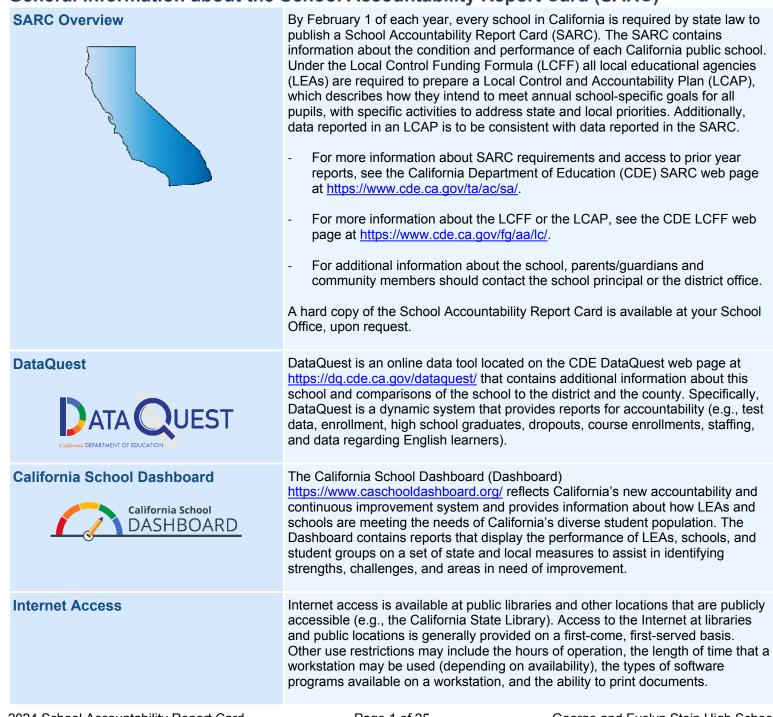# George and Evelyn Stein High School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

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

2024-25 School Contact Information

School Name	George and Evelyn Stein High School
Street	650 West 10th Street
City, State, Zip	Tracy, CA 95376
Phone Number	(209) 830-3395
Principal	Traci L Mitchell
Email Address	tramitchell@tusd.net
School Website	https://steinhigh.tracy.k12.ca.us/
Grade Span	9-12
County-District-School (CDS) Code	39-75499-0114140

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Welcome to George and Evelyn Stein High School (SHS), a Model Continuation High School and home of the Grizzlies!

At George and Evelyn Stein High School, we proudly live by the motto, "The Place Where Everybody is Somebody." We specialize in serving a diverse population of 16-year old, ninth through twelfth-grade students, focusing on individualized credit recovery pathways that help students achieve their academic goals. With a combination of direct instruction and online courses, we offer a high school diploma that meets Tracy Unified School District (TUSD) graduation requirements. Our smaller enrollment of up to 180 students fosters a supportive environment where every student receives personalized attention,

2024-25 School Description and Mission Statement

enabling them to graduate at their own pace. Programs like our intramural sports and Extensive Credit Recovery (ECR) platform further enhance our dynamic learning environment.

Our commitment to equity, inclusion, and preparing students for life beyond high school is exemplified through key initiatives like our Advisory program, known as Vision. This program helps students set and track measurable academic and personal goals, engage in active learning, and develop responsibility and accountability for their education. With an emphasis on respect, inclusivity, and civic duty, we ensure that students graduate not only with a diploma but also with the skills and character to thrive in college, careers, or other post-secondary pursuits. Every graduate completes a comprehensive portfolio that highlights their readiness for the future, including academic achievements, career preparation, and community engagement.

As a WASC-accredited Model Continuation High School, we take pride in our role as a second-chance institution that celebrates the potential of every student. Through strong relationships, academic coaching, guest speakers, field trips, and quarterly awards, we empower students to succeed. Stay connected with Stein High on Facebook or our website to learn more about our programs and achievements as we continue to celebrate and support every student's journey.

Sincerely,

Traci L. Mitchell, Principal

Stein Mission Statement
Provide educational experiences which support students in developing relevant life skills.

Stein Vision Statement
Empowering students to become productive members of society.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	32
Grade 12	91
Total Enrollment	123

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.5
Male	54.5
American Indian or Alaska Native	0.8
Asian	1.6
Black or African American	4.9
Filipino	3.3
Hispanic or Latino	79.7
Native Hawaiian or Pacific Islander	1.6
Two or More Races	0.8
White	7.3
English Learners	28.5
Foster Youth	0.8
Homeless	7.3
Socioeconomically Disadvantaged	89.4
Students with Disabilities	11.4

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.70	79.55	549.40	79.15	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	31.00	4.48	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	27.00	3.90	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.50	14.36	29.40	4.25	12115.80	4.41
Unknown/Incomplete/NA	0.60	6.00	57.10	8.22	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.30	70.13	548.80	80.10	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	44.20	6.46	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	33.60	4.91	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.20	24.67	27.10	3.96	11953.10	4.28
Unknown/Incomplete/NA	0.40	5.09	31.30	4.58	15831.90	5.67
Total Teaching Positions	9.00	100.00	685.10	100.00	279044.80	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.

2022-23 Teacher Preparation and Placement

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)	7.60	73.44	563.30	81.85	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	44.90	6.53	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	4.81	36.50	5.31	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.20	21.75	19.20	2.79	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	24.20	3.52	14303.80	5.15
Total Teaching Positions	10.30	100.00	688.20	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0.5

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	1.50	2.20	2.2
Total Out-of-Field Teachers	1.50	2.20	2.2

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	3.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 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 adop-tion 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 in-structional 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 select-ing 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
Reading/Language Arts	StudySync, McGraw Hill (9-12) 2017 The Language of Composition 2008 StudySync, McGraw Hill (9-12) 2017	Yes	0%
Mathematics	Bridge to Algebra, Carnegie Learning 2011 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 The Practice of Statistics, 5th Edition 2018	Yes	0%

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

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

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

General

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

Below is more specific information on the condition of George & Evelyn Stein High School for the 2024-25 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	6/25/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			replaced multipurpose room floor
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			install water bottle filling stations
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			paint entire exterior of school including fence/gate

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	11	11	41	40	46	47
Mathematics (grades 3-8 and 11)	0	0	26	26	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	65	63	96.92	3.08	11.11
Female	28	26	92.86	7.14	15.38
Male	37	37	100.00	0.00	8.11
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	53	52	98.11	1.89	9.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	17	17	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	50	98.04	1.96	10.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	65	61	93.85	6.15	0.00
Female	28	26	92.86	7.14	0.00
Male	37	35	94.59	5.41	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	53	50	94.34	5.66	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	17	17	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	51	48	94.12	5.88	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 for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	3.85	0.00	24.54	25.82	30.29	30.73

2023-24 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
All Students	41	25	60.98	39.02	0.00
Female	16	7	43.75	56.25	--
Male	25	18	72.00	28.00	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	20	60.61	39.39	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	16	13	81.25	18.75	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	33	22	66.67	33.33	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

George & Evelyn Stein High School does not offer career technical education programs for the 2023-2024 school year.

2023-24 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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2022-23 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.

2023-24 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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

At George and Evelyn Stein High School, we believe that active parent and guardian involvement is key to student success. We offer numerous opportunities for families to engage in their student's educational journey and contribute to our school community. From participating in the onboarding process to serving on committees such as the School Site Council, Safety Committee, English Learner Advisory Committee (ELAC), and Title I Advisory Committee, parents can play an essential role in shaping the school's direction. Additionally, families can join accreditation efforts through the Western Association of Schools and Colleges (WASC) or the Model Continuation Schools Committee, helping maintain our high standards of excellence.

Parents and guardians are also encouraged to volunteer in school events, support fundraisers, or participate in workshops like the Alternative Education Parent Workshops with the principal or Parent Café sessions in partnership with community resources. Other opportunities include attending FAFSA and college enrollment workshops, serving as guest speakers for College and Career presentations, or reviewing weekly academic progress reports. For parents interested in contributing to any of these activities, please stop by the office or call us at (209) 830-3395 to learn more. Together, we can create a supportive

2024-25 Opportunities for Parental Involvement

and thriving environment for our students.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	11.2	15.2	7.5	7.1	9.4	10.0	7.8	8.2	8.9
Graduation Rate	85.3	81.3	83.3	90.6	87.4	87.6	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	120	100	83.3
Female	55	43	78.2
Male	65	57	87.7
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	93	78	83.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	44	36	81.8
Foster Youth	--	--	--
Homeless	17	13	76.5
Socioeconomically Disadvantaged	108	90	83.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	19	12	63.2

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	198	187	140	74.9
Female	87	81	63	77.8
Male	110	105	76	72.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	159	149	114	76.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	16	15	10	66.7
English Learners	60	58	40	69.0
Foster Youth	--	--	--	--
Homeless	14	13	10	76.9
Socioeconomically Disadvantaged	171	163	122	74.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	26	25	14	56.0

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

C. Engagement	State Priority: School Climate
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
	• Pupil suspension rates;
	• Pupil expulsion rates; and
	• Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
4.83	7.11	5.05	6.6	8.1	7.88	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.48	0	0.51	0.55	0.36	0.42	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.05	0.51
Female	4.60	0.00
Male	5.45	0.91
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.66	0.63
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	6.67	1.67
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.26	0.58
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.85	0.00

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

2024-25 School Safety Plan

At George and Evelyn Stein High School, we are dedicated to fostering a positive school climate and ensuring safety for all. Feedback highlights growth in student and staff satisfaction, and for 2024-2025, we've implemented initiatives to address student needs and parent requests for more rigorous coursework. Our focus on safety encompasses five key elements.

2024-25 School Safety Plan

1. Maintain a safe school environment with campus supervision, a clean, hazard-free closed campus, and collaboration with Tracy Probation, Resource Officers, TUSD Prevention Services, and the district truancy officer.

2. Promote 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.

3. Enhance curricular activities through weekly report cards, new-student orientations, instructional tours, flexible scheduling, recognition assemblies, drug and alcohol education, career and college events, field trips, and intramural sports.

4. Engage parents and the community with dinners at Back-to-School Night and Parent Conference Day, personal calls about student progress, parent surveys, and support for on-site community-based daycare.

5. Support student awareness by educating on conduct, dress code, sexual harassment, and graduation expectations. Promote Red Ribbon Week, anti-bullying activities, after-school programs, and credit recovery. Provide community referrals, educational resources, motivational assemblies, and display student work, while encouraging scholarship applications, career assessments, and civic involvement.

The school safety plan, last updated and reviewed in September and October 2024, ensures our policies and practices are current and effective. Together, these efforts create a safe, supportive, and thriving environment for all members of the Stein High community.

The school safety plan was last reviewed, updated and discussed with the school faculty in October 2024.

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		
Mathematics	3	11		
Science	9	15		
Social Science	12	16		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	27		
Mathematics	5	6		
Science	8	14		
Social Science	12	13	1	

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	410

2023-24 Student Support Services Staff

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

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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
School Site	$20,513	$6,068	$14,445	$96,269
District	N/A	N/A	$2,368	$90,817
Percent Difference - School Site and District	N/A	N/A	143.7	5.8
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	29.1	-1.5

Fiscal Year 2023-24 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$58,538	$59,551
Mid-Range Teacher Salary	$86,280	$93,855
Highest Teacher Salary	$113,439	$120,219
Average Principal Salary (Elementary)	$146,803	$151,525
Average Principal Salary (Middle)	$158,398	$158,215
Average Principal Salary (High)	$171,097	$171,087
Superintendent Salary	$234,038	$300,043
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	5%	5%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered 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).

Professional Development

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 Restorative Justice Practices conferences, STEM conferences, and professional development with county partners.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6	4	4