



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	05/28/24	July 30, 2024

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)

Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

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.

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

- Goal 1: Student Achievement and Implementation of State Standards
- Goal 2: Student Engagement and Course Access
- Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

Table of Contents

SPSA Title Page	1
Purpose and Plan Summary	1
Table of Contents.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Root Cause Analysis.....	4
Resource Inequities	4
Input from Educational Partners	4
School and Student Performance Data	6
Student Enrollment.....	6
Student Population.....	8
Overall Performance	9
Academic Performance.....	11
Academic Engagement.....	21
Conditions & Climate.....	24
Goals, Strategies, & Proposed Expenditures.....	28
SPSA/Goal 1	28
SPSA/Goal 2.....	33
SPSA/Goal 3.....	38
Centralized Services for Planned Improvements in Student Performance.....	43
Budget Summary	45
Budget Summary	45
Other Federal, State, and Local Funds	45
Budgeted Funds and Expenditures in this Plan.....	46
Funds Budgeted to the School by Funding Source.....	46
Expenditures by Funding Source	46
Expenditures by Budget Reference	46
Expenditures by Budget Reference and Funding Source	46
Expenditures by Goal.....	47
School Site Council Membership	48
Recommendations and Assurances	49

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

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

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. STAKEHOLDER ENGAGEMENT The development of the School Plan began in the winter of the 2023/2024 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 2023/2024 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 2024/2025 school year to provide social and emotional supports.

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INPUT FROM EDUCATIONAL PARTNERS - The development of the School Plan began in the winter of the 2023/2024 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

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Team met biweekly during the 2023-2024 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. Site Leadership is in support of staff alignment to grow capacity to accelerate intentional learning this coming school year. The team asked staff to share the areas of professional development they needed 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 2023/2024 school year. ELAC reviewed relevant site data, site budget proposed expenditures, and survey results. 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.

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.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.15%	0%	%	1	0	
African American	3.20%	3.72%	3.74%	22	26	27
Asian	9.46%	7.58%	6.93%	65	53	50
Filipino	1.31%	1.29%	0.83%	9	9	6
Hispanic/Latino	18.34%	18.6%	17.59%	126	130	127
Pacific Islander	0.73%	1%	0.69%	5	7	5
White	56.04%	56.65%	59.14%	385	396	427
Multiple/No Response	10.77%	11.16%	11.08%	74	78	80
	Total Enrollment			687	699	722

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	70	94	75
Grade 1	78	61	68
Grade 2	70	77	60
Grade3	64	76	79
Grade 4	72	62	78
Grade 5	77	67	64
Grade 6	80	90	69
Grade 7	92	83	91
Grade 8	84	89	90
Total Enrollment	687	699	722

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	46	67	74	7.40%	6.7%	10.2%
Fluent English Proficient (FEP)	89	72	75	10.60%	13.0%	10.4%
Reclassified Fluent English Proficient (RFEP)				15.4%		

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	Socioeconomically Disadvantaged	English Learners	Foster Youth
699	29	9.6	0.3
Total Number of Students enrolled in Gold River Discovery Center.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	67	9.6
Foster Youth	2	0.3
Homeless	6	0.9
Socioeconomically Disadvantaged	203	29
Students with Disabilities	67	9.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	26	3.7
Asian	53	7.6
Filipino	9	1.3
Hispanic	130	18.6
Two or More Races	78	11.2
Pacific Islander	7	1
White	396	56.7

School and Student Performance Data

Overall Performance






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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Red	Suspension Rate  Orange
Mathematics  Yellow		
English Learner Progress  Orange		

Conclusions based on this data:

1. Suspension rate increased
2. Absences increased
3. ELA and math overall good performance

School and Student Performance Data

Academic Performance English Language Arts

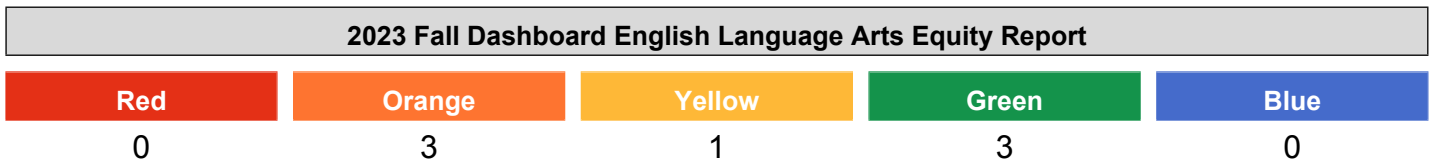
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either 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 English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>17.3 points above standard</p> <p>Decreased -11.9 points</p> <p>446 Students</p>	<p>English Learners</p> <p>Orange</p> <p>31.9 points below standard</p> <p>Decreased Significantly -18.3 points</p> <p>69 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>8.1 points below standard</p> <p>Decreased -6.5 points</p> <p>144 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>30.7 points below standard</p> <p>Decreased -4.8 points</p> <p>48 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
17 points below standard Decreased Significantly - 18.2 points 17 Students	 No Performance Color 0 Students	 Green 20.3 points above standard Decreased -11.6 points 36 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 3.1 points above standard Decreased -10.5 points 75 Students	 Green 26.2 points above standard Decreased Significantly - 20.4 points 49 Students	Less than 11 Students 5 Students	 Green 21.8 points above standard Decreased -9.5 points 261 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
93 points below standard Decreased -9.9 points 24 Students	0.7 points above standard Decreased Significantly -36 points 45 Students	26.5 points above standard Decreased -9.8 points 344 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 17.3 points above standard which was a decrease from the previous school year. English Learners declined in ELA by 18.3 points which was a significant decrease from the previous school year and African American decreased by 18.2 points which was a significant decrease from the previous school year.

New students classified as newcomers coming to GRDC. Language is not necessary a contributing factor to low scores. Students' socio-emotional well-being might have been overlooked. If students felt unsupported, misunderstood, or alienated, this could have negatively impacted their motivation and performance in ELA. Feelings of isolation or stress, particularly among English Learners adapting to a new language and culture, or African American students facing systemic biases, can significantly affect academic outcomes.

Parent and Family Engagement workshops and resources to help parents support their children's literacy at home, particularly for families of English Learners and African American students could be initiated with our EL teacher and school counselor.

Language Support Services will enhanced services for English Learners, such as translation and interpretation, to ensure they fully understand the material and can participate actively in class. Providing books and reading materials that reflect the backgrounds and experiences of English Learners and African American students to increase engagement and relevance would be beneficial. Access to tablets, laptops, and software programs that support interactive and differentiated learning in ELA will be provided by our EL teacher.

Tools such as graphic organizers, visual aids, and bilingual dictionaries to assist with comprehension and vocabulary development will be provided to all teachers at GRDC.

School and Student Performance Data

Academic Performance Mathematics

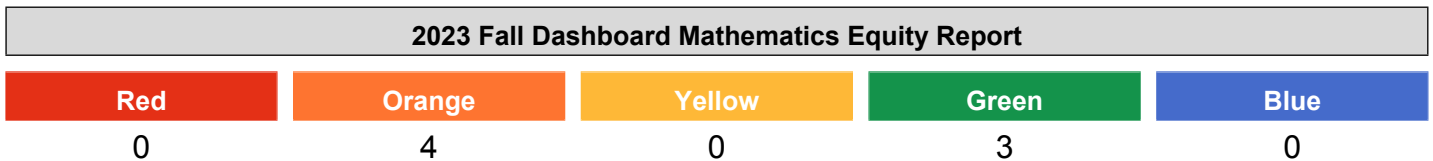
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This section provides number of student groups in each level.



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		
<p>All Students</p> <p>Yellow</p> <p>6.8 points below standard</p> <p>Maintained -1.1 points</p> <p>446 Students</p>	<p>English Learners</p> <p>Orange</p> <p>52.1 points below standard</p> <p>Decreased -10.5 points</p> <p>69 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>36.4 points below standard</p> <p>Maintained -2.1 points</p> <p>144 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>59.4 points below standard</p> <p>Decreased -6.1 points</p> <p>48 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>73.4 points below standard</p> <p>Decreased Significantly - 64.7 points</p> <p>17 Students</p>	 No Performance Color 0 Students	 Green 11.3 points above standard Decreased Significantly - 15.1 points 36 Students	<p>Less than 11 Students</p> <p>3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 Orange 27.8 points below standard Decreased -7.6 points 75 Students	 Green 0.6 points above standard Decreased -13.6 points 49 Students	<p>Less than 11 Students</p> <p>5 Students</p>	 Green 0.2 points below standard Increased +10.9 points 261 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>99.4 points below standard</p> <p>Decreased -12.4 points</p> <p>24 Students</p>	<p>26.9 points below standard</p> <p>Decreased Significantly -18.1 points</p> <p>45 Students</p>	<p>2.2 points above standard</p> <p>Maintained +0.8 points</p> <p>344 Students</p>

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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Although all our students scored 6.8 points below standard and maintained from the previous year, we noticed that our English learners, Students with Disabilities, Socioeconomically Disadvantaged students are scoring at an even lower level than all students. When looking specifically at Race/Ethnicity, we notice that our African American students are scoring 73 points below standard. This particular sub-group is not statistically significant yet is an area of growth.

We identified that Math is area in which we can have addition conversations around. Our school wide focus for the 24/25 school year will include a focus on math concepts in guiding our work.

Book study on Building Thinking Classrooms and professional learning on Tier I Math. Develop action plans based on insights gained from the book study to implement BTC strategies school-wide. Plan to conduct a needs assessment to identify specific areas of Tier I instruction that require improvement, based on student performance data and teacher input. Our Professional Development will address identified needs, such as:
 Differentiated Instruction in Math: Strategies for meeting diverse learner needs within the regular classroom setting.
 Formative Assessment in Math: Techniques for ongoing assessment to inform instruction and provide timely feedback to students.
 Effective Questioning Techniques: How to pose questions that promote deeper understanding and critical thinking in math.



School and Student Performance Data

Academic Performance English Learner Progress

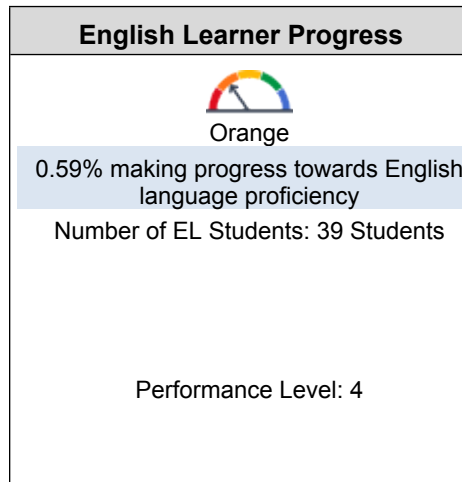
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5	11	0	23

Lowest Performing Group:

Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

23 students progressed at least one ELPI level.
 5 students decreased one level.
 11 students maintained.

Our explicit English language instruction is an area for us to grow in.
 Using Benchmark ELD curriculum is not meeting the needs of our English learners.
 Academic vocabulary is a potential area of discussion across all grade levels.

Cross curricular conversations and/or planning time including common assessments and a school wide focus on math

School and Student Performance Data

Academic Performance College/Career Report

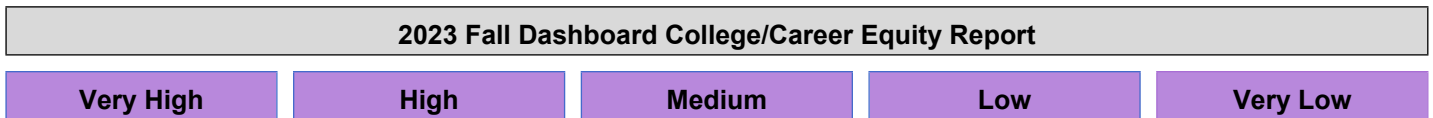
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Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.



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

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	English Learners	Foster Youth
N/A	N/A	N/A
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard College/Career Report by Race/Ethnicity

African American	American Indian	Asian	Filipino
N/A	N/A	N/A	N/A
Hispanic	Two or More Races	Pacific Islander	White
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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School and Student Performance Data

Academic Engagement Chronic Absenteeism

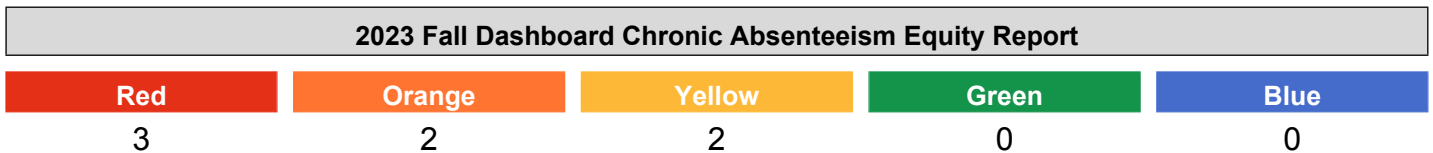
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This section provides number of student groups in each level.



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 Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>21.7% Chronically Absent</p> <p>Increased 2.2</p> <p>723 Students</p>	<p>English Learners</p> <p>Red</p> <p>28.4% Chronically Absent</p> <p>Increased 6.8</p> <p>74 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>23.1% Chronically Absent</p> <p>0</p> <p>13 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>25% Chronically Absent</p> <p>Increased 0.9</p> <p>240 Students</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>14.9% Chronically Absent</p> <p>Declined -5.4</p> <p>94 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 25% Chronically Absent Increased 13.5 28 Students	 No Performance Color 0 Students	 17% Chronically Absent Increased 6.5 53 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 25% Chronically Absent Declined -2.9 132 Students	 15% Chronically Absent Declined -1.2 80 Students	Less than 11 Students 7 Students	 22% Chronically Absent Increased 2 414 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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21.7% of all students were chronically absent which was an increase from the previous school year. Our lowest performing student groups are English learners, socioeconomically disadvantaged, and white students. Our EL students are at 28.4% with an increase of 6.8 and low SES and Hispanic populations are at 25% chronically absent which was an increase from the previous school year. 22% of our white students were chronically absent which was an increase from the previous school year.

We have several students who do not live in our attendance area that have expressed hardship in getting their student to school.

We need to keep showing students and parents that we want to have relationships with them. Our students are important and we must show that we truly care about them. Communicate with families and students. When we have new students arrive at our school, we need to welcome them. Present them with information about the school and activities that are provided on our campus. The weekly Friday Finale Newsletter is great and we should continue to send this to our families. Only 52.8% of students feel that GRDC is a caring climate. We need to find more ways to show we care about our students’ well-being. Maybe more time to just connect and talk with kids, and motivate them to come to school daily. We currently have a monthly assembly for students that are recognized for character traits and attendance. We will continue to hold monthly assemblies to motivate students to come to school.

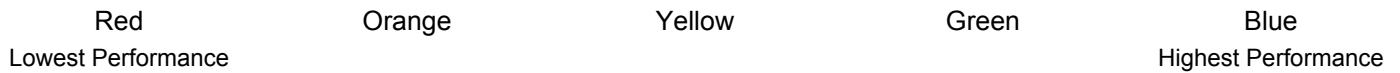
School and Student Performance Data

Academic Engagement Graduation Rate

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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.

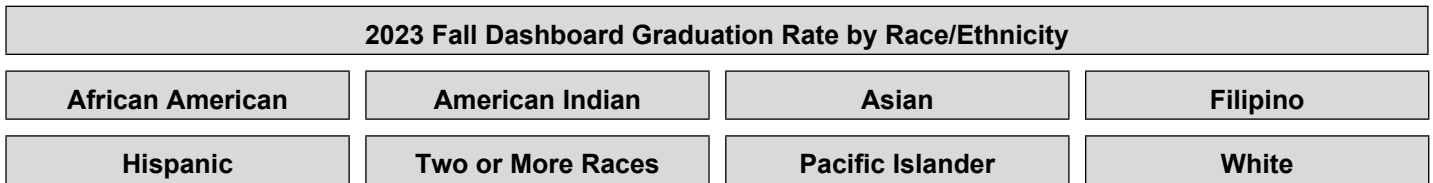
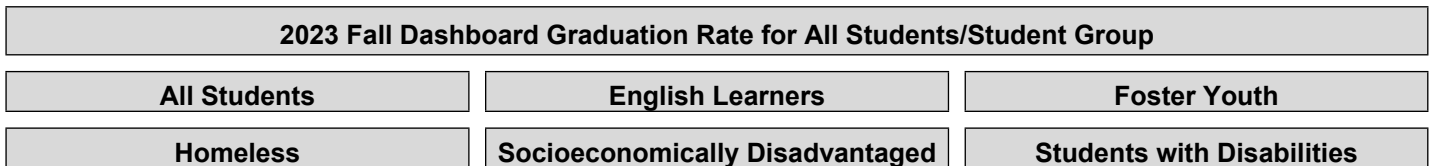
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

School and Student Performance Data

Conditions & Climate Suspension Rate

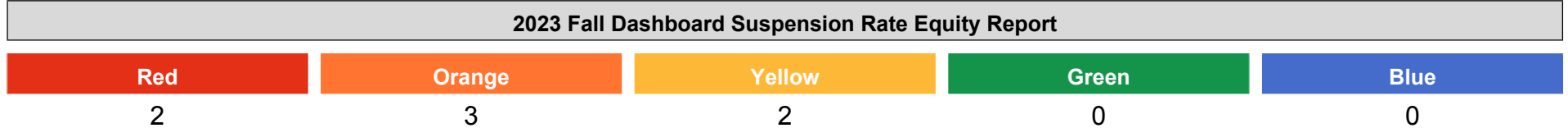
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group


All Students


 Orange

4% suspended at least one day

Increased 1.1
741 Students

English Learners


 Yellow

5.1% suspended at least one day

Declined -1.1
79 Students

Foster Youth


Less than 11 Students
2 Students

Homeless

7.7% suspended at least one day

13 Students


Socioeconomically Disadvantaged


 Red

6.9% suspended at least one day

Increased 1.3
247 Students






Students with Disabilities


 Orange

3.2% suspended at least one day

Increased 0.5
95 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>7.1% suspended at least one day</p> <p>Declined -0.5 28 Students</p>	<p> No Performance Color 0 Students</p>	<p> Orange 3.5% suspended at least one day Increased 3.5 57 Students</p>	<p>Less than 11 Students 9 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Red 7.4% suspended at least one day Increased 4.3 136 Students</p>	<p> Yellow 1.2% suspended at least one day Maintained -0.1 81 Students</p>	<p>Less than 11 Students 7 Students</p>	<p> Orange 3.3% suspended at least one day Maintained -0.2 423 Students</p>

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

4% of all students were suspended at least one day which was an increase from the previous school year. 6.9% of our socioeconomically disadvantaged students were suspended at least one day which was an increase from the previous school year. 7.4% of our Hispanic students were chronically absent which was an increase from the previous school year.

Suspension rate increased by 6.9% for our low SES students. Frequent student behaviors did not improve as we had hoped through restorative practices. Many students were repeat offenders. Reflecting on the past year, several factors could have contributed to the increased suspension rate among low SES (socioeconomic status) students and the lack of improvement in frequent student behaviors despite the implementation of restorative practices. A lack of culturally responsive practices that acknowledge and address the unique challenges faced by low SES students can contribute to the persistence of behavioral issues.

Suspension rate increased by 7.4% amongst all students. We have held behavior expectation assemblies, used restorative practices and will continue to utilize our full time counselor to perform second step lessons. We plan to develop individualized support plans for students with frequent behavioral issues, involving parents in the process. Implement restorative practices such as circles, mediation, and conflict resolution, with active participation from the counselor. Provide ongoing support through regular counseling sessions to address underlying issues like stress and trauma. Foster a positive school environment with activities that promote community and positive behavior reinforcement. Monitor and evaluate progress by collecting data on behavior incidents and suspension rates, and gather feedback from students, parents, and teachers. Continue to have SPAC meetings with students in an effort to collect student voice to inform our decisions about rules and expectations.

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

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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?

iReady - each trimester, ELPAC scores - once a year and CAASPP - once a year

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

Intervention teacher - The targeted support provided by intervention teachers has significantly improved student performance in areas where they previously struggled. Personalized attention and tailored instructional strategies have been effective in addressing individual student needs. LETRS training has enhanced teachers' understanding of literacy instruction, leading to improved reading and writing outcomes for students. Teachers are better equipped with strategies to support students' literacy development.

Implementing Building Thinking Classrooms has successfully fostered a more engaging and interactive learning environment. Students are actively participating in problem-solving and critical thinking activities, which has increased their enthusiasm and engagement in the classroom.

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

We will be looking at developing common assessments for Math. Professional learning for Math teachers should be comprehensive, continuous, and focused on both instructional strategies and content knowledge. This would Enhance teachers' understanding of Math content and pedagogy, in order to improve instructional strategies to meet diverse student needs. Each grade level will be meeting to discuss common assessments and data. We will create action plans based on data discussions, outlining specific steps to support struggling students and reinforce areas where students are performing well.

2023-24

Identified Need

Our comprehensive approach includes professional learning for teachers, developing common assessments to ensure consistency in evaluations, building thinking classrooms that foster critical thinking and problem-solving skills, and enhancing academic vocabulary to improve student comprehension and communication.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
ELA State Assessment: Change in scale score	<p>All Students 17.3 points above standard</p> <p>English Learners 31.9 points below standard</p> <p>Foster Youth</p> <p>Homeless</p> <p>Socioeconomically Disadvantaged 8.1 points below standard</p> <p>Students with Disabilities 30.7 points below standard</p> <p>African American 17 points below standard</p> <p>American Indian</p>	+3 scale score points

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

	<p>Asian 20.3 points above standard</p> <p>Filipino</p> <p>Hispanic 3.1 points above standard</p> <p>Two or More Races 26.2 points above standard</p> <p>Pacific Islander</p> <p>White 21.8 points above standard</p>	
<p>Math State Assessment: Change in scale score</p>	<p>All Students 6.8 points below standard</p> <p>English Learners 52.1 points below standard</p> <p>Foster Youth</p> <p>Homeless</p> <p>Socioeconomically Disadvantaged 36.4 points below standard</p> <p>Students with Disabilities 59.4 points below standard</p> <p>African American 73.4 points below standard</p> <p>American Indian</p> <p>Asian 11.3 points above standard</p> <p>Filipino</p> <p>Hispanic 27.8 points below standard</p> <p>Two or More Races 0.6 points above standard</p> <p>Pacific Islander</p> <p>White 0.2 points below standard</p>	<p>+3 scale score points</p>

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.59%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	24.05%	+3 scale score points

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	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Data conversations with grade level teams- specifically for Math.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1,000	2024-25
1.2	Professional learning with Building Thinking Classrooms.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other		2024-25

			Operating Expenditures		
1.3	Developing cross curricular Academic Vocabulary.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,500	2024-25
1.4	ELD collaboration with middle school content teachers.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	500	2024-25

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

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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, and SAEBERS 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. This year we hold a monthly assembly for students who demonstrate specific character traits,

grades and attendance. This year we reclassified 17% (12 out of 71 students) of our English Learner population by using their 2023 Summative ELPAC scores along with meeting the I-ready or CAASPP criteria. Next year, using the 2024 Summative ELPAC scores, we hope to achieve at least 18% reclassification rate.

2023-24

Identified Need

Identify any barriers that may be preventing certain student groups from participating in extracurricular activities, such as financial constraints, lack of transportation, or scheduling conflicts. Expand the range of extracurricular activities and enrichment programs to include a variety of options that appeal to different interests and talents, including arts, sports, STEM, leadership, and community service. Ensure equitable access to extracurricular activities by addressing barriers such as transportation, providing financial assistance or scholarships, and offering flexible scheduling options. Implement strategies to promote student engagement and participation in extracurricular activities, such as targeted outreach efforts, peer mentoring programs, and incentives for attendance and involvement. We will continue to incorporate our student store as an incentive to come to school.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	-0.5%
	English Learners	
	Foster Youth	
	Homeless	
	Socioeconomically Disadvantaged	
	Students with Disabilities	
	African American	
	American Indian	
	Asian	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Filipino Hispanic 25% Chronically Absent Two or More Races 15% Chronically Absent Pacific Islander White 22% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	93.21%	+2%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	.	
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	0%	0%
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races	.

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

	Pacific Islander	
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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	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Monthly attendance award assemblies.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	2024-25
2.2	Targeted phone calls for our English learners to decrease chronic absenteeism. Monthly workshop night for our parents of English learners expressing the importance of regular school attendance.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing White			2024-25

2.3	Continue welcoming environment including but not limited to assemblies and/or fieldtrips.	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input type="checkbox"/> Foster Youth <input type="checkbox"/> Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	6,273	2024-25
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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

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Monthly SPAC (Student Principal Advisory Committee), School wide climate survey, Leadership meetings and attendance

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

Blackboard messaging on a regular basis, after school clubs available for all students prioritizing enrollment for students with low attendance. We now have monthly assemblies for character traits, grades and attendance.

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

At the beginning of the school year, staff revisited our rules and behavior expectations. 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.

2023-24

Identified Need

Provide additional support through a school funded counselor.

Surveys and Feedback: Implement surveys or feedback forms to gather input from students, staff, and community members about their experiences and perceptions of the events and communication efforts.

Focus Groups: Convene focus groups comprised of diverse stakeholders to dive deeper into their thoughts, suggestions, and areas for improvement regarding the school climate and community engagement initiatives.

Data Analysis: Analyze attendance rates, participation levels, and feedback data to assess the reach and effectiveness of each event and communication method.

Comparison with Goals: Compare the outcomes of the events and communication efforts with the goals initially set at the beginning of the school year to determine whether they have been met or if adjustments are needed.

Continuous Improvement: Use the assessment findings to inform future planning and implementation, identifying strengths to build upon and areas needing enhancement or modification.

Collaboration among school staff, families, and community partners is key to effectively addressing the diverse needs of students and fostering a culture of holistic support and growth.

Provide ongoing professional development opportunities for staff to enhance their skills in areas such as culturally responsive teaching, trauma-informed practices, and inclusive education. Staff made a commitment to make time for second step curriculum every Thursday, and will be emphasized through daily character traits.

Incorporate restorative practices to address conflicts and disciplinary issues in a way that fosters accountability, empathy, and connectedness. We will build in an extra 20 minutes into our schedule for SEL lessons.

Annual Measurable Outcomes

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	4% suspended at least one day
	English Learners	5.1% suspended at least one day
	Foster Youth	
	Homeless	7.7% suspended at least one day
	Socioeconomically Disadvantaged	6.9% suspended at least one day
	Students with Disabilities	3.2% suspended at least one day
	African American	7.1% suspended at least one day
	American Indian	
	Asian	3.5% suspended at least one day
	Filipino	
	Hispanic	7.4% suspended at least one day
	Two or More Races	1.2% suspended at least one day
	Pacific Islander	
	White	3.3% suspended at least one day
Expulsion Rate: Percentage of students expelled from school.	0.00%	0%
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	63.7%	+2%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	67.3%	+2%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	0%	+2%

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	Source(s)	Proposed Allocation	Implementation Timeline
3.1	SMORE sent every Friday celebrating successes on campus.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing		0	2024-25
3.2	Parent survey - celebrations.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024-25
3.3	Increase safety on campus through the use of rec aides.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024-25
3.4	Provide targeted support through the use of a counselor identified through	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	26,564 11,663	2024-25

	a referral process..		1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits		
3.5	Character traits	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024-25
3.6	Second step	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic			2024-25

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

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

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
Providing explicit ELD	August 2024 - June 2025	Designated ELD teacher	1000-1999: Certificated Personnel Salaries	Other	

SCHOOL GOAL #2:
Student Engagement and Course Access

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
Full time counselor	August 2024 - June 2025	Full time counselor	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

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
Provide additional safety on campus during recess and lunch time	August 2024 - June 2025	Rec aides	2000-2999: Classified Personnel Salaries		
Provide targeted support for students identified within a referral process.	August 2024 - June 2025	Counselor	1000-1999: Certificated Personnel Salaries		

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	\$48,000.00

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 (\$)
	\$0.00
LCFF Supplemental Site Allocation	\$48,000.00

Subtotal of state or local funds included for this school: \$48,000.00

Total of federal, state, and/or local funds for this school: \$48,000.00

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	48,000	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Supplemental Site Allocation	48,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	28,064.00
3000-3999: Employee Benefits	11,663.00
4000-4999: Books And Supplies	2,000.00
5000-5999: Services And Other Operating Expenditures	6,273.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	28,064.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	11,663.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	2,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	6,273.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,000.00
Goal 2	6,773.00
Goal 3	38,227.00

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
- 6 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
Kim Newton	Parent or Community Member
Kim Zeltvay	Principal
Rick Hendrix (Chair)	Classroom Teacher
Niki Roman	Classroom Teacher
Hallie Ochoa	Parent or Community Member
Heather Loehr	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
on file	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 5/28/24.

Attested:

on file	Principal, Kim Zeltvay on 5/28/24
On file	SSC Chairperson, Rick Hendrix on 5/28/24

Budget By Expenditures

Gold River Discovery Center

Funding Source: **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
SMORE sent every Friday celebrating successes on campus.		\$0.00	Engaging Academic Programs	
Total Expenditures:		\$0.00		
Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Site Allocation **\$48,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide targeted support through the use of a counselor identified through a referral process..	1000-1999: Certificated Personnel Salaries	\$26,564.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	\$11,663.00	Engaging Academic Programs	
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,		\$0.00	Clear Pathways to Bright Futures	
Data conversations with grade level teams- specifically for Math.	1000-1999: Certificated Personnel Salaries	\$1,000.00	Connected School Communities	
Developing cross curricular Academic Vocabulary.	4000-4999: Books And Supplies	\$1,500.00	Connected School Communities	

Gold River Discovery Center

ELD collaboration with middle school content teachers.	1000-1999: Certificated Personnel Salaries	\$500.00	Connected School Communities
Monthly attendance award assemblies.	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Social-Emotional Growth
Continue welcoming environment including but not limited to assemblies and/or fieldtrips.	5000-5999: Services And Other Operating Expenditures	\$6,273.00	Healthy Environments for Social-Emotional Growth

LCFF Supplemental Site Allocation Total Expenditures: \$48,000.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Gold River Discovery Center Total Expenditures: \$48,000.00