



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Duncan Russell Community Day School	39 75499 3930393	May 10, 2022	May 24, 2022

Purpose and Description

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

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Our plan has been developed with input from all appropriate educational partners. The groups used to develop our plan are School Site Council, classified and certificated employees, parents and community members. Duncan-Russell Community Day School will provide a variety of ways for parents and guardians to be active in their student’s education. The opportunities range from serving on School Site Council, School Safety Committee, and Parent Education Workshops. Duncan-Russell Community Day School is an innovative, individualized and technologically progressive school site. We provide a blended model of direct instruction and online curriculum in a positive and safe learning environment. It will emphasize communication and use of technology. Duncan-Russell will provide an opportunity for all students to overcome barriers through developing

characteristics of GRIT, increase individual and group counseling, in order to be productive in meeting tomorrow's challenges.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The Needs Assessment process with our educational partners included input from formal online surveys with partners and informal feedback from students and on-site staff.

~ TUSD 2022 Educational Partners Survey - School Climate & Safety

Students: 79% believes the school encourages all students to do challenging schoolwork regardless of their gender, race, ethnicity, or nationality and 79% believe teachers recognize the work they are doing. 81% Strongly Agree or Agree they feel comfortable working with classmates and participating in class. 74% report they believe the school motivates students to learn. 76.92% believes school communicates the importance of respecting all cultural beliefs and practices, 91% Strongly Agree or Agree they feel safe while attending class and 79% feel safe from gang activity and gang violence at school. 73% believes the buildings and grounds are clean and well maintained.

Parents: 100% of parents Strongly Agree or Agree this school motivates students to learn, 100% feel that the school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality, 73% feel that the school communicates the importance of respecting all cultural beliefs and practices, 93.33% feel comfortable talking with their teacher, 85.72% feels comfortable talking with the school's Principal, 80% feel comfortable talking to the counselor, 100% of the staff responds in a timely manner, and 100% of the office staff is friendly and professional. 86.66% Strongly Agree or Agree the buildings and grounds are clean and well maintained.

Staff: 94.12% believes Duncan Russell encourages all students to do challenging schoolwork regardless of their gender, race, ethnicity, or nationality and 100% believe the school/department communicates the importance of respecting all cultural beliefs and practices. 88.89% believe colleagues at work treat them with respect and the school/department collaborate to achieve our school goals. 77.78% feels the staff members are recognized appropriately for their efforts and accomplishments. 77.78% feel that our district ensures effective communication across the organization. 100% feels prepared to respond in an emergency and 100% Strongly Agree or Agree the workplace is safe. 77.78% Strongly Agree or Agree the buildings and grounds at the school are clean and well maintained with 22.22% disagreeing.

Summary

After returning from Distance Learning and Hybrid learning there is a decline in the overall positive feeling of being back in person and that there is a need to continually express behavior expectations. There were gains made in communication with parents between the school administration and the counseling department. The educational partners identified two main areas of growth. One being the 23.08% difference in teacher and students perspectives in respect to the school communicating the importance of respecting all cultural beliefs and practices. Another area identified for growth is the upkeep and maintenance for the grounds and school facilities. More information is needed in both areas in order to identify specific area(s) to address the need.

Classroom Observations

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

~ All teachers received classroom observations using the Rigor, Relevance and Relationships rubrics. There is a focus on learner engagement. Teachers are encouraged to reflect on their practices, teaching strategies and collaboration with colleagues.

~ Instructional Rounds: Observe learner engagement, relevance & building of relationships with students.

~ Evaluation Observations: There were two certificated evaluations and two para-educators evaluated this year.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Teachers, para educators, administrative staff and School Site Council have analyzed assessment data from Fast Bridge in the areas of reading, math and MySaebrs. We are unable to use district assessments due to students enrolling at different times with varying coverage of content standards nor are we able to use the California Dashboard data due to no available data. Fastbridge assessments are done at the beginning and end of the school year. Teachers are utilizing assessment tools in Study Sync and Edgenuity - MyPath, ELPAC assessments and previous state assessments.

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

~ Edgenuity My Path is providing individual modifications to increase student learning via Assessments and Learning Paths.

~ ELPAC assessments are used to provide accommodations in Study Sync

Summary

Duncan Russell Community Day School continues to consistently implement quarterly assessments on student progress. Based on needs assessments feedback the structure and timing of Fastbridge assessments will need to be modified.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

- ~ 1 Single subject Clear English with a mathematics authorization
- ~ 1 Single subject Social Studies and one Multiple subject teaching credential
- ~ 1 Special education teacher with multiple subject teaching Clear Teaching Credential and Learning Handicapped Clear Credential - position filled by a special education substitute teacher
- ~ 1 Para-Educator
- ~ 1 Special Education Para-Educator

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

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

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

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

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

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

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

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

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

- ~ Due to the instructional minutes requirement for community day schools and confines within the teacher contracts, the community day does not have early release days. As a result, teachers have a common preparation period and are able to participate in limited site professional development opportunities, district staff development at least once a month when certificated staff have an additional hour on Early Release Mondays.
- ~ All teachers at the community day school have a common preparation period before the start of the school day for collaboration and planning of cross curricular activities.

Teaching and Learning

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

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

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

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

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

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

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

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

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

- ~ Edgenuity - online a-g courses
- ~ Study Sync
- ~ Edgenuity online curriculum including MyPath ELA and Math

Opportunity and Equal Educational Access

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

- ~ Students receive individualized attention to meet their academic and personal needs.
- ~ Students receive credit recovery via direct instruction.
- ~ Students receive credit recovery via online platforms.
- ~ General Education para educator: push-in.
- ~ Opportunities for after school support and intervention.
- ~ Opportunity for students to meet with outside counselors.

Evidence-based educational practices to raise student achievement

- ~ SDAIE support and instructional strategies
- ~ MyPath in Edgenuity
- ~ Questioning, summarizing, check for understanding
- ~ Breaking assignments down into smaller chunks
- ~ Activating prior Knowledge
- ~ Cross-Curricular Planning and Instruction
- ~ Project based learning

Parental Engagement

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

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

The opportunities range from:

- ~ Onboarding (Intake) process
- ~ Serving on School Site Council
- ~ Safety Committee
- ~ ELAC Committee
- ~ Academic Progress Reports
- ~ Parent/Teacher Conferences
- ~ Individualized Education Plan Meetings
- ~ Alternative Education Parent Workshops with the principal

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

- ~ School Site Council
- ~ Site and District ELAC
- ~ Parent/teacher conferences
- ~ Quarterly Meetings with administrator and school counselor

Funding

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

- ~ Edgenuity MyPath
- ~ Project Based Learning
- ~ Refreshments for Alternative Education Parent Workshops
- ~ Parent Newsletters
- ~ Professional Learning
- ~ Promote positive school Climate
- ~ Family Engagement
- ~ MTSS

Fiscal support (EPC)

Local Control Funding Formula (LCFF)
LCFF Supplemental
Title 1

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Duncan Russell works together with educational partners to create a SPSA that is representative of overall goals, instruction, and growth. Teachers, administrators, para-educators and members of School Site Council evaluate data and listen to student feedback to inform decisions. During Professional Learning Communities, teachers evaluate data to inform instruction. Data collected from Fast Bridge scores and Stakeholder survey is discussed.

~School Site Council Meetings, ELAC and Alternative Education Parent Workshops held consecutively, every quarter.

Resource Inequities

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

Duncan Russell serves students who are expelled or SARB'd (Student Attendance Review Board placement). Attendance, tardiness and behavior problems keep students out of school or attending consistently in remedial academic supports or mental health services. The students who are being SARB'd or expelled are Socioeconomically Disadvantaged at 75%, Hispanics at 50%, English Learners at 35% and Pacific Islanders at 15%. After reviewing the responses to needs assessment there is a high interest in real-life experiences and opportunities, more activities on campus is needed, and continued multi-tiered mental health services.

- ~ Increase parent engagement with our largest subgroup of students - Hispanic population. There is a need for a Bi-lingual parent liaison.
- ~ We have a high percentage of long-term English Learners.
- ~ A need to analyze and monitor their academic language growth supporting the ability to reclassify as English Proficient.
- ~ Additional support, such as strategies and engaging reading support, allowing access to grade level content.

- ~ Due to suspension rates for vaping and use of contraband - the need to address substance use is a great demand.
- ~ Career planning opportunities/activities
- ~ Lack of funding for adequate Behavior Intervention staff

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 7	2	4	
Grade 8	4	2	3
Grade 9	1	5	4
Grade 10	15	11	3
Grade 11	7	6	9
Grade 12	2	2	1
Total Enrollment	31	30	20

Conclusions based on this data:

1. Low student enrollment at the beginning of the school year - possibly due to distance learning

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	7	9	7	22.6%	30.0%	35.0%
Fluent English Proficient (FEP)	6	3	1	19.4%	10.0%	5.0%
Reclassified Fluent English Proficient (RFEP)	0	0	4	0.0%	0.0%	44.4%

Conclusions based on this data:

1. Increase our percentage of EL reclassifications.
2. Yearly increase of EL population

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*	7		*	6		*	6			85.7	
Grade 8	*	5	*	*	4	*	*	4	*		80	
Grade 11	*	*	11	*	*	7	*	*	7			63.6
All Grades	15	14	14	15	12	10	15	12	10	100	85.7	71.4

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0.00	8.33	*	20.00	8.33	*	26.67	50.00	*	53.33	33.33	*

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	13.33	16.67	*	26.67	58.33	*	60.00	25.00	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	8.33	*	35.71	50.00	*	64.29	41.67	*

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	6.67	8.33	*	53.33	66.67	*	40.00	25.00	*

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	8.33	*	53.33	75.00	*	46.67	16.67	*

2019-20 Data:

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Conclusions based on this data:

1. No data for 20-21
2. Decline in number of students tested

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*	7		*	6		*	6			85.7	
Grade 8	*	5	*	*	4	*	*	4	*		80	
Grade 11	*	*	11	*	*	7	*	*	7			63.6
All Grades	16	14	14	16	12	10	16	12	10	100	85.7	71.4

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0.00	8.33	*	0.00	0.00	*	12.50	25.00	*	87.50	66.67	*

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	8.33	*	0.00	16.67	*	100.0	75.00	*

2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	8.33	*	13.33	25.00	*	86.67	66.67	*

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	8.33	*	40.00	33.33	*	60.00	58.33	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. No Data for 2020-2021

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*	
All Grades										12	8	4

2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*	*	*	*	*		*	*		*	*	*	*	*
11	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	12	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*	*	*	*	*		*	*		*	*	*	*	*
11	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*		*	*	*	*	*	12	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*	*	*	*	*	*	*	*		*	*	*	*	*
11	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	12	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	*	*	*		*	*		*	*	*	*	*
11	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	12	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*	*	*	*	*		*	*	*	*	*
11	*	*	*		*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	12	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*	*	*	*	*		*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	12	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	*	*	*	*	*	*		*	*	*	*	*
11	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	12	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Number of students tested decreased during distance learning.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
20	75.0	35.0	5.0
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	7	35.0
Foster Youth	1	5.0
Homeless	1	5.0
Socioeconomically Disadvantaged	15	75.0
Students with Disabilities	3	15.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	10.0
American Indian or Alaska Native	1	5.0
Asian	1	5.0
Filipino		
Hispanic	10	50.0
Two or More Races	1	5.0
Native Hawaiian or Pacific Islander	3	15.0
White	2	10.0

Conclusions based on this data:





1. Hispanic students is the largest population at Duncan Russell

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 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  Orange
Mathematics  No Performance Color		

Conclusions based on this data:

1. Students expelled from comprehensive middle and high school is the population enrolled at DR

School and Student Performance Data

Academic Performance English Language Arts

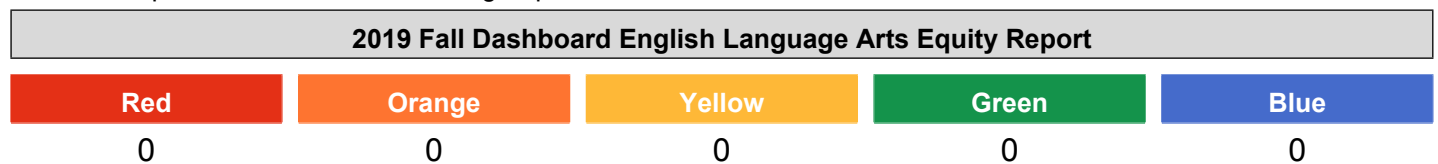
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Students with Disabilities  No Performance Color 0 Students

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1	0 Students	Less than 11 Students - Data Not Displayed for Privacy 2

Conclusions based on this data:

1. Not enough students tested

School and Student Performance Data

Academic Performance Mathematics

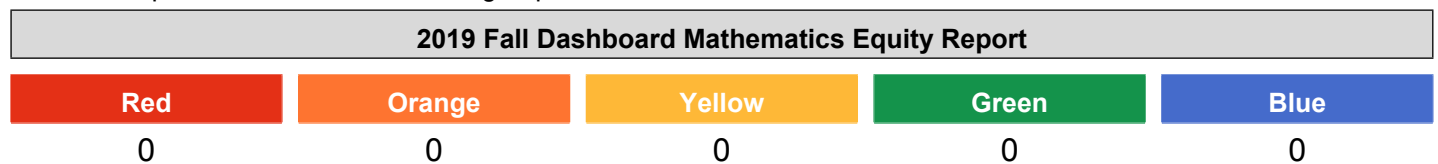
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.




The performance levels are color-coded and range from lowest-to-highest performance in the following order:




This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students <div style="text-align: center;">  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 </div>	English Learners <div style="text-align: center;">  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 </div>	Foster Youth
Homeless	Socioeconomically Disadvantaged <div style="text-align: center;">  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 </div>	Students with Disabilities

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1		Less than 11 Students - Data Not Displayed for Privacy 2

Conclusions based on this data:

1. Not enough students tested

School and Student Performance Data

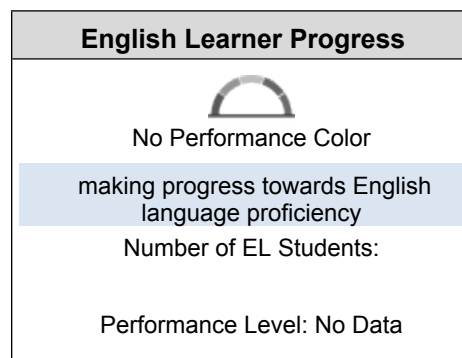
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased
One ELPI Level

Maintained ELPI Level 1,
2L, 2H, 3L, or 3H

Maintained
ELPI Level 4

Progressed At Least
One ELPI Level

Conclusions based on this data:

1. No data.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

- 1. No Data

School and Student Performance Data

Academic Engagement Chronic Absenteeism

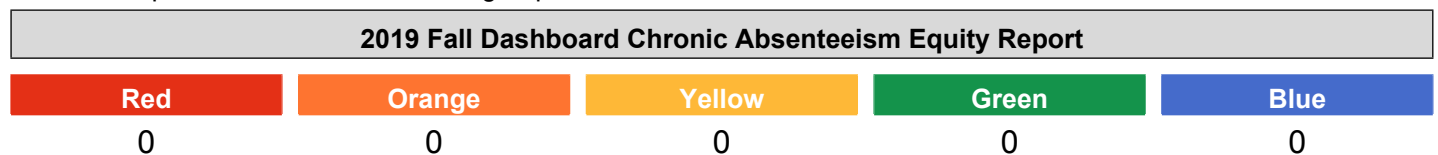
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 6.7 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 7.7 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

Conclusions based on this data:

1. No Data
2. At least 40% of students enrolled at community day school have been placed due to lack of attendance at other school (SARB).

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. No data - Graduation from DRCDS is not an option,

School and Student Performance Data

Conditions & Climate Suspension Rate

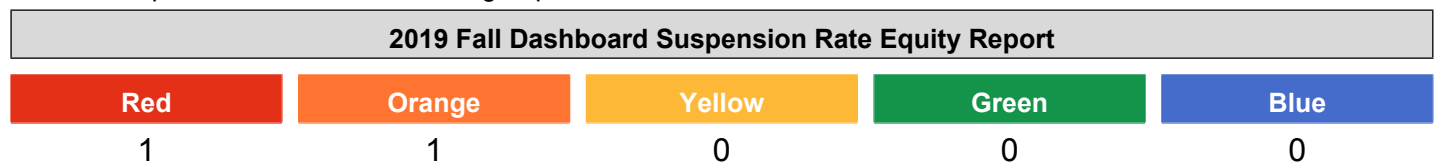
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.






The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 33.8 Declined -2.1 80	English Learners  No Performance Color 31.3 Increased +2.1 16	Foster Youth  No Performance Color Less than 11 Students - Data Not 1
Homeless	Socioeconomically Disadvantaged  Orange 34.8 Declined -0.5 66	Students with Disabilities  No Performance Color Less than 11 Students - Data Not 7

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 10	American Indian	Asian  No Performance Color Less than 11 Students - Data 1	Filipino  No Performance Color Less than 11 Students - Data 3
Hispanic  Red 30 Increased +2.2 50	Two or More Races  No Performance Color Less than 11 Students - Data 3	Pacific Islander  No Performance Color Less than 11 Students - Data 2	White  No Performance Color 36.4 Declined -6.5 11

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	35.8	33.8

Conclusions based on this data:

1. Decrease of 2% suspension rate from 2018 to 2019
2. Suspension days from the the comprehensive sites follows the students
3. 75% of students have been expelled from comprehensive sites

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

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

Identified Need

1. improvement in reading and math scores/grade levels
2. access to curriculum that meets students where they are academically
3. focus on English Learners
4. professional development and team planning
5. introduce and implement STEM activities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fastbridge aReading and aMath	Upon On-boarding and/or quarterly and upon exit of program	All students improve one grade level a quarter.
Project Based Learning and Beyond	Baseline 2022-2023	Increase critical thinking for all students, while providing hands on activities Address data collection to determine student academic growth Reduce number of students failing content courses
CTE Exploration Labs	Baseline 2022-2023	All student complete 4 CTE Exploration Moduals
Staff Planning Days	Baseline 2022-2023	Provide for Team Planning and Professional Development-STEM Implementation at least 2 per year
STEM Implementation	Baseline 2022-2023	Increase number of STEM lessons and activities incorporated in core content subjects by 2%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

~All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

~All students

Strategy/Activity

Provide access to Project Based Learning and Beyond Activities (\$400)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

400

Source(s)

Title I

0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Socioeconomically Disadvantaged, Foster Youth students

Strategy/Activity

Provide hands on activities via CTE Exploration Labs and learning platform (\$2500)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	Title I
1000	LCFF - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

~All students

Strategy/Activity

Staff Planning Days - Implementation of STEM Activities and CTE Exploration Labs (\$1000)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
300	LCFF
700	LCFF - Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

~All students

Strategy/Activity

Provide/purchase STEM (NGSS aligned) Activities and Materials for all students (\$500)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
250	Title I
250	LCFF - Supplemental

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide general classroom support:
Supplies & materials (\$2100)
PE, Art, Electives (\$1500)
Classroom Library Books (\$500)
Consumables and intervention materials (\$600)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2300	LCFF
2100	Title I
300	LCFF - Supplemental

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Group Counseling (Sow-A-Seed) (\$0)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 8**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Provide Technology materials and supplies (\$2000)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Students are assessed upon onboarding (enrollment) and placed in appropriate courses. This enable students to raise their reading and math levels as well as have knowledge about their academic needs. The rate at which we need to access needs to be adjusted in order to account for the fluidity of our student population. This is a change in that rather than use Renaissance and Fastbridge, which caused many students to experience testing fatigue, we will use the district adopted assessment tool and modify the times administered.

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

No expected major differences

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

No changes to this anticipated.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

Students who attend DRCDS are either expelled, assigned by the Attendance Review Board (SARB'd) or two or more semesters deficient in credits needed to graduate from high school. Student 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 where teachers are prepared to redirect behaviors that impedes students from learning.

1. Skills to improve academic progress
2. Use of technology and appropriate digital citizenship
3. Staff Development - De-escalating behaviors in the classroom
4. Communication - Safety materials and training
5. Counseling services
6. Improve school climate
7. Parent Involvement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Completion of coursework: Strategies for Academic Success	Continue with Edgenuity	All students will complete Strategies for Academic Success Course Master Schedule
Technology in the classroom - Digital Citizenship Coursework	No baseline-first year of implementation.	All student will complete Digital Citizenship coursework Master Schedule
Staff Development	No baseline - first year of implementation	50% decrease of in-class escalation of negative behaviors
Communication	No baseline	100% alternative access to communication with site/district administration
Group Counseling	Second year of implementation	100% of students will complete

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Vape Educate	First Full Year of Implementation	100% of students assigned course will complete
Parent participation and involvement	Second year of face to face implementation	3% of parents in attendance

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Edgenuity Online Learning Platform - Strategies for Academic Success (\$0)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Online Digital Citizenship - Edgenuity (\$0)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide access to Staff/Professional Development that will focus on dealing with student behaviors. (\$1000)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200	LCFF - Supplemental
800	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Access Alternative communication (Radio) (\$2000)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1400	LCFF
600	LCFF - Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide wrap around serves to address the mental health needs of students. (\$0)

Individual and group counseling services

Sow-A-Seed

Child Abuse Prevention

Community Medical Health Services

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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0	District Funded
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Improve school climate and decrease the number of students vaping on campus - Vape Education (\$0)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Increase Parent Communication and their attendance at Parent Workshops (\$700)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

200

LCFF

500

LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Due to an increase in violations related to vaping an online course for all students have started. The goal is for all students to complete the content while attending. This is different than the previous goal due to a rise in vaping on school grounds during the academic day. Parent participation continues to rise. The part time Parent Liaison has been instrumental in building parent relationships with the school site.

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

No major differences.

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

Continue with utilizing a dedicated employee to assist with positive recognition of attendance and academic improvement.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

Increase overall school climate among students.

Identified Need

Students need a school environment where they are engaged and have activities that they enjoy. Students who attend community day schools attend for 360 minutes per day. Having activities they enjoy and participate in keeps them engaged.

1. Improve bathroom facilities
2. GRIT student activities
3. Student Newsletter

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Response on LCAP Climate Survey - Stakeholder Survey	20% of students and parents believe the school building and grounds could improve the condition of student bathrooms	Increase overall rating on condition of facility to 90% Add 4 non-academic structured activities
Completion of GRIT Activities Student GRIT Awards	75% of students supported at school - Master Schedule change to include course in daily schedule address mental health concerns	Increase rating of a climate that fosters safety, security and support at school to 90%
Student published newsletter	No Baseline	Complete 1 student newsletter per semester

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide campus appreciation activities and structured non-academic activities (\$1000)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
550	Title I
450	LCFF - Supplemental

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Provide materials and supplies to recognize student achievements (activities and awards GRIT, Attendance, etc) (\$750)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
250	LCFF
500	Title I

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

EL Students

Strategy/Activity

Create and send out a Student Newsletter, published by students (\$200)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
50	LCFF
150	LCFF - Supplemental

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Provide all student materials (\$3,200)
Service Contracts for equipment (ex. copier) (\$350)
Postage (\$300)
Provide/attend staff development for alternative education campuses (Conferences) (\$1,500)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3003	LCFF
1567	Title I
1020	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The stakeholder survey indicates an increase in a positive school climate is need as well as maintaining the facility. Needs assessment feedback from students indicate they are bored during breaks and didn't have anything to do. Celebrations and acknowledgement of student achievements has been overshadowed with the number of expulsions, vaping incidents and staffing shortages. We will continue to work towards accomplishing this goal.

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

Student celebrations have been limited this year. GRIT activities have not occurred during designated study hall period.

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.

Percentages have been raised on this goal and changes to include GRIT activities will be implemented.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$22,340.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$9,667.00

Subtotal of additional federal funds included for this school: \$9,667.00

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	\$7,503.00
LCFF - Supplemental	\$5,170.00

Subtotal of state or local funds included for this school: \$12,673.00

Total of federal, state, and/or local funds for this school: \$22,340.00

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

Name of Members	Role
Traci L Mitchell	Principal
Brandy Chavarria	Classroom Teacher
Maribel Manzo	Other School Staff
Teresa Garcia	Secondary Student
Irma Sedano	Parent or Community Member
Esmeralda Valencia	Parent or Community Member
Cynthia Gomez	Parent or Community Member
Albino Arevalo Juarez	Parent or Community Member
Alma Garcia	Parent or Community Member
Albin Arevalo	Secondary Student
Jonathan Delgado-Gomez	Secondary Student
Anthony Irizarry	Classroom Teacher
Megan Dahlen	Classroom Teacher
Carolyn Riddle	Classroom Teacher
Anthony Crivello	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/10/2022.

Attested:






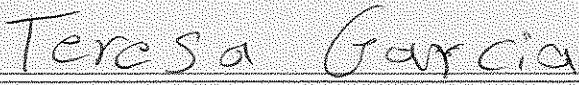

Principal, Traci L Mitchell on 5/10/2022

SSC Chairperson, Brandy Chavarria on 5/10/2022

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:

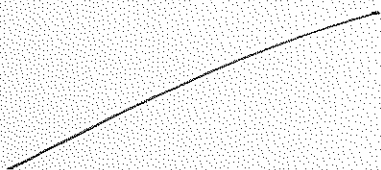
- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 0 Secondary Students

Traci L Mitchell 	<input checked="" type="checkbox"/> Principal <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other School Staff <input type="checkbox"/> Parent or Community Member <input type="checkbox"/> Secondary Student
Brandy Chavarria 	<input type="checkbox"/> Principal <input checked="" type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other School Staff <input type="checkbox"/> Parent or Community Member <input type="checkbox"/> Secondary Student
Maribel Manzo  Teresa Garcia	<input type="checkbox"/> Principal <input type="checkbox"/> Classroom Teacher <input checked="" type="checkbox"/> Other School Staff <input type="checkbox"/> Parent or Community Member <input type="checkbox"/> Secondary Student
Teresa Garcia 	<input type="checkbox"/> Principal <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other School Staff <input checked="" type="checkbox"/> Parent or Community Member <input type="checkbox"/> Secondary Student
Irma Sedano 	<input type="checkbox"/> Principal <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other School Staff <input checked="" type="checkbox"/> Parent or Community Member <input type="checkbox"/> Secondary Student

<p>Esmeralda Valencia</p> <p><i>Esmeralda Valencia</i></p>	<p>Principal</p> <p>Classroom Teacher</p> <p>Other School Staff</p> <p><input checked="" type="checkbox"/> Parent or Community Member</p> <p><input type="checkbox"/> Secondary Student</p>
<p>Cynthia Gomez</p> <p><i>[Signature]</i></p>	<p>Principal</p> <p>Classroom Teacher</p> <p>Other School Staff</p> <p><input checked="" type="checkbox"/> Parent or Community Member</p> <p><input type="checkbox"/> Secondary Student</p>
<p>Albino Arevalo Juarez</p> <p><i>Albino Arevalo Juarez</i></p>	<p>Principal</p> <p><input type="checkbox"/> Classroom Teacher</p> <p><input type="checkbox"/> Other School Staff</p> <p><input checked="" type="checkbox"/> Parent or Community Member</p> <p><input type="checkbox"/> Secondary Student</p>
<p>Alma Garcia</p> <p><i>Alma D. Garcia</i></p>	<p>Principal</p> <p>Classroom Teacher</p> <p><input type="checkbox"/> Other School Staff</p> <p><input checked="" type="checkbox"/> Parent or Community Member</p> <p><input type="checkbox"/> Secondary Student</p>
<p><i>[Signature]</i></p>	<p>Principal</p> <p>Classroom Teacher</p> <p>Other School Staff</p> <p><input type="checkbox"/></p> <p>Parent or Community Member</p> <p>Secondary Student</p>

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.

Esmeralda Valencia



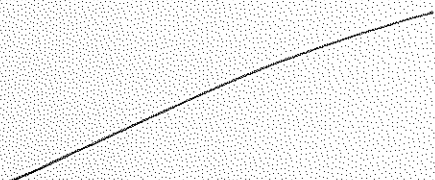
Principal

Classroom Teacher

Other School Staff

☐ Parent or Community Member☒ Secondary Student

Cynthia Gomez



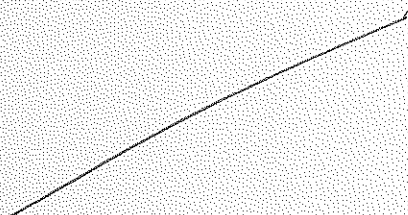
Principal

Classroom Teacher

Other School Staff

☐ Parent or Community Member☒ Secondary Student

Albino Arevalo Juarez



Principal

☐ Classroom Teacher☐ Other School Staff☐ Parent or Community Member☒ Secondary Student

Alma Garcia

Principal

Classroom Teacher

☐ Other School Staff☐ Parent or Community Member☐ Secondary Student

Albin Arevalo



Principal


Classroom Teacher

☐ Other School Staff

Parent or Community Member

☐ Secondary Student

Jonathan Delgado-Gomez



Principal

Classroom Teacher

Other School Staff

Parent or Community Member

☐ Secondary Student

Anthony Irizarry



Principal

☐ Classroom Teacher

Other School Staff

Parent or Community Member


Secondary Student

Megan Dahlen Berg


Principal
 _ Classroom Teacher
 Other School Staff
 Parent or Community Member
 Secondary Student

Carolyn Riddle


Principal
 _ Classroom Teacher
 Other School Staff
 Parent or Community Member
 Secondary Student

Anthony Crivello


Principal
 _ Classroom Teacher
 Other School Staff
 Parent or Community Member
 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.