Tracy Unified School District

1875 West Lowell Avenue   Tracy, CA 95376   ▪   www.tracy.k12.ca.us

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SARC
2021-22

School Accountability
Report Card
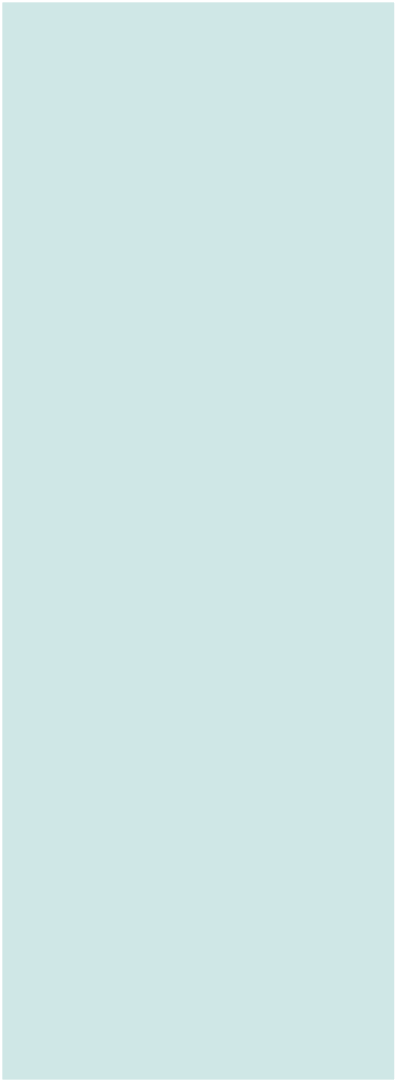Published in 2022-23

George and Evelyn Stein High School

Grades 11-12
CDS Code 39-75499-0114140

Traci L. Mitchell, Principal
tramitchell@tusd.net

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

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

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 daily 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

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.

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, career and college speakers throughout the year and participation through Intramural Sports Activities.
- Providing a parent and community component through providing dinner at Back to School Night and Parent Conference Day. Personal phone calls about a child's absence, tardy or lack of progress. Analyzing parent's responses to school surveys. Providing support and guidance for community-based daycare located on site.
- 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, Edgenuity (online learning platform) 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 September 2022.

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.

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

Enrollment by Student Group

Demographics	
2021-22 School Year	
Female	36.90%
Male	62.30%
Non-Binary	0.80%
English learners	29.50%
Foster youth	0.80%
Homeless	2.50%
Migrant	0.00%
Socioeconomically Disadvantaged	58.20%
Students with Disabilities	16.40%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 school year.

2021-22 Enrollment by Grade
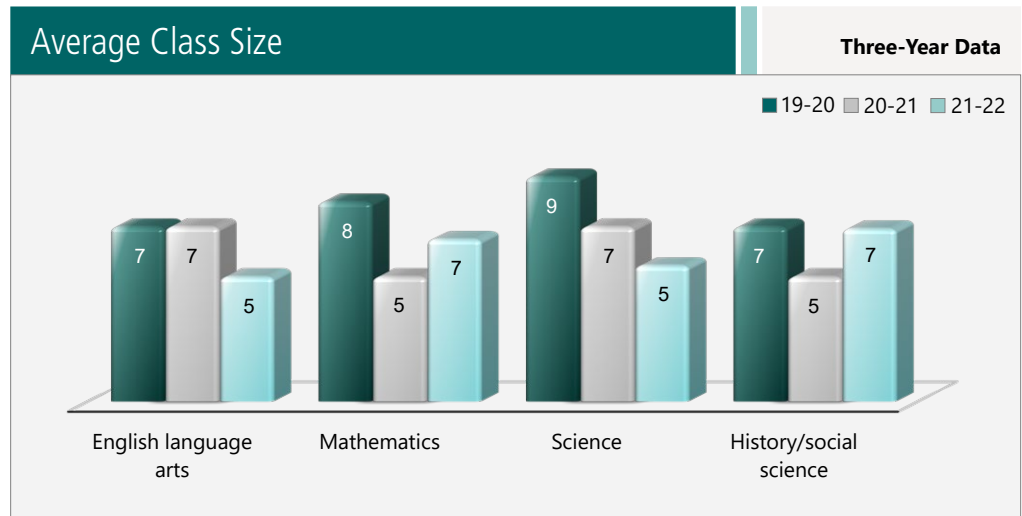
11 — 23
12 — 99

Enrollment by Student Group

The total enrollment at the school was 122 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2021-22 School Year

Native Hawaiian or Pacific Islander 3.3%
White 10.7%
Two or More Races 0.8%
Black or African-American 8.2%
Asian 0.8%
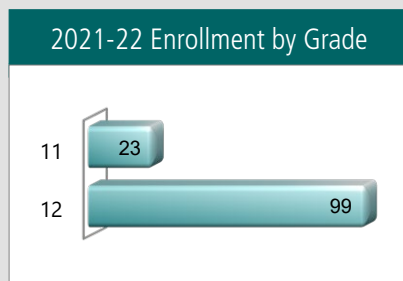Filipino 0.8%
Hispanic or Latino 75.4%
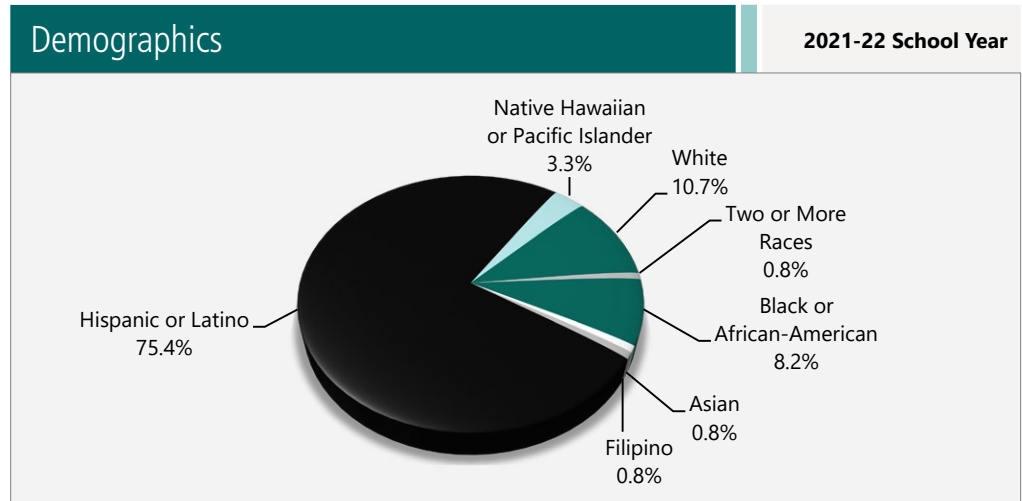
Class Size Distribution

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

Legend: 19-20, 20-21, 21-22

Subject	19-20	20-21	21-22
English language arts	7	7	5
Mathematics	8	5	7
Science	9	7	5
History/social science	7	5	7

Number of Classrooms by Size — Three-Year Data

Subject	2019-20			2020-21			2021-22		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	9			9			20		
Mathematics	4			4			4		
Science	7			8			11		
History/social science	11			10			13		

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions					Two-Year Data	
	Stein HS		Tracy USD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Suspension rates	0.0%	4.8%	0.1%	6.6%	0.2%	3.4%
Expulsion rates	0.0%	0.5%	0.0%	0.6%	0.0%	0.1%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions			2019-20 School Year
	Stein HS	Tracy USD	California
	19-20	19-20	19-20
Suspension rates	6.5%	5.5%	2.5%
Expulsion rates	1.3%	0.4%	0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other 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 other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group	2021-22 School Year	
Student Group	**Suspensions Rate**	**Expulsions Rate**
All Students	4.8%	0.5%
Female	2.6%	0.0%
Male	6.2%	0.8%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	6.1%	0.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	0.0%	0.0%
English Learners	5.1%	0.0%
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	5.1%	0.7%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	8.6%	0.0%

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 to be successful beyond just earning a diploma. We achieve this by teaching our students the true essence of GRIT:

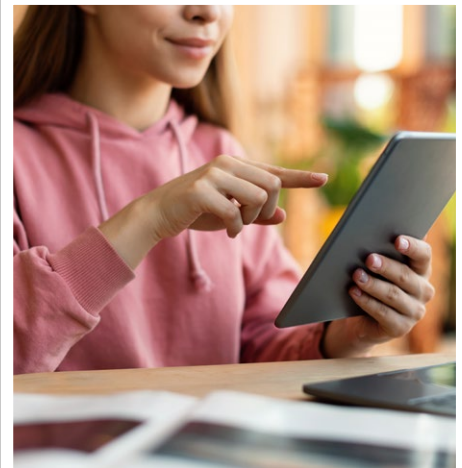**Goals**
- Personal
- Academic
- Career

Relationships
- Respectful
- Collaborative Learner
- Effective Communicator

Integrity
- Professional behavior
- Technologically responsible
- Citizenship

Tenacity
- Determined to succeed
- Independent Learner
- Resourceful

Types of Services Funded

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%.

All 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.

The Place Where Everybody is Somebody

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.

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
	2020-21	**2021-22**	**2022-23**
Number of school days dedicated to staff development and continuous improvement	5	5	6

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group			2021-22 School Year
Student Group	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate**
All Students	207	188	162	86.20%
Female	76	68	62	91.20%
Male	130	119	100	84.00%
American Indian or Alaska Native	0	0	0	0.00%
Asian	4	4	4	100.00%
Black or African American	17	16	13	81.30%
Filipino	2	2	1	50.00%
Hispanic or Latino	147	134	115	85.80%
Native Hawaiian or Pacific Islander	8	7	7	100.00%
Two or More Races	7	7	6	85.70%
White	22	18	16	88.90%
English Learners	59	56	51	91.10%
Foster Youth	2	1	1	100.00%
Homeless	4	3	1	33.30%
Socioeconomically Disadvantaged	137	124	107	86.30%
Students Receiving Migrant Education Services	1	1	1	100.00%
Students with Disabilities	35	31	24	77.40%

SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard						Two-Year Data
	Stein HS		Tracy USD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
Science	2.99%	3.13%	22.22%	23.05%	28.50%	29.47%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

| Percentage of Students Meeting or Exceeding State Standard						Two-Year Data
	Stein HS		Tracy USD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	11%	*	39%	*	47%
Mathematics	*	0%	*	25%	*	33%

* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

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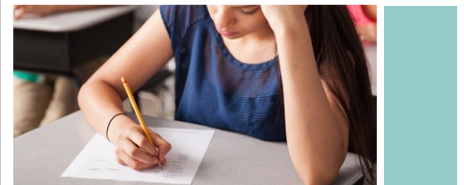
CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display 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.
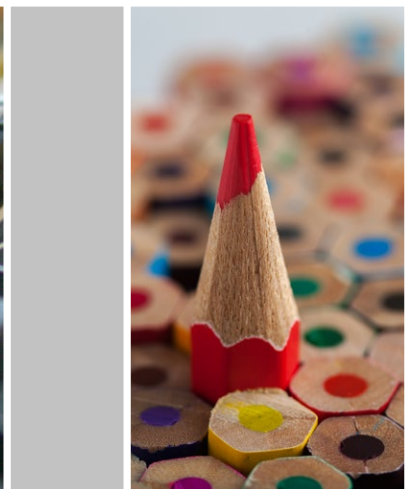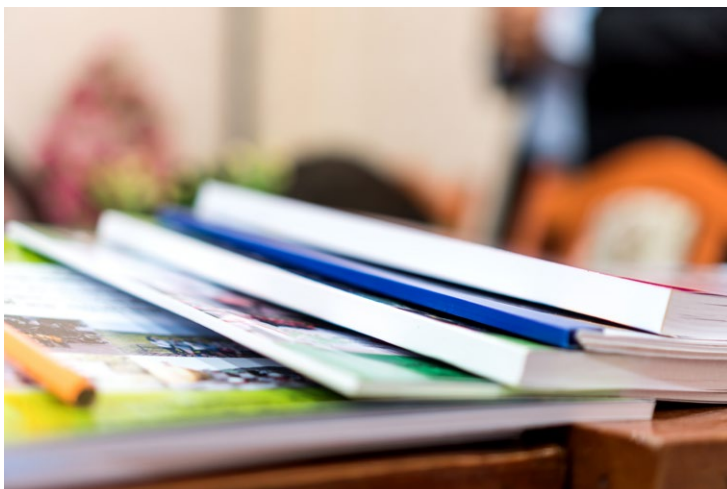
CAASPP Test Results by Student Group: Science (high school)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	75	64	85.33%	14.67%	3.13%
Female	26	20	76.92%	23.08%	5.00%
Male	49	44	89.80%	10.20%	2.27%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	53	46	86.79%	13.21%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	19	15	78.95%	21.05%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	47	39	82.98%	17.02%	2.56%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	16	14	87.50%	12.50%	7.14%

❖ Scores are not shown 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.
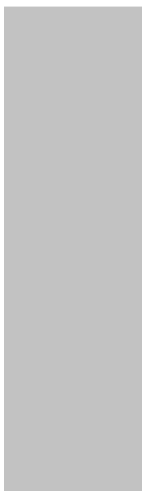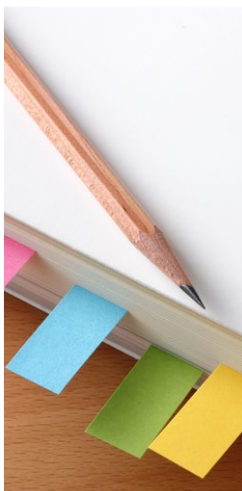
CAASPP Test Results by Student Group: English Language Arts (grade 11)

Percentage of Students Meeting or Exceeding State Standards	2021-22 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	58	54	93.10%	6.90%	11.32%
Female	15	13	86.67%	13.33%	0.00%
Male	43	41	95.35%	4.65%	15.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	41	40	97.56%	2.44%	10.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	17	16	94.12%	5.88%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	40	36	90.00%	10.00%	11.43%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Scores are not shown 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.

CAASPP Test Results by Student Group: Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	58	54	93.10%	6.90%	0.00%
Female	16	14	87.50%	12.50%	0.00%
Male	42	40	95.24%	4.76%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	41	40	97.56%	2.44%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	16	15	93.75%	6.25%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	41	37	90.24%	9.76%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Scores are not shown 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.

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.

Graduation and Dropout Rates						Three-Year Data
	Graduation Rate			Dropout Rate		
	19-20	20-21	21-22	19-20	20-21	21-22
Stein HS	82.70%	50.40%	85.30%	3.10%	36.60%	11.20%
Tracy USD	91.80%	81.40%	90.60%	5.20%	14.50%	7.10%
California	84.20%	83.60%	87.00%	8.90%	9.40%	7.80%

Graduation Rate by Student Group (Four-Year Cohort Rate)

Graduation Rate by Student Group			2021-22 School Year
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	116	99	85.30%
Female	48	44	91.70%
Male	68	55	80.90%
Non-Binary	0	0	0.00%
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	82	72	87.80%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	14	11	78.60%
English Learners	42	39	92.90%
Foster Youth	0	0	0.00%
Homeless	14	9	64.30%
Socioeconomically Disadvantaged	99	84	84.80%
Students Receiving Migrant Education Services	0	0	0.00%
Students with Disabilities	24	21	87.50%

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.

Advanced Placement Courses

No information is available for George and Evelyn Stein High School regarding Advanced Placement (AP) courses offered.

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	
2020-21 and 2021-22 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2021-22	0.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2020-21	0.00%

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	
2021-22 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	✧
✧ Not applicable.	

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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status	2022-23 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)	Good
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	Exemplary
Date of the most recent school site inspection	10/5/2022

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 multipurpose room (MPR) and kitchen, library/classroom, conference room, administration building and a community-based childcare center operated by San Joaquin County Child Abuse Prevention Center. 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), the 2005-06 school year (one relocatable portable) and the 2020-21 (three modular classrooms).

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.

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 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.

Textbooks and Instructional Materials List

2022-23 School Year

Subject	Textbook	Adopted
Reading/language arts	*StudySync,* McGraw Hill (9-12)	2017
Reading/language arts	*The Language of Composition*	2008
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
Mathematics	*Objects First with Java; a Practical Introduction using BlueJ*	2012
Mathematics	*Mathematics: Applications and Interpretation*	2019
Science	*Biology for the AP Course;* Bedford St Martins	2022
Science	*Biology, 7th Edition;* Prentice Hall	2005
Science	*Cutnell Physics, AP Edition*	2018
Science	*Inquiry into Life Biozone* (digital website)	2022
Science	*Chemistry: The Central Science, 10th edition;* Prentice Hall	2006
Science	*CA Inspire Science;* McGraw Hill	2020
Science	*STEM Scopes;* Accelerate Learning	2022
Science	*Essentials of Human Anatomy & Physiology, 8th Edition*	2006
Science	*Earth Science;* Holt	2006
Science	*Modern Chemistry,* Holt	2006
Science	*Environmental Science for AP,* W.H. Freeman	2012
Science	*Physics,* Discovery Education	2022
Science	*Fundamentals of Physics, 8th 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

2022-23 School Year

Subject	Percentage
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Currency of Textbooks

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

Currency of Textbooks

2022-23 School Year

Data collection date	9/27/2022

Textbooks and Instructional Materials, *Continued from 13*

Textbooks and Instructional Materials List		2022-23 School Year
Subject	**Textbook**	**Adopted**
Science	Physics for the IB Diploma, 5th Edition; *Cambridge University Press*	2007
Science	*Biotechnology: Science for the New Millennium, 1st Edition;* EMC Paradigm Publishing	2007
Science	Environmental Systems and Societies for the IB Diploma, 2nd edition	2016
History/social science	*World History, Volume II-Since 1500* (10)	2007
History/social science	*Modern World History* (10)	2019
History/social science	*Modern World GCSE* (10)	2002
History/social science	*Ways of the World Since 1200* (10)	2020
History/social science	*Thinking Through Sources for Ways of the World* (10)	2020
History/social science	*US History 1877 to the Present: America Through the Lens* (11)	2019
History/social science	*American History: Connecting with the Past, 15th edition* (11)	2015
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
Foreign language	*French: Bien dit!*, Level 1-3	2013
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
English Language Development Materials	*StudySync*, McGraw Hill (9-12)	2017

Quality of Textbooks

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

Quality of Textbooks	
2022-23 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.7	79.5%	549.4	79.2%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	31.0	4.5%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	27.0	3.9%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.5	14.4%	29.4	4.2%	12,115.8	4.4%
Unknown	0.6	6.0%	57.1	8.2%	18,854.3	6.9%
Total Teaching Positions	11	100.0%	694.2	100.0%	274,759.1	100.0%

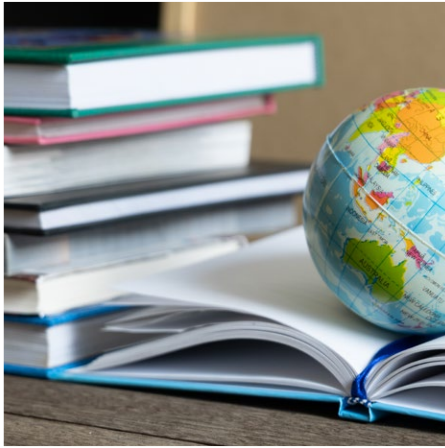| Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	**	**	**	**	**	**
Intern Credential Holders Properly Assigned	**	**	**	**	**	**
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	**	**	**	**	**	**
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	**	**	**	**	**	**
Unknown	**	**	**	**	**	**
Total Teaching Positions	**	**	**	**	**	**

⁂ Data not available from the state at this time.

Note: The data in these tables 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teachers Without Credentials and Misassignments	Two-Year Data	
Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.0	⚘
Misassignments	0.0	⚘
Vacant Positions	0.0	⚘
Total Teachers Without Credentials and Misassignments	0.0	⚘

⚘ Data not available from the state at this time.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at https://www.ctc.ca.gov/credentials/manuals.

Credentialed Teachers Assigned Out-of-Field	Two-Year Data	
Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	⚘
Local Assignment Options	1.5	⚘
Total Out-of-Field Teachers	1.5	⚘

⚘ Data not available from the state at this time.

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	Two-Year Data	
Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	⚘
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	⚘

⚘ Data not available from the state at this time.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on 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.

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	
2021-22 School Year	
	Ratio
Pupils to Academic counselors	150:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	0.0

Financial Data

The financial data displayed in this SARC is from the 2020-21 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.

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	
2020-21 Fiscal Year	
Total expenditures per pupil	$27,730
Expenditures per pupil from restricted sources	$7,326
Expenditures per pupil from unrestricted sources	$20,405
Annual average teacher salary	$69,572

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.

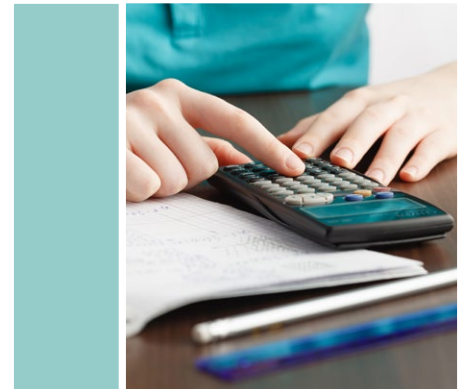| Salary Data	2020-21 Fiscal Year	
	Tracy USD	**Similar Sized District**
Beginning teacher salary	$52,219	$54,370
Midrange teacher salary	$76,968	$82,681
Highest teacher salary	$101,195	$106,610
Average elementary school principal salary	$136,818	$135,283
Average middle school principal salary	$143,044	$141,244
Average high school principal salary	$157,080	$152,955
Superintendent salary	$240,699	$264,367
Teacher salaries: percentage of budget	34%	33%
Administrative salaries: percentage of budget	5%	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	2020-21 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Stein HS	$20,405	$69,572
Tracy USD	$5,041	$76,755
California	$6,594	$88,358
School and district: percentage difference	+304.7%	-9.4%
School and California: percentage difference	+209.4%	-21.3%

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