



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 23, 2026	June 9, 2026

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 2026

LCAP Staff Survey: February 2026

LCAP Parent/Community Survey: February 2026

Alternative Education: SSC Meetings: September 3, 2025, October 1, 2025, February 18, 2026, March 24, 2026, April 23, 2026

ELAC Meetings: October 15, 2025, January 28, 2026, March 18, 2026

Site Leadership Goals Assessment: February 2026

Staff Goals Assessment: March 2026

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 90.9% of the students who are SARB'd or expelled and enrolled at Duncan Russell are Socioeconomically Disadvantaged, 22.7% 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 91%+ 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 (83.33%) compared to other metrics.

RECOMMENDATIONS:

Maintain and reinforce strong safety practices: Continue current systems that are contributing to 91%+ positive perceptions and 100% staff confidence in emergency preparedness. Regularly review and practice emergency protocols to sustain this level of readiness.

Target student concerns around safety: Increase visibility of campus supervision, particularly in areas or times where students report lower perceptions of safety. Incorporate student voice through advisory or surveys to better understand concerns related to gang activity and overall security, then respond with targeted supports and education.

Strengthen staff workplace safety: Review site-specific safety procedures with staff, including reporting protocols, supervision expectations, and response systems. Provide refresher training and opportunities for staff feedback to address the gap (83.33%) and ensure consistency across the campus.

Engage and capture parent input: Implement strategies to gather parent perception data, such as targeted outreach through ParentSquare, Parent Café sessions, or brief safety surveys. This will provide a more complete picture of school safety and strengthen home-school alignment.

Enhance communication of safety measures: Proactively communicate safety practices, updates, and resources to students, staff, and families to build confidence and transparency across all stakeholder groups.

LCAP Climate Data:

~ Student motivation increased significantly, with 100% of students reporting they feel motivated to learn, up from 66.67%.

~ While 95.24% of students report that the school is well maintained, the lowest-rated areas received a 75% approval rating among students.

~ Overall, staff report a strong and positive school climate (80.49%), highlighted by a culture of mutual respect (100%) and consistently positive perceptions of collaboration, student support, campus conditions, and cultural responsiveness (all at 83.33%); however, opportunities for growth remain in strengthening staff recognition (66.67%) and improving districtwide communication (60%).

RECOMMENDATIONS:

Sustain high levels of student motivation: Build on the increase to 100% by continuing engaging, relevant instruction and strong advisory practices. Reinforce goal-setting, progress monitoring, and student voice to maintain this momentum.

Address targeted areas of campus conditions: While overall perceptions are strong, identify the specific areas contributing to the 75% rating and prioritize improvements. This may include facility upkeep, access to spaces, or student-centered enhancements that improve daily experience.

Strengthen staff recognition systems: Develop more consistent and visible ways to acknowledge staff contributions, such as regular shout-outs, formal recognition opportunities, and peer-nominated acknowledgments tied to site goals and student outcomes.

Improve communication across the organization: Clarify communication structures and expectations between site and district. Streamline messaging, ensure timely updates, and create opportunities for two-way feedback so staff feel informed and heard.

Maintain and deepen a positive staff culture: Continue fostering collaboration, respect, and cultural responsiveness through Peer-Led Collaboration, inclusive practices, and ongoing professional learning that reinforces the strong foundation already in place.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	%	0		
African American	7.41%	10.00%	22.73%	2	1	5
Asian	11.11%	%	%	3		
Filipino	3.7%	%	%	1		
Hispanic/Latino	74.07%	80.00%	54.55%	20	8	12
Pacific Islander	3.7%	%	4.55%	1		1
White	0%	%	18.18%	0		4
Two or More Races	0%	10.00%	%	0	1	
Not Reported	0%	%	%	0		
Total Enrollment				27	10	22

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 7	1	1	
Grade 8	5	1	4
Grade 9	3	2	4
Grade 10	5	2	8
Grade 11	11	1	5
Grade 12	2	3	1
Total Enrollment	27	10	22

Conclusions based on this data:

- Enrollment fluctuated significantly over the three years, with a decline followed by a partial rebound, reflecting the transitional nature of the student population.
- The student body is becoming more diverse, with a decrease in Hispanic/Latino enrollment and increases in African American and White student representation.
- Enrollment continues to be concentrated in grades 10 and 11, indicating the school primarily serves credit-deficient students nearing graduation.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	13	7	5	48.1%	70.0%	22.7%
Fluent English Proficient (FEP)	3	0	3	11.1%	0.0%	13.6%
Reclassified Fluent English Proficient (RFEP)	3			11.1%		

Conclusions based on this data:

1. The percentage of English Learners increased from 48.1% (2022–23) to 70.0% (2023–24), then declined to 22.7% (2024–25), reflecting significant year-to-year variability in the student population.
2. Inconsistent Fluent English Proficient (FEP) Trends.
3. Continued need for targeted language support and reclassification systems. All years highlights the ongoing need for designated and integrated ELD, culturally responsive instruction, and structured pathways to support reclassification.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7		*	*		*	*		*	*			
Grade 8	*	4	5	*	*	5	*	*	5			100
Grade 11	*	*	*	*	*	*	*	*	*			
All Grades	5	7	9	5	6	8	5	6	8	100.0	85.7	88.9

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7		*	*		*	*		*	*		*	*		*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7		*	*		*	*		*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7		*	*		*	*		*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7		*	*		*	*		*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Due to limited state assessment data, the site should continue relying on internal assessments.
2. Participation rates remain high across all years (100%, 85.7%, and 88.9%), indicating consistent efforts to assess enrolled students.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7		*	*		*	*		*	*			
Grade 8	*	4	5	*	*	5	*	*	5			100
Grade 11	4	*	*	4	*	*	4	*	*	100.0		
All Grades	6	7	9	6	6	8	6	6	8	100.0	85.7	88.9

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7		*	*		*	*		*	*		*	*		*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7		*	*		*	*		*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Testing participation remains consistently high across years despite small enrollment.
2. Nearly all detailed performance data across grades and years is represented as “*” to protect student privacy.
3. No reportable data is available for key math domains across all years.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
8		*	*		*	*		*	*		*	*
11	*	*		*	*		*	*		*	*	
All Grades										*	*	4

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
22	90.9%	22.7%	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	5	22.7%
Foster Youth	0	0.0%
Homeless	2	9.1%
Socioeconomically Disadvantaged	20	90.9%
Students with Disabilities	10	45.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	22.7%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	12	54.5%
Two or More Races	0	0.0%
Pacific Islander	1	4.5%
White	4	18.2%

Conclusions based on this data:

- Majority of students enrolled at are classified as socioeconomically disadvantaged.

2. Nearly half of the student population requires specialized services.
3. The student population is predominantly Hispanic, with increasing diversity.

School and Student Performance Data

Overall Performance

The 2025 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.”



2025 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. No state performance indicators are reported due to small student population size.

School and Student Performance Data

Academic Performance English Language Arts

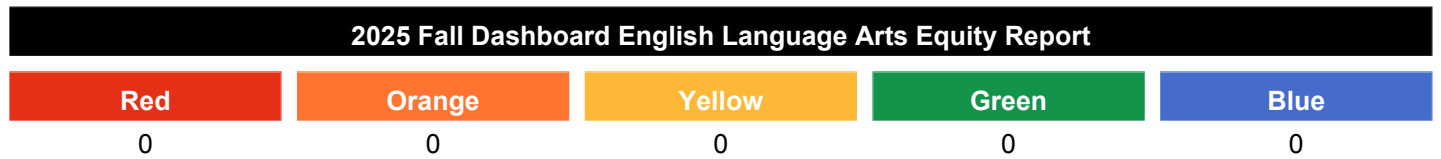
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. Because the school's total enrollment is fewer than 11 students, performance data is not reported across all groups.
2. Reliance on local assessment data is needed in order to monitor literacy outcomes.

School and Student Performance Data

Academic Performance Mathematics

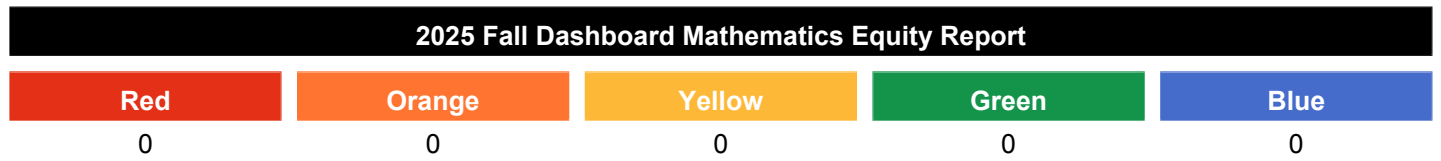
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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 number of student groups in each level.



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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	English Learners No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 0 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. Because the school's total enrollment is fewer than 11 students, performance data is not reported across all groups.
2. Local assessment data must be used to monitor math progress and guide instruction.

School and Student Performance Data

Academic Performance Science

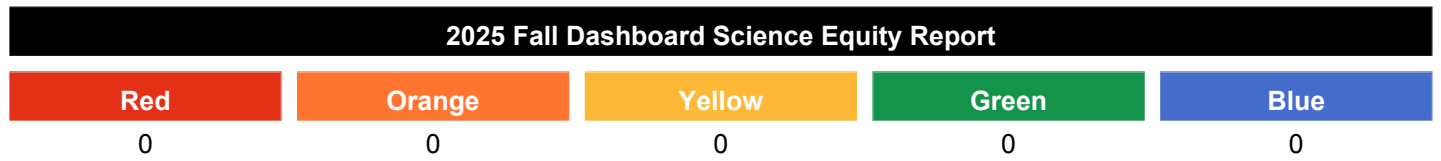
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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 number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Socioeconomically Disadvantaged  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students

Conclusions based on this data:

1. Local measures are necessary to monitor science learning and progress.
2. No science performance data is reported.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color making progress. Number Students: 4 Students	 No Performance Color making progress. 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.

2025 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

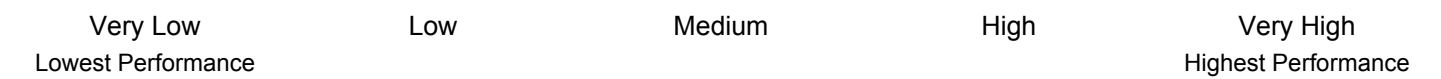
Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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



This section provides number of student groups in each level.



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

2025 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 2025 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 number of student groups in each level.



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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 2 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 2025 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.

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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.

2025 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.

2025 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

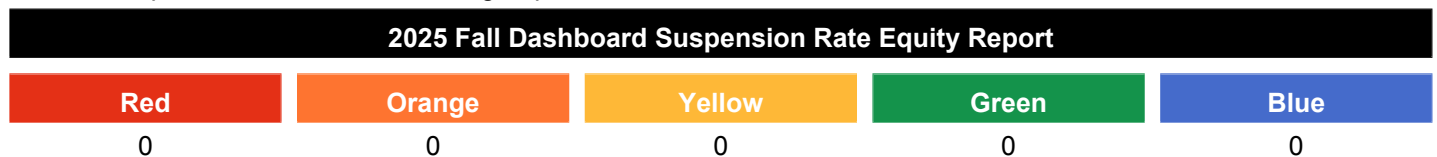
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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 number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  No Performance Color 23.5% suspended at least one day Increased 1.3% 34 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  No Performance Color 23.3% suspended at least one day Increased 1.1% 30 Students

Students with Disabilities  No Performance Color 20% suspended at least one day Declined 5% 15 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 14.3% suspended at least one day Declined 10.7% 21 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Conclusions based on this data:

1. Overall suspension rates are high at 23.5%.
2. Socioeconomically disadvantaged students mirror overall trend of high suspension rates.
3. Suspension remains a significant equity and climate concern.

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

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. ACTUAL OUTCOME: PLSP Implementation: 100% of students enrolled at Duncan-Russell Community Day School had a Personalized Learning and Support Plan (PLSP) developed within 10 school days of enrollment. Plans were created using onboarding data, including FastBridge diagnostics (when available), and incorporated academic, behavioral, and social-emotional goals. Staff conducted ongoing progress monitoring, though consistency varied due to student mobility and length of enrollment. The individualized PLSP approach strengthened initial student support, improved clarity of goals, and increased alignment of interventions across staff.	PLSP Fidelity and Impact: Maintain 100% of newly enrolled students with a completed PLSP within 10 school days. Ensure monthly documented progress monitoring for all students, including academic, attendance, and behavioral indicators. Increase to 85% of students meeting at least one PLSP goal prior to transition or exit. This can be tracked by making one PLSP goal a part of reinstatement requirement for the DRCDS program. Strengthen integration of FastBridge onboarding data to inform goal-setting and intervention strategies. Student Outcomes: Improve student engagement, attendance, and behavioral stability as measured through PLSP progress data. Increase successful transitions to comprehensive school settings, with students demonstrating readiness through consistent engagement and goal attainment.
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. ACTUAL OUTCOME: 100% of students were enrolled in IXL Learning and scheduled into a designated intervention/acceleration period.	Instructional Impact: Students engage in daily differentiated Math and ELA practice, with clear alignment between IXL skill pathways, classroom instruction, and PLSP goals. English Learners receive targeted language development pathways embedded within IXL and supported through designated ELD strategies. Measurable Growth Targets: +7–8% growth in Math skills +8–9% growth in ELA skills

	All students completed IXL diagnostics to determine current grade level and skill proficiency. Skill assignments were individualized for each student, targeting specific gaps in both Math and ELA, parallel to content presented in course of study. English Learners received targeted language development support through differentiated IXL skill pathways. IXL data began informing instruction and was increasingly aligned to student needs, though integration with PLSPs was still in early stages.	90% of students meet or exceed individualized growth targets based on diagnostic and skill progression data. Student Outcomes: Increased rates of students demonstrating grade-level readiness or significant skill gains in core content areas. Improved student engagement and persistence in intervention periods, as evidenced by IXL usage and completion data. Stronger academic readiness contributing to successful transitions back to comprehensive school settings or progress toward graduation.
CTE Career Exploration - Discovery Labs	CTE Career Exploration - Baseline 2023-2024 / Labs received late in the school year unable to determine baseline. Implementation Baseline for the 2024-2025 school year. ACTUAL BASELINE: 100% of enrolled students completed one or more Discovery Lab Modules, with some students engaging in multiple career pathways. Career exploration was more consistently integrated into advisory and PLSP development. Early efforts to connect career exploration to real-world applications were introduced but not yet fully systematized.	Expected Outcome will need more interaction, planning and support from the Academic Counselor. Access and Completion: 100% of students will complete at least two CTE Career Exploration – Discovery Lab Modules representing different industry sectors. College and Career Planning: 100% of students will maintain an updated College and Career Plan, aligned to their PLSP and reflecting career interests, goals, and progress. College and Career Plan facilitated with Academic Counselor. Application and Readiness: 90% of students will be able to: Identify a preferred career pathway Describe required education/training Set short-term goals aligned to their pathway Vocational Exposure: 100% of students will participate in at least one vocational training field trip (e.g., trade school, apprenticeship program, community college, or industry site visit) to strengthen real-world connections to career pathways. Student Outcomes: Increased student engagement through hands-on and relevant career exploration experiences. Improved alignment between career exploration, academic skill development, and PLSP goals.

		Stronger readiness for transition to comprehensive school settings, CTE pathways, or postsecondary opportunities.
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. ACTUAL OUTCOME 2025-2026: Documentation of student growth varies due to fluidity of enrollment and transfer to comprehensive sites.	Maintain current Expected Outcome. 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. ACTUAL OUTCOME 2025-2026: 1 college visit and 4 vocational visits.	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/Soc Sci/Art) (\$300) (1a1)	All students	300 Title I
1.3	General Classroom Support/Supplies/Materials (Math/Science/PE) (\$300) (1a2)	All Students	300 Title I

1.4	Activities/Materials/Supplies (such as CTE exploration/consumables) (\$) (1a3)	All Students	
1.5	Academic Student Intervention Support Contract Services (such as IXL) (\$1800) (1a4)	All Students Targeted SES/EL/FY Students	1800 LCFF
1.6	College Visits/Vocational Skills Field Trips /materials/supplies/ Subs/extra services hours (\$1000) (1a5)	All Students	1000 LCFF
1.7	Intervention Supplies/Materials/Activities Focus Targeted SES/EL/FY (\$100) (1b1)	Targeted EL	100 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.(\$222) (1c2)	Targeted EL	222 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: 2025-26

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.

Overall, Duncan-Russell Community Day School has effectively implemented the majority of strategies and activities aligned to this goal, with evidence of progress across academic intervention, social-emotional supports, and college and career readiness. Implementation was strongest in establishing systems and structures, including the use of FastBridge diagnostics, IXL individualized skill development, and the rollout of Personalized Learning and Support Plans (PLSPs) to guide student support.

The effectiveness of these strategies is reflected in increased alignment between assessment data and instructional practices, as well as consistent access to targeted interventions such as English Learner supports, credit recovery through Edgenuity, and counseling services. Students benefited from individualized academic pathways and expanded exposure to career exploration opportunities, including field trips and college/career activities, which supported engagement and relevance of learning.

However, the highly transient nature of the student population and mid-year implementation of some initiatives limited the ability to consistently measure student growth and fully evaluate long-term impact. While systems are now in place, progress monitoring and data tracking practices require further refinement to ensure consistent documentation of outcomes, particularly in relation to PLSP goal attainment and intervention effectiveness.

In summary, the school has made meaningful progress in implementing a comprehensive, student-centered support system, and the foundation for sustained impact is established. Continued focus on data coherence, consistent progress monitoring, and deeper integration of academic, behavioral, and college/career systems will strengthen overall effectiveness and lead to improved student outcomes.

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

Overall, there were minimal differences between intended implementation and actual expenditures, and the majority of strategies were carried out as planned. Core components, including FastBridge assessments, IXL intervention, English Learner supports, counseling services, and career exploration activities, were implemented with fidelity and aligned to the articulated goal.

The primary differences were related to timing, utilization of funds, and adjustments based on site needs. Some planned expenditures, such as teacher release time and professional development, required fewer resources than anticipated due to scheduling efficiencies and the ability to conduct collaboration during non-instructional time. Additionally, certain field trip and program costs were reduced or covered through alternative funding sources, resulting in less reliance on SPSA funds.

Despite these adjustments, there were no significant gaps in program delivery, and resources were reallocated as needed to maintain alignment with student needs and SPSA priorities. Overall, expenditures remained aligned to the goal, with modifications reflecting responsive decision-making and efficient use of funds rather than deviations from the plan.

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 2025–2026 analysis, the goal will remain intact; however, key refinements will be made to strengthen implementation fidelity, increase measurable outcomes, and ensure tighter alignment across PLSPs, academic interventions, and college/career readiness systems. For the 2026–2027 school year, several refinements will be made to strengthen annual outcomes and metrics. The PLSP system will continue to require that 100% of students have a completed plan within 10 school days, with the addition of monthly documented progress monitoring that includes academic, attendance, and behavioral indicators. The target will increase to 85% of students meeting at least one PLSP goal prior to transition or exit, including alignment with reinstatement criteria, and FastBridge onboarding data will be more intentionally used to inform goal-setting and interventions. Academic intervention expectations will also be elevated, with targets of 7–8% growth in Math and 8–9% growth in ELA, and 90% of students meeting individualized growth goals. Instruction will be more tightly aligned by connecting IXL skill pathways directly to classroom instruction and PLSP goals, while expanding targeted English Learner supports within IXL and designated ELD strategies.

College and career readiness outcomes will be expanded to ensure deeper engagement and application. All students will complete at least two Discovery Lab modules and maintain an updated College and Career Plan aligned to their PLSP. In addition, 90% of students will be able to identify a career pathway, describe required education or training, and set short-term goals. To strengthen real-world connections, all students will participate in at least one vocational or college field trip annually, with expanded opportunities to attend two field trips per year. English Learner supports will be enhanced through formalizing the EL Coordinator's role in monitoring progress, maintaining targeted intervention and acceleration, and establishing a goal that 80% of continuing EL students demonstrate growth of at least one ELPI level. Access to college and career exploration opportunities will also be expanded for EL students. Finally, the role of the Academic Counselor will be strengthened to support PLSP development, ongoing monitoring, and college and career planning, ensuring greater alignment between counseling services, student goals, and successful transitions.

For the 2026–2027 school year, these updates will be reflected across multiple sections of the SPSA to ensure coherence and alignment. In the Goals and Annual Outcomes section, performance targets will be updated to include PLSP completion, IXL growth, English Learner progress, CTE completion, and field trip participation. The Metrics and Indicators section will incorporate clearly defined, measurable targets such as the percentage of students meeting PLSP goals, IXL growth rates, ELPI progress, and career readiness indicators. In the Strategies and Actions section, revisions will include structured PLSP monitoring cycles, increased involvement of the Academic Counselor, expanded Discovery Lab experiences, and the addition of vocational and college field trips. The Expenditures/Budget section will reflect adjusted allocations to support these efforts, including funding for field trips, intervention programs, English Learner supports, and counseling time. Finally, the Monitoring and Evaluation section will establish clear expectations for monthly progress monitoring, consistent data collection, and stronger alignment across all systems to ensure the effectiveness of implementation.

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. ACTUAL OUTCOME 2025-2026: Communication with academic counselor process refined.	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). ACTUAL OUTCOME: 2025-2026 (Aug-Mar) Decrease to 17 Behavior Referrals. Primary violation for profanity.	100% of staff will participate in at least two restorative practices professional development sessions (refresher and/or coaching cycles). Ongoing Professional Development: Quarterly follow-up sessions (1–2 hours each). Behavior referrals will decrease to 15 or fewer (Aug–Mar), with a targeted reduction in referrals related to profanity. 80% of behavioral incidents will be addressed using documented restorative practices (e.g., circles, mediation, reflection) prior to administrative referral. Reduction in repeat referrals: At least 75% of students with a referral will not receive a second referral during the school year. Staff implementation will be monitored through site walkthroughs and documentation, with evidence of consistent restorative practices in classrooms and common areas. 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. Increase parent engagement by achieving at least a 20% parent response rate across LCAP surveys,

	ACTUAL OUTCOME: No parent participation on school survey. Lack of parent attendance at student recognition celebration. Drop in parent participation in Parent Cafe' Baseline: Monthly phone call from Parent Liaison. Offer parent engagement activities presented by Parent Liaison.	school communications, or feedback opportunities (measured by submissions, replies, or interactions). At least 40% of families will participate in one or more school events, workshops, or Parent Café sessions during the school year, with participation tracked through sign-ins and virtual attendance. Implement multiple communication methods (ParentSquare, phone calls, in-person outreach) to ensure 100% of families receive at least two direct contacts per semester, with a focus on increasing engagement among hard-to-reach families.
Group Counseling	Baseline 2024-2025: Behaviorist began implementing the Overcoming Obstacles group curriculum and facilitating conflict resolution sessions 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. ACTUAL OUTCOME: Decrease in overall behavior referrals. 2024-2025 - (Aug-Mar): 37 total behavior referrals. 2025-2026 - (Aug-Mar): 17 total behavior referrals (54% decrease). Of these, 6 referrals were specifically for profanity and 2 for dress code violations. 100% of students participated in 95% of group sessions while enrolled.	Maintain 100% of students will participate while in attendance. These sessions will focus on social-emotional learning, conflict resolution, and decision-making skills. Through consistent 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. Reduce profanity-related referrals by implementing targeted SEL lessons focused on appropriate language, self-regulation, and conflict resolution. Utilize restorative circles and reflection protocols to address incidents of profanity Reinforce clear schoolwide expectations for respectful communication
LCAP Climate Survey or local student safety survey.	Baseline 2024-2025: 75% of students feel safe from gang activity and gang violence at school.	Increase the percentage of students who report feeling safe from gang activity and violence at school from 75% to at least 80%

	Baseline 2024-2025: 75% of student feel safe while attending class. ACTUAL OUTCOME: 2025-2026: Student survey results indicate that 75% of students report feeling safe from gang activity and gang violence at school, maintaining the baseline from 2024–2025.	One to two days a week provide structured lunchtime supervised positive activities (by behaviorist/campus security) 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).
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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.(funded through the Equity Multiplier Grant (2a3)	All Students	0
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 (\$200) (2d2)	All Students Targeted EL Students Targeted SES/EL/FY	200 LCFF 200 LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2025-26

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.

Overall, the strategies and activities aligned to this goal were implemented with consistency and produced positive outcomes, particularly in the areas of school climate, student engagement, and social-emotional support. Restorative practices, SEL groups, and engagement-based strategies were effectively established, contributing to a more supportive and structured learning environment. Students participated regularly in SEL groups and enrichment activities, and staff engaged in professional development to strengthen instructional practices and student support systems.

The effectiveness of these strategies is evident in the significant reduction in overall behavior referrals, indicating improved student behavior and increased use of proactive and restorative approaches. Additionally, consistent family communication through newsletters and outreach supported transparency and connection with the school community.

While implementation was strong, opportunities remain to strengthen participation in counseling and SEL supports and to improve progress monitoring systems to better measure the impact of interventions over time. The school has established a solid foundation of supports, and continued refinement of data collection and alignment across systems will further enhance effectiveness and sustainability.

In summary, the goal was largely met with effective implementation and measurable improvements in student behavior and school climate, with next steps focused on deepening impact through consistent monitoring and increased student engagement in support services.

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

There were no major differences between the intended implementation and the actual delivery of strategies and activities associated with this goal. Core components, including restorative practices, SEL groups, staff professional development, and student engagement activities, were implemented as planned and aligned to SPSA priorities.

Minor differences occurred in the timing and utilization of certain resources. Some professional development and collaboration opportunities required fewer expenditures than originally anticipated due to efficient scheduling and the ability to conduct training during existing meeting times. Additionally, certain enrichment activities and field trips were supported through alternative funding sources (Equity Multiplier Funds) or reduced costs, resulting in less reliance on allocated SPSA funds.

Implementation adjustments were also made to respond to the needs of a highly transient student population, requiring more flexible delivery of services such as SEL supports and counseling rather than fixed, large-scale programming. These adjustments did not negatively impact the overall goal but instead ensured that supports remained accessible and responsive to student needs.

Overall, expenditures remained aligned to the goal, with minor reallocations reflecting efficient use of funds and adaptive implementation, rather than significant deviations from the original plan.

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 this analysis, the goal will remain unchanged; however, targeted refinements will be made to strengthen implementation, increase measurable outcomes, and improve consistency across systems. The focus will shift from initial implementation to greater fidelity, monitoring, and impact.

Annual outcomes and metrics will be revised to include clear, measurable targets. This includes maintaining reduced behavior referrals with a specific focus on decreasing profanity-related incidents, increasing participation in SEL and counseling supports, and establishing defined targets for student engagement and school climate indicators. Additional

metrics will include tracking the use of restorative practices prior to administrative referrals, reducing repeat incidents, and monitoring student participation in group sessions and interventions.

Strategies and activities will be refined to ensure consistent implementation of restorative practices across all staff, including ongoing professional development, coaching, and accountability measures. SEL supports will be strengthened through structured group sessions with clearly defined learning objectives, as well as increased efforts to engage students who may not consistently participate. The role of staff in reinforcing expectations for behavior, communication, and relationship-building will be further emphasized. Additionally, systems will be developed to ensure more consistent documentation and progress monitoring of student behavior and intervention outcomes.

For the 2026–2027 school year, these updates will be reflected across several sections of the SPSA to ensure alignment and accountability. In the Goals and Annual Outcomes section, targets will be updated to reflect continued reductions in behavior referrals, increased student engagement, and improved school climate indicators. The Metrics and Indicators section will include clearly defined measures such as the percentage reduction in specific behavior referrals, participation rates in SEL supports, and the documented use of restorative practices. In the Strategies and Actions section, actions will be revised to include ongoing restorative practices training, structured SEL implementation, and increased staff accountability for consistent application of strategies. The Expenditures/Budget section will reflect adjusted allocations to support professional development, SEL programming, and resources that promote a positive school climate. Finally, the Monitoring and Evaluation section will establish clear expectations for ongoing data collection, monthly review of behavior data, and regular evaluation of intervention effectiveness.

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: 100% of student believe the school motivates students to learn.	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. Baseline 2025-2026: Behavior/Referrals decreased 50+% from previous year. Majority of referrals were for the use of profanity.	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. Actual Outcome 2025-2026: Three field trips in the fall and 2 field trips in spring.	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 Title I
3.2	Educational Classroom supplies/materials (\$500) (3a2)	All Students	500 Title I

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	1211 LCFF 889 Title I 100 LCFF - Supplemental
3.5	General School Supplies & Materials (\$3425) (4a1)	All Students	3325 LCFF 100 LCFF - Supplemental
3.6	Service Contracts - RICOH (\$200) (4a2)	All Students	200 LCFF
3.7	Postage for parent engagement (\$42) (4a3)	Targeted EL Students	42 LCFF

Annual Review

SPSA Year Reviewed: 2025-26

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.

Overall, the strategies and activities aligned to this goal were implemented effectively and resulted in a strong, positive school climate. Efforts focused on restorative practices, student engagement, and creating a supportive learning environment were consistently carried out across the campus. Students participated in structured activities that promoted collaboration, respect, and connection to the school community, while staff reinforced expectations for a safe and inclusive environment.

The effectiveness of these strategies is reflected in the high student climate survey results, with a 95.24% overall positive response rate. Students reported feeling safe, supported, and motivated to learn, with 100% positive responses in key areas such as feeling secure at school, being encouraged to achieve at high levels, and having their efforts recognized by teachers. These outcomes indicate that the school's focus on relationship-building, restorative practices, and student-centered supports has had a meaningful impact on the overall school climate.

While implementation was strong, the data also highlights areas for continued growth, particularly in increasing student comfort with classroom participation and improving perceptions of certain campus facilities. These areas suggest a need for continued focus on student voice, engagement strategies, and maintaining high-quality learning environments.

In summary, the goal was successfully implemented with clear evidence of effectiveness, resulting in a positive and supportive school climate. Continued refinement of engagement strategies and targeted improvements will further strengthen outcomes in future implementation cycles.

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

There were no major differences between the intended implementation and the actual execution of strategies and activities for this goal. Planned actions focused on improving school climate, including restorative practices, student engagement strategies, and maintaining a safe and supportive environment, were implemented as outlined in the SPSA.

Minor differences occurred in the use and timing of budgeted expenditures. Some planned costs for materials, facility improvements, and student engagement activities were either reduced or delayed due to availability of existing resources or efficiencies in implementation. In some cases, site-based resources and staff capacity were leveraged instead of additional expenditures, resulting in lower-than-anticipated spending in certain areas.

Additionally, adjustments were made to respond to immediate student needs and site conditions, particularly in maintaining clean and well-maintained facilities and supporting student engagement. These adjustments did not significantly alter the scope of the goal but allowed for more flexible and responsive use of funds.

Overall, expenditures remained aligned to the goal, with only minor reallocations. These differences reflect efficient use of resources and adaptive implementation, rather than any significant deviation from the original plan.

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.

Based on this analysis, the goal will remain unchanged; however, refinements will be made to strengthen targeted areas of improvement and ensure sustained positive outcomes in school climate and student engagement. While overall results indicate a strong and supportive environment, adjustments will focus on increasing student participation, improving specific facility-related perceptions, and enhancing consistency in implementation.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$12,239.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$2,389.00

Subtotal of additional federal funds included for this school: \$2,389.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$0.00
LCFF	\$8,928.00
LCFF - Supplemental	\$922.00

Subtotal of state or local funds included for this school: \$9,850.00

Total of federal, state, and/or local funds for this school: \$12,239.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Traci L Mitchell <i>Traci Mitchell 4/23/26</i>	Principal
Lauren Coker	Classroom Teacher
Tania Quant-Dooley <i>T Dooley 4/23/26</i>	Classroom Teacher
Tom Webb <i>Tom Webb 4/23/26</i>	Classroom Teacher
Sandra Vasquez	Other School Staff
Gilbert Montes <i>Gilbert Montes 4-23-26</i>	Parent or Community Member
Gloria Spikes	Parent or Community Member
Robert Montes <i>Robert Montes 4/23/26</i>	Secondary Student
Isabella Franco <i>Isabella Franco 4/23/26</i>	Secondary Student

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