

# George and Evelyn Stein High School

Grades 11-12  
CDS Code 39-75499-0114140

Traci L. Mitchell, Principal  
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Tracy, CA 95376  
(209) 830-3395

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



## Tracy Unified School District

1875 West Lowell Avenue Tracy, CA 95376 ▪ [www.tracy.k12.ca.us](http://www.tracy.k12.ca.us)

Brian Stephens, Superintendent ▪ [bstephens@tUSD.net](mailto:bstephens@tUSD.net) ▪ (209) 830-3200



## Principal's Message

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

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

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

I am proud to say that our tenacious students and staff have truly earned the distinction of being a Model School by the California Department of Education. We are looking forward to continuing collaborations and work hard to sustain such a high honor.

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

Sincerely,

Traci L. Mitchell, Principal

## Parental Involvement

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

## School Safety

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

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

Promoting teacher awareness of the disaster-preparedness plan, enforcing child-abuse reporting, in-servicing on sexual-harassment policies and blood-borne pathogens, sharing suspension and transfer information with staff notification upon enrollment of a student with a dangerous background.

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

Providing a parent and community component through organizing a family picnic and inviting parents to Parent Conference Day. Personal phone calls about a child's absence, tardy or lack of progress. Analyzing parent's responses to school surveys. Providing day care and education to pregnant and parenting teens through the STEPS (Student Teen Education and Parent Support) program.

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

The school safety plan was last reviewed, updated and discussed with the school faculty in October 2021.



## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## District Mission Statement

Tracy Unified School District prepares our diverse student population to be college and career ready for the 21st century by providing a quality-learning environment in safe, modern facilities equipped with the latest technological tools. Our culturally proficient world-class staff empowers students to reach their fullest potential and prepares students to solve real-world problems by utilizing best instructional practices and collaborating with the community, businesses and institutions of higher learning.

## District Vision Statement

All students in Tracy Unified School District will become lifelong learners, responsible citizens, and leaders in the 21st century.

## Board of Trustees

Simran Kaur, *President*

Steve Abercrombie, *Vice President*

Ana Blanco, *Board Clerk*

Lori Souza, *Member*

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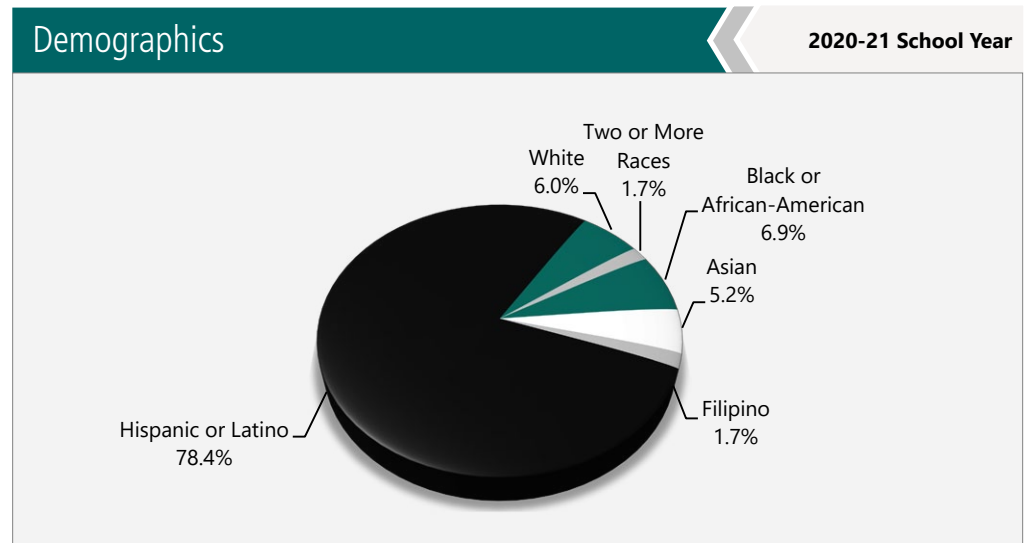
Zachary Hoffert, *Member*

## Enrollment by Student Group

Demographics	
2020-21 School Year	
Female	27.60%
Male	72.40%
Non-Binary	0.00%
English learners	28.40%
Foster youth	0.90%
Homeless	2.60%
Migrant	0.00%
Socioeconomically Disadvantaged	71.60%
Students with Disabilities	17.20%

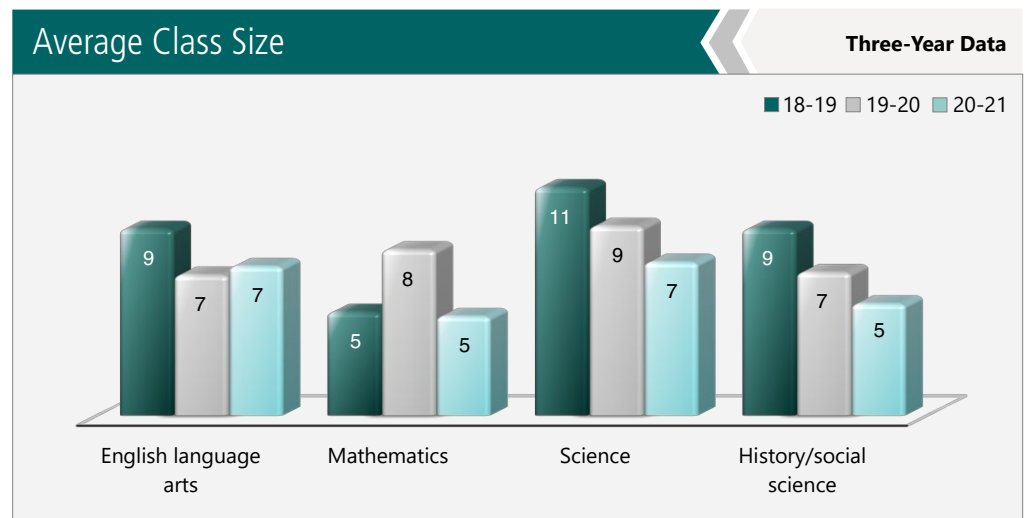
## Enrollment by Student Group

The total enrollment at the school was 116 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.



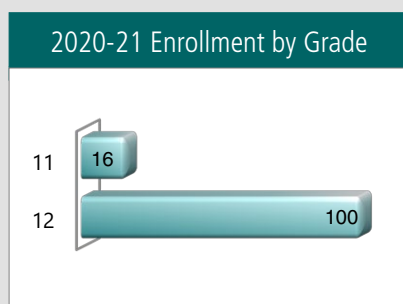
## Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.



## Number of Classrooms by Size

	2018-19			2019-20			2020-21		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	9			9			9		
Mathematics	4			4			4		
Science	7			7			8		
History/social science	12			11			10		



## Suspensions and Expulsions

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

Suspensions and Expulsions		Two-Year Data				
	Stein HS		Tracy USD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
<b>Suspension rates</b>	25.6%	0.0%	9.3%	0.1%	3.5%	0.2%
<b>Expulsion rates</b>	3.6%	0.0%	0.5%	0.0%	0.1%	0.0%
Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.						

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

Suspensions and Expulsions		2019-20 School Year				
	Stein HS		Tracy USD		California	
	19-20	19-20	19-20	19-20	19-20	19-20
<b>Suspension rates</b>	6.5%	5.5%	2.5%			
<b>Expulsion rates</b>	1.3%	0.4%	0.1%			
Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.						

## Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
<b>All Students</b>	0.00%	0.00%	
<b>Female</b>	0.00%	0.00%	
<b>Male</b>	0.00%	0.00%	
<b>Non-Binary</b>	0.00%	0.00%	
<b>American Indian or Alaska Native</b>	0.00%	0.00%	
<b>Asian</b>	0.00%	0.00%	
<b>Black or African American</b>	0.00%	0.00%	
<b>Filipino</b>	0.00%	0.00%	
<b>Hispanic or Latino</b>	0.00%	0.00%	
<b>Native Hawaiian or Pacific Islander</b>	0.00%	0.00%	
<b>Two or More Races</b>	0.00%	0.00%	
<b>White</b>	0.00%	0.00%	
<b>English Learners</b>	0.00%	0.00%	
<b>Foster Youth</b>	0.00%	0.00%	
<b>Homeless</b>	0.00%	0.00%	
<b>Socioeconomically Disadvantaged</b>	0.00%	0.00%	
<b>Students Receiving Migrant Education Services</b>	0.00%	0.00%	
<b>Students with Disabilities</b>	0.00%	0.00%	

## School Mission Statement

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

## School Vision Statement

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

### Goals

- Personal
- Academic
- Career

### Relationships

- Respectful
- Collaborative Learner
- Effective Communicator

### Integrity

- Professional behavior
- Technologically responsible
- Citizenship

### Tenacity

- Determined to succeed
- Independent Learner
- Resourceful



## Types of Services Funded

About 55% of the district's income is spent on employee salaries, and 22% is spent on employee benefits. Books and supplies account for 9% of the district's spending, an additional 9% is dedicated to services and operating costs, 1% is used for capital outlay, and 2% is spent on another district outgo. Expenditures are expected to exceed revenues by approximately 8%.

All our K-3 classes comply with the California Class Size Reduction program limits. We offer a Bilingual Education and a GATE program at South/West Park Elementary School. We provide special programs at our high schools that include Agricultural Career Technical Education, a Space and Engineering Academy, a Medical and Health Services Academy.

## Professional Development

For new teachers to the district, the Tracy Unified School District requires them to participate in the Tracy Teacher Induction Program (TTIP). This involves six full days of pre-service and four days of follow-up during the year. Teachers are introduced to the district and their site and receive training on classroom management, content organization and lesson design. All activities are based on the California Standards for the Teaching Profession (CSTP).

Throughout the year in TTIP, teachers are additionally supported in the classroom on a regular basis by a staff-development specialist. New teachers who qualify for the Induction Program to clear their preliminary credentials, will be assigned a support provider for the program.

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

Every Monday, students are released early from school at 12:30 p.m. to allow teachers to participate in professional-development opportunities. These sessions divided throughout the year to allow teachers to participate in site staff development, district staff development, and teacher collaboration time.

### Professional Development Days

Three-Year Data

	2019-20	2020-21	2021-22
<b>Number of school days dedicated to staff development and continuous improvement</b>	5 District 28 Site	5	5



## Chronic Absenteeism by Student Group

### Chronic Absenteeism by Student Group

2020-21 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	199	194	96	49.50%
<b>Female</b>	69	68	39	57.40%
<b>Male</b>	130	126	57	45.20%
<b>American Indian or Alaska Native</b>	0	0	0	0.00%
<b>Asian</b>	8	8	4	50.00%
<b>Black or African American</b>	14	12	7	58.30%
<b>Filipino</b>	3	3	0	0.00%
<b>Hispanic or Latino</b>	145	143	70	49.00%
<b>Native Hawaiian or Pacific Islander</b>	1	1	0	0.00%
<b>Two or More Races</b>	2	2	1	50.00%
<b>White</b>	26	25	14	56.00%
<b>English Learners</b>	57	55	23	41.80%
<b>Foster Youth</b>	1	1	1	100.00%
<b>Homeless</b>	3	3	1	33.30%
<b>Socioeconomically Disadvantaged</b>	134	131	64	48.90%
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.00%
<b>Students with Disabilities</b>	34	32	17	53.10%

## 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.

## SARC Reporting in the 2020–21 School Year Only

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

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

## Options

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

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

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

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

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Stein HS		Tracy USD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	2.99%	■	22.22%	■	28.72%

## CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

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

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Stein HS		Tracy USD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

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

## Statewide Assessments

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

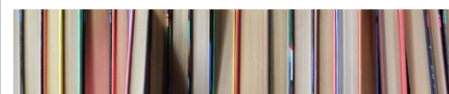
The CAASPP System encompasses the following assessments and student participation requirements:

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



## Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.



## CAASPP Test Results by Student Group: Science (high school)

### Percentage of Students Meeting or Exceeding State Standards

**2020-21 School Year**
**Science**

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
<b>All students</b>	113	69	61.06%	38.94%	2.99%
<b>Female</b>	36	25	69.44%	30.56%	0.00%
<b>Male</b>	77	44	57.14%	42.86%	4.65%
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖	❖
<b>Asian</b>	❖	❖	❖	❖	❖
<b>Black or African American</b>	❖	❖	❖	❖	❖
<b>Filipino</b>	❖	❖	❖	❖	❖
<b>Hispanic or Latino</b>	87	53	60.92%	39.08%	3.92%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖	❖
<b>Two or more races</b>	❖	❖	❖	❖	❖
<b>White</b>	16	12	75.00%	25.00%	0.00%
<b>English Learners</b>	30	18	60.00%	40.00%	0.00%
<b>Foster Youth</b>	❖	❖	❖	❖	❖
<b>Homeless</b>	❖	❖	❖	❖	❖
<b>Military</b>	❖	❖	❖	❖	❖
<b>Socioeconomically disadvantaged</b>	79	47	59.49%	40.51%	4.35%
<b>Students receiving Migrant Education services</b>	❖	❖	❖	❖	❖
<b>Students with Disabilities</b>	17	5	29.41%	70.59%	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.





CAASPP Test Results by Student Group: English Language Arts (grade 11)  
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	51	30	58.82%	41.18%	0.00%
Female	26	14	53.85%	46.15%	0.00%
Male	25	16	64.00%	36.00%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	36	24	66.67%	33.33%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	15	10	66.67%	33.33%	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	31	17	54.84%	45.16%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



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

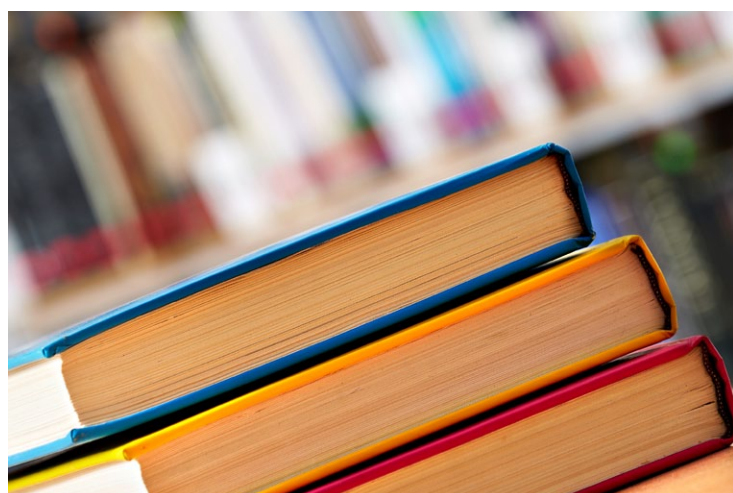
For students taking and completing a state-administered assessment.

### Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	52	22	42.31%	57.69%	0.00%
Female	27	11	40.74%	59.26%	0.00%
Male	25	11	44.00%	56.00%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	36	18	50.00%	50.00%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	15	9	60.00%	40.00%	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	31	10	32.26%	67.74%	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



## Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out.

Graduation and Dropout Rates				Three-Year Data		
	Graduation Rate			Dropout Rate		
	18-19	19-20	20-21	18-19	19-20	20-21
<b>Stein HS</b>	70.90%	82.70%	50.40%	20.50%	3.10%	36.60%
<b>Tracy USD</b>	90.20%	91.80%	81.40%	7.40%	5.20%	14.50%
<b>California</b>	84.50%	84.20%	83.60%	9.00%	8.90%	9.40%

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

Graduation Rate by Student Group			2020-21 School Year
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	131	66	50.40%
<b>Female</b>	40	26	65.00%
<b>Male</b>	91	40	44.00%
<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>	98	49	50.00%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖
<b>Two or More Races</b>	❖	❖	❖
<b>White</b>	20	11	55.00%
<b>English Learners</b>	41	22	53.70%
<b>Foster Youth</b>	❖	❖	❖
<b>Homeless</b>	13	7	53.80%
<b>Socioeconomically Disadvantaged</b>	111	56	50.50%
<b>Students Receiving Migrant Education Services</b>	❖	❖	❖
<b>Students with Disabilities</b>	23	12	52.20%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## Advanced Placement Courses

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



## Courses for University of California (UC) and/or California State University (CSU) Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml).

UC/CSU Admission	
Stein HS	
2019-20 and 2020-21 School Years	
<b>Percentage of students enrolled in courses required for UC/CSU admission in 2020-21</b>	100.00%
<b>Percentage of graduates who completed all courses required for UC/CSU admission in 2019-20</b>	1.11%



## Career Technical Education Programs

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

## Career Technical Education Participation

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

### Career Technical Education Data

#### Stein HS

#### 2020-21 Participation

<b>Number of pupils participating in a CTE program</b>	✧
<b>Percentage of pupils who completed a CTE program and earned a high school diploma</b>	✧
<b>Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education</b>	✧

✧ Not applicable.

## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

### School Facility Good Repair Status

2021-22 School Year

Items Inspected	Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Fair
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good
<b>Electrical:</b> Electrical systems	Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good
<b>Structural:</b> Structural condition, roofs	Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good
<b>Overall summary of facility conditions</b>	Good
<b>Date of the most recent school site inspection</b>	7/30/2021

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

### Deficiencies and Repairs

2021-22 School Year

Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Interior</b>	Ceiling tiles need repair in Office area; carpet torn in room 9; room 13 stained ceiling tiles. Work order submitted.	October 2021
<b>Restrooms/fountains</b>	Room 1 fountain sticks; Room 7 water pressure is low; Room 8 fountain sticks and has low water pressure; Conference room fountain won't turn off; drinking fountain missing handle in room 12. Work order submitted.	October 2021

## School Facilities

### General

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

Below is more specific information on the condition of George & Evelyn Stein High School for the 2020-21 school year and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

### Age of School/Buildings

This school has 16 classrooms, a multipurpose room (MPR) and kitchen, library/classroom, conference room, administration building and a community-based childcare center operated by San Joaquin County Child Abuse Prevention Center. The main campus was built in 1960.

Continued on page 13





## Textbooks and Instructional Materials

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

Our most recent public hearing to adopt a resolution on the sufficiency of instructional materials was in September 2021. The district chose its most recently adopted textbooks (K-5 history/social sciences) using the state-approved list. The textbook content fits within the curriculum framework adopted by the California State Board of Education (SBE). Tracy Unified School District (TUSD) is in the process of evaluating and selecting instructional materials for science in grades K-12.

### Textbooks and Instructional Materials List

2021-22 School Year

Subject	Textbook	Adopted
Reading/language arts	<i>StudySync, McGraw Hill (9-12)</i>	2017
Reading/language arts	<i>The Language of Composition, 1st Edition (11)</i>	2007
Mathematics	<i>Bridge to Algebra (Algebra Readiness), Carnegie Learning</i>	2014
Mathematics	<i>Algebra 1, Houghton Mifflin</i>	2015
Mathematics	<i>Algebra 2, Houghton Mifflin</i>	2015
Mathematics	<i>Precalculus with Limits, 7th Edition; Cengage</i>	2017
Mathematics	<i>Calculus, 11th Edition; Cengage</i>	2017
Mathematics	<i>Geometry, Houghton Mifflin</i>	2015
Science	<i>Campbell Biology, 9th Edition; Pearson (undergoing pilot 2020-21)</i>	2012
Science	<i>Campbell Biology, 7th Edition; Prentice Hall</i>	2007
Science	<i>Campbell Essential Biology with Physiology, 2nd Edition; Prentice Hall (undergoing pilot 2020-21)</i>	2007
Science	<i>A User's Guide to Engineering, Prentice Hall</i>	2007
Science	<i>Biology, California Edition; Prentice Hall; Biologia, California Edition (Spanish)</i>	2007
Science	<i>Chemistry: The Central Science, 10th ed; Prentice Hall</i>	2007
Science	<i>Chemistry; Prentice Hall</i>	2007
Science	<i>Conceptual Physics, Prentice Hall (undergoing pilot 2020-21)</i>	2007
Science	<i>Essentials of Human Anatomy &amp; Physiology Laboratory Manual, 8th Edition</i>	2007
Science	<i>Earth Science, California Edition; Holt</i>	2007
Science	<i>Modern Chemistry, Holt (undergoing pilot 2020-21)</i>	2007
Science	<i>Environmental Science for AP, W.H. Freeman</i>	2012
Science	<i>College Physics, 7th Edition; Pearson Addison-Wesley</i>	2011
Science	<i>Fundamentals of Physics, 8th Edition; People's Publishing/Wiley</i>	2007
Science	<i>Physics for the IB Diploma, 5th Edition; Cambridge University Press</i>	2007
Science	<i>Biotechnology: Science for the New Millennium, 1st Edition; EMC Paradigm Publishing</i>	2007

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## School Facilities

Continued from page 12

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

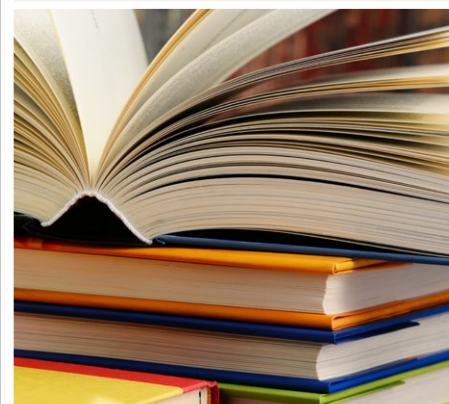
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order and complete them in a timely manner. We use a work-order process to ensure efficient service and give emergency repairs the highest priority.

### 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.



## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2021-22 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

## Currency of Textbooks

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

Currency of Textbooks	
2021-22 School Year	
Data collection date	9/28/2021

## Quality of Textbooks

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

Quality of Textbooks	
2021-22 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	No $\pi$
$\pi$ Science instructional materials, K-12, are currently going through an instructional materials adoption using the CA NGSS Toolkit for IM Evaluation; to be completed in February 2022 and to be in students' hands in the 2022-23 school year.	

## Textbooks and Instructional Materials, *Continued from 13*

Textbooks and Instructional Materials List		2021-22 School Year
Subject	Textbook	Adopted
Science	<i>Environmental Systems and Societies for the IB Diploma, 2nd ed</i>	2020
History/social science	<i>World Civilizations: The Global Experience (10)</i>	2009
History/social science	<i>Modern World History (10)</i>	2019
History/social science	<i>Modern World GCSE (10)</i>	2006
History/social science	<i>US History 1877 to the Present: America Through the Lens (11)</i>	2019
History/social science	<i>American History: Connecting with the Past, 15th ed. (11)</i>	2015
History/social science	<i>ALatin America: An Interpretive History Major Problems in American History (11)</i>	2019
History/social science	<i>A People and a Nation: A History of the United States</i>	2019
History/social science	<i>American Government, 10th ed./ American Government Readings (12)</i>	2006
History/social science	<i>Making America (12)</i>	2019
History/social science	<i>History of the Americas, 1880-1981 (12)</i>	2015
History/social science	<i>The Mexican Revolution 1884-1940 (12)</i>	2014
History/social science	<i>The Move to Global War (12)</i>	2015
History/social science	<i>Economics Principles in Action (12)</i>	2019
History/social science	<i>Magruder's American Government (12)</i>	2019
Foreign language	<i>French: Bien Dit!, Level 1-3</i>	2012
Foreign language	<i>French: Le monde en français</i>	2012
Foreign language	<i>French: Imaginez</i>	2012
Foreign language	<i>Spanish: ¡Avancemos!, Level 1-4</i>	2012
Foreign language	<i>Spanish: Manána Imagina Reflexiones</i>	2012
Foreign language	<i>Spanish: Reflexiones: Introducción a la literatura hispánica</i>	2012
Foreign language	<i>TEMAS, Vista Higher Learning</i>	2019
Foreign language	<i>Nuevas Vistas Intro/Uno/Dos, Holt</i>	2004-2007

## Public Internet Access

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



## Teacher Preparation and Placement

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

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

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

For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

**Permits/waivers:** Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

**Teacher Misassignments:** The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

**Vacant Teacher Positions:** The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2020-21 School Year
Authorization/Assignment	Stein HS	
<b>Permits and Waivers</b>	0.0	
<b>Misassignments</b>	0.0	
<b>Vacant Positions</b>	0.0	
<b>Total Teachers Without Credentials and Misassignments</b>	0.0	

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

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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

## Teacher Preparation and Placement

**Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned):** The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

**Intern Credential Holders Properly Assigned:** The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

**Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]):** An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
  - Provisional Internship Permits;
  - Short-Term Staff Permits;
  - Variable Term Waivers; and
  - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

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

A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

**Unknown:** These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.



## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2019-20 School Year	
	Ratio
Pupils to Academic counselors	150:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.00
Social worker	0.00
Nurse	0.06
Speech/language/hearing specialist	0.00
Resource specialist (nonteaching)	0.00

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

**Credentialed Teachers Authorized on a Permit or Waiver:** Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

**Local Assignment Options:** Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

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

### Credentialed Teachers Assigned Out-of-Field

2020-21 School Year

Indicator	Stein HS
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	1.5
Total Out-of-Field Teachers	1.5

## Class Assignments

**Misassignments for English Learners:** The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

**No credential, permit or authorization to teach:** The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

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

### Class Assignments

2020-21 School Year

Indicator	Stein HS
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpads-sup-dflash201.asp>.

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





## Financial Data

The financial data displayed in this SARC is from the 2019-20 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data			2019-20 Fiscal Year
	Tracy USD	Similar Sized District	
<b>Beginning teacher salary</b>	\$52,219	\$52,562	
<b>Midrange teacher salary</b>	\$76,968	\$83,575	
<b>Highest teacher salary</b>	\$101,195	\$104,166	
<b>Average elementary school principal salary</b>	\$135,269	\$131,875	
<b>Average middle school principal salary</b>	\$143,044	\$137,852	
<b>Average high school principal salary</b>	\$155,819	\$150,626	
<b>Superintendent salary</b>	\$240,699	\$260,243	
<b>Teacher salaries: percentage of budget</b>	36%	34%	
<b>Administrative salaries: percentage of budget</b>	5%	5%	

## Financial Data Comparison

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

Financial Data Comparison			2019-20 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
<b>Stein HS</b>	\$21,686	\$70,666	
<b>Tracy USD</b>	\$6,777	\$72,386	
<b>California</b>	\$8,444	\$86,376	
<b>School and district: percentage difference</b>	+220.0%	-2.4%	
<b>School and California: percentage difference</b>	+156.8%	-18.2%	

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2019-20 Fiscal Year	
<b>Total expenditures per pupil</b>	\$29,250
<b>Expenditures per pupil from restricted sources</b>	\$7,565
<b>Expenditures per pupil from unrestricted sources</b>	\$21,686
<b>Annual average teacher salary</b>	\$70,666



## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

# George and Evelyn Stein High School

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2022.

## School Accountability Report Card

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## ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)  
For students taking and completing a state-administered assessment.

### Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

#### English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
<b>LEAwide</b>	7,101	6,579	92.65%	7.35%	36.87%
<b>Female</b>	3,484	3,230	92.71%	7.29%	42.71%
<b>Male</b>	3,612	3,345	92.61%	7.39%	31.28%
<b>American Indian or Alaska Native</b>	28	26	92.86%	7.14%	34.62%
<b>Asian</b>	920	881	95.76%	4.24%	49.26%
<b>Black or African American</b>	388	337	86.86%	13.14%	30.45%
<b>Filipino</b>	357	351	98.32%	1.68%	59.14%
<b>Hispanic or Latino</b>	3,882	3,592	92.53%	7.47%	28.22%
<b>Native Hawaiian or Pacific Islander</b>	93	82	88.17%	11.83%	32.93%
<b>Two or more races</b>	291	263	90.38%	9.62%	45.80%
<b>White</b>	1,142	1,047	91.68%	8.32%	48.80%
<b>English Learners</b>	1,924	1,794	93.24%	6.76%	8.50%
<b>Foster Youth</b>	42	36	85.71%	14.29%	22.22%
<b>Homeless</b>	792	708	89.39%	10.61%	18.98%
<b>Military</b>	342	309	90.35%	9.65%	32.35%
<b>Socioeconomically disadvantaged</b>	4,221	3,870	91.68%	8.32%	27.44%
<b>Students receiving Migrant Education services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	1,004	866	86.25%	13.75%	8.45%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: 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 future belongs  
to the educated."*

## ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)  
For students taking and completing a state-administered assessment.

### Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

#### Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
<b>LEAwide</b>	7,100	6,516	91.77%	8.23%	21.76%
<b>Female</b>	3,483	3,201	91.90%	8.10%	21.20%
<b>Male</b>	3,612	3,311	91.67%	8.33%	22.32%
<b>American Indian or Alaska Native</b>	28	26	92.86%	7.14%	7.69%
<b>Asian</b>	920	878	95.43%	4.57%	38.54%
<b>Black or African American</b>	388	334	86.08%	13.92%	16.77%
<b>Filipino</b>	357	350	98.04%	1.96%	41.67%
<b>Hispanic or Latino</b>	3,881	3,556	91.63%	8.37%	13.89%
<b>Native Hawaiian or Pacific Islander</b>	93	81	87.10%	12.90%	16.25%
<b>Two or more races</b>	291	263	90.38%	9.62%	27.38%
<b>White</b>	1,142	1,028	90.02%	9.98%	28.75%
<b>English Learners</b>	1,924	1,777	92.36%	7.64%	4.69%
<b>Foster Youth</b>	41	36	87.80%	12.20%	13.89%
<b>Homeless</b>	792	704	88.89%	11.11%	11.97%
<b>Military</b>	342	306	89.47%	10.53%	13.11%
<b>Socioeconomically disadvantaged</b>	4,220	3,830	90.76%	9.24%	15.05%
<b>Students receiving Migrant Education services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	1,004	855	85.16%	14.84%	6.67%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: 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.

