

# SARC

2019-20

School Accountability  
Report Card

Published in 2020-21



## Duncan-Russell Community Day School

Grades 11-12  
CDS Code 39-75499-3930393

Traci L. Mitchell  
Assistant Principal  
[tramitchell@tUSD.net](mailto:tramitchell@tUSD.net)

650 West 10th Street  
Tracy, CA 95376  
(209) 830-3395

<https://duncanrussell.tracy.k12.ca.us>

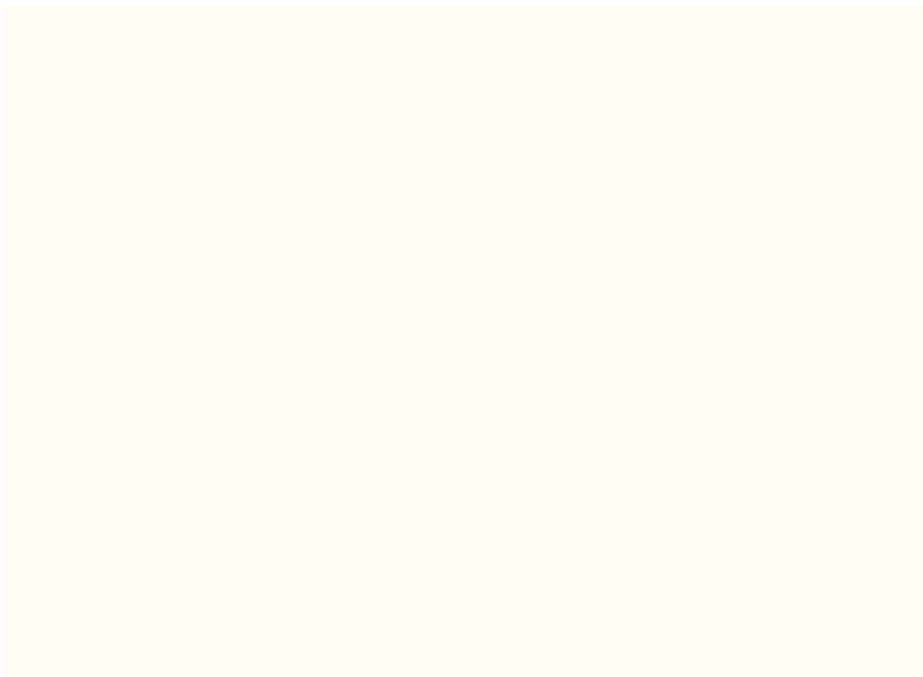
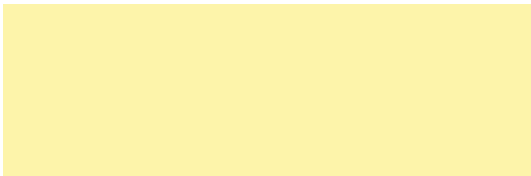
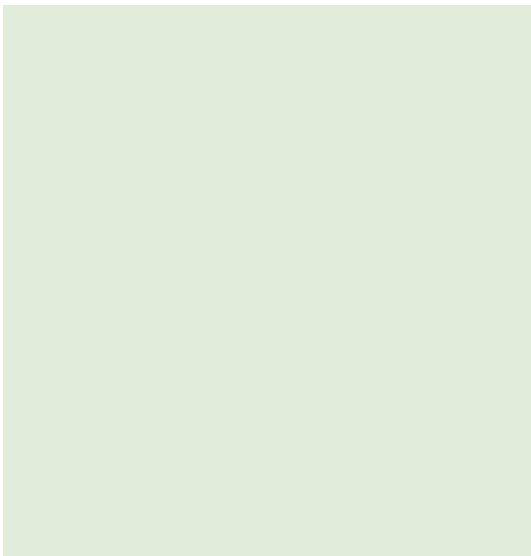
Para español, visita [www.tracy.k12.ca.us](http://www.tracy.k12.ca.us).



## Tracy Unified School District

1875 West Lowell Avenue Tracy, CA 95376 ▪ [www.tracy.k12.ca.us](http://www.tracy.k12.ca.us)

Brian Stephens, Superintendent ▪ [bstephens@tUSD.net](mailto:bstephens@tUSD.net) ▪ (209) 830-3200





## Principal's Message

Welcome to Duncan Russell Community Day School! Home of the Foxes!

Duncan Russell Community Day School offers students a smaller teacher-to-student ratio (20:1), allowing for more individualized and smaller group instruction. Students enrolled in Duncan Russell Community Day School may come with deficiencies in their basic skills or need of systematic, intensive instruction in order to be successful in school. The curriculum we use stresses acquisition of basic skills in reading, language arts and mathematics. Additionally, we have added curriculum specifically addressing strategies for academic success.

The curriculum aligns with District Grade Level Standards of Achievement and required district courses. While acquiring remedial skills, instruction integrates subject areas, such as social studies, science and health. To deliver curriculum ensuring students' opportunities to master grade-level content, creative and hands-on methodologies are used thus creating a foundation by which they can be successful upon returning to comprehensive traditional schools.

Thank you for visiting the Duncan Russell Community Day School SARC.

Traci L Mitchell

Principal

## Parental Involvement

Parents are welcomed at Duncan Russell Community Day School and invited to participate through a variety of experiences.

Parents are encouraged to participate in our school activities. Parents are on campus for conferences and meetings with their student's teachers. Parents take part in student intake and orientation meetings on campus.

At the orientation meeting, the school administrator stresses the importance of parental involvement and support while their student is attending Duncan Russell Community Day School.

Parents are encouraged to contact their student's teachers via email, call to request a face-to-face meeting or a return phone call.

Parents are notified when their student is marked absent. Academic progress reports are sent home biweekly for parents to sign and have returned by their student.

The teacher contacts parents whenever any issue arises that may affect their student's success at Duncan Russell Community Day School.

For more information on how to become involved at the school, please contact Traci L. Mitchell, principal, at (209) 830-3395 ext. 8455.

## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



*"The future belongs to the educated."*

**TRACY**  
UNIFIED SCHOOL DISTRICT

## District Mission Statement

Tracy Unified School District prepares our diverse student population to be college and career ready for the 21st century by providing a quality-learning environment in safe, modern facilities equipped with the latest technological tools. Our culturally proficient world-class staff empowers students to reach their fullest potential and prepares students to solve real-world problems by utilizing best instructional practices and collaborating with the community, businesses and institutions of higher learning.

## District Vision Statement

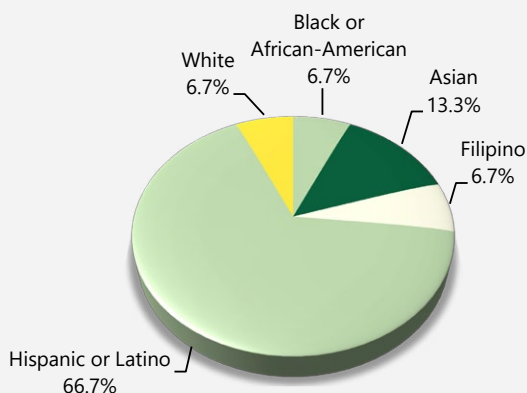
All students in Tracy Unified School District will become lifelong learners, responsible citizens, and leaders in the 21st century.

## Enrollment by Student Group

The total enrollment at the school was 15 students for the 2019-20 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

### 2019-20 School Year



|                                 |        |
|---------------------------------|--------|
| Socioeconomically disadvantaged | 86.70% |
| English learners                | 30.00% |
| Students with disabilities      | 10.00% |
| Foster youth                    | 3.30%  |
| Homeless                        | 6.70%  |



## Board of Trustees

Simran Kaur, President

Steve Abercrombie, Vice President

Ana Blanco, Board Clerk

Lori Souza, Member

Ameni Alexander, Member

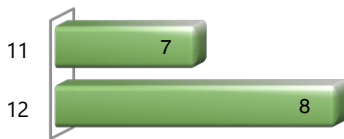
Nathalia Erskine, Member

Zachary Hoffert, Member

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2019-20 school year.

2019-20 Enrollment by Grade



## Career Technical Education Programs

Duncan-Russell Community Day School does not offer Career technical education programs.

## Courses for University of California (UC) and/or California State University (CSU) Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml).

### UC/CSU Admission

#### Duncan-Russell CDS

#### 2018-19 and 2019-20 School Years

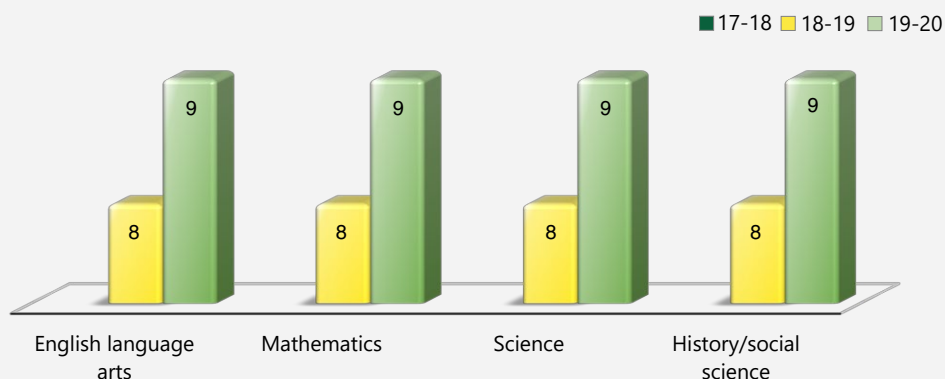
|                                                                                            |         |
|--------------------------------------------------------------------------------------------|---------|
| Percentage of students enrolled in courses required for UC/CSU admission in 2019-20        | 100.00% |
| Percentage of graduates who completed all courses required for UC/CSU admission in 2018-19 | 0.00%   |

## Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size

#### Three-Year Data



### Number of Classrooms by Size

#### Three-Year Data

|                        | 2017-18            |       |     | 2018-19 |       |     | 2019-20 |       |     |
|------------------------|--------------------|-------|-----|---------|-------|-----|---------|-------|-----|
| Subject                | Number of Students |       |     |         |       |     |         |       |     |
|                        | 1-22               | 23-32 | 33+ | 1-22    | 23-32 | 33+ | 1-22    | 23-32 | 33+ |
| English language arts  | ✖                  | ✖     | ✖   | 2       |       |     | 2       |       |     |
| Mathematics            | ✖                  | ✖     | ✖   | 2       |       |     | 2       |       |     |
| Science                | ✖                  | ✖     | ✖   | 2       |       |     | 2       |       |     |
| History/social science | ✖                  | ✖     | ✖   | 2       |       |     | 2       |       |     |

## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates. The 2019-20 suspension and expulsion rate data are not comparable to prior year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to prior years. Note: Students are only counted one time, regardless of the number of suspensions.

### Suspensions and Expulsions

#### Three-Year Data

|                  | Duncan-Russell CDS |       | Tracy USD |       | California |       |
|------------------|--------------------|-------|-----------|-------|------------|-------|
|                  | 17-18              | 18-19 | 17-18     | 18-19 | 17-18      | 18-19 |
| Suspension rates | 0.0%               | 8.6%  | 8.3%      | 9.3%  | 3.5%       | 3.5%  |
| Expulsion rates  | 0.0%               | 0.0%  | 0.7%      | 0.5%  | 0.1%       | 0.1%  |
|                  | Duncan-Russell CDS |       | Tracy USD |       | California |       |
|                  | 19-20              |       | 19-20     |       | 19-20      |       |
| Suspension rates | 0.0%               |       | 5.5%      |       | *          |       |
| Expulsion rates  | 0.0%               |       | 0.4%      |       | *          |       |

× Average class size is not available for Duncan-Russell Community Day School 2017-18.

\* California suspension and expulsion data is not available at this time.





## Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

## Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit <http://dq.cde.ca.gov/dataquest>.

| Graduation and Dropout Rates |                 |        |        | Three-Year Data |       |       |
|------------------------------|-----------------|--------|--------|-----------------|-------|-------|
|                              | Graduation Rate |        |        | Dropout Rate    |       |       |
|                              | 16-17           | 17-18  | 18-19  | 16-17           | 17-18 | 18-19 |
| <b>Duncan-Russell CDS</b>    | ❖               | ❖      | ❖      | ❖               | ❖     | ❖     |
| <b>Tracy USD</b>             | 90%             | 90.40% | 90.20% | 7.30%           | 7.20% | 7.40% |
| <b>California</b>            | 82.70%          | 83%    | 84.50% | 9.10%           | 9.60% | 9.00% |

## CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The new California Science Test (CAST) was first administered operationally during the 2018–19 school year. The table below shows the percentage of students meeting or exceeding the state standards.

| Percentage of Students Meeting or Exceeding State Standards |                    |       |           |       | Two-Year Data |       |
|-------------------------------------------------------------|--------------------|-------|-----------|-------|---------------|-------|
|                                                             | Duncan-Russell CDS |       | Tracy USD |       | California    |       |
| Subject                                                     | 18-19              | 19-20 | 18-19     | 19-20 | 18-19         | 19-20 |
| <b>Science</b>                                              | ❖                  | ❖     | 26%       | ❖     | 30%           | ❖     |

## CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

| Percentage of Students Meeting or Exceeding State Standards |                    |       |           |       | Two-Year Data |       |
|-------------------------------------------------------------|--------------------|-------|-----------|-------|---------------|-------|
|                                                             | Duncan-Russell CDS |       | Tracy USD |       | California    |       |
| Subject                                                     | 18-19              | 19-20 | 18-19     | 19-20 | 18-19         | 19-20 |
| <b>English language arts/literacy</b>                       | ❖                  | ❖     | 44%       | ❖     | 51%           | ❖     |
| <b>Mathematics</b>                                          | ❖                  | ❖     | 31%       | ❖     | 40%           | ❖     |

❖ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

## California Assessment of Student Performance and Progress (CAASPP)

For the 2019–20 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3–8 and 11 and science in grades 5, 8 and high school. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).



## CAASPP by Student Group: English Language Arts and Mathematics

Due to low enrollment CAASPP test scores by student group are not shown. When the number of students tested is 10 or fewer, scores are not displayed either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

| Percentage of Students Lacking Materials by Subject |    |
|-----------------------------------------------------|----|
| 2020-21 School Year                                 |    |
| Reading/language arts                               | 0% |
| Mathematics                                         | 0% |
| Science                                             | 0% |
| History/social science                              | 0% |
| Visual and performing arts                          | 0% |
| Foreign language                                    | 0% |
| Health                                              | 0% |
| Science laboratory equipment                        | 0% |

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

| Currency of Textbooks |           |
|-----------------------|-----------|
| 2020-21 School Year   |           |
| Data collection date  | 9/22/2020 |

## California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Textbooks and Instructional Materials

Textbook-selection committee members are volunteers from each school site, balanced by grade band (K-2, 3-5, 6-8 and 9-12). They receive ongoing training in standards related to that content area before an adoption cycle begins. After extensive review and piloting, the textbook-selection committee members vote to recommend one text to the district's Curriculum Council. The council, which consists of members from each school site and includes some site administrators, reviews the recommendation and then recommends instructional materials (IM) to the school board.

Our most recent public hearing to adopt a resolution on the sufficiency of instructional materials was in September 2020. The district chose its most recently adopted textbooks (K-5 history/social sciences) using the state-approved list. The textbook content fits within the curriculum framework adopted by the California State Board of Education (SBE). Tracy Unified School District (TUSD) is in the process of evaluating and selecting instructional materials for science in grades K-12; this process has been hampered by school closures related to the COVID-19 pandemic.

| Textbooks and Instructional Materials List |                                                                                                           | 2020-21 School Year |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------|
| Subject                                    | Textbook                                                                                                  | Adopted             |
| Reading/language arts                      | <i>StudySync</i> , McGraw Hill (9-12)                                                                     | 2017                |
| Reading/language arts                      | <i>The Language of Composition</i> , 1st Edition (11)                                                     | 2002, 2007          |
| Mathematics                                | <i>Bridge to Algebra (Algebra Readiness)</i> , Carnegie Learning                                          | 2014                |
| Mathematics                                | <i>Algebra 1</i> , Houghton Mifflin                                                                       | 2015                |
| Mathematics                                | <i>Algebra 2</i> , Houghton Mifflin                                                                       | 2015                |
| Mathematics                                | <i>Precalculus with Limits</i> , 7th Edition; Cengage                                                     | 2017                |
| Mathematics                                | <i>Calculus</i> , 11th Edition; Cengage                                                                   | 2017                |
| Mathematics                                | <i>Geometry</i> , Houghton Mifflin                                                                        | 2015                |
| History/social science                     | <i>World History: Ancient Civilizations</i>                                                               | 2018                |
| History/social science                     | <i>World History: Medieval and Early Modern Times</i>                                                     | 2018                |
| History/social science                     | <i>American Stories: Beginnings to World War I</i>                                                        | 2018                |
| Science                                    | <i>Campbell Biology</i> , 9th Edition; Pearson (undergoing pilot 2020-21)                                 | 2012                |
| Science                                    | <i>Campbell Biology</i> , 7th Edition; Prentice Hall                                                      | 2007                |
| Science                                    | <i>Campbell Essential Biology with Physiology</i> , 2nd Edition; Prentice Hall (undergoing pilot 2020-21) | 2007                |
| Science                                    | <i>A User's Guide to Engineering</i> , Prentice Hall                                                      | 2007                |
| Science                                    | <i>Biology</i> , California Edition; Prentice Hall; <i>Biologia</i> , California Edition (Spanish)        | 2007                |
| Science                                    | <i>Chemistry: The Central Science</i> , 10th Edition; Prentice Hall (undergoing pilot 2020-21)            | 2007                |
| Science                                    | <i>Chemistry</i> , California Edition; Prentice Hall (undergoing pilot 2020-21)                           | 2007                |
| Science                                    | <i>Conceptual Physics</i> , Prentice Hall (undergoing pilot 2020-21)                                      | 2007                |
| Science                                    | <i>Criminalistics: An Introduction to Forensic Science</i> , 8th Edition; Prentice Hall                   | 2007                |
| Science                                    | <i>Essentials of Human Anatomy &amp; Physiology Laboratory Manual</i> , 8th Edition                       | 2007                |
| Science                                    | <i>Earth Science, California Edition</i> ; Holt                                                           | 2007                |
| Science                                    | <i>Modern Chemistry</i> , Holt (undergoing pilot 2020-21)                                                 | 2007                |
| Science                                    | <i>Environmental Science for AP</i> , W.H. Freeman                                                        | 2012                |

Continued on page 7

Textbooks and Instructional Materials, *Continued from 6*

| Textbooks and Instructional Materials List |                                                                                             | 2020-21 School Year |
|--------------------------------------------|---------------------------------------------------------------------------------------------|---------------------|
| Subject                                    | Textbook                                                                                    | Adopted             |
| Science                                    | <i>College Physics</i> , 7th Edition; Pearson Addison-Wesley                                | 2011                |
| Science                                    | <i>Fundamentals of Physics</i> , 8th Edition; People's Publishing/Wiley                     | 2007                |
| Science                                    | <i>Physics for the IB Diploma</i> , 5th Edition; Cambridge University Press                 | 2007                |
| Science                                    | <i>Biotechnology: Science for the New Millennium</i> , 1st Edition; EMC Paradigm Publishing | 2007                |
| Science                                    | <i>Environmental Science: Toward a Sustainable Future</i> , 10th Edition; Prentice Hall     | 2009                |
| Science                                    | <i>Introduction to Health Science Technology</i> , 2nd Edition; Cengage                     | 2009                |
| Science                                    | <i>Building a Medical Vocabulary</i> , 7th Edition, Elsevier                                | 2009                |
| History/social science                     | <i>World History: The Modern World</i>                                                      | 2007                |
| History/social science                     | <i>World Civilizations: The Global Experience</i>                                           | 2007                |
| History/social science                     | <i>Sociology: The Study of Human Relationships</i>                                          | 2007                |
| History/social science                     | <i>Psychology</i> , 7th Edition                                                             | 2007                |
| History/social science                     | <i>Understanding Psychology</i> , 2nd Edition                                               | 2007                |
| History/social science                     | <i>Cognitive Psychology</i> , 4th Edition                                                   | 2007                |
| History/social science                     | <i>Approaches to Psychology</i> , 5th Edition                                               | 2007                |
| History/social science                     | <i>World Geography Today</i>                                                                | 2007                |
| Foreign language                           | French: <i>Bien Dit!</i> , Level 1-3                                                        | 2012                |
| Foreign language                           | French: <i>Le monde en français</i>                                                         | 2012                |
| Foreign language                           | French: <i>Imaginez</i>                                                                     | 2012                |
| Foreign language                           | Spanish: <i>¡Avancemos!</i> , Level 1-4                                                     | 2012                |
| Foreign language                           | Spanish: <i>Manána Imagina Reflexiones</i>                                                  | 2012                |
| Foreign language                           | Spanish: <i>Reflexiones: Introducción a la literatura hispánica</i>                         | 2012                |

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

| Quality of Textbooks                                                                                                                                                                                                                                                                    |  | 2020-21 School Year |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------|
| Criteria                                                                                                                                                                                                                                                                                |  | Yes/No              |
| Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?                                                                                                                                                                                   |  | No★                 |
| Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?                                                                                                                                                          |  | Yes                 |
| Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?                                                                                                                                           |  | No★                 |
| ★ TUSD is going through an IM adoption for K-12 science; TUSD experienced low COVID-19 book returns in spring 2020 and must purchase more books that are currently in transit for high school physics and AP Spanish Literature; all are expected to arrive within the statutory limit. |  |                     |

## Advanced Placement Courses

Advanced Placement (AP) courses are not offered at Duncan-Russell Community Day School.



## About Our School

Duncan-Russell Community Day School is an alternative education program that serves expelled students, students referred by the School Attendance Review Board (SARB) and the Back on Track Program for students that are struggling academically who need to learn essential study skills, as well as credit recovery.

**Our goal** is to assist at-risk youth to overcome academic and behavioral barriers that have hindered school success. Our Site-wide Learner Outcomes (SLO's) drives our purpose to build rigor, relevance and relationships. Duncan Russell's SLO's:

**GRIND**

- ✓ Working hard
- ✓ Goal setting
- ✓ Being consistent
- ✓ Having determination

**RESILIENCE**

- ✓ Ability to adapt
- ✓ Being Resourceful
- ✓ Demonstrating Perseverance
- ✓ Present (Mind and Body)

**INVEST**

- ✓ Your time
- ✓ With intensity
- ✓ Through practice
- ✓ And discipline

**TRIUMPH**

- ✓ Endured trials
- ✓ Gained confidence
- ✓ Credits earned
- ✓ Goals accomplished

Duncan Russell offers an academic program whereby students may earn credits equal to those earned in the comprehensive educational program. Our curriculum aligns with the state frameworks and district standards. Duncan Russell takes students at their academic level and provides appropriate instruction for achievement. At the same time, we strive to teach students to conduct themselves in a positive manner. We endeavor to provide a curriculum that challenges all students.

## School Facilities

### General

The Tracy Unified School District takes great effort to ensure that all schools are clean, safe and functional. To assist in this effort, the district uses a facility-survey instrument developed by the State of California Office of Public-School Construction. The results of this survey are available at the district office located at 1875 West Lowell Avenue in Tracy, California. Below is more specific information on the condition of Duncan-Russell Community Day School for the 2020-21 school year and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

### Age of School/Buildings

Duncan-Russell Community Day School is on the Alternative Education School Campus in Tracy. The campus is host to Stein High School, Independent Study, Tracy Young Adult Program and Home Hospital.

Duncan Russell Community Day School is separated from the other programs on campus as per state education code. It has three classrooms, a library/lunchroom and administration building. This school is located on the main campus which was built in 1960.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Deferred Maintenance Budget

In accordance with Chapter 12, Statutes of 2009 (SBX3 4), the district has elected to use the flexibility clause. The clause allows the district to use the state deferred maintenance contribution as well as the district's matching share contribution toward "any educational purpose." The district has elected to commit deferred maintenance funding to cover general fund expenditures.

## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

| School Facility Good Repair Status                                                   |  | 2020-21 School Year |
|--------------------------------------------------------------------------------------|--|---------------------|
| Items Inspected                                                                      |  | Repair Status       |
| <b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC) |  | Good                |
| <b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)      |  | Fair                |
| <b>Cleanliness:</b> Pest/vermin control, overall cleanliness                         |  | Good                |
| <b>Electrical:</b> Electrical systems                                                |  | Good                |
| <b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains                  |  | Good                |
| <b>Safety:</b> Fire safety, emergency systems, hazardous materials                   |  | Good                |
| <b>Structural:</b> Structural condition, roofs                                       |  | Good                |
| <b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds              |  | Good                |
| <b>Overall summary of facility conditions</b>                                        |  | Good                |
| <b>Date of the most recent school site inspection</b>                                |  | 7/10/2020           |
| <b>Date of the most recent completion of the inspection form</b>                     |  | 7/10/2020           |

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

| Deficiencies and Repairs |                                                                                                                                                                            | 2020-21 School Year |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| Items Inspected          | Deficiencies and Action Taken or Planned                                                                                                                                   | Date of Action      |
| <b>Interior</b>          | Office/staff room ceiling tiles needed in entry and breakroom. Holes in principal's office and a duct leak. Rooms 16,17, and 18 need new exit signs. Work order submitted. | August 2020         |

## School Safety

Duncan Russell has a comprehensive school emergency-response plan that includes annual training, fire drills, shelter-in-place, lockdown, earthquake procedures, student evacuation, emergency student release, and emergency communication and response.

Efforts to provide a safe school focuses on five key elements by:

1. Maintaining a safe school environment through campus supervision before and after school and during nutrition breaks; operating a closed campus; sustaining close contact with Tracy Probation, Tracy Resource Officers and with the district truancy officer.
2. Promoting teacher awareness of the disaster-preparedness plan, enforcing child-abuse reporting, inservicing on sexual-harassment policies and blood-borne pathogens, sharing suspension and transfer information with staff notification upon enrollment of a student with a dangerous background.
3. Holding new-student orientations; promoting; providing flexible scheduling and student recognition assemblies, and drug and alcohol education.
4. Inviting parents to Parent Conference Day. Personal phone calls about a child's absence, tardy or lack of progress. Analyzing parent's responses to school surveys.
5. Supporting student awareness through educating students about the district conduct code, dress code and sexual-harassment policy. Participating in Red Ribbon Day and anti-bullying activities. Providing referrals to community programs, and educational brochures.

The school safety plan is reviewed, updated and discussed with the school faculty and was last done in September 2020.





## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

| Teacher Credential Information                                            |           | Three-Year Data    |       |       |
|---------------------------------------------------------------------------|-----------|--------------------|-------|-------|
|                                                                           | Tracy USD | Duncan-Russell CDS |       |       |
| Teachers                                                                  | 20-21     | 18-19              | 19-20 | 20-21 |
| <b>With a full credential</b>                                             | 622       | 1                  | 2     | 4     |
| <b>Without a full credential</b>                                          | 43        | 0                  | 0     | 0     |
| <b>Teaching outside subject area of competence (with full credential)</b> | 13        | 0                  | 3     | 1     |

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

| Teacher Misassignments and Vacant Teacher Positions |  | Three-Year Data    |       |       |
|-----------------------------------------------------|--|--------------------|-------|-------|
|                                                     |  | Duncan-Russell CDS |       |       |
| Teachers                                            |  | 18-19              | 19-20 | 20-21 |
| <b>Teacher misassignments of English learners</b>   |  | 0                  | 0     | 0     |
| <b>Total teacher misassignments</b>                 |  | 0                  | 0     | 0     |
| <b>Vacant teacher positions</b>                     |  | 0                  | 0     | 0     |

## Professional Development

For new teachers to the district, the Tracy Unified School District requires new teachers to participate in the Tracy Teacher Induction Program (TTIP). This involves six full days of pre-service and four days of follow-up during the year. At this time, teachers are introduced to the district and their site and receive training on classroom management, content organization and lesson design.

All activities are based on the California Standards for the Teaching Profession (CSTP). Throughout the year in TTIP, teachers are additionally supported in the classroom on a regular basis by a staff-development specialist. New teachers who qualify for the Beginning Teacher Support and Assessment (BTSA) program to clear their preliminary credentials will be assigned a BTSA Support Provider and will work through the modules of the Formative Assessment of California Teachers (FACT).

The district offers professional-development opportunities for all staff members throughout the school year. Two full days are provided before the school year starts.

| Professional Development Days                                                          |  | Three-Year Data |         |         |
|----------------------------------------------------------------------------------------|--|-----------------|---------|---------|
|                                                                                        |  | 2018-19         | 2019-20 | 2020-21 |
| <b>Number of school days dedicated to staff development and continuous improvement</b> |  | 5               | 5       | 5       |

## School Mission Statement

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. We emphasize communication and use of technology. We provide an opportunity for all students to overcome barriers through GRIT, in order to be productive in meeting tomorrow's challenges.

## School Vision Statement

Duncan-Russell students learn and perform to their fullest potential, respect themselves and others, and become responsible contributors to society.

## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

| Ratio of Pupils to Academic Counselors and School Support Staff Data |       |
|----------------------------------------------------------------------|-------|
| 2019-20 School Year                                                  |       |
|                                                                      | Ratio |
| <b>Pupils to Academic counselors</b>                                 | ✧     |
| <b>Support Staff</b>                                                 | FTE   |
| <b>Counselor (academic, social/behavioral or career development)</b> | 0.00  |
| <b>Library media teacher (librarian)</b>                             | 0.00  |
| <b>Library media services staff (paraprofessional)</b>               | 0.00  |
| <b>Psychologist</b>                                                  | 0.00  |
| <b>Social worker</b>                                                 | 0.00  |
| <b>Nurse</b>                                                         | 0.00  |
| <b>Speech/language/hearing specialist</b>                            | 0.00  |
| <b>Resource specialist (nonteaching)</b>                             | 0.00  |

## Types of Services Funded

About 58% of the district's income is spent on employee salaries, and 23% is spent on employee benefits. Books and supplies account for 10% of the district's spending, an additional 10% is dedicated to services and operating costs, three percent is used for capital outlay, and two percent is spent on other district outgo. Expenditures are expected to exceed revenues by approximately five percent.

All of our K-3 classes comply with the California Class Size Reduction program limits. We offer a Bilingual Education and a GATE program at South/West Park Elementary School. We provide special programs at our high schools that include Agricultural Career Technical Education, a Space and Engineering Academy, a Medical and Health Services Academy.

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

| School Financial Data                                   |          |
|---------------------------------------------------------|----------|
| 2018-19 Fiscal Year                                     |          |
| <b>Total expenditures per pupil</b>                     | \$31,522 |
| <b>Expenditures per pupil from restricted sources</b>   | \$0      |
| <b>Expenditures per pupil from unrestricted sources</b> | \$31,522 |
| <b>Annual average teacher salary</b>                    | \$90,823 |

## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

## Financial Data

The financial data displayed in this SARC is from the 2018-19 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

| Salary Data                                          |           | 2018-19 Fiscal Year    |
|------------------------------------------------------|-----------|------------------------|
|                                                      | Tracy USD | Similar Sized District |
| <b>Beginning teacher salary</b>                      | \$50,570  | \$52,484               |
| <b>Midrange teacher salary</b>                       | \$74,538  | \$81,939               |
| <b>Highest teacher salary</b>                        | \$98,000  | \$102,383              |
| <b>Average elementary school principal salary</b>    | \$133,367 | \$129,392              |
| <b>Average middle school principal salary</b>        | \$138,528 | \$136,831              |
| <b>Average high school principal salary</b>          | \$150,900 | \$147,493              |
| <b>Superintendent salary</b>                         | \$233,679 | \$254,706              |
| <b>Teacher salaries: percentage of budget</b>        | 34%       | 34%                    |
| <b>Administrative salaries: percentage of budget</b> | 5%        | 5%                     |

## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

| Financial Data Comparison                           |                                                  | 2018-19 Fiscal Year           |
|-----------------------------------------------------|--------------------------------------------------|-------------------------------|
|                                                     | Expenditures Per Pupil From Unrestricted Sources | Annual Average Teacher Salary |
| <b>Duncan-Russell CDS</b>                           | \$31,522                                         | \$90,823                      |
| <b>Tracy USD</b>                                    | \$8,833                                          | \$72,386                      |
| <b>California</b>                                   | \$7,750                                          | \$84,577                      |
| <b>School and district: percentage difference</b>   | +256.8%                                          | +25.5%                        |
| <b>School and California: percentage difference</b> | +306.7%                                          | +7.4%                         |

## School Accountability Report Card

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Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2020.