

# Duncan-Russell Community Day School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### 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.

#### 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 a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2025-26 School Contact Information

<b>School Name</b>	Duncan-Russell Community Day School
<b>Street</b>	650 West 10th Street
<b>City, State, Zip</b>	Tracy, CA 95376
<b>Phone Number</b>	(209) 830-3395
<b>Principal</b>	Traci L Mitchell
<b>Email Address</b>	tramitchell@tusd.net
<b>School Website</b>	<a href="https://duncanrussell.tracy.k12.ca.us">https://duncanrussell.tracy.k12.ca.us</a>
<b>Grade Span</b>	7-12
<b>County-District-School (CDS) Code</b>	39 75499 3930393

### 2025-26 District Contact Information

<b>District Name</b>	Tracy Unified School District
<b>Phone Number</b>	(209) 830-3200
<b>Superintendent</b>	Robert Pecot
<b>Email Address</b>	rpecot@tusd.net
<b>District Website</b>	www.tracy.k12.ca.us

### 2025-26 School Description and Mission Statement

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

Duncan Russell Community Day School (DRCDS) is an alternative education program designed to support at-risk youth, including expelled students, those referred by the School Attendance Review Board (SARB), and participants in the Back on Track (BOT) Program for students under 16 struggling academically. The school emphasizes credit recovery, essential study skills, and behavioral improvements, requiring all students to attend 360 minutes daily. DRCDS focuses on helping students overcome academic and behavioral barriers to achieve success.

## 2025-26 School Description and Mission Statement

The school employs a co-taught model in English and Math, where two or more educators collaborate to provide differentiated instruction, language development, literacy skills, and inclusive practices. This approach fosters a supportive, collaborative environment for both students and teachers. The curriculum aligns with District Grade Level Standards of Achievement, blending online learning platforms with direct instruction. Students benefit from smaller teacher-to-student ratios, allowing for personalized attention and remediation in core subjects like reading, language arts, and mathematics. Cross-curricular instruction and hands-on methodologies further equip students with the skills needed to succeed in traditional academic settings.

DRCDS prioritizes academic progress, attendance improvement, and behavioral development. Creative instructional methods and restorative practices address social-emotional growth while rewarding students for their achievements. By integrating rigorous, standards-based content with strategies for personal and academic success, DRCDS prepares students to transition confidently back to comprehensive schools.

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

Traci L Mitchell,  
Principal

### School Mission Statement

Create a learning environment through personalized academic learning, social emotional learning (SEL) and mentorship.

### School Vision Statement

Each student is empowered to grow, take ownership of their journey, and succeed in building a foundation for a brighter future.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 8	4
Grade 9	4
Grade 10	8
Grade 11	5
Grade 12	1
<b>Total Enrollment</b>	<b>22</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	36.4
Male	63.6
Black or African American	22.7
Hispanic or Latino	54.5
Native Hawaiian or Pacific Islander	4.5
White	18.2
English Learners	22.7
Homeless	9.1
Socioeconomically Disadvantaged	90.9
Students with Disabilities	45.5

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.2	51.67	548.8	80.1	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	44.2	6.46	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	1.67	33.6	4.91	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	44.17	27.1	3.96	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	2.08	31.3	4.58	15831.9	5.67
<b>Total Teaching Positions</b>	2.4	100	685.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.4	56	563.3	81.85	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	44.9	6.53	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.4	19.6	36.5	5.31	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.5	23.6	19.2	2.79	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	24.2	3.52	14303.8	5.15
<b>Total Teaching Positions</b>	2.5	100	688.2	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.2	13	561.4	78.45	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0.1	7	45.4	6.35	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	1.5	54	7.56	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.7	36.5	24.3	3.4	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0.8	41	30.3	4.24	13705.8	4.91
<b>Total Teaching Positions</b>	2	100	715.6	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0.4	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.4	0

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	1.00	0.5	0.7
<b>Total Out-of-Field Teachers</b>	1.00	0.5	0.7

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.8	37.5	1.8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other 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 2022. 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.

Year and month in which the data were collected

11/14/2023

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Reading/language arts StudySync, McGraw Hill (9-12) 2017 Reading/language arts The Language of Composition 2008 English Language StudySync, McGraw Hill (9-12) 2017 Development Materials	0%
<b>Mathematics</b>	Mathematics Bridge to Algebra, Carnegie Learning 2011 Mathematics Algebra 1, Houghton Mifflin 2015 Mathematics Algebra 2, Houghton Mifflin 2015 Mathematics Precalculus with Limits, 7th Edition; Cengage 2016 Mathematics Calculus, 11th Edition; Cengage 2016 Mathematics Geometry, Houghton Mifflin 2015 Mathematics The Practice of Statistics, 5th Edition 2018	0%

	<p>Mathematics Objects First with Java; a Practical Introduction using BlueJ 2012</p> <p>Mathematics Mathematics: Applications and Interpretation 2019</p>	
<b>Science</b>	<p>Science Biology for the AP Course; Bedford St Martins 2022</p> <p>Science Biology, 7th Edition; Prentice Hall 2005</p> <p>Science Cutnell Physics, AP Edition 2018</p> <p>Science Inquiry into Life Biozone (digital website) 2022</p> <p>Science Chemistry: The Central Science, 10th edition; Prentice Hall 2006</p> <p>Science CA Inspire Science; McGraw Hill 2020</p> <p>Science STEM Scopes; Accelerate Learning 2022</p> <p>Science Essentials of Human Anatomy &amp; Physiology, 8th Edition 2006</p> <p>Science Earth Science; Holt 2006</p> <p>Science Modern Chemistry, Holt 2006</p> <p>Science Environmental Science for AP, W.H. Freeman 2012</p> <p>Science Physics, Discovery Education 2022</p> <p>Science Fundamentals of Physics, 8th Edition; 2007 People's Publishing/Wiley</p> <p>Science Physics for the IB Diploma, 5th Edition; 2007 Cambridge University Press</p> <p>Science Biotechnology: Science for the New Millennium, 1st Edition; 2007 EMC Paradigm Publishing</p> <p>Science Environmental Systems and Societies for the IB Diploma, 2016 2nd edition</p>	0%
<b>History-Social Science</b>	<p>History/social science World History, Volume II-Since 1500 (10) 2007</p> <p>History/social science Modern World History (10) 2019</p> <p>History/social science Modern World GCSE (10) 2002</p> <p>History/social science Ways of the World Since 1200 (10) 2020</p> <p>History/social science Thinking Through Sources for Ways of the World (10) 2020</p> <p>History/social science US History 1877 to the Present: 2019 America Through the Lens (11)</p>	0%

	History/social science American History: 2015 Connecting with the Past, 15th edition (11)	
	History/social science Latin America: An Interpretive History (11) 2017	
	History/social science Latin America: Major Problems in American History (11) 2017	
	History/social science A People and a Nation, Cengage (11) 2019	
	History/social science American Government Stories of a Nation (12) 2021	
	History/social science Making America (12) 2019	
	History/social science History of the Americas, 1880-1981 (12) 2015	
	History/social science The Mexican Revolution 1884-1940 (12) 2014	
	History/social science The Move to Global War (12) 2015	
	History/social science Economics Principles in Action (12) 2019	
	History/social science Magruder's American Government (12) 2019	
<b>Foreign Language</b>	Foreign language French: Bien dit!, Level 1-3 2013	0%
	Foreign language French: Le monde en français 2011	
	Foreign language French: Imaginez 2007	
	Foreign language Spanish: ¡Avancemos!, Level 1-4 2013	
	Foreign language Spanish: Mañana 2011	
	Foreign language Spanish: Reflexiones: Introducción a la literatura hispánica 2013	
	Foreign language TEMAS, Vista Higher Learning 2020	
	Foreign language Nuevas Vistas Intro/Uno/Dos, Holt 2004	
<b>Health</b>		0%
<b>Visual and Performing Arts</b>		0%
<b>Science Laboratory Equipment (grades 9-12)</b>		0%
Note: Cells with N/A values do not require data.		

# School Facility Conditions and Planned Improvements

## 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 specific information on the condition of Duncan-Russell Community Day School for the 2025-26 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 Alternative Education campus is host to Stein High School, Independent Study, and Child Abuse Prevention Community Day Care.

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.

## Year and month of the most recent FIT report

7/07/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			

## School Facility Conditions and Planned Improvements

### External:

Playground/School Grounds, Windows/  
Doors/Gates/Fences

X

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)			40	42	47	48
<b>Mathematics</b> (grades 3-8 and 11)			26	29	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	--	--	--	--	--
<b>Female</b>	0	0	0	0	0
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0

White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

<b>Subject</b>	<b>School 2023-24</b>	<b>School 2024-25</b>	<b>District 2023-24</b>	<b>District 2024-25</b>	<b>State 2023-24</b>	<b>State 2024-25</b>
<b>Science</b> (grades 5, 8 and high school)	--	--	25.82	26.09	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2024-25 Career Technical Education Programs

Duncan-Russell Community Day School does not offer Career Technical Education programs.

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## 2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	5.56
Graduates Who Completed All Courses Required for UC/CSU Admission	

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2025-26 Opportunities for Parental Involvement

Duncan Russell Community Day School (DRCDS) provides extensive opportunities for parents and guardians to actively engage in their student's education. Parents are integral to the school community, participating in onboarding meetings, advisory committees like the School Site Council, English Learner Advisory Committee (ELAC), and Title I Advisory Committee, and volunteering for school events, fundraisers, or workshops. Sessions such as the Alternative Education Parent Workshops and Parent Café further support collaboration between families and the school. Parents can also contribute as guest speakers for College and Career presentations or assist in reviewing academic progress reports.

To keep families informed, the school provides weekly progress reports, updates on attendance, academics, and behavior, along with timely notifications about absences or tardies. Events like "Meet the Principal," awards ceremonies, and IEP meetings create meaningful opportunities for parents to engage with school staff and leadership. Workshops on FAFSA, college enrollment, and mental health services offer additional resources for both students and families.

Communication with teachers is encouraged through email, phone, or in-person meetings to address concerns or celebrate

## 2025-26 Opportunities for Parental Involvement

student achievements. This partnership between parents and the school strengthens the support network for students, fostering academic and behavioral success. For more information, parents can contact Principal Traci L. Mitchell at (209) 830-3395.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	--		--	9.4	10	5.4	8.2	8.9	8
Graduation Rate	--		--	87.4	87.6	91.8	86.2	86.4	87.5

#### 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0	0	0.00
Female	0	0	0.00
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	0	0	0.00
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	0	0	0.00
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	34	28	11	39.3
Female	11	--	--	--
Male	23	21	9	42.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	21	18	6	33.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	30	24	10	41.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	15	13	5	38.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
34.88	22.22	23.53	8.1	7.88	7.3	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.36	0.42	0.33	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	23.53	0.00
Female	18.18	0.00
Male	26.09	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	14.29	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	23.33	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	20.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

Duncan Russell Community Day School prioritizes safety through a comprehensive emergency-response plan that includes annual training and drills for scenarios such as fire, lockdowns, earthquakes, and emergency evacuations. A closed-campus policy, collaboration with local law enforcement, and staff training in disaster preparedness, child-abuse reporting, and health protocols further enhance campus security.

The school fosters a positive and supportive environment through new-student orientations, flexible scheduling, and programs addressing suicide prevention and substance abuse. Parental involvement is encouraged through personalized communication about student progress, attendance, and behavior, as well as events like Parent/Teacher Conference Day and feedback surveys, ensuring a collaborative and safe learning space for all students.

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	16	0	0
Mathematics	2	11	0	0
Science	2	14	0	0
Social Science	2	13	0	0

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	8		
Mathematics	4	4		
Science	3	6		
Social Science	3	6		

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	6		
Mathematics	3	7		
Science	5	5		
Social Science	5	4		

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.2

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$15,265	\$1,028	\$14,237	\$57,081
<b>District</b>	N/A	N/A	\$2,368	\$95,360
<b>Percent Difference - School Site and District</b>	N/A	N/A	143.0	-45.6
<b>State</b>	N/A	N/A	\$11,146	\$103,743
<b>Percent Difference - School Site and State</b>	N/A	N/A	27.7	-52.5

## Fiscal Year 2024-25 Types of Services Funded

Duncan Russell Community Day School (DRCDS) serves students in grades 7–12 who benefit from a smaller, highly structured, and supportive educational environment. The school’s programs are designed to address academic, behavioral, and social-emotional needs while helping students return successfully to a comprehensive school setting or transition to high school graduation pathways. Funding sources such as Title I, Equity Multiplier, and LCAP support a range of interventions, including individualized academic instruction, behavioral counseling, attendance monitoring, and social-emotional learning (SEL) supports.

Students participate in small-group instruction with a strong focus on foundational literacy and numeracy, supported by adaptive learning platforms such as IXL for English Language Arts and Math. Staff integrate restorative practices to reinforce positive conduct and build responsibility. Additional services include English Learner support, individual counseling, and family engagement activities coordinated through the Parent Liaison to strengthen home–school connections.

Every Monday, students attend Overcoming Obstacles groups and teachers are released to participate in Peer-Led Collaboration (PLC) Teams, department meetings and site-based professional development. These sessions focus on data-driven instruction, student engagement, and trauma-informed practices. Together, these programs ensure that each student at DRCDS receives personalized academic, behavioral, and emotional support needed for success in school and beyond.

About 55% of the district’s income is spent on employee salaries and 22% is spent on employee benefits. Books and supplies account for 9% of the district’s spending, an additional 9% is dedicated to services and operating costs, 1% is used for capital outlay and 2% is spent on another district outgo. Expenditures are expected to exceed revenues by approximately 8%.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$62,197	\$62,783
Mid-Range Teacher Salary	\$91,673	\$97,783
Highest Teacher Salary	\$120,529	\$128,020
Average Principal Salary (Elementary)	\$153,120	\$160,224
Average Principal Salary (Middle)	\$172,445	\$166,992
Average Principal Salary (High)	\$186,999	\$180,971
Superintendent Salary	\$277,056	\$313,465
Percent of Budget for Teacher Salaries	30.85%	30.05%
Percent of Budget for Administrative Salaries	5.1%	5%

## 2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

School  
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

## Professional Development

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.

### LEA

Tracy Unified School District requires new teachers to Tracy Unified to participate in the Tracy Teacher Induction Program (TTIP). This professional learning involves six full days of pre-service and three follow-up days during the year. At this time, teachers are introduced to the district departments, their site administrators, and receive professional learning that highlights the California Standards for the Teaching Profession. Teachers experience strategies that support classroom management, curriculum supports, and universal lesson design components. Throughout the year in TTIP, teachers are also able to contact Curriculum Specialists for just-in-time support.

New teachers who come to Tracy Unified with their Preliminary credentials qualify for the California Commission on Teaching Credentialing accredited Teacher Induction Program with Tracy Unified. This program supports new teachers in growing through the California Standards for the Teaching Profession (CSTPs) and clearing their preliminary credentials. During this process an Induction mentor will be assigned to the new teacher to facilitate their learning through the Individualized Learning Plan and growth in the CSTPs.

The district offers professional-development opportunities for all staff members throughout the school year. Four full days are provided before the school year starts. Every Monday, students are released early from school to allow teachers to participate in professional development opportunities. These sessions are divided throughout the year to allow teachers to participate in site staff development, district staff development and teacher collaboration time.

The district office is helping to fund professional development for our teachers and administration, both through sending teachers to Restorative Practice conferences, STEM conferences, and Root Cause Analysis work with county partners.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4