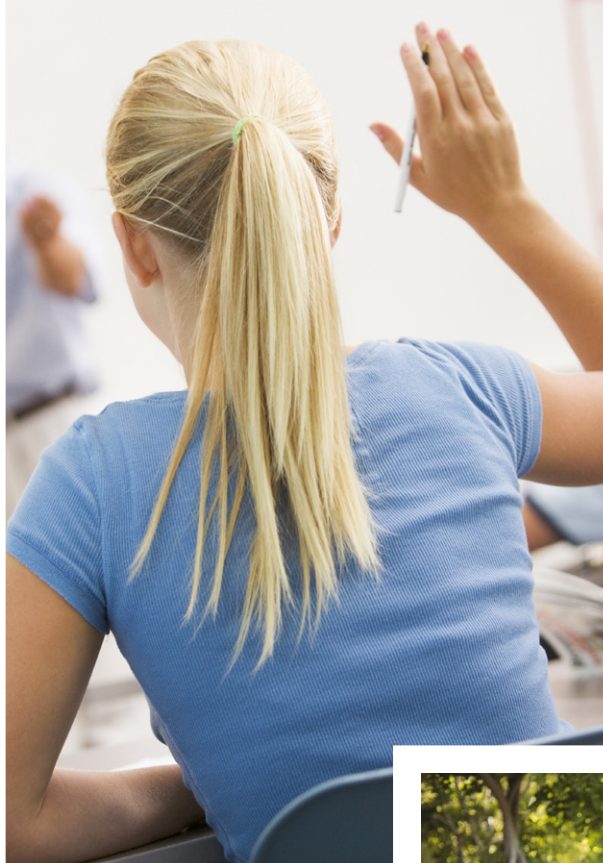


SARC

2017-18 School Accountability
Report Card

Published in 2018-19



George and Evelyn Stein High School

"The Place Where Everybody Is Somebody"

Grades 11-12
CDS Code 39-75499-0114140

Amy Thompson
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Para español, visita
www.tracy.k12.ca.us



Tracy Unified School District

1875 West Lowell Avenue Tracy, CA 95376 ▪ www.tracy.k12.ca.us
Brian Stephens, Superintendent ▪ bstephens@tusd.net ▪ (209) 830-3200



Principal's Message

Welcome to the home of the grizzlies! We are "The Place Where Everybody is Somebody." George & Evelyn Stein High School is a Model Continuation High School accredited by the Western Association of Schools and Colleges (WASC) that fully believes in second chances.

We are a thriving school where the value of learning is more important than the letter grade you earn. Students at Stein High know and understand that they are on a journey to success while navigating their way to a diploma. Our students graduate with not only a diploma but with "GRIT"—Goals, Relationships, Integrity and Tenacity—that will impact their academic, personal and professional lives on a daily basis while providing them the essential tools of success for a lifetime.

Each student is assigned to an advisor that assist them in developing a plan to recover credits and to get back on track to graduate. Each advisor is a current teacher at Stein. Our classes are smaller than that of the comprehensive high schools, allowing students to receive more individualized attention to meet their academic and personal needs while becoming resourceful. Stein also offers online classes where students can recover additional credits at a self-guided pace. Students who earn a Stein High diploma are independent learners who are prepared for entrance into college, a vocation school or program, the military, apprenticeship or a job. All graduates complete school with a student portfolio that includes but is not limited to letters of recommendation, a scholarship essay, a record of completed community service and graduate exit survey.

I am proud to say that our tenacious students and staff have truly earned the distinction of being a Model School by the California Department of Education. This award lasts for three years and is currently in effect until April 2019. We are looking to continuing to collaborate and work hard to sustain such a high honor.

Follow Stein High on Facebook at www.facebook.com/GeorgeEvelynSteinHighSchool or Twitter @SteinGrizzly for school updates, events and announcements.

Sincerely,

Amy Thompson, Principal

School Mission Statement

George & Evelyn Stein High School's mission is to empower students to identify and pursue their personal, academic and career goals by providing a rigorous alternative education environment that accommodates a variety of needs.

School Vision Statement

The vision of the school is to create an environment where students are motivated to persevere in order to be successful beyond just earning a diploma. We achieve this by teaching our students the true essence of **GRIT**:

Goals

- Personal
- Academic
- Career

Relationships

- Respectful
- Collaborative Learner
- Effective Communicator

Integrity

- Professional behavior
- Technologically responsible
- Citizenship

Tenacity

- Determined to succeed
- Independent Learner
- Resourceful

Parental Involvement

Stein provides a variety of ways for parents and guardians to be active in their student's education. The opportunities range from serving on School Site Council, participating on an accreditation or Model Schools committee, school clubs, fundraisers, volunteer in school events and having coffee with the principal at Grizzly Cafe. We also invite parents to speak about their career at a Career and College presentation. To volunteer, you will need to complete the fingerprint clearance through the district office. If a parent would like to be involved in any of these activities, please stop by the office or call (209) 830-3395 for an appointment.

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."

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.

Board of Trustees

Steve Abercrombie, President

Brian Pekari, Vice President

Jill Costa, Board Clerk

Simran Kaur, Member

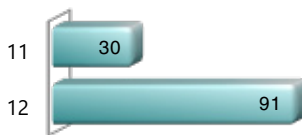
Ameni Alexander, Member

Lori Souza, Member

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.

2017-18 Enrollment by Grade

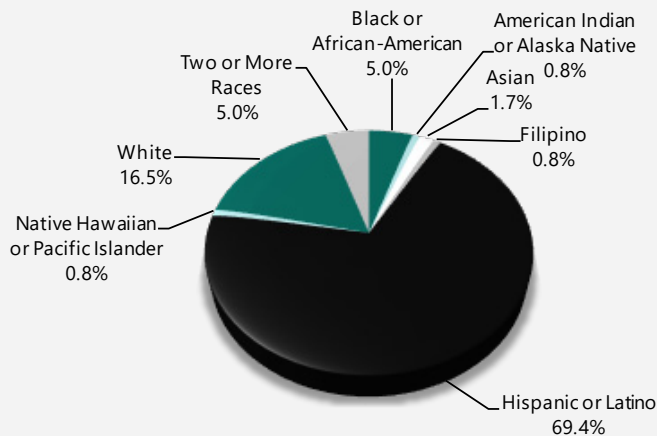


Enrollment by Student Group

The total enrollment at the school was 121 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2017-18 School Year

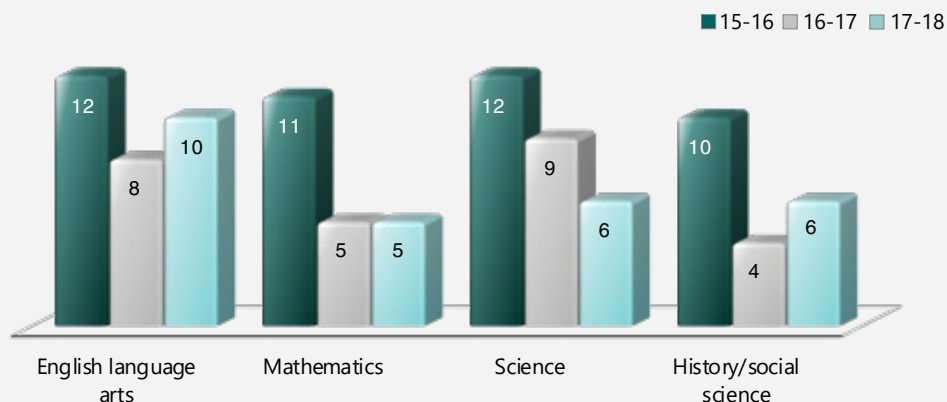


Class Size Distribution

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



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Stein HS			
	15-16	16-17	17-18
Suspension rates	49.4%	52.9%	5.6%
Expulsion rates	1.2%	0.0%	2.1%
Tracy USD			
	15-16	16-17	17-18
Suspension rates	7.6%	10.5%	8.3%
Expulsion rates	0.6%	0.6%	0.7%
California			
	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size

Three-Year Data

	2015-16			2016-17			2017-18		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	17	6		21			15		
Mathematics		9		14			14		
Science	18	6		12			13		
History/social science	29	1		16			13		

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Stein HS		Tracy USD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (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	
	Stein HS		Tracy USD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	13%	0%	41%	42%	48%	50%
Mathematics	0%	0%	29%	30%	37%	38%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2017-18 School Year
Percentage of Students Meeting Fitness Standards		Stein HS
		Grade 9
Four of six standards		✧
Five of six standards		✧
Six of six standards		✧

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 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. 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.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grade 11.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts and Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	62	57	91.94%	0.00%
Male	38	36	94.74%	0.00%
Female	24	21	87.50%	0.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	45	41	91.11%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	11	10	90.91%	0.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	40	36	90.00%	0.00%
English learners	16	15	93.75%	0.00%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	63	57	90.48%	0.00%
Male	38	35	92.11%	0.00%
Female	25	22	88.00%	0.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	46	42	91.30%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	41	35	85.37%	0.00%
English learners	17	15	88.24%	0.00%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (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 web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to California State University (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 web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/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>.

UC/CSU Admission	2016-17 and 2017-18 School Years
	Stein HS
Percentage of students enrolled in courses required for UC/CSU admission in 2017-18	97.52%
Percentage of graduates who completed all courses required for UC/CSU admission in 2016-17	0.00%

School Safety

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

Maintaining a safe school environment through campus supervision before and after school and during nutrition breaks; operating a closed campus that is clean and hazard free; sustaining close contact with Tracy Probation, Tracy resource officers, and with the district truancy officer.

Promoting teacher awareness of the disaster-preparedness plan, enforcing child-abuse reporting, in-servicing 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.

Enhancing curricular activities with distribution of student weekly report cards; holding new-student orientations; promoting instructional tours; providing flexible scheduling and student recognition assemblies, drug and alcohol education, and career and college speakers throughout the year.

Providing a parent and community component through organizing a family picnic; 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; providing day care to parenting teens and education to pregnant and parenting teens through the STEPS (Student Teen Education and Parent Support) program; and supporting Key Club fundraisers and donation activities that in turn support the community.

Supporting student awareness through educating students about the district conduct code, dress code, and sexual-harassment policy and graduation expectations, participating in Red Ribbon Day and antibullying activities; encouraging students to attend after-school activities, Cyber High class, and summer and evening credit-recovery classes; providing referrals to community programs, educational brochures, motivational and career assemblies and presentations; displaying student work throughout the campus; and encouraging scholarship applications, career and college assessment, cultural awareness and civic involvement.

The school safety plan was last reviewed, updated and discussed with the school faculty in November 2018.

✧ Not applicable.

Types of Services Funded

About 58 percent of the district's income is spent on employee salaries, and 23 percent is spent on employee benefits. Books and supplies account for 10 percent of the district's spending, an additional 10 percent 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 Kindergarten through third grade 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.

Career Technical Education Programs

George & Evelyn Stein High School does not offer career technical education programs.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
	Stein HS
	2017-18 Participation
Number of pupils participating in a CTE program	✧
Percentage of pupils who completed a CTE program and earned a high school diploma	✧
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	✧



Advanced Placement Courses

Advanced Placement (AP) courses are not offered at George and Evelyn Stein High School.



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 a 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.

"We are a thriving school where the value of learning is more important than the letter grade you earn."



Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. For more information, please visit www.cde.ca.gov/ci/gs/hs/hsgsrmin.asp or www.cde.ca.gov/ci/gs/hs/cefhsgsgradreq.asp.

Completion of High School Graduation Requirements

Graduating Class of 2017

Group	Stein HS	Tracy USD	California
All students	100.00%	90.82%	88.72%
Black or African-American	100.00%	93.97%	82.15%
American Indian or Alaska Native	100.00%	80.00%	82.81%
Asian	100.00%	97.28%	94.93%
Filipino	100.00%	91.87%	93.45%
Hispanic or Latino	100.00%	88.41%	86.54%
Native Hawaiian or Pacific Islander	❖	100.00%	88.56%
White	100.00%	90.65%	92.12%
Two or more races	100.00%	90.48%	91.15%
Socioeconomically disadvantaged	100.00%	90.41%	88.64%
English learners	100.00%	62.66%	56.74%
Students with disabilities	100.00%	61.66%	67.12%
Foster youth	100.00%	100.00%	74.08%

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		
	14-15	15-16	16-17	14-15	15-16	16-17
Stein HS	86.20%	65.00%	87.50%	4.60%	27.70%	5.80%
Tracy USD	91.80%	91.10%	90%	5.30%	6.50%	7.30%
California	82.30%	83.80%	82.70%	10.70%	9.70%	9.10%

❖ 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.

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 including some site administrators, reviews the recommendation and then recommends a textbook to the school board.

Our most recent public hearing to adopt a resolution on the sufficiency of instructional materials was in September 2018.

The district chose its most recently adopted textbooks (English language arts) using the state-approved list. The textbook content fits within the curriculum framework adopted by the California State Board of Education (SBE). The district is in the process of evaluating and selecting history-social studies instructional materials for grades 6-8 using the state-approved list for grades 6-8.

Textbooks and Instructional Materials List

2018-19 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> , First Edition (11)	2002, 2007
Mathematics	<i>Bridge to Algebra</i> (Algebra Readiness), 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> , Seventh Edition; Cengage	2017
Mathematics	<i>Calculus</i> , Eleventh Edition; Cengage	2017
Mathematics	<i>Geometry</i> , Houghton Mifflin	2015
Science	<i>Campbell Biology</i> , Ninth Edition; Pearson	2012
Science	<i>Campbell Biology</i> , Seventh Edition; Prentice Hall	2007
Science	<i>Campbell Essential Biology with Physiology</i> , Second Edition; Prentice Hall	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	2007
Science	<i>Chemistry</i> , California Edition; Prentice Hall	2007
Science	<i>Conceptual Physics</i> , Prentice Hall	2007
Science	<i>Criminalistics: An Introduction to Forensic Science</i> , Eighth Edition; Prentice Hall	2007
Science	<i>Essentials of Human Anatomy & Physiology Laboratory Manual</i> , Eighth Edition	2007
Science	<i>Earth Science</i> , California Edition; Holt	2007
Science	<i>Modern Chemistry</i> , Holt	2007
Science	<i>Environmental Science for AP</i> , W.H. Freeman	2012
Science	<i>Holt Physics</i>	2007
Science	<i>College Physics</i> , Seventh Edition; Pearson Addison-Wesley	2011
Science	<i>Fundamentals of Physics</i> , Eighth Edition; People's Publishing/Wiley	2007

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

2018-19 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	0%
Science laboratory equipment	0%
✧ Not applicable.	

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

2018-19 School Year

Data collection date	9/28/2018
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Quality of Textbooks

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

Quality of Textbooks	
2018-19 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
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?	Yes

"Our students graduate with not only a diploma but with "GRIT"—Goals, Relationships, Integrity and Tenacity—that will impact their academic, personal and professional lives on a daily basis while providing them the essential tools to success for a lifetime."

Textbooks and Instructional Materials - Continued from page 9

Textbooks and Instructional Materials List		2018-19 School Year
Subject	Textbook	Adopted
Science	<i>Physics for the IB Diploma</i> , Fifth Edition; Cambridge University Press	2007
Science	<i>Biotechnology: Science for the New Millennium</i> , First 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> , Second Edition; Cengage	2009
Science	<i>Building a Medical Vocabulary</i> , Seventh Edition, Elsevier	2009
History/social science	American Government	2007
History/social science	Economics	2007
History/social science	<i>A People and a Nation</i> , Seventh Edition; Latin America, Seventh Edition; Modern World	2007
History/social science	<i>American Government</i> , 10th Edition	2007
History/social science	<i>The Americans</i> , California Edition	2007
History/social science	<i>The American Pageant</i> , 13th Edition	2007
History/social science	<i>The Modern World</i> , California Edition	2007
History/social science	OCR GCSE Modern World History, Second Edition	2007
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> , Seventh Edition	2007
History/social science	<i>Understanding Psychology</i> , Second Edition	2007
History/social science	<i>Cognitive Psychology</i> , Fourth Edition; <i>Approaches to Psychology</i> , Fifth Edition	2007
History/social science	<i>World Geography Today</i>	2007
Foreign language	French: <i>Bien Dit!</i> , Level 1	2012
Foreign language	French: <i>Bien Dit!</i> , Level 2	2012
Foreign language	French: <i>Bien Dit!</i> , Level 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	2012
Foreign language	Spanish: <i>¡Avancemos!</i> , Level 2	2012
Foreign language	Spanish: <i>¡Avancemos!</i> , Level 3	2012
Foreign language	Spanish: <i>¡Avancemos!</i> , Level 4	2012
Foreign language	Spanish: <i>Manána Imagina Reflexiones</i>	2012
Foreign language	Spanish: <i>Reflexiones: Introducción a la literatura hispánica</i>	2012

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		2018-19 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Fair
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Good
Date of the most recent school site inspection		7/12/2018
Date of the most recent completion of the inspection form		7/12/2018

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		2018-19 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	Damaged, missing or stained ceiling tiles; missing baseboard. Work orders have been placed.	2/28/2019

About Our School

George & Evelyn Stein High School is a continuation high school in the Tracy Unified School District (TUSD) that prides itself in giving students a second chance to succeed in school. At any given time, there are about 125 students. Currently in 2018-19, the school is in its 12th year. The school serves 11th- and 12th-grade students who are at least 16 years of age and are at risk of not earning a diploma. Students are referred by a counselor from a TUSD comprehensive high school or transfer from other alternative education programs. Students who move to TUSD from other continuation high schools enroll directly into Stein High.

The district has established credit eligibility for students to transfer to Stein High from a TUSD comprehensive high school. At the beginning of a school year, a senior must have 120 credits and a junior should have 60 credits. This credit requirement increases as the year progresses. We do allow some space for students with less than the preferred amount of credits within reason to accommodate special needs or considerations. The senior student population is significantly higher in number than the junior population, as the school's primary goal is to help students earn their high school diploma by the end of their senior year in high school. By targeting seniors, Stein provides an opportunity for credit deficient seniors to graduate on time, in conjunction with providing access for juniors to retrieve credits and either return to a comprehensive high school or earn a diploma at Stein.

In most classes, the maximum enrollment is 21 students per class. George & Evelyn Stein High School earned a full six-year accreditation from the Western Association of Schools and Colleges in 2017-18, which will be in effect through June 30, 2024. Stein High also earned the distinction of Model Continuation High School in April 2016. This honor, bestowed by the California Department of Education will be in effect for three years. In the fall of 2018, we submitted a renewal application in hopes to maintain our Model School status.

School Facilities

General

The Tracy Unified School District takes great efforts 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 George & Evelyn Stein High School for the 2018-19 school year and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

Age of School/Buildings

This school has 16 classrooms, a multi-purpose room (MPR) and kitchen, library, administration building, a STEPS classroom, an infant lab, a toddler lab, and a kitchen. The main campus was built in 1960. Additions were constructed in 1985 (a relocatable MPR and four classrooms), 1989 (permanent kitchen and MPR), 1996 (redevelopment of electricity and four classrooms), the 2001-02 school year (seven modular classrooms, four modular classrooms and an infant/toddler center), the 2002-03 school year (six classrooms, a library and quad area) and the 2005-06 school year (one relocatable portable).

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order and complete them in a timely manner. We use a work-order process to ensure efficient service and give emergency repairs 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 regularly 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.





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).

Academic Counselors and School Support Staff Data	
2017-18 School Year	
Academic Counselors	
FTE of academic counselors	0.30
Average number of students per academic counselor	120
Support Staff	
	FTE
Social/behavioral counselor	0.20
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.33
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	0.00
Resource specialist (nonteaching)	0.00

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.

Teacher Credential Information		Three-Year Data		
	Tracy USD	Stein HS		
Teachers	18-19	16-17	17-18	18-19
With a full credential	655	11	10	13
Without a full credential	44	0	0	0
Teaching outside subject area of competence (with full credential)	8	2	2	2

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		
		Stein HS		
Teachers		16-17	17-18	18-19
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

Professional Development

For new teachers to the district, the Tracy Unified School District requires them 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. 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 Induction Program to clear their preliminary credentials, will be assigned a support provider for the program.

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

Every Monday, students are released early from school at 12:30 p.m. 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.

Professional Development Days		Three-Year Data		
	2016-17	2017-18	2018-19	
Stein HS	5 days	5 days	5 District days, 28 Site days	

Financial Data

The financial data displayed in this SARC is from the 2016-17 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. 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. To look up expenditures and salaries for a specific school district, see the Ed-Data website at 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		2016-17 Fiscal Year
	Tracy USD	Similar Sized District
Beginning teacher salary	\$48,137	\$49,512
Midrange teacher salary	\$70,952	\$77,880
Highest teacher salary	\$93,286	\$96,387
Average elementary school principal salary	\$126,958	\$123,139
Average middle school principal salary	\$133,564	\$129,919
Average high school principal salary	\$136,424	\$140,111
Superintendent salary	\$221,734	\$238,324
Teacher salaries: percentage of budget	39%	36%
Administrative salaries: percentage of budget	6%	5%

Financial Data Comparison

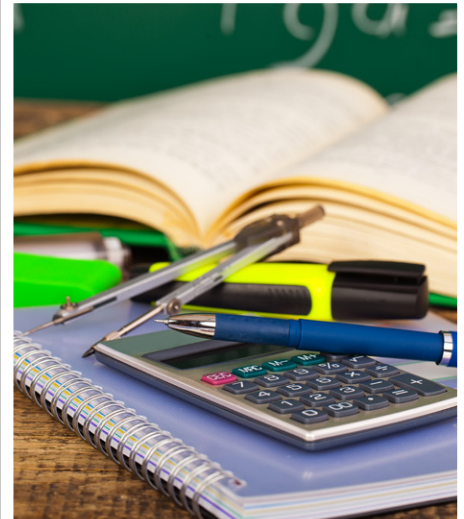
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2016-17 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Stein HS	\$12,819	\$83,429
Tracy USD	\$6,110	\$74,520
California	\$7,125	\$79,665
School and district: percentage difference	+109.8%	+12.0%
School and California: percentage difference	+79.9%	+4.7%

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	
2016-17 Fiscal Year	
Total expenditures per pupil	\$18,032
Expenditures per pupil from restricted sources	\$5,213
Expenditures per pupil from unrestricted sources	\$12,819
Annual average teacher salary	\$83,429



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.

George and Evelyn Stein High School



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 2018.

School Accountability Report Card

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