



2023-2024

Tincher Elementary

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

Needs Assessment:

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement:

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea_plan.cfm.

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at http://www.lbschools.net/Departments/Strategic_Planning/, has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

Recommendation 3: Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

Recommendation 5: Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.

Recommendation 6: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 7: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 8: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

Recommendation 9: Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.

Recommendation 10: Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, “double dose” courses, and Summer school, also considering preK students.

Recommendation 11: Expand Summer School opportunities, especially for “transition” grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.

Recommendation 12: Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.

Recommendation 13: Expand programs of instruction to the educational system to new families, including civics education.

Recommendation 14: Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.

Recommendation 15: Provide workshops on values and character building that contribute to a safe, civil and productive school.

DELAC Recommendations:

1. Monitor the implementation of the district’s comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings

Written Analysis

SBAC ELA Data, 2022-23

69% of students in Grades 3-8 met/exceeded SBAC ELA standards in spring 2023 (1% increase from 2021-22).

Disaggregated SBAC ELA Data, Gr. 3-8

Gr. 3: 75% met/exceeded (9% increase)

Gr. 4: 66% met/exceeded (4% decrease)

Gr. 5: 68% met/exceeded (1% decrease)

Gr. 6: 64% met/exceeded (2% decrease)

Gr. 7: 71% met/exceeded (5% decrease)

Gr. 8: 71% met/exceeded (6% increase)

82% of our White students in Gr. 3-8 met/exceeded SBAC ELA standards (2% increase).

50% of our African American students in Gr. 3-8 met/exceeded SBAC ELA standards (8% decrease).

29% of our RSP students in Gr. 3-8 met/exceeded SBAC ELA standards (13% increase).

25% of our EL students in Gr. 3-8 met/exceeded SBAC ELA standards (1% increase).

SBAC Achievement Gap between subgroups: AA/White 32% (increased gap by 10%,) and RSP/White 53%.

iReady Reading Diagnostic

70% Gr. 1-8 overall met mid-grade level or higher Reading iReady targets for last year, 2022-23 (1% increase over 21-22)

79% of our White students in Gr. 1-8 met mid grade level or higher Reading iReady targets for last year, 2022-23 (2% decrease from year prior).

47% of our African American students in Gr. 1-8 met mid grade level or higher Reading iReady targets for last year, 2022-23 (7% decrease from year prior)

48% of our EL students in Gr. 1-8 met mid-grade level or higher Reading iReady targets for last year, 2022-23 (11% increase over year prior).

41% of our RSP students in Gr. 1-8 met mid grade level or higher Reading iReady targets for last year, 2022-23 (10% increase over year prior).

i-Ready Achievement Gap between subgroups: AA/White 32%, and 39% RSP/White.

K-2 Foundational Reading Skills Assessment (FRSA), 2022-23

87% overall met/exceeded standard (4% increase over 2021-22)

95% White students met/exceeded standard (5% increase over year prior)

85% African American students met/exceeded standard (22% increase over year prior)

64% EL students met/exceeded standard (18% decrease from year prior)

67% RSP students met/exceeded standard (17% increase over year prior)

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

Tincher students in Gr. 3-8 had the 2nd highest SBAC ELA scores overall out of our 6 K-8 schools. Most of our Tincher subgroups in Gr. 3-8 increased SBAC ELA scores last year.

In the iReady Reading Diagnostic Tests, Tincher students exceeded the district K-8 schools percent who met their growth targets by 3%.

In the K-2 FRSA, Tincher students exceeded the district K-8 schools percent proficient by 14%.

Below are our ELA goals for the current school year, 2023-24:

ELA Goals:

90% of Tincher students scoring on or above grade level will achieve at least one year of academic growth based on the ELA iReady assessment administered between September 2023 and May 2024.

45% of Tincher students scoring below grade level will demonstrate greater than one year of growth based on the ELA iReady assessment administered in May 2024.

By June 2024, 80% of our Gr. 3-8 Tincher students will meet or exceed standards on SBAC ELA.

By June 2024, 95% of our K-2 Tincher students will score met/exceeded on the Foundational Reading Skills Assessment (FRSA).

Writing:

By June 2024, 75% of Tincher students will score a 3 or higher on the End-of-Unit ELA Writing Performance Task.

Achievement Gap

By June 2024, all Tincher student subgroups will shrink the achievement gap by 50% or more in their ELA and Math scores for SBAC, i-Ready and FRSA.

This year we are implementing more push-in support from our literacy teacher and retired reading specialist to support students. Additionally, teachers will receive training on Getting Reading Right and guided reading strategies. Selected students will be offered before and after school tutoring, as well as weekly reading practice through the BARK Program. Middle school teachers will receive twice monthly support from the NSI ELA coach. Progress will be monitored regularly during teacher planning and collaboration meetings.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

Overall Math SBAC Data, 2022-2023

61% of students in Grades 3-8 met/exceeded SBAC Math standards in spring 2023, a 4% increase from 2021-22.

Disaggregated Math SBAC Data

- Gr. 3: 82% met/exceeded (10% increase)
- Gr. 4: 63% (9% increase)
- Gr. 5: 59% (6% increase)
- Gr. 6: 65% (12% increase)
- Gr. 7: 48% (10% decrease)
- Gr. 8: 51% (no change)

76% of our White students in Gr. 3-8 met/exceeded SBAC Math standards (4% increase).

36% of our African American students in Gr. 3-8 met/exceeded SBAC Math standards (no change from prior year).

26% of our EL students in Grades 3-8 met/exceeded SBAC Math standards (8% increase).

21% of our RSP students in Grades 3-8 met/exceeded SBAC Math standards (2% decrease).

Achievement Gap between subgroups AA/White: 40%, increased by 4%; EL/White: 50%, RSP/White: 55%

92% of our GATE students in Grades 3-8 met/exceeded SBAC Math standards (1% decrease).

iReady Math Diagnostic

42% met mid- or on-grade level achievement standard in Math iReady last year, 2022-23 (1% decrease from year prior)

54% White students met mid or higher (4% decrease)

18% African American students met mid or higher (1% increase)

14% EL students met mid or higher (9% decrease)

18% RSP students met mid or higher (2% increase)

Achievement Gap on i-Ready Math mid- or on grade level achievement met: AA/White 36%, EL/White 40%, RSP/White 36%

61% of Gr. 1-8 students met growth targets for Math iReady last year, 2022-23. (Comparison to year prior differed with K not included last year, 5% decrease from year prior.)

63% White students met (6% decrease)

58% African American students met (5% decrease)

55% EL students met (18% decrease)

53% RSP students met (4% decrease)

Achievement Gap on i-Ready Math growth targets met: AA/White, 5%, EL/White 8%, RSP/White 10%

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

Tincher Elementary students had the third highest SBAC Math scores overall out of our 6 K-8 Schools in 2022-23 (Newcomb 79%, Cubberley 70%, Tincher 69%)
Tincher Middle School students had the second highest SBAC Math scores overall out of our 6 K-8 schools in 2022-23 (Newcomb 69%, Tincher 54%, Cubberley 44%).

Our subgroup progress varied in Math SBAC and i-Ready performance.

Below are our Math goals for the current school year, 2023-24:
90% of Tincher students scoring on or above grade level will achieve at least one year of academic growth based on the Math iReady assessment administered in May 2024.

45% of Tincher students scoring below grade level will demonstrate greater than one year of growth based on the Math iReady assessment administered in May 2024.

By June 2024, 80% of our Gr. 3-8 Tincher students will meet or exceed standards on SBAC Math.

Achievement Gap
By June 2024, all Tincher student subgroups will shrink the achievement gap by 50% or more in their ELA and Math scores for SBAC, i-Ready and FRSA.

This year our 3-5 students will receive push-in support from our 3-5 Math Lead and retired math specialist. Selected students will be offered before and after school tutoring. Middle school teachers will receive twice monthly support from the NSI math coach. Progress will be monitored regularly during teacher planning and collaboration meetings.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

Tincher had 31 English Learner (EL) students in 2022-23.
25% of our EL students in Gr. 3-8 met/exceeded SBAC ELA standards (1% increase).
48% of our EL students in Gr. 1-8 met mid-grade level or higher Reading iReady targets for last year, 2022-23 (11% increase over year prior).
26% of our EL students in Grades 3-8 met/exceeded SBAC Math standards (8% increase).
55% EL students in Gr. 1-8 met i-Ready growth targets in Math (18% decrease).
64% EL students in Gr. K-2 met/exceeded standard on Foundational Reading Skills Assessment FRSA (18% decrease from year prior)

Our EL redesignation rate was 50% in 2022-23, an 8% decrease from 2021-22.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

As of November 2023, we now have 40 EL students at Tincher, and an English Learner Advisory Committee (ELAC). 75% of these speak Spanish as their home language, and the rest speak Vietnamese, Japanese, or Chinese.

The majority of our EL students scored at the Moderately Developed level 3 out of 4 on ELPAC (15 students). 5 scored at the beginning level 1, 10 scored at the somewhat developed level 2, and 10 scored at the well developed level 4. All ELPAC levels are represented across the grade levels, K-8. Speaking was the highest scoring ELPAC subtest, followed by Listening, then Writing, then Reading.

Our ELAC committee recommended that we provide software to support EL students (such as Reflex for Math facts instruction), tutoring, and use of practice tests to prepare for the ELPAC.

Our schoolwide goal for our EL student subgroup is as follows:
 By June 2024, all Tincher student subgroups will shrink the achievement gap by 50% or more in their ELA and Math scores for SBAC, i-Ready, and FRSA.

Teachers will utilize the Ellevation platform and teach integrated and designated ELD to their EL students to aid in their acquisition of English language. Leveled text will be purchased to provide scaffolded support that is incrementally matched to students' reading levels. Before and after school tutoring will be offered to help build academic vocabulary, comprehension skills and format practice for the ELPAC assessment. There will be professional development to review the Ellevation resources to meet the needs of our EL students. Progress will be monitored through the Ellevation platform and teachers will collaborate to discuss student needs and best practices.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

ATTENDANCE

93.9% = overall Attendance rate, 2022-23 (+.2% over prior year)

96.0% = overall Attendance to date, 2023-24 (current- +3% over year prior)

96% = District goal

CHRONIC ABSENTEEISM

14.2% = 2022-23 (+3% over prior year)

7.5% = Current Chronic Absenteeism (61 students)

Reflected in all subgroups except GATE.

SUSPENSIONS

2.2% school suspensions for 2022-23 (+.1% over year prior)

.7% (6) suspensions as of 11/14/23 for the current school year

OFFICE REFERRALS FOR BEHAVIORS

Daily office referral rate: 1-3 incidents referred to office every day remains somewhat reduced from last year. The full time assistant principal and full time social worker help to address and prevent these incidents. Principal, Asst. Principal, and Counselor are able to provide lunchtime playground supervision for middle school on most days.

PULSE SURVEY OF STUDENTS, 2022-23

Increase in all 3 measures for Gr. 4-5 in Spring 2023 Pulse Survey: Belonging +8% from year prior, Agency +5%, Identity +2%. All three measures were higher than span schools (+9%, +6%, +2%).

Increase in 1 of 3 measures for Gr. 6-8 in Spring 2023 Pulse Survey: Identity +1%, Agency -2%, Belonging -3%. Identity (+3%) and Belonging (+2%) were higher than span schools.

WELLNESS CENTER, 2023-24 TO DATE

80 Middle School students (28% of middle schoolers) through self, family, or staff have had referrals to the Wellness Center for mental health/SEL support as of 11/15/23. In addition, 60 Middle School students indicated a need for self-referral on the Fall Pulse Survey, plus 9 referrals for grief/loss.

11 Elementary students (.01%) were referred to the School Counselor as of 11/15/23.

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

By June 2024, student responses to CORE Survey responses in the following areas will increase by 10% through outreach by our Wellness Center and Project Optimism mentoring:
Gr. 4-5 Climate of Support for Academic Learning
Gr. 6-8 Sense of Safety (stealing, damaging property, sense of safety at school)
Gr. 6-8 Cultural Awareness and Action (thinking deeply about race related topics and speaking about race)

Staff will continue to implement PBIS, restorative practices, wellness lesson, school clubs and celebrations to increase student voice and agency, attendance, and to reduce the number of daily office behavior referrals. This year new support will include the SEL support offered by full time vs. part time Wellness Center services and Asst. Principal, and a 50% Facilitator to support teachers and students.

Given the Zones of Regulation/SEL Rating Posters, all teachers will conduct a daily SEL check-in with students, as measured by administrative observation and related CORE/PULSE responses.

Counselor and Social Worker will develop methods to reduce chronic absences overall and in RSP student subgroup as measured by Build Report. Administrative staff will continue to collaborate with the Instruction/Intervention Coordinator to implement tutoring intervention opportunities for at-risk students at every grade level, with varied times of day (before/during/after school) and formats (1:1, small group), materials, and providers, in order to meet students' varied needs.

Tincher continues to build our parent volunteer community through communication and outreach, and will work with PTA to create more opportunities for parents to interact with each other at school events.

Tincher is using special one-time enrichment funds to support students' sense of agency and SEL by paying fees for our after school programs such as Yoga, Basketball Hoops program, After School Science, Spanish, etc.

Progress will be monitored through the Pulse and Core Surveys and teachers will regularly collaborate around student need, survey results, and best practices.

Comprehensive Needs Assessment

SPSA Effectiveness

| SPSA Effectiveness | | | | |
|--------------------|--|---------------------------|--|--|
| Area | Prior Year Goal | Status | Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment | For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals |
| ELA | <p>1) Tincher students in Gr. 3-8 had the 3rd highest SBAC ELA scores overall out of our 22 Middle/K-8 schools. Tincher students in Gr. 3-8 exceeded the district percent of students who met/exceeded SBAC ELA standards by 15%. Most of our Tincher subgroups in Gr. 3-8 increased SBAC ELA scores last year. RFEP subgroup which decreased significantly in SBAC ELA (21% decrease).</p> <p>In the iReady Reading Diagnostic Tests, both our Middle and our Elementary students K-8 had the highest percent of students who met their growth targets last year compared to all of the other 22 Middle/K-8 schools.</p> <p>Below are our ELA goals for the</p> | Goal Partially or Not Met | <p>69% of students in Grades 3-8 met/exceeded SBAC ELA standards in spring 2023 (1% increase from 2021-22).</p> <p>70% Gr. 1-8 overall met mid-grade level or higher iReady Reading targets for last year, 2022-23 (1% increase over 21-22)</p> <p>SBAC ELA Achievement Gap between subgroups: AA/White 32% (increased gap by 10%,) and RSP/White 53%.</p> <p>i-Ready Reading Achievement Gap between subgroups: AA/White 32%, and 39% RSP/White.</p> <p>K-2 Foundational Reading Skills Assessment (FRSA), 2022-23 87% overall met/exceeded standard (4% increase over 2021-22) 95% White students met/exceeded</p> | <p>K-2 teachers will participate in one week of Getting Reading Right training (Science of Reading) and will implement the daily decoding routine and guided reading groups.</p> <p>K-2 Literacy Teacher will provide push-in small group intervention support for phonics and reading, and coaching support for teachers.</p> <p>Retired Reading Specialist will provide push-in small group intervention support for Gr. 3-5 students in Reading, and Guided Reading training for K-2 teachers.</p> <p>Selected Classroom Teachers will provide ELA tutoring before/after school: Lit Teacher, FRS</p> <p>BARK Program will provide weekly reading practice time for selected elementary students.</p> <p>NSI ELA Coach will provide twice monthly support for our Middle School ELA and History teachers.</p> |

current school year, 2022-23.

ELA Goals:

90% of Tincher students scoring on or above grade level will achieve at least one year of academic growth based on the ELA iReady assessment administered between September 2022 and May 2023.

45% of Tincher students scoring below grade level will demonstrate greater than one year of growth based on the ELA iReady assessment administered in May 2023.

By June 2023, 80% of our Gr. 3-8 Tincher students will meet or exceed standards on SBAC ELA, an 12% improvement from 2022.

By June 2023, 95% of our K-2 Tincher students will score met/exceeded on the Foundational Reading Skills Assessment (FRSA), a 15% improvement from 2022.

Writing:

By June 2023, 74% of Tincher students will score a 3 or higher on the End-of-Unit ELA Writing

standard (5% increase over year prior)

85% African American students met/exceeded standard (22% increase over year prior)

64% EL students met/exceeded standard (18% decrease from year prior)

67% RSP students met/exceeded standard (17% increase over year prior)

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|------|---|---------------------------|---|---|
| | <p>Performance Task.</p> <p>RSP: At December and June progress reporting dates, 75% of RSP students will score 4's for 75% or more of their individual education plan goals (IEP), indicating that they are making adequate progress towards their annual goals. (Scores collaboratively determined by RSP teacher and Gen Ed teacher.)</p> <p>Achievement Gap By June 2023, all Tincher student subgroups will shrink the achievement gap by 50% or more in their ELA and Math scores for SBAC and FRSA.</p> | | | |
| Math | <p>1) Tincher students in Gr. 3-8 had the 2nd highest SBAC Math scores overall out of our 22 Middle/K-8 Schools.</p> <p>Tincher students in Gr. 3-8 exceeded the district percent of students who met/exceeded SBAC Math standards by 18%.</p> <p>Most of our Tincher subgroups in Gr. 3-8 increased SBAC Math</p> | Goal Partially or Not Met | <p>61% of students in Grades 3-8 met/exceeded SBAC Math standards in spring 2023, a 4% increase from 2021-22.</p> <p>42% met mid- or on-grade level achievement standard in Math iReady last year, 2022-23 (1% decrease from year prior)</p> <p>61% of Gr. 1-8 students met growth targets for Math iReady last year,</p> | <p>Gr. 3-5 Math Lead will provide push-in small group intervention support for Math instruction, and coaching support for teachers.</p> <p>Selected Classroom Teachers will provide Math tutoring before/after school for students in need: Gr. 3, 4 6, 7</p> <p>Retired Math Specialist will provide push-in small group Math intervention support.</p> <p>NSI Math Coach will provide twice monthly</p> |

scores last year.
Grades 4 and 5 decreased in Gr. 3-8 SBAC Math (7% and 4%, respectively).

In the iReady Math Diagnostic Tests, both our Middle and our Elementary students K-8 had the highest percent of students who met their growth targets last year compared to all of the other 22 Middle/K-8 schools.

Below are our Math goals for the current school year, 2022-23.

Math Goals:

90% of Tincher students scoring on or above grade level will achieve at least one year of academic growth based on the Math iReady assessment administered in May 2023.

45% of Tincher students scoring below grade level will demonstrate greater than one year of growth based on the Math iReady assessment administered in May 2023.

By June 2023, 79% of our Gr. 3-8 Tincher students will meet or exceed standards on SBAC Math, a 22% improvement from

2022-23. (Comparison to year prior differed with K not included last year, 5% decrease from year prior.)

Achievement Gap between subgroups on SBAC- AA/White: 40%, increased by 4%; EL/White: 50%, RSP/White: 55%

Achievement Gap on i-Ready Math mid- or on grade level achievement met: AA/White 36%, EL/White 40%, RSP/White 36%

Achievement Gap on i-Ready Math growth targets met: AA/White, 5%, EL/White 8%, RSP/White 10%

support for our Middle School Math and Science teachers.

| | | | |
|--|--|--|--|
| <p>2022.</p> <p>By June 2023, 88% of our Gr. K-5 students will score met/exceeded on the district Basic Math Facts tests..</p> <p>SPED: At December and June progress reporting dates, 75% of RSP students will score 4's for 75% or more of their individual education plan goals (IEP), indicating that they are making adequate progress towards their annual goals. (Scores collaboratively determined by RSP teacher and Gen Ed teacher.)</p> <p>Achievement Gap By June 2023, all Tincher student subgroups will shrink the achievement gap by 50% or more in their ELA and Math scores for SBAC and FRSA.</p> | | | |
|--|--|--|--|

| | | | | |
|-----------------|--|---------------------------|---|--|
| English Learner | <p>1) As of November 2022, we now have 38 EL students at Tincher, and an English Learner Advisory Committee (ELAC).</p> <p>Most of our EL students scored at the Somewhat Developed level on ELPAC (11 students) or Moderately Developed level (15 students). All are distributed across the grade levels, K-8.</p> <p>Our SSC and ELAC recommend that we provide software to support EL students (such as RAZ Kids for leveled reading, Reflex for Math facts instruction, EPIC leveled books, Newsela), parent education on how to support your child's academic progress, writing/grammar/daily oral language support, and use of practice tests to prepare for the ELPAC.</p> <p>Our schoolwide goal for our EL student subgroup is as follows: By June 2023, all Tincher student subgroups will shrink the achievement gap by 50% or more in their ELA and Math scores for SBAC and FRSA.</p> | Goal Partially or Not Met | <p>Tincher had 31 English Learner (EL) students in 2022-23.</p> <p>25% of our EL students in Gr. 3-8 met/exceeded SBAC ELA standards (1% increase).</p> <p>48% of our EL students in Gr. 1-8 met mid-grade level or higher Reading iReady targets for last year, 2022-23 (11% increase over year prior).</p> <p>26% of our EL students in Grades 3-8 met/exceeded SBAC Math standards (8% increase).</p> <p>55% EL students in Gr. 1-8 met i-Ready growth targets in Math (18% decrease).</p> <p>64% EL students in Gr. K-2 met/exceeded standard on Foundational Reading Skills Assessment FRSA (18% decrease from year prior)</p> <p>Our EL redesignation rate was 50% in 2022-23, an 8% decrease from 2021-22.</p> | <p>School will purchase leveled text to provide books that are incrementally matched to students' reading levels to provide scaffolded support.</p> <p>Tutoring for EL students will be provided to build academic vocabulary, comprehension skills, and format practice for the ELPAC assessment.</p> |
| Culture/Climate | 1) Staff will continue to implement PBIS, restorative | Goal Partially or Not Met | ATTENDANCE 93.9% = overall Attendance rate, | Increase in FTE to full time for both the Asst. Principal and Social Worker, as well as adding a |

practices, and GSA club to increase student voice and agency, attendance, and to reduce the number of daily office behavior referrals by 50%. This year new support will include the SEL support offered by the Wellness Center and Asst. Principal (both 50% positions)

Administrative staff will continue to collaborate with the Instruction/Intervention Coordinator to implement tutoring intervention opportunities for at-risk students at every grade level, with varied times of day (before/during/after school) and formats (1:1, small group), materials, and providers, in order to meet students' varied needs.

Tincher is also re-building our parent volunteer community through communication and outreach, and will work with PTA to create more opportunities for parents to interact with each other at school drop-off or pickup.

Tincher is using special one-time enrichment funds to support students' sense of agency and SEL by paying fees for our after

2022-23 (+.2% over prior year)
 96.0% = overall Attendance to date,
 2023-24 (current- +3% over year prior)
 96% = District goal

CHRONIC ABSENTEEISM
 14.2% = 2022-23 (+3% over prior year)
 7.5% = Current Chronic Absenteeism (61 students)
 Reflected in all subgroups except GATE.

SUSPENSIONS
 2.2% school suspensions for 2022-23 (+.1% over year prior)
 .7% (6) suspensions as of 11/14/23 for the current school year

OFFICE REFERRALS FOR BEHAVIORS
 Daily office referral rate: 1-4 incidents referred to office every day 2022-23.

PULSE SURVEY OF STUDENTS, 2022-23
 Increase in all 3 measures for Gr. 4-5 in Spring 2023 Pulse Survey: Belonging +8% from year prior, Agency +5%, Identity +2%. All three measures were higher than

.50 Facilitator, will help address and prevent behavior incidents and mental health issues.

Principal, Asst. Principal, and Counselor are able to provide lunchtime playground supervision for middle school on most days to help prevent behavior incidents.

Asst. Principal is providing Elementary Playground supervision coordination and game/activity education with students and Recreation Aides to support student safety and appropriate social behaviors.

Counselor provides monthly Wellness Lessons for all classrooms.

The teacher/administrator Site Decision Making Team meets monthly and will address any culture/climate ideas or issues to promote student health/well being.

Our Social Worker will provide follow up support for families in need (food pantry boxes, clothing, gift cards, services, etc.).

school programs such as Fitness for All, Basketball Hoops program, Chess program, etc.

span schools (+9%, +6%, +2%). Increase in 1 of 3 measures for Gr. 6-8 in Spring 2023 Pulse Survey: Identity +1%, Agency -2%, Belonging -3%. Identity (+3%) and Belonging (+2%) were higher than span schools.

WELLNESS CENTER, 2023-24 TO DATE
 80 Middle School students (28% of middle schoolers) through self, family, or staff have had referrals to the Wellness Center for mental health/SEL support as of 11/15/23. In addition, 60 Middle School students indicated a need for self-referral on the Fall Pulse Survey, plus 9 referrals for grief/loss. 11 Elementary students (.01%) were referred to the School Counselor as of 11/15/23.

Program Impact

| Program | ELA Impact | Math Impact | EL Impact | Climate Impact |
|--|------------------------|------------------------|------------------------|------------------------|
| Tutoring Standards-based Intervention: Before, During and Afterschool Tutoring (4 teachers x 2 days per week x 12 weeks x 72.00 per hour) (IN 2) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |

| | | | | |
|--|------------------------|------------------------|------------------------|------------------------|
| Conference Attendance: Registration, transportation, hotel, mileage, parking, materials fees for Teachers' Conference attendance, e.g. standards-based methods, GATE strategies, etc. (PD 3) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |
| Half-Day Sub Release Collaborative Grade Level/Dept. Planning, All Teachers, Quarters 1-3: 30 Teachers x 3 released half-days x \$105/half-day sub = 9,450 (PD 1) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |
| Hire 50% Assistant Principal to support SEL needs of students, implement Restorative Justice methods and CARES model. (IN 1) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |
| Science and technology supplies, manipulatives for concrete representations, site/individual licenses subscriptions/renewals for intervention programs, SEL/DEI curriculum and supplies (including WEB), leveled reading texts, and other supplemental supplies (SM 1) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |
| Recreation Staff: District provided LCFF budget for 5 Recreation Aides and 1 Recreation Leader: District funds 61,400 + Supplemental 29,100 Tincher LCFF to provide needed SEL support and supervision (IN 3) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |
| Workshops to support parents of struggling students: 1 hour presentation + .5 hour planning x 2 presentation = 3 hours (1.5 hours per workshop) x 2 teachers= 450 Family Math, Reading and/or Science Night, Orientations= 1 night / 5 TK-8 teachers x 1.5 hours each (1.0 presentation + .5 planning) = 7.5 hours = \$540 Student Planners for home/school communication (414 Gr. 4-8 students x 3.20/planner) (PI 1) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |
| Before/After School Collaborative Grade Level/Department Planning (2 hrs/quarter x 3 quarters x 35 teachers x \$70/hour = 14,700 (PD 2) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

| Core Program - English Language Arts | | |
|--|--|--|
| Curriculum/Instruction | Assessments | Resources/Materials |
| <p>For Elementary (K-5) Grades: All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on: Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. Reading and Writing grounded in evidence from text. Regular practice with complex text and its academic vocabulary with intensity.</p> <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing. District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</p> <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable</p> | <p>For Elementary (K-5) Grades: Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require: Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language. Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language. Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response. K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium Summative Assessments</p> <p>For Middle (6-8) Grades: Formative and Interim assessments within the grade level Unit in both Reading and Writing, including: A cold-read Unit assessment, which assesses</p> | <p>K-8: Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Supplemental Reading materials matched to students' instructional Reading level - NewsELA Thinking Maps ELLevation iReady Elementary (K-5): Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill Core5 Middle (6-8): myPerspectives and associated ancillary materials, Pearson</p> |

| | | |
|---|--|--|
| <p>Independent Reading and Writing. District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</p> <p>For Middle (6-8) Grades: All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on: Building disciplinary and conceptual knowledge through content rich nonfiction and informational text, explored through academic discourse. Reading and writing analysis grounded in evidence from text. Regular practice with reading and producing complex text and its academic vocabulary with intensity.</p> <p>All 6-8 Language Arts classrooms will use: District generated, grade level Scope & Sequence and Units of Instruction to ensure all students are engaged in standards-aligned classroom instruction processes. Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</p> | <p>whether students can read "new" text(s) and apply the same level of understanding and mastery of the CCSS.</p> <p>Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks)</p> <p>Diagnostic reading growth assessments 3x a year (iReady)</p> <p>Smarter Balanced Assessment Consortium summative assessment (Grades 6-8)</p> | |
|---|--|--|

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

| Core Program - Writing | | |
|---|---|--|
| Curriculum/Instruction | Assessments | Resources/Materials |
| <p>All K-5 and 6-8 ELA classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types: Arguments to support claims in an analysis of substantive topics/texts Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately Narratives to develop real or imagined experiences or events</p> <p>All K-5 and 6-8 ELA classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following: Reading to build knowledge for written pieces Working through the writing process for all 3 text types including planning, revising, editing and publishing Orally rehearsing using linguistic patterns Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences Conferring with the teacher and other students</p> | <p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>All: Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p> <p>Elementary (K-5): “On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Middle (6-8): At least 3 pieces of processed writing that include the three writing genres, and may include research that will be analyzed using evidence. Students will craft written works that display logical integration and coherence, varying in length from answering brief questions to multi-paragraph responses.</p> <p>At least 3 pieces of “On Demand” Reading/Writing Culminating Writing Assessment that include the three writing genres. Students will craft written works that display logical integration and coherence, in a multi-paragraph response.</p> | <p>K-8: Write from the Beginning & Beyond supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Thinking Maps</p> <p>Elementary (K-5): Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>Newsela</p> <p>Middle (6-8): myPerspectives and associated ancillary materials, Pearson</p> |

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

| Core Program - Math | | |
|--|---|---|
| Curriculum/Instruction | Assessments | Resources/Materials |
| <p>All K-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to: Strategically focusing where the Standards focus Coherence: think across grades and link to major topics within grades Rigor: require conceptual understanding, procedural skill and fluency</p> <p>All K-8 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in: Daily Math Routines Math Tasks Mathematical Discourse</p> <p>As part of the 6-8 Units of Instruction, all 6-8 students will engage in: Mathematical Discourse</p> | <p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p> | <p>Elementary (K-5): HMH - GoMath Textbook Series</p> <p>Early Mathematics, A Resource for Teaching Young Children</p> <p>ST Math</p> <p>Middle (6-8): Content area textbooks and online resources from Big Ideas Mathematics</p> <p>Khan Academy</p> <p>All: LBUSD Supplemental Instructional Resource</p> |

Accountability Measure 1: Increase Achievement

Interventions

| Interventions | | | | | | |
|--|---|----------------------------|---|-------------------------------------|---------------------------------------|---|
| Identify Data and Describe Student Needs | ACTION Description of Scientifically-based Intervention | List the sub-groups served | Funding Source and Cost | Time Frame and Frequency of Program | Personnel Delivering the Intervention | Progress Monitoring |
| CORE & Pulse Survey, Behavior Referrals, PMRT calls, Threat Assessments Culture-Climate Survey (Student-Staff) 100 | Hire 50% Assistant Principal to support SEL needs of students, implement Restorative Justice methods and CARES model. | All Students | Title 1 \$94,832 Asst. Principal Middle .5 FTE - Title 1 100% | 07/01/2023 - 06/30/2024 Daily | Assistant Principal Principal | Principal, Counselor, Asst. Principal, Facilitator Culture-Climate Survey (Student-Staff) 100 |

| | | | | | | |
|--|---|-------------------------|---|--------------------------------|--|---|
| Progress Data Achievement gap data Core Curriculum 100 | ELA, Math, Science, History and technology supplies, manipulatives for concrete representations, site/individual licenses subscriptions/renewals for intervention programs, SEL/DEI curriculum and supplies (including WEB), leveled reading texts, and other supplemental supplies | All Students | LCFF \$300 Title 1 \$300 Materials - LCFF 50%; Title 1 50% | 07/01/2023 - 06/30/2024 Weekly | Principal Asst. Principal | Data analysis Budget analysis Core Curriculum 100 |
| achievement and progress data; subgroup data Core Curriculum 100 | 30Gr. 3-5 Math/ELATutoring Standards-based Intervention: Before, During and Afterschool Tutoring (30 teachers x 7.5 hrs x 72.00 per hour) | Other Targeted Students | LCFF \$19,453 Teacher Hourly Extra Comp (30) for 7.5 hours annually - LCFF 100% | 07/01/2023 - 06/30/2024 Weekly | Teachers Principal IIC, Asst Principal | progress data Core Curriculum 100 |

| | | | | | | |
|---|---|--------------|---|-------------------------------|--|---|
| Supervision for students; SEL needs Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50 | Recreation Staff: District provided LCFF budget for 7 Recreation Aides: District funds 64,000 + Supplemental 17,330 Tincher LCFF to provide needed SEL support and supervision. Additional funding provided by ESSER funds for TK/K Rec Aide and Before/After School Coachie. | All Students | LCFF \$17,330 Recreation Aide .375 FTE - LCFF 100% Hourly - Recreation Aide (8) for 42 hours annually - LCFF 100% | 07/01/2023 - 06/30/2024 Daily | Recreation Aides Supervising Secty Principal | Rec Aides Secty Principal Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50 |
|---|---|--------------|---|-------------------------------|--|---|

| | | | | | | |
|--|--|--------------|--|-------------------------------|--|---|
| Supervision for students; SEL needs Culture-Climate Survey (Parent) 100 | Recreation Staff: District provided LCFF budget for 5 Recreation Aides | All Students | LCFF Rec \$63,923 Recreation Aide .375 FTE - LCFF Rec 100% Recreation Aide .375 FTE - LCFF Rec 100% Recreation Aide .375 FTE - LCFF Rec 100% Recreation Aide .375 FTE - LCFF Rec 100% Recreation Aide .375 FTE - LCFF Rec 100% Recreation Aide .375 FTE - LCFF Rec 100% Hourly - Recreation Aide (8) for 53 hours annually - LCFF Rec 100% | 07/01/2023 - 06/30/2024 Daily | Recreation Aides Supervising Secty Principal | Rec Aides Secty Principal Culture-Climate Survey (Parent) 100 |
|--|--|--------------|--|-------------------------------|--|---|

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

| Program Description for Transitions | | |
|---|--|---|
| Preschool Transition | Gr. 5 to MS Transition | Gr. 8 to HS Transition |
| <p>Transitional Kindergarten (TK) is a program designed for students whose 5th birthday falls between September 1st and December 2nd. TK is a 6 hour daily program designed to encourage language communication, outdoor learning, and early literacy and math skills using hands-on opportunities for learning. The curriculum consists of Wonders ELA Program, Interactive Writing and Name Game, Shared and Modeled Reading, Math, Science and History/Social Science. Foundational Reading Skills assessments (FRSA) are used to monitor student progress in ELA.</p> | <p>Counselor presents information to 5th grade students to assist them in choosing electives and inform them on how their schedules are developed. Training provided to parents to assure familiarity with this process on ParentVue.</p> <p>5th grade students are placed into 6th grade College and Career Readiness support classes in ELA/Math based on teacher recommendation, grades, and SBAC performance. All Students are placed in Math Accelerated classes, and if needed, Math Development support classes. 5th grade to Middle School Orientation: 6th grade students, and new 7th and 8th grade students, participate in a WEB Orientation (Where Everyone Belongs) and Campus Tour to help increase students' SEL/connections and readiness for managing classes during a 7 period day.</p> | <p>Middle School to High School</p> <p>8th grade students will receive a presentation during History classes in November from the counselor to explain the High School Information Website and student Canvas resource with HS Choice information. Both platforms have been created by the District to ensure families and students are aware of high school options. Parents have access to information on the High School choice application process via the District web page, the district Parent University workshops, and a HS Choice tile on the Student Canvas page consisting of informational videos.</p> |

Accountability Measure 2: Organizational Climate

Organizational Climate

| Organizational Climate | | | | | |
|--|--|----------------------------------|-------------------------|--|--|
| Identified Need(s) | Program & Materials | Funding Source & Cost | Time Frame | Personnel | Progress Monitoring for Assessing Effectiveness |
| Supervision of boys locker room during PE classes | Recreation Aide, 2.5 hours daily | LCFF, \$12,000 | September-June, 2023-24 | Hired in November, 2021 | All students will dress out for PE; monitor PE participation and reduction in number of daily behavior office referrals |
| Students have the opportunity to participate in Student Council. | Student Council organizes activities and incentives for students. These activities contribute to cultural awareness and help to increase students' sense of belonging, identity and agency. | n/a | August - June 2023-2024 | Teacher, counselor, asst. principal, principal | Increase in sense of belonging, identity and agency as evidenced on student PULSE survey results. |
| Data - office referrals, playground and classroom offenses, incentive program, report cards, test scores and progress reports - reveal a need to provide additional support for some students and families | <ul style="list-style-type: none"> • Provide assistance for those students experiencing a personal, academic, or social concern that is interfering with learning • Maintain documentation related to services provided to at-risk students such as the recommended academic interventions, student/parent conferences held, and attendance interventions • Enhance the College Ed. | n/a | as needed | Counselor for grades 6-8, asst. principal, social worker | <ul style="list-style-type: none"> • Increased communication with parents per logs and parent conference sign-in sheets • Decrease in number of office referrals • Increase in number of students planning for college prep classes per conferences with students and parents |

| | | | | | |
|--|--|--|--|--|--|
| | <p>Curriculum by coordinating additional lessons with the Health teacher</p> <ul style="list-style-type: none"> • Conduct Academic Review Conferences with students which cover current academic status and test results, high school graduation requirements, CAHSEE, and post-secondary options and includes conferences with parents • Create a college-going culture on campus and provide low-achieving students and their parents information that creates an atmosphere of college expectation aligned with the District's Academic and Career Success Initiative, train teachers on SST data collection in LROIX | | | | <ul style="list-style-type: none"> • Increase in number of students participating in interventions per attendance sheets • Improvement of grades |
|--|--|--|--|--|--|

Accountability Measure 3: Professional Development

Professional Development

| Professional Development | | | | | |
|---|---|--|--|--|---|
| Identified Need(s) | Planned Staff Development | Funding Source & Cost | Dates/Hours of Training Session | Personnel | Tools Used for Monitoring Implementation & Effectiveness |
| subgroup data progress data Core Curriculum 100 | Half-Day Sub Release Collaborative Grade Level/Dept. Planning, All Teachers, Quarters 1-3: 30 Teachers x 6 released half-days x \$105/half-day sub = \$18,900 | Title 1 \$23,970 Substitute teacher half day (29) for 6 days - Title 1 100% | 07/01/2023 - 06/30/2024 Monthly | Teachers Principal IIC, Asst Principal | Data analysis: unit data, FRSA, Math Facts, iReady, SBAC, CORE Survey |
| subgroup data progress data Core Curriculum 100 | Before/After School Collaborative Grade Level/Department Planning (3 hrs x 30teachers x \$72/hour = 7,560 | LCFF \$7,781 Teacher Hourly Extra Comp (30) for 3 hours annually - LCFF 100% | 07/01/2023 - 06/30/2024 Quarterly | Teachers Principal IIC, Asst Principal | unit data, FRSA, Math Facts, iReady |
| achievement and progress data, subgroup data Core Curriculum 100 | Conference Attendance: Registration, transportation, hotel, mileage, parking, materials fees for Teachers' Conference attendance, e.g. standards-based methods, GATE strategies, etc. | LCFF \$380 Materials - LCFF 100% | 07/01/2023 - 06/30/2024 Other | Teachers Principal | Data analysis |

Accountability Measure 3: Professional Development

Teacher Involvement

| Describe Teacher Involvement |
|--|
| Written Analysis |
| Teachers are involved in all school-based committees (SBDM, SDM, SSC, PTA, etc.). |
| Tincher teachers are involved in formal leadership of school programs including the SBDM, SSC, PTA, WRAP/AYA, GATE, Teacher Council, Cotsen Professional Development, Building Thinking Classrooms action research group, Department Heads, Grade Level Representatives, Technology Coordination, Student Council, Yearbook Club, Robotics Club, Think Green, other clubs and additional adjunct duties. |
| To ensure students who require additional interventions receive the services they need, teachers actively participate in the SST process. Teachers identify and refer students, work with counselor to set up LROIX tracking system, implement and record interventions and results. If additional steps are necessary, teachers will work with counselor and other administrative/support personnel and parents to develop an individualized intervention plan or refer for further assessment. or tutoring services. |

Accountability Measure 4: Parent & Community

Parent and Community

| Parent and Community Involvement | | | | | |
|--|---|---|-----------------------------------|------------------|---|
| Identified Need(s) | Program & Materials | Funding Source & Cost | Time Frame | Personnel | Method for Assessing Effectiveness |
| Results from Core Climate Survey, and achievement gap data on high stakes assessments Culture-Climate Survey (Parent) 100 | Workshops to support parents of struggling students: 1 hour presentation + .5 hour planning | Par Inv \$260 Teacher Hourly Extra Comp (2) for 1.5 hours annually - Par Inv 100% | 07/01/2023 - 06/30/2024 Quarterly | Principal IIC | Principal IIC |

| | | | | | |
|---|--|---|-----------------------------------|---------------|---------------|
| Results from Core Climate Survey, and achievement gap data on high stakes assessments Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50 | Family Math, Reading and/or Science Night, New Student Orientations= \$1,080 | Par Inv \$1,037 Teacher Hourly Extra Comp (8) for 1.5 hours annually - Par Inv 100% | 07/01/2023 - 06/30/2024 Quarterly | Principal IIC | Principal IIC |
| Results from Core Climate Survey, and achievement gap data on high stakes assessments Culture-Climate Survey (Parent) 50, Core Curriculum 50 | Student Planners for home/school communication (414 Gr. 4-8 students x 3.20/planner) | Par Inv \$1,381 Materials - Par Inv 100% | 07/01/2023 - 06/30/2024 Daily | Principal IIC | Principal IIC |

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA’s budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

| Federal Programs (to Consolidate) | Allocation |
|--|------------|
| Title I (3010) | 144449 |
| Title I Parent and Family Involvement (3008) | 2801 |

The following amounts are the school's share of Title I required and allowed reservations:

| Share | Services | Amount |
|----------------------------|--|--------|
| Administrative Share | Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development. | NA |
| Centralized Services Share | Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project. | NA |

| State Programs * | Allocation |
|------------------|------------|
| LCFF | 45500 |

* It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:

During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations

Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

Administrative Share & Reservations Title I Program Administration

Equity, Engagement & Partnerships (EEP), State and Federal Programs (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

Parent Involvement (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education

Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Social Worker: Foster Care

Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist

Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy

The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research LROIX Development

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Centralized Services

Middle School Summer Bridge

Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

Homework Helpline 562.437.2859

Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences

Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration

The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

CORE

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

Data PD / Summer Admin PD

This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations

These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals

The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics

These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program

The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

APEX Online

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Youth Orchestra

Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

School Site Council Membership

| Member Group | Representing | Name | Elected Term Ends |
|--------------|-----------------------|--------------------|-------------------|
| Staff | Principal | Donna Ryono | |
| Staff | Classroom Teacher | Tim Schugt | 06-20-2025 |
| Staff | Classroom Teacher | Kailey Ostgaard | 06-20-2025 |
| Staff | Classroom Teacher | Megan Porter-Diaz | 06-20-2025 |
| Staff | Non Classroom Teacher | Trisha Krug | 06-20-2025 |
| Community | Parent | Marisa [REDACTED] | 06-20-2025 |
| Community | Parent | Aja [REDACTED] | 06-20-2025 |
| Community | Parent | James [REDACTED] | 06-20-2025 |
| Community | Parent | Matilde [REDACTED] | 06-20-2024 |
| Community | Parent | Kyna [REDACTED] | 06-20-2024 |

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

| Position | Representing | Name |
|-----------------------|---------------------------------|--------------------|
| Chair | Parent of EL Student (required) | Rebecca [REDACTED] |
| DELAC Representative | Parent of EL Student (required) | Leticia [REDACTED] |
| Principal or Designee | Staff Member (required) | Donna Ryono |
| Secretary | Staff Member (required) | Trisha Krug |

| Name | Representing |
|-------------------|----------------------|
| Haruna [REDACTED] | Parent of EL Student |
| Maria [REDACTED] | Parent of EL Student |

ELAC Recommendations

Pursuant to Education Code, Section 52176, the school’s English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

| Question | Answer |
|--|---|
| 1. Does the school have more than 20 EL students enrolled? | Y |
| 2. At which ELAC meeting did ELAC approve its Recommendations? | 11/09/2023 |
| 3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement: | <ul style="list-style-type: none"> - Tutoring/enrichment opportunities provided for EL students - Access to software to support EL learners (ie. Reflex Math) - Teacher training/PD for integrated and designated ELD instruction - Send home information about ELPAC (dates & how to access practice tests) to EL families prior to testing. |
| 4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply): | SBAC Reading Results for EL students SBAC Math for EL students CELDT/ELPAC Results Reclassification Data |
| 5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations | 11/15/2023 |
| 6. What was SSC's response to ELAC recommendations? | After a short discussion explaining the benefits of the above recommendations to EL (and all students), the SSC voted to approve the recommendations. |

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/15/2023
2. The SSC approved the **Home-School Compact** on 10/11/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/11/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/21/2023, 09/21/2023
5. SSC Participated in the Annual Evaluation of SPSA:11/15/2023
6. The SPSA was approved at the following SSC Meeting: 11/15/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

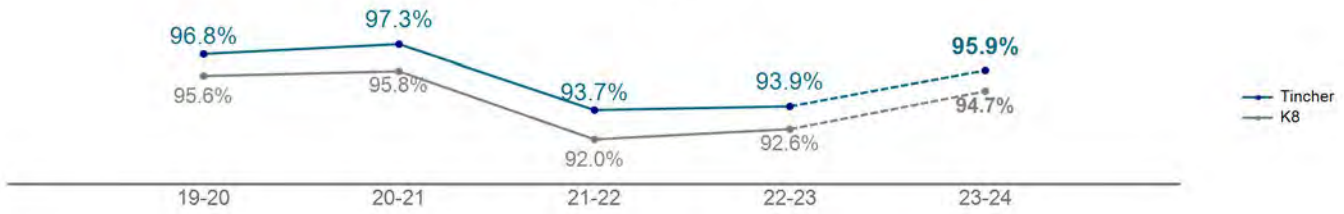
Printed Name: _____ Date: _____

ELAC Chair: _____

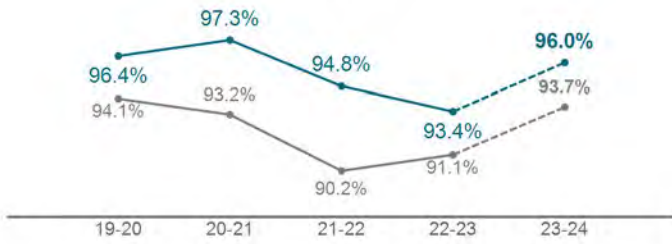
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Attendance Rate

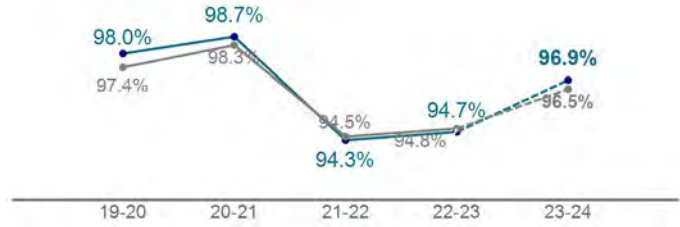
Tincher
All Students
N = 829



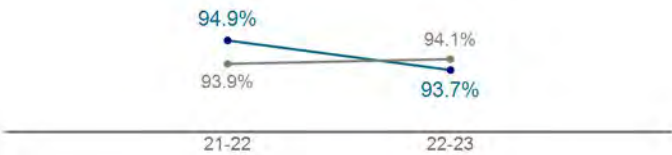
African American
N = 56



Asian
N = 84



Filipino



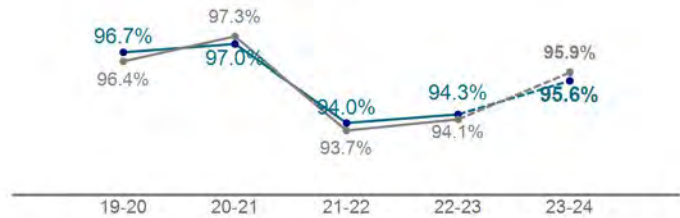
Hispanic
N = 317



Pacific Islander

Subgroup with fewer than 20 students.

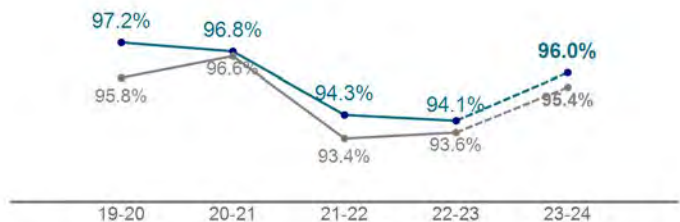
White
N = 235



Native American

Subgroup with fewer than 20 students.

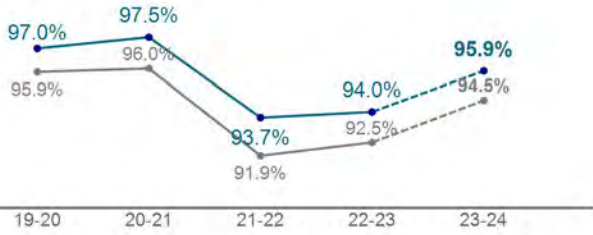
Other
N = 109



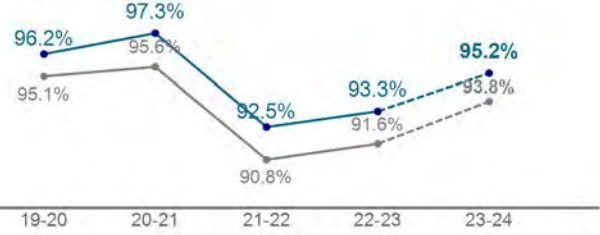
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Attendance Rate

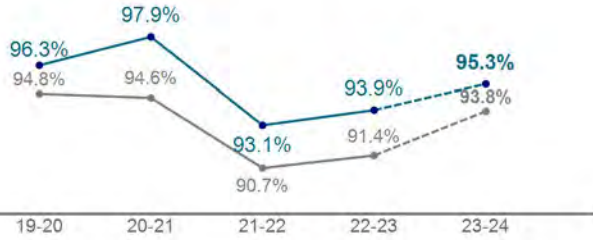
EL + RFEP
N = 68



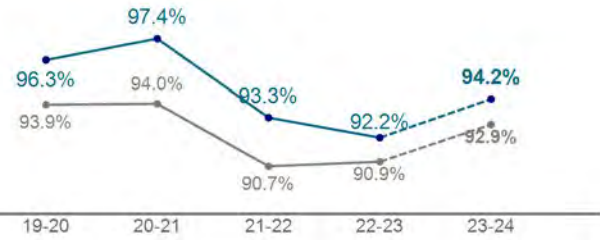
Low SES
N = 291



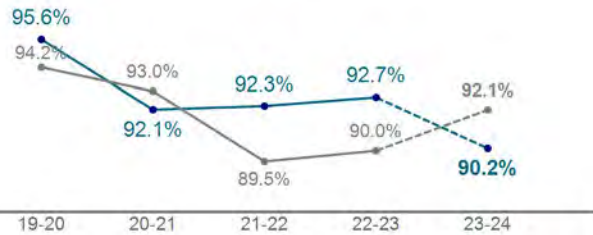
English Learner
N = 34



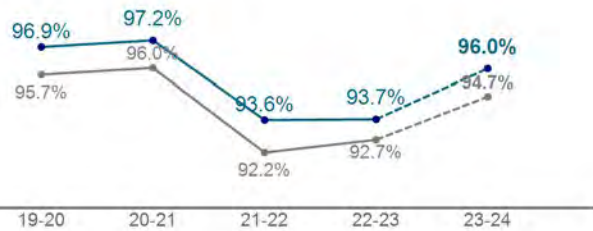
Special Education
N = 105



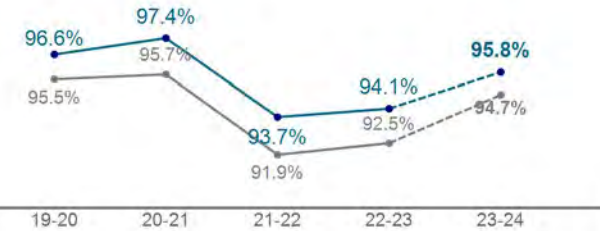
Homeless or Foster Youth
N = 29



Female
N = 422



Male
N = 406



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Chronic Absence by Attendance Bands School Data by Subgroup Tincher 2022-2023

| Legend | Attendance Rates: |
|--------------------|-------------------|
| Severely Chronic | <80% |
| Moderately Chronic | >=80% & <=90% |
| At Risk Chronic | >90% & <93% |
| Satisfactory | >=93% & <96% |
| Strong Attendance | >=96% |

| Category | # Students | Percent by Category | | | | Current Chronic Rate | 21-22 Chronic Rate | Chronic + At-Risk Rate | K8 Chronic Rate | | |
|--------------|------------------|---------------------|----|-----|----|----------------------|--------------------|------------------------|-----------------|--------|--------|
| All Students | 822 | 3 | 12 | 18 | 26 | 42 | 14.2% | 11.5% | 32.6% | 23.7% | |
| Grade | Gr. TK | 26 | 12 | 12 | 27 | 19 | 31 | 23.1% | 40.0% | 50.0% | 49.4% |
| | Gr. K | 84 | 4 | 29 | 19 | 25 | 24 | 32.1% | 9.4% | 51.2% | 40.4% |
| | Gr. 01 | 80 | 3 | 16 | 25 | 20 | 36 | 18.8% | 14.8% | 43.8% | 26.4% |
| | Gr. 02 | 88 | 1 | 6 | 22 | 27 | 44 | 6.8% | 9.9% | 28.4% | 21.5% |
| | Gr. 03 | 91 | 2 | 8 | 22 | 30 | 38 | 9.9% | 7.6% | 31.9% | 23.0% |
| | Gr. 04 | 83 | 1 | 11 | 16 | 33 | 41 | 10.8% | 14.9% | 26.5% | 18.2% |
| | Gr. 05 | 72 | 4 | 8 | 17 | 21 | 50 | 12.5% | 10.2% | 29.2% | 21.1% |
| | Gr. 06 | 105 | 2 | 9 | 16 | 21 | 52 | 10.5% | 9.4% | 26.7% | 18.4% |
| | Gr. 07 | 98 | 3 | 9 | 14 | 24 | 49 | 12.2% | 4.5% | 26.5% | 19.8% |
| | Gr. 08 | 95 | 3 | 11 | 14 | 32 | 41 | 13.7% | 14.0% | 27.4% | 20.9% |
| Ethnicity | African American | 79 | 5 | 11 | 19 | 22 | 43 | 16.5% | 5.1% | 35.4% | 31.9% |
| | American Indian | 2 | | | 50 | | 50 | 0.0% | 0.0% | 50.0% | 0.0% |
| | Asian | 62 | | 18 | 10 | 21 | 52 | 17.7% | 13.0% | 27.4% | 15.9% |
| | Cambodian | 37 | 8 | 14 | 11 | 24 | 43 | 21.6% | 13.8% | 32.4% | 20.8% |
| | Filipino | 20 | | 15 | 20 | 45 | 20 | 15.0% | 0.0% | 35.0% | 13.5% |
| | Hispanic | 325 | 3 | 14 | 17 | 29 | 38 | 17.2% | 15.8% | 33.8% | 25.9% |
| | Pacific Islander | 7 | | 43 | 14 | 14 | 29 | 42.9% | 57.1% | 57.1% | 41.0% |
| | White | 230 | | 8 | 23 | 23 | 44 | 9.1% | 9.5% | 32.2% | 15.2% |
| | Other | 97 | | 6 | 4 | 18 | 24 | 48 | 10.3% | 6.4% | 27.8% |
| Gender | Female | 403 | 3 | 13 | 18 | 25 | 42 | 15.6% | 12.1% | 33.7% | 23.3% |
| | Male | 418 | 2 | 10 | 19 | 27 | 42 | 12.7% | 10.9% | 31.3% | 24.1% |
| | Nonbinary | 1 | | 100 | | | | 100.0% | | 100.0% | 100.0% |

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Data by Subgroup Tincher 2022-2023

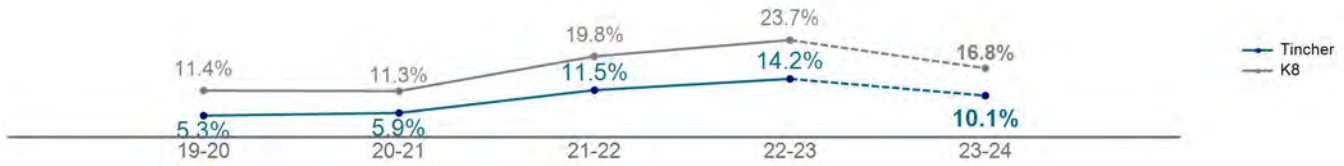
| Legend | Attendance Rates: |
|--------------------|-------------------|
| Severely Chronic | <80% |
| Moderately Chronic | >=80% & <=90% |
| At Risk Chronic | >90% & <93% |
| Satisfactory | >=93% & <96% |
| Strong Attendance | >=96% |

| Special Populations | Subgroup | Total | Attendance Bands | | | | Attendance Rates | | | | |
|---------------------|---------------------|-------|------------------|--------------------|-----------------|--------------|-------------------|------------------|--------------------|-----------------|--------------|
| | | | Severely Chronic | Moderately Chronic | At Risk Chronic | Satisfactory | Strong Attendance | Severely Chronic | Moderately Chronic | At Risk Chronic | Satisfactory |
| | Low SES | 337 | 4 | 15 | 20 | 25 | 37 | 18.1% | 19.0% | 37.7% | 29.0% |
| | ELL | 35 | 3 | 14 | 17 | 31 | 34 | 17.1% | 13.3% | 34.3% | 30.4% |
| | RFEP | 34 | 6 | 12 | 12 | 18 | 53 | 17.6% | 17.1% | 29.4% | 16.4% |
| | EL + RFEP | 69 | 4 | 13 | 14 | 25 | 43 | 17.4% | 15.5% | 31.9% | 25.0% |
| | Special Ed. | 99 | 6 | 15 | 21 | 29 | 28 | 21.2% | 13.5% | 42.4% | 31.4% |
| | Spec Ed. Speech/RSP | 98 | 6 | 15 | 21 | 30 | 28 | 21.4% | 12.7% | 42.9% | 26.4% |
| | Homeless/Foster | 45 | 9 | 11 | 22 | 27 | 31 | 20.0% | 17.8% | 42.2% | 38.5% |
| | Foster | 2 | | | | 100 | | 0.0% | 0.0% | 0.0% | 36.0% |
| | Homeless | 43 | 9 | 12 | 23 | 23 | 33 | 20.9% | 18.6% | 44.2% | 38.8% |
| | GATE/Excel | 157 | 2 | 5 | 14 | 25 | 54 | 7.0% | 2.2% | 21.0% | 11.4% |

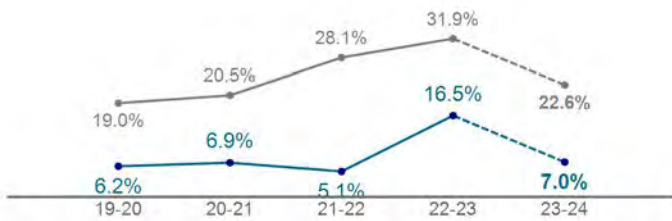
The percentages may not equal 100% due to rounding.

Percent of Students in the Moderately or Severely Chronic Categories

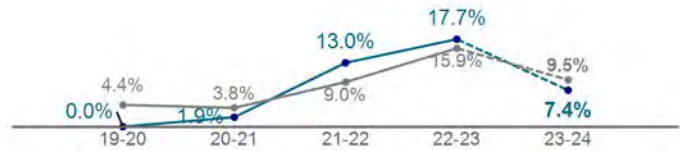
Tincher
All Students
N = 818



African American
N = 57



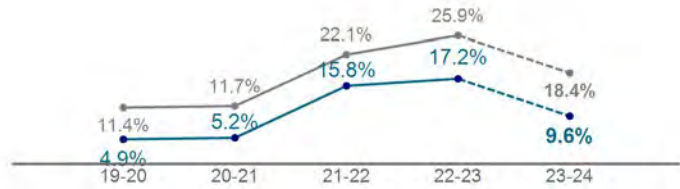
Asian
N = 81



Filipino



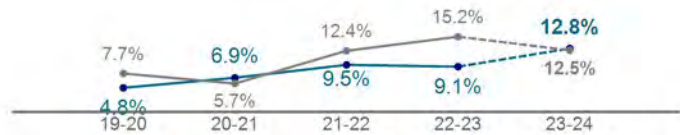
Hispanic
N = 311



Pacific Islander

Subgroup with fewer than 20 students.

White
N = 234



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

Native American

Subgroup with fewer than 20 students.

Other

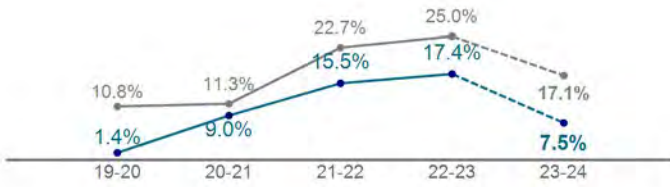
N = 107



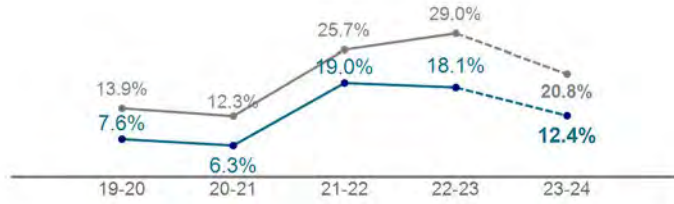
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

EL + RFEP
N = 67



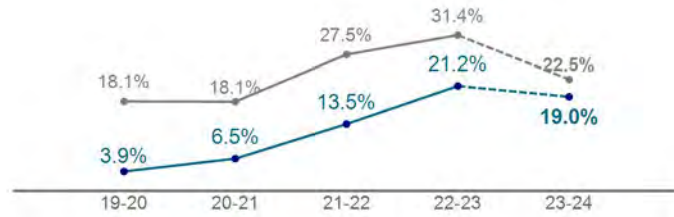
Low SES
N = 291



English Learner
N = 33



Special Education
N = 105



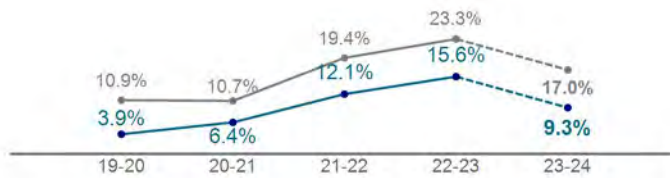
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 418



Male
N = 399



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Tincher

| Category | Tested | Percent by Achievement Level | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg | | |
|--------------|----------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|----|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | | Met+Exceeded | |
| All Students | 529 | 529 | 31% | 13 | 18 | 32 | 37 | 69% | ↑- | | ↓- |
| | All K-8 | 48% | 26 | 22 | 27 | 25 | 52% | ↓1 | | ↓- | |
| | District | 52% | 29 | 23 | 26 | 22 | 48% | ↑- | | ↓1 | |
| Grade | Gr. 03 | 86 | 26% | 6 | 20 | 27 | 48 | 74% | ↑9 | | - |
| | | All K-8 | 46% | 27 | 20 | 21 | 33 | 54% | ↑4 | | - |
| | | District | 52% | 30 | 22 | 21 | 27 | 48% | ↑4 | | - |
| | Gr. 04 | 82 | 34% | 22 | 12 | 21 | 45 | 66% | ↓4 | | ↑1 |
| | | All K-8 | 51% | 33 | 18 | 19 | 31 | 49% | ↑4 | | ↓1 |
| | | District | 54% | 35 | 19 | 19 | 27 | 46% | ↑1 | | ↑2 |
| | Gr. 05 | 71 | 32% | 24 | 8 | 27 | 41 | 68% | ↓1 | | ↓2 |
| | | All K-8 | 49% | 28 | 20 | 28 | 24 | 51% | ↓- | | ↑4 |
| | | District | 48% | 27 | 21 | 28 | 24 | 52% | ↓1 | | ↑8 |
| | Gr. 06 | 103 | 36% | 11 | 25 | 32 | 32 | 64% | ↓2 | | ↓4 |
| | | All K-8 | 51% | 24 | 27 | 27 | 21 | 49% | ↓1 | | ↓7 |
| | | District | 56% | 29 | 27 | 27 | 17 | 44% | ↓2 | | ↓8 |
| | Gr. 07 | 96 | 29% | 9 | 20 | 43 | 28 | 71% | ↓6 | | ↑8 |
| | | All K-8 | 45% | 24 | 21 | 32 | 23 | 55% | ↓7 | | ↑7 |
| | | District | 50% | 27 | 23 | 32 | 18 | 50% | ↓2 | | ↑5 |
| Gr. 08 | 91 | 30% | 11 | 19 | 41 | 30 | 70% | ↑5 | | ↓5 | |
| | All K-8 | 44% | 20 | 24 | 35 | 20 | 56% | ↓2 | | ↓5 | |
| | District | 53% | 28 | 25 | 30 | 17 | 47% | ↓1 | | ↓4 | |
| Ethnicity | Hispanic | 216 | 41% | 19 | 22 | 31 | 27 | 59% | ↓1 | | ↓2 |
| | | All K-8 | 56% | 31 | 25 | 27 | 17 | 44% | ↓2 | | ↓1 |
| | | District | 58% | 33 | 25 | 26 | 16 | 42% | ↓- | | ↓1 |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Tincher

| Category | Tested | Percent by Achievement Level | | | | | 2 yr | 3 yr | % Cohort | | |
|------------------|------------------|------------------------------|---------|------------|-----|----------|------|------|----------|--------------|-----|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | | Met+Exceeded | Chg |
| Ethnicity | White | 137 | 18% | 6 | 12 | 32 | 50 | 82% | ↑2 | | ↑4 |
| | | All K-8 | 24% | 11 | 13 | 28 | 48 | 76% | ↑2 | | ↑3 |
| | | District | 26% | 11 | 15 | 30 | 44 | 74% | ↑1 | | ↓1 |
| | Other | 60 | 22% | 10 | 12 | 25 | 53 | 78% | ↑3 | | ↓5 |
| | | All K-8 | 31% | 13 | 18 | 25 | 44 | 69% | ↓2 | | ↓1 |
| | | District | 33% | 16 | 17 | 29 | 38 | 67% | ↑1 | | ↓1 |
| | African American | 56 | 50% | 25 | 25 | 36 | 14 | 50% | ↓8 | | ↓7 |
| | | All K-8 | 65% | 41 | 24 | 22 | 13 | 35% | ↓3 | | ↓2 |
| | | District | 67% | 42 | 25 | 21 | 12 | 33% | ↓- | | ↓1 |
| | Asian | 38 | 13% | 13 | 42 | 45 | 87% | ↑8 | | ↑6 | |
| | | All K-8 | 26% | 10 | 16 | 32 | 42 | 74% | ↑3 | | ↑3 |
| | | District | 34% | 17 | 18 | 30 | 36 | 66% | ↑- | | ↑1 |
| | Cambodian | 26 | 15% | 4 | 12 | 38 | 46 | 85% | ↑15 | | ↑14 |
| | | All K-8 | 31% | 15 | 16 | 38 | 32 | 69% | ↑7 | | ↑8 |
| | | District | 39% | 19 | 20 | 32 | 29 | 61% | ↑1 | | ↑2 |
| | Filipino | 15* | 20% | 20 | 27 | 53 | 80% | ↓6 | | - | |
| | | All K-8 | 33% | 10 | 22 | 30 | 38 | 67% | ↓2 | | ↓2 |
| | | District | 28% | 11 | 17 | 31 | 41 | 72% | ↑2 | | ↑2 |
| Pacific Islander | 6* | 50% | 17 | 33 | 33 | 17 | 50% | ↑17 | | - | |
| | All K-8 | 48% | 24 | 24 | 35 | 17 | 52% | ↑10 | | ↑3 | |
| | District | 63% | 31 | 32 | 28 | 9 | 38% | ↓2 | | ↓3 | |
| American Indian | 1* | 0% | | | 100 | 100% | 100% | - | | - | |
| | All K-8* | 0% | | | 50 | 50 | 100% | ↑29 | | - | |
| | District | 41% | 25 | 16 | 41 | 18 | 59% | ↑18 | | ↑12 | |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Tincher

| Category | Tested | Percent by Achievement Level | | | | | 2 yr | 3 yr | % Cohort | | |
|---------------------|------------|------------------------------|---------|------------|-----|----------|------|------|----------|--------------|------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | | Met+Exceeded | Chg |
| Gender | Female | 250 | 26% | 12 | 14 | 31 | 42 | 74% | ↑3 | | ↑1 |
| | | All K-8 | 42% | 22 | 21 | 29 | 28 | 58% | ↓- | | ↑1 |
| | | District | 47% | 25 | 22 | 28 | 24 | 53% | ↓- | | ↓- |
| | Male | 278 | 35% | 14 | 21 | 33 | 32 | 65% | ↓2 | | ↓1 |
| | | All K-8 | 53% | 30 | 23 | 25 | 22 | 47% | ↓1 | | ↓2 |
| | | District | 56% | 33 | 23 | 25 | 19 | 44% | ↑1 | | ↓1 |
| | Nonbinary | 1* | 100% | 100 | | | | 0% | ↓100 | | - |
| | | District | 40% | 13 | 27 | 38 | 22 | 60% | ↑6 | | ↓6 |
| | | All K-8* | 100% | 100 | | | | 0% | ↓50 | | ↓100 |
| Special Populations | EL + RFEP | 55 | 58% | 29 | 29 | 29 | 13 | 42% | ↓2 | | ↓6 |
| | | All K-8 | 66% | 39 | 27 | 26 | 8 | 34% | ↓4 | | ↓1 |
| | | District | 64% | 38 | 26 | 24 | 12 | 36% | ↓1 | | ↓1 |
| | ELL | 24 | 75% | 42 | 33 | 17 | 8 | 25% | ↑4 | | - |
| | | All K-8 | 86% | 60 | 26 | 12 | 2 | 14% | ↑3 | | ↑1 |
| | | District | 86% | 60 | 25 | 11 | 3 | 14% | ↑4 | | ↑3 |
| | RFEP | 31 | 45% | 19 | 26 | 39 | 16 | 55% | ↑2 | | ↓5 |
| | | All K-8 | 44% | 16 | 28 | 42 | 14 | 56% | ↓4 | | ↓2 |
| | | District | 44% | 17 | 27 | 35 | 21 | 56% | ↑- | | ↓4 |
| | Foster | 1* | 0% | | | 100 | | 100% | - | | - |
| | | All K-8 | 78% | 44 | 33 | 15 | 7 | 22% | ↓13 | | ↓13 |
| | | District | 75% | 50 | 25 | 16 | 9 | 25% | ↓3 | | ↓4 |
| | GATE/Excel | 145 | 7% | | 16 | 26 | 67 | 93% | ↓3 | | ↓2 |
| | | All K-8 | 13% | 2 | 11 | 30 | 57 | 87% | ↓3 | | ↓4 |
| | | District | 14% | 3 | 11 | 32 | 54 | 86% | ↓- | | ↓3 |

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 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Tincher

| Category | Tested | Percent by Achievement Level | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg | | |
|---------------------|-----------------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|----|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | | Met+Exceeded | |
| Special Populations | Homeless | 32 | 50% | 19 | 31 | 31 | 19 | 50% | ↓10 | | ↓4 |
| | | All K-8 | 57% | 38 | 19 | 29 | 14 | 43% | ↓2 | | ↓1 |
| | | District | 64% | 40 | 24 | 24 | 12 | 36% | ↓1 | | ↓1 |
| | Homeless/Foster | 33 | 48% | 18 | 30 | 33 | 18 | 52% | ↓10 | | ↓4 |
| | | All K-8 | 59% | 39 | 20 | 28 | 13 | 41% | ↓3 | | ↓2 |
| | | District | 65% | 41 | 24 | 23 | 12 | 35% | ↓1 | | ↓1 |
| | Low SES | 242 | 44% | 21 | 23 | 31 | 24 | 56% | ↓5 | | ↓6 |
| | | All K-8 | 61% | 35 | 26 | 26 | 14 | 39% | ↓4 | | ↓2 |
| | | District | 59% | 34 | 25 | 25 | 16 | 41% | ↑1 | | ↓1 |
| | Special Ed. | 53 | 72% | 43 | 28 | 21 | 8 | 28% | ↑11 | | ↑6 |
| | | All K-8 | 82% | 61 | 21 | 12 | 5 | 18% | ↑1 | | ↑1 |
| | | District | 84% | 65 | 19 | 11 | 5 | 16% | ↑1 | | ↑1 |
| Spec Ed. Speech/RSP | 52 | 71% | 42 | 29 | 21 | 8 | 29% | ↑12 | | ↑6 | |
| | All K-8 | 78% | 52 | 26 | 16 | 6 | 22% | ↑2 | | ↑1 | |
| | District | 79% | 56 | 23 | 14 | 7 | 21% | ↑2 | | ↑2 | |

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 Students without scores are not included in the graphical comparison of these results.
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Tincher

| Category | Tested | Percent by Achievement Level | | | | | 2 yr | 3 yr | % Cohort | | | |
|--------------|----------|------------------------------|---------|------------|-----|----------|------|------|----------|--------------|-----|-----|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | | Met+Exceeded | Chg | Chg |
| All Students | 528 | 528 | 39% | 16 | 23 | 26 | 35 | 61% | ↑4 | | ↓- | |
| | All K-8 | 528 | 58% | 33 | 25 | 21 | 21 | 42% | ↑3 | | ↓2 | |
| | District | 528 | 66% | 40 | 26 | 19 | 18 | 34% | ↑1 | | ↓5 | |
| Grade | Gr. 03 | 85 | 18% | 4 | 14 | 36 | 46 | 82% | ↑10 | | - | |
| | | All K-8 | 85 | 46% | 24 | 22 | 28 | 26 | 54% | ↑2 | | - |
| | | District | 85 | 53% | 30 | 23 | 26 | 21 | 47% | ↑4 | | - |
| | Gr. 04 | 82 | 37% | 13 | 23 | 34 | 29 | 63% | ↑8 | | ↓5 | |
| | | All K-8 | 82 | 53% | 25 | 28 | 26 | 21 | 47% | ↑7 | | ↓5 |
| | | District | 82 | 59% | 30 | 30 | 22 | 18 | 41% | ↑3 | | ↓2 |
| | Gr. 05 | 71 | 41% | 8 | 32 | 25 | 34 | 59% | ↑6 | | ↑3 | |
| | | All K-8 | 71 | 62% | 37 | 25 | 17 | 21 | 38% | ↑4 | | ↓5 |
| | | District | 71 | 65% | 37 | 28 | 18 | 17 | 35% | ↑- | | ↓3 |
| | Gr. 06 | 103 | 35% | 13 | 22 | 27 | 38 | 65% | ↑12 | | ↑9 | |
| | | All K-8 | 103 | 58% | 29 | 29 | 20 | 22 | 42% | ↑5 | | ↑3 |
| | | District | 103 | 67% | 39 | 27 | 18 | 15 | 33% | ↑1 | | ↓1 |
| | Gr. 07 | 96 | 52% | 26 | 26 | 16 | 32 | 48% | ↓10 | | ↓2 | |
| | | All K-8 | 96 | 63% | 38 | 25 | 17 | 20 | 37% | ↓2 | | ↓- |
| | | District | 96 | 68% | 42 | 26 | 18 | 15 | 32% | ↑1 | | ↑- |
| Gr. 08 | 91 | 49% | 29 | 21 | 21 | 30 | 51% | ↓2 | | ↓7 | | |
| | All K-8 | 91 | 63% | 40 | 24 | 19 | 18 | 37% | ↑- | | ↓2 | |
| | District | 91 | 72% | 49 | 23 | 14 | 14 | 28% | ↓2 | | ↓3 | |
| Ethnicity | Hispanic | 215 | 50% | 21 | 29 | 27 | 23 | 50% | ↑4 | | ↑2 | |
| | | All K-8 | 215 | 66% | 39 | 28 | 19 | 14 | 34% | ↑2 | | ↓- |
| | | District | 215 | 72% | 45 | 27 | 17 | 11 | 28% | ↑2 | | ↓5 |

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 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Tincher

| Category | Tested | Percent by Achievement Level | | | | | 2 yr | 3 yr | % Cohort | | |
|------------------|------------------|------------------------------|---------|------------|-----|----------|------|------|----------|--------------|-----|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | | Met+Exceeded | Chg |
| Ethnicity | White | 137 | 24% | 7 | 17 | 26 | 50 | 76% | ↑3 | | ↓3 |
| | All K-8 | | 33% | 11 | 21 | 26 | 41 | 67% | ↑2 | | ↓4 |
| | District | | 38% | 17 | 21 | 27 | 35 | 62% | ↑3 | | ↓6 |
| | Other | 60 | 22% | 8 | 13 | 28 | 50 | 78% | ↑8 | | - |
| | All K-8 | | 39% | 19 | 19 | 24 | 37 | 61% | ↑2 | | ↓5 |
| | District | | 45% | 23 | 22 | 24 | 31 | 55% | ↑- | | ↓5 |
| | African American | 56 | 64% | 34 | 30 | 29 | 7 | 36% | ↓1 | | ↓6 |
| | All K-8 | | 78% | 51 | 27 | 16 | 6 | 22% | ↓1 | | ↓5 |
| | District | | 82% | 57 | 25 | 12 | 6 | 18% | ↑1 | | ↓4 |
| | Asian | 38 | 18% | 5 | 13 | 26 | 55 | 82% | ↑12 | | ↑10 |
| | All K-8 | | 33% | 12 | 21 | 27 | 40 | 67% | ↑10 | | ↑3 |
| | District | | 49% | 25 | 24 | 22 | 29 | 51% | ↓1 | | ↓6 |
| | Cambodian | 26 | 19% | 8 | 12 | 35 | 46 | 81% | ↑21 | | ↑14 |
| | All K-8 | | 39% | 19 | 20 | 28 | 34 | 61% | ↑10 | | - |
| | District | | 55% | 28 | 27 | 23 | 23 | 45% | ↓2 | | ↓5 |
| | Filipino | 15* | 27% | 13 | 13 | 13 | 60 | 73% | ↑2 | | - |
| | All K-8 | | 37% | 17 | 20 | 22 | 42 | 63% | ↑4 | | ↑1 |
| | District | | 44% | 19 | 25 | 24 | 33 | 56% | ↓- | | ↓5 |
| Pacific Islander | 6* | 50% | 50 | 17 | 33 | 50% | - | | - | | |
| All K-8 | | 65% | 39 | 26 | 24 | 11 | 35% | ↑6 | | ↓3 | |
| District | | 76% | 46 | 30 | 17 | 8 | 24% | ↓- | | ↓6 | |
| American Indian | 1* | 100% | 100 | | | 0% | ↓100 | | - | | |
| All K-8* | | 50% | 50 | 50 | 50 | 50% | - | | ↓50 | | |
| District | | 73% | 41 | 31 | 14 | 14 | 27% | ↑1 | | ↓8 | |

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 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Tincher

| Category | Tested | Percent by Achievement Level | | | | | | 2 yr | 3 yr | % Cohort | |
|---------------------|------------|------------------------------|---------|------------|-----|----------|--------------|------|------|----------|-----|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg | |
| Gender | Female | 250 | 40% | 18 | 22 | 27 | 33 | 60% | ↑5 | | - |
| | | All K-8 | 58% | 33 | 25 | 21 | 21 | 42% | ↑3 | | ↓- |
| | | District | 67% | 41 | 26 | 18 | 14 | 33% | ↑1 | | ↓5 |
| | Male | 277 | 38% | 14 | 24 | 26 | 37 | 62% | ↑3 | | ↓- |
| | | All K-8 | 58% | 32 | 25 | 21 | 21 | 42% | ↑2 | | ↓3 |
| | | District | 64% | 39 | 25 | 19 | 17 | 36% | ↑2 | | ↓5 |
| | Nonbinary | 1* | 100% | 100 | | | | 0% | - | | - |
| | | District | 62% | 42 | 20 | 22 | 16 | 38% | ↑4 | | ↓3 |
| | | All K-8* | 100% | 100 | | | | 0% | ↓25 | | - |
| Special Populations | EL + RFEP | 54 | 70% | 41 | 30 | 20 | 9 | 30% | ↓9 | | ↓12 |
| | | All K-8 | 76% | 48 | 28 | 16 | 8 | 24% | ↓1 | | ↓1 |
| | | District | 77% | 52 | 26 | 14 | 8 | 23% | ↑1 | | ↓5 |
| | ELL | 23 | 74% | 39 | 35 | 22 | 4 | 26% | ↑12 | | - |
| | | All K-8 | 91% | 66 | 25 | 8 | 1 | 9% | ↑2 | | ↓2 |
| | | District | 90% | 68 | 22 | 8 | 2 | 10% | ↑3 | | ↓- |
| | RFEP | 31 | 68% | 42 | 26 | 19 | 13 | 32% | ↓15 | | ↓11 |
| | | All K-8 | 59% | 28 | 31 | 25 | 16 | 41% | ↑1 | | ↑- |
| | | District | 66% | 36 | 30 | 20 | 14 | 34% | ↑1 | | ↓9 |
| | Foster | 1* | 100% | 100 | | | | 0% | - | | - |
| | | All K-8 | 89% | 59 | 30 | 7 | 4 | 11% | ↑4 | | - |
| | | District | 85% | 62 | 23 | 13 | 2 | 15% | ↑2 | | ↓2 |
| | GATE/Excel | 145 | 8% | | 16 | 18 | 74 | 92% | ↓1 | | ↑1 |
| | | All K-8 | 20% | 4 | 15 | 27 | 54 | 80% | ↑1 | | ↓4 |
| | | District | 26% | 8 | 18 | 28 | 47 | 74% | ↑2 | | ↓9 |

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Tincher

| Category | Tested | Percent by Achievement Level | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg | | |
|---------------------|---------------------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|----|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | | Met+Exceeded | |
| Special Populations | Homeless | 31 | 52% | 29 | 23 | 35 | 13 | 48% | ↑8 | | ↑7 |
| | | All K-8 | 70% | 43 | 27 | 21 | 9 | 30% | ↑2 | | - |
| | | District | 78% | 52 | 26 | 14 | 8 | 22% | ↑- | | ↓5 |
| | Homeless/Foster | 32 | 53% | 31 | 22 | 34 | 13 | 47% | ↑8 | | ↑7 |
| | | All K-8 | 72% | 44 | 27 | 20 | 8 | 28% | ↑2 | | - |
| | | District | 79% | 53 | 25 | 14 | 7 | 21% | ↑1 | | ↓4 |
| | Low SES | 242 | 51% | 22 | 29 | 24 | 25 | 49% | ↑1 | | - |
| | | All K-8 | 71% | 43 | 28 | 18 | 11 | 29% | ↓- | | ↓2 |
| | | District | 73% | 46 | 27 | 17 | 11 | 27% | ↑2 | | ↓5 |
| | Special Ed. | 53 | 77% | 51 | 26 | 17 | 6 | 23% | ↓2 | | ↓7 |
| | | All K-8 | 85% | 65 | 20 | 11 | 4 | 15% | ↑1 | | ↓3 |
| | | District | 88% | 72 | 16 | 8 | 5 | 12% | ↑2 | | ↓1 |
| | Spec Ed. Speech/RSP | 52 | 77% | 50 | 27 | 17 | 6 | 23% | ↓2 | | ↓7 |
| | | All K-8 | 82% | 58 | 24 | 14 | 5 | 18% | ↑- | | ↓4 |
| | | District | 84% | 64 | 20 | 10 | 6 | 16% | ↑2 | | ↓2 |

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 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2023 :: School Data by Subgroup

Tincher

| Category | Tested | Percent by Achievement Level | | | | | | 2 yr | 3 yr | % Cohort | |
|--------------|------------------|------------------------------|---------|------------|-----|----------|--------------|------|------|----------|---|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg | |
| All Students | 162 | 64% | 10 | 53 | 21 | 15 | 36% | ↓1 | | - | |
| | All K-8 | 70% | 16 | 53 | 19 | 11 | 30% | ↑1 | | - | |
| | District | 74% | 17 | 57 | 18 | 8 | 26% | ↑1 | | - | |
| Grade | Gr. 05 | 71 | 62% | 8 | 54 | 18 | 20 | 38% | ↓9 | | - |
| | | All K-8 | 69% | 17 | 53 | 18 | 13 | 31% | ↑3 | | - |
| | | District | 70% | 16 | 54 | 20 | 10 | 30% | ↑1 | | - |
| | Gr. 08 | 91 | 65% | 12 | 53 | 23 | 12 | 35% | ↑3 | | - |
| | | All K-8 | 69% | 16 | 53 | 22 | 9 | 31% | ↑1 | | - |
| | | District | 77% | 21 | 56 | 16 | 7 | 23% | ↓1 | | - |
| Ethnicity | Hispanic | 76 | 78% | 16 | 62 | 16 | 7 | 22% | ↑6 | | - |
| | | All K-8 | 79% | 19 | 59 | 17 | 5 | 21% | ↑- | | - |
| | | District | 81% | 19 | 62 | 15 | 4 | 19% | ↑1 | | - |
| | White | 38 | 39% | | 39 | 37 | 24 | 61% | ↑6 | | - |
| | | All K-8 | 43% | 4 | 38 | 29 | 28 | 57% | ↑8 | | - |
| | | District | 51% | 6 | 45 | 29 | 20 | 49% | ↑1 | | - |
| | African American | 20 | 85% | 15 | 70 | 15 | | 15% | ↓4 | | - |
| | | All K-8 | 85% | 27 | 57 | 12 | 3 | 15% | ↓- | | - |
| | | District | 86% | 29 | 57 | 12 | 2 | 14% | ↑1 | | - |
| | Other | 15* | 47% | 7 | 40 | 13 | 40 | 53% | ↓20 | | - |
| | | District | 56% | 11 | 46 | 25 | 18 | 44% | ↓- | | - |
| | | All K-8 | 47% | 8 | 40 | 24 | 29 | 53% | ↓2 | | - |
| Asian | 6* | 50% | | 50 | 50 | | 50% | ↑17 | | - | |
| | District | 57% | 6 | 50 | 28 | 15 | 43% | ↑2 | | - | |
| | All K-8 | 50% | 4 | 46 | 28 | 22 | 50% | ↑8 | | - | |

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 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Tincher

| Category | Tested | Percent by Achievement Level | | | | | 2 yr | 3 yr | % Cohort | | |
|---------------------|------------------|------------------------------|---------|------------|-----|----------|------|------|----------|--------------|-----|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | | Met+Exceeded | Chg |
| Ethnicity | Filipino | 5* | 20% | 20 | 40 | 40 | 80% | ↑20 | | - | |
| | | District | 54% | 5 | 49 | 29 | 18 | 46% | ↑2 | | - |
| | | All K-8 | 55% | 13 | 42 | 29 | 16 | 45% | ↓7 | | - |
| | Cambodian | 4* | 75% | 75 | 25 | | 25% | ↑5 | | - | |
| | | District | 65% | 9 | 56 | 25 | 10 | 35% | ↑- | | - |
| | | All K-8 | 56% | 8 | 47 | 31 | 14 | 44% | ↑15 | | - |
| | American Indian | 1* | 0% | | | 100 | 100% | - | | - | |
| | | District | 73% | 73 | 27 | | 27% | - | | - | |
| | | All K-8* | 0% | | | 100 | 100% | - | | - | |
| | Pacific Islander | 1* | 100% | 100 | | | 0% | - | | - | |
| All K-8* | | 82% | 12 | 71 | 18 | | 18% | ↓2 | | - | |
| District | | 88% | 20 | 69 | 10 | 2 | 12% | ↓4 | | - | |
| Gender | Female | 74 | 72% | 14 | 58 | 18 | 11 | 28% | ↓10 | | - |
| | | All K-8 | 70% | 14 | 56 | 20 | 10 | 30% | ↑1 | | - |
| | | District | 75% | 15 | 60 | 18 | 7 | 25% | ↑1 | | - |
| | Male | 88 | 57% | 8 | 49 | 24 | 19 | 43% | ↑6 | | - |
| | | All K-8 | 70% | 19 | 51 | 19 | 12 | 30% | ↑2 | | - |
| | | District | 74% | 19 | 55 | 18 | 8 | 26% | ↑1 | | - |
| Nonbinary | District | 68% | 18 | 50 | 14 | 18 | 32% | ↑11 | | - | |
| Special Populations | EL + RFEP | 18* | 94% | 28 | 67 | 6 | | 6% | ↓12 | | - |
| | | All K-8 | 84% | 23 | 61 | 14 | 2 | 16% | ↓1 | | - |
| | | District | 84% | 21 | 63 | 13 | 3 | 16% | ↑1 | | - |
| | ELL | 6* | 100% | 67 | 33 | | | 0% | - | | - |
| | | District | 98% | 40 | 58 | 2 | | 2% | ↑- | | - |

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SBAC Science 2023 :: School Data by Subgroup

Tincher

| Category | Tested | Percent by Achievement Level | | | | | 2 yr | 3 yr | % Cohort | | |
|---------------------|---------------------|------------------------------|---------|------------|-----|----------|--------------|------|----------|-----|---|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg | |
| Special Populations | ELL | All K-8 | 97% | 42 | 54 | 3 | 3% | ↑2 | | - | |
| | RFEP | 12* | 92% | 8 | 83 | 8 | 8% | ↓13 | | - | |
| | | All K-8 | 74% | 8 | 66 | 22 | 4 | 26% | ↑1 | | - |
| | Foster | District | 75% | 10 | 66 | 20 | 5 | 25% | ↑3 | | - |
| | | 1* | 100% | 100 | | | 0% | - | | - | |
| | GATE/Excel | All K-8* | 100% | 43 | 57 | | 0% | ↓13 | | - | |
| | | District | 88% | 31 | 58 | 8 | 4 | 12% | ↓3 | | - |
| | Homeless | 46 | 24% | 2 | 22 | 35 | 41 | 76% | ↓8 | | - |
| | | All K-8 | 36% | 2 | 34 | 33 | 31 | 64% | ↓1 | | - |
| | Homeless/Foster | District | 43% | 3 | 41 | 34 | 23 | 57% | ↓2 | | - |
| | | 13* | 85% | 23 | 62 | 15 | 15% | ↑15 | | - | |
| | Low SES | All K-8 | 83% | 23 | 60 | 11 | 7 | 17% | ↑2 | | - |
| | | District | 86% | 24 | 62 | 10 | 3 | 14% | ↓1 | | - |
| | Special Ed. | 14* | 86% | 21 | 64 | 14 | 14% | ↑14 | | - | |
| | | All K-8 | 84% | 24 | 60 | 10 | 6 | 16% | ↑1 | | - |
| | Spec Ed. Speech/RSP | District | 87% | 25 | 62 | 10 | 3 | 13% | ↓1 | | - |
| 71 | | 82% | 17 | 65 | 7 | 11 | 18% | ↓1 | | - | |
| Special Ed. | All K-8 | 82% | 22 | 60 | 14 | 5 | 18% | ↓1 | | - | |
| | District | 81% | 20 | 61 | 15 | 4 | 19% | ↑2 | | - | |
| Spec Ed. Speech/RSP | 15* | 93% | 33 | 60 | 7 | 7% | ↑7 | | - | | |
| | All K-8 | 95% | 49 | 46 | 2 | 2 | 5% | ↓2 | | - | |
| Spec Ed. Speech/RSP | District | 93% | 47 | 46 | 5 | 2 | 7% | ↑1 | | - | |
| | 15* | 93% | 33 | 60 | 7 | 7% | ↑7 | | - | | |
| Spec Ed. Speech/RSP | All K-8 | 94% | 39 | 55 | 3 | 3 | 6% | ↓3 | | - | |

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 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Tincher

| Category | Tested | | Percent by Achievement Level | | | | | 2 yr | 3 yr | % Cohort |
|-------------------|----------|-----|------------------------------|---------|------------|-----|----------|--------------|------|----------|
| | | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg |
| Spec Ed. Speech/R | District | 90% | 37 | 53 | 7 | 3 | 10% | ↑1 | | - |

The percentages in each Claim may not equal 100% due to rounding.

Students without scores are not included in the graphical comparison of these results.

*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Tincher

12/1/23

| Category | | Average Scale Score Change from Prior Year to This Year | | Percent of Students Change in Scale (Comparing prior year's scale score to this year) | | | | |
|------------------------------------|--------------|---|----------|---|--------------|--------------|--------------|----|
| | | N | | Growth Target | | | | |
| | | | | Declined | Below Target | Above Target | Accelerated* | |
| E L A | All Students | 431 | 33 | 30 | 15 | 19 | 35 | |
| | | All K-8 | 27 | 34 | 16 | 18 | 32 | |
| | | District | 27 | 34 | 15 | 16 | 34 | |
| | Grade | Gr. 04 (Minimum Growth Target: 44) | 78 | 50 | 23 | 21 | 31 | 26 |
| | | | All K-8 | 42 | 26 | 24 | 27 | 23 |
| | | | District | 48 | 22 | 24 | 27 | 27 |
| | | Gr. 05 (Minimum Growth Target: 35) | 69 | 36 | 28 | 26 | 17 | 29 |
| | | | All K-8 | 41 | 26 | 22 | 20 | 32 |
| | | | District | 49 | 22 | 20 | 22 | 36 |
| | | Gr. 06 (Minimum Growth Target: 27) | 99 | 27 | 32 | 15 | 21 | 31 |
| | | | All K-8 | 13 | 42 | 16 | 16 | 26 |
| | | | District | 11 | 43 | 16 | 16 | 25 |
| | | Gr. 07 (Minimum Growth Target: 25) | 96 | 42 | 24 | 11 | 21 | 44 |
| | | | All K-8 | 35 | 31 | 12 | 18 | 39 |
| | | | District | 30 | 32 | 14 | 16 | 38 |
| Gr. 08 (Minimum Growth Target: 14) | 89 | 7 | 44 | 6 | 8 | 43 | | |
| | All K-8 | 8 | 42 | 9 | 10 | 39 | | |
| | District | 8 | 45 | 8 | 8 | 38 | | |
| Ethnicity | Hispanic | 176 | 29 | 33 | 14 | 19 | 35 | |
| | | All K-8 | 24 | 36 | 16 | 17 | 31 | |
| | | District | 26 | 35 | 15 | 16 | 34 | |

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Tincher

12/1/23

| Category | | Average Scale Score Change from Prior Year to This Year | | Percent of Students Change in Scale (Comparing prior year's scale score to this year) | | | | |
|------------------|------------------|---|----|---|--------------|--------------|--------------|----|
| ELA | Ethnicity | N | | Growth Target | | | | |
| | | | | Declined | Below Target | Above Target | Accelerated* | |
| ELA | White | 114 | 41 | 28 | 16 | 21 | 35 | |
| | | All K-8 | 31 | | 31 | 20 | 17 | 32 |
| | | District | 29 | | 33 | 16 | 16 | 35 |
| | African American | 48 | 21 | 35 | 10 | 15 | 40 | |
| | | All K-8 | 22 | | 35 | 18 | 19 | 29 |
| | | District | 25 | | 36 | 16 | 15 | 33 |
| | Other | 44 | 23 | 36 | 20 | 20 | 23 | |
| | | All K-8 | 34 | | 30 | 15 | 18 | 36 |
| | | District | 30 | | 32 | 16 | 17 | 35 |
| | Asian | 31 | 45 | | 10 | 26 | 29 | 35 |
| | | All K-8 | 41 | | 22 | 18 | 27 | 33 |
| | | District | 33 | | 30 | 16 | 16 | 38 |
| | Cambodian | 22 | 62 | | | 23 | 32 | 45 |
| | | All K-8 | 41 | | 21 | 21 | 25 | 32 |
| | | District | 34 | | 30 | 16 | 17 | 37 |
| | Filipino | 12^ | - | 25 | 17 | | 58 | |
| | | All K-8 | 33 | | 33 | 9 | 25 | 33 |
| | | District | 31 | | 32 | 14 | 16 | 37 |
| Pacific Islander | 5^ | - | 40 | 20 | | 40 | | |
| | All K-8 | 57 | | 24 | 13 | 18 | 45 | |
| | District | 26 | | 32 | 17 | 18 | 33 | |

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Tincher

12/1/23

| Category | | Average Scale Score Change from Prior Year to This Year | | Percent of Students Change in Scale (Comparing prior year's scale score to this year) | | | | |
|---------------------|-----------------|---|-----|---|--------------|--------------|--------------|----|
| | | N | | Growth Target | | | | |
| | | | | Declined | Below Target | Above Target | Accelerated* | |
| Ethnicity | American Indian | 1^ | - | | | | 100 | |
| | | All K-8^ | 96 | | | | 100 | |
| | | District | 41 | | 26 | 18 | 11 | 45 |
| Gender | Female | 201 | 37 | | 29 | 12 | 21 | 38 |
| | | All K-8 | 31 | | 32 | 16 | 18 | 34 |
| | | District | 28 | | 34 | 15 | 16 | 34 |
| | Male | 229 | 29 | | 31 | 17 | 18 | 33 |
| | | All K-8 | 24 | | 35 | 17 | 18 | 30 |
| | | District | 26 | | 35 | 15 | 16 | 34 |
| | Nonbinary | 1^ | - | | 100 | | | 0 |
| | | All K-8^ | -12 | | 100 | | | 0 |
| | | District | 28 | | | 33 | 15 | 8 |
| Special Populations | EL + RFEP | 42 | 23 | | 33 | 12 | 17 | 38 |
| | | All K-8 | 23 | | 35 | 15 | 18 | 32 |
| | | District | 25 | | 36 | 13 | 15 | 36 |
| | ELL | 15^ | - | | 20 | 20 | 7 | 53 |
| | | All K-8 | 29 | | 31 | 18 | 20 | 31 |
| | | District | 34 | | 31 | 16 | 18 | 35 |
| | RFEP | 27 | 11 | | 41 | 7 | 22 | 30 |
| | | All K-8 | 17 | | 39 | 12 | 15 | 33 |
| | | District | 18 | | 39 | 12 | 14 | 36 |

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Tincher

12/1/23

| Category | | Average Scale Score Change from Prior Year to This Year | | Percent of Students Change in Scale (Comparing prior year's scale score to this year) | | | |
|----------------------------|-----------------|---|----|---|--------------|--------------|--------------|
| | | N | | Growth Target | | | |
| | | | | Declined | Below Target | Above Target | Accelerated* |
| ELA Special Populations | Foster | 1^ | - | | | | 100 |
| | | All K-8 | -4 | 57 | 10 | 14 | 19 |
| | | District | 23 | 40 | 12 | 20 | 29 |
| | GATE/Excel | 126 | 28 | 30 | 15 | 21 | 33 |
| | | All K-8 | 22 | 35 | 17 | 19 | 29 |
| | | District | 27 | 34 | 15 | 18 | 33 |
| | Homeless | 27 | 16 | 41 | 15 | 22 | 22 |
| | | All K-8 | 28 | 31 | 22 | 18 | 29 |
| | | District | 28 | 33 | 16 | 17 | 34 |
| | Homeless/Foster | 28 | 16 | 39 | 14 | 21 | 25 |
| | | All K-8 | 26 | 34 | 21 | 18 | 28 |
| | | District | 28 | 34 | 16 | 17 | 33 |
| | Low SES | 202 | 24 | 32 | 15 | 19 | 34 |
| | | All K-8 | 23 | 35 | 17 | 18 | 30 |
| | | District | 26 | 35 | 15 | 16 | 34 |
| | Special Ed. | 41 | 50 | 29 | 10 | 2 | 59 |
| | | All K-8 | 25 | 36 | 17 | 13 | 34 |
| | | District | 27 | 35 | 15 | 15 | 35 |
| Spec Ed. Speech/RSP | 41 | 50 | 29 | 10 | 2 | 59 | |
| | All K-8 | 23 | 37 | 16 | 11 | 36 | |
| | District | 28 | 35 | 15 | 16 | 34 | |

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

Tincher

12/1/23

| Category | | Average Scale Score Change from Prior Year to This Year | | Percent of Students Change in Scale (Comparing prior year's scale score to this year) | | | |
|------------------------------------|------------------------------------|---|----|---|--------------|--------------|--------------|
| | | N | | Growth Target | | | |
| | | | | Declined | Below Target | Above Target | Accelerated* |
| All Students | 429 | 429 | 22 | 34 | 18 | 22 | 26 |
| | | All K-8 | 23 | 32 | 19 | 20 | 29 |
| | | District | 16 | 38 | 19 | 18 | 24 |
| M at Grade h | Gr. 04 (Minimum Growth Target: 42) | 78 | 27 | 35 | 26 | 24 | 15 |
| | | All K-8 | 43 | 19 | 29 | 31 | 20 |
| | District | 44 | 18 | 29 | 31 | 21 | |
| | Gr. 05 (Minimum Growth Target: 39) | 68 | 49 | 12 | 34 | 34 | 21 |
| | | All K-8 | 28 | 27 | 28 | 24 | 21 |
| | District | 32 | 28 | 27 | 26 | 19 | |
| | Gr. 06 (Minimum Growth Target: 24) | 99 | 29 | 28 | 16 | 21 | 34 |
| | | All K-8 | 26 | 30 | 16 | 19 | 35 |
| | District | 17 | 38 | 16 | 16 | 31 | |
| | Gr. 07 (Minimum Growth Target: 17) | 95 | 7 | 43 | 14 | 11 | 33 |
| | | All K-8 | 12 | 42 | 11 | 10 | 37 |
| | District | 11 | 43 | 11 | 10 | 36 | |
| Gr. 08 (Minimum Growth Target: 19) | 89 | 4 | 46 | 8 | 24 | 22 | |
| | All K-8 | 9 | 43 | 11 | 15 | 31 | |
| District | 5 | 46 | 11 | 12 | 31 | | |
| Ethnicity | Hispanic | 175 | 22 | 33 | 17 | 24 | 26 |
| | | All K-8 | 23 | 31 | 19 | 19 | 31 |
| | | District | 14 | 39 | 19 | 18 | 24 |

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

Tincher

12/1/23

| Category | | Average Scale Score Change from Prior Year to This Year | | Percent of Students Change in Scale (Comparing prior year's scale score to this year) | | | | |
|------------------|------------------|---|----|---|--------------|--------------|--------------|----|
| M at Ethnicity | Ethnicity | N | | Growth Target | | | | |
| | | | | Declined | Below Target | Above Target | Accelerated* | |
| | White | 114 | 26 | 30 | 19 | 23 | 28 | |
| | | All K-8 | 22 | | 31 | 19 | 23 | 28 |
| | | District | 19 | | 34 | 22 | 19 | 24 |
| | African American | 48 | 8 | 48 | 19 | 15 | 19 | |
| | | All K-8 | 16 | | 38 | 18 | 18 | 26 |
| | | District | 14 | | 40 | 19 | 17 | 24 |
| | Other | 44 | 12 | 39 | 20 | 23 | 18 | |
| | | All K-8 | 21 | | 37 | 21 | 16 | 26 |
| | | District | 22 | | 34 | 22 | 19 | 26 |
| | Asian | 31 | 47 | 16 | 19 | 19 | 45 | |
| | | All K-8 | 37 | | 25 | 16 | 26 | 33 |
| | | District | 19 | | 36 | 19 | 20 | 26 |
| | Cambodian | 22 | 27 | 32 | 9 | 41 | 18 | |
| | | All K-8 | 27 | | 35 | 17 | 27 | 21 |
| | | District | 19 | | 36 | 19 | 20 | 25 |
| | Filipino | 11 [^] | - | 55 | 18 | 18 | 9 | |
| | | All K-8 | 30 | | 31 | 14 | 30 | 26 |
| | | District | 22 | | 36 | 17 | 22 | 26 |
| Pacific Islander | 5 [^] | - | 20 | 20 | 20 | 40 | | |
| | All K-8 | 27 | | 24 | 21 | 24 | 32 | |
| | District | 14 | | 42 | 17 | 18 | 24 | |

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

[^]Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

Tincher

12/1/23

| Category | | Average Scale Score Change from Prior Year to This Year | | Percent of Students Change in Scale (Comparing prior year's scale score to this year) | | | | |
|---------------------|-----------------|---|-----|---|--------------|--------------|--------------|----|
| | | N | | Growth Target | | | | |
| | | | | Declined | Below Target | Above Target | Accelerated* | |
| Ethnicity | American Indian | 1^ | - | 100 | 0 | | | |
| | | All K-8^ | -48 | 100 | 0 | | | |
| | | District | 17 | | 39 | 16 | 13 | 32 |
| Gender | Female | 201 | 19 | 39 | 16 | 20 | 25 | |
| | | All K-8 | 23 | | 33 | 17 | 21 | 29 |
| | | District | 15 | | 38 | 19 | 19 | 24 |
| | Male | 227 | 25 | 29 | 20 | 24 | 27 | |
| | | All K-8 | 23 | | 32 | 20 | 18 | 30 |
| | | District | 16 | | 38 | 20 | 18 | 25 |
| Nonbinary | 1^ | - | | | | 100 | 0 | |
| | All K-8^ | 9 | | | | 100 | 0 | |
| | District | 5 | | 38 | 20 | 18 | 25 | |
| Special Populations | EL + RFEP | 42 | -2 | 55 | 14 | 14 | 17 | |
| | | All K-8 | 19 | | 35 | 17 | 18 | 31 |
| | | District | 12 | | 41 | 18 | 17 | 24 |
| | ELL | 15^ | - | 47 | 20 | 20 | 13 | |
| | | All K-8 | 18 | | 32 | 22 | 20 | 25 |
| | | District | 23 | | 35 | 19 | 19 | 26 |
| | RFEP | 27 | -1 | 59 | 11 | 11 | 19 | |
| | | All K-8 | 21 | | 37 | 12 | 16 | 35 |
| | | District | 4 | | 46 | 17 | 15 | 23 |

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

Tincher

12/1/23

| Category | | Average Scale Score Change from Prior Year to This Year | | Percent of Students Change in Scale (Comparing prior year's scale score to this year) | | | | |
|-----------------------------|---------------------|---|----|---|--------------|--------------|--------------|----|
| | | N | | Growth Target | | | | |
| | | | | Declined | Below Target | Above Target | Accelerated* | |
| Math at Special Populations | Foster | 1^ | - | 100 | 0 | | | |
| | | All K-8 | 31 | | 29 | 10 | 38 | 24 |
| | | District | 21 | | 39 | 16 | 19 | 25 |
| | GATE/Excel | 124 | 27 | | 31 | 16 | 24 | 29 |
| | | All K-8 | 27 | | 30 | 18 | 22 | 30 |
| | | District | 19 | | 35 | 21 | 20 | 25 |
| | Homeless | 27 | 28 | | 30 | 11 | 33 | 26 |
| | | All K-8 | 24 | | 29 | 21 | 21 | 29 |
| | | District | 13 | | 40 | 19 | 17 | 24 |
| | Homeless/Foster | 28 | 24 | | 32 | 11 | 32 | 25 |
| | | All K-8 | 24 | | 29 | 20 | 22 | 29 |
| | | District | 14 | | 40 | 19 | 17 | 24 |
| | Low SES | 201 | 19 | | 36 | 19 | 21 | 24 |
| | | All K-8 | 21 | | 34 | 19 | 19 | 29 |
| | | District | 14 | | 39 | 19 | 18 | 24 |
| | Special Ed. | 41 | 19 | | 34 | 22 | 17 | 27 |
| | | All K-8 | 18 | | 34 | 21 | 14 | 30 |
| | | District | 20 | | 36 | 19 | 16 | 29 |
| | Spec Ed. Speech/RSP | 41 | 19 | | 34 | 22 | 17 | 27 |
| | | All K-8 | 18 | | 34 | 21 | 14 | 31 |
| | District | 19 | | 36 | 19 | 17 | 28 | |

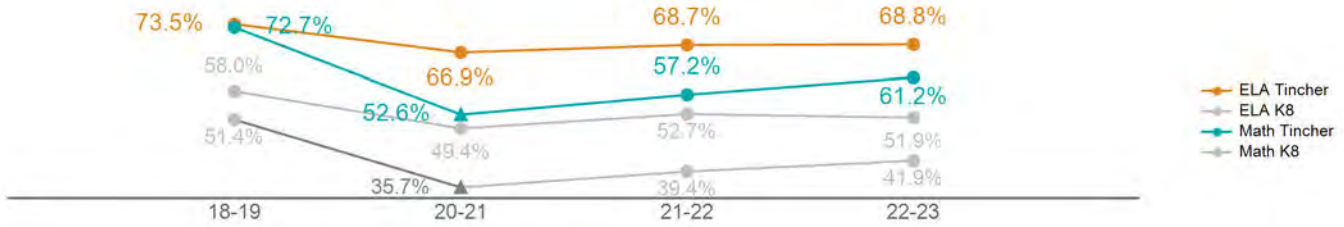
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

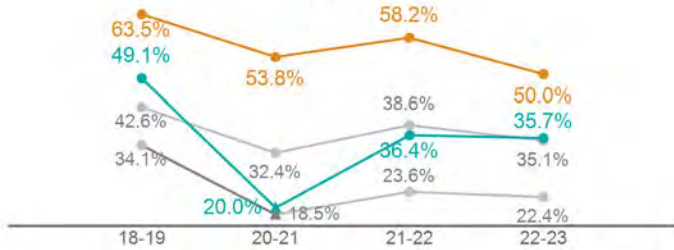
*Accelerated Growth = At least double the minimum growth target for the grade level.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

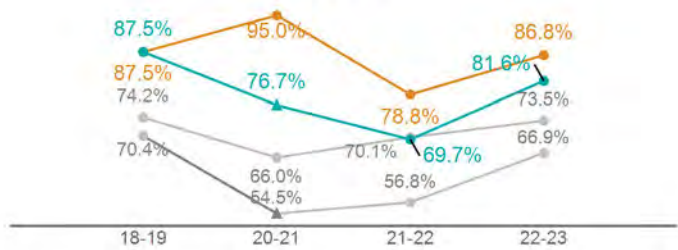
**Tincher
All Students
N = 529**



**African American
N = 56**



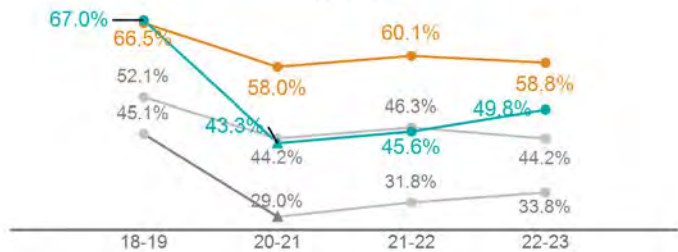
**Asian
N = 38**



Filipino

Subgroup with fewer than 20 students.

**Hispanic
N = 216**



Pacific Islander

Subgroup with fewer than 20 students.

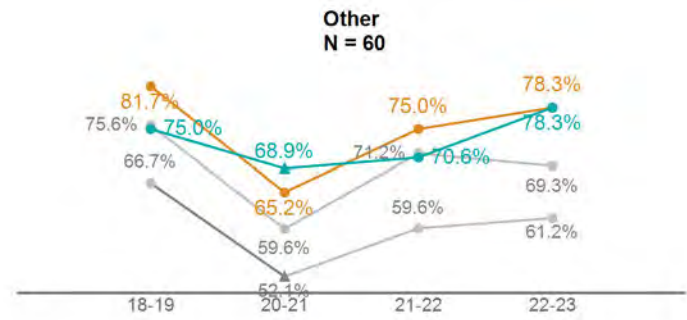
**White
N = 137**



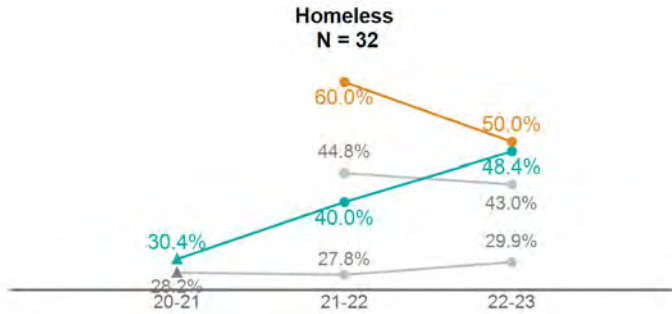
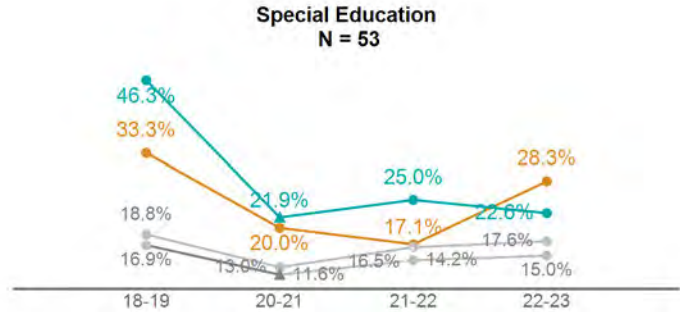
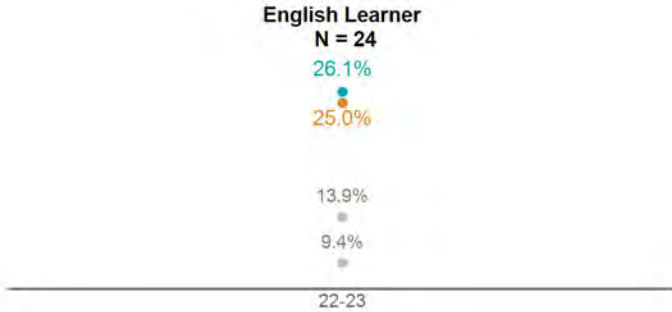
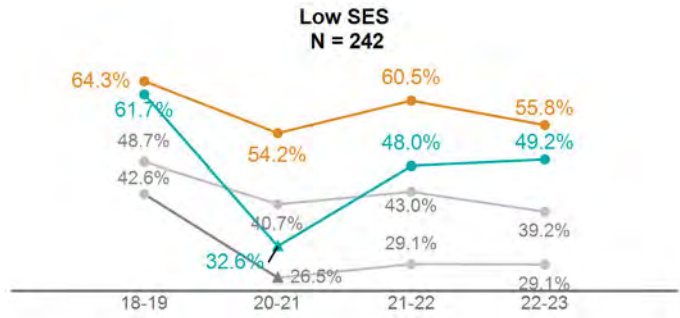
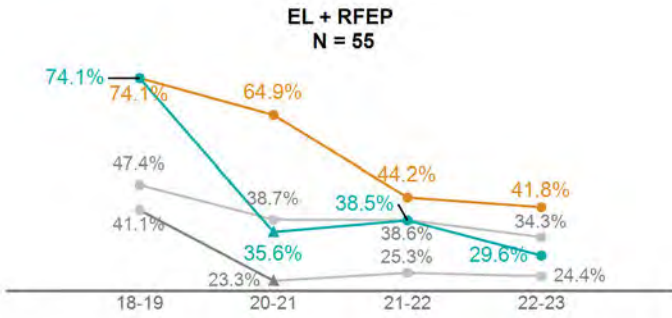
N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

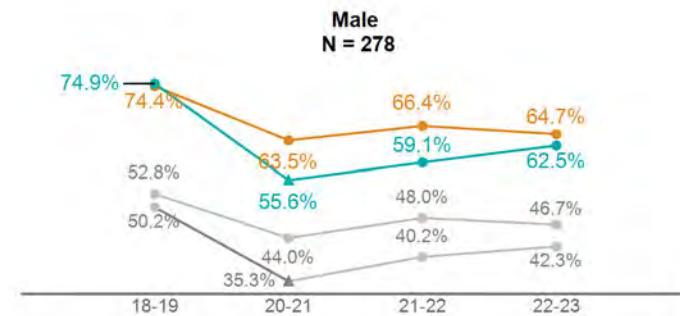
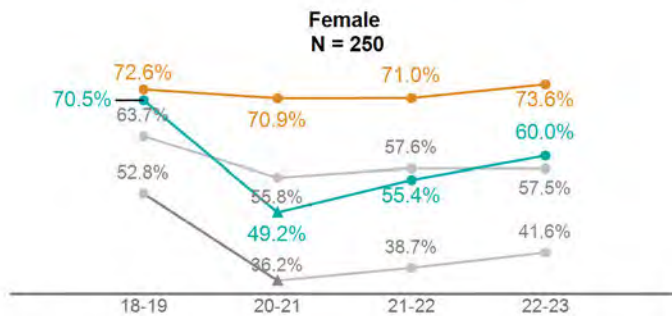
Native American
Subgroup with fewer than 20 students.



Percent of Students with Achievement Level of Met or Exceeded in SBAC



Foster Youth
Subgroup with fewer than 20 students.



N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/1/23

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg | |
|----------------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | | Met+Exceeded |
| All Elementary | 12,227 | 52% | 31 | 21 | 23 | 25 | 48% | ↑1 | | ↑6 |
| Addams | 380 | 64% | 42 | 22 | 25 | 11 | 36% | ↑1 | | ↑10 |
| Alvarado | 175 | 43% | 19 | 24 | 29 | 29 | 57% | ↑7 | | ↑11 |
| Barton | 215 | 77% | 59 | 18 | 17 | 7 | 23% | ↓- | | - |
| Birney | 241 | 52% | 34 | 18 | 23 | 25 | 48% | ↓1 | | ↑4 |
| Bixby | 234 | 35% | 15 | 20 | 29 | 36 | 65% | ↑7 | | ↑13 |
| Bryant | 159 | 57% | 32 | 25 | 24 | 19 | 43% | ↑3 | | ↑3 |
| Burbank | 281 | 63% | 36 | 27 | 22 | 16 | 37% | ↓2 | | ↑9 |
| Burcham | 167 | 28% | 16 | 13 | 24 | 48 | 72% | ↓2 | | ↑6 |
| Carver | 236 | 29% | 10 | 19 | 26 | 45 | 71% | ↑1 | | ↑7 |
| Chavez | 165 | 68% | 50 | 18 | 23 | 8 | 32% | ↑2 | | ↑2 |
| Cleveland | 217 | 23% | 6 | 16 | 30 | 47 | 77% | ↑- | | ↑2 |
| Dooley | 384 | 59% | 33 | 26 | 23 | 19 | 41% | ↑6 | | ↑6 |
| Edison | 199 | 65% | 41 | 24 | 25 | 10 | 35% | ↑6 | | ↑17 |
| Emerson | 158 | 29% | 12 | 17 | 20 | 51 | 71% | ↓- | | ↓2 |
| Fremont | 203 | 20% | 9 | 11 | 29 | 52 | 80% | ↑7 | | ↑12 |
| Gant | 277 | 21% | 9 | 12 | 25 | 55 | 79% | ↓4 | | ↑1 |
| Garfield | 285 | 56% | 38 | 18 | 25 | 19 | 44% | ↑4 | | ↑13 |
| Gompers | 148 | 41% | 29 | 11 | 30 | 30 | 59% | ↑7 | | ↑12 |
| Grant | 456 | 63% | 42 | 21 | 23 | 14 | 37% | ↑- | | ↑2 |
| Harte | 406 | 64% | 41 | 23 | 21 | 15 | 36% | ↑4 | | ↑7 |
| Henry | 385 | 34% | 12 | 22 | 25 | 41 | 66% | ↑- | | ↑4 |
| Herrera | 337 | 60% | 36 | 23 | 23 | 17 | 40% | ↓2 | | ↑6 |
| Holmes | 172 | 42% | 21 | 22 | 26 | 31 | 58% | ↑6 | | ↑9 |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/1/23

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg | |
|--------------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | | Met+Exceeded |
| Hudson | 225 | 63% | 45 | 18 | 23 | 14 | 37% | ↑5 | | ↑3 |
| Kettering | 131 | 30% | 10 | 20 | 25 | 45 | 70% | ↓8 | | ↑1 |
| King | 306 | 67% | 48 | 19 | 24 | 9 | 33% | ↓1 | | ↑1 |
| Lafayette | 398 | 65% | 37 | 28 | 21 | 14 | 35% | ↓2 | | ↑3 |
| Lincoln | 404 | 60% | 33 | 26 | 22 | 19 | 40% | ↓1 | | ↑6 |
| Longfellow | 468 | 39% | 17 | 22 | 22 | 39 | 61% | ↑4 | | ↑9 |
| Los Cerritos | 241 | 27% | 14 | 14 | 27 | 45 | 73% | ↓1 | | ↑4 |
| Lowell | 240 | 25% | 11 | 14 | 22 | 53 | 75% | ↑7 | | ↑4 |
| Macarthur | 149 | 40% | 15 | 26 | 20 | 40 | 60% | ↑1 | | ↓3 |
| Madison | 152 | 43% | 23 | 20 | 23 | 34 | 57% | ↓4 | | ↓1 |
| Mann | 164 | 65% | 39 | 26 | 14 | 21 | 35% | ↑1 | | - |
| McKinley | 239 | 63% | 43 | 20 | 23 | 14 | 37% | ↑- | | ↑13 |
| Naples | 140 | 14% | 4 | 9 | 21 | 66 | 86% | ↓1 | | ↓4 |
| Oropeza | 272 | 68% | 46 | 22 | 13 | 19 | 32% | ↓1 | | ↑5 |
| Prisk | 273 | 22% | 7 | 15 | 26 | 52 | 78% | ↓2 | | ↑9 |
| Riley | 196 | 55% | 34 | 20 | 22 | 23 | 45% | ↓2 | | ↑8 |
| Roosevelt | 451 | 70% | 42 | 28 | 20 | 10 | 30% | ↑1 | | ↑7 |
| Signal Hill | 319 | 48% | 26 | 22 | 24 | 28 | 52% | ↑- | | ↑16 |
| Smith | 352 | 65% | 39 | 26 | 19 | 16 | 35% | ↓2 | | ↑- |
| Stevenson | 247 | 68% | 46 | 22 | 15 | 17 | 32% | ↓4 | | ↓1 |
| Twain | 190 | 44% | 23 | 21 | 31 | 25 | 56% | ↑4 | | ↑7 |
| Webster | 225 | 71% | 47 | 24 | 17 | 12 | 29% | ↓5 | | ↓3 |
| Whittier | 292 | 77% | 57 | 21 | 15 | 7 | 23% | ↑5 | | ↑4 |
| Willard | 273 | 68% | 41 | 27 | 18 | 14 | 32% | ↑4 | | ↑3 |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/1/23

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg | |
|----------------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | | Met+Exceeded |
| All Elementary | 12,299 | 60% | 33 | 27 | 22 | 18 | 40% | ↑2 | | ↓2 |
| Addams | 378 | 70% | 42 | 28 | 21 | 9 | 30% | ↑2 | | ↓5 |
| Alvarado | 175 | 56% | 25 | 31 | 26 | 18 | 44% | ↓1 | | ↓1 |
| Barton | 216 | 83% | 60 | 24 | 11 | 6 | 17% | ↑2 | | ↓2 |
| Birney | 245 | 60% | 34 | 25 | 25 | 16 | 40% | ↓2 | | ↓6 |
| Bixby | 234 | 48% | 26 | 22 | 28 | 24 | 52% | ↑12 | | ↑6 |
| Bryant | 161 | 62% | 39 | 23 | 27 | 11 | 38% | ↑12 | | ↑15 |
| Burbank | 284 | 70% | 46 | 24 | 23 | 7 | 30% | ↑2 | | ↑6 |
| Burcham | 167 | 37% | 12 | 25 | 26 | 37 | 63% | ↑3 | | ↓2 |
| Carver | 236 | 32% | 14 | 18 | 31 | 37 | 68% | ↑5 | | ↑2 |
| Chavez | 166 | 85% | 55 | 30 | 10 | 5 | 15% | ↑- | | ↓5 |
| Cleveland | 217 | 32% | 7 | 25 | 33 | 35 | 68% | ↑2 | | ↓5 |
| Dooley | 385 | 68% | 35 | 34 | 21 | 10 | 32% | ↑1 | | ↓- |
| Edison | 200 | 76% | 46 | 31 | 17 | 7 | 24% | ↑3 | | ↑3 |
| Emerson | 158 | 36% | 15 | 21 | 37 | 27 | 64% | ↑11 | | ↓9 |
| Fremont | 203 | 33% | 11 | 22 | 30 | 37 | 67% | ↑1 | | ↓5 |
| Gant | 277 | 24% | 6 | 18 | 33 | 43 | 76% | ↑1 | | ↓1 |
| Garfield | 286 | 70% | 37 | 33 | 17 | 13 | 30% | ↑- | | ↓3 |
| Gompers | 149 | 52% | 24 | 28 | 26 | 21 | 48% | ↑2 | | ↓1 |
| Grant | 456 | 73% | 40 | 33 | 19 | 8 | 27% | ↓- | | ↓5 |
| Harte | 408 | 74% | 48 | 27 | 14 | 11 | 26% | ↑- | | ↓6 |
| Henry | 385 | 43% | 15 | 28 | 26 | 31 | 57% | ↓3 | | ↓9 |
| Herrera | 342 | 72% | 40 | 32 | 20 | 8 | 28% | ↑4 | | ↑3 |
| Holmes | 172 | 54% | 23 | 31 | 23 | 23 | 46% | ↑2 | | - |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/1/23

All

| School | Tested | Percent by Achievement Level | | | | | | 2 yr | 3 yr | % Cohort |
|--------------|--------|------------------------------|---------|------------|-----|----------|--------------|------|------|----------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg |
| Hudson | 225 | 73% | 49 | 24 | 17 | 10 | 27% | ↑6 | | ↓9 |
| Kettering | 131 | 37% | 11 | 25 | 34 | 29 | 63% | ↓11 | | ↓9 |
| King | 308 | 73% | 40 | 33 | 20 | 7 | 27% | ↑6 | | - |
| Lafayette | 403 | 65% | 36 | 29 | 25 | 10 | 35% | ↑6 | | ↑- |
| Lincoln | 411 | 67% | 35 | 32 | 21 | 12 | 33% | ↑- | | ↓- |
| Longfellow | 468 | 50% | 20 | 30 | 21 | 29 | 50% | ↓1 | | ↓2 |
| Los Cerritos | 241 | 40% | 17 | 24 | 26 | 34 | 60% | ↓6 | | ↓8 |
| Lowell | 240 | 33% | 14 | 19 | 23 | 44 | 67% | ↑6 | | ↓9 |
| Macarthur | 149 | 50% | 17 | 33 | 28 | 23 | 50% | ↓3 | | ↓10 |
| Madison | 153 | 47% | 22 | 25 | 28 | 25 | 53% | ↑4 | | ↑3 |
| Mann | 163 | 62% | 34 | 28 | 25 | 13 | 38% | ↑9 | | ↑5 |
| McKinley | 242 | 73% | 42 | 31 | 20 | 7 | 27% | ↑5 | | ↑2 |
| Naples | 140 | 19% | 6 | 13 | 25 | 56 | 81% | ↑2 | | ↓8 |
| Oropeza | 276 | 77% | 49 | 29 | 12 | 11 | 23% | ↑4 | | ↑3 |
| Prisk | 274 | 29% | 11 | 18 | 28 | 43 | 71% | ↓3 | | ↓1 |
| Riley | 197 | 65% | 36 | 30 | 21 | 14 | 35% | ↓4 | | ↓7 |
| Roosevelt | 456 | 70% | 43 | 27 | 19 | 11 | 30% | ↑4 | | ↑3 |
| Signal Hill | 320 | 59% | 29 | 30 | 22 | 19 | 41% | ↓1 | | - |
| Smith | 357 | 75% | 44 | 31 | 16 | 9 | 25% | ↓4 | | ↓5 |
| Stevenson | 252 | 73% | 46 | 27 | 16 | 11 | 27% | ↑5 | | ↑3 |
| Twain | 193 | 54% | 26 | 27 | 26 | 20 | 46% | ↑2 | | ↑2 |
| Webster | 224 | 74% | 47 | 27 | 18 | 8 | 26% | ↑1 | | ↓5 |
| Whittier | 295 | 81% | 61 | 20 | 12 | 7 | 19% | ↑4 | | ↑1 |
| Willard | 281 | 73% | 41 | 32 | 18 | 9 | 27% | ↑2 | | ↓7 |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2022-2023 :: School Comparison by Subgroup

12/1/23

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|----------------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | |
| All Elementary | 4,183 | 70% | 16 | 54 | 20 | 10 | 30% | ↑- | - |
| Addams | 119 | 76% | 18 | 58 | 20 | 4 | 24% | ↑6 | - |
| Alvarado | 61 | 66% | 8 | 57 | 25 | 10 | 34% | ↓- | - |
| Barton | 64 | 88% | 27 | 61 | 8 | 5 | 13% | ↓4 | - |
| Birney | 79 | 70% | 20 | 49 | 22 | 9 | 30% | ↑6 | - |
| Bixby | 69 | 61% | 4 | 57 | 30 | 9 | 39% | ↑3 | - |
| Bryant | 55 | 65% | 15 | 51 | 25 | 9 | 35% | ↑17 | - |
| Burbank | 88 | 75% | 15 | 60 | 16 | 9 | 25% | ↑3 | - |
| Burcham | 58 | 55% | 9 | 47 | 21 | 24 | 45% | ↑4 | - |
| Carver | 77 | 47% | 3 | 44 | 32 | 21 | 53% | ↑4 | - |
| Chavez | 67 | 85% | 28 | 57 | 10 | 4 | 15% | ↑2 | - |
| Cleveland | 76 | 51% | 5 | 46 | 36 | 13 | 49% | ↑7 | - |
| Dooley | 137 | 85% | 18 | 68 | 12 | 2 | 15% | ↓6 | - |
| Edison | 74 | 82% | 27 | 55 | 15 | 3 | 18% | ↓1 | - |
| Emerson | 49 | 45% | 8 | 37 | 37 | 18 | 55% | ↑4 | - |
| Fremont | 73 | 42% | 3 | 40 | 34 | 23 | 58% | ↓9 | - |
| Gant | 86 | 38% | 3 | 35 | 31 | 30 | 62% | ↑1 | - |
| Garfield | 88 | 78% | 14 | 65 | 15 | 7 | 22% | ↑2 | - |
| Gompers | 52 | 54% | 15 | 38 | 37 | 10 | 46% | ↑21 | - |
| Grant | 158 | 85% | 20 | 65 | 10 | 5 | 15% | ↓4 | - |
| Harte | 149 | 83% | 22 | 60 | 13 | 4 | 17% | ↑3 | - |
| Henry | 135 | 59% | 9 | 50 | 27 | 15 | 41% | ↓1 | - |
| Herrera | 130 | 68% | 12 | 55 | 25 | 7 | 32% | ↑5 | - |
| Holmes | 57 | 86% | 16 | 70 | 9 | 5 | 14% | ↓11 | - |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2022-2023 :: School Comparison by Subgroup

12/1/23

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|--------------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | |
| Hudson | 78 | 86% | 23 | 63 | 10 | 4 | 14% | ↑8 | - |
| Kettering | 44 | 41% | 2 | 39 | 41 | 18 | 59% | ↓2 | - |
| King | 111 | 77% | 13 | 64 | 16 | 7 | 23% | ↑5 | - |
| Lafayette | 116 | 90% | 15 | 75 | 9 | | 10% | ↓8 | - |
| Lincoln | 118 | 79% | 13 | 66 | 18 | 3 | 21% | ↓3 | - |
| Longfellow | 170 | 57% | 5 | 52 | 20 | 23 | 43% | ↓6 | - |
| Los Cerritos | 80 | 45% | 8 | 38 | 30 | 25 | 55% | ↓4 | - |
| Lowell | 82 | 51% | 2 | 49 | 29 | 20 | 49% | ↓1 | - |
| Macarthur | 55 | 62% | 4 | 58 | 18 | 20 | 38% | ↓- | - |
| Madison | 43 | 56% | 12 | 44 | 26 | 19 | 44% | ↑6 | - |
| Mann | 60 | 80% | 45 | 35 | 12 | 8 | 20% | ↑13 | - |
| McKinley | 85 | 75% | 16 | 59 | 21 | 4 | 25% | ↑6 | - |
| Naples | 43 | 35% | 2 | 33 | 30 | 35 | 65% | ↓15 | - |
| Oropeza | 104 | 88% | 33 | 56 | 10 | 2 | 12% | ↓11 | - |
| Prisk | 91 | 29% | 1 | 27 | 43 | 29 | 71% | ↓6 | - |
| Riley | 73 | 71% | 16 | 55 | 21 | 8 | 29% | ↑2 | - |
| Roosevelt | 149 | 84% | 20 | 64 | 11 | 5 | 16% | ↓5 | - |
| Signal Hill | 107 | 72% | 16 | 56 | 19 | 9 | 28% | ↓4 | - |
| Smith | 123 | 74% | 25 | 49 | 20 | 7 | 26% | ↑8 | - |
| Stevenson | 97 | 78% | 27 | 52 | 19 | 3 | 22% | ↑3 | - |
| Twain | 71 | 61% | 20 | 41 | 25 | 14 | 39% | ↓6 | - |
| Webster | 89 | 76% | 11 | 65 | 19 | 4 | 24% | ↑10 | - |
| Whittier | 100 | 84% | 35 | 49 | 12 | 4 | 16% | ↑3 | - |
| Willard | 93 | 87% | 24 | 63 | 11 | 2 | 13% | ↓9 | - |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/1/23

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg | |
|------------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | | Met+Exceeded |
| All Middle | 12,090 | 54% | 29 | 25 | 29 | 16 | 46% | ↓1 | | ↓3 |
| Bancroft | 829 | 45% | 20 | 25 | 35 | 20 | 55% | ↑2 | | ↑2 |
| Franklin | 1,035 | 64% | 40 | 25 | 26 | 9 | 36% | ↓5 | | ↓1 |
| Hamilton | 762 | 70% | 38 | 32 | 23 | 6 | 30% | ↓9 | | ↓9 |
| Hoover | 512 | 66% | 35 | 31 | 25 | 9 | 34% | ↓7 | | ↓8 |
| Hughes | 1,238 | 51% | 29 | 22 | 31 | 18 | 49% | ↓2 | | ↓4 |
| IVA | 1 | 0% | | | 100 | 100% | 100% | ↑24 | | - |
| Jefferson | 977 | 50% | 26 | 23 | 33 | 18 | 50% | ↑3 | | ↑8 |
| Keller | 448 | 37% | 11 | 25 | 41 | 22 | 63% | ↓5 | | ↓5 |
| Lindbergh | 398 | 70% | 40 | 30 | 25 | 6 | 30% | ↓2 | | ↓1 |
| Lindsey | 720 | 68% | 37 | 31 | 26 | 6 | 32% | ↓4 | | ↓5 |
| Marshall | 907 | 42% | 20 | 23 | 34 | 24 | 58% | ↓8 | | ↓7 |
| Nelson | 785 | 64% | 35 | 28 | 25 | 11 | 36% | ↑2 | | ↓3 |
| Rogers | 746 | 29% | 14 | 15 | 33 | 38 | 71% | ↓1 | | ↓2 |
| Stanford | 1,124 | 33% | 15 | 19 | 36 | 31 | 67% | ↑7 | | ↑- |
| Stephens | 700 | 63% | 34 | 29 | 27 | 10 | 37% | ↑10 | | ↑5 |
| Washington | 909 | 74% | 43 | 31 | 20 | 6 | 26% | ↓3 | | ↓5 |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/1/23

All

| School | Tested | Percent by Achievement Level | | | | | | 2 yr | 3 yr | % Cohort |
|------------|--------|------------------------------|---------|------------|-----|----------|--------------|------|------|----------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg |
| All Middle | 12,057 | 70% | 44 | 25 | 16 | 14 | 30% | ↓- | | ↓2 |
| Bancroft | 828 | 62% | 35 | 27 | 20 | 18 | 38% | ↓2 | | ↓1 |
| Franklin | 1,033 | 79% | 54 | 26 | 11 | 9 | 21% | ↓2 | | ↓2 |
| Hamilton | 754 | 84% | 59 | 26 | 11 | 5 | 16% | ↓9 | | ↓6 |
| Hoover | 510 | 85% | 61 | 24 | 11 | 4 | 15% | ↓- | | ↓4 |
| Hughes | 1,222 | 63% | 39 | 24 | 17 | 19 | 37% | ↓1 | | ↓3 |
| IVA | 1 | 0% | | | | 100 | 100% | ↑37 | | - |
| Jefferson | 980 | 73% | 48 | 25 | 17 | 10 | 27% | ↑2 | | ↑3 |
| Keller | 447 | 54% | 24 | 29 | 25 | 21 | 46% | ↑1 | | ↓3 |
| Lindbergh | 403 | 84% | 52 | 32 | 9 | 7 | 16% | ↑3 | | ↓3 |
| Lindsey | 718 | 85% | 63 | 22 | 10 | 5 | 15% | ↑1 | | ↓2 |
| Marshall | 902 | 56% | 30 | 26 | 22 | 22 | 44% | ↓3 | | ↓1 |
| Nelson | 781 | 80% | 55 | 25 | 12 | 8 | 20% | ↓2 | | ↓4 |
| Rogers | 742 | 46% | 23 | 22 | 23 | 31 | 54% | ↑1 | | ↓1 |
| Stanford | 1,119 | 48% | 24 | 24 | 25 | 27 | 52% | ↑4 | | ↑1 |
| Stephens | 698 | 78% | 49 | 28 | 15 | 7 | 22% | ↑7 | | ↑6 |
| Washington | 920 | 86% | 59 | 27 | 10 | 4 | 14% | ↑- | | ↓5 |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2022-2023 :: School Comparison by Subgroup

12/1/23

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|------------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | |
| All Middle | 3,987 | 78% | 22 | 57 | 16 | 8 | 22% | ↓1 | - |
| Bancroft | 299 | 75% | 17 | 58 | 16 | 9 | 25% | ↓4 | - |
| Franklin | 331 | 85% | 29 | 56 | 12 | 3 | 15% | ↓- | - |
| Hamilton | 239 | 88% | 26 | 62 | 11 | | 12% | ↓7 | - |
| Hoover | 167 | 92% | 30 | 62 | 8 | | 8% | ↓9 | - |
| Hughes | 416 | 69% | 14 | 55 | 20 | 11 | 31% | ↑2 | - |
| IVA | 1 | 0% | | | 100 | 100% | 100% | ↑41 | - |
| Jefferson | 299 | 81% | 17 | 64 | 15 | 4 | 19% | ↑2 | - |
| Keller | 135 | 65% | 7 | 59 | 24 | 11 | 35% | ↓2 | - |
| Lindbergh | 137 | 88% | 23 | 64 | 10 | 2 | 12% | ↑3 | - |
| Lindsey | 239 | 89% | 22 | 67 | 10 | | 11% | ↑1 | - |
| Marshall | 294 | 74% | 20 | 54 | 21 | 4 | 26% | ↓9 | - |
| Nelson | 276 | 93% | 37 | 56 | 5 | | 7% | ↑1 | - |
| Rogers | 246 | 46% | 9 | 38 | 33 | 21 | 54% | ↑9 | - |
| Stanford | 365 | 62% | 13 | 48 | 25 | 13 | 38% | ↑3 | - |
| Stephens | 250 | 86% | 29 | 57 | 11 | 3 | 14% | ↓2 | - |
| Washington | 294 | 91% | 32 | 59 | 6 | 3 | 9% | ↑4 | - |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/1/23

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg | |
|-----------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | | Met+Exceeded |
| All K-8 | 3,706 | 48% | 26 | 22 | 27 | 25 | 52% | ↓1 | | ↓- |
| Avalon | 249 | 74% | 44 | 30 | 19 | 7 | 26% | ↓6 | | ↓4 |
| Cubberley | 635 | 32% | 17 | 16 | 29 | 39 | 68% | ↑2 | | ↑1 |
| Muir | 644 | 59% | 33 | 26 | 25 | 16 | 41% | ↓5 | | ↓1 |
| Newcomb | 513 | 19% | 6 | 13 | 31 | 50 | 81% | ↓3 | | ↑2 |
| Powell | 592 | 64% | 37 | 27 | 26 | 10 | 36% | ↑1 | | ↓- |
| Robinson | 541 | 69% | 40 | 28 | 22 | 9 | 31% | ↓7 | | ↓2 |
| Tincher | 529 | 31% | 13 | 18 | 32 | 37 | 69% | ↑- | | ↓- |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/1/23

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg | |
|-----------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | | Met+Exceeded |
| All K-8 | 3,712 | 58% | 33 | 25 | 21 | 21 | 42% | ↑3 | | ↓2 |
| Avalon | 249 | 81% | 58 | 22 | 16 | 3 | 19% | ↑- | | ↓6 |
| Cubberley | 638 | 45% | 24 | 21 | 23 | 32 | 55% | ↑2 | | ↓7 |
| Muir | 648 | 66% | 36 | 31 | 21 | 13 | 34% | ↑3 | | ↑2 |
| Newcomb | 512 | 26% | 7 | 20 | 29 | 45 | 74% | ↑1 | | ↑2 |
| Powell | 592 | 79% | 49 | 29 | 16 | 5 | 21% | ↓1 | | ↓5 |
| Robinson | 542 | 79% | 49 | 30 | 13 | 8 | 21% | ↓2 | | ↑1 |
| Tincher | 528 | 39% | 16 | 23 | 26 | 35 | 61% | ↑4 | | ↓- |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2022-2023 :: School Comparison by Subgroup

12/1/23

All

| School | Tested | Percent by Achievement Level | | | | | | 2 yr | 3 yr | % Cohort |
|-----------|--------|------------------------------|---------|------------|-----|----------|--------------|------|------|----------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg |
| All K-8 | 1,211 | 70% | 16 | 53 | 19 | 11 | 30% | ↑1 | | - |
| Avalon | 109 | 85% | 30 | 55 | 10 | 5 | 15% | ↑2 | | - |
| Cubberley | 198 | 55% | 13 | 42 | 23 | 22 | 45% | ↑6 | | - |
| Muir | 201 | 81% | 22 | 59 | 16 | 3 | 19% | ↑1 | | - |
| Newcomb | 163 | 29% | 1 | 28 | 43 | 28 | 71% | ↑7 | | - |
| Powell | 202 | 88% | 24 | 64 | 10 | 2 | 12% | ↓5 | | - |
| Robinson | 175 | 87% | 17 | 70 | 12 | 1 | 13% | ↓5 | | - |
| Tincher | 162 | 64% | 10 | 53 | 21 | 15 | 36% | ↓1 | | - |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/1/23

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg | | |
|-------------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|----|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | | Met+Exceeded | |
| All High | 4,776 | 48% | 27 | 21 | 28 | 24 | 52% | ↑2 | | ↓9 | |
| Browning | 58 | 78% | 62 | 16 | 19 | 3 | 22% | ↓20 | | ↓29 | |
| Cabrillo | 416 | 61% | 33 | 28 | 28 | 11 | 39% | ↑1 | | ↓1 | |
| CAMS | 162 | 1% | | | 16 | | 83 | 99% | ↑1 | | ↑2 |
| EPHS | 262 | 71% | 43 | 29 | 24 | 5 | 29% | ↑4 | | ↓8 | |
| Jordan | 422 | 71% | 44 | 27 | 21 | 9 | 29% | ↓2 | | ↓7 | |
| Lakewood | 603 | 56% | 31 | 24 | 27 | 17 | 44% | ↓4 | | ↓11 | |
| McBride | 165 | 31% | 9 | 22 | 40 | 29 | 69% | ↓4 | | - | |
| Millikan | 755 | 35% | 16 | 18 | 34 | 32 | 65% | ↑10 | | ↓11 | |
| Polytechnic | 906 | 48% | 29 | 19 | 26 | 26 | 52% | ↑4 | | ↓7 | |
| Reid | 53 | 98% | 77 | 21 | 2 | | 2% | ↓2 | | ↓11 | |
| Renaissance | 91 | 47% | 21 | 26 | 29 | 24 | 53% | ↑19 | | ↓23 | |
| Sato | 120 | 4% | | 3 | 2 | 39 | 57 | 96% | ↓1 | | ↑2 |
| Wilson | 763 | 45% | 23 | 21 | 31 | 24 | 55% | ↓4 | | ↓13 | |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/1/23

All

| School | Tested | Percent by Achievement Level | | | | | | 2 yr | 3 yr | % Cohort |
|-------------|--------|------------------------------|---------|------------|-----|----------|--------------|------|------|----------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg |
| All High | 4,737 | 75% | 53 | 21 | 15 | 11 | 25% | ↑3 | | ↓25 |
| Browning | 59 | 98% | 83 | 15 | 2 | | 2% | ↓5 | | ↓33 |
| Cabrillo | 410 | 92% | 69 | 23 | 7 | 2 | 8% | ↓2 | | ↓26 |
| CAMS | 162 | | 6% | | 5 | 20 | 74 | 94% | ↑4 | ↓10 |
| EPHS | 225 | 97% | 85 | 12 | 3 | | 3% | ↑1 | | ↓23 |
| Jordan | 420 | 93% | 75 | 18 | 7 | | 7% | ↑1 | | ↓28 |
| Lakewood | 603 | 85% | 62 | 23 | 12 | 3 | 15% | ↑2 | | ↓22 |
| McBride | 168 | 65% | 36 | 29 | 28 | 7 | 35% | ↑3 | | ↓31 |
| Millikan | 756 | 66% | 35 | 30 | 21 | 13 | 34% | ↑4 | | ↓30 |
| Polytechnic | 902 | 69% | 54 | 15 | 17 | 13 | 31% | ↑2 | | ↓19 |
| Reid | 53 | 100% | 96 | 4 | | | 0% | - | | ↓16 |
| Renaissance | 92 | 86% | 64 | 22 | 10 | 4 | 14% | ↑8 | | ↓27 |
| Sato | 118 | | 23% | 6 | 17 | 25 | 52 | 77% | ↓1 | ↓12 |
| Wilson | 769 | 75% | 49 | 26 | 16 | 9 | 25% | ↑5 | | ↓29 |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2022-2023 :: School Comparison by Subgroup

12/1/23

All

| School | Tested | Percent by Achievement Level | | | | | | 2 yr | 3 yr | % Cohort |
|-------------|--------|------------------------------|---------|------------|-----|----------|--------------|------|------|----------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg |
| All High | 4,432 | 75% | 14 | 62 | 19 | 6 | 25% | ↑3 | | - |
| Browning | 59 | 92% | 29 | 63 | 8 | | 8% | ↑1 | | - |
| Cabrillo | 375 | 87% | 14 | 73 | 13 | | 13% | ↑4 | | - |
| CAMS | 163 | | | 21% | 20 | 47 | 33 | 79% | ↓- | |
| EPHS | 88 | 95% | 19 | 76 | 5 | | 5% | ↓8 | | - |
| Jordan | 454 | 91% | 20 | 71 | 9 | | 9% | ↑2 | | - |
| Lakewood | 635 | 85% | 12 | 72 | 14 | 2 | 15% | ↓4 | | - |
| McBride | 152 | 69% | 7 | 62 | 19 | 12 | 31% | ↑15 | | - |
| Millikan | 657 | 72% | 12 | 59 | 23 | 6 | 28% | ↑2 | | - |
| Polytechnic | 852 | 70% | 14 | 56 | 23 | 8 | 30% | ↑2 | | - |
| Reid | 60 | 98% | 43 | 55 | 2 | | 2% | ↑2 | | - |
| Renaissance | 88 | 85% | 16 | 69 | 15 | | 15% | - | | - |
| Sato | 93 | | | 20% | 20 | 45 | 34 | 80% | ↑19 | |
| Wilson | 756 | 76% | 14 | 62 | 20 | 4 | 24% | ↑11 | | - |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/1/23

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr | 3 yr | % Cohort |
|----------------|--------|------------------------------|---------|------------|-----|----------|--------------|------|----------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg |
| District (998) | 3 | 67% | 33 | 33 | 33 | 33% | - | | - |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/1/23

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr | 3 yr | % Cohort |
|----------------|--------|------------------------------|---------|------------|--------------|--------------|------|------|----------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met Exceeded | Met+Exceeded | Chg | Chg | Chg |
| District (998) | 3 | 67% | 33 | 33 | 33 | 33% | - | | - |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2022-2023 :: School Comparison by Subgroup

12/1/23

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr | 3 yr | % Cohort |
|----------------|--------|------------------------------|---------|------------|-----|----------|--------------|------|----------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg |
| District (998) | 1 | 100% | 100 | | | 0% | - | | - |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/1/23

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|----------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | |
| District | 32,799 | 52% | 29 | 23 | 26 | 22 | 48% | ↑- | ↓1 |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/1/23

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr | 3 yr | % Cohort | |
|----------|--------|------------------------------|---------|------------|-----|----------|--------------|------|----------|-----|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg |
| District | 32,805 | 66% | 40 | 26 | 19 | 16 | 34% | ↑1 | | ↓5 |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2022-2023 :: School Comparison by Subgroup

12/1/23

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr | 3 yr | % Cohort | |
|----------|--------|------------------------------|---------|------------|-----|----------|--------------|------|----------|-----|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg |
| District | 13,813 | 74% | 17 | 57 | 18 | 8 | 26% | ↑1 | | - |

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2023

| School Name | Overall | | Grade 6 | | Grade 7 | | Grade 8 | | Lowest Performing | | |
|-------------|--------------|------------|--------------|------------|--------------|------------|--------------|------------|-------------------|--------------|--------|
| | Met Exceeded | Pct Change | Met Exceeded | Pct Change | Met Exceeded | Pct Change | Met Exceeded | Pct Change | Ethnic Group | Met Exceeded | Change |
| Avalon | 26.1% | -5.6% | 25.8% | 8.7% | 32.5% | -12.5% | 21.1% | -0.2% | Hispanic | 20.3% | -5.9% |
| Bancroft | 54.9% | 1.7% | 48.8% | -3.2% | 60.2% | 4.6% | 55.3% | 3.7% | African American | 43.3% | -1.1% |
| Cubberley | 67.6% | 2.3% | 51.6% | -5.6% | 62.8% | -13.1% | 67.6% | 15.3% | African American | 45.2% | -7.3% |
| Franklin | 35.7% | -5.4% | 34.1% | -7.6% | 39.5% | 2.8% | 33.2% | -11.5% | African American | 29.2% | -10.0% |
| Hamilton | 29.5% | -8.9% | 32.8% | -10.7% | 30.2% | -8.7% | 25.4% | -7.4% | African American | 17.8% | -12.1% |
| Hoover | 34.2% | -6.6% | 41.2% | 5.9% | 27.0% | -15.7% | 34.5% | -9.5% | African American | 26.4% | -7.2% |
| Hughes | 48.9% | -1.8% | 43.3% | -8.2% | 54.3% | 4.2% | 49.0% | -1.4% | African American | 34.3% | -4.6% |
| IVA | 100.0% | 24.4% | | | | | 100.0% | 21.4% | | | |
| Jefferson | 50.5% | 3.2% | 43.8% | -0.3% | 56.5% | 8.9% | 51.7% | 1.5% | African American | 36.5% | -0.9% |
| Keller | 63.2% | -5.4% | 59.6% | -1.2% | 69.3% | -3.6% | 60.4% | -13.4% | Hispanic | 59.9% | -3.1% |
| Lindbergh | 30.4% | -1.8% | 24.0% | 1.1% | 29.3% | -11.2% | 37.5% | 4.0% | African American | 23.3% | 1.3% |
| Lindsey | 31.8% | -3.7% | 30.8% | -3.1% | 32.6% | -6.2% | 32.1% | -1.7% | African American | 17.0% | -7.4% |
| Marshall | 57.6% | -7.7% | 51.5% | -12.8% | 62.6% | -5.2% | 58.6% | -5.1% | African American | 40.8% | -6.6% |
| Muir | 41.3% | -4.7% | 38.2% | -8.6% | 55.3% | -8.2% | 47.2% | -15.3% | African American | 30.4% | 0.4% |
| Nelson | 36.3% | 2.3% | 35.5% | 2.5% | 39.2% | 2.1% | 34.3% | 2.7% | African American | 13.2% | -5.1% |
| Newcomb | 81.1% | -2.6% | 82.8% | -5.0% | 81.8% | -4.0% | 90.6% | 2.2% | African American | 75.0% | -0.8% |
| Powell | 36.0% | 1.1% | 27.3% | 8.1% | 35.5% | -1.6% | 30.8% | -10.5% | Other | 18.2% | -20.3% |
| Robinson | 31.4% | -7.2% | 36.0% | 7.1% | 32.0% | -13.2% | 37.1% | -11.3% | African American | 22.8% | -5.9% |
| Rogers | 71.2% | -0.6% | 67.5% | -1.8% | 72.7% | -6.5% | 73.2% | 5.9% | African American | 31.1% | 2.2% |
| Stanford | 67.0% | 7.0% | 68.4% | 16.6% | 68.1% | -5.6% | 64.5% | 9.9% | African American | 51.8% | 11.4% |
| Stephens | 37.0% | 10.4% | 32.9% | 0.2% | 43.2% | 15.7% | 34.5% | 14.4% | African American | 26.6% | 10.2% |
| Tincher | 68.8% | 0.2% | 64.1% | -2.2% | 70.8% | -5.6% | 70.3% | 5.2% | African American | 50.0% | -8.2% |
| Washington | 26.3% | -3.0% | 24.0% | -4.3% | 26.3% | -6.5% | 28.7% | 1.4% | African American | 20.2% | -7.0% |

SBAC ELA 2023

| | Difference | Highest Performing | | ELL + RFEP | | Homeless - Foster | | Spec Ed: Speech/RSP | | Spec Ed | |
|-----|-------------------------------|--------------------|-----|--------------|--------|-------------------|--------|---------------------|--------|--------------|--------|
| N | Highest & Lowest Ethnic Group | Ethnic Group | N | Met Exceeded | Change | Met Exceeded | Change | Met Exceeded | Change | Met Exceeded | Change |
| 197 | 27.4% | White | 44 | 18.6% | -5.9% | 0.0% | -11.1% | 3.0% | -8.5% | 3.0% | -8.5% |
| 97 | 38.3% | Filipino | 38 | 44.2% | -3.6% | 45.9% | 3.1% | 19.4% | -4.8% | 16.3% | 0.4% |
| 42 | 40.5% | Asian | 28 | 41.5% | -6.0% | 56.4% | 9.7% | 38.6% | 10.3% | 22.7% | 5.4% |
| 120 | 30.1% | Other | 27 | 32.3% | -6.2% | 24.6% | -0.8% | 9.2% | -6.7% | 6.9% | -4.4% |
| 90 | 36.8% | Cambodian | 22 | 28.7% | -6.5% | 16.5% | -18.3% | 14.1% | -5.2% | 9.7% | -2.4% |
| 121 | 43.0% | Asian | 36 | 32.6% | -4.2% | 20.0% | -6.4% | 11.8% | -6.2% | 9.1% | -3.0% |
| 207 | 37.1% | White | 98 | 39.7% | -7.6% | 33.8% | -5.8% | 20.4% | 0.8% | 16.1% | 0.7% |
| | | | | | | | | | | | |
| 148 | 37.5% | Asian | 73 | 48.8% | 4.4% | 35.4% | -4.1% | 24.4% | 16.2% | 16.8% | 8.1% |
| 334 | 17.5% | Other | 31 | 49.4% | -1.9% | 44.4% | -12.7% | 35.3% | 18.6% | 35.3% | 18.6% |
| 86 | 35.1% | Asian | 24 | 29.3% | -2.7% | 31.3% | -2.6% | 16.1% | 7.8% | 11.1% | 6.5% |
| 106 | 16.0% | Hispanic | 543 | 32.8% | -3.6% | 33.1% | 3.7% | 6.7% | 1.0% | 5.1% | 0.8% |
| 98 | 50.5% | Filipino | 23 | 41.8% | -11.1% | 44.2% | -9.3% | 21.8% | -5.7% | 17.9% | -4.8% |
| 69 | 33.9% | Filipino | 70 | 38.9% | -3.9% | 34.1% | -10.9% | 7.3% | -7.0% | 4.2% | -3.2% |
| 91 | 42.7% | Cambodian | 152 | 34.4% | -0.1% | 25.6% | 11.9% | 12.5% | 2.9% | 8.9% | 0.9% |
| 32 | 10.7% | Asian | 21 | 69.6% | 8.9% | 75.0% | 0.0% | 44.9% | 1.0% | 44.9% | 1.0% |
| 22 | 41.8% | Pacific Islander | 20 | 34.3% | 1.4% | 35.6% | 0.0% | 20.8% | 5.9% | 18.9% | 4.1% |
| 123 | 10.7% | Hispanic | 379 | 32.0% | -7.7% | 38.9% | -10.2% | 6.7% | -5.6% | 6.6% | -5.7% |
| 45 | 52.2% | Asian | 48 | 48.9% | -5.3% | 38.2% | 1.6% | 31.6% | -1.1% | 21.3% | -1.0% |
| 110 | 29.8% | Filipino | 38 | 51.5% | 6.7% | 51.2% | -8.8% | 37.8% | 11.3% | 28.5% | 7.4% |
| 94 | 35.9% | Filipino | 64 | 34.1% | 12.0% | 26.5% | 1.2% | 2.7% | -3.3% | 2.7% | -1.3% |
| 56 | 36.8% | Asian | 38 | 41.8% | -2.4% | 51.5% | -9.8% | 28.8% | 11.8% | 28.3% | 11.2% |
| 99 | 20.7% | Asian | 22 | 25.2% | -2.5% | 16.8% | -6.3% | 6.0% | 1.0% | 4.6% | 0.6% |

SBAC ELA 2023

| Gender Diff |
|-------------|
| 7.7% |
| 9.7% |
| 14.1% |
| 8.4% |
| 4.1% |
| 10.0% |
| 7.7% |
| |
| 4.0% |
| 17.4% |
| 8.2% |
| 12.3% |
| 12.0% |
| 13.3% |
| 6.6% |
| 13.6% |
| 5.4% |
| 13.8% |
| 5.0% |
| 18.8% |
| 10.6% |
| 8.9% |
| 12.3% |

Tincher

2022-2023

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

| School year | timeframe value | subcategory | subgroup | restorative_justice | exclusionary | other_action |
|-------------|-----------------|-----------------|---------------------|---------------------|--------------|--------------|
| 2022-2023 | YR | All | All | 2 | 26 | 36 |
| | | Grade | Gr. 02 | | | 4 |
| | | | Gr. 04 | | 5 | 4 |
| | | | Gr. 06 | 1 | 13 | 17 |
| | | | Gr. 07 | | 4 | 7 |
| | | | Gr. 08 | | 4 | 3 |
| | | | Gr. K | 1 | | 1 |
| | | Ethnicity | African American | 1 | 6 | 8 |
| | | | Asian | | 2 | 3 |
| | | | Filipino | | 1 | |
| | | | Hispanic | | 7 | 12 |
| | | | Other | | 5 | 4 |
| | | | White | 1 | 5 | 9 |
| | | Gender | Female | | 4 | 11 |
| | | | Male | 2 | 22 | 25 |
| | | Fluency | EL + RFEP | | 5 | 2 |
| | | | ELL | | 2 | |
| | | | RFEP | | 3 | 2 |
| | | GATE/Excel | GATE/Excel | | 3 | 8 |
| | | Homeless | Homeless | 1 | | 2 |
| | | LowSES | Low SES | 1 | 10 | 16 |
| | | SPED | Special Ed. | 1 | 11 | 10 |
| | | SPED-Speech/RSP | Spec Ed. Speech/RSP | 1 | 11 | 10 |

Tincher

2021-2022

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome for that incident.

| School year | timeframe value | subcategory | subgroup | restorative_justice | exclusionary | other_action |
|-------------|-----------------|-------------|-----------|---------------------|--------------|--------------|
| 2021-2022 | YR | All | All | | 19 | 13 |
| | | Grade | Gr. 01 | | | 1 |
| | | | Gr. 02 | | 1 | |
| | | | Gr. 03 | | | 1 |
| | | | Gr. 04 | | 1 | 1 |
| | | | Gr. 06 | | 1 | 1 |
| | | | Gr. 07 | | 5 | 2 |
| | | | Gr. 08 | | 11 | 7 |
| | | | Ethnicity | African American | | 6 |
| | | Asian | | | | 1 |
| | | Filipino | | | 1 | |
| | | Hispanic | | | 7 | 4 |
| | | Other | | | 3 | 2 |
| | | White | | | 2 | 1 |
| | | Gender | Female | | 8 | 1 |
| | | | Male | | 11 | 12 |

Tincher

2021-2022

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

| School year | timeframe value | subcategory | subgroup | restorative_justice | exclusionary | other_action |
|-------------|-----------------|-----------------|---------------------|---------------------|--------------|--------------|
| 2021-2022 | YR | Fluency | EL + RFEP | | 2 | 2 |
| | | | ELL | | 1 | 1 |
| | | | RFEP | | 1 | 1 |
| | | GATE/Excel | GATE/Excel | | 3 | 4 |
| | | Homeless | Homeless | | 5 | 1 |
| | | LowSES | Low SES | | 15 | 9 |
| | | SPED | Special Ed. | | 1 | 3 |
| | | SPED-Speech/RSP | Spec Ed. Speech/RSP | | 1 | 3 |

Tincher

2019-2020

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

| School year | timeframe value | subcategory | subgroup | restorative_justice | exclusionary | other_action |
|-------------|-----------------|-----------------|---------------------|---------------------|--------------|--------------|
| 2019-2020 | YR | All | All | | 4 | 3 |
| | | Grade | Gr. 06 | | 2 | 1 |
| | | | Gr. 07 | | | 2 |
| | | | Gr. 08 | | 2 | |
| | | Ethnicity | American Indian | | 1 | |
| | | | Asian | | 1 | |
| | | | Hispanic | | 2 | 2 |
| | | | Other | | | 1 |
| | | Gender | Female | | | 2 |
| | | | Male | | 4 | 1 |
| | | Fluency | EL + RFEP | | 1 | |
| | | | RFEP | | 1 | |
| | | GATE/Excel | GATE/Excel | | 2 | |
| | | LowSES | Low SES | | 3 | 2 |
| | | SPED | Special Ed. | | | 2 |
| | | SPED-Speech/RSP | Spec Ed. Speech/RSP | | | 1 |

Tincher

2018-2019

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

| School year | timeframe value | subcategory | subgroup | restorative_justice | exclusionary | other_action |
|-------------|-----------------|-----------------|---------------------|---------------------|--------------|--------------|
| 2018-2019 | YR | All | All | | 16 | 10 |
| | | Grade | Gr. 01 | | | 2 |
| | | | Gr. 02 | | | 1 |
| | | | Gr. 03 | | | 1 |
| | | | Gr. 05 | | 2 | 1 |
| | | | Gr. 06 | | 3 | |
| | | | Gr. 07 | | 1 | |
| | | | Gr. 08 | | 8 | 5 |
| | | | Gr. K | | 2 | |
| | | | Ethnicity | African American | | 5 |
| | | Hispanic | | | 7 | 1 |
| | | Other | | | 1 | 3 |
| | | White | | | 3 | 2 |
| | | Gender | Female | | 9 | 2 |
| | | | Male | | 7 | 8 |
| | | Fluency | EL + RFEP | | 2 | |
| | | | RFEP | | 2 | |
| | | GATE/Excel | GATE/Excel | | 2 | 2 |
| | | Homeless | Homeless | | 1 | 3 |
| | | LowSES | Low SES | | 10 | 4 |
| | | SPED | Special Ed. | | 4 | 1 |
| | | SPED-Speech/RSP | Spec Ed. Speech/RSP | | 3 | 1 |

Tincher

2017-2018

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

| School year | timeframe value | subcategory | subgroup | restorative_justice | exclusionary | other_action |
|-------------|-----------------|-------------|-----------|---------------------|--------------|--------------|
| 2017-2018 | YR | All | All | | 31 | 19 |
| | | Grade | Gr. 01 | | 1 | 2 |
| | | | Gr. 03 | | 1 | 5 |
| | | | Gr. 05 | | | 4 |
| | | | Gr. 06 | | 6 | |
| | | | Gr. 07 | | 3 | |
| | | | Gr. 08 | | 19 | 8 |
| | | | Gr. K | | 1 | |
| | | | Ethnicity | African American | | 3 |
| | | Asian | | | 2 | 3 |
| | | Filipino | | | | 1 |
| | | Hispanic | | | 8 | 3 |
| | | Other | | | 9 | 4 |
| | | White | | | 9 | 7 |
| | | Gender | Female | | 4 | 9 |
| | | | Male | | 27 | 10 |

Tincher

2017-2018

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome f

| School year | timeframe value | subcategory | subgroup | restorative_justice | exclusionary | other_action |
|-------------|-----------------|-----------------|---------------------|---------------------|--------------|--------------|
| 2017-2018 | YR | Fluency | EL + RFEP | | 9 | 6 |
| | | | ELL | | 6 | 3 |
| | | | RFEP | | 3 | 3 |
| | | GATE/Excel | GATE/Excel | | 2 | 2 |
| | | Homeless | Homeless | | 8 | 4 |
| | | LowSES | Low SES | | 18 | 9 |
| | | SPED | Special Ed. | | 2 | 2 |
| | | SPED-Speech/RSP | Spec Ed. Speech/RSP | | 2 | 2 |

Tincher

22-23

| Legend |
|---------------------|
| Exclusionary |
| Other Action |
| No Action Taken |
| Restorative Justice |

Count of Unique Student-Incidents by Action Type (disposition type).
 Each student is counted once per incident; each incident is categorized based on the most severe outcome for the student. Incidents missing dispositions are counted under "No Action Taken" type.

| subgroup | | YR | |
|--------------|-----------|------------------|---------------------|
| Category | | # Records | Percent by Category |
| All Students | All | 64 | 41 56 3 |
| | Gr. 02 | 4 | 100 |
| Grade | Gr. 04 | 9 | 56 44 |
| | Gr. 06 | 31 | 42 55 3 |
| | Gr. 07 | 11 | 36 64 |
| | Gr. 08 | 7 | 57 43 |
| | Gr. K | 2 | 50 50 |
| | Ethnicity | African American | 15 |
| Asian | | 5 | 40 60 |
| Filipino | | 1 | 100 |
| Hispanic | | 19 | 37 63 |
| Other | | 9 | 56 44 |
| White | | 15 | 33 60 7 |
| Gender | Female | 15 | 27 73 |
| | Male | 49 | 45 51 4 |

Tincher

22-23

| Legend |
|---------------------|
| Exclusionary |
| Other Action |
| No Action Taken |
| Restorative Justice |

Count of Unique Student-Incidents by Action Type (disposition type). Each student is counted once per incident; each incident is categorized based on the most severe outcome for the student. Incidents missing dispositions are counted under "No Action Taken" type.

| | | YR | |
|---------------------|---------------------|-----------|---------------------|
| subgroup | | | |
| Category | | # Records | Percent by Category |
| Special Populations | EL + RFEP | 7 | 71 29 |
| | ELL | 2 | 100 |
| | GATE/Excel | 11 | 27 73 |
| | Homeless | 3 | 67 33 |
| | Low SES | 27 | 37 59 4 |
| | RFEP | 5 | 60 40 |
| | Spec Ed. Speech/RSP | 22 | 50 45 5 |
| | Special Ed. | 22 | 50 45 5 |

Tincher

22-23









Students by Subgroup Categorized by 1 or more than 1 incident

| subgroup | | YR | |
|---------------------|------------------|------------|---------------------|
| | | # Students | Percent by Category |
| Category | | | |
| All Students | All | 39 | 28 72 |
| Grade | Gr. 02 | 2 | 50 50 |
| | Gr. 04 | 5 | 40 60 |
| | Gr. 06 | 15 | 40 60 |
| | Gr. 07 | 9 | 11 89 |
| | Gr. 08 | 6 | 17 83 |
| | Gr. K | 2 | 100 |
| Ethnicity | African American | 7 | 57 43 |
| | Asian | 2 | 50 50 |
| | Filipino | 1 | 100 |
| | Hispanic | 16 | 13 88 |
| | Other | 2 | 50 50 |
| | White | 11 | 27 73 |
| Gender | Female | 12 | 17 83 |
| | Male | 27 | 33 67 |

Tincher

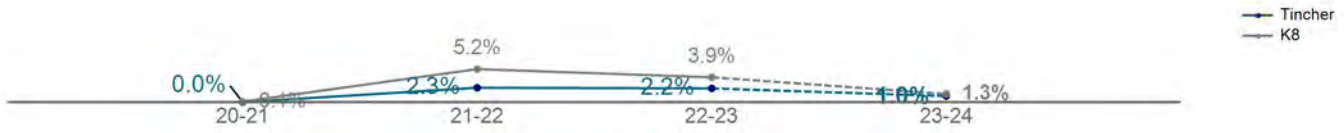
22-23

Students by Subgroup Categorized by 1 or more than 1 incident

| | | YR | |
|---------------------|---------------------|------------|---|
| subgroup | | | |
| Category | | # Students | Percent by Category |
| Special Populations | EL + RFEP | 5 |  20 80 |
| | ELL | 2 |  100 |
| | GATE/Excel | 8 |  25 75 |
| | Homeless | 2 |  50 50 |
| | Low SES | 21 |  19 81 |
| | RFEP | 3 |  33 67 |
| | Spec Ed. Speech/RSP | 12 |  25 75 |
| | Special Ed. | 12 |  25 75 |

Suspension Rate

Tincher
All Students
N = 835



African American
N = 57



Asian
N = 84



Filipino



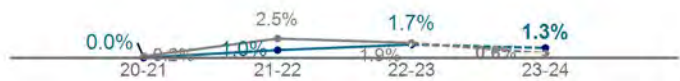
Hispanic
N = 321



Pacific Islander

Subgroup with fewer than 20 students.

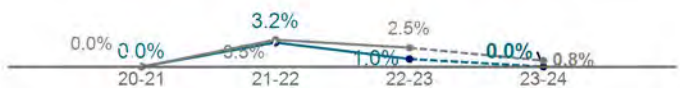
White
N = 236



Native American

Subgroup with fewer than 20 students.

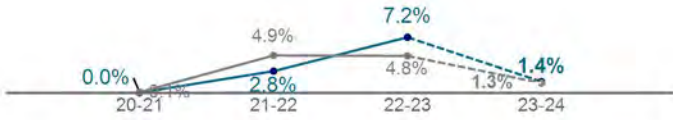
Other
N = 109



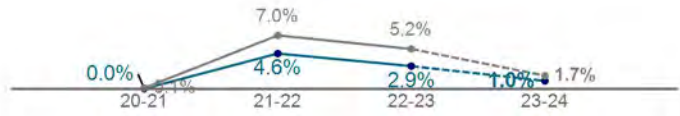
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

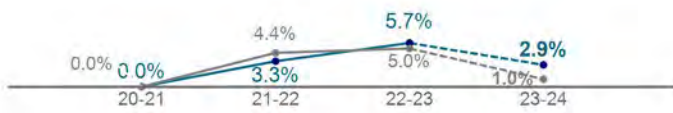
EL + RFEP
N = 69



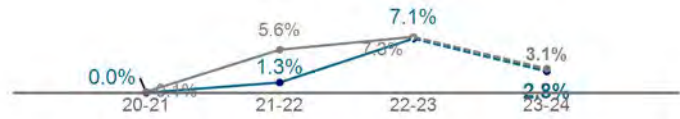
Low SES
N = 294



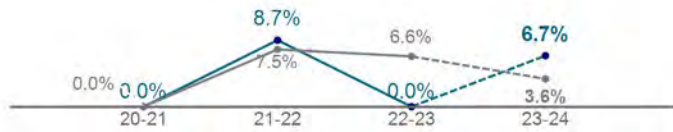
English Learner
N = 35



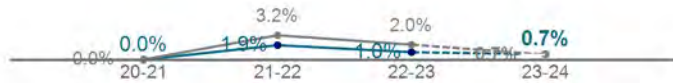
Special Education
N = 108



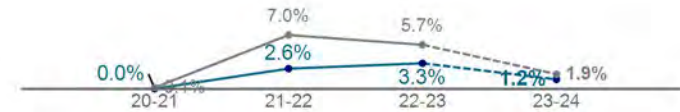
Homeless or Foster Youth
N = 30



Female
N = 423



Male
N = 411



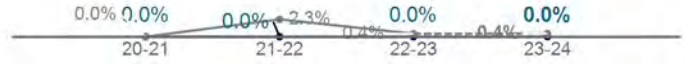
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

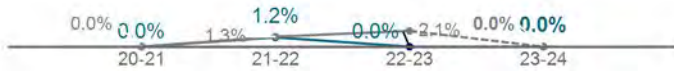
Gr. K
N = 91



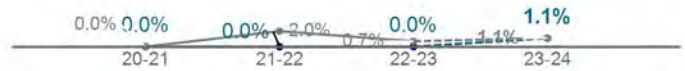
Gr. 01
N = 83



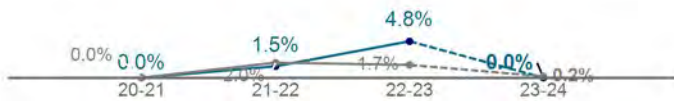
Gr. 02
N = 82



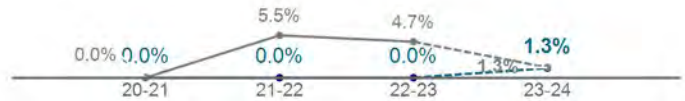
Gr. 03
N = 89



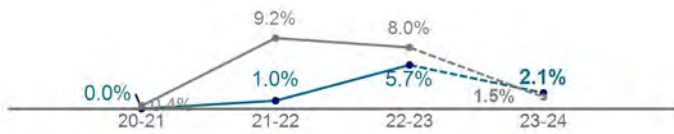
Gr. 04
N = 89



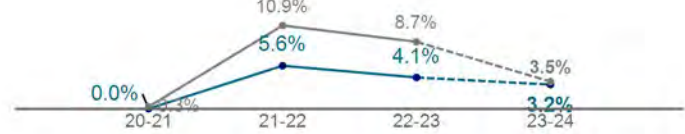
Gr. 05
N = 80



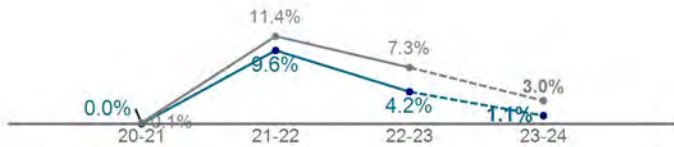
Gr. 06
N = 97



Gr. 07
N = 95



Gr. 08
N = 95



N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

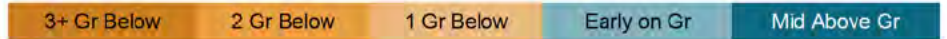
i-Ready Math Overall Relative Placement

School Data by Subgroup

Tincher 2022-2023 Grade 1



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|-------|--------------|------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
| 1 | All Students | All | 1 | 78 | 10 | 74 | 12 | 4 | |
| | | | 2 | 78 | 1 | 63 | 14 | 22 | |
| | | | 3 | 75 | | 32 | 17 | 51 | |
| | Teacher | Gaumer, N | 1 | 24 | 17 | 71 | 8 | 4 | |
| | | | 2 | 24 | | 75 | 13 | 13 | |
| | | | 3 | 24 | | 54 | 4 | 42 | |
| | | Myrick, E | 1 | 26 | 8 | 77 | 12 | 4 | |
| | | | 2 | 26 | | 65 | 12 | 23 | |
| | | | 3 | 26 | | 23 | 19 | 58 | |
| | | Quan, B | 1 | 27 | 11 | 74 | 11 | 4 | |
| | | | 2 | 27 | 4 | 52 | 19 | 26 | |
| | | | 3 | 27 | | 26 | 26 | 48 | |
| | Ethnicity | African American | 1 | 3 | | 67 | 33 | | |
| | | | 2 | 4 | | 75 | 25 | | |
| | | | 3 | 2 | | 50 | 50 | | |
| | | Asian | 1 | 10 | | 70 | 30 | | |
| | | | 2 | 10 | | 40 | 30 | 30 | |
| | | | 3 | 10 | | | 10 | 90 | |
| | | Filipino | 1 | 2 | | 100 | | | |
| | | | 2 | 2 | | 100 | | | |
| | | | 3 | 2 | | | | 100 | |
| | | Hispanic | 1 | 35 | 11 | 80 | 6 | 3 | |
| | | | 2 | 35 | 3 | 60 | 14 | 23 | |
| | | | 3 | 34 | | 38 | 18 | 44 | |
| | | White | 1 | 22 | 14 | 73 | 9 | 5 | |
| | | | 2 | 21 | | 71 | 14 | 14 | |
| | | | 3 | 21 | | 33 | 19 | 48 | |
| Other | | 1 | 6 | 17 | 50 | 17 | 17 | | |
| | | 2 | 6 | | 67 | 33 | | | |
| | | 3 | 6 | | 50 | | 50 | | |

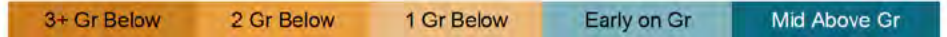


i-Ready Math Overall Relative Placement

School Data by Subgroup

Tincher 2022-2023 Grade 1

Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|--------|---------------------|---------------------|-------------------|------------|---------------------|----|----|-----|--|
| 1 | Gender | Female | 1 | 42 | 10 | 79 | 12 | | |
| | | | 2 | 42 | | 64 | 17 | 19 | |
| | | | 3 | 41 | | 29 | 17 | 54 | |
| | | Male | 1 | 36 | 11 | 69 | 11 | 8 | |
| | | | 2 | 36 | 3 | 61 | 11 | 25 | |
| | | | 3 | 34 | | 35 | 18 | 47 | |
| | Special Populations | Low SES | 1 | 22 | 14 | 73 | 9 | 5 | |
| | | | 2 | 22 | 5 | 73 | 5 | 18 | |
| | | | 3 | 21 | | 52 | 24 | 24 | |
| | | ELL | 1 | 3 | 67 | 33 | | | |
| | | | 2 | 3 | 100 | | | | |
| | | | 3 | 2 | | 50 | 50 | | |
| | | RFEP | 1 | 2 | | 50 | 50 | | |
| | | | 2 | 2 | | 50 | 50 | | |
| | | | 3 | 2 | | | | 100 | |
| | | EL + RFEP | 1 | 5 | 40 | 40 | 20 | | |
| | | | 2 | 5 | | 80 | 20 | | |
| | | | 3 | 4 | | 25 | 25 | 50 | |
| | | Special Ed. | 1 | 10 | 30 | 70 | | | |
| | | | 2 | 10 | 10 | 90 | | | |
| | | | 3 | 9 | | 33 | 44 | 22 | |
| | | Spec Ed. Speech/RSP | 1 | 10 | 30 | 70 | | | |
| | | | 2 | 10 | 10 | 90 | | | |
| | | | 3 | 9 | | 33 | 44 | 22 | |
| | | Homeless | 1 | 3 | | 33 | 33 | 33 | |
| | | | 2 | 3 | | 67 | 33 | | |
| | | | 3 | 2 | | 50 | 50 | | |
| Foster | | 2 | 1 | 100 | | | | | |

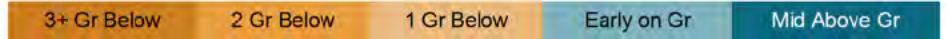
i-Ready Math Overall Relative Placement

School Data by Subgroup

Tincher 2022-2023 Grade 2



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|-------|--------------|------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
| 2 | All Students | All | 1 | 86 | 23 | 60 | 10 | 6 | |
| | | | 2 | 88 | 5 | 60 | 17 | 18 | |
| | | | 3 | 87 | | 3 | 28 | 22 | 47 |
| | Teacher | Seguine, P | 1 | 30 | 20 | 67 | 13 | | |
| | | | 2 | 30 | 7 | 57 | 23 | 13 | |
| | | | 3 | 30 | | 3 | 27 | 23 | 47 |
| | | Smith, A | 1 | 28 | 29 | 54 | 7 | 11 | |
| | | | 2 | 29 | | 62 | 10 | 28 | |
| | | | 3 | 29 | | 24 | 21 | 55 | |
| | | Wahlen, W | 1 | 29 | 21 | 59 | 14 | 7 | |
| | | | 2 | 29 | 7 | 62 | 17 | 14 | |
| | | | 3 | 29 | | 7 | 34 | 21 | 38 |
| | Ethnicity | African American | 1 | 7 | 43 | 57 | | | |
| | | | 2 | 7 | 14 | 57 | 29 | | |
| | | | 3 | 7 | | 29 | 29 | 14 | 29 |
| | | Asian | 1 | 4 | 25 | 50 | 25 | | |
| | | | 2 | 4 | | 50 | 25 | 25 | |
| | | | 3 | 4 | | 25 | | 75 | |
| | | Filipino | 1 | 2 | | 50 | 50 | | |
| | | | 2 | 2 | | 50 | 50 | | |
| | | | 3 | 2 | | 50 | 50 | | |
| | | Hispanic | 1 | 31 | 32 | 52 | 13 | 3 | |
| | | | 2 | 32 | 9 | 72 | 13 | 6 | |
| | | | 3 | 31 | | 3 | 32 | 32 | 32 |
| White | | 1 | 26 | 12 | 73 | 12 | 4 | | |
| | | 2 | 27 | | 59 | 19 | 22 | | |
| | | 3 | 27 | | 30 | 22 | 48 | | |
| Other | 1 | 16 | 13 | 69 | 13 | 6 | | | |
| | 2 | 16 | | 44 | 19 | 38 | | | |
| | 3 | 16 | | | 13 | 13 | 75 | | |

i-Ready Math Overall Relative Placement

School Data by Subgroup

Tincher 2022-2023 Grade 2



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|------------|---------------------|-------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
| 2 | Gender | Female | 1 | 49 | 14 | 71 | 8 | 6 | |
| | | | 2 | 50 | 8 | 60 | 16 | 16 | |
| | | | 3 | 49 | | 2 | 27 | 24 | 47 |
| | | Male | 1 | 37 | 35 | 46 | 14 | 5 | |
| | | | 2 | 38 | | 61 | 18 | 21 | |
| | | | 3 | 38 | | 5 | 29 | 18 | 47 |
| | Special Populations | Low SES | 1 | 32 | 34 | 53 | 6 | 6 | |
| | | | 2 | 32 | 9 | 69 | 9 | 13 | |
| | | | 3 | 32 | | 3 | 34 | 25 | 38 |
| | | ELL | 1 | 3 | 100 | | | | |
| | | | 2 | 3 | 100 | | | | |
| | | | 3 | 3 | | | | 100 | |
| | | RFEP | 1 | 1 | 100 | | | | |
| | | | 2 | 1 | | | | 100 | |
| | | | 3 | 1 | | | | 100 | |
| | | EL + RFEP | 1 | 4 | 100 | | | | |
| | | | 2 | 4 | | 75 | 25 | | |
| | | | 3 | 4 | | | 75 | 25 | |
| | | Special Ed. | 1 | 14 | 29 | 57 | 14 | | |
| | | | 2 | 14 | 7 | 64 | 29 | | |
| | | | 3 | 14 | | 14 | 29 | 21 | 36 |
| | Spec Ed. Speech/RSP | 1 | 14 | 29 | 57 | 14 | | | |
| | | 2 | 14 | 7 | 64 | 29 | | | |
| | | 3 | 14 | | 14 | 29 | 21 | 36 | |
| | Homeless | 1 | 2 | 100 | | | | | |
| | | 2 | 2 | 100 | | | | | |
| | | 3 | 2 | 100 | | | | | |
| GATE/Excel | 1 | 10 | | 40 | 30 | 30 | | | |
| | 2 | 10 | | | 30 | 70 | | | |
| | 3 | 10 | | | | 100 | | | |

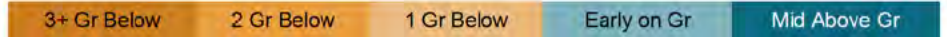


i-Ready Math Overall Relative Placement

School Data by Subgroup

Tincher 2022-2023 Grade 3

Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|-------|--------------|------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
| 3 | All Students | All | 1 | 89 | 7 | 13 | 63 | 15 | 2 |
| | | | 2 | 89 | 1 | 3 | 31 | 39 | 25 |
| | | | 3 | 88 | 15 | 13 | 23 | 59 | |
| | Teacher | Peverini, S | 1 | 29 | 3 | 7 | 79 | 10 | |
| | | | 2 | 29 | 3 | 31 | 45 | 21 | |
| | | | 3 | 29 | 33 | 31 | 62 | | |
| | | Turien, E | 1 | 30 | 13 | 10 | 57 | 13 | 7 |
| | | | 2 | 30 | 3 | 7 | 23 | 33 | 33 |
| | | | 3 | 30 | 3 | 7 | 13 | 20 | 57 |
| | | Wojcik, J | 1 | 29 | 3 | 24 | 55 | 17 | |
| | | | 2 | 29 | | 38 | 41 | 21 | |
| | | | 3 | 29 | 3 | 21 | 17 | 59 | |
| | Ethnicity | African American | 1 | 9 | 33 | 22 | 44 | | |
| | | | 2 | 9 | | 22 | 44 | 33 | |
| | | | 3 | 8 | 13 | 13 | 25 | 25 | 25 |
| | | Asian | 1 | 7 | 14 | 71 | 14 | | |
| | | | 2 | 7 | | 29 | 43 | 29 | |
| | | | 3 | 7 | 14 | 14 | 71 | | |
| | | Filipino | 1 | 3 | 100 | | | | |
| | | | 2 | 3 | | | 100 | | |
| | | | 3 | 3 | | | 100 | | |
| | | Hispanic | 1 | 35 | 3 | 26 | 63 | 6 | 3 |
| | | | 2 | 34 | | 47 | 32 | 21 | |
| | | | 3 | 34 | 3 | 24 | 32 | 41 | |
| | | Pacific Islander | 1 | 1 | 100 | | | | |
| | | | 2 | 1 | | | 100 | | |
| | | | 3 | 1 | | | 100 | | |
| White | 1 | 22 | 5 | 64 | 27 | 5 | | | |
| | 2 | 22 | 5 | 27 | 45 | 23 | | | |
| | 3 | 22 | 5 | 23 | 73 | | | | |
| Other | 1 | 12 | 8 | 58 | 33 | | | | |
| | 2 | 13 | | 8 | 31 | 62 | | | |
| | 3 | 13 | 8 | 8 | 85 | | | | |

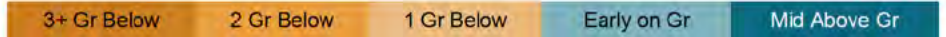


i-Ready Math Overall Relative Placement

School Data by Subgroup

Tincher 2022-2023 Grade 3

Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | | |
|------------|---------------------|---------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|---|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr | |
| 3 | Gender | Female | 1 | 46 | 2 | 15 | 61 | 17 | 4 | |
| | | | 2 | 46 | 2 | 30 | 41 | 26 | | |
| | | | 3 | 46 | 4 | 13 | 26 | 57 | | |
| | | Male | 1 | 43 | 12 | 12 | 65 | 12 | | |
| | | | 2 | 43 | 25 | 33 | 37 | 23 | | |
| | | | 3 | 42 | 25 | 12 | 19 | 62 | | |
| | Special Populations | Low SES | 1 | 37 | 11 | 24 | 57 | 8 | | |
| | | | 2 | 36 | 6 | 44 | 39 | 11 | | |
| | | | 3 | 35 | 3 | 6 | 23 | 29 | 40 | |
| | | ELL | 1 | 7 | 14 | 14 | 71 | | | |
| | | | 2 | 7 | | | 57 | 14 | 29 | |
| | | | 3 | 7 | | | 43 | 29 | 29 | |
| | | RFEP | 1 | 3 | | | 100 | | | |
| | | | 2 | 3 | | | | 67 | 33 | |
| | | | 3 | 3 | | | | | 100 | |
| | | EL + RFEP | 1 | 10 | 10 | 10 | 80 | | | |
| | | | 2 | 10 | | | 40 | 30 | 30 | |
| | | | 3 | 10 | | | 30 | 20 | 50 | |
| | | Special Ed. | 1 | 11 | | | 36 | 27 | 27 | 9 |
| | | | 2 | 11 | 9 | 27 | 45 | 9 | 9 | |
| | | | 3 | 11 | 9 | 27 | 18 | 9 | 36 | |
| | | Spec Ed. Speech/RSP | 1 | 11 | | | 36 | 27 | 27 | 9 |
| | | | 2 | 11 | 9 | 27 | 45 | 9 | 9 | |
| | | | 3 | 11 | 9 | 27 | 18 | 9 | 36 | |
| | | Homeless | 1 | 4 | 25 | | 75 | | | |
| | | | 2 | 4 | | | 50 | 50 | | |
| | | | 3 | 3 | | | | 67 | 33 | |
| GATE/Excel | 1 | 17 | | | 6 | 41 | 41 | 12 | | |
| | 2 | 18 | | | | 11 | 22 | 67 | | |
| | 3 | 18 | | | | 11 | 6 | 83 | | |

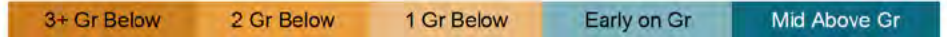
i-Ready Math Overall Relative Placement

School Data by Subgroup

Tincher 2022-2023 Grade 4



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | | |
|-------|--------------|------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|----|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr | |
| 4 | All Students | All | 1 | 81 | 4 | 15 | 43 | 22 | 16 | |
| | | | 2 | 81 | 2 | 6 | 33 | 30 | 28 | |
| | | | 3 | 82 | 2 | 2 | 20 | 26 | 50 | |
| | Teacher | Anderson, K | All | 1 | 28 | 4 | 25 | 39 | 25 | 7 |
| | | | | 2 | 28 | 4 | 11 | 32 | 25 | 29 |
| | | | | 3 | 28 | 4 | 18 | 25 | 54 | |
| | | Dau, E | All | 1 | 25 | 12 | 52 | 16 | 20 | |
| | | | | 2 | 25 | 4 | 40 | 32 | 24 | |
| | | | | 3 | 25 | 4 | 20 | 32 | 44 | |
| | | Undlin, H | All | 1 | 28 | 7 | 7 | 39 | 25 | 21 |
| | | | | 2 | 29 | 3 | 7 | 28 | 31 | 31 |
| | | | | 3 | 29 | 7 | 21 | 21 | 52 | |
| | Ethnicity | African American | All | 1 | 10 | 20 | 50 | 20 | 10 | |
| | | | | 2 | 9 | 11 | 33 | 33 | 22 | |
| | | | | 3 | 10 | 10 | 10 | 40 | 20 | 20 |
| | | Asian | All | 1 | 7 | 43 | 29 | 29 | | |
| | | | | 2 | 7 | 43 | 57 | | | |
| | | | | 3 | 7 | 14 | 29 | 57 | | |
| | | Filipino | All | 1 | 3 | 67 | 33 | | | |
| | | | | 2 | 3 | 33 | 67 | | | |
| | | | | 3 | 3 | 100 | | | | |
| | | Hispanic | All | 1 | 25 | 4 | 16 | 60 | 12 | 8 |
| | | | | 2 | 26 | 4 | 8 | 42 | 38 | 8 |
| | | | | 3 | 26 | 4 | 4 | 15 | 42 | 35 |
| | | Pacific Islander | All | 1 | 1 | 100 | | | | |
| | | | | 2 | 1 | 100 | | | | |
| | | | | 3 | 1 | 100 | | | | |
| White | All | 1 | 24 | 8 | 33 | 33 | 25 | | | |
| | | 2 | 24 | 21 | 29 | 50 | | | | |
| | | 3 | 24 | 17 | 13 | 71 | | | | |
| Other | All | 1 | 11 | 9 | 55 | 18 | 18 | | | |
| | | 2 | 11 | 45 | 27 | 27 | | | | |
| | | 3 | 11 | 27 | 27 | 45 | | | | |

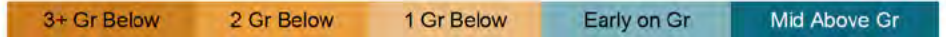


i-Ready Math Overall Relative Placement

School Data by Subgroup

Tincher 2022-2023 Grade 4

Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|------------|---------------------|---------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
| 4 | Gender | Female | 1 | 41 | 5 | 15 | 44 | 27 | 10 |
| | | | 2 | 41 | 5 | 5 | 32 | 27 | 32 |
| | | | 3 | 41 | 2 | 5 | 15 | 22 | 56 |
| | | Male | 1 | 40 | 3 | 15 | 43 | 18 | 23 |
| | | | 2 | 40 | 8 | 8 | 35 | 33 | 25 |
| | | | 3 | 41 | 2 | 2 | 24 | 29 | 44 |
| | Special Populations | Low SES | 1 | 39 | 8 | 21 | 46 | 15 | 10 |
| | | | 2 | 38 | 5 | 11 | 34 | 26 | 24 |
| | | | 3 | 39 | 5 | 5 | 21 | 28 | 41 |
| | | ELL | 1 | 3 | 33 | 33 | 33 | 33 | |
| | | | 2 | 3 | 67 | 33 | 33 | | |
| | | | 3 | 3 | 33 | 33 | 33 | 33 | |
| | | EL + RFEP | 1 | 3 | 33 | 33 | 33 | 33 | |
| | | | 2 | 3 | 67 | 33 | 33 | | |
| | | | 3 | 3 | 33 | 33 | 33 | 33 | |
| | | Special Ed. | 1 | 12 | 17 | 42 | 33 | 8 | |
| | | | 2 | 11 | 18 | 18 | 55 | 9 | |
| | | | 3 | 12 | 8 | 17 | 42 | 25 | 8 |
| | | Spec Ed. Speech/RSP | 1 | 11 | 9 | 45 | 36 | 9 | |
| | | | 2 | 11 | 18 | 18 | 55 | 9 | |
| | | | 3 | 11 | 18 | 45 | 27 | 9 | |
| Homeless | 1 | 2 | 100 | | | | | | |
| | 2 | 2 | 50 | 50 | | | | | |
| | 3 | 2 | | | | 100 | | | |
| GATE/Excel | 1 | 26 | | | 12 | 38 | 50 | | |
| | 2 | 26 | | | | 19 | 81 | | |
| | 3 | 26 | | | | 12 | 88 | | |

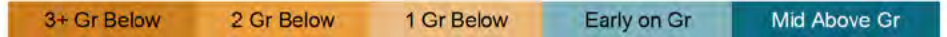
i-Ready Math Overall Relative Placement

School Data by Subgroup

Tincher 2022-2023 Grade 5



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|-------|--------------|------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
| 5 | All Students | All | 1 | 70 | 4 | 6 | 51 | 19 | 20 |
| | | | 2 | 71 | 1 | 6 | 37 | 21 | 35 |
| | | | 3 | 71 | 1 | 21 | 28 | 49 | |
| | Teacher | Dau, E | 1 | 2 | 100 | | | | |
| | | | 2 | 2 | | 50 | | 50 | |
| | | | 3 | 2 | | 50 | | 50 | |
| | | Krug, P | 1 | 35 | 9 | 6 | 51 | 14 | 20 |
| | | | 2 | 35 | 3 | 9 | 40 | 23 | 26 |
| | | | 3 | 35 | | 3 | 23 | 37 | 37 |
| | | Schugt, T | 1 | 33 | 6 | | 48 | 24 | 21 |
| | | | 2 | 34 | | 3 | 32 | 18 | 47 |
| | | | 3 | 34 | | 18 | 18 | 65 | |
| | Ethnicity | African American | 1 | 3 | | 67 | | 33 | |
| | | | 2 | 3 | | 33 | | 67 | |
| | | | 3 | 3 | | 33 | 33 | 33 | |
| | | Asian | 1 | 3 | | 67 | | 33 | |
| | | | 2 | 3 | | 33 | 33 | 33 | |
| | | | 3 | 3 | | 33 | | 67 | |
| | | Filipino | 1 | 2 | | | | 100 | |
| | | | 2 | 2 | | | | 100 | |
| | | | 3 | 2 | | | | 100 | |
| | | Hispanic | 1 | 32 | 9 | 3 | 63 | 16 | 9 |
| | | | 2 | 32 | 3 | 9 | 47 | 16 | 25 |
| | | | 3 | 32 | | 3 | 25 | 38 | 34 |
| | | Pacific Islander | 1 | 1 | | 100 | | | |
| | | | 2 | 1 | | | | 100 | |
| | | | 3 | 1 | | | | 100 | |
| White | 1 | 20 | | 10 | 35 | 30 | 25 | | |
| | 2 | 20 | | 5 | 35 | 15 | 45 | | |
| | 3 | 20 | | 15 | 20 | 65 | | | |
| Other | 1 | 9 | | 11 | 44 | 11 | 33 | | |
| | 2 | 10 | | | 20 | 30 | 50 | | |
| | 3 | 10 | | | 20 | 20 | 60 | | |

i-Ready Math Overall Relative Placement

School Data by Subgroup

Tincher 2022-2023 Grade 5



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|------------|---------------------|---------------------|-------------------|------------|---------------------|----|----|----|----|
| 5 | Gender | Female | 1 | 32 | 9 | 3 | 53 | 25 | 9 |
| | | | 2 | 32 | 13 | 53 | 9 | 25 | |
| | | | 3 | 32 | 3 | 25 | 31 | 41 | |
| | | Male | 1 | 38 | 8 | 50 | 13 | 29 | |
| | | | 2 | 39 | 3 | 23 | 31 | 44 | |
| | | | 3 | 39 | 18 | 26 | 56 | | |
| | Special Populations | Low SES | 1 | 24 | 8 | 13 | 58 | 8 | 13 |
| | | | 2 | 24 | 4 | 13 | 38 | 25 | 21 |
| | | | 3 | 24 | 4 | 38 | 25 | 33 | |
| | | ELL | 1 | 4 | 50 | 50 | | | |
| | | | 2 | 4 | 50 | 25 | 25 | | |
| | | | 3 | 4 | 25 | 50 | 25 | | |
| | | RFEP | 1 | 1 | 100 | | | | |
| | | | 2 | 1 | 100 | | | | |
| | | | 3 | 1 | 100 | | | | |
| | | EL + RFEP | 1 | 5 | 40 | 60 | | | |
| | | | 2 | 5 | 40 | 20 | 20 | 20 | |
| | | | 3 | 5 | 20 | 40 | 40 | | |
| | | Special Ed. | 1 | 5 | 20 | 20 | 40 | 20 | |
| | | | 2 | 5 | 20 | 40 | 40 | | |
| | | | 3 | 5 | 60 | 40 | | | |
| | | Spec Ed. Speech/RSP | 1 | 5 | 20 | 20 | 40 | 20 | |
| | | | 2 | 5 | 20 | 40 | 40 | | |
| | | | 3 | 5 | 60 | 40 | | | |
| | | Homeless | 1 | 7 | 14 | 14 | 57 | 14 | |
| | | | 2 | 7 | 14 | 43 | 29 | 14 | |
| | | | 3 | 7 | 14 | 29 | 29 | 29 | |
| GATE/Excel | 1 | 13 | 8 | 15 | 77 | | | | |
| | 2 | 13 | 8 | 92 | | | | | |
| | 3 | 13 | 100 | | | | | | |

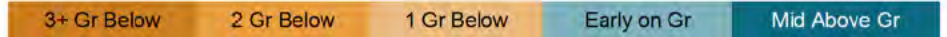
i-Ready Math Overall Relative Placement

School Data by Subgroup

Tincher 2022-2023 Grade 6



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | | |
|--------|--------------|------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|----|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr | |
| 6 | All Students | All | 1 | 105 | 10 | 7 | 34 | 31 | 17 | |
| | | | 2 | 104 | 4 | 4 | 21 | 43 | 28 | |
| | | | 3 | 102 | 3 | 5 | 23 | 34 | 35 | |
| | Teacher | Dobbs, S | 1 | 2 | | | | | 100 | |
| | | | 2 | 2 | | | | | 100 | |
| | | | 3 | 2 | | | | | 100 | |
| | | Vo, T | 1 | 102 | 10 | 7 | 35 | 32 | 16 | |
| | | | 2 | 101 | | 3 | 4 | 22 | 45 | 27 |
| | | | 3 | 101 | | 4 | 5 | 23 | 35 | 34 |
| | Ethnicity | African American | 1 | 10 | 20 | 20 | 40 | 20 | | |
| | | | 2 | 10 | 10 | 10 | 30 | 40 | 10 | |
| | | | 3 | 9 | | 11 | 22 | 56 | 11 | |
| | | Asian | 1 | 8 | | 25 | | 63 | 13 | |
| | | | 2 | 8 | | 13 | | 63 | 25 | |
| | | | 3 | 8 | | 13 | 13 | 75 | | |
| | | Filipino | 1 | 2 | | 50 | | 50 | | |
| | | | 2 | 2 | | | | 50 | 50 | |
| | | | 3 | 2 | | 50 | | 50 | | |
| | | Hispanic | 1 | 40 | 20 | 8 | 43 | 18 | 13 | |
| | | | 2 | 39 | 8 | 5 | 28 | 38 | 21 | |
| | | | 3 | 39 | 5 | 5 | 31 | 36 | 23 | |
| | | White | 1 | 30 | 7 | | 30 | 43 | 20 | |
| | | | 2 | 30 | | 20 | | 50 | 30 | |
| | | | 3 | 30 | | 3 | 20 | 37 | 40 | |
| | Other | 1 | 15 | | 7 | 20 | 33 | 40 | | |
| | | 2 | 15 | | 7 | 7 | 33 | 53 | | |
| | | 3 | 14 | | 7 | 14 | 29 | 50 | | |
| Gender | Female | 1 | 45 | 11 | 7 | 33 | 36 | 13 | | |
| | | 2 | 44 | 5 | 2 | 23 | 48 | 23 | | |
| | | 3 | 44 | 7 | | 18 | 41 | 34 | | |
| | Male | 1 | 60 | 10 | 7 | 35 | 28 | 20 | | |
| | | 2 | 60 | 3 | 5 | 20 | 40 | 32 | | |
| | | 3 | 58 | 5 | 3 | 26 | 29 | 36 | | |

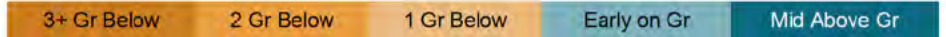
i-Ready Math Overall Relative Placement

School Data by Subgroup

Tincher 2022-2023 Grade 6



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|------------|---------------------|---------------------|-------------------|------------|---------------------|----|----|----|----|
| 6 | Special Populations | Low SES | 1 | 47 | 11 | 13 | 38 | 32 | 6 |
| | | | 2 | 47 | 42 | 34 | 38 | 21 | |
| | | | 3 | 46 | 44 | 24 | 37 | 30 | |
| | | ELL | 1 | 3 | 33 | 33 | 33 | | |
| | | | 2 | 3 | 33 | 33 | 33 | | |
| | | | 3 | 2 | 50 | 50 | | | |
| | | RFEP | 1 | 5 | 40 | 40 | 20 | | |
| | | | 2 | 5 | 20 | 20 | 40 | 20 | |
| | | | 3 | 5 | 40 | 40 | 20 | | |
| | | EL + RFEP | 1 | 8 | 38 | 13 | 38 | 13 | |
| | | | 2 | 8 | 13 | 13 | 25 | 38 | 13 |
| | | | 3 | 7 | 14 | 29 | 29 | 14 | 14 |
| | | Special Ed. | 1 | 10 | 60 | 30 | 10 | | |
| | | | 2 | 10 | 30 | 20 | 40 | 10 | |
| | | | 3 | 9 | 33 | 11 | 56 | | |
| | | Spec Ed. Speech/RSP | 1 | 10 | 60 | 30 | 10 | | |
| | | | 2 | 10 | 30 | 20 | 40 | 10 | |
| | | | 3 | 9 | 33 | 11 | 56 | | |
| | | Homeless | 1 | 9 | 44 | 33 | 22 | | |
| | | | 2 | 9 | 11 | 44 | 33 | 11 | |
| | | | 3 | 9 | 56 | 33 | 11 | | |
| GATE/Excel | 1 | 35 | 3 | 9 | 49 | 40 | | | |
| | 2 | 35 | 3 | 6 | 29 | 63 | | | |
| | 3 | 34 | 3 | 18 | 79 | | | | |

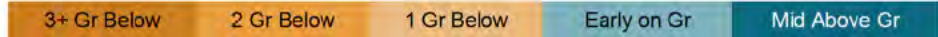


i-Ready Math Overall Relative Placement

School Data by Subgroup

Tincher 2022-2023 Grade 7

Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | | |
|-------|--------------|------------------|-------------------|------------|---------------------|----|----|-----|----|----|
| 7 | All Students | All | 1 | 98 | 15 | 11 | 38 | 31 | 5 | |
| | | | 2 | 96 | 11 | 8 | 38 | 28 | 15 | |
| | | | 3 | 91 | 8 | 8 | 32 | 33 | 20 | |
| | | Teacher | Dobbs, S | 1 | 96 | 15 | 11 | 38 | 31 | 5 |
| | | | | 2 | 96 | 11 | 8 | 38 | 28 | 15 |
| | | | | 3 | 93 | 9 | 8 | 32 | 32 | 19 |
| | Ethnicity | African American | 1 | 12 | 42 | 8 | 42 | 8 | | |
| | | | 2 | 11 | 18 | 18 | 55 | 9 | | |
| | | | 3 | 9 | 22 | 11 | 56 | 11 | | |
| | | Asian | 1 | 10 | | 50 | | 40 | 10 | |
| | | | 2 | 10 | | 10 | 30 | 40 | 20 | |
| | | | 3 | 10 | | | 20 | 70 | 10 | |
| | | Filipino | 1 | 2 | | 50 | | 50 | | |
| | | | 2 | 2 | | 50 | | 50 | | |
| | | | 3 | 2 | | | | 100 | | |
| | | Hispanic | 1 | 39 | 21 | 23 | 26 | 31 | | |
| | | | 2 | 39 | 21 | 8 | 31 | 31 | 10 | |
| | | | 3 | 36 | 8 | 14 | 28 | 31 | 19 | |
| | | | Pacific Islander | 1 | 3 | | 67 | | 33 | |
| | | | | 2 | 3 | | | 33 | 67 | |
| | | | | 3 | 3 | | 67 | | 33 | |
| | | White | 1 | 25 | 8 | 4 | 48 | 24 | 16 | |
| | | | 2 | 24 | 4 | 8 | 38 | 17 | 33 | |
| | | | 3 | 24 | 8 | 4 | 38 | 13 | 38 | |
| Other | 1 | 7 | | | 29 | 71 | | | | |
| | 2 | 7 | | | 57 | 43 | | | | |
| | 3 | 7 | | | | 14 | 71 | 14 | | |

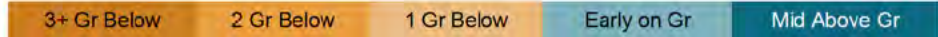


i-Ready Math Overall Relative Placement

School Data by Subgroup

Tincher 2022-2023 Grade 7

Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|------------|---------------------|---------------------|-------------------|------------|---------------------|----|----|----|----|
| 7 | Gender | Female | 1 | 47 | 19 | 9 | 36 | 36 | |
| | | | 2 | 45 | 13 | 9 | 40 | 29 | 9 |
| | | | 3 | 42 | 7 | 7 | 38 | 31 | 17 |
| | | Male | 1 | 50 | 12 | 12 | 40 | 26 | 10 |
| | | | 2 | 50 | 10 | 8 | 34 | 28 | 20 |
| | | | 3 | 48 | 8 | 8 | 25 | 35 | 23 |
| | | Nonbinary | 1 | 1 | 100 | | | | |
| | | | 2 | 1 | 100 | | | | |
| | | | 3 | 1 | 100 | | | | |
| | Special Populations | Low SES | 1 | 52 | 25 | 12 | 38 | 25 | |
| | | | 2 | 51 | 18 | 12 | 41 | 20 | 10 |
| | | | 3 | 47 | 11 | 13 | 30 | 30 | 17 |
| | | ELL | 1 | 4 | 50 | 25 | 25 | | |
| | | | 2 | 4 | 50 | 50 | | | |
| | | | 3 | 4 | 50 | 25 | 25 | | |
| | | RFEP | 1 | 11 | 27 | 27 | 27 | 18 | |
| | | | 2 | 11 | 27 | 27 | 18 | 18 | 9 |
| | | | 3 | 9 | 11 | 22 | 44 | 22 | |
| | | EL + RFEP | 1 | 15 | 33 | 27 | 27 | 13 | |
| | | | 2 | 15 | 33 | 20 | 27 | 13 | 7 |
| | | | 3 | 13 | 23 | 15 | 38 | 8 | 15 |
| | | Special Ed. | 1 | 8 | 63 | 25 | 13 | | |
| | | | 2 | 8 | 63 | 13 | 13 | 13 | |
| | | | 3 | 4 | 50 | 25 | 25 | | |
| | | Spec Ed. Speech/RSP | 1 | 8 | 63 | 25 | 13 | | |
| | | | 2 | 8 | 63 | 13 | 13 | 13 | |
| | | | 3 | 4 | 50 | 25 | 25 | | |
| | | Homeless | 1 | 4 | | 25 | | 75 | |
| | | | 2 | 4 | | 50 | | 50 | |
| | | | 3 | 4 | | 25 | | 50 | 25 |
| GATE/Excel | 1 | 21 | | 19 | | 67 | 14 | | |
| | 2 | 21 | | 14 | | 29 | 57 | | |
| | 3 | 21 | | 10 | | 29 | 62 | | |

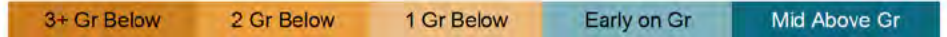


i-Ready Math Overall Relative Placement

School Data by Subgroup

Tincher 2022-2023 Grade 8

Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|--------|--------------|------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
| 8 | All Students | All | 1 | 93 | 14 | 16 | 30 | 22 | 18 |
| | | | 2 | 92 | 12 | 3 | 32 | 25 | 28 |
| | | | 3 | 92 | 13 | 5 | 26 | 24 | 32 |
| | Teacher | Provost, K | 1 | 90 | 13 | 17 | 31 | 22 | 17 |
| | | | 2 | 90 | 12 | 3 | 31 | 26 | 28 |
| | | | 3 | 91 | 13 | 5 | 26 | 24 | 31 |
| | Ethnicity | African American | 1 | 16 | 19 | 19 | 50 | 13 | |
| | | | 2 | 17 | 24 | | 41 | 18 | 18 |
| | | | 3 | 17 | 29 | 6 | 24 | 24 | 18 |
| | | American Indian | 1 | 2 | 50 | | 50 | | |
| | | | 2 | 2 | | 50 | | 50 | |
| | | | 3 | 2 | | 50 | | 50 | |
| | | Asian | 1 | 3 | | | 33 | | 67 |
| | | | 2 | 3 | | | | 67 | 33 |
| | | | 3 | 3 | | | | 33 | 67 |
| | | Filipino | 1 | 3 | | | 33 | 33 | 33 |
| | | | 2 | 3 | | | 33 | | 67 |
| | | | 3 | 3 | | | 33 | | 67 |
| | | Hispanic | 1 | 44 | 11 | 23 | 36 | 23 | 7 |
| | | | 2 | 43 | 9 | 2 | 44 | 23 | 21 |
| | | | 3 | 44 | 9 | 5 | 41 | 27 | 18 |
| | | White | 1 | 19 | 11 | 5 | 11 | 32 | 42 |
| | | | 2 | 19 | 5 | 16 | | 32 | 47 |
| | | | 3 | 18 | 6 | 11 | | 22 | 61 |
| | Other | 1 | 6 | 17 | 17 | | 17 | 50 | |
| | | 2 | 5 | 40 | | | 20 | 40 | |
| | | 3 | 5 | 40 | | | | 60 | |
| Gender | Female | 1 | 42 | 12 | 21 | 24 | 26 | 17 | |
| | | 2 | 41 | 17 | 5 | 29 | 22 | 27 | |
| | | 3 | 42 | 14 | 7 | 29 | 24 | 26 | |
| | Male | 1 | 51 | 16 | 12 | 35 | 18 | 20 | |
| | | 2 | 51 | 8 | 2 | 33 | 27 | 29 | |
| | | 3 | 50 | 12 | 4 | 24 | 24 | 36 | |



i-Ready Math Overall Relative Placement

School Data by Subgroup

Tincher 2022-2023 Grade 8

Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|------------|---------------------|---------------------|-------------------|------------|---------------------|----|----|----|----|
| 8 | Special Populations | Low SES | 1 | 46 | 15 | 22 | 41 | 11 | 11 |
| | | | 2 | 47 | 17 | 47 | 17 | 19 | |
| | | | 3 | 47 | 19 | 2 | 36 | 23 | 19 |
| | | ELL | 1 | 2 | 50 | 50 | | | |
| | | | 2 | 2 | 50 | 50 | | | |
| | | | 3 | 2 | 50 | 50 | | | |
| | | RFEP | 1 | 11 | 18 | 18 | 36 | 27 | |
| | | | 2 | 11 | 9 | 9 | 18 | 45 | 18 |
| | | | 3 | 11 | 18 | 9 | 27 | 36 | 9 |
| | | EL + RFEP | 1 | 13 | 23 | 23 | 31 | 23 | |
| | | | 2 | 13 | 15 | 8 | 23 | 38 | 15 |
| | | | 3 | 13 | 23 | 8 | 31 | 31 | 8 |
| | | Special Ed. | 1 | 10 | 50 | 30 | 20 | | |
| | | | 2 | 11 | 55 | 9 | 27 | 9 | |
| | | | 3 | 11 | 55 | 9 | 18 | 18 | |
| | | Spec Ed. Speech/RSP | 1 | 10 | 50 | 30 | 20 | | |
| | | | 2 | 11 | 55 | 9 | 27 | 9 | |
| | | | 3 | 11 | 55 | 9 | 18 | 18 | |
| | | Foster | 1 | 1 | 100 | | | | |
| | | | 2 | 1 | 100 | | | | |
| | | | 3 | 1 | 100 | | | | |
| Homeless | 1 | 6 | 33 | 17 | 33 | 17 | | | |
| | 2 | 6 | 33 | 33 | 17 | 17 | | | |
| | 3 | 6 | 33 | 33 | 17 | 17 | | | |
| GATE/Excel | 1 | 34 | 6 | 18 | 35 | 41 | | | |
| | 2 | 32 | 16 | 22 | 63 | | | | |
| | 3 | 33 | 9 | 33 | 58 | | | | |

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Tincher 2022-2023 Grade 1



Legend

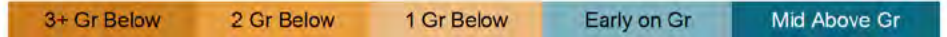


| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|-------|--------------|------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
| 1 | All Students | All | 1 | 77 | 4 | 70 | 10 | 16 | |
| | | | 2 | 76 | 4 | 38 | 20 | 38 | |
| | | | 3 | 76 | 1 | 17 | 16 | 66 | |
| | Teacher | Gaumer, N | 1 | 24 | 8 | 75 | 4 | 13 | |
| | | | 2 | 24 | 8 | 46 | 21 | 25 | |
| | | | 3 | 24 | | 29 | 33 | 38 | |
| | | Myrick, E | 1 | 26 | | 69 | 15 | 15 | |
| | | | 2 | 26 | | 38 | 23 | 38 | |
| | | | 3 | 26 | | | 8 | 12 | 81 |
| | | Quan, B | 1 | 27 | 4 | 67 | 11 | 19 | |
| | | | 2 | 27 | 4 | 26 | 15 | 56 | |
| | | | 3 | 27 | 4 | 15 | 7 | 74 | |
| | Ethnicity | African American | 1 | 3 | | 67 | | 33 | |
| | | | 2 | 4 | | 75 | | 25 | |
| | | | 3 | 2 | | 50 | | 50 | |
| | | Asian | 1 | 9 | | 56 | | 44 | |
| | | | 2 | 8 | | | 13 | 25 | 63 |
| | | | 3 | 10 | | | | 10 | 90 |
| | | Filipino | 1 | 2 | | 100 | | | |
| | | | 2 | 2 | | 50 | | 50 | |
| | | | 3 | 2 | | | | | 100 |
| | | Hispanic | 1 | 34 | 6 | 68 | 15 | 12 | |
| | | | 2 | 35 | 9 | 40 | 17 | 34 | |
| | | | 3 | 35 | 3 | 20 | 14 | 63 | |
| | | White | 1 | 23 | | 83 | 13 | 4 | |
| | | | 2 | 21 | | 33 | 29 | 38 | |
| | | | 3 | 21 | | 19 | 14 | 67 | |
| Other | 1 | 6 | 17 | 50 | | 33 | | | |
| | 2 | 6 | | 50 | | 50 | | | |
| | 3 | 6 | | | 17 | 50 | 33 | | |

**i-Ready Reading Overall Relative Placement
School Data by Subgroup
Tincher 2022-2023 Grade 1**



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|----------|---------------------|---------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
| 1 | Gender | Female | 1 | 41 | 2 | 63 | 10 | 24 | |
| | | | 2 | 41 | | 34 | 29 | 37 | |
| | | | 3 | 41 | | 15 | 20 | 66 | |
| | | Male | 1 | 36 | 6 | 78 | 11 | 6 | |
| | | | 2 | 35 | 9 | 43 | 9 | 40 | |
| | | | 3 | 35 | | 3 | 20 | 11 | 66 |
| | Special Populations | Low SES | 1 | 21 | 5 | 76 | 14 | 5 | |
| | | | 2 | 22 | 5 | 41 | 14 | 41 | |
| | | | 3 | 21 | | 5 | 24 | 24 | 48 |
| | | ELL | 1 | 3 | | 67 | | 33 | |
| | | | 2 | 3 | | 33 | 33 | 33 | |
| | | | 3 | 3 | | 33 | | 67 | |
| | | RFEP | 1 | 1 | | 100 | | | |
| | | | 2 | 2 | | | | 100 | |
| | | | 3 | 2 | | | 50 | 50 | |
| | | EL + RFEP | 1 | 4 | | 75 | | 25 | |
| | | | 2 | 5 | | 20 | 20 | 60 | |
| | | | 3 | 5 | | 20 | | 60 | 20 |
| | | Special Ed. | 1 | 10 | | 100 | | | |
| | | | 2 | 9 | | 22 | 33 | 11 | 33 |
| | | | 3 | 10 | | 10 | 20 | 20 | 50 |
| | | Spec Ed. Speech/RSP | 1 | 10 | | 100 | | | |
| | | | 2 | 9 | | 22 | 33 | 11 | 33 |
| | | | 3 | 10 | | 10 | 20 | 20 | 50 |
| Homeless | 1 | 3 | | 67 | | 33 | | | |
| | 2 | 3 | | 33 | | 67 | | | |
| | 3 | 2 | | | 50 | 50 | | | |
| Foster | 2 | 1 | | 100 | | | | | |

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Tincher 2022-2023 Grade 2



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | | |
|-------|--------------|------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|----|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr | |
| 2 | All Students | All | 1 | 82 | 11 | 51 | 20 | 18 | | |
| | | | 2 | 87 | | 2 | 32 | 23 | 43 | |
| | | | 3 | 84 | | 2 | 14 | 15 | 68 | |
| | Teacher | Seguine, P | 1 | 30 | 13 | 50 | 20 | 17 | | |
| | | | 2 | 30 | | 7 | 40 | 20 | 33 | |
| | | | 3 | 30 | | 7 | 13 | 30 | 50 | |
| | | Smith, A | 1 | 28 | | 7 | 54 | 21 | 18 | |
| | | | 2 | 29 | | | 31 | 21 | 48 | |
| | | | 3 | 29 | | | 14 | 21 | 66 | |
| | | Wahlen, W | 1 | 29 | | 17 | 48 | 17 | 17 | |
| | | | 2 | 29 | | | 28 | 28 | 45 | |
| | | | 3 | 29 | | | 17 | | 83 | |
| | Ethnicity | African American | 1 | 7 | | 29 | 43 | 29 | | |
| | | | 2 | 7 | | 14 | 43 | 43 | | |
| | | | 3 | 7 | | 14 | 29 | 14 | 43 | |
| | | Asian | 1 | 4 | | 75 | | 25 | | |
| | | | 2 | 4 | | | 25 | 50 | 25 | |
| | | | 3 | 4 | | | | 50 | 50 | |
| | | Filipino | 1 | 2 | | | 50 | 50 | | |
| | | | 2 | 2 | | | 50 | 50 | | |
| | | | 3 | 2 | | | 50 | 50 | | |
| | | Hispanic | 1 | 30 | | 13 | 53 | 27 | 7 | |
| | | | 2 | 31 | | | 3 | 35 | 26 | 35 |
| | | | 3 | 31 | | | 3 | 13 | 16 | 68 |
| | | White | 1 | 24 | | 8 | 54 | 17 | 21 | |
| | | | 2 | 27 | | | 30 | 22 | 48 | |
| | | | 3 | 26 | | | 12 | 15 | 73 | |
| Other | 1 | 15 | | | 47 | 27 | 27 | | | |
| | 2 | 16 | | | 25 | 25 | 50 | | | |
| | 3 | 14 | | | 14 | 7 | 79 | | | |

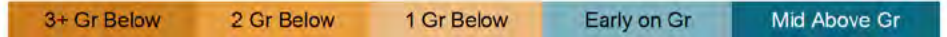
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Tincher 2022-2023 Grade 2



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|------------|---------------------|---------------------|-------------------|------------|---------------------|----|----|-----|--|
| 2 | Gender | Female | 1 | 48 | 6 | 52 | 17 | 25 | |
| | | | 2 | 50 | 4 | 26 | 22 | 48 | |
| | | | 3 | 48 | 4 | 8 | 17 | 71 | |
| | | Male | 1 | 34 | 18 | 50 | 24 | 9 | |
| | | | 2 | 37 | | 41 | 24 | 35 | |
| | | | 3 | 36 | | 22 | 14 | 64 | |
| | Special Populations | Low SES | 1 | 30 | 10 | 40 | 33 | 17 | |
| | | | 2 | 32 | 6 | 31 | 16 | 47 | |
| | | | 3 | 30 | 7 | 17 | 10 | 67 | |
| | | ELL | 1 | 3 | 100 | | | | |
| | | | 2 | 2 | | 50 | 50 | | |
| | | | 3 | 3 | | | 33 | 67 | |
| | | RFEP | 1 | 1 | 100 | | | | |
| | | | 2 | 1 | 100 | | | | |
| | | | 3 | 1 | | | | 100 | |
| | | EL + RFEP | 1 | 4 | 100 | | | | |
| | | | 2 | 3 | | 67 | 33 | | |
| | | | 3 | 4 | | | 25 | 75 | |
| | | Special Ed. | 1 | 13 | 23 | 54 | 8 | 15 | |
| | | | 2 | 14 | 7 | 36 | 36 | 21 | |
| | | | 3 | 13 | 8 | 38 | 15 | 38 | |
| | | Spec Ed. Speech/RSP | 1 | 13 | 23 | 54 | 8 | 15 | |
| | | | 2 | 14 | 7 | 36 | 36 | 21 | |
| | | | 3 | 13 | 8 | 38 | 15 | 38 | |
| | | Homeless | 1 | 2 | 100 | | | | |
| | | | 2 | 2 | 50 | 50 | | | |
| | | | 3 | 2 | | 50 | 50 | | |
| GATE/Excel | 1 | 10 | | 10 | 30 | 60 | | | |
| | 2 | 10 | | 10 | 10 | 80 | | | |
| | 3 | 10 | | | 10 | 90 | | | |

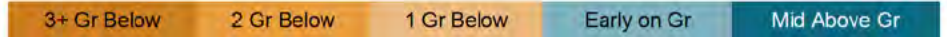
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Tincher 2022-2023 Grade 3



Legend

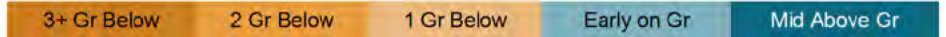


| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|-------|--------------|------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
| 3 | All Students | All | 1 | 88 | 3 | 19 | 16 | 33 | 28 |
| | | | 2 | 89 | | 16 | 13 | 29 | 51 |
| | | | 3 | 88 | | 12 | 25 | 65 | |
| | Teacher | Peverini, S | 1 | 29 | 17 | 24 | 34 | 24 | |
| | | | 2 | 29 | 3 | 7 | 38 | 52 | |
| | | | 3 | 29 | 3 | 28 | 69 | | |
| | | Turien, E | 1 | 30 | 7 | 13 | 13 | 30 | 37 |
| | | | 2 | 30 | 3 | 10 | 10 | 27 | 50 |
| | | | 3 | 30 | 3 | 3 | 7 | 23 | 63 |
| | | Wojcik, J | 1 | 29 | 3 | 24 | 10 | 38 | 24 |
| | | | 2 | 29 | 3 | 21 | 24 | 52 | |
| | | | 3 | 29 | 3 | 10 | 24 | 62 | |
| | Ethnicity | African American | 1 | 9 | 22 | 33 | 33 | 11 | |
| | | | 2 | 9 | 33 | 11 | 56 | | |
| | | | 3 | 8 | 13 | 25 | 38 | 25 | |
| | | Asian | 1 | 7 | 14 | 14 | 29 | 43 | |
| | | | 2 | 7 | 14 | 14 | 71 | | |
| | | | 3 | 7 | 29 | 71 | | | |
| | | Filipino | 1 | 3 | 100 | | | | |
| | | | 2 | 3 | 100 | | | | |
| | | | 3 | 3 | 100 | | | | |
| | | Hispanic | 1 | 34 | 3 | 26 | 21 | 38 | 12 |
| | | | 2 | 34 | 3 | 24 | 44 | 29 | |
| | | | 3 | 34 | 3 | 9 | 38 | 50 | |
| | | Pacific Islander | 1 | 1 | 100 | | | | |
| | | | 2 | 1 | 100 | | | | |
| | | | 3 | 1 | 100 | | | | |
| White | 1 | 22 | 9 | 9 | 32 | 50 | | | |
| | 2 | 22 | 5 | 9 | 18 | 68 | | | |
| | 3 | 22 | 5 | 18 | 77 | | | | |
| Other | 1 | 12 | 17 | 8 | 25 | 50 | | | |
| | 2 | 13 | 8 | 8 | 85 | | | | |
| | 3 | 13 | 8 | 92 | | | | | |

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Tincher 2022-2023 Grade 3



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|------------|---------------------|---------------------|-------------------|------------|---------------------|-----|----|----|----|
| 3 | Gender | Female | 1 | 45 | 13 | 22 | 31 | 33 | |
| | | | 2 | 46 | 2 | 13 | 30 | 54 | |
| | | | 3 | 46 | 9 | 22 | 70 | | |
| | | Male | 1 | 43 | 7 | 26 | 9 | 35 | 23 |
| | | | 2 | 43 | 2 | 9 | 14 | 28 | 47 |
| | | | 3 | 42 | 25 | 5 | 29 | 60 | |
| | Special Populations | Low SES | 1 | 37 | 8 | 27 | 24 | 16 | 24 |
| | | | 2 | 36 | 3 | 8 | 14 | 39 | 36 |
| | | | 3 | 35 | 3 | 6 | 6 | 43 | 43 |
| | | ELL | 1 | 7 | 43 | 14 | 43 | | |
| | | | 2 | 7 | 29 | 71 | | | |
| | | | 3 | 7 | | 43 | 57 | | |
| | | RFEP | 1 | 3 | 33 | 67 | | | |
| | | | 2 | 3 | | 33 | 67 | | |
| | | | 3 | 3 | | 100 | | | |
| | | EL + RFEP | 1 | 10 | 30 | 20 | 50 | | |
| | | | 2 | 10 | 20 | 60 | 20 | | |
| | | | 3 | 10 | | 30 | 70 | | |
| | | Special Ed. | 1 | 11 | 18 | 55 | 9 | 18 | |
| | | | 2 | 11 | 9 | 36 | 27 | 18 | 9 |
| | | | 3 | 11 | 9 | 9 | 18 | 27 | 36 |
| | | Spec Ed. Speech/RSP | 1 | 11 | 18 | 55 | 9 | 18 | |
| | | | 2 | 11 | 9 | 36 | 27 | 18 | 9 |
| | | | 3 | 11 | 9 | 9 | 18 | 27 | 36 |
| | | Homeless | 1 | 4 | 75 | 25 | | | |
| | | | 2 | 4 | 25 | 50 | 25 | | |
| | | | 3 | 3 | | 67 | 33 | | |
| GATE/Excel | 1 | 16 | 6 | 6 | 31 | 56 | | | |
| | 2 | 18 | 6 | 6 | 89 | | | | |
| | 3 | 18 | | 17 | 83 | | | | |

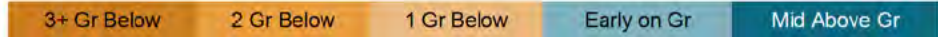
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Tincher 2022-2023 Grade 4



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|-------|--------------|------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
| 4 | All Students | All | 1 | 79 | 11 | 8 | 23 | 29 | 29 |
| | | | 2 | 81 | 6 | 9 | 21 | 19 | 46 |
| | | | 3 | 80 | 4 | 4 | 19 | 20 | 54 |
| | Teacher | Anderson, K | 1 | 28 | 18 | 7 | 21 | 29 | 25 |
| | | | 2 | 28 | 11 | 11 | 18 | 14 | 46 |
| | | | 3 | 28 | 4 | 7 | 18 | 18 | 54 |
| | | Dau, E | 1 | 25 | 4 | 12 | 16 | 36 | 32 |
| | | | 2 | 25 | 4 | 28 | 28 | 28 | 40 |
| | | | 3 | 25 | 4 | 28 | 16 | 16 | 52 |
| | | Undlin, H | 1 | 28 | 14 | 4 | 32 | 21 | 29 |
| | | | 2 | 29 | 3 | 14 | 21 | 14 | 48 |
| | | | 3 | 29 | 3 | 7 | 10 | 28 | 52 |
| | Ethnicity | African American | 1 | 9 | 44 | 11 | 33 | 11 | |
| | | | 2 | 9 | 33 | 22 | 22 | 11 | 11 |
| | | | 3 | 9 | 11 | 11 | 44 | 33 | |
| | | Asian | 1 | 7 | | | 29 | 29 | 43 |
| | | | 2 | 7 | | | 29 | 29 | 43 |
| | | | 3 | 7 | | | 29 | 29 | 43 |
| | | Filipino | 1 | 3 | | | | 33 | 67 |
| | | | 2 | 3 | | | | 33 | 67 |
| | | | 3 | 3 | | | | | 100 |
| | | Hispanic | 1 | 24 | 21 | 8 | 17 | 38 | 17 |
| | | | 2 | 26 | 8 | 15 | 19 | 19 | 38 |
| | | | 3 | 26 | 8 | 8 | 12 | 38 | 35 |
| | | Pacific Islander | 1 | 1 | | | | | 100 |
| | | | 2 | 1 | | | | | 100 |
| | | | 3 | 1 | 100 | | | | |
| White | 1 | 24 | 4 | 25 | 25 | 25 | 46 | | |
| | 2 | 24 | 4 | 21 | 13 | 13 | 63 | | |
| | 3 | 23 | | | 9 | 13 | 78 | | |
| Other | 1 | 11 | 18 | 27 | 27 | 27 | 27 | | |
| | 2 | 11 | | 27 | 18 | 18 | 55 | | |
| | 3 | 11 | | 27 | 9 | 9 | 64 | | |

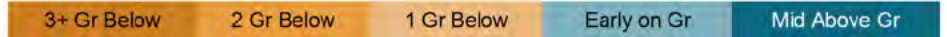
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Tincher 2022-2023 Grade 4



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | | |
|------------|---------------------|-------------|---------------------|------------|---------------------|------------|------------|-------------|--------------|----|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr | |
| 4 | Gender | Female | 1 | 41 | 12 | 2 | 24 | 29 | 32 | |
| | | | 2 | 40 | 8 | 5 | 23 | 20 | 45 | |
| | | | 3 | 39 | 5 | 15 | 15 | 64 | | |
| | | Male | 1 | 38 | 11 | 13 | 21 | 29 | 26 | |
| | | | 2 | 41 | 5 | 12 | 20 | 17 | 46 | |
| | | | 3 | 41 | 2 | 7 | 22 | 24 | 44 | |
| | Special Populations | Low SES | 1 | 37 | 19 | 11 | 19 | 32 | 19 | |
| | | | 2 | 39 | 10 | 13 | 23 | 21 | 33 | |
| | | | 3 | 37 | 8 | 5 | 30 | 22 | 35 | |
| | | ELL | 1 | 3 | 67 | 33 | | | | |
| | | | 2 | 3 | 33 | 33 | 33 | | | |
| | | | 3 | 3 | 33 | 33 | 33 | 33 | | |
| | | EL + RFEP | 1 | 3 | 67 | 33 | | | | |
| | | | 2 | 3 | 33 | 33 | 33 | | | |
| | | | 3 | 3 | 33 | 33 | 33 | 33 | | |
| | | Special Ed. | Special Ed. | 1 | 10 | 40 | 20 | 20 | 10 | 10 |
| | | | | 2 | 12 | 33 | 17 | 33 | 8 | 8 |
| | | | | 3 | 11 | 9 | 9 | 36 | 27 | 18 |
| | | | Spec Ed. Speech/RSP | 1 | 9 | 33 | 22 | 22 | 11 | 11 |
| | | | | 2 | 11 | 27 | 18 | 36 | 9 | 9 |
| | | | | 3 | 10 | 10 | 40 | 30 | 20 | |
| Homeless | 1 | 2 | 50 | 50 | | | | | | |
| | 2 | 2 | 50 | 50 | | | | | | |
| | 3 | 2 | 50 | 50 | | | | | | |
| GATE/Excel | 1 | 26 | | | 4 | 27 | 69 | | | |
| | 2 | 26 | | | | 12 | 88 | | | |
| | 3 | 25 | | | | 8 | 92 | | | |

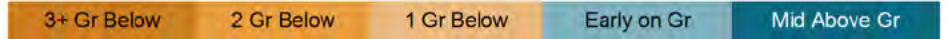
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Tincher 2022-2023 Grade 5



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|-------|--------------|------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
| 5 | All Students | All | 1 | 68 | 4 | 26 | 26 | 22 | 21 |
| | | | 2 | 69 | 19 | 26 | 25 | 30 | |
| | | | 3 | 71 | 17 | 25 | 23 | 35 | |
| | Teacher | Dau, E | 1 | 2 | 50 | 50 | | | |
| | | | 2 | 2 | 50 | 50 | | | |
| | | | 3 | 2 | 50 | 50 | | | |
| | | Krug, P | 1 | 35 | 9 | 31 | 31 | 17 | 11 |
| | | | 2 | 35 | 29 | 31 | 26 | 14 | |
| | | | 3 | 35 | 26 | 26 | 29 | 20 | |
| | | Schugt, T | 1 | 33 | 21 | 21 | 27 | 30 | |
| | | | 2 | 34 | 9 | 21 | 24 | 47 | |
| | | | 3 | 34 | 6 | 26 | 15 | 53 | |
| | Ethnicity | African American | 1 | 3 | 33 | 67 | | | |
| | | | 2 | 1 | 100 | | | | |
| | | | 3 | 3 | 33 | 33 | 33 | | |
| | | Asian | 1 | 3 | 33 | 33 | 33 | | |
| | | | 2 | 3 | 67 | 33 | | | |
| | | | 3 | 3 | 33 | 67 | | | |
| | | Filipino | 1 | 2 | 50 | 50 | | | |
| | | | 2 | 2 | 100 | | | | |
| | | | 3 | 2 | 100 | | | | |
| | | Hispanic | 1 | 30 | 7 | 33 | 33 | 17 | 10 |
| | | | 2 | 32 | 28 | 31 | 22 | 19 | |
| | | | 3 | 32 | 28 | 25 | 22 | 25 | |
| | | Pacific Islander | 1 | 1 | 100 | | | | |
| | | | 2 | 1 | 100 | | | | |
| | | | 3 | 1 | 100 | | | | |
| White | 1 | 20 | 20 | 30 | 20 | 30 | | | |
| | 2 | 20 | 10 | 35 | 25 | 30 | | | |
| | 3 | 20 | 5 | 30 | 30 | 35 | | | |
| Other | 1 | 9 | 11 | 22 | 11 | 22 | 33 | | |
| | 2 | 10 | 10 | 10 | 30 | 50 | | | |
| | 3 | 10 | 10 | 10 | 30 | 50 | | | |

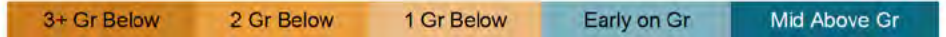
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Tincher 2022-2023 Grade 5



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|------------|---------------------|---------------------|-------------------|------------|---------------------|----|----|-----|----|
| 5 | Gender | Female | 1 | 30 | 7 | 27 | 37 | 13 | 17 |
| | | | 2 | 32 | 25 | 31 | 22 | 22 | |
| | | | 3 | 32 | 16 | 31 | 22 | 31 | |
| | | Male | 1 | 38 | 3 | 26 | 18 | 29 | 24 |
| | | | 2 | 37 | 14 | 22 | 27 | 38 | |
| | | | 3 | 39 | 18 | 21 | 23 | 38 | |
| | Special Populations | Low SES | 1 | 23 | 4 | 35 | 30 | 22 | 9 |
| | | | 2 | 23 | 26 | 35 | 26 | 13 | |
| | | | 3 | 24 | 29 | 25 | 21 | 25 | |
| | | ELL | 1 | 4 | 25 | 50 | 25 | | |
| | | | 2 | 4 | 50 | 25 | 25 | | |
| | | | 3 | 4 | 75 | 25 | | | |
| | | RFEP | 1 | 1 | 100 | | | | |
| | | | 2 | 1 | | | | 100 | |
| | | | 3 | 1 | | | | 100 | |
| | | EL + RFEP | 1 | 5 | 20 | 40 | 20 | 20 | |
| | | | 2 | 5 | 40 | 20 | 40 | | |
| | | | 3 | 5 | 60 | 20 | 20 | | |
| | | Special Ed. | 1 | 5 | 20 | 60 | 20 | | |
| | | | 2 | 5 | 40 | 40 | 20 | | |
| | | | 3 | 5 | 60 | 20 | 20 | | |
| | | Spec Ed. Speech/RSP | 1 | 5 | 20 | 60 | 20 | | |
| | | | 2 | 5 | 40 | 40 | 20 | | |
| | | | 3 | 5 | 60 | 20 | 20 | | |
| | Homeless | 1 | 7 | 57 | 29 | 14 | | | |
| | | 2 | 6 | 50 | 33 | 17 | | | |
| | | 3 | 7 | 43 | 14 | 29 | 14 | | |
| GATE/Excel | 1 | 13 | | 8 | 23 | 69 | | | |
| | 2 | 13 | | 8 | 15 | 77 | | | |
| | 3 | 13 | | | 15 | 85 | | | |

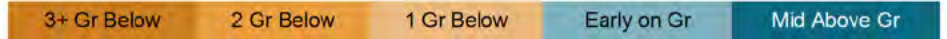
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Tincher 2022-2023 Grade 6



Legend

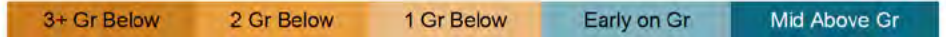


| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | | |
|--------|--------------|------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|----|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr | |
| 6 | All Students | All | 1 | 101 | 15 | 15 | 23 | 15 | 33 | |
| | | | 2 | 103 | 13 | 8 | 25 | 17 | 37 | |
| | | | 3 | 96 | 14 | 9 | 23 | 8 | 46 | |
| | | Teacher | Lee, J | 1 | 104 | 14 | 16 | 22 | 14 | 33 |
| | | | | 2 | 103 | 13 | 8 | 25 | 17 | 37 |
| | | | | 3 | 104 | 13 | 12 | 24 | 9 | 42 |
| | | | Marte, R | 1 | 21 | 33 | 33 | 29 | 5 | |
| | | | | 2 | 21 | 19 | 33 | 24 | 19 | 5 |
| | | | | 3 | 21 | 29 | 29 | 24 | 10 | 10 |
| | Ethnicity | African American | 1 | 10 | 20 | 20 | 30 | 10 | 20 | |
| | | | 2 | 9 | 11 | 11 | 56 | 22 | | |
| | | | 3 | 7 | 14 | 71 | 14 | | | |
| | | Asian | 1 | 8 | 38 | 13 | 50 | | | |
| | | | 2 | 8 | 50 | 50 | | | | |
| | | | 3 | 8 | 13 | 25 | 63 | | | |
| | | Filipino | 1 | 2 | 50 | 50 | | | | |
| | | | 2 | 2 | 50 | 50 | | | | |
| | | | 3 | 2 | 50 | 50 | | | | |
| | | Hispanic | 1 | 39 | 26 | 18 | 28 | 5 | 23 | |
| | | | 2 | 39 | 23 | 13 | 33 | 13 | 18 | |
| | | | 3 | 40 | 25 | 15 | 28 | 10 | 23 | |
| | | White | 1 | 28 | 7 | 14 | 11 | 29 | 39 | |
| | | | 2 | 30 | 3 | 7 | 20 | 20 | 50 | |
| | | | 3 | 25 | 8 | 16 | 4 | 72 | | |
| | Other | 1 | 14 | 7 | 7 | 21 | 21 | 43 | | |
| | | 2 | 15 | 7 | 13 | 13 | 67 | | | |
| | | 3 | 14 | 7 | 7 | 7 | 7 | 71 | | |
| Gender | Female | 1 | 43 | 9 | 21 | 21 | 14 | 35 | | |
| | | 2 | 44 | 11 | 2 | 32 | 16 | 39 | | |
| | | 3 | 39 | 13 | 8 | 23 | 10 | 46 | | |
| | Male | 1 | 58 | 19 | 10 | 24 | 16 | 31 | | |
| | | 2 | 59 | 14 | 12 | 20 | 19 | 36 | | |
| | | 3 | 57 | 14 | 11 | 23 | 7 | 46 | | |

**i-Ready Reading Overall Relative Placement
School Data by Subgroup
Tincher 2022-2023 Grade 6**



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | | |
|------------|---------------------|---------------------|-------------------|------------|---------------------|-----|----|----|----|----|
| 6 | Special Populations | Low SES | 1 | 45 | | 18 | 18 | 27 | 11 | 27 |
| | | | 2 | 47 | | 17 | 6 | 34 | 17 | 26 |
| | | | 3 | 44 | | 20 | 14 | 23 | 7 | 36 |
| | | ELL | 1 | 3 | | 67 | | 33 | | |
| | | | 2 | 3 | | 100 | | | | |
| | | | 3 | 3 | | 67 | | 33 | | |
| | | RFEP | 1 | 4 | | 50 | | 50 | | |
| | | | 2 | 5 | | 20 | 40 | 40 | | |
| | | | 3 | 5 | | 60 | | 40 | | |
| | | EL + RFEP | 1 | 7 | | 57 | 14 | 29 | | |
| | | | 2 | 8 | | 50 | 25 | 25 | | |
| | | | 3 | 8 | | 63 | | 38 | | |
| | | Special Ed. | 1 | 10 | | 80 | | 20 | | |
| | | | 2 | 10 | | 90 | | 10 | | |
| | | | 3 | 10 | | 70 | | 20 | 10 | |
| | | Spec Ed. Speech/RSP | 1 | 10 | | 80 | | 20 | | |
| | | | 2 | 10 | | 90 | | 10 | | |
| | | | 3 | 10 | | 70 | | 20 | 10 | |
| | | Homeless | 1 | 9 | | 11 | 56 | 33 | | |
| | | | 2 | 9 | | 11 | 11 | 78 | | |
| | | | 3 | 8 | | 13 | 38 | 25 | 13 | 13 |
| GATE/Excel | 1 | 33 | | | | 6 | 21 | 73 | | |
| | 2 | 35 | | | | 3 | 6 | 17 | 74 | |
| | 3 | 33 | | | | 3 | 6 | 9 | 82 | |

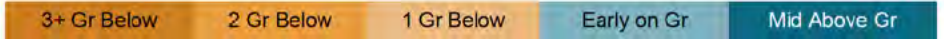
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Tincher 2022-2023 Grade 7



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|-------|--------------|------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
| 7 | All Students | All | 1 | 98 | 17 | 9 | 21 | 22 | 30 |
| | | | 2 | 96 | 17 | 8 | 14 | 23 | 39 |
| | | | 3 | 93 | 13 | 8 | 17 | 22 | 41 |
| | Teacher | Allen, K | 1 | 54 | 15 | 7 | 28 | 19 | 31 |
| | | | 2 | 54 | 13 | 9 | 15 | 22 | 41 |
| | | | 3 | 54 | 11 | 7 | 20 | 17 | 44 |
| | | Lee, J | 1 | 42 | 21 | 12 | 14 | 24 | 29 |
| | | | 2 | 42 | 21 | 7 | 12 | 24 | 36 |
| | | | 3 | 41 | 15 | 7 | 15 | 27 | 37 |
| | | Marte, R | 1 | 20 | 35 | 15 | 30 | 20 | |
| | | | 2 | 20 | 35 | 20 | 15 | 25 | 5 |
| | | | 3 | 19 | 32 | | 32 | 26 | 11 |
| | Ethnicity | African American | 1 | 12 | 33 | 8 | 25 | 25 | 8 |
| | | | 2 | 11 | 27 | 18 | | 27 | 27 |
| | | | 3 | 11 | 27 | 18 | 9 | 18 | 27 |
| | | Asian | 1 | 10 | 10 | 30 | 10 | 20 | 30 |
| | | | 2 | 10 | 10 | 10 | 30 | 10 | 40 |
| | | | 3 | 10 | 10 | 20 | | 20 | 50 |
| | | Filipino | 1 | 2 | | | | 50 | 50 |
| | | | 2 | 2 | | | | | 100 |
| | | | 3 | 2 | | | | 50 | 50 |
| | | Hispanic | 1 | 39 | 21 | 8 | 23 | 18 | 31 |
| | | | 2 | 39 | 26 | 10 | 8 | 23 | 33 |
| | | | 3 | 37 | 22 | 5 | 16 | 19 | 38 |
| | | Pacific Islander | 1 | 3 | 33 | | 33 | 33 | |
| | | | 2 | 3 | | 33 | | | 67 |
| | | | 3 | 3 | 33 | | 33 | 33 | |
| White | 1 | 25 | 12 | 8 | 24 | 24 | 32 | | |
| | 2 | 24 | 4 | 4 | 29 | 17 | 46 | | |
| | 3 | 23 | 9 | 26 | | 13 | 52 | | |
| Other | 1 | 7 | | 14 | | 29 | 57 | | |
| | 2 | 7 | | | | 43 | 57 | | |
| | 3 | 7 | | | | 57 | 43 | | |

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Tincher 2022-2023 Grade 7



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | | |
|------------|---------------------|---------------------|-------------------|------------|---------------------|----|----|----|----|--|
| 7 | Gender | Female | 1 | 47 | 17 | 11 | 13 | 30 | 30 | |
| | | | 2 | 45 | 20 | 7 | 7 | 24 | 42 | |
| | | | 3 | 44 | 7 | 11 | 16 | 27 | 39 | |
| | | Male | 1 | 50 | 18 | 8 | 28 | 16 | 30 | |
| | | | 2 | 50 | 12 | 10 | 20 | 22 | 36 | |
| | | | 3 | 48 | 17 | 4 | 19 | 17 | 44 | |
| | | Nonbinary | 1 | 1 | 100 | | | | | |
| | | | 2 | 1 | 100 | | | | | |
| | | | 3 | 1 | 100 | | | | | |
| | Special Populations | Low SES | 1 | 52 | 25 | 10 | 25 | 19 | 21 | |
| | | | 2 | 51 | 25 | 14 | 12 | 18 | 31 | |
| | | | 3 | 49 | 22 | 10 | 18 | 16 | 33 | |
| | | ELL | 1 | 4 | 50 | 50 | | | | |
| | | | 2 | 4 | 75 | 25 | | | | |
| | | | 3 | 4 | 50 | 50 | | | | |
| | | RFEP | 1 | 11 | 27 | 36 | 18 | 18 | | |
| | | | 2 | 11 | 36 | 18 | 18 | 27 | | |
| | | | 3 | 10 | 40 | 10 | 10 | 40 | | |
| | | EL + RFEP | 1 | 15 | 33 | 40 | 13 | 13 | | |
| | | | 2 | 15 | 47 | 13 | 7 | 13 | 20 | |
| | | | 3 | 14 | 43 | 7 | 14 | 7 | 29 | |
| | | Special Ed. | 1 | 8 | 75 | 13 | 13 | | | |
| | | | 2 | 8 | 50 | 38 | 13 | | | |
| | | | 3 | 7 | 43 | 43 | 14 | | | |
| | | Spec Ed. Speech/RSP | 1 | 8 | 75 | 13 | 13 | | | |
| | | | 2 | 8 | 50 | 38 | 13 | | | |
| | | | 3 | 7 | 43 | 43 | 14 | | | |
| | | Homeless | 1 | 4 | 25 | 25 | 25 | 25 | | |
| | | | 2 | 4 | 50 | 25 | 25 | | | |
| | | | 3 | 4 | 25 | 50 | 25 | | | |
| GATE/Excel | 1 | 21 | 10 | 14 | 76 | | | | | |
| | 2 | 21 | 5 | 10 | 86 | | | | | |
| | 3 | 19 | | | 100 | | | | | |

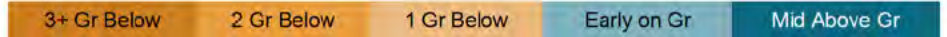
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Tincher 2022-2023 Grade 8



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|-------|--------------|------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
| 8 | All Students | All | 1 | 91 | 18 | 5 | 19 | 24 | 34 |
| | | | 2 | 91 | 15 | 5 | 19 | 19 | 42 |
| | | | 3 | 90 | 16 | 2 | 18 | 21 | 43 |
| | Teacher | Allen, K | 1 | 91 | 19 | 5 | 19 | 24 | 33 |
| | | | 2 | 91 | 16 | 5 | 18 | 19 | 42 |
| | | | 3 | 91 | 16 | 2 | 18 | 21 | 43 |
| | | Marte, R | 1 | 21 | 38 | 14 | 29 | 14 | 5 |
| | | | 2 | 21 | 33 | 5 | 33 | 14 | 14 |
| | | | 3 | 20 | 35 | 10 | 25 | 15 | 15 |
| | Ethnicity | African American | 1 | 16 | 19 | 13 | 19 | 25 | 25 |
| | | | 2 | 17 | 24 | 18 | 24 | 35 | |
| | | | 3 | 16 | 19 | 6 | 13 | 19 | 44 |
| | | American Indian | 1 | 2 | 50 | 50 | 50 | | |
| | | | 2 | 2 | 50 | 50 | | | |
| | | | 3 | 1 | | | | | 100 |
| | | Asian | 1 | 3 | | | | 33 | 67 |
| | | | 2 | 3 | | | | 33 | 67 |
| | | | 3 | 3 | | 33 | | | 67 |
| | | Filipino | 1 | 3 | | 33 | | | 67 |
| | | | 2 | 3 | | 33 | | | 67 |
| | | | 3 | 3 | | 33 | | | 67 |
| | | Hispanic | 1 | 43 | 21 | 5 | 28 | 30 | 16 |
| | | | 2 | 42 | 14 | 10 | 26 | 21 | 29 |
| | | | 3 | 44 | 16 | 2 | 25 | 27 | 30 |
| | | White | 1 | 18 | 6 | 11 | 11 | | 72 |
| | | | 2 | 19 | 5 | 5 | 5 | 16 | 68 |
| | | | 3 | 18 | 6 | 11 | | 22 | 61 |
| Other | 1 | 6 | 17 | 17 | 17 | | 50 | | |
| | 2 | 5 | 20 | 20 | | | 60 | | |
| | 3 | 5 | 40 | | | | 60 | | |

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Tincher 2022-2023 Grade 8



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|------------|---------------------|---------------------|-------------------|------------|---------------------|----|----|----|----|
| 8 | Gender | Female | 1 | 42 | 14 | 7 | 31 | 12 | 36 |
| | | | 2 | 41 | 15 | 10 | 20 | 22 | 34 |
| | | | 3 | 41 | 15 | 22 | 29 | 34 | |
| | | Male | 1 | 49 | 20 | 4 | 8 | 35 | 33 |
| | | | 2 | 50 | 16 | 2 | 18 | 16 | 48 |
| | | | 3 | 49 | 16 | 4 | 14 | 14 | 51 |
| | Special Populations | Low SES | 1 | 46 | 22 | 7 | 30 | 13 | 28 |
| | | | 2 | 46 | 17 | 11 | 15 | 26 | 30 |
| | | | 3 | 46 | 20 | 2 | 22 | 24 | 33 |
| | | ELL | 1 | 2 | 100 | | | | |
| | | | 2 | 2 | 100 | | | | |
| | | | 3 | 2 | 100 | | | | |
| | | RFEP | 1 | 11 | 27 | 9 | 18 | 36 | 9 |
| | | | 2 | 10 | 10 | 10 | 40 | 20 | 20 |
| | | | 3 | 11 | 18 | 36 | 9 | 36 | |
| | | EL + RFEP | 1 | 13 | 38 | 8 | 15 | 31 | 8 |
| | | | 2 | 12 | 25 | 8 | 33 | 17 | 17 |
| | | | 3 | 13 | 31 | 31 | 8 | 31 | |
| | | Special Ed. | 1 | 9 | 78 | 11 | 11 | | |
| | | | 2 | 11 | 64 | 27 | 9 | | |
| | | | 3 | 9 | 56 | 33 | 11 | | |
| | | Spec Ed. Speech/RSP | 1 | 9 | 78 | 11 | 11 | | |
| | | | 2 | 11 | 64 | 27 | 9 | | |
| | | | 3 | 9 | 56 | 33 | 11 | | |
| | Foster | 1 | 1 | 100 | | | | | |
| | | 2 | 1 | 100 | | | | | |
| | | 3 | 1 | 100 | | | | | |
| Homeless | 1 | 6 | 17 | 17 | 33 | 17 | 17 | | |
| | 2 | 6 | 17 | 17 | 17 | 33 | 17 | | |
| | 3 | 6 | 17 | 17 | 33 | 17 | 17 | | |
| GATE/Excel | 1 | 34 | | | 12 | 18 | 71 | | |
| | 2 | 32 | | | 9 | 22 | 69 | | |
| | 3 | 33 | | | 9 | 15 | 76 | | |

**i-Ready Overall Relative Placement
School Data by Subgroup
2022-2023 Grade**

Report Name: District Assessments: i-Ready - iReady_Overall_Relative_Placement_Teacher_Level - ARC Report #1218



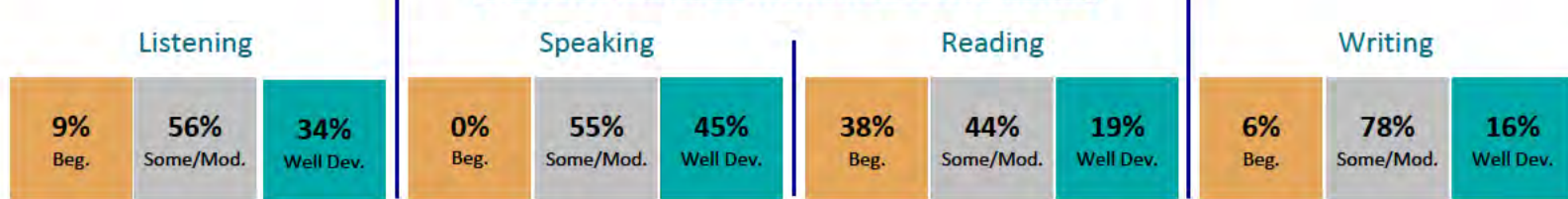
ELPAC Summative Assessment Grade Level Summary 2022-2023

Site :: Tincher

Site Level Overall Performance Level Summary



Site Level Domain Performance Level Summary



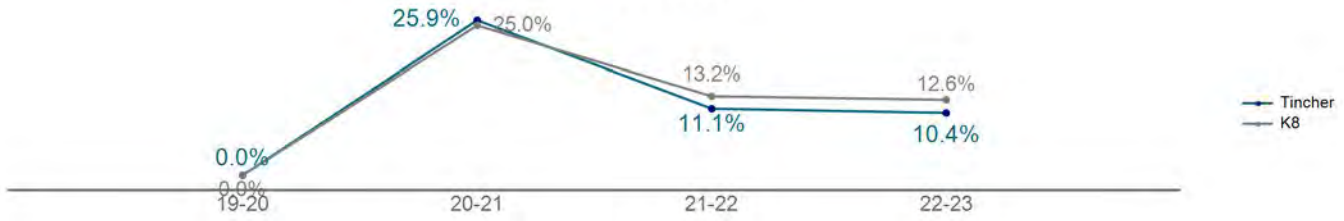
Grade Level Performance Summary (Overall and by Domain)

| Grade | Overall Development | | | | Listening | | | Speaking | | | Reading | | | Writing | | |
|-------|---------------------|-------|------|------|-----------|-----------|------|----------|-----------|------|---------|-----------|------|---------|-----------|------|
| | Beg. | Some. | Mod. | Well | Beg. | Some/Mod. | Well | Beg. | Some/Mod. | Well | Beg. | Some/Mod. | Well | Beg. | Some/Mod. | Well |
| 01 | 0% | 20% | 40% | 40% | 20% | 60% | 20% | 0% | 80% | 20% | 0% | 60% | 40% | 20% | 40% | 40% |
| 02 | 0% | 67% | 33% | 0% | 0% | 0% | 100% | 0% | 67% | 33% | 67% | 0% | 33% | 0% | 100% | 0% |
| 03 | 0% | 29% | 71% | 0% | 0% | 71% | 29% | 0% | 29% | 57% | 14% | 71% | 14% | 0% | 100% | 0% |
| 04 | 0% | 67% | 33% | 0% | 0% | 33% | 67% | 0% | 100% | 0% | 67% | 0% | 33% | 0% | 100% | 0% |
| 05 | 0% | 33% | 67% | 0% | 0% | 67% | 33% | 0% | 100% | 0% | 33% | 67% | 0% | 0% | 67% | 33% |
| 06 | 33% | 0% | 67% | 0% | 33% | 33% | 33% | 0% | 33% | 67% | 67% | 33% | 0% | 33% | 67% | 0% |
| 07 | 0% | 40% | 40% | 20% | 0% | 100% | 0% | 0% | 40% | 60% | 60% | 20% | 20% | 0% | 80% | 20% |
| 08 | 0% | 33% | 33% | 33% | 33% | 33% | 33% | 0% | 0% | 100% | 33% | 67% | 0% | 0% | 67% | 33% |

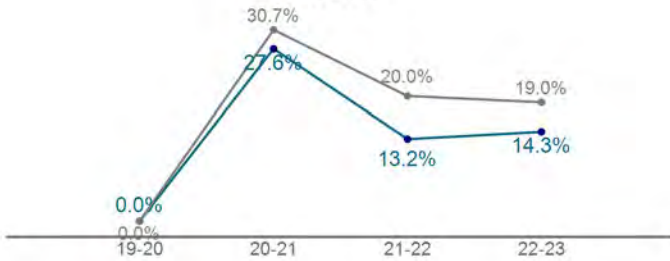
Semester 2 - D/F Rate

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

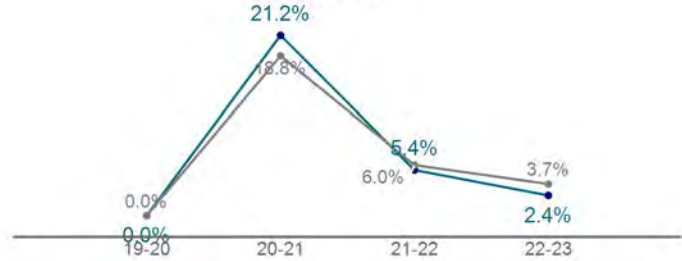
**Tincher
All Students
N = 2,358**



**African American
N = 244**



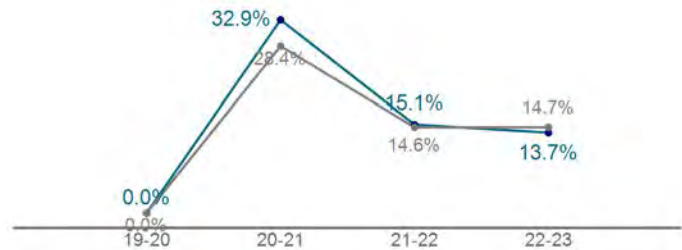
**Asian
N = 126**



Filipino

Subgroup with fewer than 20 total grades.

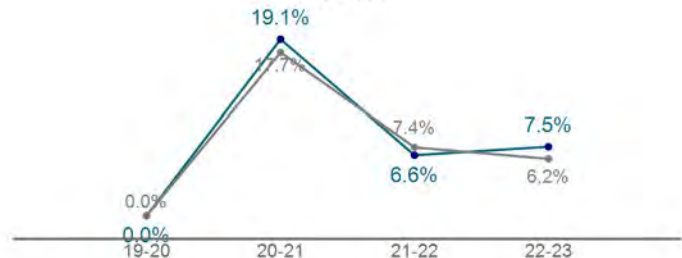
**Hispanic
N = 968**



Pacific Islander

Subgroup with fewer than 20 total grades.

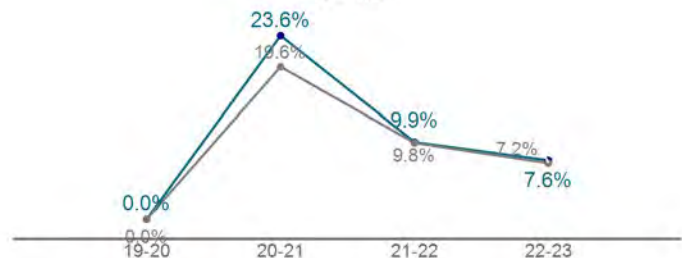
**White
N = 587**



Native American

Subgroup with fewer than 20 total grades.

**Other
N = 184**

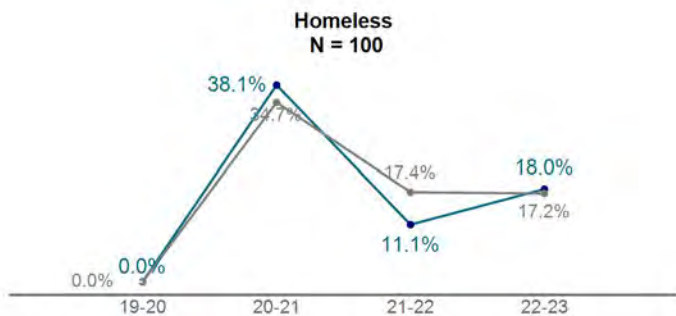
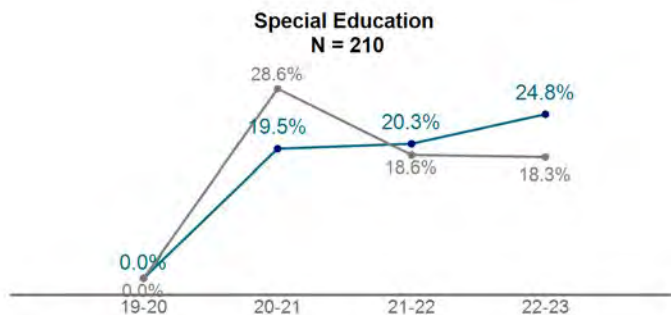
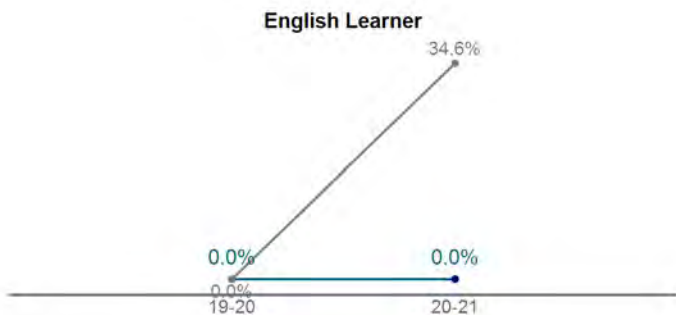
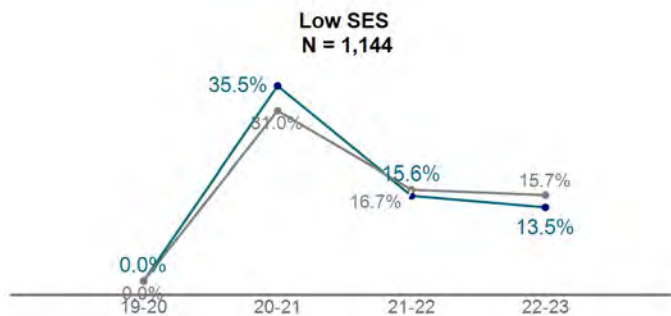
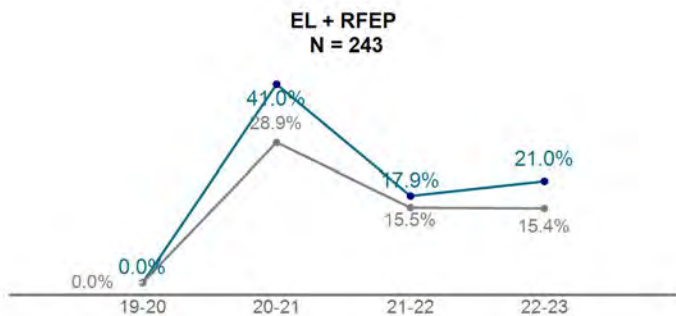


N's are from the current year. Grading in semester 2 of the 19-20 school year was Pass/Fail, due to the COVID-19 emergency closure.

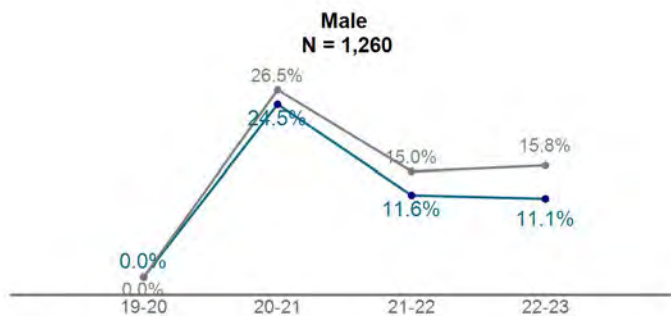
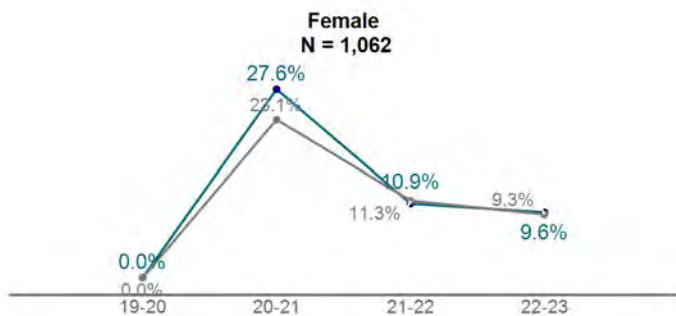
Dashed line represents data for current year still in progress.

Subgroups with fewer than 20 total grades are not included.

Semester 2 - D/F Rate



Foster Youth
Subgroup with fewer than 20 total grades.

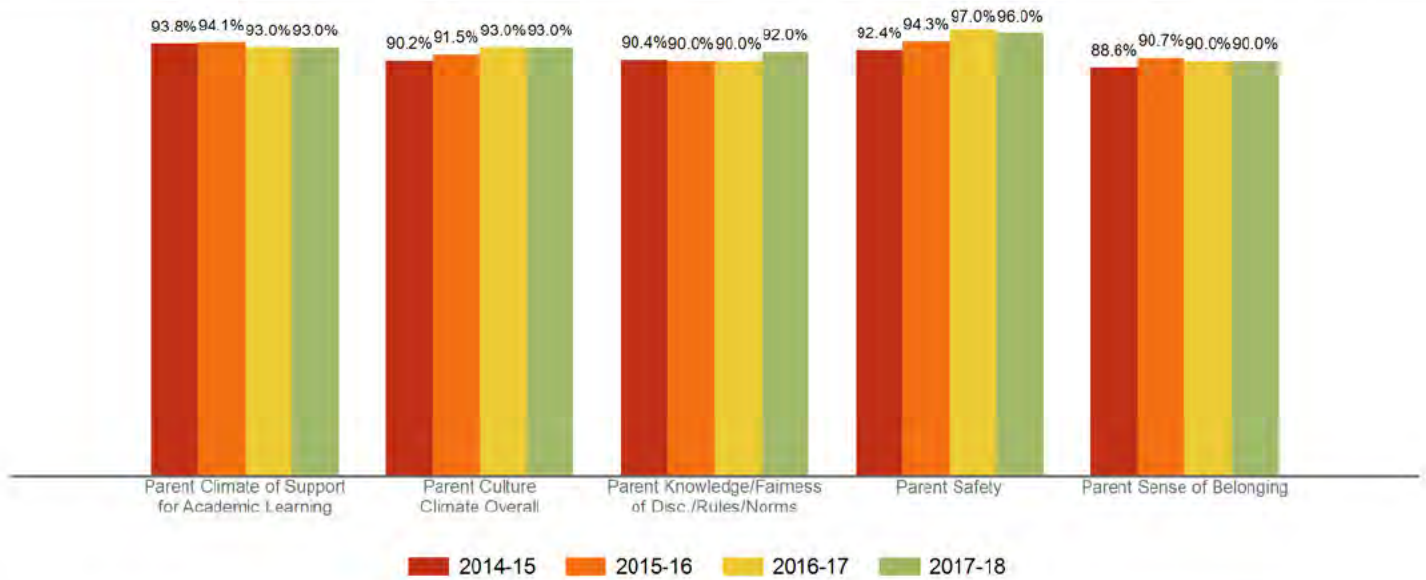


N's are from the current year. Grading in semester 2 of the 19-20 school year was Pass/Fail, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 total grades are not included.

Culture-Climate Survey (Parent)

School Year: 22-23

| Goals | |
|-----------------------|--|
| Area | Description |
| Culture/Climate Goals | <p>Staff will continue to implement PBIS, restorative practices, and GSA club to increase student voice and agency, attendance, and to reduce the number of daily office behavior referrals by 50%. This year new support will include the SEL support offered by the Wellness Center and Asst. Principal (both 50% positions)</p> <p>Administrative staff will continue to collaborate with the Instruction/Intervention Coordinator to implement tutoring intervention opportunities for at-promise students at every grade level, with varied times of day (before/during/after school) and formats (1:1, small group), materials, and providers, in order to meet students' varied needs.</p> <p>Tincher is also re-building our parent volunteer community through communication and outreach, and will work with PTA to create more opportunities for parents to interact with each other at school drop-off or pickup.</p> <p>Tincher is using special one-time enrichment funds to support students' sense of agency and SEL by paying fees for our after school programs such as Fitness for All, Basketball Hoops program, Chess program, etc.</p> |



| Budgeted Items | | | |
|----------------|--|------|--------------------------------------|
| Line Number | Description | Cost | Personnel Summary |
| 1 | Workshops to support parents of struggling students: 1 hour presentation + .5 hour planning x 2 presentation = 3 hours (1.5 hours per workshop) x 2 teachers= 450 Family Math, Reading and/or Science Night, Orientations= 1 night / 5 TK-8 teachers x 1.5 hours each (1.0 presentation + .5 planning) = 7.5 hours = \$540 Student Planners for home/school communication (414 Gr. 4-8 studens x 3.20/planner) | | Materials, Teacher Hourly Extra Comp |
| 3 | Recreation Staff: District provided LCFF budget for 5 Recreation Aides and 1 Recreation Leader: District funds 61,400 + Supplemental 29,100 Tincher LCFF to provide needed SEL support and supervision | | Hourly - Recreation Aide |
| Total | | | |



School Plan for Student Achievement Addendum 2023-2024

Additional Targeted Support and Improvement (ATSI)

Tincher Preparatory Academy

If ATSI, identify subgroups:

- | | | |
|---|--|--|
| <input type="checkbox"/> African-American | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Socioeconomically Disadvantaged |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Hispanic | <input type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American | <input checked="" type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input checked="" type="checkbox"/> English Learner | <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> White |
| <input type="checkbox"/> Filipino | | |

Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the CSI/ATSI identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD's CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date Approved by SSC

10/11/23

Signature of Principal

Signature of SSC Chair

Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI student groups:

- There are no resource inequalities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.
- There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply-rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings Continuum framework. Since 2014, LBUSD has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with stakeholders. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create "watch lists" – i.e., lists of classrooms to monitor closely and lists of students who require further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, learning loss and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools or district departments for objective feedback.

Quarterly visits will be customized by schools, but follow a common structure:

- **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing:** School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing:** Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.



TINCHER PREPARATORY SCHOOL
1701 Petaluma Avenue
Long Beach, CA 90815
(562) 493-2636
Mrs. Donna Ryono,
Principal



Home - School Compact

Dear Parents/Guardians,

The Tincher Home-School Compact is a contract between students, parents/guardians, and school personnel. It outlines our responsibilities and shows the commitment to your child's success. *After reviewing it with your child, please indicate that you have done so by acknowledging it via the accompanying Google form.* We appreciate your support and know that by working together we can increase your child's opportunities to succeed.

Sincerely,

Mrs. Donna Ryono,
Principal

The members of the Tincher Community have high expectations of themselves. To provide the highest quality instructional program at Tincher, we agree to the following:

Students:

We agree to:

- Come to class on time, ready to learn, with all necessary materials and assignments completed
- Upon return to school, participate in recreational reading for the number of minutes required by my grade
- Know and follow school and classroom rules for behavior and dress, and follow the Student Behavior Expectations and classroom norms in the Parent Information packet
- Set aside time every day to complete homework or unfinished classroom assignments
- Seek assistance and ask for help when needed
- Communicate with my parents and teachers so they can support me in being successful
- Act respectfully towards staff, students, and families
- Limit non-homework related screen time during the school week

Parents/Guardians:

We agree to:

- Ensure that my child attends school every day on time, completes school work, gets adequate sleep, and proper nutrition
- Read to my child or ensure my child reads every day
- Provide a quiet time and place for homework and limit TV viewing and non-homework time on other electronic devices
- Support the school's discipline and uniform policy
- Monitor my child's progress and communicate with the teacher or school if there is a concern
- Participate in school activities (in-person and virtual) including Fall conferences, Open House, and Back to School Night
- Communicate the importance of education and learning to my child
- Act respectfully towards staff, students, and families

Teachers:

We agree to:

- Provide high-quality curriculum and instruction
- Endeavor to motivate all students to learn
- Communicate high expectations and assist students in developing a love of learning
- Communicate regularly with families about student progress
- Participate in professional development opportunities that improve teaching and learning
- Assist students and support families to ensure each student achieves their maximum potential
- When providing homework, ensure that it is meaningful and that it reinforces and extends classroom learning
- Act respectfully towards staff, students, and families

The Home-School Compact will be sent digitally to parents. In order to ensure receipt of this important information, please ensure that you have a current email on file in ParentVue. Your receipt and acceptance of this information will be provided via the Google form included in the accompanying email.

Approved 10/11/23



Tincher Preparatory School Parent Involvement Guidelines

As a school in a district that receives Title I, Part A (Title I) funds, Tincher Preparatory School has developed jointly with the members of Tincher School Site Council and distributed to parents of participating children, Parent Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA) The Guidelines establishes Tincher's expectations for parental involvement and describes how Tincher will implement a number of specific parental involvement activities. The Home-Tincher Compact is incorporated into the Tincher Parent Involvement Guidelines.

PART I

Tincher agrees to implement the following requirements:

- jointly develop with parents, distribute to parents of participating children, a Tincher Parent Involvement Guidelines that the Tincher and parents of participating children agree on.
- notify parents about the Tincher Parent Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute this Guidelines to parents in a language the parents can understand.
- make the Tincher Parent Involvement Guidelines available to the local community.
- periodically review/update the Tincher Parent Involvement Guidelines to meet the changing needs of parents and the Tincher community.
- adopt the parent compact as a component of its Tincher Parent Involvement Guidelines.
- agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

PART II.

DESCRIPTION OF HOW TINCHER WILL IMPLEMENT REQUIRED TINCHER PARENT INVOLVEMENT GUIDELINES COMPONENTS

1. Tincher will take the following actions to involve parents in the joint development and joint agreement of its Tincher Parent Involvement Guidelines and its school-wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Attendance at one of the district trainings or Tincher site training. Topics include:
 - i. Responsibilities and Roles of SSC and its members
 - ii. Composition of SSCs
 - iii. Budgetary considerations
 - iv. School Plan for Student Achievement
 - v. Role of ELAC and other advisory committees
 - Plan meeting with SSC and ELAC parents to review previous year's guidelines and parent involvement activities outlined in the School Plan for Student Achievement
 - i. Invite other parents and stakeholders to attend the meeting
 - ii. Advertise in Newsletters, at Back-to-School night, through SchoolMessenger, Canvas, etc

- At Meeting
 - i. Review School Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
 - ii. Write or update the Parent Involvement Guidelines and Home-School Compact
 - iii. Oral and written translations be made available for Spanish and Khmer parents to allow for discussions
2. Tincher will take the following actions to distribute to parents and the local community, Tincher's Parent Involvement Guidelines:
 - At a SSC and ELAC meeting (if ELAC Committee is required)
 - Section of Newsletter (Tiger's Roar)
 - Back to School Night
 - Tincher website/Parent Communication (Tiger's Roar) and school marquee
 3. Tincher will update periodically its *Parent Involvement Guidelines* to meet the changing needs of parents and the Tincher community:
 - At SSC and ELAC meetings
 - Parent information meetings
 - Tincher School Site Council must vote to approve the guidelines
 4. Tincher will provide updated information to parents about programs throughout the school year via
 - Tincher Website
 - At SSC, ELAC meetings and other parent meetings (PTA/PTO/CAAP, etc.)
 - Tincher website/Parent Communication (Tiger's Roar) and school marquee
 5. Tincher will provide to parents a description and explanation of the curriculum in use at Tincher, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Tincher will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
 - Parent workshops; parent surveys
 - Meet with the Principal
 - Tincher Website/Canvas
 - Back-to-School Night and Open House
 - At SSC and ELAC meetings
 - 8th grade high school information night
 6. Tincher will coordinate and integrate parent involvement programs and activities with Head Start, public pre-school, and other programs that encourage and support parents in participating more fully in early education of their children by:
 - Coordination of Transitional Kindergarten at selected sites
 - Promotion/advertisement of the District's Kindergarten festivals
 7. Tincher will submit to the district any parent comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to parents of participating children

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Tincher will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the staff, parents, and community to improve student academic achievement, through the following activities specifically described below:
 - District trainings offered for parents and staff
 - Parent education workshops either on site or virtually
 - Parent-Teacher Conferences/Fall Conferences
 - Monthly calendars of Parent Workshops posted on district website
 - DCAC, DELAC, CAC and other district parent forums/meetings
 - District website resources: click "P" for Parent Involvement
 - VIPS/Volunteers In Public Schools

2. Tincher will incorporate the Home-Tincher Compact as a component of its Parent Involvement Guidelines:
 - Outlines shared responsibility of home, school, and student in academic achievement
 - Developed, discussed and reviewed at first SSC and ELAC meetings
 - Tincher School Site Council must vote to approve Compact annually

3. Tincher will, with the assistance of the district and on-site resources, provide assistance to parents of children served by Tincher in understanding topics such as the following:
 - the state's academic content standards
 - the state and local academic assessments including alternate assessments

4. Tincher will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Hosting Parent Education Workshops

5. Tincher will, with the assistance of its district and parents, educate its teachers and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and teachers.

6. Tincher will, to the extent feasible and appropriate, take the following actions to ensure that information related to the Tincher parent programs, meetings, and other activities, is available to the parents of participating children in an understandable and uniform format, including alternative formats as needed and, to the extent practicable, in a language the parents can understand:
 - Bilingual staff will do translations of written materials/notifications sent to parents as needed.

**PART IV.
DISCRETIONARY TINCHER PARENT INVOLVEMENT GUIDELINES COMPONENTS**

NOTE: The Tinchler Parent Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that Tinchler, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in Tinchler to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- paying reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs, to enable parents to participate in Tinchler-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parent involvement and participation in their children's education, arranging Tinchler meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at Tinchler;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council (DCAC) to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

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PART V. ADOPTION

These Tinchler Parent Involvement Guidelines have been developed jointly with, and agreed upon by, parents of children attending Tinchler. The Guidelines were adopted by the site's Tinchler School Site Council members on **10/11/23** and will be in effect for the period of 1 year. Tinchler will make the Guidelines available to all parents within 10 days of adoption. Tinchler, when feasible, will provide a digital copy of these Guidelines to parents in a language the parents can understand.

Signature of Principal

Date