

School Year: **2025-26**



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	May 27, 2025	June 24, 2025

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

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).

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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

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

The development of the School Plan began in the winter of the 2024–2025 school year. The Site Leadership Team, School Site Council (SSC), school staff, and English Learner Advisory Committee (ELAC) reviewed the current SPSA to evaluate the effectiveness of previous actions. All groups emphasized the need to accelerate learning, deepen social-emotional learning (SEL) support, increase student enrichment opportunities, and enhance family and community engagement.

The whole staff analyzed assessment and school survey data, conducted a needs assessment, and reached consensus on the allocation of LCFF funds for the 2025–2026 school year. The School Site Council reviewed the data and findings, concurred with the needs assessment, and approved the LCFF plan. The plan was also shared and discussed with ELAC and the Site Leadership Team (SLT). These groups collaboratively identified and discussed targeted supports for all underrepresented students, with a specific focus on our English Learner (ELL) population.

Across all stakeholder groups, a recurring theme was the need to enhance instructional strategies and curriculum development to better engage all students—particularly those who are marginalized. The desire to strengthen academic rigor through differentiated instruction and inclusive, culturally responsive teaching practices was strongly supported.

SSC meetings during the 2024–2025 school year focused on the analysis of site data, budget planning, and survey feedback. Stakeholders highlighted gaps in learning and stressed the importance of expanding efforts to close these gaps. Members expressed a continued commitment to SEL, as well as the need for professional development opportunities that support staff in delivering equitable instruction and addressing learning loss. There was also discussion around incorporating anti-bias and social justice education into the curriculum to reflect and support the diverse needs of our students.

The Site Leadership Team met biweekly during the 2024–2025 school year and continued this cadence during the development of the SPSA. The team prioritized building teacher capacity to implement intentional, high-impact learning experiences. Teachers were encouraged to share their professional development needs, with a focus on data analysis, differentiated instruction, and instructional practices that support both academic and SEL growth.

ELAC met four times throughout the 2024–2025 school year to review data, budget proposals, and survey results. The committee noted an increase in the number of newcomers and ELL students and emphasized the importance of tailored instructional support and engagement strategies. ELAC and SSC both voiced the need to further support English Learner families and to strengthen community partnerships that foster a sense of belonging for all students.

In accordance with state and local guidelines, stakeholder engagement was conducted in person on a consistent basis to inform planning for the 2025–2026 school year. Key discussions focused on mitigating learning loss, addressing the social-emotional needs of students, and ensuring access to high-quality, culturally responsive instruction for every learner.

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)			18	15.4%		21.18%

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
722	32%	10.2%	0.0%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	74	10.2%
Foster Youth	0	0.0%
Homeless	8	1.1%
Socioeconomically Disadvantaged	231	32%
Students with Disabilities	80	11.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	27	3.7%
American Indian	0	0.0%
Asian	50	6.9%
Filipino	6	0.8%
Hispanic	127	17.6%
Two or More Races	80	11.1%
Pacific Islander	5	0.7%
White	427	59.1%

School and Student Performance Data

Overall Performance

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Red

Mathematics



Yellow

English Learner Progress



Orange

School and Student Performance Data

Academic Performance English Language Arts

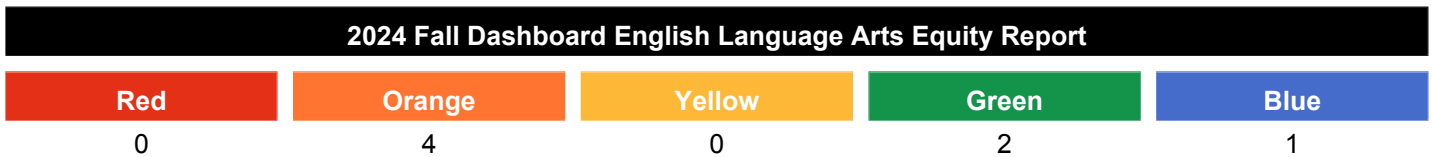
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>6.9 points above standard</p> <p>Declined 10.4 points</p> <p>450 Students</p>	<p>English Learners</p> <p>Orange</p> <p>39.6 points below standard</p> <p>Declined 7.7 points</p> <p>74 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>22.1 points below standard</p> <p>Declined 14.0 points</p> <p>180 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>32.8 points below standard</p> <p>Maintained 2.1 points</p> <p>52 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>49.1 points below standard</p> <p>Declined 32.1 points</p> <p>16 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Blue</p> <p>37.7 points above standard</p> <p>Increased 17.5 points</p> <p>32 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>17.7 points below standard</p> <p>Declined 20.8 points</p> <p>85 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>13.5 points above standard</p> <p>Declined 12.7 points</p> <p>43 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>White</p>  <p>Green</p> <p>14.0 points above standard</p> <p>Declined 7.8 points</p> <p>268 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.

Our lowest performing student groups were English learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic.

English learners scored 39.6 points below standard which was a decrease of 7.7 points from the previous year.

Socioeconomically Disadvantaged Students scores 22.1 points below standard which was a decrease of 14 points from the previous year.

Students with Disabilities scored 32.8 points below standard which was within 2.1 points of the previous year.

Hispanic students scored 17.7 points below standard which was a decrease of 20.8 points from the previous year.

In comparison, all students scored 6.9 points above standard which was a decrease of 10.4 points from the previous year.

Our ELL, students with disabilities are the lowest

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

While we frequently acknowledged the needs of our underrepresented students, our conversations may not have consistently translated into targeted, sustained action. There may have been an overreliance on general supports rather than differentiated or individualized interventions. At times, we may have assumed that tiered systems were sufficient without closely examining whether those supports were actually accessible and effective for our ELL and special education populations. Instructional strategies were not always differentiated enough to meet the diverse needs

of English Learners and students with disabilities. Curriculum pacing may have moved too quickly for students who required more scaffolding, and not all staff felt fully equipped with the tools or strategies necessary to provide equitable access to rigorous instruction. Additionally, we may have unintentionally limited opportunities for student voice and culturally relevant engagement, particularly for our ELL students and newcomers.

What we felt:

Staff may have felt overwhelmed by the compounding demands of closing learning gaps, addressing social-emotional needs, and managing increasing academic expectations. This may have led to a sense of urgency without adequate support or clarity around how to best meet the needs of our most marginalized learners. While the intent was always rooted in care and commitment, our execution did not always align with the unique learning profiles of these students.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Moving forward, we must respond with more intentional planning, consistent professional development focused on inclusive and culturally responsive practices, and clear accountability for implementing strategies that specifically address the needs of our ELL students and students with disabilities.

To improve outcomes for our lowest-performing student groups—specifically our English Learners and students with disabilities—we need to invest in a range of targeted resources. This includes adding instructional support with ELD and Special Education, bilingual paraeducators to provide language and academic support, and an intervention teacher who can deliver data-driven instruction. Professional development must be consistent and focused on inclusive practices, Universal Design for Learning (UDL), and culturally responsive pedagogy. We also need access to research-based intervention programs, small group instructional opportunities, and enhanced translation and interpretation services to strengthen family engagement. Supplementary materials such as assistive technology tools, culturally relevant texts, and multilingual resources will support both access and engagement. Additionally, dedicated collaboration time for staff, tools to monitor progress, and access to social-emotional learning resources are essential to creating an environment where all students, especially our most marginalized can thrive academically and socially.

School and Student Performance Data

Academic Performance Mathematics

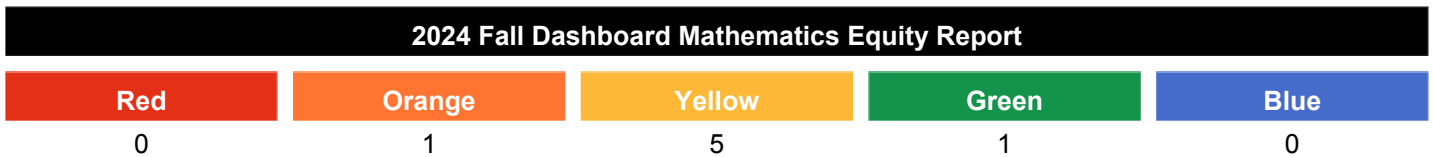
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 11.5 points below standard Declined 4.6 points 450 Students	<p>English Learners</p>  Yellow 36.5 points below standard Increased 15.7 points 75 Students	<p>Long-Term English Learners</p>  No Performance Color Less than 11 Students 10 Students
<p>Foster Youth</p>  No Performance Color 0 Students	<p>Homeless</p>  No Performance Color Less than 11 Students 5 Students	<p>Socioeconomically Disadvantaged</p>  Yellow 32.1 points below standard Increased 4.3 points 180 Students

<p>Students with Disabilities</p>  <p>Yellow</p> <p>49.1 points below standard</p> <p>Increased 10.2 points</p> <p>51 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>78.2 points below standard</p> <p>Declined 4.8 points</p> <p>16 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Green</p> <p>23.8 points above standard</p> <p>Increased 12.5 points</p> <p>32 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>38.9 points below standard</p> <p>Declined 11.1 points</p> <p>85 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>2.4 points below standard</p> <p>Declined 3.0 points</p> <p>43 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>White</p>  <p>Yellow</p> <p>4.9 points below standard</p> <p>Declined 4.7 points</p> <p>269 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.

Based on the data, the Hispanic student group, with a score of 38.9 points below standard and a decline of 11.1 points, is identified as one of our lowest-performing groups. While this group is marked "Orange," it also represents one of the widest performance gaps when compared to the overall school performance, placing it among our highest-priority student populations.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year, there are several factors that may have contributed to these results. While we acknowledged the importance of equity and inclusion, our instructional practices may not have been consistently aligned to meet the specific academic and social-emotional needs of our Hispanic students. At times, curriculum and instruction may have lacked cultural relevance or meaningful connections to students’ lived experiences, which can impact engagement and motivation. There may have been missed opportunities to implement targeted supports, such as differentiated instruction, academic interventions, or bilingual resources, especially for those who are also English Learners or from socioeconomically disadvantaged backgrounds.

In some cases, we may have unintentionally operated from a deficit mindset—focusing more on what students lacked rather than on the strengths they bring. Additionally, while there were efforts to support all students, there may have been a lack of disaggregated data use in real-time to inform instruction and adjust strategies quickly. The decline in performance also suggests that further work is needed to engage families as partners and ensure their voices are reflected in decision-making and instructional planning. Moving forward, we must commit to culturally responsive

teaching, data-driven intervention, and family engagement strategies that center the assets and needs of our Hispanic students.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To improve outcomes for our lowest-performing student groups—particularly our Hispanic students, English Learners, and students with disabilities—we need a multi-tiered approach that includes targeted resources across personnel, programs, services, and materials. First, we require bilingual instructional aides and ELD specialists who can provide small-group and one-on-one support, especially for students needing additional scaffolding in language and content areas. Hiring intervention teachers focused on literacy and math, along with academic coaches trained in culturally responsive pedagogy, will help guide differentiated instruction and data-driven practices.

We also need professional development that equips teachers with tools to implement inclusive, anti-bias instruction and strategies to reach all learners. Programs that emphasize early intervention, language development, and academic enrichment should be prioritized—especially those that are evidence-based and responsive to the needs of multilingual learners.

In addition, expanding access to culturally relevant curriculum materials, Spanish-language texts, and visual supports will support engagement and comprehension. Translation and interpretation services are essential to deepen partnerships with families, ensuring meaningful communication and collaboration. Lastly, we must allocate resources toward student voice initiatives, family engagement events, and community-building programs that affirm identity, build trust, and foster a sense of belonging. These are all critical components to closing achievement gaps and supporting holistic success.

School and Student Performance Data



Academic Performance English Learner Progress

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 51.1% making progress. Number Students: 47 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 8 Students

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

2024 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
10.6%	38.3%	2.1%	48.9%

Lowest Performing Group:

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

The greatest growth among our English Learner population is seen in the 48.9% of students who progressed at least one ELPI level, indicating that nearly half of our English Learners are showing measurable language development.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year’s English Learner (EL) progress, it is clear that our practices, beliefs, and systems played a significant role in the outcomes we saw. While 51.1% of our EL students advanced at least one ELPI level, a concerning 38.3% remained at lower proficiency levels and 10.6% regressed. These results suggest that although some progress was made, many students struggled to move forward. One contributing factor may have been the way we approached language development, often treating it as an add-on rather than integrating it intentionally into all content areas. Our interventions tended to be broad and reactive, provided only after students had already fallen behind, rather than being proactive, targeted, and sustained over time. Additionally, collaboration around both designated and integrated ELD was inconsistent, and professional learning focused on accelerating language acquisition was not prioritized. Emotionally, the persistence of achievement gaps may have left some of us feeling frustrated, which possibly shifted our focus toward compliance rather than a deep, collective commitment to ensuring

EL success. In particular, our expectations for Long-Term English Learners may have been too low, limiting both our belief in their potential and the intensity of our support.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To improve outcomes for our lowest performing student groups, particularly English Learners and Long-Term English Learners, we need to strengthen our instructional practices and systems of support. Next year, the implementation of EL Achieve, which will be provided at no cost, will help us build a more intentional, integrated approach to language development across all content areas. Alongside this, we will need to provide increase collaboration time for teachers to plan designated and integrated ELD, and offer targeted interventions for students not making expected progress. Additionally, expanding after-school tutoring and academic support with a full time interventionist, along with strengthening family engagement and social-emotional supports, will ensure a more comprehensive approach to meeting our students' needs.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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.

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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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  Yellow <p>16.5% Chronically Absent</p> <p>Declined 5.2</p> <p>745 Students</p>	<p>English Learners</p>  Orange <p>24.4% Chronically Absent</p> <p>Declined 4</p> <p>82 Students</p>	<p>Long-Term English Learners</p>  No Performance Color <p>36.4% Chronically Absent</p> <p>Increased 3</p> <p>11 Students</p>
<p>Foster Youth</p>  No Performance Color <p>0 Students</p>	<p>Homeless</p>  No Performance Color <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow <p>19.1% Chronically Absent</p> <p>Declined 5.9</p> <p>288 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>13.8% Chronically Absent</p> <p>Declined 1.1</p> <p>116 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>20.7% Chronically Absent</p> <p>Declined 4.3</p> <p>29 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Green</p> <p>8.9% Chronically Absent</p> <p>Declined 8.1</p> <p>56 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>22.1% Chronically Absent</p> <p>Declined 2.9</p> <p>131 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>12.5% Chronically Absent</p> <p>Declined 2.5</p> <p>80 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>White</p>  <p>Yellow</p> <p>16.2% Chronically Absent</p> <p>Declined 5.8</p> <p>438 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.

When compared to all students, who had a chronic absenteeism rate of 16.5%, certain student groups are experiencing significantly higher rates of chronic absence. English Learners (24.4%), Long-Term English Learners (36.4%), Hispanic students (22.1%), Socioeconomically Disadvantaged students (19.1%), and African American students (20.7%) all show higher rates of chronic absenteeism than the overall student population. In contrast, Asian students demonstrate much lower chronic absenteeism at 8.9%, well below the overall rate. Notably, Long-Term English Learners have the highest chronic absenteeism rate and it has increased, which is an urgent area of concern. This data suggests that our English Learners, particularly Long-Term ELs, and other underserved groups face barriers to consistent attendance at rates higher than the general student body, indicating a need for targeted interventions and supports.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year’s chronic absenteeism data, several patterns suggest that our beliefs, practices, and systems may have contributed to the outcomes we saw, particularly for our English Learners, Long-Term English Learners, socioeconomically disadvantaged, and Hispanic students. Despite recognizing attendance as critical, our strategies may have been more reactive than proactive, focusing on truancy letters or phone calls after multiple absences rather than addressing root causes early on. For Long-Term English Learners and other vulnerable groups, we may have unintentionally accepted absenteeism as a norm, leading to lower urgency in our outreach and support. Additionally, limited home-school communication, lack of culturally responsive engagement, and not consistently using data to identify patterns early likely contributed to students falling into chronic absenteeism. Feelings of frustration and fatigue in addressing persistent attendance gaps may have also shifted our focus toward compliance rather than investing in relational, student-centered approaches that build belonging and motivation to attend school.

This school year, we had a counselor and social worker who held multiple cycles of Attendance Academy. This is a 6-week program helps support student attendance, so they can come to school and learn as best as they can.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To improve outcomes for our lowest-performing student groups, particularly in the area of chronic absenteeism, we need to continue and strengthen targeted efforts such as Attendance Academy which is a valuable program that promotes positive attendance habits through early intervention, relationship-building, and consistent messaging. In terms of materials and supplies, we need outreach toolkits, visual attendance tracking displays, and accessible communication platforms that help monitor progress and keep families informed and engaged. By investing in both the people and tools that promote belonging and support, we can more effectively reduce chronic absenteeism and ensure that all students—especially those historically underserved—are present, engaged, and learning.

School and Student Performance Data

Conditions & Climate Suspension Rate

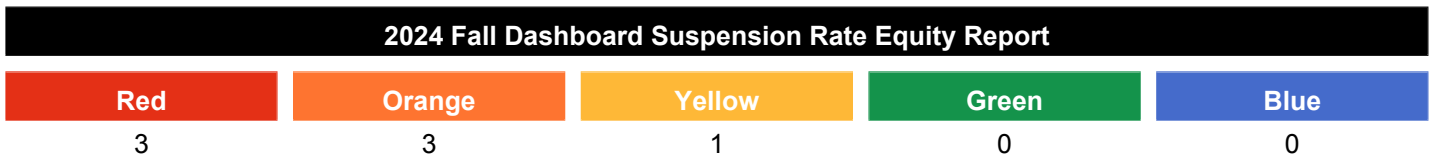
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>7.5% suspended at least one day</p> <p>Increased 3.5%</p> <p>755 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>3.5% suspended at least one day</p> <p>Declined 1.5%</p> <p>85 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>9.1% suspended at least one day</p> <p>Declined 15.9%</p> <p>11 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>11.9% suspended at least one day</p> <p>Increased 5%</p> <p>295 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>4.3% suspended at least one day</p> <p>Increased 1.2%</p> <p>116 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>16.7% suspended at least one day</p> <p>Increased 9.5%</p> <p>30 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Orange</p> <p>3.6% suspended at least one day</p> <p>Maintained 0.1%</p> <p>56 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>12.9% suspended at least one day</p> <p>Increased 5.5%</p> <p>132 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>3.7% suspended at least one day</p> <p>Increased 2.5%</p> <p>81 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>White</p>  <p>Red</p> <p>6.7% suspended at least one day</p> <p>Increased 3.4%</p> <p>445 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.

The data shows that chronic absenteeism rates are significantly higher for several of our most vulnerable student groups when compared to the overall student population. While 16.5% of all students were chronically absent, the rate was 24.4% for English Learners, 22.1% for Hispanic students, 20.7% for African American students, and an alarming 36.4% for Long-Term English Learners. Socioeconomically disadvantaged students also had a higher rate of 19.1%, while students with disabilities were slightly below the overall rate at 13.8%. In contrast, Asian students had the lowest chronic absenteeism rate at 8.9%, well below the overall rate. This data highlights that English Learners, Long-Term English Learners, Hispanic, African American, and socioeconomically disadvantaged students face disproportionate challenges with attendance compared to the general student population, indicating a need for focused interventions and support.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year, several factors likely contributed to the increase in suspension rates among our lowest-performing student groups. There was a growing sense among staff that traditional discipline practices were not effectively addressing the root causes of student behavior, yet alternative strategies were inconsistently applied or not fully implemented. While there were efforts to support students through tiered interventions, a lack of consistent training in restorative practices and culturally responsive approaches may have led to disproportionate discipline outcomes. Additionally, increased stressors from both inside and outside of school may have contributed to behavioral challenges, and our systems may not have been fully equipped to provide proactive social-emotional support. Ultimately, there was a collective recognition that we need to shift from reactive discipline toward a more restorative, inclusive, and student-centered approach.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To improve outcomes for our lowest-performing student groups, we must prioritize the implementation of consistent restorative practices, expand staff training in culturally responsive and trauma-informed approaches, and establish clear, schoolwide systems of support. The addition of two part-time counselors and a social worker next year will significantly strengthen our capacity to meet students' social-emotional needs and deliver more targeted, proactive interventions. Continued investment in behavior support programs, SEL curricula, and dedicated spaces for student reflection and self-regulation will be essential to fostering a safe and supportive learning environment. Furthermore, providing materials and resources that promote positive behavior reinforcement, elevate student voice, and encourage inclusive practices will help shift our school climate toward one that is restorative, responsive, and student-centered. As part of this effort, we will dedicate one of our professional development sessions at the beginning of next year to restorative practice interventions.

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: 2024-25

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)

The targeted support provided by our intervention teachers has proven highly effective in boosting student performance, particularly in areas where students previously struggled. The personalized attention and use of tailored instructional strategies have allowed students to make meaningful progress, especially when interventions are timely and data-driven. Additionally, LETRS training has significantly enhanced teachers' understanding of effective literacy instruction, resulting in improved reading and writing outcomes

across grade levels. Teachers now feel more confident and better equipped to meet students’ diverse literacy needs. The implementation of Building Thinking Classrooms has also been a success; it has created a more engaging and interactive learning environment where students are eager to participate in problem-solving and critical thinking tasks. This has led to increased enthusiasm and deeper learning. While these strategies have been effective, consistent progress monitoring and continued professional development are key to ensuring that interventions remain responsive and impactful. One challenge has been ensuring sufficient time and staffing to reach all students needing support, highlighting a need to continue refining schedules and resource allocation for maximum effectiveness.

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

Based on our state assessment data, we identified significant achievement gaps, particularly among English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and African American students. In response, we implemented targeted modifications to address these disparities. We initiated grade-level data conversations focused on math (SPSA 1.1) to analyze student performance and adjust instruction accordingly, especially since all students scored 11.5 points below standard in math. To further support math achievement and increase student engagement, we invested in professional learning around Building Thinking Classrooms (SPSA 1.2), a strategy that has already shown success in promoting critical thinking and participation. Recognizing the need for stronger academic language, especially for English Learners—who remain 39.6 points below standard in ELA—we launched efforts to develop cross-curricular academic vocabulary (SPSA 1.3). Additionally, to improve English proficiency and raise the reclassification rate (currently at 21.18%), we enhanced ELD collaboration between ELD and middle school content teachers (SPSA 1.4). These actions aim to provide more equitable access to rigorous instruction and close achievement gaps, with funding strategically allocated through LCFF Supplemental Site Allocations.

2025-26

Identified Need

There is a significant and persistent achievement gap between student subgroups—particularly English Learners, African American students, Socioeconomically Disadvantaged students, and Students with Disabilities—when compared to their peers. State assessment data shows that these groups are performing well below standard in both English Language Arts and Math. Specifically, African American students are 49.1 points below standard in ELA and 78.2 points below in Math, while English Learners are 39.6 points below in ELA and 36.5 points below in Math. Additionally, only 51.1% of English Learners are making progress on the ELPAC, and the reclassification rate is just 21.18%. These outcomes demonstrate a need for increased access to targeted academic support, high-quality intervention, focused professional development, and stronger alignment in instructional strategies—particularly in foundational literacy, academic language development, and math reasoning.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	6.9 points above standard	+3 scale score points

Metric/Indicator

Baseline 2024-25

Expected Outcome 2025-26

	<p>English Learners 39.6 points below standard</p> <p>Foster Youth</p> <p>Homeless</p> <p>Socioeconomically Disadvantaged 22.1 points below standard</p> <p>Students with Disabilities 32.8 points below standard</p> <p>African American 49.1 points below standard</p> <p>American Indian</p> <p>Asian 37.7 points above standard</p> <p>Filipino</p> <p>Hispanic 17.7 points below standard</p> <p>Two or More Races 13.5 points above standard</p> <p>Pacific Islander</p> <p>White 14.0 points above standard</p>	
<p>Math State Assessment: Change in scale score</p>	<p>All Students 11.5 points below standard</p> <p>English Learners 36.5 points below standard</p> <p>Foster Youth</p> <p>Homeless</p> <p>Socioeconomically Disadvantaged 32.1 points below standard</p> <p>Students with Disabilities 49.1 points below standard</p> <p>African American 78.2 points below standard</p> <p>American Indian</p>	<p>+3 scale score points</p>

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Asian 23.8 points above standard Filipino Hispanic 38.9 points below standard Two or More Races 2.4 points below standard Pacific Islander White 4.9 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	51.1%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	21.18%	+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	7,000	2025-2026

1.2	Professional learning with Math common assessments.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	5,000	2025-2026
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	5,000	2025-2026
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		2025-2026

1.5	Freckle Math Program	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	8,000	2025-2026

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: 2024-25

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)

To address chronic absenteeism and promote stronger school engagement, several strategies were implemented with varying levels of success. The monthly Attendance Academy proved effective, offering public recognition and incentives that were well-received by both students and staff. This initiative contributed to a 2% overall increase in attendance and a 0.5% reduction in chronic absenteeism. Students appreciated the positive reinforcement, and families reported a clearer understanding of attendance expectations. Efforts to maintain a welcoming school environment through assemblies and field trips also had a positive impact, with students expressing a stronger sense of connection and engagement, which supports long-term attendance.

Targeted outreach to English Learner families, particularly through personalized phone calls, helped build relationships and raise awareness about attendance concerns. While some families responded positively, participation in our monthly attendance academy workshops was inconsistent, and language barriers limited overall effectiveness. Moreover, many families continued to face persistent challenges such as work conflicts, lack of transportation, and health issues—factors that were not fully addressed through the current strategies.

These results suggest that while schoolwide efforts like positive reinforcement, recognition, and community-building initiatives can improve overall climate and awareness, they must be paired with more intensive, individualized interventions to create meaningful change. Addressing the root causes of chronic absenteeism—especially among English Learners (24.4%), Socioeconomically Disadvantaged students (19.1%), and African American students (20.7%)—will require deeper collaboration with families, wraparound supports, and systems that remove barriers to consistent attendance

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

To address chronic absenteeism and promote stronger school engagement, we implemented several strategies including monthly Attendance Academy , targeted phone calls to families of English Learners, and monthly parent workshops focused on the importance of regular attendance. These were supported by our continued efforts to create a welcoming school environment through assemblies and field trips.

The monthly Attendance Academy were well-received by students and staff, providing public recognition and incentives for improved attendance. We have seen a small improvement in attendance overall, as seen in the +2% increase in attendance rate and a 0.5% decrease in chronic absenteeism. Students appreciated the positive reinforcement, and families reported a better understanding of attendance expectations.

The targeted outreach to English Learner families was partially effective. Personalized phone calls helped build stronger relationships and increased awareness of attendance concerns, but language barriers and inconsistent participation in workshops limited the overall impact. While some families were responsive and appreciated the communication, others faced deeper challenges such as work schedules, transportation, and health issues that continued to impact attendance.

The emphasis on maintaining a welcoming and inclusive environment, including access to enriching experiences like field trips, was a strong contributor to overall school climate. Students reported feeling more connected and engaged, which supports long-term attendance and academic motivation. However, these efforts alone were not enough to significantly shift chronic absenteeism among our highest-need subgroups—particularly English Learners (24.4%), Socioeconomically Disadvantaged students (19.1%), and African American students (20.7%).

These results suggest that while positive reinforcement and community-building strategies are valuable, they must be paired with more intensive, individualized supports and collaboration to address the root causes of chronic absenteeism in vulnerable populations.

2025-26

Identified Need

To support increased student engagement and reduce chronic absenteeism, we must first identify and address barriers that may be preventing certain student groups from participating in extracurricular activities. These barriers include financial constraints, lack of transportation, and scheduling conflicts. In response, we aim to expand the variety of extracurricular and enrichment opportunities offered—such as programs in the arts, sports, STEM, leadership, and community service—to appeal to a broad range of student interests and talents.

Ensuring equitable access to these activities is essential. We will work to remove participation barriers by offering financial assistance or scholarships, providing transportation options, and implementing more flexible scheduling. To further promote engagement, we will increase targeted outreach to underrepresented student groups, introduce peer mentoring programs, and offer incentives for consistent participation.

We will also continue to utilize our student store as a motivational tool to encourage school attendance. Despite a 2% increase in attendance and a slight decrease in chronic absenteeism (-0.5%), the data shows that key student populations—specifically English Learners (24.4% chronically absent), Socioeconomically Disadvantaged students (19.1%), and African American students (20.7%)—remain disproportionately impacted. These numbers highlight the urgent need for more focused interventions, increased family involvement, and culturally responsive strategies that address the underlying causes of absenteeism and support student connection to school.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
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	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Students with Disabilities 13.8% Chronically Absent African American 20.7% Chronically Absent American Indian Asian 8.9% Chronically Absent Filipino Hispanic 22.1% Chronically Absent Two or More Races 12.5% Chronically Absent Pacific Islander White 16.2% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	94.2%	+2%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	NA
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	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	.

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	

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/character award assemblies.	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> English Learners <input type="checkbox"/> Low-Income Students <input type="checkbox"/> Foster Youth <input type="checkbox"/> Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3,000	2025-2026
2.2	Targeted phone calls for our English learners to decrease chronic absenteeism. Monthly workshop night for our	<input type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Lowest Performing White	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	1,000	2025-2026

	parents of English learners expressing the importance of regular school attendance.				
2.3	Continue welcoming environment including but not limited to assemblies and/or fieldtrips.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	3,000	2025-2026
2.4	Student Store	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,000	2025-2026
2.5	Attendance wheel and prizes for monthly drawing	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	2,720	2025-2026

			4000-4999: Books And Supplies		
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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: 2024-25

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)

We implemented regular communication through Blackboard messaging and distributed a weekly family newsletter to keep families informed about upcoming events and important updates. After-school clubs were made available to all students, with priority enrollment given to those with low attendance to encourage greater school connection. Additionally, we introduced monthly assemblies that recognize students for positive character traits, academic achievement, and consistent attendance.

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

At the beginning of the school year, staff revisited and reinforced our rules and behavior expectations to set a positive tone for the year. This message was consistently shared with students, staff, and community members, and all were encouraged to actively contribute to fostering a positive school climate. Based on feedback and engagement data, we implemented several modifications to further strengthen school-community relationships.

We increased community engagement through a variety of PTO-sponsored events, such as Family Fun Night, Trunk or Treat, and a community-focused Open House—shifting the focus from isolated classroom events to whole-community experiences. Additionally, we introduced new initiatives to keep families and the broader community informed and involved, including the weekly Friday Finale Smores newsletter, monthly coffee hours, a welcome-back community picnic, and field day. Daily updates were also shared through Miner's Media on YouTube, providing a consistent stream of communication and connection. These activities were designed to enhance community involvement and promote a positive, inclusive school culture.

2025-26

Identified Need

Based on the data, several critical needs have been identified to improve student outcomes and foster a more positive, inclusive school climate:

Reduction in Suspension Rates:

Although the overall suspension rate decreased slightly (-0.3%), certain student groups—particularly Socioeconomically Disadvantaged (11.9%), African American (16.7%), and Hispanic students (12.9%)—continue to experience disproportionately high suspension rates. This highlights the need for targeted behavior supports and the implementation of restorative practices to reduce the overuse of exclusionary discipline and address the underlying causes of behavior, especially among vulnerable groups.

Increase in Sense of Belonging and Safety:

Despite small gains in Sense of Belonging (+2%) and Safety (+2%) according to the district climate survey, these areas remain a priority for growth. A schoolwide focus on building stronger, trusting relationships and fostering a culture where all students feel welcomed, valued, and safe is essential—particularly for student groups historically reporting lower levels of connection and safety.

Improved Parent and Family Engagement:

Engagement of families in leadership roles (e.g., School Site Council, ELAC, PTO) remains an area of need, especially among English Learners, Low-Income families, Foster Youth, and Students with Disabilities. Strengthening parent voice in decision-making will deepen the partnership between school and community and support a more inclusive, equitable approach to school improvement.

Targeted Social-Emotional and Behavioral Supports:

Additional supports are needed for students experiencing social-emotional and behavioral challenges, especially those from marginalized groups such as Foster Youth and Socioeconomically Disadvantaged students. Expanding the use of counseling services and programs such as Second Step and Character Traits will provide critical support in these areas.

Enhanced Campus Safety:

While recreation aides have been utilized to improve supervision and safety, further efforts are necessary to ensure that all students feel secure on campus. This may include additional staff training, increased supervision, and the implementation of targeted safety programs.

Implementation of Schoolwide Restorative Practices Training:

To support all of these areas, it is essential to implement schoolwide professional development in restorative practices for all staff. Restorative practices will help create a school culture grounded in respect, trust, and accountability by focusing on building relationships, repairing harm, and fostering inclusive dialogue. This approach not only reduces suspensions but also strengthens student-staff connections, improves classroom climates, and enhances students' sense of belonging—key drivers in improving both behavior and attendance outcomes.

By addressing these identified needs through intentional, data-driven actions and equipping staff with restorative tools, the school can create a more equitable, supportive, and engaging learning environment for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
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	7.5% suspended at least one day
	English Learners	3.5% suspended at least one day
	Foster Youth	
	Homeless	
	Socioeconomically Disadvantaged	11.9% suspended at least one day
	Students with Disabilities	4.3% suspended at least one day
	African American	16.7% suspended at least one day
	American Indian	
	Asian	3.6% suspended at least one day
	Filipino	
Hispanic	12.9% suspended at least one day	
		-0.3%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Two or More Races 3.7% suspended at least one day Pacific Islander White 6.7% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	56.4%	+2%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	58.6%	+2%
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).	10.2%	+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			2025-2026
3.2	Parent survey - celebrations.	X All Students English Learners Low-Income Students Foster Youth	LCFF Supplemental Site Allocation	1,000	2025-2026

		Lowest Performing			
3.3	Increase safety on campus through the use of rec aides.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2025-2026
3.4	Provide targeted support through the use of a counselor identified through a referral process..	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic, White			2025-2026
3.5	Character traits assemblies	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2,000	2025-2026
3.6	Materials for PBIS and Awards for positive behavior	X All Students English Learners Low-Income Students Foster Youth Lowest Performing		4,700	2025-2026

3.7	PBIS Training	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic		3,000	2025-2026
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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
2- part time counselors and a part time social worker	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	LCFF Rec Aide Allocation	
Provide targeted support for students identified within a referral process.	August 2024 - June 2025	Counselor	1000-1999: Certificated Personnel Salaries	Other	

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$50,420.00

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 (\$)
	\$7,700.00
LCFF Supplemental Site Allocation	\$42,720.00

Subtotal of state or local funds included for this school: \$50,420.00

Total of federal, state, and/or local funds for this school: \$50,420.00

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	42,720	0.00

Expenditures by Funding Source

Funding Source	Amount
	7,700.00
LCFF Supplemental Site Allocation	42,720.00

Expenditures by Budget Reference

Budget Reference	Amount
	8,700.00
1000-1999: Certificated Personnel Salaries	7,000.00
2000-2999: Classified Personnel Salaries	1,000.00
4000-4999: Books And Supplies	15,720.00
5000-5999: Services And Other Operating Expenditures	18,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		7,700.00
	LCFF Supplemental Site Allocation	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	7,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	1,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	15,720.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	18,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	25,000.00
Goal 2	14,720.00
Goal 3	10,700.00

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
Cassandra Trevino	Classroom Teacher
Nadera Shoman-Ataya	Parent or Community Member
Lauren Neff	Parent or Community Member
Susan Elder	Classroom Teacher
Megan Minnema	Parent or Community Member
Kim Zeltvay	Principal
Rick Hendrix	Classroom Teacher
Niki Roman	Parent or Community Member
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 5/26/25.

Attested:

on file	Principal, Kim Zeltvay on 5/26/25
On file	SSC Chairperson, Rick Hendrix on 5/26/25

Budget By Expenditures

Gold River Discovery Center

Funding Source: **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Materials for PBIS and Awards for positive behavior		\$4,700.00	Engaging Academic Programs	
PBIS Training		\$3,000.00	Engaging Academic Programs	
Total Expenditures:		\$7,700.00		
Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Site Allocation **\$42,720.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .2 FTE Counselor Central,		\$0.00	Clear Pathways to Bright Futures	
Data conversations with grade level teams- specifically for Math.	1000-1999: Certificated Personnel Salaries	\$7,000.00	Connected School Communities	
Professional learning with Math common assessments.	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Connected School Communities	
Developing cross curricular Academic Vocabulary.	4000-4999: Books And Supplies	\$5,000.00	Connected School Communities	

Gold River Discovery Center

Freckle Math Program	5000-5999: Services And Other Operating Expenditures	\$8,000.00	Connected School Communities
Monthly attendance/character award assemblies.	4000-4999: Books And Supplies	\$3,000.00	Healthy Environments for Social-Emotional Growth
Targeted phone calls for our English learners to decrease chronic absenteeism.	2000-2999: Classified Personnel Salaries	\$1,000.00	Healthy Environments for Social-Emotional Growth
Monthly workshop night for our parents of English learners expressing the importance of regular school attendance.			
Continue welcoming environment including but not limited to assemblies and/or fieldtrips.	5000-5999: Services And Other Operating Expenditures	\$3,000.00	Healthy Environments for Social-Emotional Growth
Student Store	4000-4999: Books And Supplies	\$5,000.00	Healthy Environments for Social-Emotional Growth
Attendance wheel and prizes for monthly drawing	4000-4999: Books And Supplies	\$2,720.00	Healthy Environments for Social-Emotional Growth
Parent survey - celebrations.		\$1,000.00	Engaging Academic Programs
Character traits assemblies	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Engaging Academic Programs
LCFF Supplemental Site Allocation Total Expenditures:		\$42,720.00	
LCFF Supplemental Site Allocation Allocation Balance:		\$0.00	
Gold River Discovery Center Total Expenditures:		\$50,420.00	