



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	10/20/2020	November 17, 2020

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

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

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

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

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

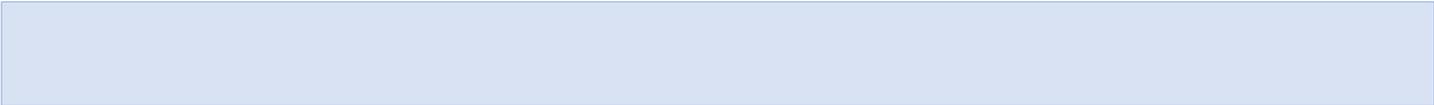


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Comprehensive Needs Assessment Components

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

Data Analysis

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

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

Due to the suspension of Smarter Balance Assessment Consortium (SBAC) State testing did not occur during 2019-20 school year. There is no state academic assessment available. Data includes surveys, local assessment and student information around suspension and attendance available. Data includes surveys, local assessment and student information around suspension and attendance prior to distance learning implemented in response to county mandates for distance learning.

Due to the Corona Virus Pandemic and resulting shift to distance learning, possible hybrid learning later in the school year, and potential return to full on-site learning, the 2020-21 Comprehensive Needs Assessment is focused on the following:

1. Attendance as based on 2019-20 Trimester 3 engagement data
2. Engagement in synchronous learning as measured by participation in Zoom classroom meetings
3. Engagement in asynchronous learning as measured by assignment completion.
4. Learning loss to be determined through local assessments, teacher observation and student outcomes.

Current data for Fall 2020 shows:

Attendance rate:98.3%

Synchronous learning weekly percentage rate estimate for September 2020:86.67%:

Asynchronous engagement - weekly assignment completion rate estimation for September 2020:77.86%:

Learning loss - to be determined.

I-Ready-Reading-56% students meeting or exceeding, 26% students are approaching, 18% students are below

Math-46%% students meeting or exceeding, 39% students are approaching, 14% students are below

Text levels-TBD November-March 2020

Students at the beginning of the year are at the following comp. levels for I-ready reading-53% students at or above grade level, 26% students are approaching, 21% are below

Prior to the pandemic, data shows that:

Text Level Data from 2nd trimester:

Conclusions based on this Text Level data:

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

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

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

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

Winter Survey Data:

High Expectations/Caring Relationships:

83.8% students

Meaningful Participation:
72.1 % of students

School Culture:
70.8 % of students

School Safety:
88.4% of students

Attendance:
Fall through 3/13/2020
96.5% overall attendance rate
96.4 % ELL attendance rate
95.5% Low SES attendance rate

Suspension Rate:
Fall through 3/13/2020:
15.71% Students with Disabilities
0% ELL suspension rate
8.91% Low SES suspension rate
53.85% McKinney-Vento (homeless) suspension rate

Engagement Rates during Distance Learning:
84.2% of all students either exceeded or met the expectations for engaging in distance learning

English Language Learners Engagement during Distance Learning:
94.2% of Primary ELL students either exceeded or met the expectations for engaging in distance learning
94.9% of Intermediate ELL students either exceeded or met the expectations for engaging in distance learning

Low SES Engagement during Distance Learning
94.2% of Primary Low SES students either exceeded or met the expectations for engaging in distance learning
91.7% of Intermediate Low SES students either exceeded or met the experiences for engaging in distance learning

Based on the above data, staff recognizes that English learners are negatively impacted at a greater percentage than non English learners. In addition, students who do not have stable housing struggle to engage in the daily routine of synchronous and asynchronous activities.

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Yellow	Orange	None	None	Green	Green
English Learners	Green	Orange	None	None	Orange	Orange
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Orange	Orange	None	None	Yellow	Yellow
Students with Disabilities	Yellow	Orange	None	None	Orange	Yellow
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	Blue	Orange	None	None	Green	Green
Filipino	None	None	None	None	None	None
Hispanic	Green	Green	None	None	Yellow	Yellow
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Green	Red	None	None	Green	Green
Two or More Races	Orange	Blue	None	None	None	None

Root Cause Analysis

What did your root causes analysis reveal?

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

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

We can attribute a lack of attendance and engagement from our students to the following factors: limited English language, and lack of access for support for our English Language Learners and their families. Because the families of our English Language Learners are not able to support with instruction and because of the lack of supports, learning loss is anticipated to be greater among our English Language Learners.

Resource Inequities

What resource inequities did you discover?

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

Through the Comprehensive Needs Assessment process with a focus on the current situation of distance learning uncertainty around models of learning through 2020-21, the focus of this plan is to address resource inequities related to engagement in distance learning and mitigating learning loss. The resources include, but are not limited to:

1. Providing additional hours to our technology teacher.
2. Providing prizes and incentives for student attendance and engagement.
4. Providing digital materials or platforms to support instruction.
5. Providing hands on materials for students to use from home.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

Through the Comprehensive Needs Assessment process with a focus on the current situation of distance learning and uncertainty around models of learning through 2020-21, the focus of this plan is to address resource inequalities related to engagement in distance learning and mitigating learning loss.

Actions are designed to promote attendance and engagement through innovative teaching strategies, intervention, effective communication and support with technology. Described below:

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

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

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

Technology: with the technology coach guiding us in data driven instruction, enhancing virtual lessons and monitoring assessments we can support student and teachers in Distance Learning.

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connected School Communities

LEA/LCAP Goal

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

SPSA/Goal 1

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

Annual Review

SPSA Year Reviewed: 2019-20

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

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Based on the fall distance learning data, students are engaged in Asynchronous is 77.86% and Synchronous is 86.67%. Services provided by the technology coach will help families connect to distance learning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

During Distance Learning, it was challenging for students to access counseling services. The technology coach will provide professional development to staff to enhance the zoom lessons and help engage students and connect to school.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

When the site reopens, the tech coach will shift her Distance learning role to a hybrid learning by supporting the student needs such as helping the transition of doing both in-person and distance learning instruction.

**2020-21
Identified Need**

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Distance Learning engagement	68% (March-June 2020)	improvement to 85%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Technology coach	X All Students English Learners Low-Income Students Foster Youth Other	Melissa Smith	LCFF Supplemental Site Allocation	25700	August 2020-June 2021

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

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

SPSA/Goal 2

During distance learning, the tech coach's role is to calm the challenges come with this new way of learning by supporting, guiding, training and problem solving with all groups; student, parents and staff.

2020-21

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
suspension data	1.6% overall suspension rate	decrease 0.3%
attendance rates	overall rate 96.6%	improvement to 97.66%
survey	school culture, student: 70.8%	increase 2%
survey	school safety, student: 88.4%	increase 2%
survey	meaningful participation, student; 72.1%	increase 2%
survey	high expectations and caring relationships, student: 83.8%	increase 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	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Provide additional K-8 technological supports and services for parents and students in the areas of education and student performance, personal and social relations, and parent and family relations.	X All Students English Learners Low-Income Students Foster Youth Other	Melissa Smith	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries		August 2020-June 2021
2.2	Increase staff support to improve student behaviors and self monitoring.	X All Students English Learners Low-Income Students Foster Youth Other	Rec aide	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries		Aug. 2020-June 2021

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

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

SPSA/Goal 3

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

Annual Review

SPSA Year Reviewed: 2019-20

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

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

There was no significant growth with the additional counseling hours/services. Lexia was used by all students, due to Distance Learning we do not have the data to show if it was effective.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was no significant growth with the additional counseling hours/services. Lexia was used by all students, due to Distance Learning we do not have the data to show if it was effective.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the district purchasing a site license for ELA/Math I-Ready program, it was not in the student's best interest to spend the funds in another intervention program.

**2020-21
Identified Need**

Distance learning has required technology support to help students to learn and access instructional lessons. I-Ready is new to our staff and required professional development training in assessing and analyzing the data.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
CAASPP ELA	55.9% proficiency for all students; decrease of 10.1%	5% increase in proficiency levels
CAASPP Math	62.1% proficiency for all students; no growth	5% increase in proficiency levels

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Ensure all English Learners receive Designated and Integrated English Language Development daily.	All Students X English Learners Low-Income Students Foster Youth Other		LCFF Supplemental English Learner Central	39455	August 2020- June 2021
3.2	Provide primary	All Students X English Learners		LCFF Supplemental	29489	August 2020- June 2021

	language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher. .5 FTE BIAs	Low-Income Students Foster Youth Other		tal English Learner Central		
3.3	Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations,	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Centralized Services (District Only)	26168	August 2020-June 2021

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

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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

Clear Pathways to Bright Futures

LEA/LCAP Goal

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

SPSA/Goal 4

Connection (to academics, to staff, to peers, to family) is a bright future. During distance learning, technology skills and devices are needed to access academics. The technology coach will provide the tools needed for the students in any future career. Teachers will have the most advanced technology to enhance their skillset.

2020-21

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Staff survey	inventory of needs	staff is uniform and the devices are equitable

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
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4.1	Technology	X All Students English Learners Low-Income Students Foster Youth Other	administration	LCFF Supplemental Site Allocation	5800	August 2020- June 2021
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Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$126,612.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Centralized Services (District Only)	\$26,168.00
LCFF Supplemental English Learner Central	\$68,944.00
LCFF Supplemental Site Allocation	\$31,500.00

Subtotal of state or local funds included for this school: \$126,612.00

Total of federal, state, and/or local funds for this school: \$126,612.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	31,500	0.00
LCFF Supplemental English Learner Central	68,944	0.00
LCFF Supplemental Centralized Services (District Only)	26,168	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	26,168.00
LCFF Supplemental English Learner Central	68,944.00
LCFF Supplemental Site Allocation	31,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	70,955.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Centralized Services (District Only)	26,168.00
	LCFF Supplemental English Learner Central	29,489.00
	LCFF Supplemental English Learner Central	39,455.00
	LCFF Supplemental Site Allocation	31,500.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1
Goal 3
Goal 4

25,700.00
95,112.00
5,800.00

School Site Council Membership

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

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

Name of Members	Role
Sara Collette	Parent or Community Member
Vicky Kopitske	Classroom Teacher
Jessica Bagger	Parent or Community Member
Susan Bassett	Parent or Community Member
Crystal Masley	Parent or Community Member
Julie Child	Other School Staff
Teresa Cummings	Principal
Rick Hendrix (Chair)	Classroom Teacher
Mimi Dickstein	Classroom Teacher
Wendy McDonald	Parent or Community Member

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/20/20.

Attested:

ON File
ON File

Principal, Teresa Cummings on 10/20/20

SSC Chairperson, Rick Hendrix on 10/20/20

Budget By Expenditures

Gold River Discovery Center

Funding Source: LCFF Supplemental Centralized Services (District Only) **\$26,168.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .2 FTE Counselor Central, .1 FTE Site LCFF		\$26,168.00	Engaging Academic Programs	

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$26,168.00

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

Funding Source: LCFF Supplemental English Learner Central **\$68,944.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development daily.		\$39,455.00	Engaging Academic Programs	
Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher. .5 FTE BIAs		\$29,489.00	Engaging Academic Programs	

Gold River Discovery Center

LCFF Supplemental English Learner Central Total Expenditures: \$68,944.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
Technology		\$5,800.00	Clear Pathways to Bright Futures	
Technology coach		\$25,700.00	Connected School Communities	

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

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Gold River Discovery Center Total Expenditures: \$126,612.00