00	Healthy Environments for Social-Emotional Growth Healthy Environments for Social-Emotional Growth

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LCFF Supplemental Site Allocation Total Expenditures: \$38,080.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Gold River Discovery Center Total Expenditures: \$138,792.00