School Year: **2025-26**

School Plan for Student Achievement (SPSA)

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 16, 2025	June 10, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Duncan-Russell Community Day School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Duncan-Russell Community Day School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Our plan has been thoughtfully developed with input from all key educational stakeholders. This includes the School Site Council, classified and certificated staff, parents, students, and community members.

At Duncan-Russell Community Day School, we are committed to promoting strong partnerships with families. We offer multiple opportunities for parents and guardians to actively engage in their student's education—from attending a required orientation onboarding meeting to participating in the School Site Council, School Safety Committee, English Language Advisory Committee, and on-site Parent Education Workshops.

Duncan-Russell Community Day School is a forward-thinking, student-centered campus that embraces innovation and personalized learning. Our instructional model combines direct teaching, online curriculum and intervention, and restorative practices to create a safe, supportive, and dynamic learning environment. We place a strong emphasis on effective communication, hands-on engaging instruction and the meaningful integration of technology.

We are dedicated to helping our students succeed by addressing individual needs and removing hurdles to learning. Through individual and group counseling and social-emotional learning, we empower our students to grow, and take ownership of their journey.

Educational Partner Involvement

How, when, and with whom did Duncan-Russell Community Day 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 our 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, IXL math and reading intervention reports and education partner survey's are discussed.

LCAP Student Survey: February 2025
LCAP Staff Survey: February 2025
LCAP Parent/Community Survey: February 2025

Alternative Education Parent Workshops: September 30, 2024, November 18, 2024, March 17, 2025

Alternative Education: SSC Meetings: August 28, 2024, October 16, 2024, February 19, 2025, March 27, 2024, April 2, 2025,
ELAC Meetings: September 30, 2024, November 18, 2024, January 27, 2025, March 17, 2025

Staff Goals Assessment: March 2025

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

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 Cal Pads certified report 100% of the students who are SARB'd or expelled and enrolled at Duncan Russell are Socioeconomically Disadvantaged, 70% are English Learners. The responses to needs assessment reveals there is a high interest in expanding funding and resources for vocational and career orientated programs, increased academic learning, real-life experiences, expanding STEM activities/lessons and opportunities, as well as more activities on campus, and continued multi-tiered behavioral and mental health services.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Based on the California School Dashboard, no state indicators are reported in the “Red” or “Orange” performance categories for Duncan-Russell Community Day School. Due to an enrollment of fewer than 11 students, data is suppressed to protect student privacy. As a result, overall performance levels for indicators such as English Language Arts, Mathematics, English Learner Progress, Chronic Absenteeism, Suspension Rate, and Science are not displayed and do not have assigned performance colors.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

According to the most recent data from the California School Dashboard, no student group at Duncan-Russell Community Day School performed two or more performance levels below the "All Students" group on any state indicator. However, due to the small and highly transitional student population, many state indicators reflect “No Performance Color” or suppressed data for student privacy, which limits comprehensive comparison across student groups. The school continues to use local measures and formative assessments to monitor performance gaps, particularly among English Learners, socioeconomically disadvantaged students, and students with learning differences, and is implementing targeted supports to address identified needs.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

LCAP Safety Data:
~ Student and Staff Perceptions are Positive: Both groups have an 85%+ positive perception of safety.
~ Emergency Preparedness is Strong: Staff feel well-prepared for emergencies (100% agreement).
~ Parental Data Missing: There are no recorded responses for parents, making it unclear how they perceive safety at school.
~ Areas for Improvement: While students feel safe overall, there is room to enhance feelings of safety related to gang activity and general school security. Additionally, staff workplace safety is slightly lower (80%) compared to other metrics.

RECOMMENDATIONS:
Investigate Parental Data Issues: Ensure that parental responses are collected and recorded properly.
Address Student Safety Concerns: Implement strategies to improve student perceptions of safety, especially regarding gang activity.
Enhance Workplace Safety for Staff: Review safety protocols and staff concerns to improve the workplace safety rating.

LCAP Climate Data:
~ 66.67% of students feel motivated to learn, making this the lowest-rated area.
~ While students feel the school is well maintained (91.67%), only 75.00% of staff agree.
~ 80.00% of staff feel the district ensures effective communication.

RECOMMENDATIONS:
Improve Student Motivation & Engagement
Enhance School Maintenance Perception for Staff

Strengthen School Communication
Improve transparency by holding regular meetings, sending newsletters, and creating feedback channels.
Introducing student reward systems, mentorship programs, and engaging learning activities to improve motivation.
Address specific maintenance concerns raised by staff, such as classroom conditions, cleanliness, and facilities upkeep.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Duncan-Russell Community Day School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	10.71%	7.41%	10.00%	3	2	1
Asian	7.14%	11.11%	%	2	3	
Filipino	%	3.7%	%	0	1	
Hispanic/Latino	75.00%	74.07%	80.00%	21	20	8
Pacific Islander	3.57%	3.7%	%	1	1	
White	3.57%	0%	%	1	0	
Two or More Races	%	0%	10.00%	0	0	1
Not Reported	%	0%	%	0	0	
			Total Enrollment	28	27	10

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	2	1	1
Grade 8	1	5	1
Grade 9	1	3	2
Grade 10	8	5	2
Grade 11	13	11	1
Grade 12	3	2	3
Total Enrollment	28	27	10

Conclusions based on this data:

1. Total student enrollment has steadily decreased over the past three years.
2. The Hispanic/Latino student group consistently represents the majority of the population.
3. Enrollment is concentrated in upper grades. Most students are enrolled in grades 10–12, particularly in the first two years of data.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	13	13	7	35.0%	46.4%	70.0%
Fluent English Proficient (FEP)	3	3	0	5.0%	10.7%	0.0%
Reclassified Fluent English Proficient (RFEP)	3	3	0	42.9%	10.7%	0.0%

Conclusions based on this data:

1. Significant Increase in English Learner Enrollment. The percentage of English Learners has doubled over three years.
2. Fluent English Proficient (FEP) students dropped to 0% in 2023–24, down from 10.7% the year before.
3. With 7 out of 10 students classified as ELs in the most recent year, there is a growing need for targeted English language development (ELD) support, differentiated instruction, teaching practices that are responsive to student identity and lived experiences and increased access to reclassification opportunities.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	6		*	5		*	5		*	83.3		
Grade 8	8	*	4	5	*	*	5	*	*	62.5		
Grade 11	7	*	*	4	*	*	4	*	*	57.1		
All Grades	21	5	7	14	5	6	14	5	6	66.7	100.0	85.7

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	*		*	*		*	*		*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	*		*	*		*	*		*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	*		*	*		*	*		*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Participation among students tested has remained relatively strong, especially in 2023–24.
2. Due to small group sizes (fewer than 11 students per grade or subgroup), most achievement results are marked with asterisks (*) to protect student privacy.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	6		*	5		*	5		*	83.3		
Grade 8	8	*	4	5	*	*	5	*	*	62.5		
Grade 11	9	4	*	6	4	*	6	4	*	66.7	100.0	
All Grades	23	6	7	16	6	6	16	6	6	69.6	100.0	85.7

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	*		*	*		*	*		*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Overall participation increased from 69.6% in 2021–22 to 100% in 2022–23, then slightly dropped to 85.7% in 2023–24. DRCDS has generally maintained high testing participation relative to its small enrollment.
2. Nearly all detailed performance data across grades and years is represented as “*” to protect student privacy.
3. Data for Concepts & Procedures, Problem Solving, and Communicating Reasoning is not displayed in any grade or year.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8	*		*	*		*	*		*	*		*	*		*
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8	*		*	*		*	*		*	*		*	*		*
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8	*		*	*		*	*		*	*		*	*		*
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8	*		*	*		*	*		*	*		*
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8	*		*	*		*	*		*	*		*
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8	*		*	*		*	*		*	*		*
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Data across all domains (Overall, Oral, Written, Listening, Speaking, Reading, Writing) is not reported (marked as "*") to protect student privacy.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
10	**100%**	**70%**	**0.0%**
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.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	7	70%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	10	100%
Students with Disabilities	4	40%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	10%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	8	80%
Two or More Races	1	10%
Pacific Islander	0	0.0%
White	0	0.0%

Conclusions based on this data:

1. All students enrolled at are classified as socioeconomically disadvantaged.

2. Forty percent of students are identified as having learning differences, indicating a significant need for specialized services and accommodations.
3. Eighty percent of enrolled students are Hispanic.

School and Student Performance Data

Overall Performance

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	**Chronic Absenteeism**  No Performance Color	**Suspension Rate**  No Performance Color
Mathematics  No Performance Color		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. All key indicators, English Language Arts, Mathematics, English Learner Progress, Chronic Absenteeism, and Suspension Rate—show No Performance Color.
2. Since there is no state reported data the school must rely on local assessments and progress monitoring to assess student growth.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
		
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	Less than 11 Students
1 Student	1 Student	1 Student
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
		
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Less than 11 Students
		1 Student

Students with Disabilities	African American	American Indian
 No Performance Color Less than 11 Students 1 Student	 No Performance Color Less than 11 Students 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 1 Student

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color Less than 11 Students 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. Because the school's total enrollment is very small (10 students), performance data is not reported across all groups.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
		
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	Less than 11 Students
1 Student	1 Student	1 Student
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
		
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Less than 11 Students
		1 Student

Students with Disabilities	African American	American Indian
 No Performance Color Less than 11 Students 1 Student	 No Performance Color Less than 11 Students 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 1 Student

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color Less than 11 Students 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. Because the school's total enrollment is very small (10 students), performance data is not reported across all groups.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 2 Students	Number Students: 2 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

1. The indicator shows “No Performance Color” because the number of English Learners assessed (2 students) is below the minimum threshold required for performance reporting.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. There is no available data reported for College/Career Indicator (CCI) performance on the 2024 Fall Dashboard for any student group.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color 0 Students

Conclusions based on this data:

1. No performance level data for sub-groups.
2. The absence of reportable data highlights the need for the school to closely monitor individual attendance patterns.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Duncan-Russell Community Day School does not offer a direct path to graduation.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate 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 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 No Performance Color	 No Performance Color	 No Performance Color
22.2% suspended at least one day	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Declined 12.7%	9 Students	8 Students
27 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Fewer than 11 students - data not displayed for privacy	22.2% suspended at least one day
	1 Student	Declined 15.3%
		27 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
25% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0 Students
Declined 20.5%	6 Students	
12 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	25% suspended at least one day
		Declined 10.5%
		16 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
1 Student	1 Student	3 Students

Conclusions based on this data:

1. Twenty-two percent of all students were suspended at least once during the reporting period.
2. Socioeconomically disadvantaged students (100%) of population have a suspension rate is also 22.2%, which is a decline of 15.3% from the previous year.
3. Relegated sub-group: Hispanic Students (16 students): 25% suspension rate, with a 10.5% decrease from the previous year.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Personalized Academic Growth and College/Career Readiness for All Students
Ensure academic growth through personalized plans, targeted instruction, STEM integration, and professional development support.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

1. Individualized learning plans for each student (Personalized Learning and Support Plan - PLSP)
2. Improvement in reading and math scores/grade levels
3. Access to curriculum that meets students where they are academically
4. Focus on English Learners
5. Professional development and team planning
6. Introduce and implement STEM activities

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Personalized Learning and Support Plan (PLSP)	Baseline - Fastbridge: Assess upon onboarding and during Fall, Winter, Spring testing windows / new for the 2024-2025 school year. Actual Outcome - Fastbridge: Given the highly fluid and transient nature of the student population, Duncan-Russell Community Day School needs to implement a more individualized, student-centered approach that ensures each student receives tailored academic, behavioral, and social-emotional support upon entry. PLSP - Baseline: implementation to begin 2025-2026 school year.	Develop and monitor personalized learning and support plans within the first two weeks of enrollment, with the goal of improving student engagement, academic growth, and successful transition back to a comprehensive school setting. Within 10 school days of enrollment, each student will have a Personalized Learning and Support Plan (PLSP) developed in collaboration with staff and, when possible, the student and family. The school will aim for: 100% of newly enrolled students to have a PLSP within 10 days. Monthly progress reviews by staff to monitor academic engagement, attendance, and behavioral goals. 80% of students meeting at least one academic or behavioral goal outlined in their PLSP by the time of transition or exit. Improved transition outcomes, with students demonstrating readiness to return to a comprehensive setting through attendance, engagement, and skill development.
IXL Learning	Baseline 2023-2024 with daily implementation period / 2.47% increase in Math Skills, 3.63% increase in ELA Skills Outcome 2024-2025: 100% of students enrolled in IXL Learning and designated period for intervention or acceleration. Skills assignments individualized for each student.	Assess all students and determine student current grade & skill level and included on their PLSP. Tailored intervention skills for each student based on their grade and skill levels. Tailored English Language intervention and acceleration. Grade Level Skills practice.
CTE Career Exploration - Discovery Labs	Baseline 2023-2024 / Labs received late in the school year unable to determine baseline Implementation Baseline for the 2024-2025 school year	All students complete 1 CTE Career Exploration - Discovery Lab Module. College and Career Plan for middle and high school years.
STEM Implementation	Baseline 2023-2024 / 10 STEM Units - Biology 2 STEM Units - Chemistry	Increase exposure to STEM concepts to 15 units

	2 Wet Labs Outcome 2024-2025: STEM units completed in Biology and Chemistry	Increase Wet Labs to 5
ELPAC Assessment Data	Identify ELPI Level for EL students / No data reported on CAASPP Dashboard Baseline 2024-2025: EL Coordinator meeting with each EL students. All Level 1-2's receive pull out intervention. Outcome 2024-2025: Due to the mid-year start of the intervention and the fluid nature of the student population, comprehensive documentation of student growth during the 2024–2025 school year is limited.	Site Monitor of EL Level progress (EL Coordinator) Tailored EL intervention and acceleration. By the end of the 2025–2026 school year, 80% of continuing EL students will demonstrate growth of at least one ELPI level, as measured by local assessments or ELPAC results.
College Visit and/or Vocational Field Trips	No Baseline / 2024-2025 Baseline 2024-2025: 1 college visit Outcome 2024-2025: To increase college and career awareness among students, Duncan-Russell Community Day School will begin implementing college and vocational exposure opportunities. The baseline for 2024–2025 is established with one college visit during the school year.	Expand post-secondary exposure by offering at least two college or vocational field trips, with the goal of ensuring that 100% of enrolled students have the opportunity to participate in at least one visit annually. All students will participate in at least two college and career exploration lab experiences.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Fastbridge Assessment upon On-boarding (enrollment), quarterly and exit ($0)	All students	0 District Funded
1.2	General Classroom Support/Supplies/Materials (English/Math/SS) ($600) (1a1)	All students	300 LCFF 300 Title I
1.3	Academic Student Intervention Support Contract Services (such as IXL) ($1700) (1a2)	All Students	1200 Title I 500

			LCFF - Supplemental
1.4	Activities/Materials/Supplies (such as CTE exploration/consumables) ($500) (1a3)	All Students	500 LCFF - Supplemental
1.5	STEM/Science related activities/materials/supplies ($275) (1a4)	All Students Targeted SES/EL/FY Students	175 LCFF 100 Title I
1.6	College Visits/Vocational Skills Field Trips /materials/supplies/ Subs/extra services hours ($2675) (1a5)	All Students	2319 LCFF 356 Title I
1.7	Intervention Supplies/Materials/Activities Focus Targeted SES/EL/FY ($240) (1b1)	Targeted SES/EL/FY Targeted EL	100 LCFF 140 LCFF - Supplemental
1.8	Nutritional Services for student (i.e. EL) attending after school intervention ($200) (1c1)	Targeted SES/EL/FY	200 LCFF
1.9	College/Career/Vocational Exposure/Access/Materials/Supplies/Field Trips/Guest Speakers, etc.($240) (1c2)	Targeted EL	240 LCFF - Supplemental
1.10	Individual Counseling (Tier 3) (1d1)	All Students	0 District Funded
1.13	Technology (classroom) ($0) (1e1)	All Students	0

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

During the 2024–2025 school year, Duncan-Russell Community Day School implemented tailored strategies to support its articulated goals, including enhancing college and career readiness and providing individualized student support in response to a highly fluid population. Key activities included a college field trip and the integration of English Learner intervention services.

Implementation was purposeful and responsive to student needs. For example, each newly enrolled student received a structured approach to academic, behavioral, and social-emotional support. Additionally, the EL Coordinator met with all English Learners to identify language proficiency levels and began pull-out interventions for Level 1–2 students in the spring semester.

While participation in college and career readiness activities began with a single college visit and exposure to participate in one college and career readiness lab, the school laid the groundwork for expanding access to College and Career Readiness exploration labs. Due to the timing of certain activities and the transiency of the student population, formal outcome data was limited. However, anecdotal evidence and staff feedback suggest early positive impacts on student engagement and goal setting.

To address the achievement gap and accelerate academic growth, students participated in skill-based academic interventions designed to strengthen foundational literacy and math skills. These supports helped students both close existing learning gaps and reinforce grade-level competencies, contributing to improved readiness for transition back to comprehensive school settings.

Overall, the strategies implemented were effective in establishing foundational systems and supports. Moving forward, the school aims to strengthen progress monitoring tools, increase student participation in post-secondary readiness activities, and document measurable outcomes more consistently across all student groups.

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

While intervention tools like IXL were effectively used, after-school academic support and nutritional services saw lower-than-anticipated participation, reducing related expenditures. In addition, college and vocational exposure activities were limited in 2024–2025, with only one college visit completed despite the goal of two annual trips, primarily due to scheduling issues. Efforts to support English Learners through pull-out interventions and coordinator check-ins were implemented, but the ability to track growth through ELPAC data was restricted by the fluid nature of enrollment. Overall, the school maintained flexibility in its budget and adapted to changing conditions while aligning expenditures with student needs and revising strategies for stronger implementation in 2025–2026.

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

As a result of the implementation analysis, several adjustments will be made to strengthen goal alignment and ensure measurable outcomes. Implementation of the Personalized Learning and Support Plan (PLSP) will begin in the 2025–2026 school year, with clearer procedures for onboarding, goal-setting, and monthly progress monitoring added to the strategies section of the SPSA. Annual outcomes will be revised to reflect a focus on timely plan development (within 10 days of enrollment) and a new metric tracking the percentage of students meeting at least one PLSP goal by exit or transition.

Additionally, strategies related to college and vocational exposure will be expanded to include guest speakers and virtual field trips, improving access for all students regardless of logistical limitations. Metrics for English Learner progress will be updated to include local assessments, and ELPAC growth targets will shift to a two-year measurement window for continuity. These changes are reflected in the SPSA’s updated Action Plan and Annual Measurable Outcomes tables, with modifications noted under Goal 1, Activities 1.1 through 1.10.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safe and Supportive Learning Environment for All Students
Create a safe, supportive environment with individualized instruction, behavioral supports, and trauma-informed staff practices.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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. Students feel safe overall, there is room to enhance feelings of safety related to gang activity and general school security.

1. Positive and engaging academic experiences that reframe students' relationship with learning.
2. Staff PD/Conferences - De-escalating behaviors in the classroom, strategies in compassion-informed support, behavior redirection, and restorative practices.
3. Communication - Safety materials (student handbook) and training
4. Mental health support, counseling, and mentorship, to address the root causes of negative behaviors and disengagement.
5. Individualized academic pathways that accelerate credit recovery while supporting students' growth in core academic and life skills.
6. Parent Involvement
7. Ensure visible staff supervision during arrival, lunch, transitions, and dismissal.
8. CCEA Membership Dues - materials & supplies/Model Community Day School application

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Completion of coursework address credit deficiency	Baseline 2024-2025: Edgenuity enrollment and close monitoring of progress is needed daily. Expected to complete 5 credits recovered per quarter. Outcome 2024-2025: Paraeducator monitored progress. Communicated with academic counselor of completion. Baseline 2024-2025: Weekly Progress Report Card to parents.	All students who are deficient in credits will recover at least 1 course a quarter as needed. Weekly Progress Report Cards sent to parents or guardians will support increased accountability and engagement, contributing to improved course completion rates and academic performance. 80% of students enrolled in credit recovery will complete a minimum of 5 credits
Staff Development	Baseline: Restorative Practices / 2 days of training completed by all staff. Outcome: All staff participated in restorative practice training - 2 day session. Baseline: 30 behavior referrals in 2023-2024 (Aug-Mar). Outcome: Increase to 37 behavioral referrals from 2023-2024 and 2024-2025 school year (Aug-Mar).	Ongoing Professional Development: Quarterly follow-up sessions (1–2 hours each) For skill refinement, reflection, and addressing real-time challenges CCEA Membership Dues (attend conference for community day school)
Communication and Parent Engagement	Baseline: Monthly Parent Newsletter & Parent Liaison Engagement Activities Outcome: Monthly Newsletter sent via email and Parent Square Student handbook and specific policies highlighted in newsletter	Communication Engagement: At least 90% of families will be reached through the monthly newsletter via Parent Square and email by the end of the school year. Parent Feedback/Response Rate: Achieve a 30% increase in parent response or interaction (e.g., replies, comments, or participation in surveys) Event Participation: At least 50% of families will participate in at least one school event, workshop, or parent meeting during the school year. Policy Awareness: After highlighting student handbook policies in newsletters, conduct a brief survey to measure understanding. Goal: 80% of responding parents will demonstrate awareness of at least three key school policies by the end of the year.
Group Counseling	Baseline 2024-2025: Behaviorist began implementing the Overcoming Obstacles group curriculum and facilitating conflict resolution sessions	100% of students will participate while in attendance. These sessions will focus on social-emotional learning, conflict resolution, and decision-making skills. Through consistent

	as part of the schoolwide behavior support strategy. Outcome 2024-2025: The Overcoming Obstacles group was facilitated on a weekly basis. While expectations and behavioral norms were consistently reinforced, there was a noticeable increase in documented behavior referrals, particularly related to dress code violations. 2023–2024 (Aug–Mar): 30 total behavior referrals 2024–2025 (Aug–Mar): 37 total behavior referrals Of these, 14 referrals were specifically for dress code violations.	participation, students will build healthier coping strategies and improve interpersonal behavior. Achieve a 15% reduction in total behavior referrals compared to the previous school year, with particular improvement in areas such as defiance, classroom disruption, and peer conflict.
LCAP Climate Survey or local student safety survey.	Baseline 2024-2025: 75% of students feel safe from gang activity and gang violence at school. Baseline 2024-2025: 75% of student feel safe while attending class.	Increase the percentage of students who report feeling safe from gang activity and violence at school from 75% to at least 80% One to two days a week provide structured lunchtime supervised positive activities for students to engage. Partner with local agencies or community-based organizations for gang awareness education, mediation, and intervention support. Promote anonymous or low-risk ways to report concerns (e.g., comment box, digital form).

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Edgenuity Online Learning Platform ($0) (2a1)	All Students who are credit deficient or need a-g courses	0 District Funded
2.2	Social Emotional Support/Intervention Group Counseling - Behavior/Academic Intervention/Support (funded through the Community Schools Grant (2a2)	All Students	0
2.3	Staff Professional Development/Conferences (such as trauma informed, de-escalation, etc. ($1500) (2a3)	All Students	1000 Title I 500 LCFF

2.4	CCEA Membership Dues - materials/supplies (Model Community Day School Application) ($750) (2a4)	All Students	750 LCFF
2.5	Professional Development EL Focus (certificated/classified) ($200) (2b1)	English Learner	200 LCFF - Supplemental
2.6	Individual Counseling (i.e.: CAPC, CMC) ($0) (2c1)	All Students	0 District Funded
2.7	Programs such as Vape Educate ($0) (2c2)	All Students	0 District Funded
2.8	Parent Communication (i.e., Parent Square, Smore, etc.) ($0) (2d1)	All Students	0 District Funded
2.9	Alt Ed Parent Workshops -focus parent engagement ($300) (2d2)	All Students Targeted EL Students Targeted SES/EL/FY	200 LCFF 100 LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

During the 2024–2025 school year, Duncan-Russell Community Day School implemented a comprehensive set of strategies focused on academic recovery, behavior intervention, restorative practices, and parent engagement to support student success and address key schoolwide goals. The school utilized Edgenuity as the primary platform for credit recovery, with a daily monitoring system established by the paraeducator and consistent communication maintained with the academic counselor. Weekly progress report cards were implemented to increase transparency and accountability, with the goal of ensuring that students recover at least one course per quarter. This process contributed to improved academic engagement and individualized student tracking.

All staff participated in a 2-day foundational Restorative Practices training. The school also introduced the Overcoming Obstacles group counseling curriculum, facilitated weekly by the school behaviorist. This group aimed to enhance students' social-emotional learning and conflict resolution skills.

Despite these supports, behavior referrals increased from 30 in 2023–2024 (Aug–Mar) to 37 in 2024–2025 (Aug–Mar), with 14 referrals specifically related to dress code violations. While expectations and behavioral norms were clearly reinforced, the increase may reflect more consistent enforcement and a growing need to focus on behavioral coaching, review of school dress code policies and positive reinforcement. A revised goal has been set to achieve a 15% reduction in total behavior referrals particularly in areas such as defiance, peer conflict, and classroom disruption. One hundred percent of students participated in group counseling during enrollment, supporting the school's commitment to social-

emotional learning. These sessions focused on helping students build coping skills, navigate peer relationships, and make positive choices, and restorative discipline practices.

The school successfully implemented a monthly parent newsletter distributed via email and Parent Square, with key sections dedicated to student handbook policies, school events, and academic updates. This effort contributed to improved family communication and laid the foundation for long-term engagement goals.

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

While most planned strategies were implemented, several differences emerged during execution. Group counseling sessions using the Overcoming Obstacles curriculum were delivered consistently; however, rather than a decrease, the school experienced a rise in behavior referrals, particularly related to dress code violations. As a result, while SEL sessions were implemented as intended, their immediate impact on behavior metrics varied. Similarly, restorative practices training was completed by all staff, but behavior incidents slightly increased, indicating the need for ongoing coaching and follow-up PD to strengthen application.

On the fiscal side, most activities remained aligned with budgeted expenditures. However, due to full district funding or grant support, key interventions such as Edgenuity, group and individual counseling, and safety-related programs (like Vape Educate) did not require site funds, allowing for reallocation of LCFF/Title I resources toward professional development and family engagement. Adjustments were also made to parent outreach strategies, emphasizing digital tools like Parent Square and newsletters over printed materials, keeping expenditures low while maintaining communication effectiveness.

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.

Refined Credit Recovery Goals: Maintain the use of Edgenuity but increase progress monitoring checkpoints from quarterly to bi-weekly to ensure students stay on track to earn at least 5 credits per quarter. Introduce goal-setting sessions with students upon enrollment to personalize credit recovery plans and reinforce accountability.

Behavioral Support Adjustments: In response to the rise in behavior referrals, particularly for dress code violations, the school will implement positive behavior reinforcement strategies, such as incentives and recognition systems as well as reassessing the policies established. Group counseling sessions will include specific modules on school expectations, dress code, and self-regulation. The behavior referral reduction target will be adjusted to focus on specific behavior categories (e.g., defiance, disruption) for more targeted progress tracking.

Parent Engagement Enhancements: In addition to monthly newsletters, implement quarterly parent surveys to gather feedback and measure policy awareness. Offer at least two parent workshops or virtual info sessions during the year to increase family involvement and alignment with school goals.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Creating a Safe, Supportive, and Student-Centered Environment
Increase overall school climate among students by fostering a positive and student-centered school climate by implementing activities, restorative practices, life-skills development, and enrichment opportunities that support both academic and social-emotional growth.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Implementing recognition activities, restorative practices, life-skills development, and enrichment opportunities that support both academic and social-emotional growth.

1. Engaging and learning activities to improve students motivation to learn
2. Monthly/Quarterly recognition/activities (celebrate growth and goal achievement during advisory or morning meetings)
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 and incorporate student interests, backgrounds, and real-world connections into lessons and projects.
5. Provide nutritional snacks during after school activities
6. Implement individual academic and behavioral goal-setting sessions each quarter.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Response on LCAP Climate Survey - Student Survey regarding motivating students to learn.	Baseline 2023-2024: 80% of students believe the school motivates students to learn. Outcome 2024-2025: 66.67% of students believe the school motivates students to learn. Baseline 2025-2026: Pre- and post-assessments for engagement related skills (i.e.: self-efficacy, goal orientation). Outcome 2025-2026: Not yet established.	Increase the percentage of students who feel motivated to learn to at least 75% by the conclusion of the 2025–2026 school year. 100% of students will participate in quarterly academic and personal goal-setting conferences with a teacher, advisor, or support staff member. At least 75% of students will participate in one or more enrichment opportunities during the school year, such as college visits, field trips, College and Career Readiness labs, or life-skills groups. Conduct student feedback surveys twice per year, with response rates of at least 85%, to identify motivators to learning. 100% of student will participate in pre- and post-assessments showing improvement in engagement-related skills (e.g., self-efficacy, goal orientation).
Restorative Practice Activities Restorative Practice Awards and Recognition Life Skills Group & Activities	Baseline 2023-2024: Behavior/Referrals decreased 81.51% Outcome 2024-2025: Increase of 23.33% in behavior referrals. At least 46.67% referrals were dress code violations.	Reduce total behavior referrals by at least 20% compared to the 2024–2025 school year, with targeted efforts to address dress code, defiance, and disruption-related incidents. Implement monthly restorative practice activities schoolwide (e.g., classroom circles, conflict resolution sessions), with 100% of staff participating in at least one activity per quarter. Launch a Restorative Practice Recognition Program, with at least 75% of students receiving a positive behavior award, acknowledgment, or incentive by the end of the school year. 100% of students will participate in weekly life skills groups focused on communication, emotional regulation, and responsible decision-making, with pre- and post-assessments used to measure social-emotional growth.
Field Trips per semester	Baseline 2024-2025: 2 field trips during spring semester.	A minimum of 3 field trips annually. At least 80% of enrolled students participating in one or more field trips (to college campuses, vocational

		training programs, a variety of art organizations, or other enrichment opportunities aligned to academic and life-skills goals).

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Life Skills Activities/Restorative Practices activities/materials/supplies ($400) (3a1)	All Students	400 LCFF
3.2	Educational Classroom supplies/materials ($500) (3a2)	All Students	500 LCFF
3.3	Provide nutritional snacks during after school activities (3a3)	All Students	200 LCFF
3.4	Field Trips (arts/academic) Subs for Field Trips / material / supplies ($2200) (3a4)	All Students Targeted SES/EL/FY Targeted EL	1100 LCFF 1000 Title I 100 LCFF - Supplemental
3.5	General School Supplies & Materials / unforeseen expenses ($2,369) (4a1)	All Students	2234 LCFF 135 LCFF - Supplemental
3.6	Service Contracts - RICOH ($400) (4a2)	All Students	400 LCFF
3.7	Postage for parent engagement ($25) (4a3)	Targeted EL Students	25 LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The initial goal to increase the percentage of students who feel motivated to learn, based on the LCAP Student Climate Survey, revealed a decline from 80% in 2023–2024 to 66.67% in 2024–2025. In response, the school introduced several foundational strategies for the 2025–2026 school year, including: Quarterly goal-setting conferences between students and staff to promote ownership of learning. A commitment that 100% of students participate in pre- and post-assessments that measure engagement-related skills such as self-efficacy and goal orientation. Enrichment opportunities, including college visits, field trips, College Career Readiness labs, and life skills groups, with a target of 75% student participation. Bi-annual student feedback surveys, with a response goal of at least 85%, to identify and respond to student perceptions of motivation and hurdles to learning.

In contrast to an 81.51% reduction in behavior referrals in 2023–2024, the 2024–2025 year saw a 23.33% increase in referrals, with nearly 47% related to dress code violations. This shift led to a strengthened emphasis on restorative and preventative strategies, including: weekly life skills groups focusing on communication, emotional regulation, and responsible decision-making, supported by pre- and post-assessments to monitor social-emotional growth.

Field trips have been an important element in supporting student engagement and exposure to post-secondary options. In 2024–2025, the school conducted two field trips during the spring semester. For 2025–2026, the goal is to provide a minimum of three field trips annually, with at least 80% of students participating in one or more experiences. These trips are aligned with academic content, life skills development, and career exploration.

Overall, while some implementation targets were not fully met in 2024–2025, the school responded with clear, data-informed adjustments to better meet the articulated goal of preparing students for academic success and post-secondary readiness. The strategies implemented—particularly in motivation, behavior, and engagement—have established strong systems for tracking progress and are expected to produce improved outcomes in 2025–2026.

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

While most strategies were implemented as intended, there were some key differences between the plan and actual execution. Although the goal was to improve student motivation and engagement through life-skills groups, enrichment opportunities, and restorative practices, behavior referrals increased by 23.33%, largely due to dress code violations. This shift indicates a need for targeted behavior supports and clearer expectations in future implementation. Additionally, while restorative circles and life-skills activities occurred regularly, participation and consistency varied, highlighting the importance of more structured scheduling and accountability.

On the expenditure side, activities such as field trips and after-school enrichment were delivered as planned, with strong participation. However, some funds allocated for general supplies and unexpected needs were more heavily utilized than originally projected due to increased student enrollment and evolving program demands. Despite these adjustments, the school remained within budget, and all expenditures supported student engagement, social-emotional growth, and culturally responsive practices.

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

As a result of the analysis of implementation and outcomes from the 2024–2025 school year, Duncan-Russell Community Day School has identified the need to revise and strengthen several components of the goal focused on increasing student motivation, engagement, behavior, and college/career readiness. While many strategies were initiated, the data revealed areas where adjustments are needed to improve effectiveness and better address student needs. Revised Engagement Goal: To increase the percentage of students who feel motivated to learn to at least 75% (previously 80%) by the end of 2025–2026, based on LCAP Climate Survey data. Add student reflection tools and survey feedback as formal metrics for tracking engagement and motivation.

New SEL & Engagement Indicators: Track improvements using pre- and post-assessments for engagement-related skills (self-efficacy, goal orientation). Include behavior referral breakdown by category (e.g., defiance, dress code, disruption) to evaluate the impact of focused interventions.

Restorative Practice Participation: Establish participation-based indicators (e.g., percent of students receiving recognition, percent involved in circles or restorative conversations). Increase integration of student-centered learning experiences in life skills groups and core instruction. Implement behavior coaching and peer mediation, especially to reduce minor infractions such as dress code violations. Formalize restorative practice recognition efforts and track student participation in monthly positive behavior acknowledgment systems.

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:

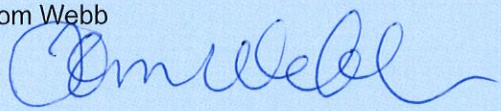
1 School Principal

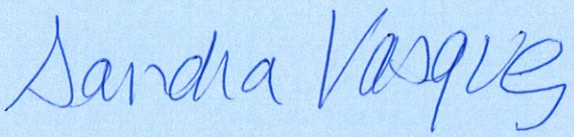
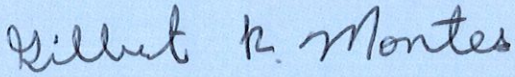
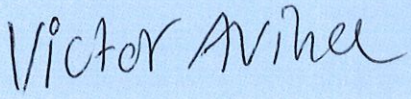
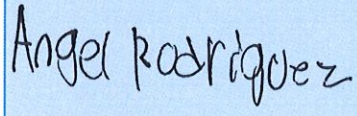
3 Classroom Teachers

2 Other School Staff

2 Parent or Community Members

2 Secondary Students

Name of Members	Role
Traci L Mitchell 	_ Principal Classroom Teacher Other School Staff Parent or Community Member Secondary Student
Lauren Coker	Principal _ Classroom Teacher _ Other School Staff Parent or Community Member _ Secondary Student
Tania Quant-Dooley 	Principal _ Classroom Teacher _ Other School Staff Parent or Community Member Secondary Student
Tom Webb 	Principal _ Classroom Teacher Other School Staff _ Parent or Community Member _ Secondary Student

Sandra Vasquez 	_ Principal _ Classroom Teacher _ Other School Staff _ Parent or Community Member _ Secondary Student
	_ Principal _ Classroom Teacher _ Other School Staff _ Parent or Community Member _ Secondary Student
Gilbert Montes 	_ Principal _ Classroom Teacher _ Other School Staff _ Parent or Community Member _ Secondary Student
Gloria Spikes 	_ Principal _ Classroom Teacher _ Other School Staff _ Parent or Community Member _ Secondary Student
Victor Avina 	_ Principal _ Classroom Teacher _ Other School Staff _ Parent or Community Member _ Secondary Student
Angel Rodriguez 	_ Principal _ Classroom Teacher _ Other School Staff _ Parent or Community Member _ Secondary Student