



# **Tincher Elementary**

School Plan for Student Achievement  
2025-2026

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 (ELA)
- 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
- School Site Council (SSC) Membership
- English Learner Advisory Committee (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 Strategic Plan and the Local Control Accountability Plan (LCAP) of the Long Beach Unified School District (LBUSD) into the SPSA. The LCAP Goals are presented at: <https://www.lbschools.net/lcap>. The LCAP Federal Addendum is presented at: <https://www.lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans>

California Education Code § 52062(a)(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.

Progress and components of LBUSD's Strategic Plan, viewable at <https://www.lbschools.net/departments/vision-2035/strategic-plan>, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

**Goal 1: Reading: Proficiency**

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC (Smarter Balanced Assessment System) will grow from 48% in June 2023 to 70% by June 2028.

**Goal 2: Reading: Acceleration**

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

**Goal 3: Algebra Proficiency**

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

**Goal 4: College & Career Readiness**

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

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:**

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

**DELAC Recommendations:**

Provide parent workshops to build capacity on specific topics such as the Local Control Funding Formula (LCFF), LCAP and SSC to better understand how each functions; ways to support English Learners in order to reclassify sooner; tips on effectively communicating and partnering with school staff.

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

**Title I Schools**

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 United States Code (U.S.C.) § 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall

conduct outreach to all parents/guardians and family members.  
California Education Code § 11503; 20 U.S.C. § 6318

When the district's Title I, Part A allocation exceeds the amount specified in 20 U.S.C. § 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 U.S.C. § 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities.  
20 U.S.C § 6318

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

### ELA Findings

#### iReady:

- In Diagnostic Window 1 (2024-25), 51% of students were below grade level (10% three or more levels below, 11% two levels below, 30% one level below).
- By Diagnostic Window 2, students on or above grade level increased to 65%, showing significant growth in reading placement.
- In Diagnostic Window 3, 70% of students reached on- or above-grade placement, indicating a +19% increase in proficiency from Window 1.
- For the 2025-26 school year (first diagnostic), early data show: 9% three or more levels below, 10% two levels below, 32% one level below, 22% early on grade level, and 27% mid/above grade level. This suggests a slight shift with about 41% still performing below grade level and 49% at or above grade level.

SBAC ELA results (2023–24) show that 72% of students met or exceeded standards, with 40% exceeding, reflecting strong overall literacy performance. Still, about 28% of students did not meet grade-level expectations.

### ELA Goals

#### Area of Need:

Tincher's i-Ready Reading and SBAC ELA data show overall strong performance and growth, yet a significant percentage of students remain below grade level.

During the 2024–25 school year, i-Ready results demonstrated clear progress — increasing the percentage of students performing at or above grade level from 49% to 70% by the end of the year. However, the first 2025–26 diagnostic indicates that approximately 41% of students continue to perform below grade level. On the SBAC there remains a need to accelerate students performing below grade level, sustain progress for those meeting expectations, and ensure rigorous instruction continues to challenge advanced learners. Additionally, consistent attendance and engagement will be essential to support ongoing academic growth. California School Dashboard data further indicate that English Language Arts achievement remains an area of need for specific student groups. In 2023, Students with Disabilities, African American students, English Learners, and Homeless Youth performed in the Red performance level in ELA. In 2024, Students with Disabilities remained in the Red performance level, while African American students and English Learners remained in the Orange performance level. These data highlight the need for continued targeted literacy instruction, intervention, and progress monitoring to ensure equitable access to grade-level standards and improved outcomes for historically underserved student groups.

#### Goal:

By June 2026, all Tincher students will demonstrate at least one year of academic growth in reading and literacy, as measured by i-Ready Diagnostic data. Students performing below grade level will show greater than one year of growth, and overall ELA proficiency on the SBAC will increase by 5%, from 72% to 77%.

Action Plan:

- The Instructional Intervention Coordinator (IIC) will provide targeted intervention for students performing two or more grade levels below in reading.
- Teachers will use i-Ready personalized lessons and small-group instruction to address individual student needs.
- Grade levels will integrate writing and problem-solving across content areas to strengthen comprehension and reasoning.
- Designated ELD and skills-based grouping will ensure English Learners receive focused literacy support.
- Staff will receive ongoing professional development on using data to drive inquiry-based, rigorous instruction aligned to site goals and the district's Theory of Action.
- Weekly administrative walkthroughs will include actionable feedback connected to literacy and engagement look-fors.
- The RSP teacher and IIC will collaborate monthly to monitor progress toward IEP goals and adjust supports as needed.
- Attendance teams (admin, counselor, office staff) will continue proactive communication and intervention for chronic absenteeism.

Progress Monitoring:

Teachers, administration, and the IIC will review i-Ready, SBAC, and formative assessment data quarterly to monitor student progress and refine instructional practices. Collaborative reflection during grade-level meetings will ensure alignment to school goals and the instructional focus on students explaining and justifying their reasoning in both reading and writing.

Planned Data to Collect:

- i-Ready Reading Diagnostic (3x per year)
- SBAC ELA Results (All Students and Subgroups)
- English Learner and RSP Student Achievement Data
- African American Student Achievement Data
- Walkthrough Notes & Instructional Feedback Trends
- Quarterly Collaborative Inquiry (QCI) Reflection Notes
- attendance and Engagement Data

## **Comprehensive Needs Assessment: Mathematics**

## Math Findings

i-Ready data confirm measurable student growth in 2024–25, with a 21-point increase in students on or above grade level by year’s end. The 2025–26 baseline (49% on/above) shows improved entry-level readiness compared to the prior year’s start. SBAC results highlight sustained high performance in early grades and an achievement gap in upper grades and among African American students, underscoring a need for consistent, equitable supports. Overall, students are demonstrating growth, but sustained efforts in differentiation, culturally responsive teaching, and targeted intervention are necessary to close persistent subgroup gaps and maintain upward momentum.

## Math Goals

### Area of Need:

Tincher’s math data indicate overall stability in performance with positive trends in several grade levels, yet subgroup and grade-level gaps persist.

SBAC results from 2023–24 to 2024–25 show that proficiency (students meeting or exceeding standards) remains strong overall, particularly in grades 3–6 where 65–70% of students are meeting or exceeding standards. However, grades 7 and 8 show lower proficiency (45–55%), highlighting the need for continued emphasis on conceptual understanding and application as students transition to higher-level math.

Across the school, the i-Ready math diagnostic shows growth in 2024–25, with students performing at or above grade level increasing from 49% in Window 1 to 70% in Window 3. The 2025–26 beginning-of-year data show 49% of students on or above grade level, a solid start but also a reminder that 41% remain below grade level.

Subgroup data reveal that African American students continue to perform below their peers. SBAC results show a decrease in students meeting or exceeding standards from 31% (2023–24) to 30% (2024–25), with a notable increase in students “Not Met” (from 31% to 44%). i-Ready diagnostic data echo this trend — only 41% of African American students were at or above grade level in Window 3 of 2024–25, compared to 62% of all students. These findings indicate a need to...

- Strengthen differentiated instruction and math intervention for below-grade-level students.
- Focus on equitable access to high-quality, conceptually rich instruction for African American students.
- Sustain and challenge students already meeting or exceeding expectations through rigorous, inquiry-based tasks.
- Provide targeted math instruction and intervention as necessary for African American students based on subgroup data.

California School Dashboard data indicate that mathematics achievement continues to be a critical area of focus for specific student groups. In 2023, Students with Disabilities, African American students, English Learners, Homeless Youth, and Socioeconomically Disadvantaged students performed in the Red performance level in mathematics. In 2024, Students with Disabilities remained in the Red performance level, while African American students, English Learners, Socioeconomically Disadvantaged students, and Hispanic students performed in the Orange performance level. These findings underscore the need for sustained, targeted math instruction, intervention, and equitable access to high-quality, conceptually rich mathematics instruction.

### Goal:

By June 2026, all Tincher students will demonstrate measurable growth in mathematics proficiency as measured by i-Ready and SBAC:

- Overall proficiency (SBAC) will increase by 5%, from 65% to 70%.
- African American students meeting or exceeding standards will increase by 10 percentage points.
- Students below grade level on i-Ready will demonstrate more than one year of growth in mathematics.

Action Plan Summary:

- IIC and instructional aides will provide small-group intervention for students performing two or more grade levels below on i-Ready.
- Teachers will use CGI strategies, Math Talks, Same But Different, and Would You Rather to build reasoning and number sense.
- Professional development will focus on data-driven differentiation, academic discourse, and real-world math applications.
- Grade levels will engage in quarterly data meetings to analyze trends, identify targeted students, and refine Tier 1 and Tier 2 instruction.
- Special Education and General Education teachers will collaborate on IEP math goals and progress monitoring.
- African American student progress will be specifically reviewed each quarter to ensure interventions are impactful and culturally responsive.
- The attendance and intervention teams will continue to support consistent student attendance and family engagement to improve access to instruction.

Progress Monitoring:

- Quarterly i-Ready diagnostics will track student progress toward growth goals.
- SBAC interim assessments and classroom-based formative data will measure mastery of key standards.
- Walkthroughs and coaching feedback will document evidence of mathematical discourse, reasoning, and problem-solving aligned with Tincher's instructional focus.
- Subgroup progress will be reviewed quarterly to assess equity of outcomes and inform instructional adjustments.

Data to Collect:

- i-Ready Math Diagnostic (3x per year)
- SBAC Math Results (by grade and subgroup)
- African American Student Progress Monitoring Reports
- RSP and EL Math Achievement Data
- Walkthrough Observation Data (Academic Discourse & Engagement)
- Quarterly Collaborative Inquiry (QCI) Notes
- Attendance and Engagement Data

## **Comprehensive Needs Assessment: English Learners**

## English Learner Findings

### EL Reading Levels:

0 Well Developed

17.4% (4) Moderately Developed

34.8% (8) Somewhat Developed

47.8% (11) Minimally Developed

### EL Writing Levels

0 Well Developed

17.9% (5) Moderately Developed

67.9% (19) Somewhat Developed

14.3% (4) Minimally Developed

### EL Speaking Levels

0 Well Developed

65.2% (15) Moderately Developed

30.4% (7) Somewhat Developed

4.3% (1) Minimally Developed

### EL Listening Levels

0 Well Developed

21.7% (5) Moderately Developed

65.1% (15) Somewhat Developed

13% (3) Minimally Developed

Tincher currently has 31 EL's, with 24 RFEPs being monitored, 7 RFEP's fully exited, 3 newcomers, and 5 LTEL's

## English Learner Goals

### Area of Need:

A majority of our students are scoring at somewhat/moderately developed and well developed in each category. Students at all levels need support to increase their language proficiency skills with the ultimate goal of being RFEP'd. California School Dashboard data from 2023 and 2024 indicate that English Learners performed in the Red (2023) and Orange (2024) performance levels in both English Language Arts and Mathematics, reinforcing the need for continued designated and integrated ELD, targeted intervention, and consistent progress monitoring.

### Goal:

By June, 2025, all EL students will advance at least one ELPI level compared to their scores from the previous year (Spring 2024) as determined by the English Learner Progress Index (ELPI).

### Action Plan:

- Teachers with RFEP students will continue to monitor the progress of EL students to ensure that they are continuing to achieve.
- Counselor will develop an incentive system to motivate students to do their best on the ELPAC, encourage RFEP
- Teachers will utilize the data, tools, and strategies provided by Ellevation
- Teachers will provide targeted and skills based small group instruction
- Teachers will provide designated EL instruction
- Provide teachers with any needed PD around understanding the ELPAC

### Progress Monitoring:

Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary. Formative assessment data with individual students will be utilized to inform instruction.

### Planned Data to Collect:

- Reclassification Rate
- EL Student Achievement Data (Math/ELA)
- Patterns/Trends from Walkthrough Notes/Agendas
- QCI - (Pre) Whole School Walkthrough & Goal Conferences
- Edulastic Assessments
- Formative assessment data

## Comprehensive Needs Assessment: Culture/Climate Domain

## Culture/Climate Findings

Elementary School: Lowest: Agency with 83% responding favorably (down 2%).

The lowest with 58% of students responding favorably (down 5%) was “How much respect do students in your school show you?”

Greatest decline: “I have the power to change the way I feel.” (Down 4%)

Middle School: Lowest: Sense of Belong with 79% responding favorably (up 2%)

The lowest with 71% of students responding favorably (down 2% from previous year) was “During the past 30 days, how well did you get along with students who are different from you?”

The CA Dashboard indications that Tincher scored in the red for homeless youth, socioeconomically disadvantaged, and African American students for suspension rate.

The CA Dashboard also shows Tincher in the red for homeless youth and students with disabilities for chronic absenteeism.

## Culture/Climate Goals

Area of Need:

Tincher Preparatory’s Fall Pulse Survey results show overall positive culture and climate ratings that exceed district averages in Identity, Agency, and Belonging. However, there has been a slight decline since Spring 2024 in all three domains. Subgroup data reveal that African American students and students with disabilities report lower levels of belonging and agency compared to peers. Additionally, attendance patterns indicate a need for improvement in consistent student attendance to strengthen overall engagement, belonging, and access to instruction. There is also a need to improve the categories where Tincher fell in the red on the CA Dashboard (featured above in Culture/Climate findings). Additionally, California School Dashboard data from 2024 indicate that suspension rates and chronic absenteeism remain areas of concern not only for student groups performing in the Red performance level, but also for those in the Orange performance level. In 2024, Suspension Rate was Red for African American students and Homeless Youth and Orange for Students with Disabilities, Socioeconomically Disadvantaged students, Hispanic students, and White students. Additionally, California School Dashboard data from 2024 indicate that the Suspension Rate for All Students and students identifying as Two or More Races performed in the Orange performance level, indicating a continued need for schoolwide and subgroup-specific behavioral supports and equitable discipline practices. Chronic Absenteeism was Red for Homeless Youth and Orange for Students with Disabilities, Socioeconomically Disadvantaged students, African American students, and Hispanic students. These data indicate a continued need for comprehensive, equity-centered culture, climate, attendance, and behavioral supports. California School Dashboard data from 2024 also show that White students performed in the Orange performance level for Chronic Absenteeism, indicating a need for continued schoolwide attendance monitoring and tiered intervention supports.

Schoolwide Goal:

By June 2026, Tincher will increase overall favorable responses in Identity, Agency, and Belonging by 3 percentage points as measured by the Fall and Spring

LBUSD Pulse Surveys. Subgroup favorable responses for African American students and students with disabilities will increase by at least 5 percentage points in each domain. The school will also maintain an average daily attendance rate of 95% or higher to support student connection and engagement.

**Action Plan Summary:**

- Implement quarterly culture and climate team meetings to review Pulse Survey and attendance data, identify trends, and create responsive site-based supports.
- Continue sitewide SEL focus on belonging and inclusion, emphasizing strategies that build positive identity and student voice.
- Integrate attendance celebrations and recognition systems to promote consistent attendance and engagement.
- Provide professional learning for staff around culturally responsive practices and relationship-centered teaching to improve classroom climate.
- Increase communication with families around attendance expectations and resources to reduce chronic absenteeism.
- Use student leadership opportunities (e.g., Student Council, WEB, Peer Leaders) to promote belonging, kindness, and inclusion schoolwide.

**Progress Monitoring:**

- Pulse Survey data will be reviewed biannually (Fall/Spring) by the ILT and Culture & Climate Team.
- Attendance data will be monitored monthly with interventions for students below 90% attendance.
- Walkthrough observations and staff/student reflections will be used to monitor the effectiveness of SEL and belonging initiatives.
- Adjustments to climate initiatives and Tier 1 supports will be made quarterly based on trends.

**CA Dashboard Suspension Rate Goal:**

By June 2026, Tincher Preparatory Academy will reduce the suspension rate for Homeless Youth, Socioeconomically Disadvantaged, and African American students from the current Red performance level to at least the Orange performance level (or by at least 20% from the 2024–25 baseline), as measured by the California School Dashboard. This goal also addresses students in the Orange performance level, including All Students, students identifying as Two or More Races, Students with Disabilities, Hispanic students, and White students, through schoolwide and targeted behavioral supports aligned to California School Dashboard data.

**Action Plan Summary:**

- Early Identification & Support by review monthly suspension data disaggregated by student group to identify trends and address disproportionality. Use Early Warning Indicators (attendance, behavior referrals, grades) to flag at-risk students.
  - Assign counselor or designated staff member to monitor Homeless and SED students for behavior/attendance concerns.
  - Use Restorative Practices & Alternatives to Suspension such as Restorative Circles.
  - Implement schoolwide restorative practices as a first response to conflict, ensuring that suspensions are a last resort.
- Behavior Intervention Plans: Provide individualized behavior support plans and check-ins for students with repeat incidents.
- Staff Professional Development on Culturally Responsive Practices

- Conduct quarterly PBIS (Positive Behavioral Interventions and Supports) reviews to ensure consistent expectations across all grade levels.
- Partner with local agencies to provide counseling, mentoring, and social-emotional supports for Homeless and SED students.
- Create a student advisory team with representation from the targeted groups to provide input on school climate and discipline practices.

Progress Monitoring:

- Monthly: Review suspension data by subgroup with leadership team.
- Quarterly: Share updates with staff and School Site Council; adjust interventions as needed.
- Annually: Compare CA Dashboard data to baseline to evaluate progress toward the goal.

CA Dashboard Chronic Absenteeism Goal:

By June 2026, Tincher Preparatory Academy will reduce the chronic absenteeism rate for Homeless Youth and Students with Disabilities from the current Red performance level to at least the Orange performance level (or by at least 20% from the 2024–25 baseline), as measured by the California School Dashboard. This goal also addresses students in the Orange performance level, including Socioeconomically Disadvantaged students, African American students, and Hispanic students, through tiered attendance interventions and targeted family engagement. This goal includes schoolwide supports for All Students and targeted interventions for identified subgroups, including Homeless Youth, Students with Disabilities, Socioeconomically Disadvantaged students, African American students, Hispanic students, and White students, as identified on the California School Dashboard.

Action Plan Summary:

- Monitor weekly attendance reports disaggregated by subgroup to identify students nearing chronic absenteeism (missing 10% or more of instructional days). Create a “watch list” for students with 3 or more absences in a month and provide targeted follow-up.
- Convene a site Attendance Review Team (administrator, counselor, nurse, special education case manager, and attendance clerk) to track and respond to patterns.
- Launch a positive attendance campaign (“Every Day Counts”) with class incentives, recognition boards, and monthly shout-outs.
- Provide personalized phone calls, home visits, or check-ins by the counselor or outreach worker after the 3rd and 6th absence.
- Offer problem-solving meetings with families to identify barriers (transportation, health, housing instability).
- Develop individualized attendance plans that may include transportation support, modified schedules, or referrals to community services.
- Provide Targeted Support for Homeless Youth depending on individual needs
- Collaborate with local shelters, housing agencies, and social workers to address barriers such as unstable housing or lack of transportation.
- Review attendance concerns during IEP meetings and develop supports (behavioral, medical, or transportation accommodations).
- Provide access to the school nurse and mental health services to address medical or anxiety-related absences.
- Host quarterly family workshops focused on the importance of attendance and available resources for families facing housing or health challenges.
- Recognize individual improvement (not just perfect attendance) to motivate students with chronic barriers.

Progress Monitoring:

- Weekly: Attendance clerk generates reports for leadership and intervention teams.
- Monthly: Review subgroup attendance at staff meetings and School Site Council.
- Quarterly: Share progress with district Attendance Task Force and adjust supports as needed.

## **Comprehensive Needs Assessment: SPSA Effectiveness**

<b>SPSA Effectiveness</b>	
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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) ELA: 80% of 3-5 students will score Met/Exceeded on SBAC, up from 75%.            ELA: 75% of 6-8 students will score Met/Exceeded on SBAC, up from 70%.</p> <p>51% of Grade 3-8 students who were Not Met or Nearly Met on the prior years SBAC ELA will meet their accelerated growth target in June 2025, up from 46%.</p> <p>78% of Grade 1-8 students will be Early On or Mid-Above on their i-Ready ELA Diagnostic 3 assessment in March 2025, up from 73% in March 2024.</p> <p>75% of 3-5, and 70% of 6-8 AA students will score Met/Exceeded in ELA, up from 52%.</p> <p>94% of K-2 grade students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 77% in June 2024.</p>	Goal Partially or Not Met	<p>73% of students in Gr. 1-8 scored on or above grade level on the ELA i-Ready Spring Diagnostic .Although this was a 3% increase from 70% the year prior, the district moved the final assessment date up by two and a half months, which likely did not yet demonstrate the full year's growth.</p> <p>On the ELA SBAC tests, gr. 3-8 students grew (increased by 6% to 75% gr 3-5 and increased by 1% to 70% gr 6-8) but did not meet the 80% met/exceeded goal.</p>	<p>Our elementary RSP teacher will be able to continue more push-in hours due to this year's class grouping of students with IEPs. This will better inform the RSP teacher of current grade level work in the gen ed classroom, and allow for more collaborative planning time between the classroom teacher and RSP teacher, as well as help students more easily see the connection of the skills from their IEP goals to their classroom work.</p> <p>This year all teachers will identify 3 students who are working below grade level from subgroups demonstrating an achievement gap. They will meet regularly with those 3 students each week, and do a weekly check-in with their colleagues to discuss ideas to maximize those 3 students' growth.</p>

<b>SPSA Effectiveness</b>				
<b>Area</b>	<b>Prior Year Goal</b>	<b>Status</b>	<b>Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment</b>	<b>For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals</b>
Math	<p>1) Math: 73% of 3-5 students will score Met/Exceeded on SBAC, up from 68%. Math: 60% of 6-8 students will score Met/Exceeded on SBAC, up from 55%.</p> <p>37% of Grade 1-8 students who were Not Met or Nearly Met on the prior years SBAC Math will meet their accelerated growth target in June 2025, up from 32% in Math in June 2024. 72% of Grade 1-8 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2025, up from 67% in March 2024.</p> <p>68% of 3-5, and 55% of 6-8 AA students will score Met/Exceeded in Math, up from 31%.</p>	Goal Partially or Not Met	<p>68% of gr. 3-5 students scored Met/Exceeded on Math SBAC (increase of 7% from year prior), and 55% of gr. 6-8 students scored Met/Exceeded on Math SBAC (decrease of 6% from year prior).</p> <p>For the i-Ready Math Diagnostic 3 assessment: 67% proficient in Spring which was a decrease of 1% from the year prior.</p>	<p>Our elementary students' growth in Gr. 3-5 Math last year was significant in selected classrooms, which used methods we will try to replicate this year (increased time spent on live instruction each day, and increased time spent on how to respond to IAB prompts).</p> <p>Our middle school students' 6% decrease in Math proficiency on the SBAC assessment last year may have been attributed to a personnel change in two of the three classrooms, where the former teachers had more years of experience and Cotsen training in Math.</p> <p>This year we will continue with the change in the schedule so that our middle school Math teachers would share accountability and ideas for common grade levels (vs. one teacher per grade level). The master schedule was also changed so that the Math teachers now have a common conference period so they can plan together on a more regular basis.</p>

English Learner	<p>1) 75% of Gr 3-5, and 70% of GR 6-8 EL students will score Met/Exceeded in ELA SBAC, up from 29% in gr. 3-8 overall. 68% of 3-5, and 55% of 6-8 EL students will score Met/Exceeded in Math, up from 6%.</p> <p>73% of Grade 1-8 EL students will be Early or Mid-Above on i-Ready ELA Diagnostic 3 in March 2025, up from 41% respectively. 62% of Grade 1-8 EL students will be Early or Mid-Above on i-Ready Math Diagnostic 3 in March 2025, up from 22%.</p> <p>89% of EL K-2 students will be proficient on FRSA by June 2025, up from 56%.</p>	Goal Partially or Not Met	<p>Our EL students in gr. 3-8 improved on the SBAC ELA by 4%, but declined in Math by 20%.</p> <p>Our EL students in gr. 1-8 declined in the i-Ready ELA (by 7%) and Math (by 33%), but again the district administered the final i-Ready Diagnostic 3 two and a half months earlier than the year prior.</p>	<p>This year all teachers will identify 3 students who are working below grade level from subgroups demonstrating an achievement gap. They will meet regularly with those 3 students each week, and do a weekly check-in with their colleagues to discuss ideas to maximize those 3 students' growth.</p> <p>The revisions to our middle school Math program noted in the Math section above will support our EL students' growth. For elementary, we have a former MS Math teacher who achieved the highest Math scores in the district on the SBAC assessment, so we appointed that teacher as the Math Lead who will work with our IIC with Math training and coaching for our gr. 3-5 teachers, which should have a positive impact on our EL students' growth.</p>
Culture/Climate	<p>1) By June 2025, an increase of 3% in Spring 2025 compared to Spring 2024 in the area of Safety as measured by the CORE survey.</p> <p>Black/African American students' sense of personal identity, belonging and agency will be equal to or greater than all other students by June 2025 on the Pulse Survey.</p>	Goal Partially or Not Met	<p>Gr. 4-8 students' sense of Safety was the lowest common category of satisfaction in Elementary and Middle School student responses to the CORE Survey, but the satisfaction did not decrease from the year prior in Elementary, and did increase by 3% for middle school. Although we did not meet our +10% goal in all 3 areas, our students' satisfaction with Climate of Support for Academic Learning increased by 9% (Elementary) and 4% (Middle School). It should be</p>	<p>Our Tincher social worker and counselor will continue to provide Wellness Lessons in every classroom each semester.</p> <p>Our staff will continue to use the schoolwide PBIS incentive system, and conduct daily SEL check-ins with the Zones of Regulation.</p> <p>We will continue 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.</p>

noted that Gr. 6-8 showed a decrease of 8% in the area of Cultural Awareness and Action (thinking deeply about race related topics and speaking about race).

**PULSE SURVEY OF STUDENTS, GRADES 4-8:**

Elementary: Over two years time, Student Agency has increased from 80% to 88% favorable response in grades 4-5, where students responded favorably to questions on student voice and choice in how they learn, ownership and engagement over learning, including hope and self-direction. Tincher's results were 8% higher than the district average.

Middle School: Over two years time, Student Identity has increased from 82% to 86% favorable response in grades 6-8, where students responded favorably to questions on sense of self worth in regard to age, gender, religious or spiritual affiliation, sexual orientation, race, ethnicity, and socioeconomic status and are proud of who they are, and suggests self-reflection and self-respect. Tincher's results were 3%

Our School Site Council Chairperson will collaborate with the administrative staff and district leader of the Center for Black Student Achievement to initiate a Sankofa parent group at Tincher.

We will continue to use Early Learning Opportunity Program funding (ELOP) for before/after school enrichment programs to support students' sense of agency and SEL, such as Breakdancing class, Children's Theatre, Basketball Hoops, and Math/ELA Enrichment.

higher than the district average.

## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Half-Day Sub Release Collaborative Grade Level/Dept. Planning, All Teachers, Quarters 1-3: 30 Teachers x 6 substitute-released half-days x \$105/half-day sub = \$18,900 (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
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 (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Student Planners for home/school communication (approx 370 Gr. 4-8 students x 3.20/planner) (PI 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Before/After School Collaborative Grade Level/Department Planning (4 hrs x 35 teachers x \$72/hour = 7,560 (PD 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Recreation Staff: District provided LCFF budget for 7 Recreation Aides 69,600 + 31,000 from ELO-P for before/after school Rec Aides. (IN 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Family Math, Reading and/or Science Night, and New Student Orientations=10 teachers x 1.0 hours x \$72/r = \$1,080 (PI 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Middle School Male Leadership Academy and Theatre Elective: Split fund with MLA funds (6,000) additional hourly pay for teacher to teach on their conference period daily, providing intervention support for students to learn leadership skills and dramatic arts for college and career. (IN 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate 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

## Accountability Measure 1: Increase Achievement

### 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:</p> <ul style="list-style-type: none"> <li>• Building disciplinary and conceptual knowledge through content rich nonfiction and informational text.</li> <li>• Reading and Writing grounded in evidence from text.</li> <li>• Regular practice with complex text and its academic vocabulary with intensity.</li> </ul> <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.</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:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes</p>	<p>K-8: 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>Supplemental Reading materials matched to students’ instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELLevation</p> <p>iReady</p>

- 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.

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 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.

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

citation of evidence in a written response.

K - 2: Foundational Reading Skills Assessment (FRSA)

3 – 5: Smarter Balanced Assessment Consortium summative Assessments

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 whether students can read “new” text(s) and apply the same level of understanding and mastery of the CCSS.

Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks)

Diagnostic reading growth assessments 3x a year (iReady)

Smarter Balanced Assessment Consortium summative assessment (Grades 6-8)

Elementary (K-5):

Wonders / Maravillas (Dual Immersion) and associated ancillary materials  
McGraw-Hill

Middle (6-8):

myPerspectives and associated ancillary materials, Pearson

and its academic vocabulary with intensity.

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.

<b>Core Program - Writing</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<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:</p> <ul style="list-style-type: none"> <li>• Arguments to support claims in an analysis of substantive topics/texts</li> <li>• Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately</li> <li>• Narratives to develop real or imagined experiences or events</li> </ul> <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:</p> <ul style="list-style-type: none"> <li>• Reading to build knowledge for written pieces</li> <li>• Working through the writing process for all 3 text types including planning, revising, editing and publishing</li> <li>• Orally rehearsing using linguistic patterns</li> <li>• Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</li> <li>• Conferring with the teacher and other students</li> </ul>	<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 &amp; 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 &amp; 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>

<b>Core Program - Math</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<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:</p> <ul style="list-style-type: none"> <li>• Strategically focusing where the Standards focus</li> <li>• Coherence: think across grades and link to major topics within grades</li> <li>• Rigor: require conceptual understanding, procedural skill and fluency</li> </ul> <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-8 Units of Instruction, all K-8 students will engage in:</p> <ul style="list-style-type: none"> <li>• Daily Math Routines</li> <li>• Math Tasks</li> <li>• Mathematical Discourse</li> <li>• ST Math Puzzle Talks (K-5)</li> </ul>	<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): LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p> <p>Middle (6-8): Content area textbooks and online resources from Big Ideas Mathematics</p> <p>LBUSD Supplemental Instructional Resources</p> <p>Khan Academy</p>

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
Exposure to the Arts will increase student achievement, behavior, and attendance. Other 100	Students will receive Music and Art lessons in elementary and middle school. Teacher 1: Music - 40% district funded, 40% PTA funded, 20% Tincher VAPA funded Teacher 2: Art - 40% Tincher VAPA funded	All Students	Prop 28 \$105,260 Teacher - Secondary .2 FTE - Prop 28 100% Teacher - Secondary .4 FTE - Prop 28 100%	07/01/2025 - 06/30/2026 Daily	Instrumental Music Teacher - daily, AM Elem, PM Middle School Art Teacher - Mon PM, Wed PM, Fri all day	Principal Assistant Principal Other 100

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
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 \$699 Materials - LCFF 100%	07/01/2025 - 06/30/2026 Weekly	Principal Asst. Principal Counselor IIC	Data analysis Budget analysis Core Curriculum 100

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
Academic and Behavior Data Elective Curriculum  100	Middle School Male Leadership Academy and Theatre Elective: Split fund with MLA funds (6,000) additional hourly pay for teacher to teach on their conference prep period daily, providing intervention support for students to learn leadership skills and dramatic arts for college and career. 1 hr/dayx 180 days/year x \$70/hour = 12,600 - 6,000 MLA = \$6,600 LCFF	All Students	LCFF \$8,745 Teacher Hourly Extra Comp ( 1 ) for 90 hours annually - LCFF 100%	07/01/2025 - 06/30/2026 Daily	Middle School Teacher Principal Counselor	Grades, Test Data Elective Curriculum  100
Supervision for students; SEL needs Other 100	Recreation Staff: District provided LCFF budget for 7 Recreation Aides 73,500 (+ 31,000 from ELO-P for before/after school Rec Aides).	All Students	LCFF Rec \$73,426 Hourly - Recreation Aide ( 5.4 ) for 663 hours annually - LCFF Rec 100%	07/01/2025 - 06/30/2026 Daily	Recreation Aides Supervising Secty Principal	Rec Aides Secty Principal Other 100

<b>Program Description for Transitions</b>		
<b>Preschool Transition</b>	<b>Gr. 5 to MS Transition</b>	<b>Gr. 8 to HS Transition</b>
<p>Transitional Kindergarten (TK) is a program designed for students who turn 4 years old on or before September 1st, 2026. 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. A TK Orientation is held before the school year begins to help parents and students get acclimated to what for many of them is their first school experience.</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**

<b>Organizational Climate</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Progress Monitoring for Assessing Effectiveness</b>

No supplemental budgeted items have been approved.

### Accountability Measure 3: 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 4 substitute-released half-days x \$147/half-day sub	LCFF \$18,302 Substitute teacher half day ( 1 ) for 120 days - LCFF 100%	07/01/2025 - 06/30/2026 Quarterly	Teachers Principal IIC Asst Principal	Data analysis: unit assessment data, FRSA, iReady, SBAC Release Day Planning Product
subgroup data progress data Core Curriculum 100	Before/After School Collaborative Grade Level/Department Planning (3.25 hrs/year x 30 teachers x \$ /hour = 9,475)	LCFF \$9,475 Teacher Hourly Extra Comp ( 30 ) for 3.25 hours annually - LCFF 100%	07/01/2025 - 06/30/2026 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 \$256 Services - LCFF 100%	07/01/2025 - 06/30/2026 Other	Teachers Principal Asst. Principal IIC	Data analysis Lesson observations

**Describe Teacher Involvement**

**Accountability Measure 4: Parent & Community**

<b>Parent and Community Involvement</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Method for Assessing Effectiveness</b>
Results from Culture Climate Survey, achievement gap data Culture-Climate Survey (Parent) 50, Core Curriculum 50	Family Math, Reading and/or Science/New Curriculum Night, and New Student Orientations=10 teachers x 1.5 hours x \$80/teacher = \$1,200	LCFF \$1,458 Teacher Hourly Extra Comp ( 10 ) for 1.5 hours annually - LCFF 100%	07/01/2025 - 06/30/2026 Quarterly	Teachers Principal Asst Principal Counselor IIC	Principal Asst Principal Counselor IIC
Results from Culture Climate Survey, and achievement gap data Culture-Climate Survey (Parent) 50, Core Curriculum 50	Student Planners for home/school communication (approx 370 Gr. 4-8 students x 3.20/planner)	LCFF \$1,324 Materials - LCFF 100%	07/01/2025 - 06/30/2026 Daily	Principal Asst Principal Counselor IIC	Principal Asst Principal Counselor IIC
Achievement gap data Core Curriculum 100	Parent Involvement Workshops to support achievement of at-promise students: 1.75 hrs x 2 teachers x \$80/hr =\$280	LCFF \$341 Teacher Hourly Extra Comp ( 2 ) for 1.75 hours annually - LCFF 100%	07/01/2025 - 06/30/2026 Other	Principal Asst Principal Counselor IIC	Principal Asst Principal Counselor 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)	0
Title I Parent and Family Involvement (3008)	0

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; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	40600

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

### **Title I Reservations**

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

### **Administrative Share & Reservations Title I Program Administration**

#### **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**

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

#### **Research/TISB 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.

#### **Program Administration and Personnel to provide leadership:**

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

### **Centralized Services**

#### **Elementary CARE and Support Centers** (formerly known as Family Resource Centers)

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

## **Assistance to Schools**

### **Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

### **Facilitators**

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

### **Travel/Conferences**

Enables staff to develop requisite knowledge about programs they lead.

### **Foster Youth Transportation**

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

### **Technology**

Supplemental technology support and devices to school sites

### School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Cheryl Huber	06-30-2027
Staff	Classroom Teacher	Erin Perez	06-30-2027
Staff	Classroom Teacher	Jack Souders	06-30-2027
Staff	Classroom Teacher	Silvia Peverini	06-30-2027
Staff	Other School Personnel	Laura Garcia	06-30-2027
Community	Parent/Community Member	██████ Workman	06-30-2027
Community	Parent/Community Member	██████████ Hayashi	06-30-2027
Community	Parent/Community Member	██████ Pineda	06-30-2027
Community	Parent/Community Member	██████ Baltierra	06-30-2026
Community	Parent/Community Member	██████ Caesar	06-30-2026

## 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)	████████ Hernandez
DELAC Representative	Parent of EL Student (required)	████████ Hernandez
Principal or Designee	Staff Member (required)	Cheryl Huber
Secretary	Parent of EL Student (required)	████████ Gonzalez

Name	Representing
████████ Rortana	Parent of EL Student
████████ Kar	Parent of EL Student
████████ Le	Parent of EL Student
Marcia Gervin-Gillyard	Staff Member

## 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?	11/18/2025
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<ul style="list-style-type: none"> <li>-ELAC recommends continuing tutoring for English Learners.</li> <li>-Teachers will utilize Elevation as a tool to support ELL’s.</li> <li>-ELAC and school staff will continue to monitor EL data to determine effectiveness.</li> <li>-Establish Newcomers groups to support ELL’s and other students who are new to Tincher this year and the following years.</li> <li>-ELAC and school staff will continue to monitor EL data to determine the continued effectiveness of the above implementations.</li> </ul>
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	<ul style="list-style-type: none"> <li>SBAC Reading Results for EL students</li> <li>SBAC Math for EL students</li> <li>EL Student Grades</li> <li>RFEP Student Grades</li> <li>CELDT/ELPAC Results</li> <li>Reclassification Data</li> <li>Language Census Data</li> <li>EL Attendance Rates</li> <li>Other: EL iReady Data</li> <li>EL FRSA Data</li> </ul>

<b>Question</b>	<b>Answer</b>
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	11/18/2025
6. What was SSC's response to ELAC recommendations?	SSC's response to the recommendations was positive. The recommendations were approved unanimously.

## 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 school resources. 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. SSC received and considered **ELAC recommendations** at its meeting on 11/18/2025
2. SSC approved the **Home-School Compact** on 10/21/2025
3. SSC approved the **Parent Involvement Guidelines** on 10/21/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on ,
5. SSC Participated in the **Annual Evaluation** of the SPSA on 11/18/2025
6. The SPSA was approved at its meeting on 11/18/2025

LBUSD Board of Education Approval Date:

Signatures:

Principal: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

SSC Chair: \_\_\_\_\_

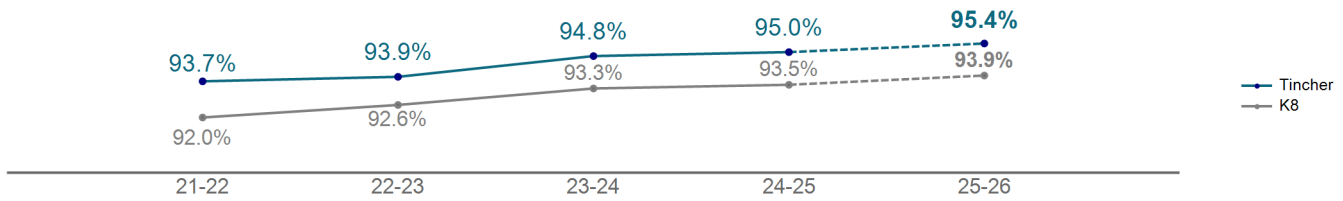
Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

ELAC Chair: \_\_\_\_\_

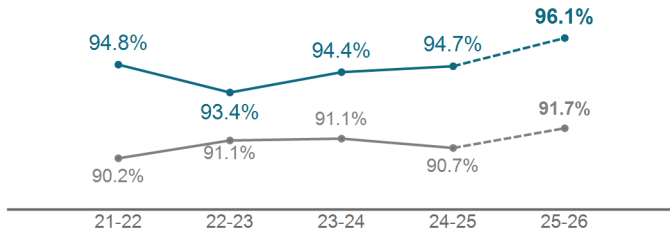
Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Attendance Rate

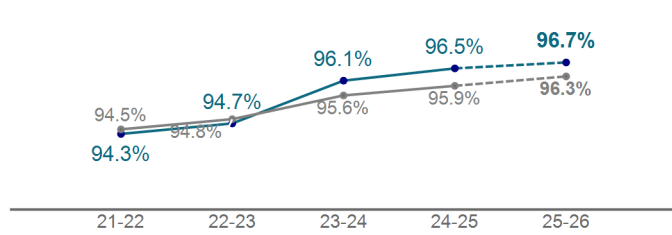
**Tincher**  
All Students  
N = 858



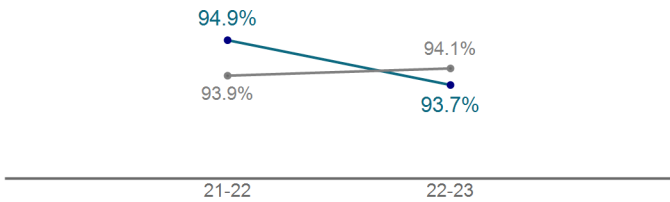
**African American**  
N = 58



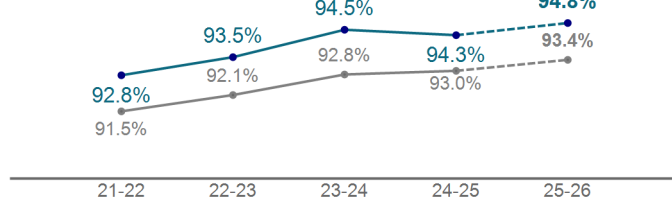
**Asian**  
N = 81



**Filipino**



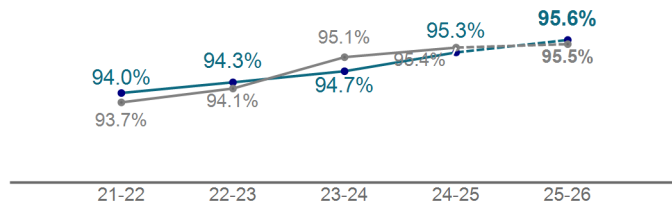
**Hispanic**  
N = 331



**Pacific Islander**

Subgroup with fewer than 20 students.

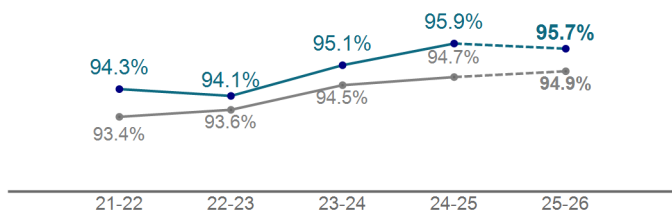
**White**  
N = 235



**Native American**

Subgroup with fewer than 20 students.

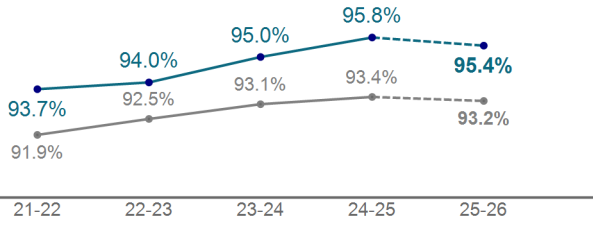
**Other**  
N = 124



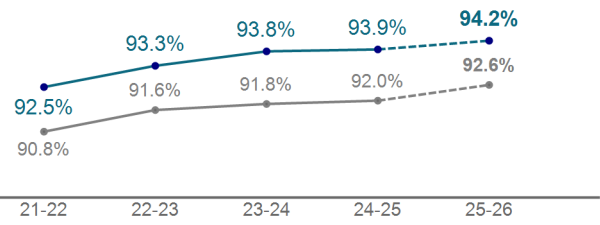
N's are from the current year.  
Dashed line represents data for current year still in progress.  
Subgroups under 20 students are not included.

# Attendance Rate

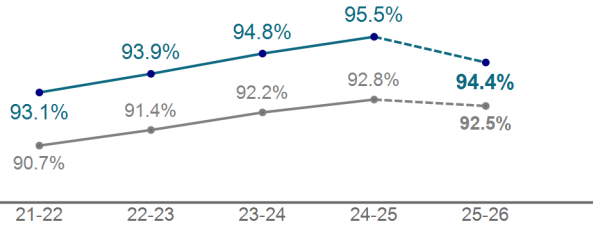
**EL + RFEP**  
N = 63



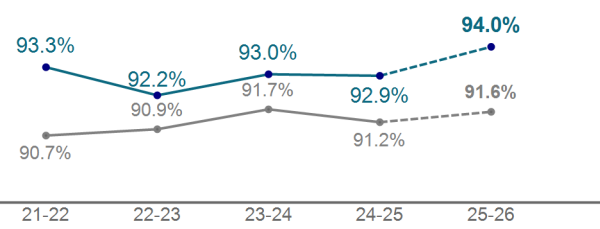
**Low SES**  
N = 250



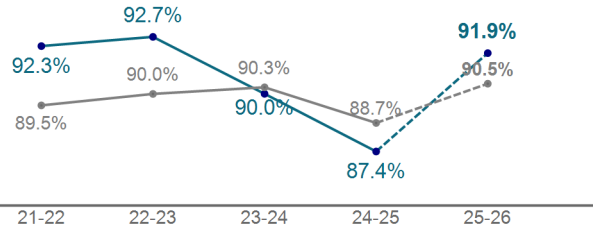
**English Learner**  
N = 28



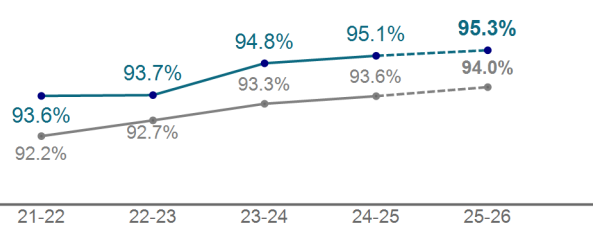
**Special Education**  
N = 115



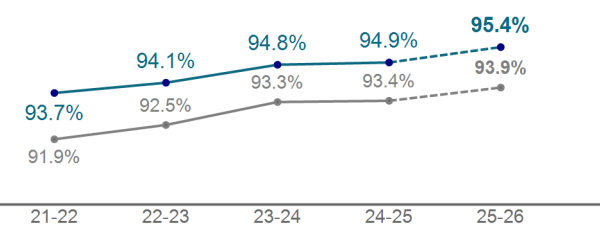
**Homeless or Foster Youth**  
N = 26



**Female**  
N = 420



**Male**  
N = 437



N's are from the current year.  
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 2024-2025

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	23-24 Chronic Rate	Chronic + At-Risk Rate	K8 Chronic Rate		
<b>All Students</b>	854	854	3	8	13	24	52	11.0%	11.0%	24.4%	20.2%
<b>Grade</b>	Gr. TK	33	6	9	24	15	45	15.2%	24.2%	39.4%	30.6%
	Gr. K	82	4	16	15	32	34	19.5%	30.3%	34.1%	27.7%
	Gr. 01	87	6	11	15	18	49	17.2%	7.1%	32.2%	22.3%
	Gr. 02	83	5	11	33	52	4.8%	7.3%	15.7%	19.0%	
	Gr. 03	86	1	2	12	22	63	3.5%	5.6%	15.1%	16.4%
	Gr. 04	91	7	12	27	54	6.6%	8.0%	18.7%	17.9%	
	Gr. 05	99	3	11	34	52	3.0%	6.2%	14.1%	15.7%	
	Gr. 06	104	9	12	21	58	9.6%	7.2%	21.2%	14.5%	
	Gr. 07	95	2	12	17	20	49	13.7%	12.6%	30.5%	20.4%
	Gr. 08	94	6	14	13	11	56	20.2%	9.5%	33.0%	20.8%
<b>Ethnicity</b>	African American	55	5	9	16	22	47	14.5%	14.0%	30.9%	33.2%
	American Indian	1	100				100.0%		100.0%	40.0%	
	Asian	81	6	9	22	63	6.2%	6.1%	14.8%	9.1%	
	Cambodian	42	2	7	14	24	52	9.5%	9.5%	23.8%	11.5%
	Filipino	18	6	6	17	22	50	11.1%	5.3%	27.8%	8.6%
	Hispanic	330	3	11	15	22	48	14.2%	12.9%	29.4%	22.7%
	Pacific Islander	7	14	43	43			57.1%	33.3%	100.0%	31.3%
	White	234	1	6	13	28	52	6.8%	10.9%	20.1%	10.9%
<b>Gender</b>	Other	128	3	5	9	23	60	8.6%	7.3%	17.2%	15.2%
	Female	415	2	7	14	24	53	8.9%	9.9%	22.7%	19.1%
	Male	438	3	10	13	23	51	13.0%	12.2%	26.0%	21.3%
	Nonbinary	1				100	0.0%	0.0%	0.0%	0.0%	

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands School Data by Subgroup Tincher 2024-2025

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				Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance
	Low SES	285	4	14	15	24	44	17.9%	18.6%	33.0%	28.7%
	ELL	26	4	12	8	19	58	15.4%	13.3%	23.1%	26.7%
	RFEP	37	8	11	11	70	8.1%	8.1%	18.9%	16.6%	
	EL + RFEP	63	2	10	10	14	65	11.1%	10.4%	20.6%	22.6%
	Special Ed.	112	9	13	23	17	38	22.3%	21.4%	45.5%	31.3%
	Spec Ed. Speech/RSP	64	5	8	27	19	42	12.5%	16.9%	39.1%	26.8%
	Homeless/Foster	30	13	33	20	10	23	46.7%	40.9%	66.7%	42.7%
	Foster	8	13	38	38	13		50.0%		87.5%	57.4%
	Homeless	22	14	32	14	14	27	45.5%	40.9%	59.1%	39.6%
GATE/Excel	192	1	3	9	24	62	4.2%	5.1%	13.5%	8.5%	

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands

## School Comparison by Subgroup

### All 2024-2025

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

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All Elementary	25,767	6	18	17	23	36	24.3%	24.7%	41.1%
Addams	756	8	22	16	20	34	29.6%	28.9%	45.6%
Alvarado	406	5	22	20	20	33	26.6%	27.6%	46.6%
Barton	444	9	22	22	22	25	31.8%	37.4%	53.4%
Birney	519	5	22	16	25	31	27.2%	27.7%	43.4%
Bixby	559	3	13	15	25	44	15.4%	17.0%	30.6%
Bryant	396	7	24	16	24	28	31.3%	29.4%	47.7%
Burbank	577	7	22	17	20	34	29.3%	28.2%	46.3%
Burcham	425	4	12	17	23	45	16.0%	13.6%	32.7%
Carver	573	3	14	17	24	42	16.9%	13.7%	34.2%
Chavez	341	7	22	15	22	35	28.4%	33.2%	43.4%
Cleveland	460	5	17	12	27	39	21.5%	14.0%	33.7%
Dooley	693	8	24	19	22	27	32.3%	33.3%	51.2%
Edison	466	11	25	11	21	32	36.7%	29.9%	47.2%
Emerson	358	1	8	12	24	55	9.5%	9.9%	21.2%
Fremont	461	3	12	17	24	44	15.0%	14.5%	32.3%
Gant	669	1	12	13	26	47	13.0%	13.0%	26.5%
Garfield	563	8	16	19	21	36	24.0%	21.4%	42.8%
Gompers	387	5	13	20	25	37	18.1%	18.3%	38.2%
Grant	998	9	24	18	21	28	33.2%	31.8%	51.3%
Harte	772	9	20	19	22	30	28.9%	32.1%	47.7%
Henry	798	1	7	13	30	49	8.0%	7.0%	21.1%
Herrera	655	8	22	25	21	24	30.1%	30.6%	54.8%
Holmes	400	5	23	19	20	33	28.3%	26.5%	46.8%
Hudson	229	14	22	15	22	27	35.8%	32.9%	51.1%
Kettering	354	4	12	15	25	45	15.5%	17.5%	30.2%
King	625	12	20	18	23	26	31.8%	29.9%	50.2%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands

## School Comparison by Subgroup

### All 2024-2025

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

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
Lafayette	883	7	20	17	20	35	27.2%	26.7%	44.2%
Lincoln	801	7	20	15	20	39	26.5%	33.7%	41.2%
Longfellow	918	3	13	14	25	45	15.7%	16.6%	30.1%
Los Cerritos	478	4	9	13	25	49	12.8%	12.9%	26.2%
Lowell	622	2	12	16	25	46	13.7%	14.3%	29.3%
Macarthur	345	3	20	17	23	37	23.2%	22.6%	39.7%
Madison	422	6	12	18	25	39	18.0%	21.2%	35.8%
Mann	335	6	18	15	26	36	23.6%	28.3%	38.5%
McKinley	497	7	21	19	24	30	28.2%	32.2%	46.7%
Naples	348	3	13	16	30	38	16.1%	14.2%	31.9%
Oropeza	559	11	27	15	16	31	37.6%	36.0%	52.8%
Prisk	477	2	11	14	27	45	13.0%	13.5%	27.5%
Riley	500	4	17	19	24	37	20.4%	20.1%	39.0%
Roosevelt	836	12	20	16	18	33	32.4%	34.6%	48.2%
Signal Hill	622	5	14	18	23	40	19.0%	21.3%	37.5%
Smith	676	8	20	19	20	34	27.1%	26.3%	46.2%
Stevenson	478	7	26	17	21	28	33.5%	31.6%	50.6%
Twain	483	3	16	18	25	38	19.0%	22.9%	36.9%
Webster	473	9	22	20	20	30	30.2%	29.1%	50.3%
Whittier	560	7	21	18	19	35	28.0%	27.8%	45.9%
Willard	570	10	22	18	20	30	31.8%	30.1%	49.6%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands

## School Comparison by Subgroup

### All 2024-2025

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

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All Middle	12,480	7	14	13	20	45	21.9%	22.8%	35.1%
Bancroft	822	5	12	14	22	47	17.0%	17.3%	30.5%
Franklin	1,033	12	19	13	18	38	31.7%	34.3%	44.6%
Hamilton	785	13	22	17	17	30	35.5%	27.5%	52.9%
Hoover	527	6	12	13	21	48	18.6%	17.4%	31.5%
Hughes	1,230	3	13	14	22	48	16.3%	14.9%	30.2%
Jefferson	1,028	5	13	13	21	48	18.4%	21.5%	30.9%
Keller	519	1	5	11	20	63	5.8%	6.5%	17.0%
Lindbergh	436	9	17	14	21	38	26.4%	29.5%	40.8%
Lindsey	718	8	13	10	18	51	21.4%	27.0%	31.5%
Marshall	958	3	13	13	21	50	16.3%	16.5%	28.9%
Nelson	855	10	18	13	17	42	28.2%	27.8%	41.6%
Rogers	785	3	8	13	22	54	11.5%	15.4%	24.5%
Stanford	1,196	5	9	11	21	54	13.8%	16.1%	24.9%
Stephens	681	11	21	16	19	34	31.3%	33.4%	47.3%
Washington	907	17	21	13	21	28	37.6%	35.6%	51.0%

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# Chronic Absence by Attendance Bands

## School Comparison by Subgroup

### All 2024-2025

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

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All K8	5,739	5	15	15	22	43	20.2%	20.2%	35.1%
Avalon	447	9	27	19	25	20	36.0%	31.5%	55.5%
Cubberley	967	2	10	12	22	55	11.7%	12.0%	23.6%
Muir	1,066	7	18	16	21	38	25.0%	22.7%	40.8%
Newcomb	928	3	8	16	23	51	10.8%	10.8%	26.6%
Powell	743	9	23	16	20	31	31.8%	33.9%	48.2%
Robinson	734	9	17	13	19	42	25.9%	26.3%	39.2%
Tincher	854	3	8	13	24	52	11.0%	11.0%	24.4%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands

## School Comparison by Subgroup

### All 2024-2025

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

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All High	20,036	12	15	13	19	40	27.0%	26.7%	40.4%
Browning	348	17	16	12	20	36	32.5%	32.1%	44.3%
Cabrillo	1,686	22	20	14	16	28	42.3%	42.0%	56.8%
CAMS	673	1	6	6	14	74	6.8%	5.2%	12.5%
Jordan	2,356	11	16	13	18	42	27.1%	25.7%	40.3%
Lakewood	2,385	9	17	17	22	35	26.9%	26.1%	43.5%
McBride	685	5	12	12	20	51	17.2%	16.9%	29.1%
Millikan	3,452	5	11	14	23	47	16.4%	16.3%	30.2%
PAAL	135	39	31	13	7	10	70.4%	75.6%	83.0%
Polytechnic	3,818	13	16	14	20	37	29.1%	27.3%	42.9%
Reid	124	87		12			99.2%	91.1%	99.2%
Renaissance	401	6	15	11	17	51	21.2%	21.7%	32.4%
Sato	553	2	4	7	17	69	6.3%	6.8%	13.6%
Wilson	3,420	15	18	13	20	34	33.1%	33.0%	46.5%

The percentages may not equal 100% due to rounding.

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# Chronic Absence by Attendance Bands School Comparison by Subgroup All 2024-2025

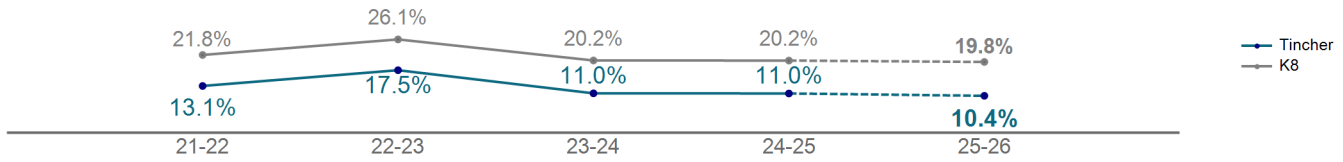
Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chonic + At-Risk Rate
District	64,022	8	16	15	21	40	24.3%	24.6%	39.2%

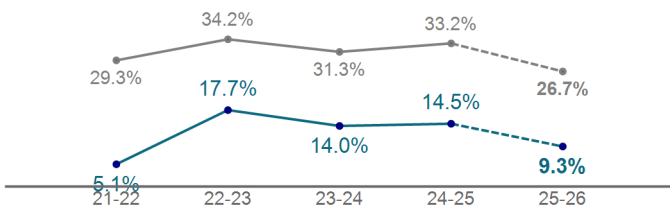
The percentages may not equal 100% due to rounding.

# Percent of Students in the Moderately or Severely Chronic Categories

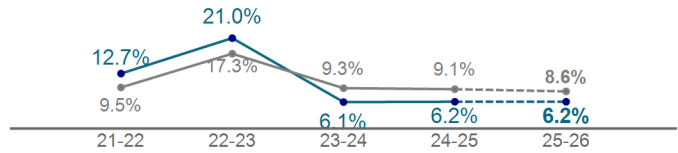
**Tincher**  
All Students  
N = 850



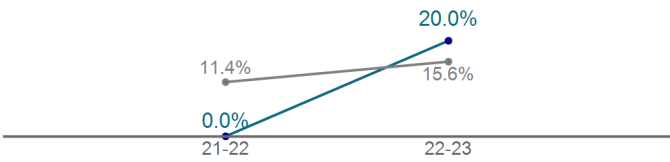
**African American**  
N = 54



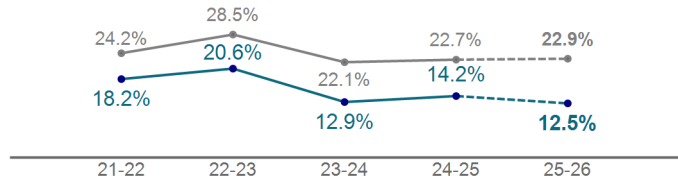
**Asian**  
N = 81



**Filipino**



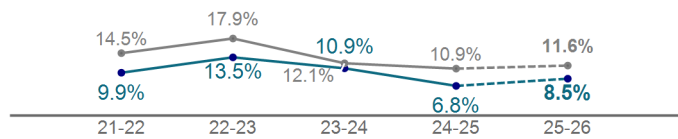
**Hispanic**  
N = 327



**Pacific Islander**

Subgroup with fewer than 20 students.

**White**  
N = 235



N's are from the current year.  
Dashed line represents data for current year still in progress.  
Subgroups under 20 students are not included.

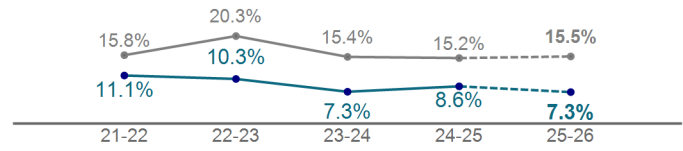
# Percent of Students in the Moderately or Severely Chronic Categories

## Native American

Subgroup with fewer than 20 students.

## Other

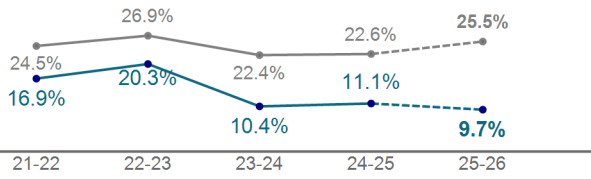
N = 124



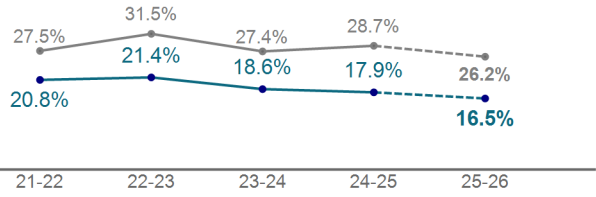
N's are from the current year.  
Dashed line represents data for current year still in progress.  
Subgroups under 20 students are not included.

# Percent of Students in the Moderately or Severely Chronic Categories

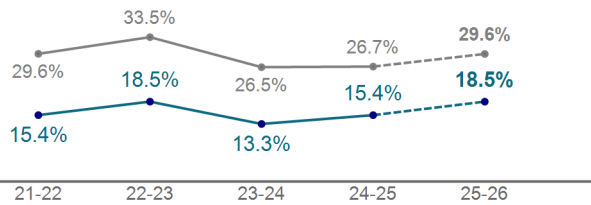
**EL + RFEP**  
N = 62



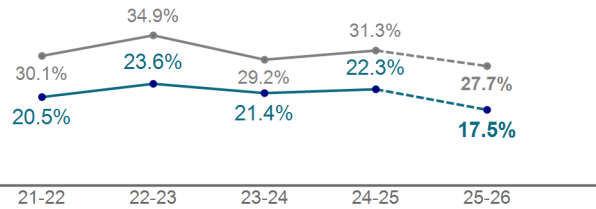
**Low SES**  
N = 249



**English Learner**  
N = 27



**Special Education**  
N = 114



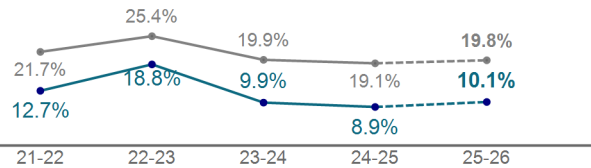
**Homeless or Foster Youth**

Subgroup with fewer than 20 students.

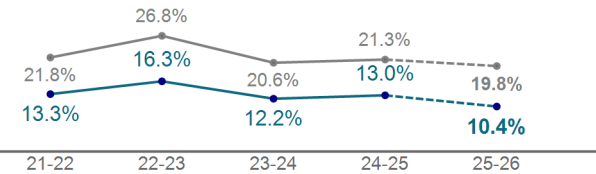
**Homeless or Foster Youth**

Subgroup with fewer than 20 students.

**Female**  
N = 417



**Male**  
N = 432



N's are from the current year.  
Dashed line represents data for current year still in progress.  
Subgroups under 20 students are not included.

# SBAC ELA 2025 :: 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
<b>All Students</b>	31,396	District	48%	27	22	28	24	52%	↑2		↑2
<b>Gender</b>	Female	District	44%	23	21	30	26	56%	↑2		↑2
	Male	District	52%	31	22	26	22	48%	↑3		↑3
	Nonbinary	District	31%	16	16	40	29	69%	↑14		-
<b>Special Populations</b>	EL + RFEP	District	62%	37	25	25	13	38%	↑1		↑4
	ELL	District	90%	67	23	8	1	10%	↓4		↑3
	RFEP	District	38%	12	26	38	23	62%	↑3		↑5
	Foster	District	74%	52	21	19	7	26%	↑3		↑12
	GATE/Excel	District	10%	2	8	31	59	90%	↑2		↓-
	Homeless	District	69%	45	24	21	10	31%	↑1		↑3
	Homeless/Foster	District	70%	46	24	20	9	30%	↑1		↑4
	Low SES	District	58%	34	24	27	15	42%	↑2		↑3
	Special Ed.	District	81%	62	20	13	6	19%	↑2		↑4
	Spec Ed. Speech/RSP	District	81%	57	24	15	4	19%	↓2		↑6

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 Math 2025 :: School Data by Subgroup

## 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
<b>All Students</b>	31,450	District	62%	36	25	19	19	38%	↑2		↓4
<b>Gender</b>	Female	District	64%	37	26	19	17	36%	↑2		↓5
	Male	District	59%	36	24	20	21	41%	↑2		↓2
	Nonbinary	District	67%	41	26	20	13	33%	↑1		↓28
<b>Special Populations</b>	EL + RFEP	District	74%	49	25	15	10	26%	↑2		↓3
	ELL	District	90%	70	21	8	2	10%	↓1		↑1
	RFEP	District	61%	32	29	22	17	39%	↑3		↓5
	Foster	District	80%	57	23	12	8	20%	↑3		↑7
	GATE/Excel	District	20%	5	15	27	53	80%	↑1		↓9
	Homeless	District	82%	59	24	11	7	18%	↑-		↓4
	Homeless/Foster	District	82%	58	24	11	7	18%	↑1		↓3
	Low SES	District	71%	44	26	17	12	29%	↑2		↓2
	Special Ed.	District	85%	68	17	9	6	15%	↑2		↑1
	Spec Ed. Speech/RSP	District	85%	66	20	10	5	15%	↓2		↑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.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC Science 2025 :: 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
<b>All Students</b>	13,317	District	72%	15	57	19	9	28%	↑2		-
<b>Gender</b>	Female	District	73%	13	59	19	8	27%	↑1		-
	Male	District	71%	17	54	19	10	29%	↑3		-
	Nonbinary	District	79%	3	76	7	14	21%	↓20		-
<b>Special Populations</b>	EL + RFEP	District	83%	20	63	13	3	17%	↑1		-
	ELL	District	99%	43	56			1%	↓1		-
	RFEP	District	75%	9	66	20	5	25%	↑-		-
	Foster	District	87%	27	60	12	1	13%	↑4		-
	GATE/Excel	District	35%	2	33	38	27	65%	↑1		-
	Homeless	District	86%	26	60	11	3	14%	↑1		-
	Homeless/Foster	District	86%	26	60	11	3	14%	↑1		-
	Low SES	District	81%	19	61	15	4	19%	↑1		-
	Special Ed.	District	92%	37	55	6	2	8%	↓-		-
	Spec Ed. Speech/RSP	District	92%	32	60	7	2	8%	↓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.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

## Tincher

2/19/26

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	443	443	-	27	18	19	36
		All K-8	31	28	16	19	37
		District	28	30	15	17	38
Grade	Gr. 04 <small>(Minimum Growth Target: 44) (Min Accelerated Growth Target: 89) (Minimum Board Goal 2 Target: 118)</small>	85	-	21	32	27	20
		All K-8	22	28	25	29	17
		District	38	24	24	28	24
	Gr. 05 <small>(Minimum Growth Target: 35) (Min Accelerated Growth Target: 71) (Minimum Board Goal 2 Target: 101)</small>	90	-	18	13	28	41
		All K-8	48	22	18	22	38
		District	46	21	20	24	36
	Gr. 06 <small>(Minimum Growth Target: 27) (Min Accelerated Growth Target: 55) (Minimum Board Goal 2 Target: 81)</small>	91	-	32	22	12	34
		All K-8	35	27	15	20	38
		District	15	36	16	17	31
	Gr. 07 <small>(Minimum Growth Target: 25) (Min Accelerated Growth Target: 51) (Minimum Board Goal 2 Target: 80)</small>	91	-	26	10	20	44
		All K-8	53	26	13	17	44
		District	37	25	14	16	45
Gr. 08 <small>(Minimum Growth Target: 14) (Min Accelerated Growth Target: 29) (Minimum Board Goal 2 Target: 83)</small>	86	-	38	12	9	41	
	All K-8	11	37	9	11	43	
	District	11	38	9	9	44	
Ethnicity	Hispanic	170	-	25	14	19	42
		All K-8	31	28	16	19	38
		District	28	30	14	17	38

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 2025 School Growth Data by Subgroup

## Tincher

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	White	117	-	32	16	21	32	
		All K-8	27		30	15	21	34
		District	27		30	15	19	37
	Other	71	-	21	18	20	41	
		All K-8	21		29	15	19	38
		District	25		31	15	17	37
	Asian	38	-	34	29	11	26	
		All K-8	30		22	21	25	32
		District	28		29	15	17	39
	African American	35	-	29	23	26	23	
		All K-8	43		28	16	20	37
		District	25		32	14	15	39
	Cambodian	22	-	27	18	14	41	
		All K-8	57		21	15	21	43
		District	23		29	15	18	38
	Filipino	10^	-	20	20	10	50	
		All K-8	45		25	16	21	39
		District	37		29	14	17	41
Pacific Islander	2^	-	50	50	0			
	All K-8	28		48	20	5	28	
	District	39		30	18	15	37	

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 2025 School Growth Data by Subgroup

## Tincher

2/19/26

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*
Gender	Female	220	-	28	18	21	33
		All K-8	28	28	17	19	36
		District	28	30	15	17	38
	Male	222	-	27	18	17	39
		All K-8	34	28	15	20	37
		District	26	31	14	17	38
	Nonbinary	1^	-				100
		All K-8^	-				100
		District	19	33	18		48
Special Populations	EL + RFEP	35	-	23	17	23	37
		All K-8	32	30	15	18	37
		District	28	31	13	16	41
	ELL	8^	-	13	25	25	38
		All K-8	37	26	17	20	37
		District	31	30	15	17	38
	RFEP	27	-	26	15	22	37
		All K-8	27	33	12	17	38
		District	27	31	11	15	43
	Foster	3^	-	67	33	0	
		All K-8^	-81	56	17	6	22
		District	35	38	18	9	35

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 2025 School Growth Data by Subgroup

## Tincher

2/19/26

Category		N	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)			
				Declined	Below Target	Above Target	Accelerated*
E L A  Special Populations	GATE/Excel	143	-	26	20	19	36
		All K-8	33	27	17	21	35
		District	30	29	16	19	36
	Homeless	11^	-	55	18	9	18
		All K-8	42	31	18	18	33
		District	34	30	15	16	40
	Homeless/Foster	14^	-	57	21	7	14
		All K-8	33	34	18	16	32
		District	34	31	15	15	39
	Low SES	152	-	34	15	20	31
		All K-8	33	29	16	19	36
		District	28	30	15	16	39
	Special Ed.	41	-	34	12	20	34
		All K-8	30	30	14	18	38
		District	31	30	14	17	39
Spec Ed. Speech/RSP	38	-	37	13	16	34	
	All K-8	23	31	13	18	38	
	District	31	31	13	16	41	

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 2025 School Growth Data by Subgroup

## Tincher

2/19/26

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	443	443	-	30	19	23	28
		All K-8	24	33	18	19	30
		District	20	34	20	19	27
M at Grade h	Gr. 04 (Minimum Growth Target: 42) (Min Accelerated Growth Target: 85)	85	-	25	26	29	20
		All K-8	29	30	30	24	16
		District	44	21	30	30	19
	Gr. 05 (Minimum Growth Target: 39) (Min Accelerated Growth Target: 79)	90	-	18	31	31	20
		All K-8	25	32	27	27	15
		District	21	30	28	25	17
	Gr. 06 (Minimum Growth Target: 24) (Min Accelerated Growth Target: 49)	91	-	32	18	25	25
		All K-8	40	30	14	19	38
		District	29	39	15	16	30
	Gr. 07 (Minimum Growth Target: 17) (Min Accelerated Growth Target: 35)	91	-	43	12	12	33
		All K-8	27	32	12	14	42
		District	19	34	11	12	43
Gr. 08 (Minimum Growth Target: 19) (Min Accelerated Growth Target: 39)	86	-	31	9	20	40	
	All K-8	11	43	9	12	36	
	District	14	41	10	12	37	
Ethnicity	Hispanic	170	-	28	22	22	28
		All K-8	24	35	18	17	30
		District	19	36	19	19	27

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 2025 School Growth Data by Subgroup

## Tincher

2/19/26

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 Ethnicity	White	117	-	33	21	21	25
		All K-8	-	33	17	20	30
		District	16	34	20	19	26
	Other	71	-	24	8	37	31
		All K-8	4	33	17	21	29
		District	21	31	20	20	28
	Asian	38	-	37	13	18	32
		All K-8	58	32	18	17	33
		District	22	31	21	20	29
	African American	35	-	34	23	14	29
		All K-8	33	29	17	22	32
		District	23	35	20	17	28
	Cambodian	22	-	18	14	68	
		All K-8	85	24	20	8	49
		District	18	30	20	20	30
	Filipino	10^	-	20	30	40	10
		All K-8	30	24	19	25	33
		District	18	30	19	21	30
Pacific Islander	2^	-	50	50	0		
	All K-8	7	41	23	23	13	
	District	4	35	22	20	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 2025 School Growth Data by Subgroup

## Tincher

2/19/26

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*
Gender	Female	220	-	29	20	25	25
		All K-8	21	32	18	20	30
		District	17	34	20	18	27
	Male	222	-	30	18	22	30
		All K-8	27	35	17	17	31
		District	22	35	19	19	27
	Nonbinary	1^	-	100	0		
		All K-8^	-	100	0		
		District	-12	52	12	15	21
Special Populations	EL + RFEP	35	-	29	6	40	26
		All K-8	19	33	14	21	31
		District	17	37	18	18	27
	ELL	8^	-	50		50	0
		All K-8	21	33	15	22	30
		District	25	37	18	18	26
	RFEP	27	-	22	7	37	33
		All K-8	15	33	14	21	32
		District	14	36	18	18	28
	Foster	3^	-	33	33		33
		All K-8^	-28	39	22	6	33
		District	60	35	19	18	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.

# SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

## Tincher

2/19/26

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	GATE/Excel	143	-	24	21	27	27
		All K-8	32	29	20	20	31
		District	16	31	21	21	27
	Homeless	11^	-	36	18	9	36
		All K-8	34	38	16	14	32
		District	12	38	19	16	27
	Homeless/Foster	14^	-	36	21	7	36
		All K-8	32	38	17	13	32
		District	18	38	19	16	27
	Low SES	152	-	31	18	24	26
		All K-8	27	35	18	19	29
		District	19	35	19	19	27
	Special Ed.	41	-	41	7	17	34
		All K-8	37	35	14	16	35
		District	25	36	17	17	29
Spec Ed. Speech/RSP	38	-	45	8	18	29	
	All K-8	31	39	13	16	32	
	District	21	37	18	17	29	

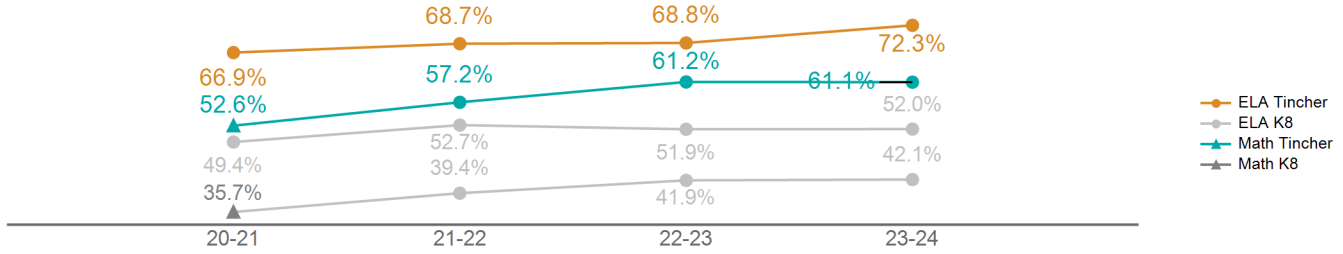
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

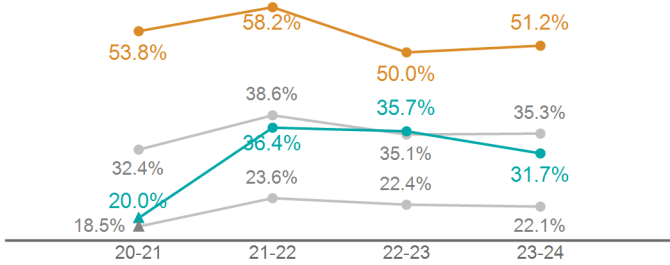
\*Accelerated Growth = At least double the minimum growth target for the grade level.

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

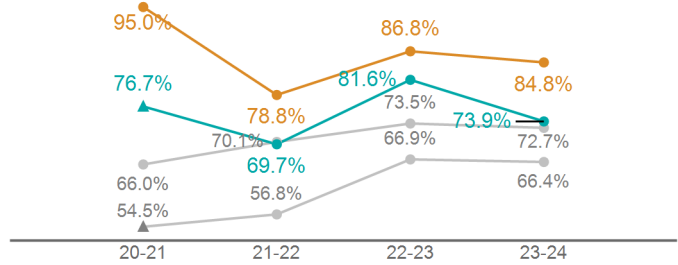
**Tincher  
All Students**



**African American**



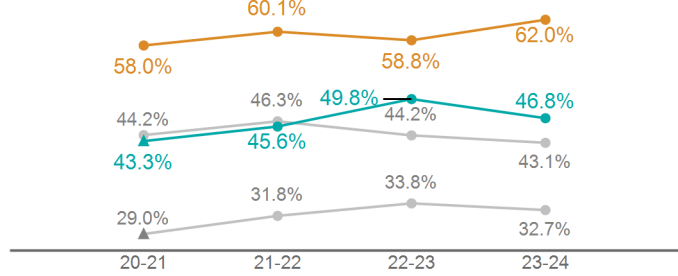
**Asian**



**Filipino**

Subgroup with fewer than 20 students.

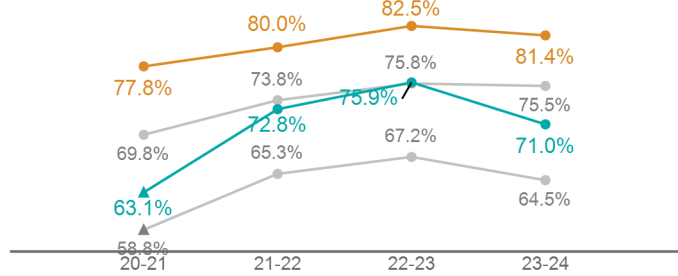
**Hispanic**



**Pacific Islander**

Subgroup with fewer than 20 students.

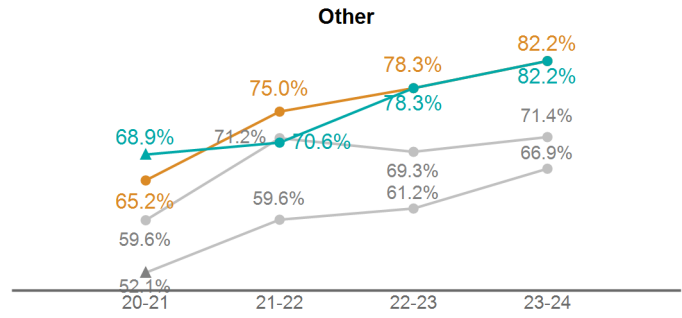
**White**



N's are from the current year.  
Subgroups under 20 students are not included.

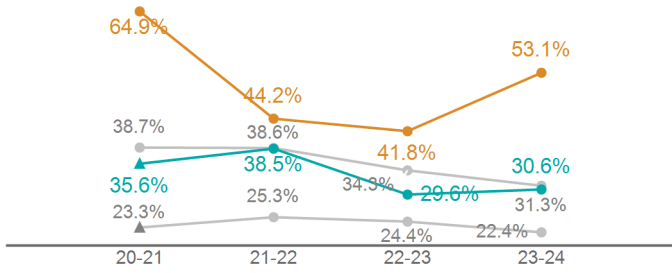
# Percent of Students with Achievement Level of Met or Exceeded in SBAC

**Native American**  
Subgroup with fewer than 20 students.

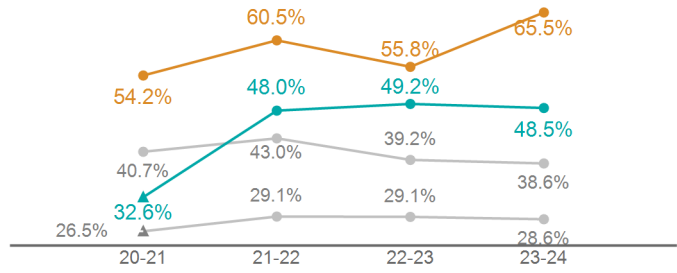


# Percent of Students with Achievement Level of Met or Exceeded in SBAC

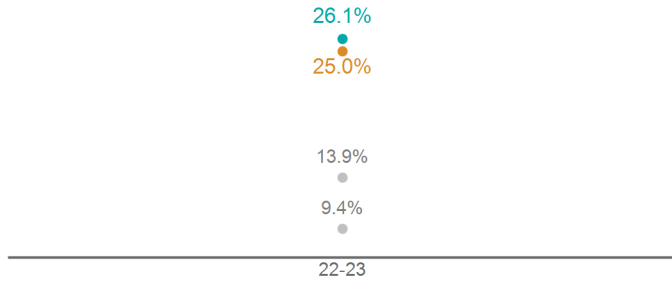
**EL + RFEP**



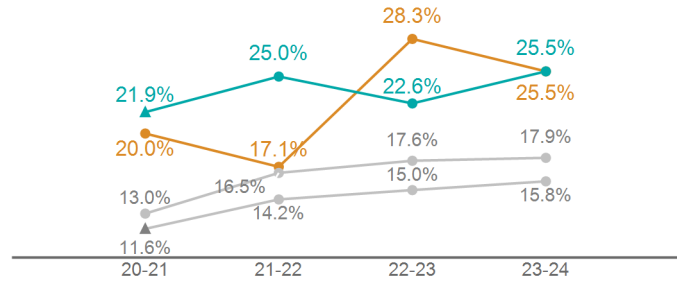
**Low SES**



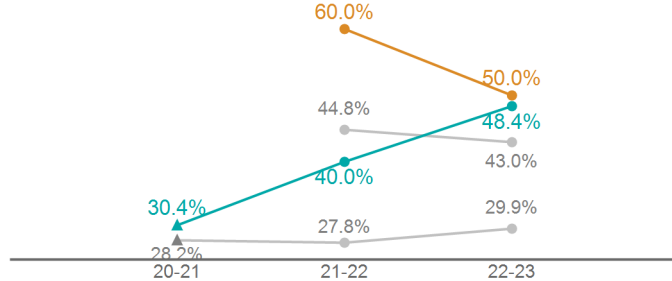
**English Learner**



**Special Education**



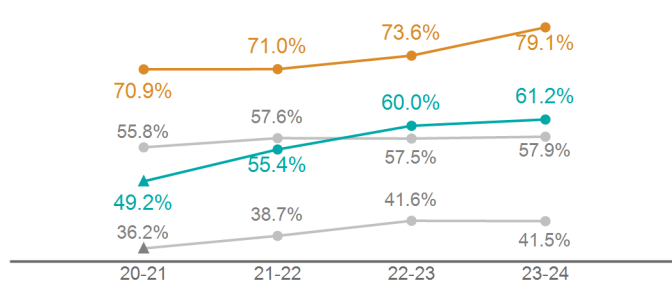
**Homeless**



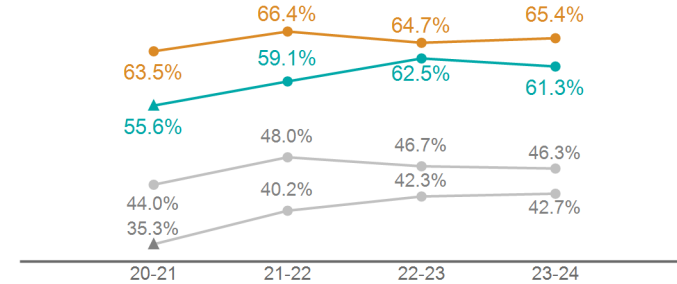
**Foster Youth**

Subgroup with fewer than 20 students.

**Female**



**Male**



N's are from the current year.  
Subgroups under 20 students are not included.

# SBAC ELA 2024-2025 :: School Comparison by Subgroup

2/19/26

## 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	11,695	50%	29	21	24	26	50%	↑2	↑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 2024-2025 :: School Comparison by Subgroup

2/19/26

## 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	11,758	55%	29	26	23	22	45%	↑1	↓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 Science 2024-2025 :: School Comparison by Subgroup

2/19/26

## 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	3,904	68%	17	52	20	12	32%	↑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 ELA 2024-2025 :: School Comparison by Subgroup

## 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	11,560	49%	26	23	32	19	51%	↑3	↓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 2024-2025 :: School Comparison by Subgroup

## 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	11,563	65%	40	25	17	18	35%	↑2	↑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.  
 Report Name:SBAC - Achievement\_Report\_by\_Subgroup - ARC Report #1097

# SBAC Science 2024-2025 :: School Comparison by Subgroup

2/19/26

## 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	3,859	72%	15	58	19	8	28%	↑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 ELA 2024-2025 :: School Comparison by Subgroup

2/19/26

## 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 K-8	3,576	44%	25	20	27	29	56%	↑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 Math 2024-2025 :: School Comparison by Subgroup

## 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 K-8	3,573	54%	31	23	20	25	46%	↑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.  
 Report Name:SBAC - Achievement\_Report\_by\_Subgroup - ARC Report #1097

# SBAC Science 2024-2025 :: School Comparison by Subgroup

2/19/26

## 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	1,218	65%	14	51	23	13	35%	↑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 ELA 2024-2025 :: School Comparison by Subgroup

2/19/26

## 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 High	4,565	46%	25	21	29	25	54%	↑2	↑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 2024-2025 :: School Comparison by Subgroup

2/19/26

## 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	4,556	73%	50	23	16	11	27%	↑3		↓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 2024-2025 :: School Comparison by Subgroup

2/19/26

## 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	4,336	76%	15	62	18	6	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.

# SBAC ELA 2024-2025 :: School Comparison by Subgroup

2/19/26

## 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	31,396	48%	27	22	28	24	52%	↑2		↑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 2024-2025 :: School Comparison by Subgroup

2/19/26

## 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			
District	31,450	62%	36	25	19	19	38%	↑2	↓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 2024-2025 :: School Comparison by Subgroup

2/19/26

## 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	13,317	72%	15	57	19	9	28%	↑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 ELA 2025

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	19.0%	-4.6%	16.7%	-1.0%	12.5%	-16.5%	36.0%	18.5%	Hispanic	16.0%	-4.2%
Bancroft	57.7%	4.6%	54.0%	6.9%	56.8%	1.6%	62.4%	5.3%	African American	38.5%	0.5%
Cubberley	70.5%	1.6%	68.7%	-3.0%	73.4%	6.2%	69.8%	9.9%	African American	26.5%	-16.7%
Franklin	34.5%	-0.5%	26.9%	0.0%	32.4%	-7.6%	43.6%	6.3%	African American	29.2%	-0.8%
Hamilton	39.2%	2.4%	37.6%	3.7%	40.0%	3.0%	39.9%	0.7%	African American	29.6%	-3.4%
Hoover	42.6%	-2.5%	42.9%	4.1%	41.4%	-9.5%	43.4%	-1.8%	African American	27.1%	-5.6%
Hughes	55.4%	5.5%	54.7%	6.0%	60.1%	10.8%	51.3%	-0.1%	African American	38.6%	1.2%
Jefferson	55.9%	5.1%	48.6%	7.4%	58.8%	6.0%	60.1%	1.9%	African American	45.7%	0.9%
Keller	68.8%	3.7%	67.0%	10.0%	71.2%	0.5%	68.6%	0.1%	Hispanic	65.5%	3.8%
Lindbergh	35.3%	0.8%	35.5%	0.3%	36.3%	-0.6%	33.9%	2.4%	African American	26.5%	1.5%
Lindsey	37.0%	2.0%	31.1%	-2.7%	41.8%	4.6%	38.2%	4.3%	African American	24.3%	3.9%
Marshall	61.7%	-0.5%	62.1%	4.2%	64.8%	1.9%	58.3%	-7.6%	African American	42.2%	-13.0%
Muir	46.6%	6.0%	48.6%	8.4%	49.1%	5.2%	53.2%	1.7%	African American	42.3%	5.8%
Nelson	36.1%	3.3%	33.9%	4.1%	39.8%	1.5%	34.4%	4.1%	African American	25.3%	8.9%
Newcomb	81.1%	1.9%	80.8%	-3.4%	83.7%	1.9%	80.6%	-0.9%	African American	71.9%	9.4%
Powell	36.9%	4.5%	40.7%	18.8%	33.3%	-2.2%	41.6%	15.5%	African American	28.2%	-0.9%
Robinson	32.8%	4.0%	35.8%	14.4%	44.0%	-5.5%	43.8%	15.2%	African American	28.7%	3.3%
Rogers	70.7%	5.4%	64.8%	4.4%	78.0%	12.1%	69.4%	0.2%	African American	58.1%	21.2%
Stanford	67.7%	-0.1%	60.6%	-3.9%	73.2%	0.1%	69.6%	3.9%	African American	49.6%	5.4%
Stephens	53.3%	-0.8%	46.5%	-2.8%	55.1%	-1.4%	58.6%	2.3%	African American	39.4%	-10.6%
Tincher	73.8%	1.5%	69.5%	-1.1%	73.9%	1.7%	64.4%	-3.4%	African American	53.8%	2.6%
Washington	32.5%	3.4%	27.9%	0.1%	33.2%	4.4%	36.1%	5.4%	African American	26.9%	6.0%

# SBAC ELA 2025

	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
169	17.4%	White	33	11.8%	-2.6%	0.0%	0.0%	3.6%	-2.9%	3.3%	-3.1%
91	47.6%	Filipino	36	49.5%	8.4%	24.1%	-6.6%	21.8%	-3.8%	22.0%	-1.1%
49	62.8%	Asian	28	55.3%	11.1%	38.9%	-13.1%	32.1%	-18.7%	24.0%	-7.4%
106	33.3%	Asian,Cambodian	56, 56	32.3%	-1.0%	20.6%	-10.7%	12.4%	2.7%	9.7%	2.5%
81	56.1%	Asian	21	33.6%	0.3%	20.5%	-5.0%	13.2%	0.7%	9.0%	0.8%
118	44.7%	Cambodian	39	42.0%	-1.2%	50.0%	8.6%	11.8%	-11.5%	12.9%	-3.8%
202	45.3%	White	93	45.5%	4.6%	46.6%	13.2%	13.5%	-4.3%	13.7%	-1.2%
151	30.3%	Asian	79	50.7%	3.8%	40.8%	5.2%	24.4%	4.2%	19.5%	3.6%
394	16.3%	White	55	62.2%	11.8%	66.7%	20.5%	7.7%	1.8%	13.3%	7.5%
83	17.0%	Cambodian	23	32.9%	-1.3%	9.3%	-19.3%	10.0%	2.5%	7.5%	1.1%
103	31.7%	Cambodian	25	36.2%	0.2%	24.2%	-8.1%	9.6%	0.8%	9.4%	1.2%
90	41.1%	Filipino	24	48.7%	2.1%	37.5%	-1.7%	22.2%	-8.0%	26.6%	3.1%
52	22.2%	Filipino	79	35.8%	1.2%	35.1%	-0.2%	4.3%	-0.4%	6.1%	3.1%
91	30.7%	Asian	150	30.8%	3.3%	23.1%	8.8%	17.9%	4.3%	11.3%	1.0%
32	24.6%	Asian	28	54.5%	-9.5%	80.0%	-10.9%	41.7%	8.9%	51.6%	18.8%
110	11.7%	Hispanic	331	31.7%	2.2%	24.4%	4.0%	6.3%	-4.4%	5.4%	-6.6%
80	4.4%	Hispanic	380	28.3%	2.2%	15.8%	-15.8%	10.5%	0.7%	11.3%	1.5%
43	23.1%	White	309	41.3%	0.6%	52.4%	19.0%	30.8%	-0.2%	27.6%	5.8%
119	30.5%	White	291	41.7%	-1.6%	36.8%	4.7%	33.9%	-3.2%	31.5%	2.4%
71	42.9%	Filipino	68	51.1%	-0.3%	44.7%	12.8%	12.5%	-0.6%	9.9%	0.3%
39	46.2%	Cambodian	24	60.5%	7.4%	50.0%	-8.3%	19.1%	-6.8%	26.4%	1.0%
93	6.0%	Hispanic	629	31.4%	1.7%	21.3%	3.8%	4.2%	-9.5%	8.1%	-2.5%

# SBAC ELA 2025

Gender Diff
6.9%
10.3%
10.4%
11.8%
12.9%
17.1%
10.6%
7.0%
16.3%
3.2%
10.2%
9.4%
6.3%
12.5%
8.2%
9.3%
7.6%
12.7%
15.1%
9.3%
6.1%
15.1%

# Tincher

## 2024-2025

### 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
2024-2025	YR	All	All	1	71	35
		Grade	Gr. 01		1	3
			Gr. 03		1	3
			Gr. 04		6	5
			Gr. 05		4	
			Gr. 06		17	6
			Gr. 07		14	2
			Gr. 08	1	15	13
			Gr. K		11	3
			Gr. TK		2	
			Ethnicity	African American	1	8
		Asian			2	1
		Hispanic			24	14
		Other			7	3
		Pacific Islander			2	
		White			28	10
		Gender	Female		9	8
			Male	1	62	27
		Fluency	EL + RFEP		4	1
			ELL		1	
			RFEP		3	1
		Foster	Foster		9	2
		GATE/Excel	GATE/Excel		14	3

# Tincher

## 2024-2025

### 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
2024-2025	YR	Homeless	Homeless		3	1
		LowSES	Low SES		30	14
		SPED	Special Ed.		18	9
		SPED-Speech/RSP	Spec Ed. Speech/RSP		13	6

# Tincher

## 2023-2024

### 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	
2023-2024	YR	All	All	1	45	17	
		Grade	Gr. 01				1
			Gr. 03		2		1
			Gr. 04		2		1
			Gr. 05		1		3
			Gr. 06		6		2
			Gr. 07	1	15		5
			Gr. 08		16		2
			Gr. K		2		2
			Gr. TK		1		
			Ethnicity	African American	1	10	
		Asian					1
		Hispanic			18		4
		Other			8		3
		White			9		3
		Gender	Female		13		4
			Male	1	32		12
			Nonbinary				1
		Fluency	EL + RFEP		8		
			ELL		2		
			RFEP		6		
		GATE/Excel	GATE/Excel		6		1
		Homeless	Homeless		2		

# Tincher

## 2023-2024

### 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
2023-2024	YR	LowSES	Low SES		 26	 11
		SPED	Special Ed.		 14	 7
		SPED-Speech/RSP	Spec Ed. Speech/RSP		 12	 4

# 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 of

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 of

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 of

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

## 24-25

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.

Category	subgroup	# Records	YR		
			Exclusionary	Other Action	
All Students	All	107	66	33	
	Grade	Gr. 01	4	25	75
		Gr. 03	4	25	75
		Gr. 04	11	55	45
		Gr. 05	4	100	
		Gr. 06	23	74	26
		Gr. 07	16	88	13
		Gr. 08	29	52	45
		Gr. K	14	79	21
		Gr. TK	2	100	
Ethnicity	African American	16	50	44	
	Asian	3	67	33	
	Hispanic	38	63	37	
	Other	10	70	30	
	Pacific Islander	2	100		
	White	38	74	26	
Gender	Female	17	53	47	
	Male	90	69	30	

# Tincher

## 24-25

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.

Category	subgroup	# Records	YR	
			Percent by Category	
Special Populations	EL + RFEP	5	80	20
	ELL	1	100	
	Foster	11	82	18
	GATE/Excel	17	82	18
	Homeless	4	75	25
	Low SES	44	68	32
	RFEP	4	75	25
	Spec Ed. Speech/RSP	19	68	32
	Special Ed.	27	67	33

# Tincher

## 24-25

### Students by Subgroup Categorized by 1 or more than 1 incident

		YR	
subgroup			
Category		# Students	Percent by Category
All Students	All	59	
Grade	Gr. 01	2	
	Gr. 03	2	
	Gr. 04	5	
	Gr. 05	2	
	Gr. 06	18	
	Gr. 07	12	
	Gr. 08	14	
	Gr. K	3	
	Gr. TK	1	
Ethnicity	African American	8	
	Asian	3	
	Hispanic	26	
	Other	7	
	Pacific Islander	1	
	White	14	
Gender	Female	12	
	Male	47	

# Tincher

## 24-25

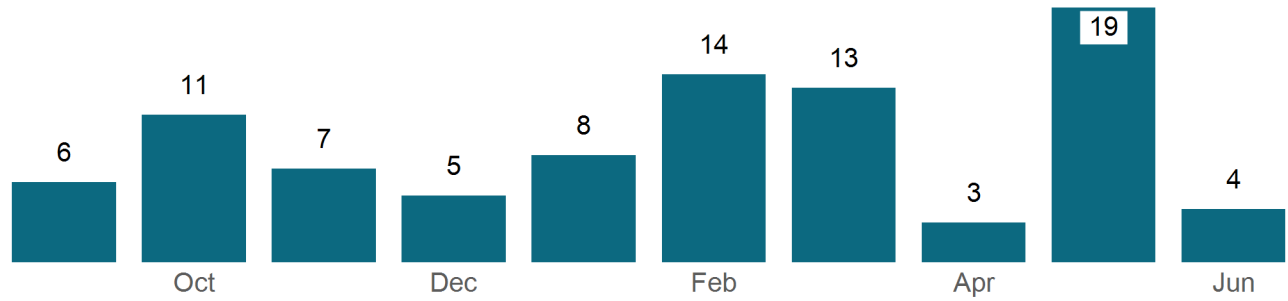
### Students by Subgroup Categorized by 1 or more than 1 incident

		YR	
subgroup			
Category		# Students	Percent by Category
Special Populations	EL + RFEP	4	25 75
	ELL	1	100
	Foster	2	100
	GATE/Excel	11	27 73
	Homeless	2	50 50
	Low SES	26	23 77
	RFEP	3	33 67
	Spec Ed. Speech/RSP	9	56 44
	Special Ed.	14	50 50

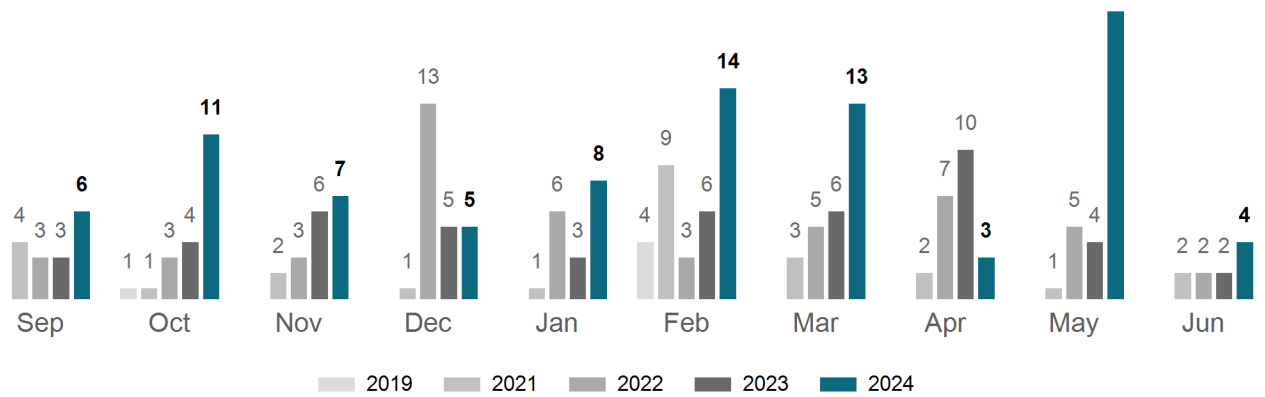
# Tincher

## 24-25

By Month for 24-25



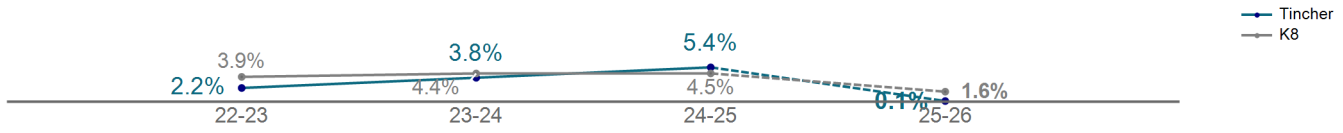
By Month- 5-year comparison



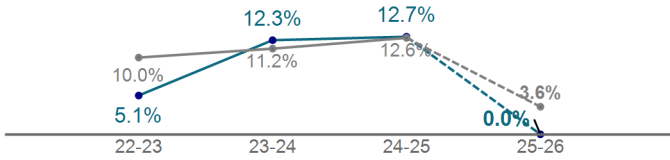
	19-20	21-22	22-23	23-24	24-25
Sep			4	3	3
Oct		1	1	3	4
Nov			2	3	6
Dec			1	13	5
Jan			1	6	3
Feb		4	9	3	6
Mar			3	5	6
Apr			2	7	10
May			1	5	4
Jun			2	2	2

# Suspension Rate

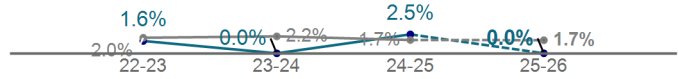
Tincher  
All Students  
N = 861



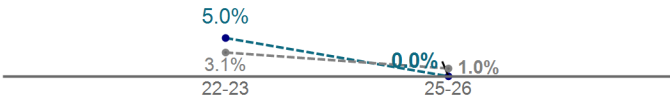
African American  
N = 58



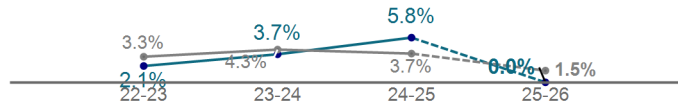
Asian  
N = 81



Filipino  
N = 20



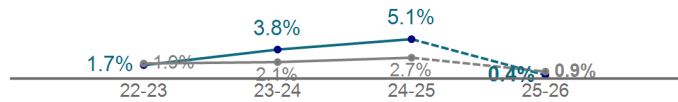
Hispanic  
N = 331



Pacific Islander

Subgroup with fewer than 20 students.

White  
N = 236



Native American

Subgroup with fewer than 20 students.

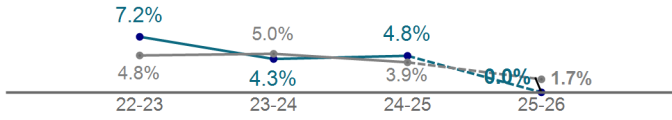
Other  
N = 125



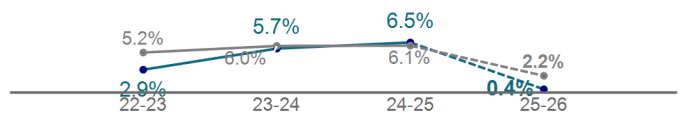
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.  
Only suspensions given by the selected school are counted in the displayed data.  
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Suspension Rate

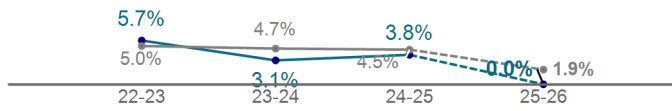
**EL + RFEP**  
N = 63



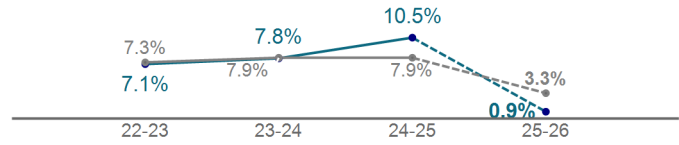
**Low SES**  
N = 251



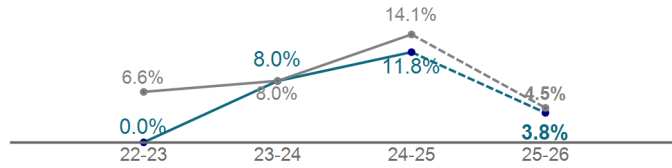
**English Learner**  
N = 28



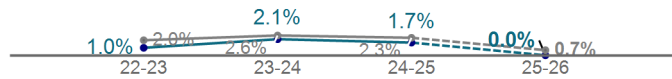
**Special Education**  
N = 116



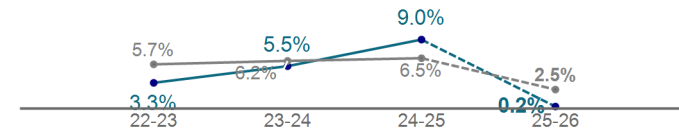
**Homeless or Foster Youth**  
N = 26



**Female**  
N = 421



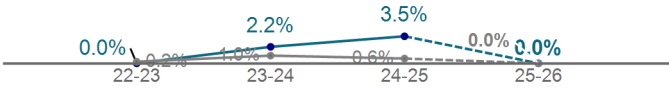
**Male**  
N = 439



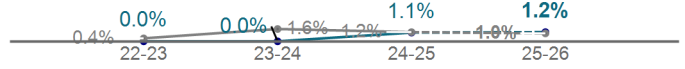
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Suspension Rate

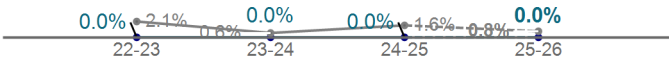
**Gr. K**  
N = 82



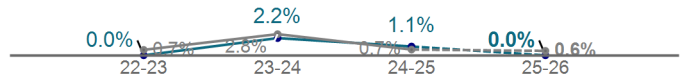
**Gr. 01**  
N = 83



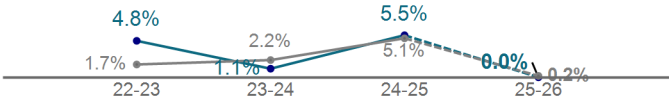
**Gr. 02**  
N = 88



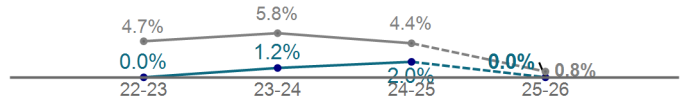
**Gr. 03**  
N = 90



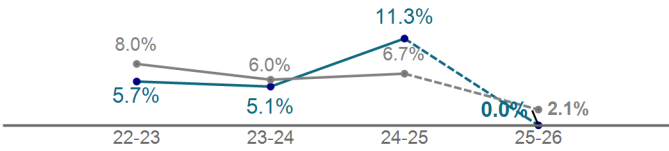
**Gr. 04**  
N = 84



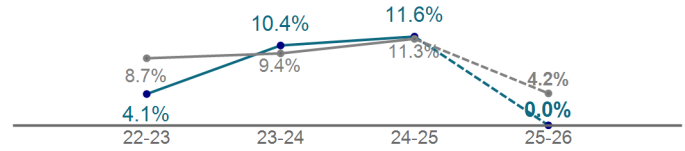
**Gr. 05**  
N = 87



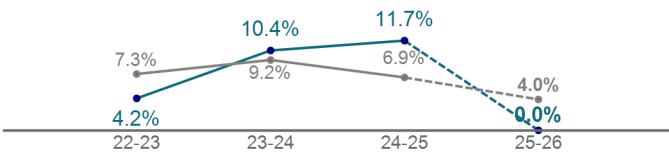
**Gr. 06**  
N = 102



**Gr. 07**  
N = 103



**Gr. 08**  
N = 89

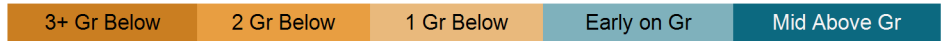


N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

**i-Ready Math Overall Relative Placement**  
**School Data by Subgroup**  
**Tincher 2024-2025 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	87	20	71	6	3	
			2	83	5	60	13	22	
			3	82	1	45	16	38	
	Teacher	DUFFY, K	1	3	67	33			
			2	2	50	50			
		Gutierrez, J	1	30	17	77	7		
			2	30		60	17	23	
			3	30		37	27	37	
		Myrick, E	1	28	25	61	4	11	
			2	28	7	68	7	18	
			3	28	4	54	7	36	
		Quan, B	1	23	9	83	9		
	2		23		52	22	26		
	3		23		43	13	43		

# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Tincher 2024-2025 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	Ethnicity	African American	1	5	20	80				
			2	4	50	50				
			3	3			33	33	33	
		Asian	1	11	27	64	9			
			2	11		64	9	27		
			3	11		55		45		
		Filipino	1	2	100					
			2	2		50		50		
			3	2				100		
		Hispanic	1	30	27	67	33			
			2	29	3	76	3	17		
			3	29		55	10	34		
		Pacific Islander	1	3	33	67				
			2	3	100					
			3	3		67		33		
		White	1	25	8	76	8	8		
			2	23		48	22	30		
			3	23		35	30	35		
		Other	1	11	18	73	9			
			2	11		9	36	36	18	
			3	11		9	36	9	45	
		Gender	Female	1	39	21	77	3		
				2	38	3	74	13	11	
				3	38		3	58	13	26
Male	1		48	19	67	8	6			
	2		45		7	49	13	31		
	3		44		34	18	48			
Special Populations	Low SES	1	38	24	74	3				
		2	37	5	76	8	11			
		3	35		60	6	34			
	ELL	1	5	60	40					
		2	5		80		20			
		3	5		80		20			

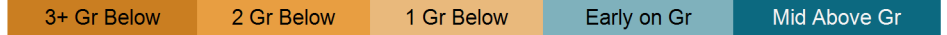


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Tincher 2024-2025 Grade 1

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Special Populations	EL + RFEP	1	5	60	40			
			2	5	80	20			
			3	5	80	20			
		Special Ed.	1	19	42	58			
			2	17	24	71	6		
			3	15	7	67	13	13	
		Spec Ed. Speech/RSP	1	5	40	60			
			2	5	20	80			
			3	5	20	40	20	20	
		Foster	1	2	50	50			
			2	2	100				
			3	2	100				
		Homeless	1	6	17	83			
			2	5	80	20			
			3	5	80	20			

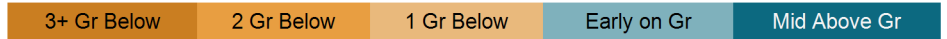
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Tincher 2024-2025 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	80	13	56	23	9	
			2	82	2	57	17	23	
			3	82		1	24	22	52
	Teacher	Stratford, A	1	22	27	50	18	5	
			2	22	5	55	18	23	
			3	22		5	23	23	50
		Van Dorp, A	1	30	3	53	33	10	
			2	30		63	17	20	
			3	30		27	17	57	
		Wahlen, W	1	30	13	63	13	10	
			2	30	3	53	17	27	
			3	30		23	27	50	
	Ethnicity	African American	1	4	75		25		
			2	5	80		20		
			3	5		20		80	
		Asian	1	10	40	50	10		
			2	10	80		10	10	
			3	10		50	30	20	
		Filipino	1	1	100				
			2	1	100				
			3	1				100	
		Hispanic	1	26	12	58	31		
			2	26	4	58	27	12	
			3	26		4	15	27	54
White		1	26	12	42	23	23		
		2	27	4	44	11	41		
		3	27		33	11	56		
Other	1	13	77		23				
	2	13		54	23	23			
	3	13			8	31	62		

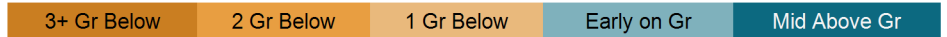
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Tincher 2024-2025 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	45	7	76	18		
			2	45	4	64	20	11	
			3	45		2	22	31	44
		Male	1	35		20	31	29	20
			2	37		49	14	38	
			3	37		27	11	62	
	Special Populations	Low SES	1	20	20	60	15	5	
			2	21	5	71	10	14	
			3	21		5	24	24	48
		ELL	1	3	67	33			
			2	3	100				
			3	3	67		33		
		RFEP	1	2	100				
			2	2	100				
			3	2			50	50	
		EL + RFEP	1	5	40	60			
			2	5	100				
			3	5		40	40	20	
		Special Ed.	1	6	50	33	17		
			2	7	29	57	14		
			3	7		14	29	43	14
Spec Ed. Speech/RSP	1	4	75	25					
	2	4	25	75					
	3	4		25	75				
GATE/Excel	1	21		29	48	24			
	2	21		14	29	57			
	3	21			10	90			

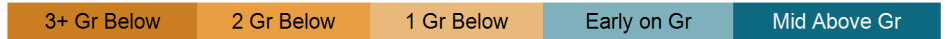
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Tincher 2024-2025 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	86	3	21	51	20	5
			2	86	7	44	35	14	
			3	86	1	28	21	50	
	Teacher	Arzaga, A	1	27	7	44	15	26	7
			2	27	15	52	22	11	
			3	27	4	48	15	33	
		Peverini, S	1	29	3	72	17	7	
			2	29	3	34	41	21	
			3	29	10	28	62		
		Seguine, P	1	30	3	17	63	17	
			2	30	3	47	40	10	
			3	30	27	20	53		
	Ethnicity	African American	1	2	100				
			2	2	50	50			
			3	2	50	50			
		Asian	1	10	60	20	20		
			2	10	10	40	50		
			3	10	100				
		Filipino	1	2	100				
			2	2	50	50			
			3	2	50	50			
		Hispanic	1	41	5	29	44	22	
			2	41	12	49	34	5	
			3	41	2	39	22	37	
		White	1	24	21	58	17	4	
			2	24	4	50	38	8	
			3	24	21	21	58		
Other	1	7	14	14	29	29	14		
	2	7	43	29	29				
	3	7	29	29	43				

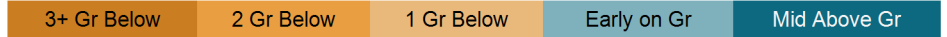
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Tincher 2024-2025 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	48	21	56	17	4	
			2	48	6	48	31	15	
			3	48		29	25	46	
		Male	1	38	5	21	45	24	5
			2	38		8	39	39	13
			3	38		3	26	16	55
	Special Populations	Low SES	1	25	12	36	28	20	4
			2	25	16	56	24	4	
			3	25		4	48	24	24
		ELL	1	1		100			
			2	1		100			
			3	1		100			
		RFEP	1	5		20	20	40	20
			2	5		60		40	
			3	5				40	60
		EL + RFEP	1	6		33	17	33	17
			2	6		67		33	
			3	6			17	33	50
		Special Ed.	1	11	18	64	9	9	
			2	11	27	55	9	9	
			3	11		82		18	
Spec Ed. Speech/RSP	1	8	25	75					
	2	8	38	63					
	3	8		100					
GATE/Excel	1	19		26	58	16			
	2	19		11	47	42			
	3	19			5	95			

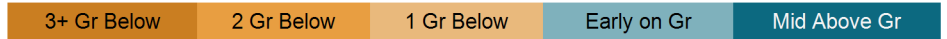
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Tincher 2024-2025 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	89	3	9	49	24	15
			2	91	2	34	29	35	
			3	91	18	27	55		
	Teacher	Anderson, K	1	31	6	58	16	19	
			2	31	3	29	23	45	
			3	31	13	35	52		
		Undlin, H	1	33	12	48	24	15	
			2	33	36	30	33		
			3	33	21	21	58		
		Vo, T	1	26	4	15	46	27	8
			2	26	4	38	35	23	
			3	26	19	27	54		
	Ethnicity	African American	1	4	25	25	25	25	
			2	6	17	33	17	33	
			3	6	33	17	50		
		American Indian	1	1	100				
			2	1			100		
			3	1			100		
		Asian	1	5	20	20	40	20	
			2	5	40	20	40		
			3	5	40		60		
		Filipino	1	2	50		50		
			2	2	50		50		
			3	2	50		50		
		Hispanic	1	37	3	14	59	19	5
			2	37	3	49	27	22	
			3	37	22	38	41		
White		1	23	61	26	13			
		2	23	26	35	39			
		3	23	9	35	57			
Other	1	17	12	29	29	29			
	2	17	12	29	59				
	3	17	6	12	82				

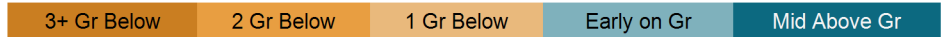
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Tincher 2024-2025 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	52	2	10	56	23	10
			2	54		35	33	31	
			3	54		11	31	57	
		Male	1	37	5	8	41	24	22
			2	37		5	32	22	41
			3	37		27	22	51	
	Special Populations	Low SES	1	24	8	13	42	17	21
			2	25		4	44	20	32
			3	25		28	20	52	
		ELL	1	2		50	50		
			2	2		50	50		
			3	2		50	50		
		RFEP	1	3		33	67		
			2	3		33	33	33	
			3	3			33	67	
		EL + RFEP	1	5		20	20	60	
			2	5		40	40	20	
			3	5		20	40	40	
		Special Ed.	1	5		20	80		
			2	5		80	20		
			3	5		20	60	20	
		Spec Ed. Speech/RSP	1	5		20	80		
			2	5		80	20		
			3	5		20	60	20	
		Homeless	1	2		50	50		
			2	2		50	50		
			3	2		100			
GATE/Excel	1	29			14	48	38		
	2	29				21	79		
	3	29				3	97		

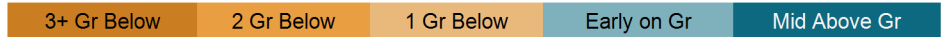
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Tincher 2024-2025 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	98	3	5	37	32	23	
			2	99	1	4	26	30	41	
			3	98	2	2	11	31	54	
	Teacher	Alfonso, T	All	1	29	10	7	34	17	31
				2	29	3	3	31	24	38
				3	29	7	3	14	24	52
		Sandoval, K	All	1	34	6		35	44	15
				2	35			29	37	34
				3	34	3	9		41	47
		Wilkerson, P	All	1	35	3		40	31	26
				2	35			20	29	51
				3	35			11	26	63
	Ethnicity	African American	All	1	10	10	20	60	10	
				2	10			60	30	10
				3	10	10	10	40	30	10
		Asian	All	1	8			38	38	25
				2	8			13	50	38
				3	8				38	63
		Filipino	All	1	3				67	33
				2	3					100
				3	3				33	67
		Hispanic	All	1	38	8		53	24	16
				2	38			37	34	29
				3	38			16	39	45
		Pacific Islander	All	1	1					100
				2	1					100
				3	1					100
	White	All	1	23		4	26	39	30	
			2	23		4	13	39	43	
			3	23			4	4	26	65
Other	All	1	15			7	7	40	47	
		2	16			6	13		81	
		3	15			7	7		87	

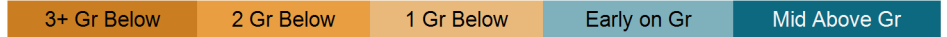
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Tincher 2024-2025 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	Gender	Female	1	51	2	2	41	35	20
			2	51		27	31	41	
			3	51	2	16	29	53	
		Male	1	47	4	9	32	28	28
			2	48	2	2	25	29	42
			3	47	2	4	6	32	55
	Special Populations	Low SES	1	37	3	11	46	22	19
			2	37	3	32	32	32	
			3	37	5	14	41	41	
		ELL	1	2	100				
			2	2		50	50		
			3	2		50	50		
		RFEP	1	10		40	50	10	
			2	10		10	50	40	
			3	10			50	50	
		EL + RFEP	1	12		50	42	8	
			2	12		17	50	33	
			3	12		8	42	50	
		Special Ed.	1	8		38	25	13	25
			2	8	13	13	50	13	13
			3	8		25	13	25	25
		Spec Ed. Speech/RSP	1	7		43	29	14	14
			2	7	14	14	57	14	
			3	7		29	14	29	29
	Foster	1	1					100	
		2	1					100	
		3	1					100	
	Homeless	1	1	100					
		2	1					100	
		3	1					100	
GATE/Excel	1	47			11	43	47		
	2	47			4	23	72		
	3	47			2	15	83		

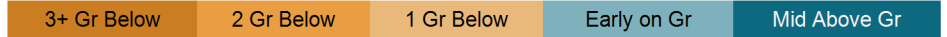
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Tincher 2024-2025 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	102	12	11	35	28	14
			2	101	12	9	28	27	25
			3	97	5	7	26	32	30
	Teacher	Ostgaard, K	1	50	4	12	30	40	14
			2	50	8	4	26	30	32
			3	50	2	10	28	26	34
		Porter, M	1	51	20	10	41	16	14
			2	51	16	14	29	24	18
			3	52	10	6	25	35	25
	Ethnicity	African American	1	9	44	33	22		
			2	10	50	20	10	20	
			3	9	22	22	33	22	
		Asian	1	10			20	30	50
			2	9		33		22	44
			3	10		10	10	20	60
		Filipino	1	2				50	50
			2	2					100
			3	2					100
		Hispanic	1	38	18	11	42	29	
			2	37	16	8	46	27	3
			3	36	3	11	39	36	11
		Pacific Islander	1	1	100				
			2	1					100
			3	1					100
		White	1	29	3	7	38	34	17
			2	29	3	7	17	24	48
			3	28	4	4	18	36	39
	Other	1	13	15		31	31	23	
		2	13	15	15		38	31	
		3	11		18		27	55	

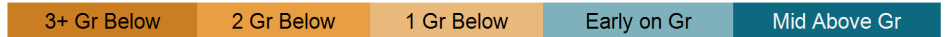
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Tincher 2024-2025 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	Gender	Female	1	48	13	8	40	29	10
			2	47	15	6	19	36	23
			3	45	7	7	20	38	29
		Male	1	54	11	13	31	28	17
			2	54	9	11	35	19	26
			3	52	4	8	31	27	31
	Special Populations	Low SES	1	36	17	14	39	22	8
			2	36	19	6	31	31	14
			3	34	3	15	32	26	24
		ELL	1	3	67	33			
			2	2	100				
			3	3	67	33			
		RFEP	1	3	33	67			
			2	3		67	33		
			3	3		67	33		
		EL + RFEP	1	6	33	33	33		
			2	5	40	40	20		
			3	6	33	17	33	17	
		Special Ed.	1	13	38	23	15	15	8
			2	14	36	29	21	7	7
			3	13	23	15	46	8	8
		Spec Ed. Speech/RSP	1	11	45	27	18	9	
			2	12	42	33	17	8	
			3	11	27	18	45	9	
		Foster	1	1	100				
			2	1				100	
			3	1				100	
Homeless	1	2	50	50					
	2	2	50	50					
	3	3	33	33	33				
GATE/Excel	1	29			10	48	41		
	2	28			7	11	82		
	3	27			7	11	81		

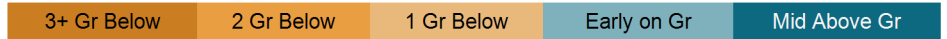
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Tincher 2024-2025 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	93	8	18	34	31	9
			2	91	11	12	38	20	19
			3	90	10	8	32	30	20
	Teacher	Ostgaard, K	1	50	12	20	28	30	10
			2	49	18	12	37	18	14
			3	50	20	10	32	26	12
		Provost, K	1	43	2	16	42	33	7
			2	43	2	12	42	21	23
			3	43	5	35	33	28	
	Ethnicity	African American	1	4	25	25	50		
			2	4	25	25	50		
			3	3	33	33	33		
		Asian	1	9	11	22	56	11	
			2	9	11	22	33	33	
			3	9	22	33	44		
		Filipino	1	2			50	50	
			2	2			100		
			3	2			50	50	
		Hispanic	1	40	10	28	38	23	3
			2	39	15	13	44	21	8
			3	39	15	15	33	26	10
		White	1	23	4	17	39	35	4
			2	22	14	5	50	23	9
			3	22	9	45	32	14	
		Other	1	15	7	27	40	27	
			2	15	20	20	13	47	
			3	15	7	20	33	40	

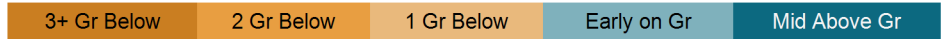
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Tincher 2024-2025 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	Gender	Female	1	45	11	18	31	29	11	
			2	44	14	11	36	20	18	
			3	43	14	7	23	35	21	
		Male	1	47	4	19	36	34	6	
			2	46	9	11	41	20	20	
			3	46	7	9	39	26	20	
		Nonbinary	1	1	100					
			2	1	100					
			3	1	100					
	Special Populations	Low SES	1	32	16	25	25	31	3	
			2	31	16	26	32	19	6	
			3	29	14	7	38	31	10	
		ELL	1	2	50		50			
			2	2	50		50			
			3	2	50		50			
		RFEP	1	9	11	11	44	22	11	
			2	9	11	11	33	33	11	
			3	9	11	22	44	22		
		EL + RFEP	1	11	18	18	36	18	9	
			2	11	18	9	36	27	9	
			3	11	18	9	18	36	18	
		Special Ed.	1	11	36	18	36	9		
			2	11	36	18	45			
			3	11	36	18	36	9		
		Spec Ed. Speech/RSP	1	11	36	18	36	9		
			2	11	36	18	45			
			3	11	36	18	36	9		
	Homeless	1	2	50		50				
		2	2	50		50				
		3	2	50		50				
GATE/Excel	1	17			12	6	41	41		
	2	17			12	6	29	53		
	3	16			6	13	25	56		

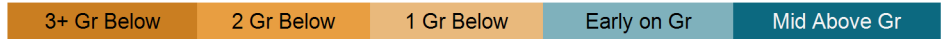
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Tincher 2024-2025 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	18	9	40	18	15
			2	92	17	5	32	25	21
			3	89	13	7	24	27	29
	Teacher	Porter, M	1	50	24	8	38	18	12
			2	49	20	4	31	24	20
			3	50	16	12	22	26	24
		Provost, K	1	42	10	10	43	19	19
			2	42	14	5	33	26	21
			3	42	12	2	26	26	33
	Ethnicity	African American	1	8	25	13	63		
			2	8	38	13	38	13	
			3	6	17	33	50		
		Asian	1	8			38	50	13
			2	8			13	50	38
			3	8			25	25	50
		Filipino	1	1					100
			2	1					100
			3	1					100
		Hispanic	1	37	30	14	38	5	14
			2	36	22	6	50	8	14
			3	35	26	6	23	26	20
		White	1	24	13	8	38	33	8
			2	24	17	4	21	42	17
			3	24	4	8	17	42	29
		Other	1	15	7		40	13	40
			2	15	7	7	13	27	47
			3	15	7		27	20	47
Gender	Female	1	37	22	3	46	14	16	
		2	37	32	3	19	19	27	
		3	36	14	8	19	28	31	
	Male	1	56	16	13	36	21	14	
		2	55	7	7	40	29	16	
		3	53	13	6	26	26	28	

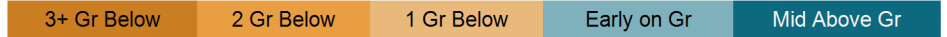
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Tincher 2024-2025 Grade 8



**Legend**

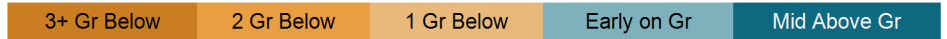


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
8	Special Populations	Low SES	1	34	29	6	50	6	9	
			2	34		35	6	21	26	12
			3	32		19	13	28	22	19
		ELL	1	1		100				
			2	1		100				
			3	1		100				
		RFEP	1	5		40	20	40		
			2	5		40		60		
			3	5			60	20	20	
		EL + RFEP	1	6		50	17	33		
			2	6		50		50		
			3	6			67	17	17	
		Special Ed.	1	9			67	11	11	11
			2	8		50		50		
			3	9		56	22	22		
		Spec Ed. Speech/RSP	1	9			67	11	11	11
			2	8		50		50		
			3	9		56	22	22		
		Foster	1	1						100
			2	1						100
			3	1						100
		Homeless	1	6		50		50		
			2	6			50	17	33	
			3	6		17	17	50		17
GATE/Excel	1	28				44	11	43	39	
	2	28				4	7	36	54	
	3	28				44	25		68	

**i-Ready Reading Overall Relative Placement  
School Data by Subgroup  
Tincher 2024-2025 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	87	16	59	15	10	
			2	82	7	45	15	33	
			3	81	1	32	15	52	
	Teacher	DUFFY, K	1	3	33	67			
			2	2	50	50			
		Gutierrez, J	1	30	17	43	27	13	
			2	30		43	7	50	
			3	30		23	13	63	
		Myrick, E	1	28	21	54	11	14	
			2	28	14	50	14	21	
			3	28		4	36	18	43
		Quan, B	1	23	4	83	9	4	
			2	23		35	26	39	
			3	23		35	13	52	

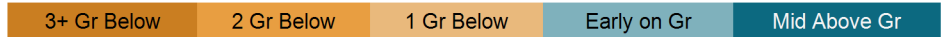
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Tincher 2024-2025 Grade 1



**Legend**

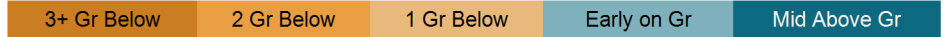


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Ethnicity	African American	1	5	80			20	
			2	5	40	40		20	
			3	3		67		33	
		Asian	1	11	9	64	18	9	
			2	11		27	18	55	
			3	11		18	18	64	
		Filipino	1	2		50		50	
			2	1				100	
			3	2				100	
		Hispanic	1	30	23	57	13	7	
			2	27	11	56	22	11	
			3	29		45	17	38	
		Pacific Islander	1	3	33	33	33		
			2	3		67		33	
			3	3		33		67	
		White	1	25	8	64	16	12	
			2	24		46	8	46	
			3	22		18	18	64	
		Other	1	11	27	45	9	18	
			2	11	9	36	18	36	
			3	11	9	36	9	45	
Gender	Female	1	39	21	67	10	3		
		2	38	5	58	16	21		
		3	38		3	42	16	39	
	Male	1	48	13	52	19	17		
		2	44		9	34	14	43	
		3	43		23	14	63		
Special Populations	Low SES	1	38	16	63	18	3		
		2	37	5	57	22	16		
		3	35		43	17	40		
	ELL	1	5	80		20			
		2	5	80		20			
		3	5		60	20	20		

**i-Ready Reading Overall Relative Placement  
School Data by Subgroup  
Tincher 2024-2025 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	Special Populations	EL + RFEP	1	5	80	20			
			2	5	80	20			
			3	5	60	20	20		
		Special Ed.	1	19	37	63			
			2	18	28	56	6	11	
			3	15	7	53	20	20	
		Spec Ed. Speech/RSP	1	5	20	80			
			2	5	20	40	20	20	
			3	5	20	60	20		
		Foster	1	2	50	50			
			2	2	100				
			3	2	50		50		
		Homeless	1	6	83	17			
			2	5	60	20	20		
			3	5	20	40	40		

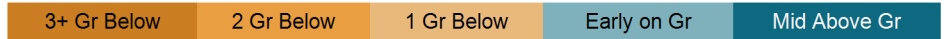
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Tincher 2024-2025 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	9	34	23	34		
			2	81	5	20	19	57		
			3	82	1	16	15	68		
	Teacher	Stratford, A	A	1	22	14	32	14	41	
				2	22	9	23	18	50	
				3	23	4	26	13	57	
		Van Dorp, A	A	1	30	37		37	27	
				2	30	17	17		67	
				3	30	7	13		80	
		Wahlen, W	W	1	30	13	33	17	37	
				2	29	7	21	21	52	
				3	30	17	20		63	
	Ethnicity	African American	African American	1	5	40			60	
				2	5	20	20		60	
				3	5	20			80	
		Asian	Asian	1	10	20	50	20	10	
				2	10	10	40	30	20	
				3	11	9	45	9	36	
		Filipino	Filipino	1	1	100				
				2	1				100	
		Hispanic	Hispanic	1	26	12	23	35	31	
				2	26	12	12	15	62	
				3	26	12	15		73	
		White	White	1	27	7	30	22	41	
2				26	23	15		62		
3				27	11	19		70		
Other		Other	1	13	46	15		38		
	2		13	15	15		69			
	3		13	8	15		77			

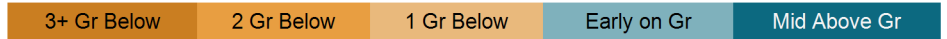
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Tincher 2024-2025 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	45	7	29	22	42	
			2	44	5	16	16	64	
			3	44	9	16	75		
		Male	1	37	11	41	24	24	
			2	37	5	24	22	49	
			3	38	3	24	13	61	
	Special Populations	Low SES	1	21	14	38	14	33	
			2	21	10	29	10	52	
			3	21	19	19	62		
		ELL	1	3	67	33			
			2	3	33	67			
			3	4	25	50	25		
		RFEP	1	2	50	50			
			2	2				100	
			3	2				100	
		EL + RFEP	1	5	40	40	20		
			2	5	20	40	40		
			3	6	17	33	17	33	
		Special Ed.	1	7	43	43	14		
			2	7	29	57	14		
			3	7	71	14	14		
Spec Ed. Speech/RSP	1	4	75	25					
	2	4	50	50					
	3	4	100						
GATE/Excel	1	21	10	24	67				
	2	21		10	90				
	3	21			100				
Homeless	3	1	100						

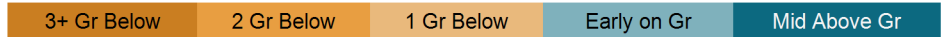
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Tincher 2024-2025 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	86	5	8	23	38	26	
			2	86	2	2	12	43	41	
			3	86	5	8	20	67		
	Teacher	Arzaga, A	All	1	27	11	11	19	37	22
				2	27	4	7	26	33	30
				3	27	11	22	22	44	
		Peverini, S	All	1	29	7	34	38	21	
				2	29			3	52	45
				3	29			21	79	
		Seguine, P	All	1	30	3	7	17	40	33
				2	30	3	7	43	47	
				3	30	33	17	77		
	Ethnicity	African American	All	1	2	50	50			
				2	2		100			
				3	2		50	50		
		Asian	All	1	10		50	50		
				2	10		30	70		
				3	10		10	90		
		Filipino	All	1	2		50	50		
				2	2		50	50		
				3	2		100			
		Hispanic	All	1	41	10	7	22	39	22
				2	41	5	5	17	32	41
				3	41	10	10	22	59	
		White	All	1	24	4	33	38	25	
				2	24			4	63	33
				3	24			4	21	75
Other	All	1	7	43	29	14	14			
		2	7		29	43	29			
		3	7		29	14	57			

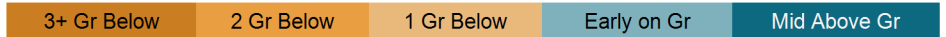
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Tincher 2024-2025 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	48	4	13	19	35	29
			2	48	2	2	15	35	46
			3	48	6	8	21	65	
		Male	1	38	5	3	29	42	21
			2	38	3	3	8	53	34
			3	38	3	8	18	71	
	Special Populations	Low SES	1	25	16	12	28	28	16
			2	25	8	8	24	28	32
			3	25	12	24	32	32	
		ELL	1	1					100
			2	1					100
			3	1					100
		RFEP	1	5	40			60	
			2	5				40	60
			3	5				40	60
		EL + RFEP	1	6	33			67	
			2	6				50	50
			3	6				50	50
		Special Ed.	1	11	18	18	27	18	18
			2	11	9	9	18	55	9
			3	11	9	36	27	27	
Spec Ed. Speech/RSP	1	8	25	25	25	25			
	2	8	13	13	25	50			
	3	8	13	50	25	13			
GATE/Excel	1	19				42	58		
	2	19				11	89		
	3	19				5	95		

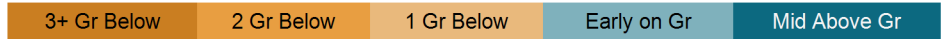
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Tincher 2024-2025 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	89	4	8	40	24	24
			2	90	4	31	29	36	
			3	90	2	22	26	50	
	Teacher	Anderson, K	1	31	3	29	35	32	
			2	31	3	23	29	45	
			3	31	3	16	19	61	
		Undlin, H	1	33	9	6	45	24	15
			2	33	3	27	36	33	
			3	33	6	24	24	45	
		Vo, T	1	26	4	15	54	4	23
			2	26	8	46	19	27	
			3	26	23	35	42		
	Ethnicity	African American	1	6	17	17	50	17	
			2	6	50	50			
			3	6	17	33	50		
		American Indian	1	1	100				
			2	1	100				
			3	1	100				
		Asian	1	5	20	40	20	20	
			2	4	25	50	25		
			3	4	25	50	25		
		Filipino	1	2	50	50			
			2	2	50	50			
			3	2	50	50			
		Hispanic	1	36	6	8	39	19	28
			2	37	8	35	22	35	
			3	37	3	30	27	41	
White	1	22	5	45	36	14			
	2	23	22	43	35				
	3	23	13	26	61				
Other	1	17	6	6	47	6	35		
	2	17	6	29	29	35			
	3	17	24	18	59				

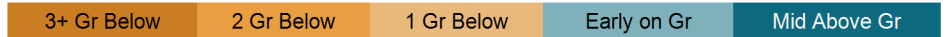
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Tincher 2024-2025 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	53	4	6	38	25	28
			2	53	2	28	28	42	
			3	53	2	17	25	57	
		Male	1	36	6	11	44	22	17
			2	37	8	35	30	27	
			3	37	3	30	27	41	
	Special Populations	Low SES	1	25	8	12	36	12	32
			2	24	13	29	21	38	
			3	24	4	33	13	50	
		ELL	1	2	50	50			
			2	1	100				
			3	1			100		
		RFEP	1	3	67	33			
			2	3	67	33			
			3	3	33	67			
		EL + RFEP	1	5	20	60	20		
			2	4	75	25			
			3	4	25	75			
		Special Ed.	1	4	25	75			
			2	5	20	80			
			3	5	20	60	20		
		Spec Ed. Speech/RSP	1	4	25	75			
			2	5	20	80			
			3	5	20	60	20		
		Homeless	1	2	50	50			
			2	2	100				
			3	2	50	50			
GATE/Excel	1	29	17	31	52				
	2	29	28	72					
	3	29	10	90					

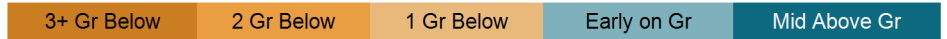
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Tincher 2024-2025 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	98	3	12	32	21	32
			2	99	1	8	20	32	38
			3	99	1	7	15	29	47
	Teacher	Alfonso, T	1	29	3	14	38	10	34
			2	29	3	10	14	31	41
			3	29	14	10	24	52	
		Sandoval, K	1	34	3	12	41	21	24
			2	35	9	31	31	29	
			3	35	3	6	17	37	37
		Wilkerson, P	1	35	3	11	17	31	37
			2	35	6	14	34	46	
			3	35	3	17	26	54	
	Ethnicity	African American	1	10	30	60	10		
			2	10	30	30	30	10	
			3	10	20	30	40	10	
		Asian	1	8	13	13	25	13	38
			2	8	13	13	50	38	
			3	8	13	13	50	25	
		Filipino	1	3			33	67	
			2	3			67	33	
			3	3	33		67		
		Hispanic	1	38	3	16	45	18	18
			2	38	8	34	26	32	
			3	38	8	24	29	39	
Pacific Islander		1	1				100		
		2	1				100		
		3	1				100		
White	1	23	9	22	26	43			
	2	23	4	9	26	61			
	3	23	4	4	22	70			
Other	1	15	7	7	33	53			
	2	16	6	13	38	44			
	3	16	6		31	63			

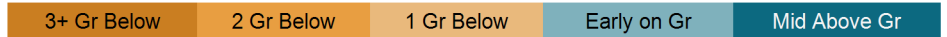
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Tincher 2024-2025 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	Gender	Female	1	51	10	33	22	35	
			2	51	4	18	31	47	
			3	51	2	14	31	53	
		Male	1	47	6	15	30	21	28
			2	48	2	13	23	33	29
			3	48	2	13	17	27	42
	Special Populations	Low SES	1	37	5	16	32	24	22
			2	37	3	11	16	38	32
			3	37	3	8	16	30	43
		ELL	1	2	50	50			
			2	2	50	50			
			3	2	50	50	50		
		RFEP	1	10	50	40	10		
			2	10	10	60	30		
			3	10		70	30		
		EL + RFEP	1	12	8	8	42	33	8
			2	12	8	17	50	25	
			3	12	8		67	25	
		Special Ed.	1	8	13	38	38	13	
			2	8	13	38	25	13	13
			3	8	50	25	25		
		Spec Ed. Speech/RSP	1	7	14	43	43		
			2	7	14	43	29	14	
			3	7	57	29	14		
		Foster	1	1				100	
			2	1				100	
			3	1				100	
Homeless	1	1	100						
	2	1	100						
	3	1	100						
GATE/Excel	1	47		11	28	62			
	2	47		4	28	68			
	3	47			19	81			

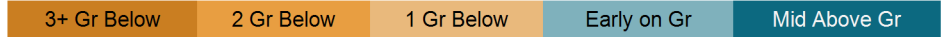
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Tincher 2024-2025 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	95	19	8	21	16	36
			2	100	10	10	15	16	49
			3	97	13	13	12	12	48
	Teacher	Gaumer, N	1	8	75	13	13		
			2	8	25	50	25		
			3	8	38	50	13		
		Kano, J	1	101	21	10	21	15	34
			2	101	10	10	15	16	50
			3	102	15	15	12	12	47
	Ethnicity	African American	1	9	44	11	22		22
			2	8	50	13	13	25	
			3	9	44	11	11	11	22
		Asian	1	10	10	30		20	40
			2	9			11	44	44
			3	10	10	30		10	50
		Filipino	1	2					100
			2	2					100
			3	2					100
		Hispanic	1	34	32	6	26	18	18
			2	38	16	16	21	16	32
			3	35	20	23	11	9	37
		Pacific Islander	1	1	100				
			2	1					100
			3	1					100
		White	1	26	8	8	12	23	50
			2	29	3	17	3		76
			3	28	44	11		21	61
Other	1	13	8	15	15	8	54		
	2	13	15	8		23	54		
	3	12	25	8			67		

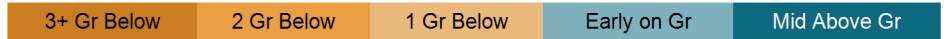
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Tincher 2024-2025 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	Gender	Female	1	47	19	4	23	13	40
			2	46	9	9	15	17	50
			3	46	11	11	15	13	50
		Male	1	48	19	13	19	19	31
			2	54	11	11	15	15	48
			3	51	16	16	10	12	47
	Special Populations	Low SES	1	34	29	9	26	15	21
			2	35	14	14	11	26	34
			3	34	18	18	21	12	32
		ELL	1	3	67	33			
			2	2	50	50			
			3	3	67	33			
		RFEP	1	2	50	50			
			2	3	33	33	33		
			3	2	50	50			
		EL + RFEP	1	5	60	20	20		
			2	5	20	40	20	20	
			3	5	40	40	20		
		Special Ed.	1	12	67	8	8	17	
			2	14	43	21	21	14	
			3	14	57	14	7	7	14
	Spec Ed. Speech/RSP	1	10	80	10	10			
		2	12	50	25	17	8		
		3	12	67	17	8	8		
	Foster	1	1	100					
		2	1				100		
		3	1				100		
Homeless	1	2				100			
	2	3		33	33	33			
	3	3	33	33	33				
GATE/Excel	1	28			11	14	75		
	2	28			11	7	82		
	3	28				4	96		

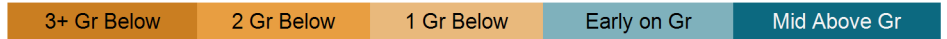
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Tincher 2024-2025 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	90	20	17	16	16	32
			2	89	18	6	17	28	31
			3	89	19	6	13	26	36
	Teacher	Allen, K	1	51	27	14	16	18	25
			2	51	27	6	18	24	25
			3	51	22	8	14	31	25
		Gaumer, N	1	2	50	50			
			2	2	100				
			3	2	100				
		Kano, J	1	42	12	21	14	14	38
			2	42	12	7	14	31	36
			3	42	17	5	14	19	45
	Ethnicity	African American	1	3	33	33		33	
			2	4	25	25	25	25	
			3	4	50		25	25	
		Asian	1	9	11	11	11	67	
			2	9	11	11	22	56	
			3	9	11		44	44	
		Filipino	1	2				100	
			2	2				100	
			3	2				100	
		Hispanic	1	39	28	23	15	18	15
			2	38	29	5	21	24	21
			3	38	29	3	24	21	24
		White	1	22	14	14	23	27	23
			2	21	5	10	29	33	24
			3	21	10	14	10	38	29
	Other	1	15	13	20	7	60		
		2	15	13	7	13	40	47	
		3	15	13	7	13	67		
Gender	Female	1	42	19	19	14	14	33	
		2	43	14	7	16	35	28	
		3	43	16	9	16	21	37	

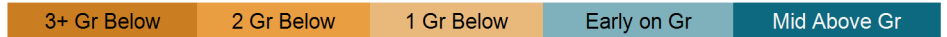
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Tincher 2024-2025 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	Gender	Male	1	47	21	15	17	17	30	
			2	45	22	4	18	22	33	
			3	45	22	2	11	31	33	
		Nonbinary	1	1					100	
			2	1					100	
			3	1					100	
		Special Populations	Low SES	1	29	31	17	14	21	17
				2	28	25	4	14	39	18
				3	29	24	7	14	38	17
	ELL		1	2	100					
			2	2	100					
			3	2	100					
	RFEP		1	9	22	22	11	22	22	
			2	9	11	11		78		
			3	9	11	11	22	33	22	
	EL + RFEP		1	11	36	18	9	18	18	
			2	11	27	9		64		
			3	11	27	9	18	27	18	
	Special Ed.		1	11	64	27	9			
			2	11	64	9	18	9		
			3	11	64	9	18	9		
	Spec Ed. Speech/RSP		1	11	64	27	9			
			2	11	64	9	18	9		
			3	11	64	9	18	9		
	Homeless		1	1	100					
			2	1				100		
			3	1				100		
	GATE/Excel		1	17	6	6	6	12	71	
			2	15				27	73	
			3	16	19				81	

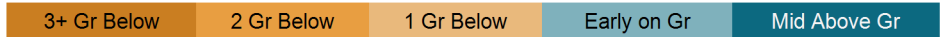
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Tincher 2024-2025 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	86	21	8	20	17	34
			2	90	19	3	23	19	36
			3	88	18	3	17	20	41
	Teacher	Allen, K	1	91	24	7	21	16	32
			2	90	18	3	24	19	36
			3	92	20	4	17	20	39
		Gaumer, N	1	1	100				
			2	1	100				
			3	1	100				
	Ethnicity	African American	1	8	38	13	38	13	
			2	7	14	14	43	14	14
			3	7	43	14	29	14	
		Asian	1	8		25	13	25	38
			2	8			13	50	38
			3	8			13	25	63
		Filipino	1	1					100
			2	1					100
			3	1					100
		Hispanic	1	34	38	9	21	6	26
			2	36	36	3	25	8	28
			3	35	29	6	20	17	29
		White	1	21	5	5	29	29	33
			2	23	4	4	26	22	43
			3	22		9	14	27	50
		Other	1	14			7	29	64
			2	15		13	13	27	47
			3	15		7	13	20	60
	Gender	Female	1	35	17	6	23	17	37
			2	36	17		31	19	33
			3	37	16	3	19	14	49
Male		1	51	24	10	18	18	31	
		2	54	20	6	19	19	37	
		3	51	20	4	16	25	35	

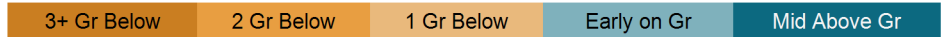
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Tincher 2024-2025 Grade 8



**Legend**

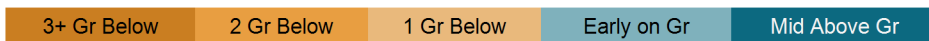


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
8	Special Populations	Low SES	1	30	30	10	23	13	23	
			2	33	24	6	27	15	27	
			3	31	29	3	26	10	32	
		ELL	1	1	100					
			2	1	100					
			3	1	100					
		RFEP	1	4	75				25	
			2	5	80			20		
			3	4	25	25			50	
		EL + RFEP	1	5	80				20	
			2	6	83			17		
			3	5	40		20		40	
		Special Ed.	1	9	78		11	11		
			2	8	88			13		
			3	9	78		11	11		
		Spec Ed. Speech/RSP	1	9	78		11	11		
			2	8	88			13		
			3	9	78		11	11		
		Foster	1	1					100	
			2	1					100	
			3	1					100	
Homeless	1	4	25		50		25			
	2	6	33	17	17		17	17		
	3	6	33		33		17	17		
GATE/Excel	1	27			4	11	15	70		
	2	28				4	21	71		
	3	27				4	11	85		

# i-Ready Math Overall Relative Placement School Data by Subgroup Tincher 2024-2025



### Legend



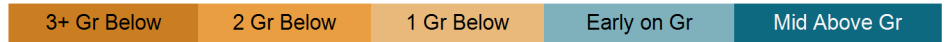
Category	Diagnostic Window	# Students	Percent by Category					
			3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
All Students	3	439	1	25	24	50		
	3	287	10	8	28	29	26	
Grade	Gr. 01	3	82	1	45	16	38	
	Gr. 02	3	82	1	24	22	52	
	Gr. 03	3	86	1	28	21	50	
	Gr. 04	3	91		18	27	55	
	Gr. 05	3	98	2	2	11	31	54
	Gr. 06	3	102	6	8	26	30	29
	Gr. 07	3	93	11	8	33	29	19
	Gr. 08	3	92	14	8	24	26	28
Ethnicity	African American	3	26	4	4	35	23	35
		3	22	27	18	41	14	
	Asian	3	44		30	14	57	
		3	27		4	19	26	52
	Hispanic	3	171		1	29	28	42
		3	113	14	12	32	28	13
	White	3	120		21	24	54	
		3	76	7	4	25	36	29
Other	3	63		3	13	16	68	
	3	43		2	2	26	26	44
Gender	Female	3	236		25	27	47	
		3	129	12	7	22	33	26
	Male	3	203		1	24	20	54
		3	157	8	8	32	25	26

The percentages may not equal 100% due to rounding.

# i-Ready Math Overall Relative Placement School Data by Subgroup Tincher 2024-2025



**Legend**



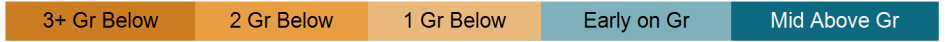
Category		Diagnostic Window	# Students	Percent by Category					
Special Populations	Low SES	3	143	3	35	23	39		
		3	101	13	11	35	25	17	
	RFEP	3	20			45	55		
	EL + RFEP	3	33		27	33	39		
		3	23		35	9	22	26	9
	Special Ed.	3	46	4	7	52	22	15	
		3	34		35	21	35	6	3
	Spec Ed. Speech/RSP	3	29		7	10	45	31	7
		3	32		38	22	34	3	3
	GATE/Excel	3	116				9	90	
3		73			1	18	19	70	

The percentages may not equal 100% due to rounding.

# i-Ready Reading Overall Relative Placement School Data by Subgroup Tincher 2024-2025



**Legend**



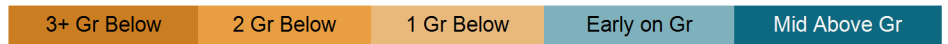
Category		Diagnostic Window	# Students	Percent by Category					
All Students	441	3	441	4	18	21	56		
		3	287	18	9	14	19	40	
Grade	Gr. 01	3	82	1	32	15	52		
	Gr. 02	3	83	1	16	16	67		
	Gr. 03	3	86	5	8	20	67		
	Gr. 04	3	91	3	22	25	49		
	Gr. 05	3	99	1	7	15	29	47	
	Gr. 06	3	102	15	15	12	12	47	
	Gr. 07	3	93	19	6	14	26	34	
	Gr. 08	3	92	20	4	17	20	39	
Ethnicity	African American	3	26	8	27	27	38		
		3	22	50	9	14	9	18	
	Asian	3	45	2	4	20	22	51	
		3	27	4	4	15	26	52	
	Hispanic	3	171	5	23	23	49		
		3	113	26	12	19	16	28	
	White	3	120	10	21	68			
		3	76	9	7	12	26	46	
Other	3	64	3	17	19	61			
	3	43	7	9	9	12	63		
Gender	Female	3	236	3	17	22	58		
		3	129	16	8	17	16	44	
	Male	3	205	4	20	20	55		
		3	157	20	10	12	22	37	

The percentages may not equal 100% due to rounding.

# i-Ready Reading Overall Relative Placement School Data by Subgroup Tincher 2024-2025



**Legend**



Category	Diagnostic Window	# Students	Percent by Category					
			3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
Special Populations	Low SES	3	143	6	27	22	44	
		3	101	24	11	21	19	26
	RFEP	3	20			5	55	40
	EL + RFEP	3	34	3	6	18	47	26
		3	23	30	26	9	22	13
	Special Ed.	3	46	13	43		26	17
		3	34	65	6	9	12	9
	Spec Ed. Speech/RSP	3	29	21	48		24	7
		3	32	69	6	6	13	6
	GATE/Excel	3	116				11	89
3		73			1	7	5	86

The percentages may not equal 100% due to rounding.



# ELPAC Summative Assessment Grade Level Summary 2024-2025

Site :: Tincher

## Site Level Overall Performance Level Summary



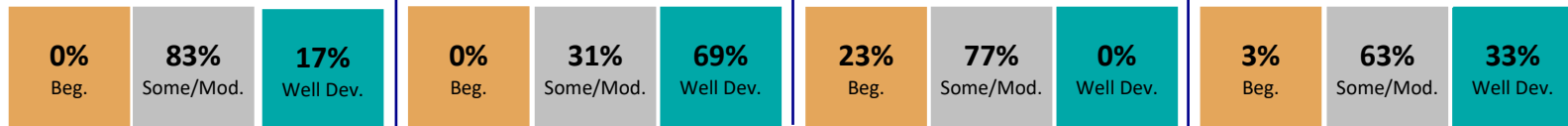
## Site Level Domain Performance Level Summary

### Listening

### Speaking

### Reading

### Writing



## 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
<b>00</b>	0%	100%	0%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	67%	33%
<b>01</b>	0%	100%	0%	0%	0%	100%	0%	0%	100%	0%	33%	67%	0%	0%	67%	33%
<b>02</b>	0%	67%	33%	0%	0%	100%	0%	0%	33%	67%	67%	33%	0%	33%	67%	0%
<b>03</b>	0%	0%	75%	25%	0%	50%	50%	0%	50%	50%	0%	100%	0%	0%	50%	50%
<b>04</b>	0%	0%	50%	50%	0%	75%	25%	0%	0%	100%	0%	100%	0%	0%	75%	25%
<b>05</b>	0%	0%	100%	0%	0%	100%	0%	0%	0%	67%	0%	100%	0%	0%	33%	67%
<b>06</b>	0%	25%	50%	25%	0%	50%	50%	0%	0%	100%	0%	100%	0%	0%	75%	25%
<b>07</b>	0%	0%	100%	0%	0%	100%	0%	0%	0%	100%	60%	40%	0%	0%	60%	40%
<b>08</b>	0%	0%	100%	0%	0%	100%	0%	0%	0%	100%	100%	0%	0%	0%	100%	0%

## All Parents

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	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	\$416	
	Family Math, Reading and/or Science Night, and New Student Orientations=10 teachers x 1.0 hours x \$72/r = \$1,080	\$935	
	Half-Day Sub Release Collaborative Grade Level/Dept. Planning, All Teachers, Quarters 1-3: 30 Teachers x 6 substitute-released half-days x \$105/half-day sub = \$18,900	\$20,664	
	Middle School Male Leadership Academy and Theatre Elective: Split fund with MLA funds (6,000) additional hourly pay for teacher to teach on their conference period daily, providing intervention support for students to learn leadership skills and dramatic arts for college and career.	\$8,039	
2	Before/After School Collaborative Grade Level/Department Planning (4 hrs x 35 teachers x \$72/hour = 7,560	\$9,348	
	Recreation Staff: District provided LCFF budget for 7 Recreation Aides 69,600 + 31,000 from ELO-P for before/after school Rec Aides.	\$69,567	
	Student Planners for home/school communication (approx 370 Gr. 4-8 students x 3.20/planner)	\$1,162	
3	Conference Attendance: Registration, transportation, hotel, mileage, parking, materials fees for Teachers' Conference attendance, e.g. standards-based methods, GATE strategies, etc.	\$176	
<b>Total</b>		<b>\$110,307</b>	

# All Staff

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	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	\$416	
	Family Math, Reading and/or Science Night, and New Student Orientations=10 teachers x 1.0 hours x \$72/r = \$1,080	\$935	
	Half-Day Sub Release Collaborative Grade Level/Dept. Planning, All Teachers, Quarters 1-3: 30 Teachers x 6 substitute-released half-days x \$105/half-day sub = \$18,900	\$20,664	
	Middle School Male Leadership Academy and Theatre Elective: Split fund with MLA funds (6,000) additional hourly pay for teacher to teach on their conference period daily, providing intervention support for students to learn leadership skills and dramatic arts for college and career.	\$8,039	
2	Before/After School Collaborative Grade Level/Department Planning (4 hrs x 35 teachers x \$72/hour = 7,560	\$9,348	
	Recreation Staff: District provided LCFF budget for 7 Recreation Aides 69,600 + 31,000 from ELO-P for before/after school Rec Aides.	\$69,567	
	Student Planners for home/school communication (approx 370 Gr. 4-8 students x 3.20/planner)	\$1,162	
3	Conference Attendance: Registration, transportation, hotel, mileage, parking, materials fees for Teachers' Conference attendance, e.g. standards-based methods, GATE strategies, etc.	\$176	
Total		<b>\$110,307</b>	

# All Students

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	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	\$416	
	Family Math, Reading and/or Science Night, and New Student Orientations=10 teachers x 1.0 hours x \$72/r = \$1,080	\$935	
	Half-Day Sub Release Collaborative Grade Level/Dept. Planning, All Teachers, Quarters 1-3: 30 Teachers x 6 substitute-released half-days x \$105/half-day sub = \$18,900	\$20,664	
	Middle School Male Leadership Academy and Theatre Elective: Split fund with MLA funds (6,000) additional hourly pay for teacher to teach on their conference period daily, providing intervention support for students to learn leadership skills and dramatic arts for college and career.	\$8,039	
2	Before/After School Collaborative Grade Level/Department Planning (4 hrs x 35 teachers x \$72/hour = 7,560	\$9,348	
	Recreation Staff: District provided LCFF budget for 7 Recreation Aides 69,600 + 31,000 from ELO-P for before/after school Rec Aides.	\$69,567	
	Student Planners for home/school communication (approx 370 Gr. 4-8 students x 3.20/planner)	\$1,162	
3	Conference Attendance: Registration, transportation, hotel, mileage, parking, materials fees for Teachers' Conference attendance, e.g. standards-based methods, GATE strategies, etc.	\$176	
Total		<b>\$110,307</b>	

TINCHER PREPARATORY SCHOOL  
1701 Petaluma Avenue  
Long Beach, CA 90815  
(562) 493-2636  
Cheryl Huber, Principal

## *Home - School Compact*

Dear Parents/Guardians,

The Tinchler 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,

Cheryl Huber  
Principal

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

### **Students:**

#### **We agree to:**

- Come to class on time, ready to learn, with all necessary materials and assignments completed.
- 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.
- Monitor my child's use of social media, cell phone communications, computer use, and video games.
- 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.

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**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 confirmed via the Google form included in the accompanying email.**

Approved 10/21/25



## **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
    - 8<sup>th</sup> 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 Tincher Parent Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that Tincher, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in Tincher 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 Tincher-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 Tincher 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 Tincher;
- 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.

\* \* \* \* \*

**PART V. ADOPTION**

These Tincher Parent Involvement Guidelines have been developed jointly with, and agreed upon by, parents of children attending Tincher. The Guidelines were adopted by the site’s Tincher School Site Council members on **10/21/25** and will be in effect for the period of 1 year. Tincher will make the Guidelines available to all parents within 10 days of adoption. Tincher, when feasible, will provide a digital copy of these Guidelines to parents in a language the parents can understand.

Cheryl Huber  
Signature of Principal

10/21/25  
Date