

School Year: **2021-22**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Gold River Discovery Center	34 67447 6111363	05/18/2021	September 28, 2021

Purpose and Plan Summary

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

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

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

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

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

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

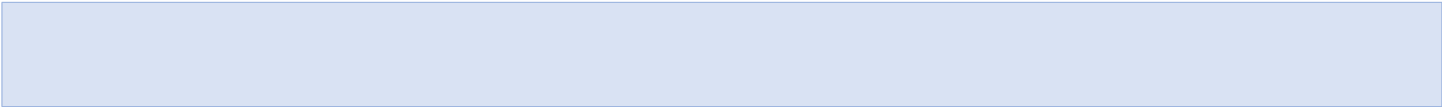


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Stakeholder Involvement

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 based on data, language proficiency and environmental factors. There is a need for an indicator of learning loss so that each student's situation can be addressed 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.

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: 2020-21

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 2020-21 school year, the data shows the students and families need technology support. The technology coach will provide:

- Direct access to the organization of curriculum
- Connect individual families connect to curriculum
- Build accessibility between teacher and student (connect w/ platform and connections)
- Aware of scheduling/population needs. When you connect w/ others – effectively running an intervention for students who are at risk for not accessing or engaging
- Newsletter – master schedule/Website

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 are no major differences. We will continue with the technology coach services to be able to provide the staff with professional development on using technology to engage the students.

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.

As we return to in person learning, the tech coach will support the student needs and help with the transition of distance learning.

2020-21

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator

Baseline 2020-21

Expected Outcome 2021-22

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	25850	August 2021- June 2022

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 the transition of in person learning, the tech coach will calm the challenges that come with this new way of learning by supporting, guiding, training and problem solving with all groups: students, parents and staff

Annual Review

SPSA Year Reviewed: 2020-21

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.

Teachers are overwhelmed with all going on. You can create reports with iReady to help teachers better communicate with parents and students.

Lack of connection w/ staff/students and families is creating the most stress for students right now. The tech coach will provide emotional security, coaching teachers, setting and promoting schedules, trainings, and ways to connect w/ students

The tech coach has the skills to share her expertise and as a result staff feels less anxiety.

The tech coach will continue to support families by allowing families to articulate what their issues are and how to solve them.

Teacher social-emotional – the tech coach will help the staff understand the platform and how to use new technology equipment.

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 are no major differences.

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.

N/A

**2020-21
Identified Need**

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

Annual Measurable Outcomes

Metric/Indicator

Baseline 2020-21

Expected Outcome 2021-22

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	X All Students English Learners Low-Income Students Foster Youth Other	Melissa Smith	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	0	August 2021- June 2022

family
relations.

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: 2020-21

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.

The tech coach will support iReady by promoting growth and communication with all stakeholders
Data reports will be reviewed and shared. The tech coach will train staff on how to analyze the data and give assessments.
Intervention groups will be created based on their I-Ready levels of proficiency.

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

N/A

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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
iReady ELA	51% at or above grade level for all students; decrease of 4%	5% increase in proficiency levels
iReady Math	44% at or above grade level for all students; decrease of 18%	5% increase in proficiency levels
Text Levels	65% approaching or above grade level	5% increase in proficiency levels

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Ensure all English Learners receive Designated and Integrated English Language Development daily.	All Students X English Learners Low-Income Students Foster Youth Other		LCFF Supplemental English Learner Central	84307	August 2021- June 2022

	1.0 FTE ELD Teacher					
3.2	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	All Students X English Learners Low-Income Students Foster Youth Other		LCFF Supplemental English Learner Central	28914	August 2021-June 2022
3.3	Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Centralized Services (District Only)	26052	August 2021-June 2022

	<p>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</p>					
3.4	<p>Providing the library a variety of texts so the students can have hands on materials including social justice books</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>		<p>LCFF Supplemental Site Allocation</p>	<p>1000</p>	<p>August 2021-June 2022</p>

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

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

SPSA/Goal 4

Connection (to academics, to staff, to peers, to family) is a bright future. For the new way of 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.

Annual Review

SPSA Year Reviewed: 2020-21

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.

Connection (to academics, to staff, to peers, to family) is a bright future
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.
The counselor will be introducing students to the Naviance program to help them plan for the future.

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

N/A

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.

N/A

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 needed to keep us with teaching in the 21st century.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Staff survey	inventory of needs	staff is uniform and the devices are equitable

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Technology	X All Students English Learners Low-Income Students Foster Youth Other	administration	LCFF Supplemental Site Allocation	4650	August 2021- June 2022

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	\$170,773.00

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)	\$26,052.00
LCFF Supplemental English Learner Central	\$113,221.00
LCFF Supplemental Site Allocation	\$31,500.00

Subtotal of state or local funds included for this school: \$170,773.00

Total of federal, state, and/or local funds for this school: \$170,773.00

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	113,221	0.00
LCFF Supplemental Centralized Services (District Only)	26,052	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	26,052.00
LCFF Supplemental English Learner Central	113,221.00
LCFF Supplemental Site Allocation	31,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	143,721.00
1000-1999: Certificated Personnel Salaries	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Centralized Services (District Only)	26,052.00
	LCFF Supplemental English Learner Central	113,221.00
	LCFF Supplemental Site Allocation	1,000.00
	LCFF Supplemental Site Allocation	30,500.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	25,850.00
Goal 2	0.00
Goal 3	140,273.00
Goal 4	4,650.00

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

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 10/20/20.

Attested:

On File

Principal, Teresa Cummings on 5/18/21

On File

SSC Chairperson, Rick Hendrix on 5/18/21

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Budget By Expenditures

Gold River Discovery Center

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

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

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

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

Funding Source: LCFF Supplemental English Learner Central **\$113,221.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development daily. 1.0 FTE ELD Teacher		\$84,307.00	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		\$28,914.00	Engaging Academic Programs	

Gold River Discovery Center

LCFF Supplemental English Learner Central Total Expenditures: \$113,221.00

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 coach		\$25,850.00	Connected School Communities	
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.	1000-1999: Certificated Personnel Salaries	\$0.00	Healthy Environments for Social-Emotional Growth	
Proving the library a variety of texts so the students can have hands on materials including social justice books		\$1,000.00	Engaging Academic Programs	
Technology		\$4,650.00	Clear Pathways to Bright Futures	

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

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Gold River Discovery Center Total Expenditures: \$170,773.00