

SARC

2019-20

School Accountability
Report Card

Published in 2020-21



George and Evelyn Stein High School

Grades 11-12
CDS Code 39-75499-0114140

Traci L. Mitchell
Principal
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(209) 830-3395

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

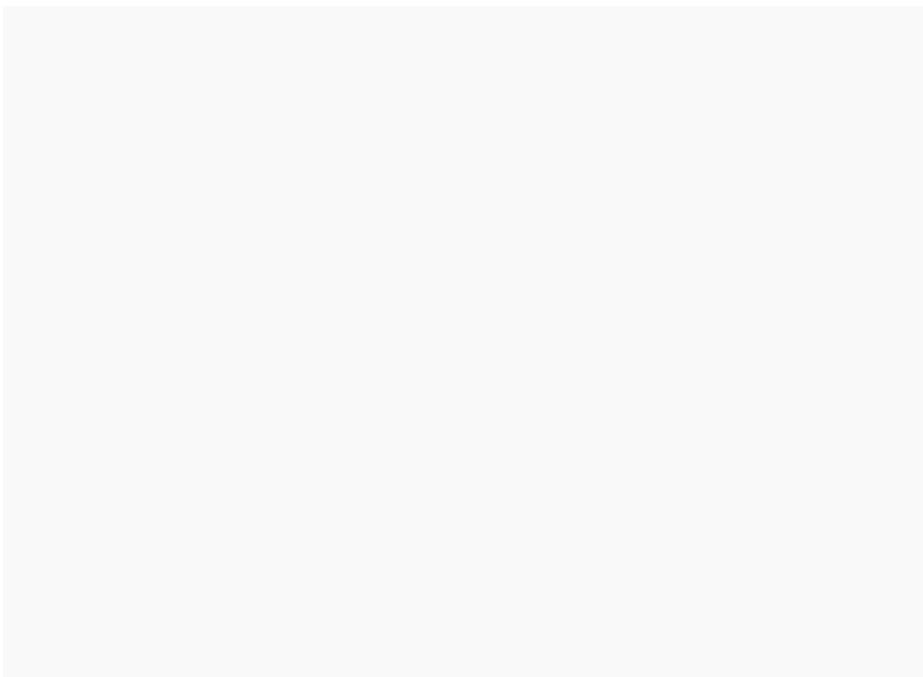
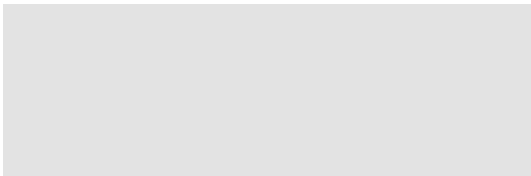
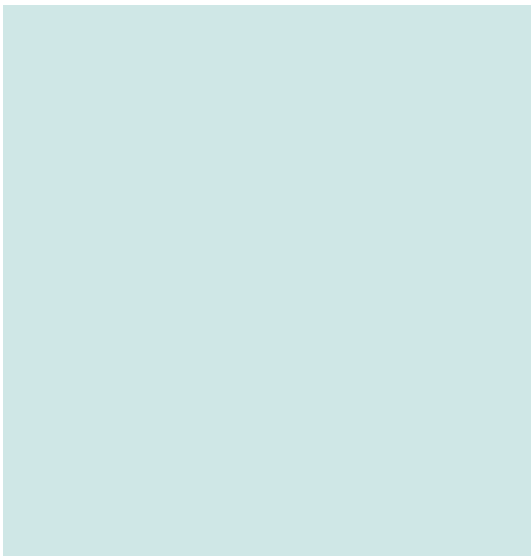
Para español, visita www.tracy.k12.ca.us.



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.

An advisor assists students with 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 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. We are looking forward to continuing collaborations and work hard to sustain such a high honor.

Follow Stein High on Facebook at www.facebook.com/GeorgeEvelynSteinHighSchool or the school's website <https://steinhigh.tracy.k12.ca.us/> for school updates, events and announcements.

Sincerely,

Traci L. Mitchell, 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.

Parental Involvement

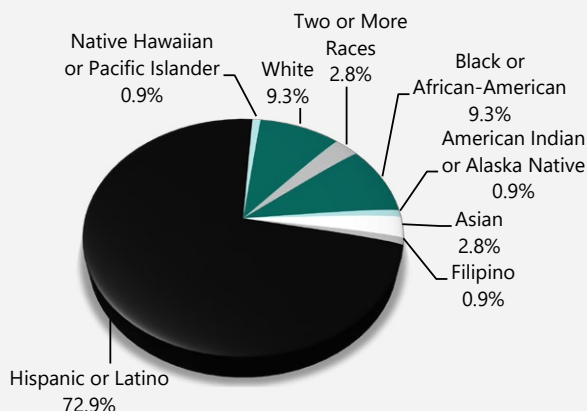
Stein provides a variety of ways for parents and guardians to be active in their student's education. The opportunities range from serving on School Site Council, participating on an accreditation or Model Schools committee, school clubs, fundraisers, volunteer in school events and having coffee with the principal at Grizzly Parent Workshops. 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.

Enrollment by Student Group

The total enrollment at the school was 107 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	71.00%
English learners	25.20%
Students with disabilities	13.10%
Foster youth	3.70%
Homeless	1.90%

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.

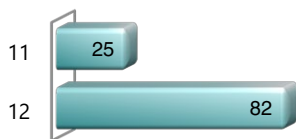
Board of Trustees

Simran Kaur, President
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 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

George & Evelyn Stein High 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.

UC/CSU Admission

Stein HS

2018-19 and 2019-20 School Years

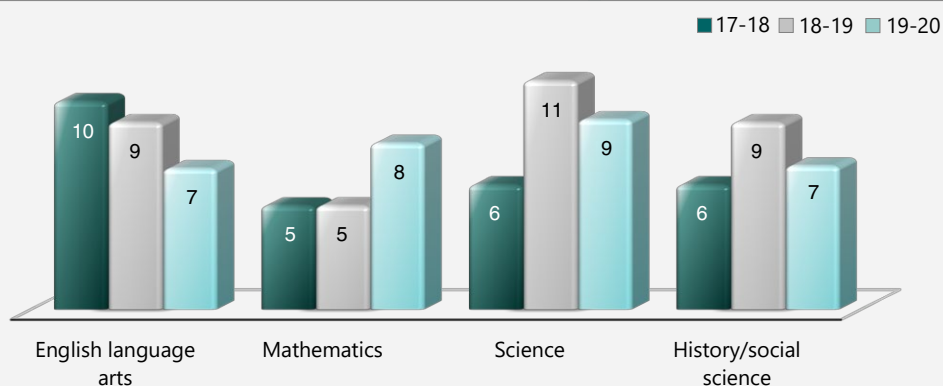
Percentage of students enrolled in courses required for UC/CSU admission in 2019-20	98.13%
Percentage of graduates who completed all courses required for UC/CSU admission in 2018-19	0.00%

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	15			9			9		
Mathematics	14			4			4		
Science	13			7			7		
History/social science	13			12			11		

School Safety

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 that is clean and hazard free; 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. 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.
4. Providing a parent and community component through organizing a family picnic, and 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 and education to pregnant and parenting teens through the STEPS (Student Teen Education and Parent Support) program.
5. 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 anti-bullying 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. Display student work throughout the campus; and encourage completion of 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 October 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.

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	
	Stein HS		Tracy USD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
Science	0%	◇	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	
	Stein HS		Tracy USD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
English language arts/literacy	12%	◇	44%	◇	51%	◇
Mathematics	0%	◇	31%	◇	40%	◇

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	
	Stein HS		Tracy USD		California	
	17-18	18-19	17-18	18-19	17-18	18-19
Suspension rates	5.6%	25.6%	8.3%	9.3%	3.5%	3.5%
Expulsion rates	2.1%	3.6%	0.7%	0.5%	0.1%	0.1%
	Stein HS		Tracy USD		California	
	19-20		19-20		19-20	
Suspension rates	6.5%		5.5%		*	
Expulsion rates	1.3%		0.4%		*	

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

◇ 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.

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.



CAASPP by Student Group: Science, English Language Arts and Mathematics

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

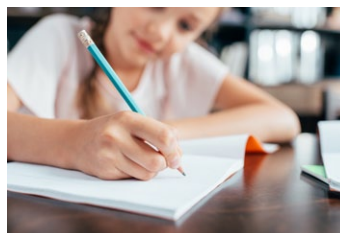
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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: Science (high school)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ 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.

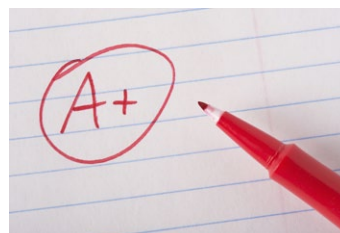




CAASPP Results by Student Group: English Language Arts (grade 11)

Percentage of Students Meeting or Exceeding State Standards				2019-20 School Year	
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

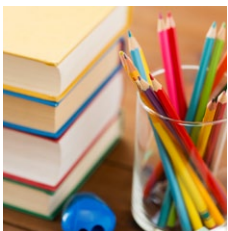
◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.



CAASPP Results by Student Group: Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards				2019-20 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ 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.





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 & Physiology Laboratory Manual</i> , 8th Edition	2007
Science	<i>Earth Science</i> , California Edition; 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 10

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%



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.

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 2020-21, the school is in its 14th 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.

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

Textbooks and Instructional Materials, *Continued from page 9*

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	<i>French: Bien Dit!</i> , Level 1-3	2012
Foreign language	<i>French: Le monde en français</i>	2012
Foreign language	<i>French: Imaginez</i>	2012
Foreign language	<i>Spanish: ¡Avancemos!</i> , Level 1-4	2012
Foreign language	<i>Spanish: Manána Imagina Reflexiones</i>	2012
Foreign language	<i>Spanish: 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.



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
Stein HS	87.50%	82.20%	70.90%	5.80%	11.90%	20.50%
Tracy USD	90.00%	90.40%	90.20%	7.30%	7.20%	7.40%
California	82.70%	83.00%	84.50%	9.10%	9.60%	9.00%

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
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		7/10/2020
Date of the most recent completion of the inspection form		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
Interior	Office/staff room ceiling tiles needed in entry and breakroom; holes in principal's office, duct leak. Rooms 16,17,18 need new exit signs. Work order submitted.		August 2020

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 George & Evelyn Stein High 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

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.



Advanced Placement Courses

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

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
Pupils to Academic counselors	56:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.00
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	20-21	18-19	19-20	20-21
With a full credential	622	13	13	16
Without a full credential	43	0	0	0
Teaching outside subject area of competence (with full credential)	13	2	5	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		18-19	19-20	20-21
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

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.

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 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 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		
	2018-19	2019-20	2020-21	
Number of school days dedicated to staff development and continuous improvement	5 District 28 Site	5 District 28 Site	5	



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. 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		2018-19 Fiscal Year
	Tracy USD	Similar Sized District
Beginning teacher salary	\$50,570	\$52,484
Midrange teacher salary	\$74,538	\$81,939
Highest teacher salary	\$98,000	\$102,383
Average elementary school principal salary	\$133,367	\$129,392
Average middle school principal salary	\$138,528	\$136,831
Average high school principal salary	\$150,900	\$147,493
Superintendent salary	\$233,679	\$254,706
Teacher salaries: percentage of budget	34%	34%
Administrative salaries: percentage of budget	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
Stein HS	\$49,338	\$70,666
Tracy USD	\$8,833	\$72,386
California	\$7,750	\$84,577
School and district: percentage difference	+458.5%	-2.4%
School and California: percentage difference	+536.6%	-16.4%

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	
Total expenditures per pupil	\$61,477
Expenditures per pupil from restricted sources	\$12,139
Expenditures per pupil from unrestricted sources	\$49,338
Annual average teacher salary	\$70,666

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:

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.

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 2020.

School Accountability Report Card

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