School Year: **2024-25**

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
Duncan-Russell Community Day School	39 75499 3930393	April 10, 2024	May 14, 2024

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement

All indicators at the lowest status level and suspension rate with at least two student groups at the lowest level. Subgroup qualifiers are Hispanic and Socio-Economically Disadvantaged students.

Briefly describe 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.

Our plan has been developed with input from all appropriate educational partners. The groups used to develop our plan are School Site Council, classified employees, certificated employees, parents and community members. Duncan-Russell Community Day School will provide a variety of ways for parents and guardians to be active in their student's education. The opportunities range from attending a required orientation on-boarding meeting to serving on School Site Council, School Safety Committee, and Parent Education Workshops offered on site. Duncan-Russell Community Day School is an innovative, individualized technologically progressive school site. We provide a blended model of direct instruction, online curriculum and restorative practices in a positive and safe learning environment. We emphasize communication and the use of technology. Duncan-Russell will provide an opportunity for all students to overcome barriers through developing characteristics of GRIT, individual and group counseling, and social emotional learning, in order to overcome barriers and meet tomorrow's challenges.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Duncan Russell CDS uses the TUSD LCAP Educational Partners Survey for the Needs Assessment process with our educational partners, which includes input from formal online surveys with partners and informal feedback from students and on-site staff.

TUSD 2023-2024 Educational Partners (Student, Parent & Staff) Survey - School Climate & Safety

We determined that "Strongly Agree" and "Agree" are positive ratings and our goal.

Students: 76.60% "Strongly Agree" and "Agree" to a positive school Climate and 72.73% in School Safety ratings on the 2023 LCAP survey. The 2024 LCAP survey shows an increase in positive school ratings to 83.33% in School Climate and an increase to 80% in School Safety. The lowest ratings in the sub-areas of school climate was 70% agree that the buildings and grounds at this school are clean and well maintained. In the area of safety, 66.67% agree that they feel safe while attending class.

Parents: 100% "Strongly Agree" and "Agree" with Duncan Russell having a positive school Climate and Safety LCAP survey in 2023 with only three parents participating in the survey. The 2024 LCAP survey shows the number of parent participation slightly increased. The rating for Safety remained at 100%, whereas school climate decreased to 94.44% with the lowest sub-area rating of 66.67% agree that the school's staff motivates students to learn.

Staff:
* For the 2022-2023 school year, Duncan Russell had one, permanent full-time teacher until January 2023. Although not fully staffed with one remaining vacancy, the staff ratings for 2024 resulted in 85.71% "Strongly Agree" and "Agree" to a positive school Climate and 100% in School Safety. The lowest sub group areas for School Climate both at 50% were members of the school/department collaborate to achieve our school goals and our district ensures effective communication across the organization.

Summary

The educational partners identified areas of positive growth around students perception and experiences of a positive school climate and safety. Duncan Russell has experienced staffing stability with three fulltime vacancies being filled and one remaining vacancy. It is also noted that parents identified students need motivation to learn as an area of needed growth and students identifed that not all of them feel safe when they are in class. Overall, a greater focus on learning in a safe environment is desired.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

All teachers received classroom observations throughtout the school year. The school year began with a focus on teaching grade level standards. The two permanent teachers have moved to a co-teaching model for instruction in all core subjects to grades 7th-12th, general education and students with an IEP in a self contained classroom.

There was a para-educator to support all classes who joined the team in August 2023.

Evaluation Observations: There was one certificated evaluations and two para-educator evaluations in 2023-2024.

Teachers are observed for the formal and informal evaluation process every year, every other year, or twice in 5 years depending upon their evaluation cycle and their time in the district.

Summary of Findings:
Teachers are creative in planning lessons where students are engaged. Increasing the teachers role as facilitator will empower students to take ownership of their learning while teachers guide and support them through the process.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers, para educators, administrative staff and School Site Council have analyzed assessment data from Fast Bridge in the areas of reading, math, MySaebrs and IXL for all students. We are unable to use district assessments due to students enrolling at different times with varying coverage of content standards. Fastbridge assessments are done at the beginning and end of the school year, in which we are not able to use due it does not capture the current student enrollment. Teachers are utilizing formal assessment tools in Edgenuity, IXL, and ELPAC assessments.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

~ Edgenuity is providing individual modifications to increase student learning via content assessments as needed for credit recovery.

~ ELPAC assessments are used to provide accommodations.

Summary
Based on needs assessments feedback the structure and timing of Fastbridge assessments will need to be modified.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

~ 1 fully credential teacher
~ 1 full time general education teaching vacancy
~ 1 Special Education teacher with a STIP Credential
~ 1 Para-Educator
~ 1 Special Education Para-Educator shared with the Home Hospital Program

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

New teachers to the district participate in the Tracy Teacher Induction Program (TTIP). This involves six full days of preservice and four days of follow-up during the school year. Teachers receive training in classroom management, content organization and lesson design. All activities are based on the California Standards for the Teaching Profession (CSTP). All teachers can participate in District Departmental Meetings on a regular basis. Duncan Russell's school plan includes professional development opportunities for staff and administrators contributing to practices and strategies to close the achievement gap, professional development from our county partners, and restorative practices training.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

~ 5 District school days dedicated to staff development and continuous improvement
~ 14 Site days dedicated to staff development and continuous improvement

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

New teachers to Tracy Unified School District are supported through the Tracy Teacher Induction Program (TTIP). Through this program teachers receive 6 Professional Learning days prior to the start of school. During these days teachers are introduced to the various support systems offered in Tracy and spend time with mentor teachers learning about curriculum, instructional materials, and high leveraging instructional strategies. During the school year teachers participate in two after school professional learning workshops focused on SEL, AVID, and STEM and are released for two days to observe in classrooms and debrief in PLC's.

Tracy Unified School district offers teachers, with a preliminary credential, an opportunity to participate in a 2-year Accredited Teacher Induction program. This program focuses on the teachers Individualized Learning Plan (ILP) based on their self-selected SMARTE goal that is grounded in the California Standards for Teaching Practice. These teachers work with a mentor teacher during this time, who supports and guides them through the ILP process.

Tracy Unified supports our teachers who are not fully credentialed and are Interns, through our Peer Coaching program. This program offers teachers support and weekly meetings with mentors and Professional Learning Workshops throughout the year that focus on SEL, STEM, and AVID.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Due to the instructional minutes requirement for community day schools and confines within the teacher contracts, the community day does not have early release days. As a result, teachers have a common preparation period. Teachers are able to participate in limited site professional development opportunities and district staff development. At least once a month certificated staff will receive substitute coverage at which time Duncan Russell is able to attend trainings and have staff meetings.

All teachers at the community day school have a common preparation period before the start of the school day for collaboration and planning of cross curricular activities.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All textbooks are adopted from the most recent state approved and local governing board approved list.
All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.
All students, including English Learners have access to their own textbooks, instructional materials, digital devices, and Wi-Fi hotspots to use in the classroom and at home.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All students attend the community day 360 minutes a day. Duncan Russell adheres to the recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

In most classes, the maximum enrollment is 20 students per class. Students are grouped by grade level, 7th - 9th and 10th-12th for core content instructions. Starting in August 2023 all grade levels were contained in one class. Students rotate in groups instituted as determined by grade levels. Courses such as Physical Education and Art are blends of 7th-12th graders.
Lesson pacing is based on the student needs and when they onboard. The student population is fluid and could change on a daily basis. Teachers have the flexibiity to block schedule, create collaborative units, and move students to next course in order to meet their graduation goals.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to class materials.
All students have access to textbooks and instructional materials to use at home.
All students have online/technology access in classrooms and/or at home.
All students have district issued laptops.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to standards-aligned courses and materials in ELA, NGSS science, social science and math via Edgenuity online learning platform for a-g courses.
All students have the opportunity to attend tutoring before and after school.
All students have access to use StudySync and support materials for standards-aligned instructions.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students receive individualized attention to meet their academic and personal needs.
Students receive credit recovery via Edgenuity online learning platform.
General Education para educator: push-in.
Opportunities for in and after school support and intervention.
Opportunity for students to meet with outside counselors and mental health specialists.
All students have an academic counselor.

Evidence-based educational practices to raise student achievement

~ Specifically Designed Academic Instruction in English (SDAIE) support and instructional strategies
~ Questioning, summarizing, check for understanding
~ Breaking assignments down into smaller chunks
~ Activating prior Knowledge
~ Cross-Curricular Planning and Instruction
~ Project based learning
~ Fast Bridge assessments
~ IXL Real-Time Diagnostic
~Tutorial opportunities before and after school available in all content areas
~Learning experiences (College Visits, Vocational Site Visits)
~English Language Proficiency Assessments for California (ELPAC) for English Language Learners
~Testing Nutrition

Parental Engagement

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

Duncan Russell provides a variety of ways for parents and guardians to be active in their student's education.

The opportunities range from:
~ Onboarding (Intake) process
~ Serving on School Site Council
~ Serving Safety Committee
~ Serving on English Language Advisory Committee (ELAC)
~ Weekly Academic Progress Reports
~ Parent/Teacher Conferences
~ Individualized Education Plan Meetings
~ Alternative Education Parent Workshops with the principal
~ Coffee with the Principal
~ Title 1 Advisory Committee
~ FAFSA and College Enrollment Workshops
~ Mental Health Services
~ Parent Liaison held workshops for parents in conjunction with community outreach resources (i.e., San Joaquin Behavioral Health Services Parent Café)

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)

~ School Site Council
~ School Site Safety Committee
~ Site and District English Learner Advisory Committee
~ Title 1 Parent Engagement Committee
~ Parent/teacher conferences
~ Quarterly Meetings with administrator and/or school counselor

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

~ IXL
~ Refreshments for Alternative Education Parent Workshops
~ Parent Newsletters
~ Professional Development
~ Substitutes for professional development
~ Field trips
~ Substitutes for field trips
~ Substitutes for college and career field trips
~ College/vocational visits field trips
~ Mental Health Services (groups)
~ Anger Management groups
~ CTE Exploration Labs
~ Promote positive school climate
~ Family Engagement
~ Testing Nutrition

Fiscal support (EPC)

Local Control Funding Formula (LCFF)
LCFF Supplemental
Title 1
Comprehensive Support and Improvement

Educational Partner 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

Duncan Russell works together with educational partners to create a SPSA that is representative of overall goals, instruction, and growth. Teachers, administrators, para-educators and members of School Site Council evaluate data and listen to student feedback to inform decisions. Principal, teachers, counselors and educational thought partners evaluate data to inform instruction. Data collected from Fast Bridge scores and education partner survey's are discussed.

LCAP Student Survey: February 2024
LCAP Staff Survey: February 2024
LCAP Parent/Community Survey: February 2024

Alternative Education Parent Workshops: October 4, 2023, December 6, 2023, March 6, 2024

Alternative Education: SSC Meetings: September 13, 2023, October 18, 2023, February 7, 2024, March 27, 2024, April 10, 2024
ELAC Meetings: September 13, 2023, October 18, 2023, November 17, 2023, February 5, 2024, April 8, 2024

Staff Goals Assessment: February/March 2024

Resource Inequities

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

Duncan Russell serves students who are expelled or SARB'd (Student Attendance Review Board placement). Attendance, tardiness and behavior problems keep students out of school or attending consistently in remedial academic supports or mental health services. According to CalPads certified report 100% of the students who are being SARB'd or expelled and enrolled at Duncan Russell are Socioeconomically Disadvantaged, 48.1% are English Learners. The responses to needs assessment reveals there is a high interest in increased academic learning, real-life experiences and opportunities, as well as more activities on campus, and continued multi-tiered behavioral and mental health services.

After reviewing the CAASPP data it indicated that overall suspension rate is very high and very high in the subgroups for English Learners and Socioeconomically Disadvantaged students. Duncan Russell Community Day School qualifies for CSI (Comprehensive Support and Improvement) under the new accountability system, with the CAASPP Indicator subgroup data for suspension. Duncan Russell Community Day School has had 100% staff turnover for the 2022-2023 school year, filling 75% of vacant positions for the 2023-2024 school year. As new teachers and new staff are hired there is a focus on restorative practices to address behavior, social emotional development and academic skills.

Comprehensive Needs Assessment 2024-2025:

~ Data review, data analysis and evidence-based interventions - collaboration with County Office of Education
~ Permanent credentialed teachers in all subjects
~ Improvement in targeted ELA skills
~ Improvement in targeted Math Skills
~ Remediation at the grade content level
~ Restorative Practices
~ STEM
~ Fieldtrips
~ Behavior Intervention and staff training
~ Lack of funding for adequate Behavior Intervention staff
~ Decrease suspension rate
~ Increase parent engagement with our largest subgroup of students - Hispanic population
~ Continued need for a Bi-lingual parent liaison
~ We have a high percentage of long-term English Learners
~ Support for English Learners
~ A need to analyze and monitor English Learners academic language growth supporting the ability to reclassify as English Proficient
~ Due to suspension rates for vaping and use of contraband - the need to address substance use is a great demand
~ College/Career/Vocational exposure
~ Restructure school day to include support for behavior intervention and SEL

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	5.0%	%	0%	1	0	0
African American	10.0%	10.71%	7.41%	2	3	2
Asian	5.0%	7.14%	11.11%	1	2	3
Filipino	%	%	3.7%		0	1
Hispanic/Latino	50.0%	75.00%	74.07%	10	21	20
Pacific Islander	15.0%	3.57%	3.7%	3	1	1
White	10.0%	3.57%	0%	2	1	0
Multiple/No Response	5.0%	%	0%	1	0	0
			Total Enrollment	20	28	27

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7		2	1
Grade 8	3	1	5
Grade 9	4	1	3
Grade 10	3	8	5
Grade 11	9	13	11
Grade 12	1	3	2
Total Enrollment	20	28	27

Conclusions based on this data:

1. Percentage of African American students decrease over time.
2. Percentage of Asian students increase each year over the last three years.
3. Hispanic/Latino is about 75% of our population.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	7	13	13	35.0%	46.4%	48.1%
Fluent English Proficient (FEP)	1	3	3	5.0%	10.7%	11.1%
Reclassified Fluent English Proficient (RFEP)	3	3	3	42.9%	10.7%	11.1%

Conclusions based on this data:

1. The percentage of RFEP students decreased by about 30% from 2020-2021.
2. The percentage of English Learners has increased each year over the last three years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		6			5			5			83.3	
Grade 8	*	8	*	*	5	*	*	5	*		62.5	
Grade 11	11	7	*	7	4	*	7	4	*	63.6	57.1	
All Grades	14	21	5	10	14	5	10	14	5	71.4	66.7	100.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		*			*			*			*			*	
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	0.00	*	*	7.14	*	*	42.86	*	*	50.00	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		*			*			*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		*			*			*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		*			*			*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		*			*			*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Student participation in testing has varied, but reached 100% last year.
2. No data reported for Overall student achievement.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		6			5			5			83.3	
Grade 8	*	8	*	*	5	*	*	5	*		62.5	
Grade 11	11	9	4	7	6	4	7	6	4	63.6	66.7	100.0
All Grades	14	23	6	10	16	6	10	16	6	71.4	69.6	100.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		*			*			*			*			*	
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	0.00	*	*	0.00	*	*	12.50	*	*	87.50	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		*			*			*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		*			*			*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		*			*			*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Student participation in testing is variable but reached 100% last year.
2. No data reported for Overall student achievement.

School and Student Performance Data

CAASPP Test Results in Science for All Students

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	--	--	23.05	24.54	29.47	30.29

Conclusions based on this data:

1. No data reported

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										4	8	*

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*		*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*		*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*		*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. No data reported for 2023.
2. Number of students tested doubled from 2021 to 2022.

School and Student Performance Data

Student Population

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
27	**81.5**	**48.1**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Duncan-Russell Community Day School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	13	48.1
Foster Youth		
Homeless	2	7.4
Socioeconomically Disadvantaged	22	81.5
Students with Disabilities	6	22.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	7.4
Asian	3	11.1
Filipino	1	3.7
Hispanic	20	74.1
Pacific Islander	1	3.7

Conclusions based on this data:

1. Nearly 50% of students identified as English Learners.
2. Greater than 80% of the student population identified in the marginalized group (Socioeconomically Disadvantaged).

School and Student Performance Data

Overall Performance

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
College/Career No Status Level		**Suspension Rate**  Red

Conclusions based on this data:

1. All students enrolled at DRCDS would have been suspended from their zoned home school in order to attend community day school.
2. Unable to determine DRCDS site suspension rate.

School and Student Performance Data

Academic Performance
English Language Arts

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Less than 11 Students 3 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color 0 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Less than 11 Students 3 Students	Less than 11 Students 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 2 Students	0 Students	Less than 11 Students 1 Student

Conclusions based on this data:

1. Not enough data to make conclusions.
2. No performance color provided.

School and Student Performance Data

Academic Performance
Mathematics

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Less than 11 Students 3 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Less than 11 Students 3 Students	Less than 11 Students 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 2 Students	0 Students	Less than 11 Students 1 Student

Conclusions based on this data:

1. Not enough data to make conclusion.
2. No performance color provided.

School and Student Performance Data

Academic Performance
English Learner Progress

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 2 Students
Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. No data reported

School and Student Performance Data

Academic Performance
College/Career Report

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

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



This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Less than 11 Students 1 Student	0 Students	0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
0 Students	Less than 11 Students 1 Student	0 Students

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Less than 11 Students 1 Student	0 Students	0 Students	0 Students

Conclusions based on this data:

1. No data reported

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Less than 11 Students 9 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color 0 Students	Less than 11 Students 7 Students	Less than 11 Students 1 Student

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Less than 11 Students 5 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	 No Performance Color 0 Students

Conclusions based on this data:

1. No performance level data for sub-groups

School and Student Performance Data

Academic Engagement
Graduation Rate

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color 0 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. No graduation path for students at Duncan Russell Community Day School.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	0	0	0	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Red	47.1% suspended at least one day	 No Performance Color
34.9% suspended at least one day	Increased 22.9	0 Students
Increased 8.4	17 Students	
43 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	 Red	45.5% suspended at least one day
2 Students	37.5% suspended at least one day	Declined -1.9
	Increased 4.7	11 Students
	32 Students	

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 35.5% suspended at least one day Increased 7.4 31 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	Less than 11 Students 1 Student

Conclusions based on this data:

1. English Learner suspension rate increased 22.9 points.
2. Overall suspension rate increased 8.4 points.
3. Marginalized sub-group: Socioeconomically Disadvantaged students suspension rate increased 4.7 points.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups.

Goal 1

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups.

Identified Need

1. Improvement in reading and math scores/grade levels
2. Access to curriculum that meets students where they are academically
3. Focus on English Learners
4. Professional development and team planning
5. Introduce and implement STEM activities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fastbridge aReading	Assess upon onboarding and during Fall, Winter, Spring testing windows / new for the 2024-2025 school year	Identify gaps in common skills. Determine best practices for the 2025-2026 school year
Fastbridge aMath	Assess upon onboarding and during Fall, Winter, Spring testing windows / new for the 2024-2025 school year	Identify gaps in common skills. Determine best practices for the 2025-2026 school year
IXL Learning	Baseline 2023-2024 with daily implementation period / 2.47% increase in Math Skills, 3.63% increase in ELA Skills Targeted intervention skills for each student based on their grade and skill levels Grade Level Skills practice	Assess all students and determine student current grade & skill level. All students will follow a targeted (specific to student) intervention plan. Targeted EL intervention and acceleration.
CTE Career Exploration - Discovery Labs	Baseline 2023-2024 / Labs received late in the school year unable to determine baseline	All students complete 1 CTE Career Exploration - Discovery Lab Module.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Implementation Baseline for the 2024-2025 school year	College and Career Plan for middle and high school years.
STEM Implementation	Baseline 2023-2024 / 10 STEM Units - Biology 2 STEM Units - Chemistry 2 Wet Labs	Increase exposure to STEM concepts to 15 units Increase Wet Labs to 5
ELPAC Assessment Data	Identify ELPI Level for EL students / No data reported on CAASPP Dashboard	Site Monitor of EL Level progress (EL Coordinator)
College Visit and/or Vocational Field Trips	No Baseline / 2024-2025	1 college visit or vocational skills field trip a semester

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 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Fastbridge Assessment upon On-boarding (enrollment), quarterly and exit ($0)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Focus: EL Students
All students

Strategy/Activity

General Classroom Support/Supplies/Materials Focus: EL Students(Teachers) ($600) (1a1)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
600	LCFF - Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

STEM/Science Activities/Materials/Supplies ($400) (1a3)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
400	LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

STEM Professional Development ($2000) (1a2)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Comprehensive Support and Improvement (CSI)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students (Target EL Students)

Strategy/Activity

Art Activities/Materials/Supplies Focus EL Students ($200) (1a4)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	LCFF - Supplemental

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PE Activities/Materials/Supplies ($200) (1a4)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	LCFF

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Electives Activities/Materials/Supplies ($200) (1a4)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

CORE Subjects Activities/Materials/Supplies ($600) (1a4)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
600	Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Academic Student Intervention Support Contract Services - (such as IXL) ($1600) (1a5)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1600	Comprehensive Support and Improvement (CSI)

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

College Visits &/or Vocational Skills Field Trips Materials/Supplies ($1,500) (1a7)
Subs for Teachers ($750) (1a7)
Extra Service Hours ($400) (1a7)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2650	LCFF

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Nutritional Snacks for state and local assessments ($200) (1a6)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	LCFF

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Nutritional Services for Students (i.e. EL) Attending After School Intervention ($200) (1c1)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	LCFF - Supplemental

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

College/Career/Vocational Exposure/Access/Materials Supplies/Field Trips/Speakers, etc. Focus EL Students ($500) (1c2)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF - Supplemental

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

General School Supplies & Materials ($80) (4a1)
Saved for unplanned/unforeseen supplies & materials ($1,823) (4a2)
Service Contracts - RICOH ($400) (4a4)
Postage for Parent Engagement ($26) (4a5)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2303	LCFF
26	Title I

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Students were not consistently assessed upon onboarding (enrollment) due to long term substitute teachers in the classroom and vacant paraprofessional position for the 2022-2023 school year. Permanent staff have joined the team and students are tested during onboarding. We will add additional assessment periods in order to determine trends in skills gap to inform instruction. There is minimal knowledge regarding their academic needs, except for transfer grades. Along with adding a generalized testing facilitator identified in order to account for the fluidity of our student population. We will use the districts timeline for assessment (Fall, Winter, Spring), unless the student was tested during that window at their home school. We will use Fastbridge and add a school-wide assessment with intervention tools (IXL). This will provide real-time assessment, planned skills needed to fill academic gaps, as well as incorporate the intervention or acceleration during a designated period into the students' school day. IXL will be targeted to each specific student and monitored regularly.

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

No expected 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.

No changes to this anticipated.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide a safe and equitable learning environment for all students and staff.

Goal 2

Provide a safe and equitable learning environment for all students and staff.

Identified Need

Students who attend DRCDS are either expelled, assigned by the Student Attendance Review Board (SARB) or are two or more semesters deficient in credits needed to graduate from high school. Students are in need of multiple levels of support while attending school. Negative behaviors and poor choices are prevalent in our student population. Students are in need of positive academic experiences, wrap around services, and classroom instruction with teachers who are prepared to redirect behaviors that impede students learning.
1. Skills to improve academic progress
2. Staff Development - De-escalating behaviors in the classroom
3. Communication - Safety materials and training
4. Counseling services
5. Improve school climate
6. Parent Involvement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Completion of coursework address credit deficiency	Continue with Edgenuity/ close monitoring of progress is needed daily Progress Report Card to parents weekly	All students who are deficient in credits will be able to recover at least 1 course Student Grade Tracking System implemented
Staff Development	Restorative Practices / 2 days of training completed by all staff There was a decrease of 81.51% in behavior referrals from 2022/2023 to 2023/2024 school year (Aug-Mar)	2 days Restorative Practices training/professional development Continued training with county partners

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Communication	Monthly Parent Newsletter / Increased parent participation in School Site Council, English Learner Advisory Committee, and Alt Ed Parent Workshops - participation for 2023-2024 increased by 15%	100% alternative access to communication with site/district administration Text messages home for parent events Increase parent participation by 2%
Group Counseling	Third year of implementation / Staff had been inconsistent FACES Behaviorist implementing Overcoming Obstacles Group and conflict resolutions Overcoming Obstacles Group facilitated weekly	100% of students will participate while in attendance
Vape Educate	First Full Year of Implementation / students with Substance violations at the DRCDS took the course	Decrease in substance use of students by 20%
Parent participation and involvement	Second year of face to face implementation / Parent Liaison connections	5% of parents in attendance Parent Liaison extra services

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students who are credit deficient or need a-g courses

Strategy/Activity

Edgenuity Online Learning Platform ($0) (2a1)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Social Emotional Support/Intervention Group Counseling - Behavior/Academic Intervention/Support (FACES. etc.) ($130000) (2a2)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
149400	Comprehensive Support and Improvement (CSI)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Restorative Practice - Training/Conference ($7000) (2a3)
Teacher Subs for Restorative Practice Training/Conference ($2000) (2a3)
Lunch for onsite full day staff training ($300) (2a3)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7000	Comprehensive Support and Improvement (CSI)
300	Title I
2000	LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Social Emotional Support/Intervention/Training (i.e., FACES/SJCOE/other) ($2000) (2a4)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Comprehensive Support and Improvement (CSI)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
English Learner

Strategy/Activity
Professional Development EL Focus (certificated/classified) ($444) (2b1)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
444	Comprehensive Support and Improvement (CSI)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Parent Engagement: Parent Communication (i.e. Newsletter, Smore, etc.) ($1000) (2d1)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity

Parent Engagement: Alt Ed Parent Workshops/Contract Service Providers(s) ($1200) (2d2)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Comprehensive Support and Improvement (CSI)
200	Title I

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Alt Ed Parent Workshops - targeted EL Parent Engagement ($375) (2d3)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
375	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We will implement Vape Education online learning for students with their first vape incident. The goal is to continue to research for evidenced based programs that includes substance use and implement Overcoming Obstacles curriculum in small groups to address life skills development. This is different than the previous goal in that vaping on school grounds during the academic day has decreased in the 2023-2024 school year. The part time Parent Liaison has been instrumental in building parent relationships with the school site. Due to the direct monthly phone calls, greeting in the parking lot several days a week, parent participation continues to rise.

There has been a decrease in student referrals on campus and in the classroom. This is attributed to having a credentialed staff in the classroom in addition to beginning the implementation of

Restorative Practices for the 2023-2024 school year, having a behaviorist in the class and work we have completed towards identifying root causes. In addition, there has been a tutor support at DRCDS during the school day.

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

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.

Make use of a dedicated employee to assist with positive recognition of student attendance and academic improvement.
Make use of a dedicated employee to facilitate the onboarding process and assessment of new students.
Make use of a dedicated employee to facilitate Weekly Progress Report Card.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide a safe and equitable learning environment for all students and staff.

Goal 3

Increase overall school climate among students.

Identified Need

According to the Duncan Russell staff and educational partners' needs assessments, the following highlights areas identified for growth/improvement:

1. Monthly/Quarterly recognition/activities (respecting all cultures)
2. Continue to implement the Restorative Practices Framework
3. Life-skills development in small groups with aligned activities
4. Culture and academic-based field trips
5. Provide nutritional snacks during state and local assessments

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Response on LCAP Climate Survey - Stakeholder Survey	62% of students believe the school communicates the importance of respecting all cultural beliefs and practices	Increase rating by 10% Add 1 non-academic SEL structured activity Incorporate onsite monthly/quarterly recognition activities
Restorative Practice Activities Restorative Practice Awards and Recognition Life Skills Group & Activities	66.67% of students feel safe while attending class Behavior/Referrals decreased 81.51%	Increase rating by 10% Decrease referrals by 2%
Field Trips per semester	No Baseline	Complete 1 field trip per semester

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Campus Appreciation, Restorative Practices activities/materials/supplies ($400) (3a1)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
400	LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Educational Classroom supplies/materials ($1100) (3a2)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100	Title I
1000	LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Field Trips (cultural & academic) ($500) (3a3)
Teacher Subs for Field Trips (cultural & academic) ($200) (3a3)
Field Trips Materials & Supplies ($300) (3a3)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The stakeholder survey indicates an increase in a positive school climate. Needs assessment feedback from students indicate students would like more activities at school. Celebrations and acknowledgement of student achievements have improved to have Quarter Academic Awards. We will continue to work towards accomplishing this goal by implementing restorative practices, identifying staff and student leaders to implement on campus initiatives, such as monthly cultural activities, feedback and input on semester field trips.

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

Student celebrations and Restorative Practice Awards and Recognition will require further training of staff.

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.

We will continue to monitor student referrals and LCAP data.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$177,898.00

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 ($)
Comprehensive Support and Improvement (CSI)	$163,444.00
Title I	$3,426.00

Subtotal of additional federal funds included for this school: $166,870.00

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 ($)
District Funded	$0.00
LCFF	$9,153.00
LCFF - Supplemental	$1,875.00

Subtotal of state or local funds included for this school: $11,028.00

Total of federal, state, and/or local funds for this school: $177,898.00

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

2 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Traci L Mitchell	Principal
Brandy Chavarria	Classroom Teacher
Anthony Irizarry	Classroom Teacher
Robert James	Classroom Teacher
Sandra Vasquez	Other School Staff
Tinoush Shahhosseini	Other School Staff
Samantha Naval	Parent or Community Member
Ivis Mora	Parent or Community Member
Gilbert Montes	Parent or Community Member
Devin Montes	Secondary Student
D'Angelo Lagos	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/10/2024.

Attested:

Principal, Traci L Mitchell on 4/10/2024

SSC Chairperson, Brandy Chavarria on 4/10/2024