

# George and Evelyn Stein High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



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

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2023-24 School Contact Information

|                                          |                                                                                     |
|------------------------------------------|-------------------------------------------------------------------------------------|
| <b>School Name</b>                       | George and Evelyn Stein High School                                                 |
| <b>Street</b>                            | 650 West 10th Street                                                                |
| <b>City, State, Zip</b>                  | Tracy, CA 95376                                                                     |
| <b>Phone Number</b>                      | (209) 830-3395                                                                      |
| <b>Principal</b>                         | Traci L Mitchell                                                                    |
| <b>Email Address</b>                     | tramitchell@tusd.net                                                                |
| <b>School Website</b>                    | <a href="https://steinhigh.tracy.k12.ca.us/">https://steinhigh.tracy.k12.ca.us/</a> |
| <b>County-District-School (CDS) Code</b> | 39-75499-0114140                                                                    |

## 2023-24 District Contact Information

|                         |                                                              |
|-------------------------|--------------------------------------------------------------|
| <b>District Name</b>    | Tracy Unified School District                                |
| <b>Phone Number</b>     | (209) 830-3200                                               |
| <b>Superintendent</b>   | Rob Pecot                                                    |
| <b>Email Address</b>    | rpecot@tusd.net                                              |
| <b>District Website</b> | <a href="http://www.tracy.k12.ca.us">www.tracy.k12.ca.us</a> |

## 2023-24 School Description and Mission Statement

### 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 the workforce. 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, resume 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](http://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

## 2023-24 School Description and Mission Statement

### 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 cultur-ally 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.

## About this School

### 2022-23 Student Enrollment by Grade Level

| Grade Level      | Number of Students |
|------------------|--------------------|
| Grade 11         | 37                 |
| Grade 12         | 86                 |
| Total Enrollment | 123                |

### 2022-23 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 39.8%                       |
| Male                                | 60.2%                       |
| American Indian or Alaska Native    | 0.8%                        |
| Asian                               | 4.1%                        |
| Black or African American           | 4.9%                        |
| Filipino                            | 2.4%                        |
| Hispanic or Latino                  | 69.1%                       |
| Native Hawaiian or Pacific Islander | 1.6%                        |
| Two or More Races                   | 5.7%                        |
| White                               | 11.4%                       |
| English Learners                    | 24.4%                       |
| Homeless                            | 0.8%                        |
| Socioeconomically Disadvantaged     | 82.9%                       |
| Students with Disabilities          | 13%                         |

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

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

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

### 2020-21 Teacher Preparation and Placement

| Authorization/Assignment                                                                               | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 8.70          | 79.55          | 549.40          | 79.15            | 228366.10    | 83.12         |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 0.00          | 0.00           | 31.00           | 4.48             | 4205.90      | 1.53          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.00          | 0.00           | 27.00           | 3.90             | 11216.70     | 4.08          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 1.50          | 14.36          | 29.40           | 4.25             | 12115.80     | 4.41          |
| <b>Unknown</b>                                                                                         | 0.60          | 6.00           | 57.10           | 8.22             | 18854.30     | 6.86          |
| <b>Total Teaching Positions</b>                                                                        | 11.00         | 100.00         | 694.20          | 100.00           | 274759.10    | 100.00        |

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

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment                                                                               | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 6.30          | 70.13          | 548.80          | 80.10            | 234405.20    | 84.00         |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 0.00          | 0.00           | 44.20           | 6.46             | 4853.00      | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.00          | 0.00           | 33.60           | 4.91             | 12001.50     | 4.30          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 2.20          | 24.67          | 27.10           | 3.96             | 11953.10     | 4.28          |
| <b>Unknown</b>                                                                                         | 0.40          | 5.09           | 31.30           | 4.58             | 15831.90     | 5.67          |
| <b>Total Teaching Positions</b>                                                                        | 9.00          | 100.00         | 685.10          | 100.00           | 279044.80    | 100.00        |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

| Authorization/Assignment                                     | 2020-21 | 2021-22 |
|--------------------------------------------------------------|---------|---------|
| <b>Permits and Waivers</b>                                   | 0.00    | 0.00    |
| <b>Misassignments</b>                                        | 0.00    | 0.00    |
| <b>Vacant Positions</b>                                      | 0.00    | 0.00    |
| <b>Total Teachers Without Credentials and Misassignments</b> | 0.00    | 0.00    |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

| Indicator                                                     | 2020-21 | 2021-22 |
|---------------------------------------------------------------|---------|---------|
| <b>Credentialed Teachers Authorized on a Permit or Waiver</b> | 0.00    | 0.00    |
| <b>Local Assignment Options</b>                               | 1.50    | 2.20    |
| <b>Total Out-of-Field Teachers</b>                            | 1.50    | 2.20    |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

| Indicator                                                                                                                                                  | 2020-21 | 2021-22 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0       | 0       |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0       | 0       |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Our most recent public hearing to adopt a resolution on the sufficiency of instructional materials was in September 2022. The district chose its most recently adopted textbooks (K-5 history/social sciences) using the state-approved list. The textbook content fits within the curriculum framework adopted by the California State Board of Education (SBE). Tracy Unified School District (TUSD) is in the process of evaluating and selecting instructional materials for science in grades K-12.

**Year and month in which the data were collected**

11/14/2023

| Subject                      | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|------------------------------|--------------------------------------------------------------|-----------------------------|--------------------------------------------|
| <b>Reading/Language Arts</b> | StudySync, McGraw Hill (9-12) 2017                           | Yes                         | 0%                                         |
|                              | The Language of Composition 2008                             |                             |                                            |
|                              | StudySync, McGraw Hill (9-12) 2017                           |                             |                                            |
| <b>Mathematics</b>           | Bridge to Algebra, Carnegie Learning 2011                    | Yes                         | 0%                                         |
|                              | Algebra 1, Houghton Mifflin 2015                             |                             |                                            |
|                              | Algebra 2, Houghton Mifflin 2015                             |                             |                                            |
|                              | Precalculus with Limits, 7th Edition; Cengage 2016           |                             |                                            |
|                              | Calculus, 11th Edition; Cengage 2016                         |                             |                                            |
|                              | Geometry, Houghton Mifflin 2015                              |                             |                                            |

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |     |    |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
|                               | <p>The Practice of Statistics, 5th Edition 2018</p> <p>Objects First with Java; a Practical Introduction using BlueJ 2012</p> <p>Mathematics: Applications and Interpretation 2019</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |     |    |
| <b>Science</b>                | <p>Biology for the AP Course; Bedford St Martins 2022</p> <p>Biology, 7th Edition; Prentice Hall 2005</p> <p>Cutnell Physics, AP Edition 2018</p> <p>Inquiry into Life Biozone (digital website) 2022</p> <p>Chemistry: The Central Science, 10th edition; Prentice Hall 2006</p> <p>CA Inspire Science; McGraw Hill 2020</p> <p>STEM Scopes; Accelerate Learning 2022</p> <p>Essentials of Human Anatomy &amp; Physiology, 8th Edition 2006</p> <p>Earth Science; Holt 2006</p> <p>Modern Chemistry, Holt 2006</p> <p>Environmental Science for AP, W.H. Freeman 2012</p> <p>Physics, Discovery Education 2022</p> <p>Fundamentals of Physics, 8th Edition; 2007<br/>People's Publishing/Wiley</p> <p>Physics for the IB Diploma, 5th Edition; 2007<br/>Cambridge University Press</p> <p>Biotechnology: Science for the New Millennium, 1st Edition; 2007<br/>EMC Paradigm Publishing</p> <p>Environmental Systems and Societies for the IB Diploma, 2016<br/>2nd edition</p> | Yes | 0% |
| <b>History-Social Science</b> | <p>World History, Volume II-Since 1500 (10) 2007</p> <p>Modern World History (10) 2019</p> <p>Modern World GCSE (10) 2002</p> <p>Ways of the World Since 1200 (10) 2020</p> <p>Thinking Through Sources for Ways of the World (10) 2020</p> <p>US History 1877 to the Present: 2019<br/>America Through the Lens (11)<br/>American History: 2015<br/>Connecting with the Past, 15th edition (11)</p> <p>Latin America: An Interpretive History (11) 2017</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Yes | 0% |

|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |     |    |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
|                                                   | <p>Latin America: Major Problems in American History (11) 2017</p> <p>A People and a Nation, Cengage (11) 2019</p> <p>American Government Stories of a Nation (12) 2021</p> <p>Making America (12) 2019</p> <p>History of the Americas, 1880-1981 (12) 2015</p> <p>The Mexican Revolution 1884-1940 (12) 2014</p> <p>The Move to Global War (12) 2015</p> <p>Economics Principles in Action (12) 2019</p> <p>Magruder's American Government (12) 2019</p> |     |    |
| <b>Foreign Language</b>                           | <p>French: Bien dit!, Level 1-3 2013</p> <p>French: Le monde en français 2011</p> <p>French: Imaginez 2007</p> <p>Spanish: ¡Avancemos!, Level 1-4 2013</p> <p>Spanish: Mañana 2011</p> <p>Spanish: Reflexiones: Introducción a la literatura hispánica 2013</p> <p>TEMAS, Vista Higher Learning 2020</p> <p>Nuevas Vistas Intro/Uno/Dos, Holt 2004</p>                                                                                                    | Yes | 0% |
| <b>Health</b>                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |     | 0% |
| <b>Visual and Performing Arts</b>                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |     | 0% |
| <b>Science Laboratory Equipment (grades 9-12)</b> | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                       | N/A | 0% |



## School Facility Conditions and Planned Improvements

### General

The Tracy Unified School District takes great effort to ensure that all schools are clean, safe and functional. To assist in this effort, the district uses a facility-survey instrument developed by the State of California Office of Public-School Construction. The results of this survey are available at the district office located at 1875 West Lowell Avenue in Tracy, California.

Below is more specific information on the condition of George & Evelyn Stein High School for the 2023-24 school year and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

### Age of School/Buildings

Stein High is part of the Alternative Education Campus. 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 Council. 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.

### Year and month of the most recent FIT report

7/26/2023

| System Inspected                                                    | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned                                                                                                           |
|---------------------------------------------------------------------|-----------|-----------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                | X         |           |           |                                                                                                                                                     |
| <b>Interior:</b><br>Interior Surfaces                               |           | X         |           | Wall paper peeling, broken/missing ceiling tiles, carpet. Work order submitted.                                                                     |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation | X         |           |           |                                                                                                                                                     |
| <b>Electrical</b>                                                   |           |           | X         | Multiple lights out, ballasts, wall plate. Work order submitted.                                                                                    |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains          |           |           | X         | Low fountain pressure, women's restroom out of service, no water/pressure on sink, broken sink, leaky faucet, missing handle. Work order submitted. |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                  | X         |           |           |                                                                                                                                                     |

## School Facility Conditions and Planned Improvements

|                                                                               |   |  |  |  |
|-------------------------------------------------------------------------------|---|--|--|--|
| <b>Structural:</b><br>Structural Damage, Roofs                                | X |  |  |  |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | X |  |  |  |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
|           | X    |      |      |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

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

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

Percentages are not calculated 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.

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

| Subject                                                      | School<br>2021-22 | School<br>2022-23 | District<br>2021-22 | District<br>2022-23 | State<br>2021-22 | State<br>2022-23 |
|--------------------------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | 11                | 11                | 39                  | 41                  | 47               | 46               |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | 0                 | 0                 | 25                  | 26                  | 33               | 34               |

## 2022-23 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

| CAASPP Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|------------------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 69                      | 64                   | 92.75                 | 7.25                      | 10.94                          |
| <b>Female</b>                                        | 34                      | 30                   | 88.24                 | 11.76                     | 10.00                          |
| <b>Male</b>                                          | 35                      | 34                   | 97.14                 | 2.86                      | 11.76                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>                                         | --                      | --                   | --                    | --                        | --                             |
| <b>Black or African American</b>                     | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Hispanic or Latino</b>                            | 59                      | 54                   | 91.53                 | 8.47                      | 11.11                          |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | --                      | --                   | --                    | --                        | --                             |
| <b>White</b>                                         | --                      | --                   | --                    | --                        | --                             |
| <b>English Learners</b>                              | 20                      | 18                   | 90.00                 | 10.00                     | 0.00                           |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Socioeconomically Disadvantaged</b>               | 49                      | 45                   | 91.84                 | 8.16                      | 8.89                           |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Students with Disabilities</b>                    | --                      | --                   | --                    | --                        | --                             |

## 2022-23 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

| CAASPP Student Groups                         | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|-----------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                                  | 73                      | 65                   | 89.04                 | 10.96                     | 0.00                           |
| Female                                        | 35                      | 29                   | 82.86                 | 17.14                     | 0.00                           |
| Male                                          | 38                      | 36                   | 94.74                 | 5.26                      | 0.00                           |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                        | --                             |
| Asian                                         | --                      | --                   | --                    | --                        | --                             |
| Black or African American                     | --                      | --                   | --                    | --                        | --                             |
| Filipino                                      | --                      | --                   | --                    | --                        | --                             |
| Hispanic or Latino                            | 61                      | 55                   | 90.16                 | 9.84                      | 0.00                           |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                        | --                             |
| Two or More Races                             | --                      | --                   | --                    | --                        | --                             |
| White                                         | --                      | --                   | --                    | --                        | --                             |
| English Learners                              | 21                      | 19                   | 90.48                 | 9.52                      | 0.00                           |
| Foster Youth                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| Homeless                                      | --                      | --                   | --                    | --                        | --                             |
| Military                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| Socioeconomically Disadvantaged               | 53                      | 46                   | 86.79                 | 13.21                     | 0.00                           |
| Students Receiving Migrant Education Services | 0                       | 0                    | 0                     | 0                         | 0                              |
| Students with Disabilities                    | --                      | --                   | --                    | --                        | --                             |

## CAASPP Test Results in Science for All Students

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

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

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.

| Subject                                         | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|-------------------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>Science</b><br>(grades 5, 8 and high school) | 3.13           | 3.85           | 23.05            | 24.54            | 29.47         | 30.29         |

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group                                        | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|------------------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| <b>All Students</b>                                  | 56               | 52            | 92.86          | 7.14               | 3.85                    |
| <b>Female</b>                                        | 20               | 17            | 85.00          | 15.00              | 0.00                    |
| <b>Male</b>                                          | 36               | 35            | 97.22          | 2.78               | 5.71                    |
| <b>American Indian or Alaska Native</b>              | --               | --            | --             | --                 | --                      |
| <b>Asian</b>                                         | --               | --            | --             | --                 | --                      |
| <b>Black or African American</b>                     | 0                | 0             | 0              | 0                  | 0                       |
| <b>Filipino</b>                                      | --               | --            | --             | --                 | --                      |
| <b>Hispanic or Latino</b>                            | 43               | 40            | 93.02          | 6.98               | 5.00                    |
| <b>Native Hawaiian or Pacific Islander</b>           | --               | --            | --             | --                 | --                      |
| <b>Two or More Races</b>                             | --               | --            | --             | --                 | --                      |
| <b>White</b>                                         | --               | --            | --             | --                 | --                      |
| <b>English Learners</b>                              | 18               | 18            | 100.00         | 0.00               | 0.00                    |
| <b>Foster Youth</b>                                  | 0                | 0             | 0              | 0                  | 0                       |
| <b>Homeless</b>                                      | --               | --            | --             | --                 | --                      |
| <b>Military</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Socioeconomically Disadvantaged</b>               | 42               | 39            | 92.86          | 7.14               | 5.13                    |
| <b>Students Receiving Migrant Education Services</b> | 0                | 0             | 0              | 0                  | 0                       |
| <b>Students with Disabilities</b>                    | --               | --            | --             | --                 | --                      |

## 2022-23 Career Technical Education Programs

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

## 2022-23 Career Technical Education (CTE) Participation

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

## Course Enrollment/Completion

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

| UC/CSU Course Measure                                                     | Percent |
|---------------------------------------------------------------------------|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission          | 0       |
| 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission | 0       |

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## C. Engagement

### State Priority: Parental Involvement

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

### 2023-24 Opportunities for 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, English Learner Advisory Committee, participating on an accreditation or Model Schools committee, school clubs, fundraisers, volunteer in school events, attend Coffee with the Principal, Alt Ed Parent Workshops and Parent Café. 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.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

| Indicator       | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate    | 36.6           | 11.2           | 15.2           | 14.5             | 7.1              | 9.4              | 9.4           | 7.8           | 8.2           |
| Graduation Rate | 50.4           | 85.3           | 81.3           | 81.4             | 90.6             | 87.4             | 83.6          | 87            | 86.2          |



## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

| Student Group                                        | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|------------------------------------------------------|------------------------------|----------------------------|------------------------|
| <b>All Students</b>                                  | 112                          | 91                         | 81.3                   |
| <b>Female</b>                                        | 41                           | 34                         | 82.9                   |
| <b>Male</b>                                          | 71                           | 57                         | 80.3                   |
| <b>Non-Binary</b>                                    |                              |                            |                        |
| <b>American Indian or Alaska Native</b>              | --                           | --                         | --                     |
| <b>Asian</b>                                         | --                           | --                         | --                     |
| <b>Black or African American</b>                     | --                           | --                         | --                     |
| <b>Filipino</b>                                      | --                           | --                         | --                     |
| <b>Hispanic or Latino</b>                            | 85                           | 68                         | 80.0                   |
| <b>Native Hawaiian or Pacific Islander</b>           | --                           | --                         | --                     |
| <b>Two or More Races</b>                             | --                           | --                         | --                     |
| <b>White</b>                                         | --                           | --                         | --                     |
| <b>English Learners</b>                              | 46                           | 37                         | 80.4                   |
| <b>Foster Youth</b>                                  | 0.0                          | 0.0                        | 0.0                    |
| <b>Homeless</b>                                      | 20                           | 18                         | 90.0                   |
| <b>Socioeconomically Disadvantaged</b>               | 101                          | 80                         | 79.2                   |
| <b>Students Receiving Migrant Education Services</b> | 0.0                          | 0.0                        | 0.0                    |
| <b>Students with Disabilities</b>                    | 16                           | 14                         | 87.5                   |

## 2022-23 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-----------------------------------------------|-----------------------|-----------------------------------------|---------------------------|--------------------------|
| All Students                                  | 197                   | 187                                     | 143                       | 76.5                     |
| Female                                        | 79                    | 76                                      | 63                        | 82.9                     |
| Male                                          | 118                   | 111                                     | 80                        | 72.1                     |
| Non-Binary                                    | 0                     | 0                                       | 0                         | 0.0                      |
| American Indian or Alaska Native              | 3                     | 3                                       | 3                         | 100.0                    |
| Asian                                         | 6                     | 5                                       | 4                         | 80.0                     |
| Black or African American                     | 10                    | 9                                       | 8                         | 88.9                     |
| Filipino                                      | 8                     | 8                                       | 5                         | 62.5                     |
| Hispanic or Latino                            | 143                   | 135                                     | 98                        | 72.6                     |
| Native Hawaiian or Pacific Islander           | 3                     | 3                                       | 3                         | 100.0                    |
| Two or More Races                             | 8                     | 8                                       | 8                         | 100.0                    |
| White                                         | 16                    | 16                                      | 14                        | 87.5                     |
| English Learners                              | 51                    | 48                                      | 31                        | 64.6                     |
| Foster Youth                                  | 1                     | 1                                       | 1                         | 100.0                    |
| Homeless                                      | 3                     | 3                                       | 3                         | 100.0                    |
| Socioeconomically Disadvantaged               | 156                   | 150                                     | 115                       | 76.7                     |
| Students Receiving Migrant Education Services | 0                     | 0                                       | 0                         | 0.0                      |
| Students with Disabilities                    | 29                    | 26                                      | 19                        | 73.1                     |

### C. Engagement

#### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate        | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00           | 4.83           | 7.11           | 0.07             | 6.60             | 8.10             | 0.20          | 3.17          | 3.60          |
| Expulsions  | 0.00           | 0.48           | 0.00           | 0.01             | 0.55             | 0.36             | 0.00          | 0.07          | 0.08          |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|-----------------------------------------------|------------------|-----------------|
| All Students                                  | 7.11             | 0               |
| Female                                        | 3.8              | 0               |
| Male                                          | 9.32             | 0               |
| Non-Binary                                    |                  |                 |
| American Indian or Alaska Native              | 0                | 0               |
| Asian                                         | 0                | 0               |
| Black or African American                     | 0                | 0               |
| Filipino                                      | 0                | 0               |
| Hispanic or Latino                            | 6.99             | 0               |
| Native Hawaiian or Pacific Islander           | 0                | 0               |
| Two or More Races                             | 0                | 0               |
| White                                         | 25               | 0               |
| English Learners                              | 7.84             | 0               |
| Foster Youth                                  | 0                | 0               |
| Homeless                                      | 0                | 0               |
| Socioeconomically Disadvantaged               | 5.13             | 0               |
| Students Receiving Migrant Education Services | 0                | 0               |
| Students with Disabilities                    | 3.45             | 0               |

## 2023-24 School Safety Plan

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.

## 2023-24 School Safety Plan

The school safety plan was last reviewed, updated and discussed with the school faculty in September 2023.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 13                 | 9                                    |                                       |                                     |
| Mathematics           | 7                  | 4                                    |                                       |                                     |
| Science               | 11                 | 8                                    |                                       |                                     |
| Social Science        | 9                  | 10                                   |                                       |                                     |

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 9                  | 20                                   |                                       |                                     |
| Mathematics           | 13                 | 4                                    |                                       |                                     |
| Science               | 6                  | 13                                   |                                       |                                     |
| Social Science        | 10                 | 17                                   | 1                                     |                                     |

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

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 7                  | 25                                   | 0                                     | 0                                   |
| Mathematics           | 3                  | 11                                   | 0                                     | 0                                   |
| Science               | 9                  | 15                                   | 0                                     | 0                                   |
| Social Science        | 12                 | 16                                   | 0                                     | 0                                   |

## 2022-23 Ratio of Pupils to Academic Counselor

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

| Title                               | Ratio |
|-------------------------------------|-------|
| <b>Pupils to Academic Counselor</b> | 410   |

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title                                                                | Number of FTE Assigned to School |
|----------------------------------------------------------------------|----------------------------------|
| <b>Counselor (Academic, Social/Behavioral or Career Development)</b> | 0.3                              |
| <b>Library Media Teacher (Librarian)</b>                             |                                  |
| <b>Library Media Services Staff (Paraprofessional)</b>               |                                  |
| <b>Psychologist</b>                                                  |                                  |
| <b>Social Worker</b>                                                 |                                  |
| <b>Nurse</b>                                                         |                                  |
| <b>Speech/Language/Hearing Specialist</b>                            |                                  |
| <b>Resource Specialist (non-teaching)</b>                            |                                  |
| <b>Other</b>                                                         |                                  |

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level                                                | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|------------------------------------------------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| <b>School Site</b>                                   | \$20,513                     | \$6,068                             | \$14,445                              | \$96,269               |
| <b>District</b>                                      | N/A                          | N/A                                 | \$2,368                               | \$85,416               |
| <b>Percent Difference - School Site and District</b> | N/A                          | N/A                                 | 143.7                                 | 15.5                   |
| <b>State</b>                                         | N/A                          | N/A                                 | \$7,607                               | \$90,632               |
| <b>Percent Difference - School Site and State</b>    | N/A                          | N/A                                 | 74.6                                  | 8.6                    |

## Fiscal Year 2022-23 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.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category                                             | District Amount | State Average for Districts in Same Category |
|------------------------------------------------------|-----------------|----------------------------------------------|
| <b>Beginning Teacher Salary</b>                      | \$54,867        | \$55,550                                     |
| <b>Mid-Range Teacher Salary</b>                      | \$80,870        | \$84,645                                     |
| <b>Highest Teacher Salary</b>                        | \$106,326       | \$111,284                                    |
| <b>Average Principal Salary (Elementary)</b>         | \$141,836       | \$139,860                                    |
| <b>Average Principal Salary (Middle)</b>             | \$150,296       | \$146,440                                    |
| <b>Average Principal Salary (High)</b>               | \$157,475       | \$158,447                                    |
| <b>Superintendent Salary</b>                         | \$230,376       | \$278,268                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 33.71%          | 32.21%                                       |
| <b>Percent of Budget for Administrative Salaries</b> | 4.92%           | 4.89%                                        |

## 2022-23 Advanced Placement (AP) Courses

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

|                                          |   |
|------------------------------------------|---|
| <b>Percent of Students in AP Courses</b> | 0 |
|------------------------------------------|---|

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

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

## Professional Development

### School

For new teachers to the district, the Tracy Unified School District requires 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, after students are released from school at 1:30 p.m. teachers 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.

### LEA

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

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

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

The district office is helping to fund professional development for our teachers and administration, both through sending teachers to Professional Learning Community (PLC) conferences, STEM conferences, and through work with the International Center for Leadership in Education (ICLE). The work with ICLE focuses on building Relationships, Rigor, Relevance, and Engagement in the classroom.

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

| Subject                                                                                | 2021-22 | 2022-23 | 2023-24 |
|----------------------------------------------------------------------------------------|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 5       | 6       | 4       |