Duncan Russell Community Day School
(Principal: Traci L Mitchell)

Goals and Priorities Duncan Russell Community Day School is seeking funding to invest in our plan to build a whole-child focused community school. We recognize that the key components of a community school include integrated student support, family and community engagement, collaborative leadership practices, and extended learning time and opportunities. We have designed our implementation to focus on **integrated student supports** in Year 1, and will continue to build and develop across the comprehensive school model over the course of the 5-year grant.

School Overview, Needs and Assets:
We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

- 7% African-American, 74% Hispanic, 3% Pacific Islander, 11% Asian
- 100% eligible for free or reduced lunch
- 48% English learners
- 41% students with IEPs
- 8% foster youth
- 17% homeless youth

Summary of Assets Overview: We have invested significantly in our school model to support these student populations. For example, we have the following systems of support in place:

- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented
- Counselor to support students experiencing challenging personal and academic situations
- COST team meeting bi-weekly to identify students in need of additional supports
- Implemented Restorative Practices schoolwide
- Individual onboarding/orientation with student and parent/guardian
- School Behaviorist (conflict management) provided by FACES
- Targeted Tutoring provided by FACES
- Sow-A-Seed Foundation Fresh Start Thinking, Boys Council, and Girls Circle Group Counseling provided through School-Based Preventative & Early Intervention Program (PEI)

Summary of Needs Assessment: However, we continue to have significant needs that we must address holistically:

- Significant increase in students who have experienced trauma/ACES since 2019
- Social-emotional learning and strength continues to be a challenge for our students, especially coming out of the pandemic (e.g., behavior referrals)
- Student SEL and mental health screener results demonstrate significant needs in student emotional wellbeing

- Provide mental health resources for the 100% of our students currently identified as needing socio-emotional supports, according to the 2024 MySaebrs screening tool
- Provide professional development for training in established practices to support the social-emotional wellbeing of our staff and students
- Provide professional development for teachers and administrators in core aspects of our community school practices and how new roles/partnerships will expand whole-child support

<u>Core Commitments:</u> Describe the school's commitment to implement core principles, including the Cornerstone Commitments identified in the Framework. Describe the developmental phase for exploration, emerging, evolving, and excelling the core commitments.

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. We would categorize our commitments and structures in support of these commitments as **evolving**; that said, our emergence out of the pandemic has tested many of our baseline practices in a way that requires new thinking and approaches.

- ***Assets-Driven and Strength-Based Practice:*** We recognize that our community has significant strengths alongside needs. For example, students and families demonstrate incredible resilience in the face of challenges. We seek to extend that strength to the academic environment.
- ***Racially Just and Restorative School Climates:*** We have invested in a positive behavioral interventions and support system over several years, including restorative practices to support students in conflict, discipline and community.
- **Powerful, Culturally Proficient and Relevant Instruction:** We have made a concerted effort to recruit and hire staff members that reflect the demographic profile of our students; for example, 20% of teachers identify as persons of color. All staff members engage in consistent professional development to ensure instructional practices support our scholars in culturally relevant and responsive practices, particularly in support of English learners.
- **Shared Decision Making and Participatory Practices:** Our school has a committed Instructional Leadership Team that includes teachers and other core staff members; all significant data and decisions related to instruction are vetted through this team. Further, we have recruited highly engaged parents to lead our School Site Council

<u>Measurable Goals and Activities:</u> Identify the school's goals and activities, and describe how progress towards goals will be measured (i.e., SMART goals).

Using these grant funds, our school will invest in the following over the course of our five-year plan:

- Full-time counselor to support the significant emotional needs of our student community.

- Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices (includes internal and external training opportunities).
- Extended learning opportunities for students before and/or after school.
- Full-time behavior specialist to support student with behavior needs
- Continued Restorative Practice schoolwide
- Provide professional development from Sown To Grow for training in established practices to support the social-emotional wellbeing of our staff and students
- Provide professional development from for teachers and administrators in core aspects of our community school practices and how new roles/partnerships will expand whole-child support

We have established clear, measurable goals in support of our plan:

- 100% of teachers will be trained on the core aspects of our community school practices and how new roles/partnerships will expand whole-child supports.
- 100% of students will have access to high quality Tier I emotional wellbeing support on a weekly basis. We will begin with a weekly emotional check-in, and expand into social-emotional skill-building.
- 100% of students will have access to high quality Tier II and Tier II interventions based on their determined needs. We will expand our MTSS system to include emotional wellbeing inputs, and we will demonstrate a response to those inputs in a timely manner. Families will be a collaborative partner in this process.
- Students will improve their social-emotional learning capacity, as measured by pre/posts on an annual SEL screener. By the time students return (via reinstatement) to their comprehensive school, 80%+ of students will show improvement or high levels of capacity in Self-Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills.
- Students will experience a stronger sense of belonging, as measured by pre/posts on an annual SEL screener. By the time of reinstatement approval, 80%+ of students will show improvement or high levels of capacity in Sense of Belonging measures.

<u>Key Staff:</u> Describe the system of shared governance and site-level leadership structure at your community school (this could also be a visual like an organizational chart of other graphic):

The following roles are designated as leaders of the community school approach at our school:

- Community Schools Implementation Leader = Principal, admin designee, COST Team
- Leadership Team = Principal, admin designee, teachers
- Planned Implementation Structures
    - Weekly implementation meeting of key roles and leadership team
    - Monthly progress updates to Instructional Leadership Team
    - Quarterly progress updates to all staff

Coherence Policy and Initiative - LCAP Connections: Our community school goals are fully aligned with our district's LCAP, specifically under the following objectives and goals:

- Goal 1: Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups, using accelerated learning and tiered supports.
- Goal 2: Provide a safe and equitable learning environment for all students and staff.

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Strategic Community Partnerships: We plan to partner with the following organizations to implement our vision:

- Sown To Grow, an SEL Training Partner
- Community Medical Center to provide social and emotional counseling to students
- Sow-A-Seed Foundation (PEI)