

# The Single Plan for Student Achievement

**School:** Gold River Discovery Center  
**CDS Code:** 34-67447-6111363  
**District:** San Juan Unified School District  
**Principal:** Richard Boster  
**Revision Date:** 10-29-2013

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on 11/19/13.**

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## School Mission

### Gold River Discovery Center's Mission Statement

Embracing individual excellence and unique community resources, Gold River Discovery Center's mission is to inspire, prepare, and empower each student to achieve his or her full potential as a responsible global citizen, critical thinker and innovative life-long learner by providing a collaborative learning community committed to delivering a superior education that is continually evolving and meaningful in an ever-changing world.

What We Believe:

- Every person is unique and has equal worth.
- Everyone can and will learn.
- People learn in different ways and at varied paces.
- Education is the shared responsibility of students, families, teachers, staff, and community.
- Quality education expands opportunities throughout a person's life.
- Challenging people to meet high expectations leads to exceptional learning and remarkable results.
- Nurturing relationships and healthy environments are necessary for individuals to thrive.
- Diversity is a valuable asset that strengthens and enriches our community.
- Personal development and community well-being depend on individual responsibility.
- Everyone benefits when people willingly contribute to the well-being of others.
- Honesty and integrity are essential to build trusting relationships.
- Access to a quality public education is essential to our democracy

## School Profile

Gold River Discovery Center is a P-8th grade school in the San Juan Unified School District. The curriculum provided is aligned to the California Content Standards. The school supports cultural awareness on a daily basis through its diverse literature selections and other school activities. Gold River Discovery Center is entering its 20th year of operation and is proud to carry on the high expectations of excellence established in 1993. The school was recognized as a California Distinguished School in 2008 for the second time and was previously honored as a National Blue Ribbon School in 1998. The teachers and staff are committed to a high quality education for all students. Since the school's opening it has strived to be innovative and trendsetting with its approach to instruction. The GRDC curriculum is based on the rigorous California State Standards and is extended with implementation of Project Based Learning units in all grades. In addition, the school is unique with the usage of its community garden and sixth grade monthly trips to the American River. All stakeholders at Gold River Discovery Center are committed as a community to promote life long learning and develop students who can manage their learning experiences.

## Comprehensive Needs Assessment Components

### Introduction

GRDC staff, parents and community members completed our revision of the strategic planning process in the Winter of 2013. Our goals are to align ourselves more fully with our district strategic plan and to create a cohesive set of goals and actions to guide us to improve instructional practices and to increase students learning.

### **Data Analysis**

Describe the use of data both during the 2 day planning meeting and action planning. Refer to research done during action planning.

During the planning process data was discovered that although GRDC students are making growth academically, the sub groups of Socially Economic Disadvantages Students and English Language Learners are not achieving the same levels of success as their peers. It was determined that an action plan would be developed around instructional strategies that more closely align with the State Common Core Standards and 21st learning practices. During this meeting it was also discovered that positive behavior systems and common agreements for behaviors needed to be developed, which will align with the character trait program already being implemented. Accountability measures include API, AYP, CST scores, NWEA scores, parent/staff and student surveys, attendance and behavioral referral data will be used to determine if goals are being met.

### **Parental Involvement**

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Under achieving students receive classroom support from small group instruction provided by the classroom teacher. Our literacy teacher also provides oral language intervention groups once a week in targeted grade levels. English Learners have after school support classes two days a week.

Our School Site Council SSC oversees the development of the Single Plan for School Achievement which is aligned with our Strategic Plan. The SSC annually reviews these plans and approves of the expenditures that help us achieve our objectives.

## **Description of Barriers and Related School Goals**

Include the strongest themes from critical issues or Gap to Goal Review of Data

One of the strongest themes that GRDC faces is the lack of funds to carry out learning initiatives. The State has been providing less and less money for the past four years due to the budget crisis that is ongoing. Additionally we have lost support personnel that helped us make gains with our EL populations. Since the district's reduction of ELIS teachers, we have experienced some declines in the achievement levels of EL learners. Building up our relationship with community organizations and our PTO is essential to the continued support of the school. Furthermore our student populations at GRDC do not benefit from the recently agreed to redistribution of the state ADA funding formula since we do not have a heavy concentration of lower socio-economic students or EL learners when compared to the rest of the district or State.

## School and Student Performance Data

### Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
<b>Number Included</b>	553	531	537	338	319	323	14	14	16	108	114	109
<b>Growth API</b>	924	937	908	924	931	910	843	903	864	948	958	928
<b>Base API</b>	919	924	937	919	924	931	795	843	898	955	948	958
<b>Target</b>	A	A	A	A	A	A				A	A	A
<b>Growth</b>	5	13	-29	5	7	-21				-7	10	-30
<b>Met Target</b>	Yes	Yes	Yes	Yes	Yes	Yes				Yes	Yes	Yes

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
<b>Number Included</b>	50	54	57	50	52	54	66	68	97	32	42	44
<b>Growth API</b>	889	926	857	911	920	840	879	868	837	802	838	797
<b>Base API</b>	878	889	924	925	911	920	831	879	869	775	802	842
<b>Target</b>												
<b>Growth</b>												
<b>Met Target</b>												

#### Conclusions based on this data:

1. All student subgroups met their API growth targets. There is slight fluctuation in the API from year to year based on the inclusion of the different populations of students in each grade level. All students set personal goals that include the level of proficiency that they would like to achieve. Our new MAP testing will help us project their proficiency levels so we have a road map for the teachers and students to follow that will assist them in achieving their goals.
2. While there is a slight achievement gap between subgroups, it is important to note that all not all subgroups constitute a significant population per the state's definition and thus it is hard to make any definitive statements or reach solid conclusions based on such a small sample size of the overall population.
3. All student subgroups are well above the State goal of 800 API points.

## School and Student Performance Data

### English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	100	100	99	100	100	94	100	100	100	100	100
Number At or Above Proficient	467	461	425	292	270	257	8	13	10	89	102	90
Percent At or Above Proficient	84.4	86.8	79.1	86.4	84.6	79.6	57.1	92.9	62.5	82.4	89.5	82.6
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	--	--	--	Yes	Yes	No

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	99	100	100	98	98	98
Number At or Above Proficient	40	48	42	37	43	28	49	47	62	21	29	24
Percent At or Above Proficient	80.0	88.9	73.7	74.0	82.7	51.9	74.2	69.1	63.9	65.6	69.0	54.5
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	--	--	--	--	--	--	--	--	No	--	--	--

#### Conclusions based on this data:

1. Given the state of the economy, the rise in numbers of our Socioeconomically Disadvantaged Group isn't a surprise - however further analysis of the data showed that it was specifically our White, English Only, Non-Special Education, Socioeconomically Disadvantage group that struggled the most when it came to achieving higher levels of proficiency.
2. Facing the final two years of the 12 year No Child Left Behind Federal Legislation, where the unrealistic expectations of having 100% of California's students score proficient on the most rigorous standards in the Nation, it is no surprise that we are a few percentage points below the target; whereas, just the year before all groups met their AYP goals. These results mirror the fact that statewide there wasn't a single group of students that met the AYP criteria. Having said that all subgroups of students that attend GRDC score well above where their similar grouped peers scored in a district-wide and state-wide comparison of data. Furthermore, roughly 13% of the general population struggles with learning disabilities\*. In order to qualify for the special education services, students must have a discrepancy in performance that is around 2 standard deviations away from their peer group. This roughly works out to be a year and a half behind their peers. Given these realities it would seem that ALL of our student groups are performing at relative high levels of achievement. \*= <http://nces.ed.gov/fastfacts/display.asp?id=64>

3. Our new Strategic Plan calls for individual goal setting which will be carried out with all students. The individual goal setting will be used to challenge these students who haven't reached the AYP Goal of 100% proficiency by 2014. As an end result, we as educators we will help them achieve more realistic, meaningful gains in their educational endeavors that will help them experience success as they realize their full potential.

## School and Student Performance Data

### Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	100	100	99	100	99	94	100	100	100	100	100
Number At or Above Proficient	442	449	418	269	259	250	6	11	12	99	108	95
Percent At or Above Proficient	79.9	84.6	78.0	79.6	81.2	77.6	42.9	78.6	75.0	91.7	94.7	87.2
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	--	--	--	Yes	Yes	Yes

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	99	100	100	98	98	96
Number At or Above Proficient	35	46	37	43	47	38	46	50	58	16	31	28
Percent At or Above Proficient	70.0	85.2	64.9	86.0	90.4	70.4	69.7	73.5	59.8	50.0	73.8	65.1
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	--	--	--	--	--	--	--	--	No	--	--	--

#### Conclusions based on this data:

1. Given the state of the economy, the rise in numbers of our Socioeconomically Disadvantaged Group isn't a surprise - however further analysis of the data showed that it was specifically our White, English Only, Non-Special Education, Socioeconomically Disadvantage group that struggled the most when it came to achieving higher levels of proficiency.
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## School and Student Performance Data

### CELDT (Initial Assessment) Results

Grade	2012-13 CELDT (Initial Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			2	13	10	67	2	13	1	7	15
2					***** *	***					*****
3			***** *	***					***** **	***	*****
4									***** **	***	*****
8									***** **	***	*****
<b>Total</b>			3	15	11	55	2	10	4	20	20

Conclusions based on this data:

1.

### CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	***** *	***									*****
1			3	75			1	25			4
2	2	22	2	22	3	33	2	22			9
3	1	11	6	67	2	22					9
4	2	33			4	67					6
5	1	20	1	20	1	20	2	40			5
7			***** *	***	***** *	***					*****
8	***** *	***									*****
<b>Total</b>	8	22	13	35	11	30	5	14			37

Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>	1	6	2	13	10	63	2	13	1	6	16
<b>1</b>			3	75			1	25			4
<b>2</b>	2	20	2	20	4	40	2	20			10
<b>3</b>	1	9	7	64	2	18			1	9	11
<b>4</b>	2	29			4	57			1	14	7
<b>5</b>	1	20	1	20	1	20	2	40			5
<b>7</b>			***** *	***	***** *	***					*****
<b>8</b>	***** *	***							***** **	***	*****
<b>Total</b>	8	14	16	28	22	39	7	12	4	7	57

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	36	28	37
Percent with Prior Year Data	100.0%	96.4%	100.0%
Number in Cohort	36	27	37
Number Met	25	--	27
Percent Met	69.4%	--	73.0%
NCLB Target	54.6	56.0	57.5
Met Target	Yes	*	Yes

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	43	2	34	4	46	5
Number Met	18	--	15	--	17	--
Percent Met	41.9%	--	44.1%	--	37.0%	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	*	Yes	*	Yes	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
<b>English-Language Arts</b>			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--
<b>Mathematics</b>			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--

#### Conclusions based on this data:

1. Almost all of our EL learners are redesignated before they reach the 5 year anniversary of their enrollment.
2. Our EL learners exceed the Federal NCLB targets for annual growth and English Proficiency for the past three years.

# School and Student Performance Data

## Local Assessment Data

### Data Worksheet

### Gold River Discovery Center

KR	Indicator	2010-2011	2011-2012	2012-13	2016-17
1	Writing at grade level (gr 4,7,10)	80.9	89.9	89.0	90
	African Am				90
	Hispanic	78.6	88.2	86.7	90
	Low SES	81.0	88.5	77.3	90
	English Lnr				90
	Special Ed			66.7	90
Ovl	Growth API	924.0	937.0	906.0	800
	African Am	843.0	903.0		800
	Hispanic	889.0	926.0		800
	Low SES	879.0	868.0		800
	English Lnr	911.0	920.0		800
	Special Ed	802.0	838.0		800
2	Reading on grade level (gr 2-11)	84.0	85.7	78.5	90
	African Am	50.0	85.0	60.0	90
	Hispanic	78.8	88.9	71.7	90
	Low SES	68.9	68.9	61.4	90
	English Lnr		72.7	57.7	90
	Special Ed	48.0	73.8	58.3	90
2	Math at grade level (gr 2-7)	81.2	86.2	80.4	90
	African Am	43.8	77.8	80.0	90
	Hispanic	71.4	86.0	67.3	90
	Low SES	64.1	75.6	58.9	90
	English Lnr		72.7	57.7	90
	Special Ed	48.0	73.8	58.3	90
2	Algebra 1 completed 1st time	81.8	76.9	86.8	90
	African Am				90
	Hispanic				90
	Low SES			90.9	90
	English Lnr				90
	Special Ed				90
2	Algebra 1 completed by gr 9				90
	African Am				90
	Hispanic				90
	Low SES				90
	English Lnr				90
	Special Ed				90
2	EL growth toward profic.	69.4			70
3	Pct of students abs>10% (gr K-8)	4.2	3.1	5.1	3
	African Am			8.6	3
	Hispanic	7.2	8.5	13.5	3
	Low SES	9.2	3.9	14.5	3
	English Lnr	6.3	8.8	9.8	3
	Special Ed	4.0	2.0	4.3	3
3	Pct adjusted dropouts (gr 9-12)				<5
	African Am				<5
	Hispanic				<5
	Low SES				<5
	English Lnr				<5
	Special Ed				<5
3	Cohort Graduation Rate				95
	African Am				95
	Hispanic				95
	Low SES				95
	English Lnr				95
	Special Ed				95
3	Pct of grads completing AG/CTE				70
	African Am				70
	Hispanic				70
	Low SES				70
	English Lnr				70
	Special Ed				70
5	Pct of students suspended	2.1	2.7	3.4	<2
	African Am	3.4		8.6	<2
	Hispanic		1.4	1.1	<2
	Low SES	2.8	2.4	6.2	<2
	English Lnr			3.9	<2
	Special Ed	12.9	6.0	10.1	<2

Writing: rate of gr 4 & 7 students at/above state minimally proficient on STAR and gr 10 3 or higher on CAHSEE writing.

API shown is growth API for that year; green shading indicates target was met - pink shading target not met; no shading indicates not a 'significant' group

Reading grade level (gr 2-11) are reported as the percent of students scoring proficient or advanced on the STAR EIA test taken.

Math on grade level (gr 2-7) is the percent of students scoring proficient or advanced on the STAR math test taken.

Algebra 1 completed 1st time is rate of students earning a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 the first time they took the course

Algebra 1 completed by end of grade 9 is rate of 9th graders who have earned a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 by the end of the year (ms rates show students who

EL growth toward proficiency is the percent of English learners who grew 1 or more levels (Source is school data from Title III)

Absence rates >10% is percent of K-8 students absent (for any reason) more than 10% of the days enrolled (indicator of dropout potential)

Dropout rate is the percent of students in grades 9-12 who disenrolled from school after the 1st Wed in October and had not reenrolled within one calendar year.

Cohort graduation rate is the rate of students who earned a diploma within 4 years of entering ninth grade (Source: DataQuest)

A-G/CTE is the rate of graduates who completed all UC/CSU requirements OR who completed a CTE sequence including the capstone course

Suspension rate is the percent of enrolled students who were suspended at home for 1+ days

NOTE: Be cautious when drawing conclusions where group populations are very small.



<i>Effective Instructional Strategies/21st Century Skills</i>	PARENT		STUDENT (gr5-11)		STAFF	
	<i>Pct Strongly Agree/Agree</i>	N Pct	N Pct	N Pct	N Pct	
Improved ability to read and understand complex text	136	80.1%	189	83.1%	29	75.9%
Improved written communication skills	137	75.2%	189	85.7%	28	67.9%
Improved spoken/oral communication skills	137	78.8%	186	81.2%	26	69.2%
Improved ability to solve complex problems	136	77.2%	189	83.1%	27	63.0%
Improved ability to use technology to find information/solve problems	136	62.5%	189	82.0%	28	64.3%
Improved ability at working with other students on problems/projects	137	72.3%	189	81.5%	28	78.6%
Improved leadership skills	137	60.6%	189	72.5%	28	64.3%
Encouraged to share knowledge/ideas in a creative way	136	84.6%	186	76.9%	27	88.9%
Curiosity/imagination is fostered	136	83.8%	186	82.3%	29	82.8%
School promotes academic success of all students.	135	82.2%			30	76.7%
<b>Personalized Learning</b>						
	PARENT		STUDENT (gr5-11)		STAFF	
<i>Pct Strongly Agree/Agree</i>	N	Pct	N	Pct	N	Pct
Academic goals have been collaboratively set and monitored.	131	64.1%	187	69.0%	24	87.5%
Students have a learning plan/4-year plan.	124	30.6%	187	39.6%	24	37.5%
Students are challenged at school through high standards of academic performance.	136	80.1%	184	82.1%	30	83.3%
<b>Character Education</b>						
	PARENT		STUDENT (gr5-11)		STAFF	
<i>Pct Most/All of the Time (character)</i>	N	Pct	N	Pct	N	Pct
Students model RESPECT at this school.	136	86.0%	186	84.4%	31	41.9%
Students model RESPONSIBILITY at this school.	136	77.2%	187	69.0%	31	45.2%
Students model HONESTY at this school.	136	88.2%	186	74.7%	31	54.8%
Students model CARING at this school.	135	94.1%	187	86.1%	31	58.1%
Students model COOPERATION at this school.	134	87.3%	186	73.7%	31	58.1%
Students model COURAGE at this school.	134	64.9%	186	72.0%	30	46.7%
The school fosters an appreciation of student diversity and respect for each other.			189	91.5%	31	74.2%
<b>Parent/Family Involvement</b>						
	PARENT		STUDENT (gr5-11)		STAFF	
<i>Pct Strongly Agree/Agree</i>	N	Pct	N	Pct	N	Pct
Parents are well-informed about their child's progress in school.	136	85.3%				
Teachers provide information about a child's performance to parents who speak a language other than English.	40	35.0%			21	66.7%
Teachers promptly contact parents when he/she is concerned about their child's progress.	136	77.2%			24	87.5%
Teachers are responsive to parents when they call or want to meet.	136	89.0%			25	88.0%
Teachers send home work or ideas that help parents support their students at home.	136	77.2%			23	87.0%
Adults/staff in the office are helpful when parents/students come in or call.	136	85.3%	187	80.2%		
Translated materials (or a translator) for my language are available when parents come to school.	40	25.0%				
This school clearly outlines the parent, student and school responsibilities in educating my child (e.g., School Compact).	135	80.7%				
The school keeps parents well-informed about school activities.	135	89.6%				
I speak a language other than English and I receive general information from my student's school in my language.	41	39.0%				
This school offers parents opportunities to be involved in school and classroom activities.	133	91.0%			29	82.8%
Parents are invited to meetings where the school's academic performance is discussed.	136	78.7%				
This school actively seeks the input of parents before making important decisions.	133	61.7%				

**Conclusions based on this data:**

1. Our academic student success trends mirror the same overall results seen in our API and AYP data.
2. Our school discipline policy successfully reduces the types of behaviors that would typically end up in a student getting suspended. Positive interventions along with reinforcing our behavioral norms creates a positive learning environment.
3. Regarding our Character Education, there is a discrepancy between the perceived success rate of students emulating the SJUSD Character Ed Traits. In looking at the parents, students and teachers survey data it is clear that we need to further define our character education program and then come to common agreement surrounding what each trait looks like on campus.

## Planned Improvements in Student Performance

### Planned Improvements: Goal/Tactic #1

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>Focus: CCSS Math</b>
<b>District Strategy:</b>
Strategy 1: We will ensure all staff are implementing effective instructional strategies integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards 21st century skills and personal educational plans.
<b>Tactic #1:</b>
Implement mathematical practices and varied and authentic assessment measures within and across content areas as the foundation for teaching and learning based on the Common Core State Standards
<b>Data Used to Form this Tactic:</b>
Accountability measures that were used include: API, AYP, CST scores, NWEA scores, parent/staff and student surveys.
<b>Findings from the Analysis of this Data:</b>
During the planning process data was discovered that although GRDC students are making growth academically, the sub groups of Socially Economic Disadvantages Students and English Language Learners are not achieving the same levels of success as their peers. Therefore it was determined that an action plan would be developed around instructional strategies that more closely align with the State Common Core Standards and 21st learning practices.
<b>Related Objective and how it will be Measured:</b>
Objective: By 2015, 85% students will be proficient in the areas of problem solving, critical thinking, collaborating, and using relevant technology through multiple measures.  Measured by: CST Cluster Scores, MAP scores, API scores, Math Chapter Tests, Student Goal Sheets, Teacher's Goal Tracking Sheets, Parent/Teacher/Student Surveys, and Administrator walk through data.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.1 1. Grade level teams should familiarize and investigate the similarities and differences between current CA State Standards and the new California Common Core State Standards (CCSS).</p> <p>A. Administration to resend Analysis of California Mathematics Standards to Common Core Standards.</p> <p>B. Grade Level teams will determine standards that have been dropped, modified, and added to new CCSS grade level standards.</p>	<ul style="list-style-type: none"> <li>• Year 1: 1A &amp; 1B</li> </ul>	Teachers, Administration, Grade Level Teams				
<p>1.2 2. Identify “gaps” that might be present the first year in implementation.</p> <p>A. Grade Level Cluster meet to determine curriculum gaps during the 2013-2014 school year.</p> <p>B. Determine resources and best practices to help close the gap between CA Standards and CCSS during the first year transition.</p>	<ul style="list-style-type: none"> <li>• Year 1: 2A</li> <li>• Year 2: 2B</li> </ul>	Teachers, Administration, Grade Level Teams				
<p>1.3 3. Utilize curriculum resources available within current adoption that align with CCSS.</p> <p>A. Grade Level Clusters to identify curriculum resources</p>	<ul style="list-style-type: none"> <li>• Year 1: Begin 3A</li> <li>• Year 2: Modify 3A</li> <li>• Year 3: Continue 3A</li> </ul>	Teachers, Administration, Grade Level Teams				



Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
that are available to align the CA Standards to the CCSS.						
<p>1.4 4. Investigate released CCSS questions, performance tasks, and interim assessments.</p> <p>A. Grade Level Clusters to research and provide available sample CCSS questions, performance tasks, and interim assessments.</p>	<ul style="list-style-type: none"> <li>Year 1: Begin 4A Suggested Websites:</li> <li>Year 2: Modify 4A www.smarterbalance.org</li> <li>Year 3: Continue 4A www.scoe.net</li> </ul>	Teachers, Administration, Grade Level Teams				

## Planned Improvements in Student Performance

### Planned Improvements: Goal/Tactic #2

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>Focus: Technology</b>
<b>District Strategy:</b>
Strategy 5: We will integrate relevant technology into teaching learning and system operations to best achieve our mission and objectives.
<b>Tactic #2:</b>
We will integrate relevant technology into teaching, learning and system operations to best achieve our mission and objectives. During year one, subcommittees will be created to find research based information programs in the curricular areas and report back recommendations of programs that can be supported and afforded by GRDC.  During year two grade levels will have developed a schedule of weekly buddy classes to help other students learn technology. In addition, the administration will identify highly proficient technology students who can be trained as interns to help in classes as needed with technology related projects.  By the end of year three, teachers will be able to incorporate technology to offer varied learning experiences that will allow students to move towards an independent learning experience. Beginning year one and on-going, training for teachers shall be provided in how to read and interpret computer based data to guide future instruction.  By year three, students will develop and produce informational youtube videos that will unify the school.
<b>Data Used to Form this Tactic:</b>
Parent/Staff/Student surveys, Amount of registered 1:1 devices, PBL Project Rubrics, Inventory of student to computer ratios
<b>Findings from the Analysis of this Data:</b>
While GRDC enjoys a high level of technology use, we could always use more devices and refine our best practices when it comes to technology integration.
<b>Related Objective and how it will be Measured:</b>
Objective: By 2015, 85% students will be proficient in the areas of problem solving, critical thinking, collaborating, and using relevant technology through multiple measures. SSC will measure progress by monitoring: Parent/Staff/Student surveys, amount of registered 1:1 devices, PBL Project Rubrics, and the Inventory of student to computer ratios

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 • Train interns or buddy classes to help other students with technology.	2013-14	Teachers				
2.2 • Research Technology supports for: ELA , math, typing, science and social studies blocks:		Teachers				
2.3 Train students as appropriate on google docs		Teachers				
2.4 Survey and develop Technology training programs for staff on some MB days.		Leadership, Administration, Teachers				
2.5 Grow and promote student capacity for “bringing your own device”.		Administration, Teachers, Tech Committee				
2.6 Research and develop capacity for in school broadcasting, ie, youtube access of school based video broadcasts.		Teachers				
2.7 • Train teachers how to use the new computer based assessments to inform instruction. AR, MAP, Rosetta Stone, Data Director - Bookshop & CST reports		MAP Team, Teachers, Administration				

## Planned Improvements in Student Performance

### Planned Improvements: Goal/Tactic #3

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>Focus: Goal Setting</b>
<b>District Strategy:</b>
Strategy 4: We will design and implement a system that creates challenging personal educational plans at each appropriate level in collaboration with students families and staff.
<b>Tactic #3:</b>
We will design and implement a system that creates challenging personal educational plans at each appropriate level in collaboration with students, families, and staff.  By the end of year one, each student should have worked on two goals; one for the second trimester and one for the third trimester.  By the end of year two, all students will be working toward a goal throughout the school year.  By the end of year two, the staff will decide how to record and share goal setting data across the grade levels. Staff will need to decide how to record this date. Possibilities for recording data include the articulation card, the report card, or an electronic record.  By the end of year three, the staff will review goal setting school wide and set a new three year plan.
<b>Data Used to Form this Tactic:</b>
Goal setting was one of the original task that teachers completed with students here at GRDC. We are looking to revise this practice in the years to come so we will have data to examine our progress.
<b>Findings from the Analysis of this Data:</b>
We have put a plan in place to initiate the use of goal setting with students in every grade level.
<b>Related Objective and how it will be Measured:</b>
Objective: Each year, every student will set academic and social goals in consultation with their teacher and parent, monitor his or her progress toward those goals multiple times a year, and adjust goals as needed.  Measured: Examining examples of individual student goals and checking their progress throughout the year.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 <ul style="list-style-type: none"> <li>As students progress through the grade levels at GRDC, each one should have opportunities to set individual goals, either in an academic or a life skill area. In the earliest grades, students may need to experience working as a group toward a common goal before they transition to an individual goal.</li> </ul>	2013-2015	Students, Teachers				
3.2 <ul style="list-style-type: none"> <li>Before year one, the goal setting team will create a list of possible goals and a recording form to help with the implementation of goal setting.</li> </ul>	2012-13	Goal Setting Team				
3.3 <ul style="list-style-type: none"> <li>At the beginning of year one, during Back to School Night, goal setting will be introduced to parents.</li> </ul>	2013-14	Teachers				
3.4 <ul style="list-style-type: none"> <li>By the end of the first trimester of year one, grade levels will decide how to implement, monitor, recognize, and report goal setting work or achievements at their grade levels. Some possible ideas are:  goal conferences student project or presentation</li> </ul>	Oct 2013	Teachers				

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>a goal meter display  student goal journals  goal bulletin board  students reflection  students certificate  tangible reward (lunch with the teacher, etc.)</p> <p>Goal setting will be tailored to the individual but students with the EL or SES designations will be given specific ELA and Math goals.</p>						

## Planned Improvements in Student Performance

### Planned Improvements: Goal/Tactic #4

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>Focus: Comprehensive Balanced Literacy</b>
<b>District Strategy:</b>
Strategy 1: We will ensure all staff are implementing effective instructional strategies integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards 21st century skills and personal educational plans.
<b>Tactic #4:</b>
SMART GOALS = SMART KIDS Students will be presented with a program developed around common core standards that uses a comprehensive balanced literacy approach to subjects while implementing effective strategies, aligned by grade level, and matriculated with all other grade levels in order to achieve alignment and continuity of goals.
<b>Data Used to Form this Tactic:</b>
Classroom walk thrus indicate that there is a lot of direct instruction that occurs.
<b>Findings from the Analysis of this Data:</b>
Adopting best practices that are research based will better align our instruction in ways that will impact students ability to learn. Presently we are transitioning from the HM Reading program to a comprehensive balanced literacy program.
<b>Related Objective and how it will be Measured:</b>
Objective: We will ensure all staff are implementing effective instructional strategies, integrating technology, and utilizing assessment data to actively engage each student to reach his or her academic and social goals.  Measured: SSC will examine: CST Cluster Scores, MAP scores, API scores, ELA Writers Workshop Rubric Scores, Student Goal Sheets, Teacher's Goal Tracking Sheets

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 <ul style="list-style-type: none"> <li>Every school year, staff will be provided opportunities to receive training, attend workshops on effective instructional strategies (critical literacy, balanced literacy, common core state standards, differentiated instruction, or others), and engage in professional learning groups both on-site and off-site.</li> </ul>	2013-2015	Teachers, Administration, Grade Level Teams	Subs for Curriculum Initiatives	0000: Unrestricted	Other	5,900
4.2 <ul style="list-style-type: none"> <li>Every school year, grade levels will collaborate to develop and implement common agreements on the structure of their comprehensive balanced literacy block of instruction (to include strategies, content, and assessments).</li> </ul>	2013-2015	Teachers, Administration, Grade Level Teams	Access to district printing for developing units of study, lessons, and projects	0000: Unrestricted	Other	5,187
			Materials Supply Budget for Classroom Pod Orders	0000: Unrestricted	Other	29,345
4.3 <ul style="list-style-type: none"> <li>Every school year, staff will be provided opportunities for release time to plan, teach, observe, and reflect on comprehensive balanced literacy lessons and strategies.</li> </ul>		Teachers, Administration, Grade Level Teams	Equity Days- each teacher gets 3 half days of sub time.	0000: Unrestricted	Other	3,782
4.4 <ul style="list-style-type: none"> <li>Every school year, teachers will use data from assessments to create SMART goals (specific, measurable,</li> </ul>		Teachers, Grade Level Teams				



Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
attainable, relevant, time-sensitive) that will analyze the effectiveness of their program and inform instruction.						
4.5 • Staff will meet across grade levels to build understanding and share common core standards/criteria at all grade levels.		Teachers, Administration, Grade Level Teams				
4.6 After School Classes will be conducted for English learners within the CELDT ranges so they can acquire the English Skills they need to be successful in the CORE areas		Teachers, Administration	Hourly Wages for up to 2 Certificated Employees teaching after school classes for our EL learners in small groups	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula (LCFF)	8,400
			47 Rosetta Stone Licenses for all EL learners on campus who score in the CELDT range of 1-3	4000-4999: Books And Supplies	Local Control Funding Formula (LCFF)	5,123
4.7 Classroom Fiction and Non-Fiction texts will be purchased to enable EL students to access to out of grade level texts on their way to becoming fluent in English.		Teachers, Administration	Classroom Libraries for EL Learners	4000-4999: Books And Supplies	Local Control Funding Formula (LCFF)	5,325
4.8 CELDT Testing			CELDT Testing Costs	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula (LCFF)	2,070
4.9 Oral Language EL Groups - IA2 will function at the direction of the Classroom teacher delieverin ELD lessons outside of the ELA Block of time.		IA2, Teachers, Administration	IA2 for 4 hours of instructional time	2000-2999: Classified Personnel Salaries	Local Control Funding Formula (LCFF)	21,377

## Planned Improvements in Student Performance

### Planned Improvements: Goal/Tactic #5

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>Focus: Campus Environment</b>
<b>District Strategy:</b>
Strategy 7: We will actively engage families as valued partners in the education process.
<b>Tactic #5:</b>
Gold River Discovery Center will be a welcoming place for parents, families, and community members.
<b>Data Used to Form this Tactic:</b>
Parent, Student, Staff Survey Results, Number of volunteers fingerprinted, and have PTO report out on profits from the give back nights
<b>Findings from the Analysis of this Data:</b>
<b>Related Objective and how it will be Measured:</b>
Within year one, the 8th grade ambassador program will be established by the student council advisor and vice principal  Beginning with year one, there will be an increase of “give back nights” via the PTO. This may be at local businesses that are willing to partner with GRDC.  Within year two, GRDC will host a family/community volunteer day utilizing mobile fingerprinting services  Within year two, GRDC will host a “meet and greet” as a way for students and families to meet their teacher/s. This hour will also include opportunities for parents/community members to be recruited as volunteers  SSC will examine: Parent, Student, Staff Survey Results, Number of volunteers fingerprinted, and have PTO report out on profits from the give back nights.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.1 Campus Environment <ul style="list-style-type: none"> <li>Create ambassador program within our 8th grade population. Eighth graders who choose to assist in this program will become ambassadors for the school. They can greet new families at the beginning of the year, give school tours, welcome visitors, and handle simple requests. Special ambassador shirts will create a sense of pride in this program.</li> </ul>		Teachers, Administrators				
5.2 <ul style="list-style-type: none"> <li>Schedule and publicize a family and community volunteer sign up day utilizing mobile fingerprinting services. This might take place on Back to School Night, or a designated day prior to the beginning of the school year.</li> </ul>		PTO				
5.3 Provide more opportunities through the new PTO for community give back nights for GRDC. This may be at Outback or other local businesses that are willing to work with our school		PTO				
5.4 <ul style="list-style-type: none"> <li>Consider a 'meet and greet' hour prior to the start of the</li> </ul>		Teachers, PTO, and Administration				

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>school year. This could be a one-hour event on a teacher work- day. PTO would have membership tables to recruit new parents to volunteer. All forms for volunteer opportunities would be available. A balloon arch could welcome the families. This arch could also be used for the first day of school to welcome our students.</p>						

## Planned Improvements in Student Performance

### Planned Improvements: Goal/Tactic #6

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>Focus: CHARACTER BUILDING</b>
<b>District Strategy:</b>
Strategy 6: We will identify model and integrate positive character traits as well as develop means for assessment to help our students become contributing responsible and caring members of a diverse community.
<b>Tactic #6:</b>
We will model and integrate positive character traits into our school's culture in order to empower our students to become responsible global citizens.
<b>Data Used to Form this Tactic:</b>
Parent/Teacher/Student Surveys
<b>Findings from the Analysis of this Data:</b>
As identified in our local data section, there is a discrepancy in how students, staff and parents view our students' character.
<b>Related Objective and how it will be Measured:</b>
Objective: Gold River Discovery Center students will be proud of their school and their behavior will reflect that pride as they model and integrate positive character traits into their lives, so they can become contributing, responsible, and caring members of a diverse community.  Measured: Student Goal Sheets, Teacher's Goal Tracking Sheets, and Parent/Teacher/Student Surveys will be used to evaluate the effectiveness of this tactic.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>6.1 School Pride and Spirit</p> <p>Within year one, the morning message will be used to recognize good deeds weekly on Spirit Fridays.</p> <p>By year two less expensive shirts with school logos will be available so that more students, parents, and teachers can participate on Spirit Fridays.</p>	2013-14	PTO, Administraiton				
<p>6.2 Beautification Program</p> <p>Within year one, each grade level will “adopt” areas around the campus to keep clean.</p>	2013-14	PTO, Teachers, Grade Levels				
<p>6.3 Behavior Matrix Poster</p> <p>Within year one, all staff will have the GRDC behavior matrix in classrooms and pods. Appropriate behavior will be discussed and modeled during the first month of school and revisited throughout the year.</p>	2013-14	Teachers, Administration				
<p>6.4 Peace Maker Program</p> <p>Reinforce the use of the Peace Path. Teachers will encourage students to use the peace path when appropriate instead of the teacher trying to solve the</p>	Ongoing	Teachers, Administration				

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>problem. Peace Makers will meet as a group once per trimester to review skills and discuss successes and challenges</p>						
<p>6.5 Character Education Messages</p> <p>By year two, GRDC students will make available character building messages through a variety of media.</p>	2014-15	Teachers, Students Administration				

**Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
Local Control Funding Formula (LCFF)	42,295	0.00

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
Local Control Funding Formula (LCFF)	42,295.00
Other	44,214.00

**Total Expenditures by Object Type and Funding Source**

<b>Funding Source</b>	<b>Object Type</b>	<b>Total Expenditures</b>
Other	0000: Unrestricted	44,214.00
Local Control Funding Formula (LCFF)	1000-1999: Certificated Personnel Salaries	10,470.00
Local Control Funding Formula (LCFF)	2000-2999: Classified Personnel Salaries	21,377.00
Local Control Funding Formula (LCFF)	4000-4999: Books And Supplies	10,448.00



## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Brita Salt	[ ]	[X]	[ ]	[ ]	[ ]
Holly Taylor	[ ]	[ ]	[ ]	[X]	[ ]
Sara Langford	[ ]	[ ]	[ ]	[X]	[ ]
Vrushali Pakhale	[ ]	[ ]	[ ]	[X]	[ ]
Hooman Ghazanfari	[ ]	[ ]	[ ]	[X]	[ ]
Julie Child	[ ]	[ ]	[X]	[ ]	[ ]
Rick Boster	[X]	[ ]	[ ]	[ ]	[ ]
Rick Hendrix (Chair)	[ ]	[X]	[ ]	[ ]	[ ]
Susan Jennings	[ ]	[X]	[ ]	[ ]	[ ]
Denise Azimi	[ ]	[ ]	[ ]	[X]	[ ]
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:
  - State Compensatory Education Advisory Committee
  - English Learner Advisory Committee
4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 10/29/13.

Attested:

Richard Boster

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Rick Hendrix

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

## Gold River Discovery Center's Parent Involvement Policy

Parents are their children's first and most important teachers. Research tells us that parent involvement makes a big difference. When schools welcome families, establish personal relationships among families and staff, help parents understand how the system works, and encourage family-staff collaboration to improve student achievement, students do better in school.

Our school is committed to being family-friendly and to working as partners with our families to help ALL our students learn to high levels.

Our school encourages families to be:

- teachers of their children at home
- supporters of our school and of public education
- advocates for their own and other children, and
- decision-makers in school policy and practice

To be fully family-friendly, our school will provide:

### 1. A welcoming environment

- Friendly signs welcome visitors and explain how to get around the building.
- Standards of welcoming behavior apply to all staff, including front office staff, campus recreation aides, custodians and food service workers.
- Visitors and callers are greeted politely and right away and can get information easily.

### 2. Programs and activities to engage families in improving student achievement

- Current student work is displayed throughout the classrooms, so that visitors can understand the purpose of the work and the high standards it is to meet.
- Programs and activities help families understand what their children are learning and promote high standards.
- Workshops, parent/teacher conferences, and other activities show families how to help their children at home -- and respond to what families say they want to know about.
- The school reports to parents about student progress and how teachers, parents and community members can work together to make improvements.

### 3. Strong relationships between teachers and families

- The school welcomes new families, offers tours, and introduces them to staff and other families. Bilingual speakers, when available, can be contacted to help families.
- Teachers and families can meet face-to-face and get to know each other, through class meetings, coffee hours, and class observations.

### 4. Opportunities for families to develop their skills, self-confidence and contacts

- Families are involved in planning how they would like to be involved at the school via our PTO.
- School committees and the PTO reflect the diversity of the school community and actively recruit and welcome families from all backgrounds.
- The school is open and accessible – it is easy for parents to meet with the principal, talk to teachers and counselors, and bring up issues and concerns.
- Parents develop school improvement projects and complete surveys, observe in classrooms, review materials, and visit other schools and programs.

### 5. Professional development for families and staff on how to work together productively

- Families learn how the school system works and how to be effective advocates for their children.
- Teachers learn about successful approaches to working with families of diverse cultural backgrounds.
- Families and staff can learn together how to collaborate to improve student achievement.
- The school reaches out to identify and draw in local community resources that can assist staff and families.

## Annual Program Evaluation for 2013-14 Goals & Actions

### Planned Improvement Goal #1:

Implement mathematical practices and varied and authentic assessment measures within and across content areas as the foundation for teaching and learning based on the Common Core State Standards

### Related Objective and how it will be Measured:

Objective: By 2015, 85% students will be proficient in the areas of problem solving, critical thinking, collaborating, and using relevant technology through multiple measures.

Measured by: CST Cluster Scores, MAP scores, API scores, Math Chapter Tests, Student Goal Sheets, Teacher's Goal Tracking Sheets, Parent/Teacher/Student Surveys, and Administrator walk through data.

Please report student achievement in respect to identified measure based on latest assessments noted above as noted in Goal 1 for the 2013-2014 Annual Program Evaluation Template. If no action taken during the reporting period mark "NA":

### Data: Analysis/Findings:

Please report progress in actions implemented this year:

<b>Actions to be Taken to Reach This Goal</b> <i>(Do Not Edit)</i>	<b>Progress in Actions</b>		<b>Additions/Modifications based on Findings</b>
	<b>Aug-Jan</b>	<b>Jan-June</b>	
1. Grade level teams should familiarize and investigate the similarities and differences between current CA State Standards and the new California Common Core State Standards (CCSS).  A. Administration to resend Analysis of California Mathematics Standards to Common Core Standards.  B. Grade Level teams will determine standards that have been dropped, modified, and added to new CCSS grade level standards.			

<b>Actions to be Taken to Reach This Goal</b> <i>(Do Not Edit)</i>	<b>Progress in Actions</b>		<b>Additions/Modifications based on Findings</b>
	<b>Aug-Jan</b>	<b>Jan-June</b>	
2. Identify "gaps" that might be present the first year in implementation.  A. Grade Level Cluster meet to determine curriculum gaps during the 2013-2014 school year.  B. Determine resources and best practices to help close the gap between CA Standards and CCSS during the first year transition.			
3. Utilize curriculum resources available within current adoption that align with CCSS.  A. Grade Level Clusters to identify curriculum resources that are available to align the CA Standards to the CCSS.			
4. Investigate released CCSS questions, performance tasks, and interim assessments.  A. Grade Level Clusters to research and provide available sample CCSS questions, performance tasks, and interim assessments.			

**Planned Improvement Goal #2:**

We will integrate relevant technology into teaching, learning and system operations to best achieve our mission and objectives. During year one, subcommittees will be created to find research based information programs in the curricular areas and report back recommendations of programs that can be supported and afforded by GRDC.

During year two grade levels will have developed a schedule of weekly buddy classes to help other students learn technology. In addition, the administration will identify highly proficient technology students who can be trained as interns to help in classes as needed with technology related projects.

By the end of year three, teachers will be able to incorporate technology to offer varied learning experiences that will allow students to move towards an independent learning experience. Beginning year one and on-going, training for teachers shall be provided in how to read and interpret computer based data to guide future instruction.

By year three, students will develop and produce informational youtube videos that will unify the school.

**Related Objective and how it will be Measured:**

Objective: By 2015, 85% students will be proficient in the areas of problem solving, critical thinking, collaborating, and using relevant technology through multiple measures. SSC will measure progress by monitoring: Parent/Staff/Student surveys, amount of registered 1:1 devices, PBL Project Rubrics, and the Inventory of student to computer ratios

Please report student achievement in respect to identified measure based on latest assessments noted above as noted in Goal 1 for the 2013-2014 Annual Program Evaluation Template. If no action taken during the reporting period mark "NA":

**Data: Analysis/Findings:**

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
• Train interns or buddy classes to help other students with technology.			
• Research Technology supports for: ELA , math, typing, science and social studies blocks:			
Train students as appropriate on google docs			
Survey and develop Technology training programs for staff on some MB days.			

<b>Actions to be Taken to Reach This Goal</b> <i>(Do Not Edit)</i>	<b>Progress in Actions</b>		<b>Additions/Modifications based on Findings</b>
	<b>Aug-Jan</b>	<b>Jan-June</b>	
Grow and promote student capacity for "bringing your own device".			
Research and develop capacity for in school broadcasting, ie, youtube access of school based video broadcasts.			
<ul style="list-style-type: none"> <li>Train teachers how to use the new computer based assessments to inform instruction.</li> </ul> AR, MAP, Rosetta Stone, Data Director - Bookshop & CST reports			

**Planned Improvement Goal #3:**

We will design and implement a system that creates challenging personal educational plans at each appropriate level in collaboration with students, families, and staff.

By the end of year one, each student should have worked on two goals; one for the second trimester and one for the third trimester.

By the end of year two, all students will be working toward a goal throughout the school year.

By the end of year two, the staff will decide how to record and share goal setting data across the grade levels. Staff will need to decide how to record this data. Possibilities for recording data include the articulation card, the report card, or an electronic record.

By the end of year three, the staff will review goal setting school wide and set a new three year plan.

**Related Objective and how it will be Measured:**

Objective: Each year, every student will set academic and social goals in consultation with their teacher and parent, monitor his or her progress toward those goals multiple times a year, and adjust goals as needed.

Measured: Examining examples of individual student goals and checking their progress throughout the year.

Please report student achievement in respect to identified measure based on latest assessments noted above as noted in Goal 1 for the 2013-2014 Annual Program Evaluation Template. If no action taken during the reporting period mark "NA":

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**Data: Analysis/Findings:**



Please report progress in actions implemented this year:

<b>Actions to be Taken to Reach This Goal</b> <i>(Do Not Edit)</i>	<b>Progress in Actions</b>		<b>Additions/Modifications based on Findings</b>
	<b>Aug-Jan</b>	<b>Jan-June</b>	
<ul style="list-style-type: none"> <li>As students progress through the grade levels at GRDC, each one should have opportunities to set individual goals, either in an academic or a life skill area. In the earliest grades, students may need to experience working as a group toward a common goal before they transition to an individual goal.</li> </ul>			
<ul style="list-style-type: none"> <li>Before year one, the goal setting team will create a list of possible goals and a recording form to help with the implementation of goal setting.</li> </ul>			
<ul style="list-style-type: none"> <li>At the beginning of year one, during Back to School Night, goal setting will be introduced to parents.</li> </ul>			
<ul style="list-style-type: none"> <li>By the end of the first trimester of year one, grade levels will decide how to implement, monitor, recognize, and report goal setting work or achievements at their grade levels. Some possible ideas are:                       goal conferences                      student project or presentation                      a goal meter display                      student goal journals                      goal bulletin board                      students reflection                      students certificate                      tangible reward (lunch with the teacher, etc.)                       Goal setting will be tailored to the individual but students with the EL or SES designations will be given specific ELA and Math goals.</li> </ul>			

**Planned Improvement Goal #4:**

SMART GOALS = SMART KIDS

Students will be presented with a program developed around common core standards that uses a comprehensive balanced literacy approach to subjects while implementing effective strategies, aligned by grade level, and matriculated with all other grade levels in order to achieve alignment and continuity of goals.

**Related Objective and how it will be Measured:**

Objective: We will ensure all staff are implementing effective instructional strategies, integrating technology, and utilizing assessment data to actively engage each student to reach his or her academic and social goals.

Measured: SSC will examine: CST Cluster Scores, MAP scores, API scores, ELA Writers Workshop Rubric Scores, Student Goal Sheets, Teacher's Goal Tracking Sheets

Please report student achievement in respect to identified measure based on latest assessments noted above as noted in Goal 1 for the 2013-2014 Annual Program Evaluation Template. If no action taken during the reporting period mark "NA":

**Data: Analysis/Findings:**

Please report progress in actions implemented this year:

<b>Actions to be Taken to Reach This Goal</b> <i>(Do Not Edit)</i>	<b>Progress in Actions</b>		<b>Additions/Modifications based on Findings</b>
	<b>Aug-Jan</b>	<b>Jan-June</b>	
<ul style="list-style-type: none"> <li>Every school year, staff will be provided opportunities to receive training, attend workshops on effective instructional strategies (critical literacy, balanced literacy, common core state standards, differentiated instruction, or others), and engage in professional learning groups both on-site and off-site.</li> </ul>			
<ul style="list-style-type: none"> <li>Every school year, grade levels will collaborate to develop and implement common agreements on the structure of their comprehensive balanced literacy block of instruction (to include strategies, content, and assessments).</li> </ul>			

<b>Actions to be Taken to Reach This Goal</b> <i>(Do Not Edit)</i>	<b>Progress in Actions</b>		<b>Additions/Modifications based on Findings</b>
	<b>Aug-Jan</b>	<b>Jan-June</b>	
<ul style="list-style-type: none"> <li>• Every school year, staff will be provided opportunities for release time to plan, teach, observe, and reflect on comprehensive balanced literacy lessons and strategies.</li> </ul>			
<ul style="list-style-type: none"> <li>• Every school year, teachers will use data from assessments to create SMART goals (specific, measurable, attainable, relevant, time-sensitive) that will analyze the effectiveness of their program and inform instruction.</li> </ul>			
<ul style="list-style-type: none"> <li>• Staff will meet across grade levels to build understanding and share common core standards/criteria at all grade levels.</li> </ul>			
After School Classes will be conducted for English learners within the CELDT ranges so they can acquire the English Skills they need to be successful in the CORE areas			
Classroom Fiction and Non-Fiction texts will be purchased to enable EL students to access to out of grade level texts on their way to becoming fluent in English.			
CELDT Testing			
Oral Language EL Groups - IA2 will function at the direction of the Classroom teacher delieverin ELD lessons outside of the ELA Block of time.			

**Planned Improvement Goal #5:**

Gold River Discovery Center will be a welcoming place for parents, families, and community members.

**Related Objective and how it will be Measured:**

Within year one, the 8th grade ambassador program will be established by the student council advisor and vice principal

Beginning with year one, there will be an increase of “give back nights” via the PTO. This may be at local businesses that are willing to partner with GRDC.

Within year two, GRDC will host a family/community volunteer day utilizing mobile fingerprinting services

Within year two, GRDC will host a “meet and greet” as a way for students and families to meet their teacher/s. This hour will also include opportunities for parents/community members to be recruited as volunteers

SSC will examine:

Parent, Student, Staff Survey Results, Number of volunteers fingerprinted, and have PTO report out on profits from the give back nights.

Please report student achievement in respect to identified measure based on latest assessments noted above as noted in Goal 1 for the 2013-2014 Annual Program Evaluation Template. If no action taken during the reporting period mark "NA":

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**Data: Analysis/Findings:**

Please report progress in actions implemented this year:

<b>Actions to be Taken to Reach This Goal</b> <i>(Do Not Edit)</i>	<b>Progress in Actions</b>		<b>Additions/Modifications based on Findings</b>
	<b>Aug-Jan</b>	<b>Jan-June</b>	
Campus Environment  <ul style="list-style-type: none"> <li>Create ambassador program within our 8th grade population. Eighth graders who choose to assist in this program will become ambassadors for the school. They can greet new families at the beginning of the year, give school tours, welcome visitors, and handle simple requests. Special ambassador shirts will create a sense of pride in this program.</li> </ul>			
<ul style="list-style-type: none"> <li>Schedule and publicize a family and community volunteer sign up day utilizing mobile fingerprinting services. This might take place on Back to School Night, or a designated day prior to the beginning of the school year.</li> </ul>			
Provide more opportunities through the new PTO for community give back nights for GRDC. This may be at Outback or other local businesses that are willing to work with our school			
<ul style="list-style-type: none"> <li>Consider a 'meet and greet' hour prior to the start of the school year. This could be a one-hour event on a teacher work- day. PTO would have membership tables to recruit new parents to volunteer. All forms for volunteer opportunities would be available. A balloon arch could welcome the families. This arch could also be used for the first day of school to welcome our students.</li> </ul>			

**Planned Improvement Goal #6:**

We will model and integrate positive character traits into our school's culture in order to empower our students to become responsible global citizens.

**Related Objective and how it will be Measured:**

Objective: Gold River Discovery Center students will be proud of their school and their behavior will reflect that pride as they model and integrate positive character traits into their lives, so they can become contributing, responsible, and caring members of a diverse community.

Measured: Student Goal Sheets, Teacher's Goal Tracking Sheets, and Parent/Teacher/Student Surveys will be used to evaluate the effectiveness of this tactic.

Please report student achievement in respect to identified measure based on latest assessments noted above as noted in Goal 1 for the 2013-2014 Annual Program Evaluation Template. If no action taken during the reporting period mark "NA":

**Data: Analysis/Findings:**

Please report progress in actions implemented this year:

<b>Actions to be Taken to Reach This Goal</b> <i>(Do Not Edit)</i>	<b>Progress in Actions</b>		<b>Additions/Modifications based on Findings</b>
	<b>Aug-Jan</b>	<b>Jan-June</b>	
School Pride and Spirit  Within year one, the morning message will be used to recognize good deeds weekly on Spirit Fridays.  By year two less expensive shirts with school logos will be available so that more students, parents, and teachers can participate on Spirit Fridays.			
Beautification Program Within year one, each grade level will "adopt" areas around the campus to keep clean.			

<b>Actions to be Taken to Reach This Goal</b> <i>(Do Not Edit)</i>	<b>Progress in Actions</b>		<b>Additions/Modifications based on Findings</b>
	<b>Aug-Jan</b>	<b>Jan-June</b>	
Behavior Matrix Poster Within year one, all staff will have the GRDC behavior matrix in classrooms and pods. Appropriate behavior will be discussed and modeled during the first month of school and revisited throughout the year.			
Peace Maker Program Reinforce the use of the Peace Path. Teachers will encourage students to use the peace path when appropriate instead of the teacher trying to solve the problem. Peace Makers will meet as a group once per trimester to review skills and discuss successes and challenges			
Character Education Messages By year two, GRDC students will make available character building messages through a variety of media.			