From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kristi Imberi-Olivares, Ed Gomes, and Ambra O'Connor

BC Number EA-1
Date: January 28, 2022
Phone Number: 457-3896

Cabinet Approval: LindsaySanders
Regarding: 2021/22 Quarter 2/Semester 1 Performance

The purpose of this communication is to provide the Board a summary of academic, attendance, and behavior metrics for Quarter 2/Semester 1.

The metrics included in this Board Communication are:

- 2021/22 Quarter 2/Semester 1 academic grades for grades 2-12.
- Academic grades are shown as composite grades that provide an average of student grades within the same subject area (for example, for elementary students, the composite grade combines both writing and reading grades into one ELA grade).
- 2021/22 i-Ready Diagnostic 2 performance results for Reading and Math.
- 46,871 students, $79 \%$, completed the i-Ready Diagnostic.
- All students in grades K-8 take i-Ready Reading and Math.
- In high school, students in grades 9 and 10 participate in i-Ready Reading. Grades 11 and 12 participate in i-Ready Reading Diagnostic if they are English Learners or if indicated in an IEP for students with disabilities.
- Students in grades 9-12 participate in i-Ready Math if enrolled in a math course through Algebra II or if indicated in an IEP for students with disabilities.
- i-Ready data is presented in standard view which is used to understand how students are performing during the school year. Standard view considers a student to be on grade level if the student is performing early, mid, or late in their current grade level.
- 2021/22 i-Ready Diagnostic 2 typical and stretch growth results for Reading and Math.
- Typical Growth is the average annual growth for students. Typical Growth Targets are established by students' grade level and placement on the first diagnostic of the year.
- Stretch Growth is an ambitious but attainable level of growth that puts below-grade level students on a path to proficiency and on-grade level students on a path to advanced proficiency. Student Stretch Growth Targets are established by students' grade level and placement on the first diagnostic of the year.
- Students who achieve $40 \%$ or more of their typical and stretch growth at mid-year (Diagnostic 2) are considered "on track."
- 2021/22 Quarter 2 chronic absenteeism rates for grades PS - 12.
- Please note that medical quarantine is the third highest reason students are chronically absent from school. Students on medical quarantine have the opportunity to attend learning virtually or receive independent study packets to complete at home.
- Students are put on medical quarantine for the following reasons:
- Tested positive.
- Identified as a close contact of someone at home who has tested positive.
- Identified as a close contact of someone at school who has tested positive.
- Showing COVID-like symptoms.
- 2021/22 Quarter 2 suspension and expulsion rates for grades K-12.

Principal Supervisors and Curriculum, Instruction, and Professional Learning (CIPL) departments are leading important actions and next steps associated with these unprecedented times. Some examples of structures and strategies used for responding to students following data results:

- In-class interventions including one-on-one, whole class, and cycle deployment aligned to our Multitiered System of Support (MTSS) framework.
o Tiered intervention supports are provided for our students in Red (Tier 3)/Yellow (Tier 2) levels while teachers continue rigorous Tier 1 instruction for all students.
o All sites continued their extra 30 minutes of instruction which added more time to dedicate to their tiered intervention, utilizing additional time for some of the following:
- Using results to provide intervention for Tier 3 students utilizing our grade level curriculum resources, grade level assessment software resources,
- Providing our three major student groups (students with disabilities, African American students, and English Learners) with additional supports to be successful in their daily instruction, and
- Utilizing i-Ready intervention resources to support site intervention block resources.
- Out-of-class interventions such as one-on-one or small group tutoring, after school targeted inperson support, online tutorials, and curriculum online tiered supports catered to specific student level (video, lesson path learning).
- Principal Supervisors worked closely with top 10\% of lowest performing schools during Quarter 2 providing supports directed to their ongoing formative in-class results.
- Teachers and site leaders completed their Semester 1 goal setting targets results and have set actions specific to areas of need going into Semester 2.

Prevention and Intervention efforts are focused on addressing the social emotional/ medical, attendance and behavioral needs of students districtwide. Services include:

- Targeted focus on African American Chronically absent students.
- Identification of eLearn students who are not finding success online and assisting with a transition to in person learning.
- Student Attendance Review Board (SARB) hearings for families with minimal engagement in school.
- Continued focus on "no show" students. Over 875 of 939 students have been located year to date.
- Tier I support for classroom teachers to promote positive classroom culture, community building, bullying prevention, and social emotional learning.
- Home visits and site-based attendance interventions for chronically absent students.
- Student and parent focus groups to identify barriers to attendance and available resources within specific neighborhoods.
- Attendance awareness and recognition activities.
- Case management and other support for LGBTQ students and their families.
- Tier II social emotional skill building, group mentoring and group mental health supports.
- Intensive individualized mental health counseling, behavior intervention and one-on-one mentoring for students with higher level needs.
- Suicide prevention, education, risk assessment and crisis response.
- Case management and support for homeless and foster students in grades 5-12.
- Conflict resolution, peer mediation and restorative intervention at all high schools and other sites with designated restorative practice staff.
- After hours on-call mental health response team to provide real time response to student concerns of self-harm overnight, weekends and holidays.

Included in this communication is an infographic with the academic and behavior indicator results in more detail. Additionally, district-level academic and behavior summaries that show results for regions and schools, grade level, and student group are included.

If you have further questions or require additional information, please contact Lindsay Sanders at (559) 457-3471, Kim Mecum (559) 457-3593, or Ambra O'Connor at (559) 457-3340.

Approved by Superintendent Robert G. Nelson Ed.D. $\qquad$ Date: 01/28/22

## 2021-22 Quarter 2/Semester 1

## i-Ready Diagnostic 2 (K-10)

Overall Placement for Math

Overall Placement for Reading

students are on or above grade level in Reading (26\%)

54\% students are on track to meet typical growth

40\% students are on track to meet stretch growth

2 in 5 students are on or above grade
level in Reading (26\%)
$54 \%$ students are on track to meet typical growth
$40 \%$ students are on track to meet stretch growth

- At Risk for Tier 3
$41 \%$

Tier 2
$32 \%$

- Tier 1
$26 \%$

57\%
Filipino have the highest rate of students on or above grade level in Reading

## 9\%

Kindergarten has the
highest rate of
students on or above grade level in Reading
艮


- At Risk for Tier 3

40\%

- Tier 2

42\%

- Tier 1
$18 \%$

1 in 5
students are on or above grade level
in Math (18\%)
58\% students are on track to meet typical growth 4. \% students are on track to meet stretch growth

47\%
Filipino have the highest rate of students on or above grade level in Math

## 5\%

Homeless have the lowest rate of students on or above grade level in Math

$9^{\text {th }}$ Grade has the highest rate of students on or above grade level in Math



Filipino students have the highest rate of students with earning a C grade or better in ELA


Filipino students have the highest rate of students with earning a C grade or better in Math


Homeless have the lowest rate of students earning a C grade or better in ELA


Homeless have the lowest rate of students earning a C grade or better in Math

## Academic Letter Grades (2-12)*

 or better in their Math courses (69\%)


12th Grade has the highest rate of students with earning a C grade or better in ELA


12th Grade has the highest rate of students with earning a C grade or better in Math


3rd Grade has the lowest rate of students with earning a C grade or better in ELA


10th Grade has the lowest rate of students with earning a C grade or better in Math

Top 3 grade levels with lowest rate of chronic absenteeism


Top 3 grade levels with highest rate of chronic absenteeism


Pre-School


Transitional Kindergarten


## Chronic Absenteeism (PS-12)

Top 10 Attendance Codes

29\% Medical/Illness
No Clearance (Unexcused)
Medical Quarantine
Absent
Parent Request (Penalty)
Health Care-Paraprofessional
Out to Independent Study
Personal Justifiable Reason
Emotional
Class Cut

Top 5 reasons for Student Suspensions
51\% Caused, Attempted, or Threatened Physical Injury
Possession, Use, Sale, or Furnishing a Controlled Substance, Alcohol, Intoxicant
9\% Obscene Acts, Habitual Profanity, and Vulgarity
$7 \%$ Used Force or Violence
3\% Possession, Sale, Furnishing a Firearm, Knife, Explosives or Dangerous Object

$8^{\text {th }}$ Grade has the highest rate of expulsions

## Expulsions (K-12)

### 0.08\%

District wide expulsion rate


Foster Youth students have the highest rate of expulsions

Academic Performance OKR: 2021-22- i-Ready Reading Diagnostic 2 On or Above Grade Level
Student Group Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students on or above grade level in i-Ready |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 1 |  | Diagnostic 2 |  | Diagnostic 3 (April) |  | Change |  |
|  | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | $\begin{gathered} \Delta \\ \text { D1 to D2 } \end{gathered}$ | $\begin{gathered} \Delta \\ \text { D1 to D3 } \end{gathered}$ |
| Fresno Unified | 52,064 | $\begin{gathered} 16.8 \% \\ (8,745) \\ \hline \end{gathered}$ | 49,705 | $\begin{gathered} 26.4 \% \\ (13,101) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 9.6 \% \\ (4,356) \\ \hline \end{gathered}$ |  |
| English Learners | 10,306 | $\begin{aligned} & \hline 4.6 \% \\ & (473) \end{aligned}$ | 10,202 | $\begin{aligned} & \hline 10.2 \% \\ & (1,040) \end{aligned}$ |  |  | $\begin{aligned} & \hline 5.6 \% \\ & (567) \end{aligned}$ |  |
| Foster Youth | 420 | $\begin{gathered} \hline 11.0 \% \\ (46) \end{gathered}$ | 424 | $\begin{gathered} \hline 17.2 \% \\ (73) \end{gathered}$ |  |  | $\begin{aligned} & \hline 6.3 \% \\ & (27) \end{aligned}$ |  |
| Homeless | 137 | $\begin{gathered} \hline 8.0 \% \\ (11) \end{gathered}$ | 265 | $\begin{gathered} 11.3 \% \\ (30) \end{gathered}$ |  |  | $\begin{gathered} 3.3 \% \\ (19) \end{gathered}$ |  |
| SED | 44,814 | $\begin{gathered} \hline 14.1 \% \\ (6,341) \end{gathered}$ | 42,482 | $\begin{aligned} & \hline 23.4 \% \\ & (9,948) \end{aligned}$ |  |  | $\begin{gathered} 9.3 \% \\ (3,607) \end{gathered}$ |  |
| sWD | 5,711 | $\begin{aligned} & \hline 5.4 \% \\ & (307) \end{aligned}$ | 5,523 | $\begin{aligned} & \hline 8.9 \% \\ & (491) \\ & \hline \end{aligned}$ |  |  | $\begin{aligned} & \hline 3.5 \% \\ & (184) \\ & \hline \end{aligned}$ |  |
| African American | 3,925 | $\begin{aligned} & \hline 11.8 \% \\ & (462) \end{aligned}$ | 3,799 | $\begin{gathered} 19.0 \% \\ (720) \end{gathered}$ |  |  | $\begin{aligned} & 7.2 \% \\ & (258) \end{aligned}$ |  |
| American Indian | 334 | $\begin{gathered} 15.3 \% \\ (51) \end{gathered}$ | 323 | $\begin{gathered} 23.8 \% \\ (77) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 8.6 \% \\ (26) \\ \hline \end{gathered}$ |  |
| Asian | 5,562 | $\begin{aligned} & \hline 19.5 \% \\ & (1,085) \end{aligned}$ | 5,307 | $\begin{gathered} \hline 30.0 \% \\ (1,594) \end{gathered}$ |  |  | $\begin{aligned} & 10.5 \% \\ & (509) \end{aligned}$ |  |
| Filipino | 130 | $\begin{gathered} \hline 47.7 \% \\ (62) \\ \hline \end{gathered}$ | 124 | $\begin{gathered} 56.5 \% \\ (70) \end{gathered}$ |  |  | -- |  |
| Hispanic | 35,838 | $\begin{gathered} \hline 14.8 \% \\ (5,319) \end{gathered}$ | 34,161 | $\begin{gathered} \hline 24.1 \% \\ (8,245) \end{gathered}$ |  |  | $\begin{gathered} 9.3 \% \\ (2,926) \end{gathered}$ |  |
| Pacific Islander | 215 | $\begin{gathered} 20.0 \% \\ (43) \end{gathered}$ | 210 | $\begin{gathered} \hline 29.0 \% \\ (61) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 9.0 \% \\ (18) \\ \hline \end{gathered}$ |  |
| Two or More Races | 1,833 | $\begin{aligned} & 22.1 \% \\ & (406) \end{aligned}$ | 1,775 | $\begin{aligned} & 32.4 \% \\ & (575) \end{aligned}$ |  |  | $\begin{aligned} & \hline 10.2 \% \\ & (169) \end{aligned}$ |  |
| White | 4,226 | $\begin{gathered} \hline 31.1 \% \\ (1,316) \\ \hline \end{gathered}$ | 4,004 | $\begin{aligned} & \hline 43.9 \% \\ & (1,758) \\ & \hline \end{aligned}$ |  |  | $\begin{aligned} & 12.8 \% \\ & (442) \\ & \hline \end{aligned}$ |  |
| Unknown* | -- | -- | -- | -- |  |  | -- |  |

Note: This report shows the number \& percent of students on or above grade level (proficient) using Standard View. Students who score 1 grade level below are considered on grade level using Beginning of Year view. However, for consistency, reports will only reflect Standard View results.
*Results for student groups with a sample size less than 11 are not reported out in alignment with CDE.
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Data Source: SIS
Date: 1/24/2022

Academic Performance OKR: 2021-22- i-Ready Reading Diagnostic 2 Typical and Stretch Growth Student Group Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students who meet their stretch growth target in i-Ready. |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 2 |  |  | Diagnostic 3 (April) |  |  | Change |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth | Typical $\Delta$ D2 to D3 | $\begin{gathered} \text { Stretch } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ |
| Fresno Unified | 49,705 | $\begin{gathered} 53.8 \% \\ (26,744) \end{gathered}$ | $\begin{gathered} 40.2 \% \\ (20,006) \\ \hline \end{gathered}$ |  |  |  |  |  |
| English Learners | 10,202 | $\begin{gathered} \hline \hline 53.2 \% \\ (5,428) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 37.3 \% \\ & (3,801) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Foster Youth | 424 | $\begin{aligned} & 52.6 \% \\ & (223) \end{aligned}$ | $\begin{gathered} \hline 41.5 \% \\ (176) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Homeless | 265 | $\begin{gathered} 50.6 \% \\ (134) \\ \hline \end{gathered}$ | $\begin{gathered} 32.1 \% \\ (85) \end{gathered}$ |  |  |  |  |  |
| SED | 42,482 | $\begin{gathered} 53.8 \% \\ (22,874) \\ \hline \end{gathered}$ | $\begin{gathered} 39.9 \% \\ (16,970) \\ \hline \end{gathered}$ |  |  |  |  |  |
| SWD | 5,523 | $\begin{gathered} \hline 50.3 \% \\ (2,779) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 34.7 \% \\ & (1,917) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| African American | 3,799 | $\begin{gathered} 51.2 \% \\ (1,944) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 38.0 \% \\ & (1,442) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| American Indian | 323 | $\begin{gathered} 57.3 \% \\ (185) \\ \hline \end{gathered}$ | $\begin{gathered} 41.5 \% \\ (134) \end{gathered}$ |  |  |  |  |  |
| Asian | 5,307 | $\begin{aligned} & \hline 55.9 \% \\ & (2,968) \end{aligned}$ | $\begin{gathered} \hline 41.8 \% \\ (2,219) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Filipino | 124 | $\begin{gathered} \hline 59.7 \% \\ (74) \\ \hline \end{gathered}$ | $\begin{gathered} 52.4 \% \\ (65) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Hispanic | 34,161 | $\begin{gathered} 53.0 \% \\ (18,117) \\ \hline \end{gathered}$ | $\begin{gathered} 39.3 \% \\ (13,426) \end{gathered}$ |  |  |  |  |  |
| Pacific Islander | 210 | $\begin{gathered} \hline 58.6 \% \\ (123) \\ \hline \end{gathered}$ | $\begin{gathered} 45.7 \% \\ (96) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Two or More Races | 1,775 | $\begin{gathered} 55.3 \% \\ (981) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 43.0 \% \\ & (763) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| White | 4,004 | $\begin{gathered} 58.7 \% \\ (2,352) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 46.5 \% \\ (1,861) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Unknown* | -- | -- | -- |  |  |  |  |  |

Notes: This report shows the number and percent of students who met their typical and/or stretch growth. At Diagnostic 2, students have met Typical or Stretch Growth Annual Targets if they achieved 40\% or more of their target. At Diagnostic 3, students have met Typical or Stretch Growth Targets if they achieved 80\% or more of their target.

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Date: 1/24/2022

Typical Growth is the average annual growth for students. Typical Growth Targets are established by students' grade level and placement on the first diagnostic of the year.

Stretch Growth is an ambitious but attainable level of growth that puts below-grade level students on a path to proficiency and on grade level students on a path to advanced proficiency. Student Stretch Growth Targets are established by students' grade level and placement on the first diagnostic of the year.

Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 2 On or Above Grade Level Student Group Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students on or above grade level in i-Ready |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 1 |  | Diagnostic 2 |  | Diagnostic 3 (April) |  | Change |  |
|  | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | $\begin{gathered} \Delta \\ \text { D1 to D2 } \end{gathered}$ | $\begin{gathered} \hline \Delta \\ \text { D1 to D3 } \end{gathered}$ |
| Fresno Unified | 51,439 | $\begin{gathered} \hline 8.9 \% \\ (4,562) \end{gathered}$ | 49,280 | $\begin{gathered} \hline 18.2 \% \\ (8,966) \end{gathered}$ |  |  | $\begin{gathered} 9.3 \% \\ (4,404) \end{gathered}$ |  |
| English Learners | 10,473 | $\begin{aligned} & \hline 1.8 \% \\ & (189) \end{aligned}$ | 10,322 | $\begin{aligned} & \hline 6.7 \% \\ & (691) \\ & \hline \end{aligned}$ |  |  | $\begin{aligned} & \hline 4.9 \% \\ & (502) \end{aligned}$ |  |
| Foster Youth | 416 | $\begin{aligned} & \hline 3.6 \% \\ & (15) \end{aligned}$ | 412 | $\begin{gathered} \hline 10.2 \% \\ (42) \end{gathered}$ |  |  | $\begin{aligned} & \hline 6.6 \% \\ & (27) \end{aligned}$ |  |
| Homeless | 135 | -- | 260 | $\begin{gathered} 5.0 \% \\ (13) \\ \hline \end{gathered}$ |  |  | -- |  |
| SED | 44,259 | $\begin{gathered} \hline 7.1 \% \\ (3,132) \end{gathered}$ | 42,220 | $\begin{gathered} \hline 15.7 \% \\ (6,628) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 8.6 \% \\ (3,496) \end{gathered}$ |  |
| SWD | 5,671 | $\begin{aligned} & \hline 2.9 \% \\ & (166) \end{aligned}$ | 5,496 | $\begin{aligned} & \hline 6.5 \% \\ & (355) \end{aligned}$ |  |  | $\begin{aligned} & \hline 3.5 \% \\ & (189) \end{aligned}$ |  |
| African American | 3,862 | $\begin{aligned} & 4.6 \% \\ & (176) \end{aligned}$ | 3,722 | $\begin{aligned} & 10.3 \% \\ & (385) \end{aligned}$ |  |  | $\begin{aligned} & 5.8 \% \\ & (209) \end{aligned}$ |  |
| American Indian | 333 | $\begin{aligned} & \hline 8.7 \% \\ & (29) \\ & \hline \end{aligned}$ | 315 | $\begin{gathered} 18.4 \% \\ (58) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 9.7 \% \\ (29) \\ \hline \end{gathered}$ |  |
| Asian | 5,379 | $\begin{aligned} & \hline 12.6 \% \\ & (679) \\ & \hline \end{aligned}$ | 5,191 | $\begin{gathered} \hline 24.1 \% \\ (1,250) \end{gathered}$ |  |  | $\begin{aligned} & \hline 11.5 \% \\ & (571) \\ & \hline \end{aligned}$ |  |
| Filipino | 125 | $\begin{gathered} \hline 28.8 \% \\ (36) \end{gathered}$ | 114 | $\begin{gathered} \hline 47.4 \% \\ (54) \end{gathered}$ |  |  | $\begin{gathered} \hline 18.6 \% \\ (18) \end{gathered}$ |  |
| Hispanic | 35,612 | $\begin{gathered} \hline 7.4 \% \\ (2,647) \end{gathered}$ | 34,136 | $\begin{gathered} 16.0 \% \\ (5,471) \end{gathered}$ |  |  | $\begin{gathered} 8.6 \% \\ (2,824) \end{gathered}$ |  |
| Pacific Islander | 210 | $\begin{gathered} \hline 10.0 \% \\ (21) \end{gathered}$ | 206 | $\begin{gathered} 26.2 \% \\ (54) \end{gathered}$ |  |  | $\begin{gathered} 16.2 \% \\ (33) \end{gathered}$ |  |
| Two or More Races | 1,784 | $\begin{gathered} \hline 11.8 \% \\ (211) \end{gathered}$ | 1,718 | $\begin{aligned} & 24.8 \% \\ & (426) \end{aligned}$ |  |  | $\begin{aligned} & 13.0 \% \\ & (215) \end{aligned}$ |  |
| White | 4,133 | $\begin{aligned} & 18.4 \% \\ & (762) \end{aligned}$ | 3,878 | $\begin{gathered} \hline 32.7 \% \\ (1,268) \end{gathered}$ |  |  | $\begin{aligned} & 14.3 \% \\ & (506) \end{aligned}$ |  |
| Unknown* | -- | -- | -- | -- |  |  | -- |  |

Note: This report shows the number \& percent of students on or above grade level (proficient) using Standard View. Students who score 1 grade level below are considered on grade level using Beginning of Year view. However, for consistency, reports will only reflect Standard View results.
*Results for student groups with a sample size less than 11 are not reported out in alignment with CDE.

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Data Source: SIS
Date: 1/24/2022

Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 2 Typical and Stretch Growth Student Group Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students who meet their stretch growth target in i-Ready. |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 2 |  |  | Diagnostic 3 (April) |  |  | Change |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth | $\begin{gathered} \text { Typical } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ | $\begin{gathered} \text { Stretch } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ |
| Fresno Unified | 49,280 | $\begin{gathered} 57.9 \% \\ (28,517) \end{gathered}$ | $\begin{gathered} \hline 43.9 \% \\ (21,628) \\ \hline \end{gathered}$ |  |  |  |  |  |
| English Learners | 10,322 | $\begin{aligned} & \hline 58.8 \% \\ & (6,066) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 44.4 \% \\ & (4,579) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Foster Youth | 412 | $\begin{gathered} 57.5 \% \\ (237) \end{gathered}$ | $\begin{gathered} \hline 41.5 \% \\ (171) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Homeless | 260 | $\begin{gathered} \hline 49.6 \% \\ (129) \end{gathered}$ | $\begin{gathered} 34.2 \% \\ (89) \end{gathered}$ |  |  |  |  |  |
| SED | 42,220 | $\begin{gathered} \hline 58.0 \% \\ (24,503) \\ \hline \end{gathered}$ | $\begin{gathered} 43.9 \% \\ (18,529) \end{gathered}$ |  |  |  |  |  |
| SWD | 5,496 | $\begin{gathered} \hline 54.5 \% \\ (2,998) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 39.4 \% \\ (2,166) \\ \hline \end{gathered}$ |  |  |  |  |  |
| African American | 3,722 | $\begin{gathered} 54.3 \% \\ (2,022) \\ \hline \end{gathered}$ | $\begin{gathered} 39.3 \% \\ (1,463) \\ \hline \end{gathered}$ |  |  |  |  |  |
| American Indian | 315 | $\begin{aligned} & \hline 62.9 \% \\ & (198) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 47.6 \% \\ (150) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Asian | 5,191 | $\begin{gathered} \hline 60.1 \% \\ (3,122) \end{gathered}$ | $\begin{gathered} \hline 46.2 \% \\ (2,398) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Filipino | 114 | $\begin{gathered} 70.2 \% \\ (80) \end{gathered}$ | $\begin{gathered} \hline 52.6 \% \\ (60) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Hispanic | 34,136 | $\begin{gathered} \hline 57.7 \% \\ (19,703) \\ \hline \end{gathered}$ | $\begin{gathered} 43.7 \% \\ (14,914) \end{gathered}$ |  |  |  |  |  |
| Pacific Islander | 206 | $\begin{aligned} & \hline 60.7 \% \\ & (125) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 48.5 \% \\ (100) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Two or More Races | 1,718 | $\begin{aligned} & \hline 58.4 \% \\ & (1,003) \end{aligned}$ | $\begin{aligned} & \hline 45.6 \% \\ & (783) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| White | 3,878 | $\begin{gathered} 58.4 \% \\ (2,264) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 45.4 \% \\ (1,760) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Unknown* | -- | -- | -- |  |  |  |  |  |

Notes: This report shows the number and percent of students who met their typical and/or stretch growth. At Diagnostic 2, students have met Typical or Stretch Growth Annual Targets if they achieved 40\% or more of their target. At Diagnostic 3, students have met Typical or Stretch Growth Targets if they achieved $80 \%$ or more of their target.

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Date: 1/24/2022

Typical Growth is the average annual growth for students. Typical Growth Targets are established by students' grade level and placement on the first diagnostic of the year.

Stretch Growth is an ambitious but attainable level of growth that puts below-grade level students on a path to proficiency and on grade level students on a path to advanced proficiency. Student Stretch Growth Targets are established by students' grade level and placement on the first diagnostic of the year.
*Student groups with a sample size less than 11 is not reported out in alignment with CDE.

Academic Performance OKR: 2021-22- i-Ready Reading Diagnostic 2 On or Above Grade Level Grade Level Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students on or above grade level in i-Ready |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 1 |  | Diagnostic 2 |  | Diagnostic 3 (April) |  | Change |  |
|  | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | $\begin{gathered} \Delta \\ \text { D1 to D2 } \end{gathered}$ | $\begin{gathered} \Delta \\ \text { D1 to D3 } \end{gathered}$ |
| Fresno Unified | 52,064 | $\begin{gathered} 16.8 \% \\ (8,745) \\ \hline \end{gathered}$ | 49,705 | $\begin{gathered} 26.4 \% \\ (13,101) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 9.6 \% \\ (4,356) \end{gathered}$ |  |
| Kindergarten | 4,160 | $\begin{aligned} & \hline 16.9 \% \\ & (703) \\ & \hline \end{aligned}$ | 4,786 | $\begin{gathered} \hline 38.6 \% \\ (1,846) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 21.7 \% \\ (1,143) \end{gathered}$ |  |
| Grade 1 | 4,801 | $\begin{aligned} & 9.1 \% \\ & (439) \end{aligned}$ | 4,736 | $\begin{gathered} 22.4 \% \\ (1,060) \end{gathered}$ |  |  | $\begin{aligned} & 13.2 \% \\ & (621) \end{aligned}$ |  |
| Grade 2 | 5,130 | $\begin{aligned} & 12.0 \% \\ & (618) \\ & \hline \end{aligned}$ | 5,062 | $\begin{gathered} 25.0 \% \\ (1,266) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 13.0 \% \\ & (648) \\ & \hline \end{aligned}$ |  |
| Grade 3 | 5,389 | $\begin{gathered} 23.2 \% \\ (1,252) \\ \hline \end{gathered}$ | 5,364 | $\begin{gathered} \hline 36.3 \% \\ (1,947) \end{gathered}$ |  |  | $\begin{aligned} & \hline 13.1 \% \\ & (695) \end{aligned}$ |  |
| Grade 4 | 5,284 | $\begin{gathered} \hline 14.2 \% \\ (749) \end{gathered}$ | 5,235 | $\begin{gathered} \hline 23.5 \% \\ (1,231) \end{gathered}$ |  |  | $\begin{aligned} & 9.3 \% \\ & (482) \end{aligned}$ |  |
| Grade 5 | 5,450 | $\begin{aligned} & \hline 15.9 \% \\ & (869) \end{aligned}$ | 5,395 | $\begin{gathered} 22.6 \% \\ (1,220) \end{gathered}$ |  |  | $\begin{aligned} & 6.7 \% \\ & (351) \end{aligned}$ |  |
| Grade 6 | 5,417 | $\begin{aligned} & 16.8 \% \\ & (909) \\ & \hline \end{aligned}$ | 5,373 | $\begin{gathered} 24.3 \% \\ (1,308) \\ \hline \end{gathered}$ |  |  | $\begin{array}{r} 7.6 \% \\ (399) \\ \hline \end{array}$ |  |
| Grade 7 | 4,691 | $\begin{aligned} & \hline 20.5 \% \\ & (960) \end{aligned}$ | 4,640 | $\begin{gathered} \hline 24.2 \% \\ (1,125) \end{gathered}$ |  |  | $\begin{aligned} & 3.8 \% \\ & (165) \\ & \hline \end{aligned}$ |  |
| Grade 8 | 4,932 | $\begin{gathered} \hline 22.2 \% \\ (1,096) \\ \hline \end{gathered}$ | 4,735 | $\begin{gathered} 25.5 \% \\ (1,208) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 3.3 \% \\ & (112) \\ & \hline \end{aligned}$ |  |
| Grade 9 | 3,611 | $\begin{aligned} & \hline 16.4 \% \\ & (592) \\ & \hline \end{aligned}$ | 2,351 | $\begin{gathered} \hline 19.7 \% \\ (464) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 3.3 \% \\ (-128) \\ \hline \end{gathered}$ |  |
| Grade 10 | 3,199 | $\begin{aligned} & \text { 17.4\% } \\ & (558) \end{aligned}$ | 2,028 | $\begin{gathered} 21.0 \% \\ (426) \end{gathered}$ |  |  | $\begin{gathered} 3.6 \% \\ (-132) \end{gathered}$ |  |

Note: This report shows the number \& percent of students on or above grade level (proficient) using Standard View. Students who score 1 grade level below are considered on grade level using Beginning of Year view. However, for consistency, reports will only reflect Standard View results.
*Results for student groups with a sample size less than 11 are not reported out in alignment with CDE

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Data Source: SIS
Date: 1/24/2022

Academic Performance OKR: 2021-22- i-Ready Reading Diagnostic 2 Typical and Stretch Growth
Grade Level Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students who meet their stretch growth target in i-Ready. |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 2 |  |  | Diagnostic 3 (April) |  |  | Change |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth | $\begin{gathered} \hline \text { Typical } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ | $\begin{gathered} \text { Stretch } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ |
| Fresno Unified | 49,705 | $\begin{gathered} 53.8 \% \\ (26,744) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 40.2 \% \\ (20,006) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Kindergarten | 4,786 | $\begin{aligned} & \hline \hline 47.6 \% \\ & (2,279) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 36.3 \% \\ (1,735) \end{gathered}$ |  |  |  |  |  |
| Grade 1 | 4,736 | $\begin{aligned} & \hline 56.7 \% \\ & (2,686) \end{aligned}$ | $\begin{aligned} & \hline 41.5 \% \\ & (1,965) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Grade 2 | 5,062 | $\begin{gathered} 60.9 \% \\ (3,082) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 46.3 \% \\ (2,345) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Grade 3 | 5,364 | $\begin{gathered} \hline 61.4 \% \\ (3,292) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 45.5 \% \\ & (2,440) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Grade 4 | 5,235 | $\begin{gathered} \hline 62.2 \% \\ (3,254) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 47.6 \% \\ & (2,494) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Grade 5 | 5,395 | $\begin{gathered} \hline 58.5 \% \\ (3,156) \\ \hline \end{gathered}$ | $\begin{gathered} 43.6 \% \\ (2,351) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Grade 6 | 5,373 | $\begin{gathered} 59.8 \% \\ (3,213) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 46.0 \% \\ & (2,469) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Grade 7 | 4,640 | $\begin{aligned} & \hline 45.4 \% \\ & (2,105) \end{aligned}$ | $\begin{gathered} 32.2 \% \\ (1,496) \end{gathered}$ |  |  |  |  |  |
| Grade 8 | 4,735 | $\begin{aligned} & \hline 45.3 \% \\ & (2,144) \end{aligned}$ | $\begin{gathered} \hline 33.2 \% \\ (1,570) \end{gathered}$ |  |  |  |  |  |
| Grade 9 | 2,351 | $\begin{gathered} 35.9 \% \\ (843) \\ \hline \end{gathered}$ | $\begin{gathered} 26.5 \% \\ (624) \end{gathered}$ |  |  |  |  |  |
| Grade 10 | 2,028 | $\begin{aligned} & \hline 34.0 \% \\ & (690) \\ & \hline \end{aligned}$ | $\begin{aligned} & 25.5 \% \\ & (517) \\ & \hline \end{aligned}$ |  |  |  |  |  |

Notes: This report shows the number and percent of students who met their typical and/or stretch growth. At Diagnostic 2, students have met Typical or Stretch Growth Annual Targets if they achieved $40 \%$ or more of their target. At Diagnostic 3, students have met Typical or Stretch Growth Targets if they achieved 80\% or more of their target.

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Date: 1/24/2022

Typical Growth is the average annual growth for students. Typical Growth Targets are established by students' grade level and placement on the first diagnostic of the year.

Stretch Growth is an ambitious but attainable level of growth that puts below-grade level students on a path to proficiency and on grade level students on a path to advanced proficiency. Student Stretch Growth Targets are established by students' grade level and placement on the first diagnostic of the year.
*Student groups with a sample size less than 11 is not reported out in alignment with CDE.

Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 2 On or Above Grade Level

## Grade Level Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students on or above grade level in i-Ready |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 1 |  | Diagnostic 2 |  | Diagnostic 3 (April) |  | Change |  |
|  | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | $\begin{gathered} \Delta \\ \text { D1 to D2 } \end{gathered}$ | $\begin{gathered} \Delta \\ \text { D1 to D3 } \end{gathered}$ |
| Fresno Unified | 51,439 | $\begin{gathered} \hline 8.9 \% \\ (4,562) \end{gathered}$ | 49,280 | $\begin{gathered} \hline 18.2 \% \\ (8,966) \end{gathered}$ |  |  | $\begin{gathered} 9.3 \% \\ (4,404) \end{gathered}$ |  |
| Kindergarten | 4,306 | $\begin{gathered} \hline 10.4 \% \\ (448) \end{gathered}$ | 4,729 | $\begin{gathered} \hline 25.5 \% \\ (1,205) \end{gathered}$ |  |  | $\begin{aligned} & 15.1 \% \\ & (757) \end{aligned}$ |  |
| Grade 1 | 4,970 | $\begin{aligned} & \hline 4.3 \% \\ & (215) \end{aligned}$ | 5,021 | $\begin{aligned} & 14.6 \% \\ & (735) \end{aligned}$ |  |  | $\begin{aligned} & 10.3 \% \\ & (520) \end{aligned}$ |  |
| Grade 2 | 5,248 | $\begin{aligned} & 4.6 \% \\ & \text { (243) } \end{aligned}$ | 5,259 | $\begin{gathered} \hline 14.9 \% \\ (784) \end{gathered}$ |  |  | $\begin{gathered} \hline 10.3 \% \\ (541) \end{gathered}$ |  |
| Grade 3 | 5,340 | $\begin{aligned} & 4.3 \% \\ & (232) \\ & \hline \end{aligned}$ | 5,347 | $\begin{aligned} & 15.4 \% \\ & (826) \\ & \hline \end{aligned}$ |  |  | $\begin{aligned} & 11.1 \% \\ & (594) \\ & \hline \end{aligned}$ |  |
| Grade 4 | 5,261 | $\begin{aligned} & \hline 5.8 \% \\ & (303) \end{aligned}$ | 5,191 | $\begin{aligned} & \hline 15.4 \% \\ & (801) \end{aligned}$ |  |  | $\begin{aligned} & \hline 9.7 \% \\ & \text { (498) } \\ & \hline \end{aligned}$ |  |
| Grade 5 | 5,451 | $\begin{aligned} & 9.0 \% \\ & \text { (493) } \\ & \hline \end{aligned}$ | 5,345 | $\begin{aligned} & 17.9 \% \\ & (955) \\ & \hline \end{aligned}$ |  |  | $\begin{aligned} & 8.8 \% \\ & (462) \\ & \hline \end{aligned}$ |  |
| Grade 6 | 5,408 | $\begin{aligned} & \hline 11.0 \% \\ & (596) \end{aligned}$ | 5,335 | $\begin{gathered} \hline 22.4 \% \\ (1,195) \end{gathered}$ |  |  | $\begin{aligned} & \hline 11.4 \% \\ & \text { (599) } \end{aligned}$ |  |
| Grade 7 | 4,641 | $\begin{aligned} & 11.2 \% \\ & (520) \end{aligned}$ | 4,555 | $\begin{gathered} 16.8 \% \\ (765) \end{gathered}$ |  |  | $\begin{aligned} & 5.6 \% \\ & (245) \end{aligned}$ |  |
| Grade 8 | 4,779 | $\begin{gathered} 11.4 \% \\ (547) \end{gathered}$ | 4,536 | $\begin{aligned} & \hline 17.5 \% \\ & (795) \\ & \hline \end{aligned}$ |  |  | $\begin{aligned} & \hline 6.1 \% \\ & (248) \\ & \hline \end{aligned}$ |  |
| Grade 9 | 3,343 | $\begin{aligned} & 19.7 \% \\ & (657) \end{aligned}$ | 2,033 | $\begin{aligned} & 28.4 \% \\ & (578) \end{aligned}$ |  |  | $\begin{aligned} & 8.8 \% \\ & (-79) \end{aligned}$ |  |
| Grade 10 | 2,692 | $\begin{aligned} & \hline 11.4 \% \\ & (308) \end{aligned}$ | 1,929 | $\begin{aligned} & \hline 17.0 \% \\ & (327) \end{aligned}$ |  |  | $\begin{gathered} \hline 5.5 \% \\ (19) \end{gathered}$ |  |

Note: This report shows the number \& percent of students on or above grade level (proficient) using Standard View. Students who score 1 grade level below are considered on grade level using Beginning of Year view. However, for consistency, reports will only reflect Standard View results.
*Results for student groups with a sample size less than 11 are not reported out in alignment with CDE.

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Data Source: SIS
Date: 1/24/2022

Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 2 Typical and Stretch Growth
Grade Level Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students who meet their stretch growth target in i-Ready. |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 2 |  |  | Diagnostic 3 (April) |  |  | Change |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth | Typical $\Delta$ D2 to D3 | $\begin{gathered} \text { Stretch } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ |
| Fresno Unified | 49,280 | $\begin{gathered} \hline 57.9 \% \\ (28,517) \end{gathered}$ | $\begin{gathered} \hline 43.9 \% \\ (21,628) \end{gathered}$ |  |  |  |  |  |
| Kindergarten | 4,729 | $\begin{gathered} \hline 55.1 \% \\ (2,608) \\ \hline \end{gathered}$ | $\begin{gathered} \hline \hline 47.1 \% \\ (2,228) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Grade 1 | 5,021 | $\begin{gathered} \hline 62.3 \% \\ (3,129) \end{gathered}$ | $\begin{aligned} & \hline 52.5 \% \\ & (2,637) \end{aligned}$ |  |  |  |  |  |
| Grade 2 | 5,259 | $\begin{gathered} \hline 65.3 \% \\ (3,432) \end{gathered}$ | $\begin{aligned} & \hline 50.2 \% \\ & (2,638) \end{aligned}$ |  |  |  |  |  |
| Grade 3 | 5,347 | $\begin{gathered} \hline 65.1 \% \\ (3,483) \\ \hline \end{gathered}$ | $\begin{gathered} 50.6 \% \\ (2,704) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Grade 4 | 5,191 | $\begin{gathered} 60.9 \% \\ (3,163) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 43.7 \% \\ (2,271) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Grade 5 | 5,345 | $\begin{gathered} 59.8 \% \\ (3,197) \\ \hline \end{gathered}$ | $\begin{gathered} 42.3 \% \\ (2,260) \end{gathered}$ |  |  |  |  |  |
| Grade 6 | 5,335 | $\begin{gathered} 66.0 \% \\ (3,523) \\ \hline \end{gathered}$ | $\begin{gathered} 50.0 \% \\ (2,667) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Grade 7 | 4,555 | $\begin{aligned} & \hline 48.2 \% \\ & (2,197) \end{aligned}$ | $\begin{gathered} \hline 33.5 \% \\ (1,526) \end{gathered}$ |  |  |  |  |  |
| Grade 8 | 4,536 | $\begin{gathered} \hline 52.3 \% \\ (2,371) \end{gathered}$ | $\begin{gathered} \hline 37.8 \% \\ (1,716) \end{gathered}$ |  |  |  |  |  |
| Grade 9 | 2,033 | $\begin{aligned} & \hline 36.9 \% \\ & (750) \end{aligned}$ | $\begin{aligned} & 25.9 \% \\ & (527) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Grade 10 | 1,929 | $\begin{aligned} & \hline 34.4 \% \\ & (664) \\ & \hline \end{aligned}$ | $\begin{aligned} & 23.5 \% \\ & (454) \end{aligned}$ |  |  |  |  |  |

Notes: This report shows the number and percent of students who met their typical and/or stretch growth. At Diagnostic 2, students have met Typical or Stretch Growth Annual Targets if they achieved $40 \%$ or more of their target. At Diagnostic 3, students have met Typical or Stretch Growth Targets if they achieved 80\% or more of their target.

Typical Growth is the average annual growth for students. Typical Growth Targets are established by students' grade level and placement on the first diagnostic of the year.

Stretch Growth is an ambitious but attainable level of growth that puts below-grade level students on a path to proficiency and on grade level students on a path to advanced proficiency. Student Stretch Growth Targets are established by students' grade level and placement on the first diagnostic of the year.
*Student groups with a sample size less than 11 is not reported out in alignment with CDE.

Academic Performance OKR: 2021-22- i-Ready Reading Diagnostic 2 On or Above Grade Level
Regional and Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students on or above grade level in i-Ready |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 1 |  | Diagnostic 2 |  | Diagnostic 3 (April) |  | Change |  |
|  | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | $\begin{gathered} \Delta \\ \text { D1 to D2 } \end{gathered}$ | $\begin{gathered} \Delta \\ \text { D1 to D3 } \end{gathered}$ |
| Fresno Unified | 52,067 | $\begin{gathered} 16.8 \% \\ (8,744) \\ \hline \end{gathered}$ | 49,706 | $\begin{gathered} 26.4 \% \\ (13,102) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 9.6 \% \\ (4,358) \\ \hline \end{gathered}$ |  |
| Bullard Region | 6,388 | $\begin{aligned} & \hline 10.7 \% \\ & \text { (682) } \\ & \hline \end{aligned}$ | 5,764 | $\begin{gathered} 23.7 \% \\ (1,366) \end{gathered}$ |  |  | $\begin{aligned} & \hline 13.0 \% \\ & \text { (684) } \\ & \hline \end{aligned}$ |  |
| Bullard High | 983 | $\begin{gathered} 18.7 \% \\ (184) \end{gathered}$ | 389 | $\begin{gathered} 29.8 \% \\ (116) \end{gathered}$ |  |  | $\begin{gathered} \hline 11.1 \% \\ (-68) \\ \hline \end{gathered}$ |  |
| Figarden Elementary | 500 | $\begin{gathered} 9.8 \% \\ (49) \end{gathered}$ | 503 | $\begin{aligned} & 23.7 \% \\ & (119) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} 13.9 \% \\ (70) \\ \hline \end{gathered}$ |  |
| Forkner Elementary | 431 | $\begin{gathered} 12.1 \% \\ (52) \\ \hline \end{gathered}$ | 426 | $\begin{gathered} 29.6 \% \\ (126) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 17.5 \% \\ (74) \\ \hline \end{gathered}$ |  |
| Gibson Elementary | 410 | $\begin{gathered} 16.8 \% \\ (69) \end{gathered}$ | 405 | $\begin{gathered} \hline 36.0 \% \\ (146) \end{gathered}$ |  |  | $\begin{gathered} \hline 19.2 \% \\ (77) \end{gathered}$ |  |
| Kratt Elementary | 523 | $\begin{gathered} 5.0 \% \\ (26) \\ \hline \end{gathered}$ | 498 | $\begin{gathered} \hline 18.3 \% \\ (91) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 13.3 \% \\ (65) \end{gathered}$ |  |
| Lawless Elementary | 573 | $\begin{gathered} 5.2 \% \\ (30) \\ \hline \end{gathered}$ | 553 | $\begin{gathered} 25.0 \% \\ (138) \end{gathered}$ |  |  | $\begin{gathered} 19.7 \% \\ (108) \\ \hline \end{gathered}$ |  |
| Malloch Elementary | 387 | $\begin{gathered} 14.5 \% \\ (56) \end{gathered}$ | 395 | $\begin{gathered} 36.5 \% \\ (144) \end{gathered}$ |  |  | $\begin{gathered} 22.0 \% \\ (88) \\ \hline \end{gathered}$ |  |
| Powers Elementary | 386 | $\begin{gathered} \hline 4.4 \% \\ (17) \end{gathered}$ | 384 | $\begin{gathered} \hline 17.7 \% \\ (68) \end{gathered}$ |  |  | $\begin{gathered} 13.3 \% \\ (51) \end{gathered}$ |  |
| Slater Elementary | 587 | $\begin{aligned} & \hline 4.1 \% \\ & (24) \\ & \hline \end{aligned}$ | 610 | $\begin{gathered} 13.1 \% \\ (80) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 9.0 \% \\ (56) \\ \hline \end{gathered}$ |  |
| Starr Elementary | 328 | $\begin{gathered} 14.9 \% \\ (49) \\ \hline \end{gathered}$ | 329 | $\begin{aligned} & \hline 32.2 \% \\ & (106) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} 17.3 \% \\ (57) \\ \hline \end{gathered}$ |  |
| Tenaya Middle | 763 | $\begin{gathered} 11.7 \% \\ (89) \\ \hline \end{gathered}$ | 738 | $\begin{gathered} 23.8 \% \\ (176) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 12.2 \% \\ (87) \\ \hline \end{gathered}$ |  |
| Wawona K-8 | 517 | $\begin{gathered} \hline 7.2 \% \\ (37) \\ \hline \end{gathered}$ | 534 | $\begin{gathered} 10.5 \% \\ (56) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 3.3 \% \\ (19) \\ \hline \end{gathered}$ |  |
| Edison Region | 5,678 | $\begin{aligned} & \hline 17.9 \% \\ & (1,017) \\ & \hline \end{aligned}$ | 5,454 | $\begin{gathered} \hline 25.7 \% \\ (1,400) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 7.8 \% \\ & (383) \\ & \hline \end{aligned}$ |  |
| Addams Elementary | 704 | $\begin{aligned} & \hline 3.1 \% \\ & (22) \\ & \hline \end{aligned}$ | 670 | $\begin{gathered} \hline 9.4 \% \\ (63) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 6.3 \% \\ (41) \\ \hline \end{gathered}$ |  |
| Columbia Elementary | 458 | $\begin{gathered} 1.7 \% \\ (8) \\ \hline \end{gathered}$ | 481 | $\begin{aligned} & 6.7 \% \\ & (32) \\ & \hline \end{aligned}$ |  |  | $\begin{aligned} & 4.9 \% \\ & (24) \\ & \hline \end{aligned}$ |  |
| Computech Middle | 685 | $\begin{aligned} & 48.9 \% \\ & (335) \\ & \hline \end{aligned}$ | 525 | $\begin{gathered} 59.2 \% \\ (311) \end{gathered}$ |  |  | $\begin{gathered} 10.3 \% \\ (-24) \\ \hline \end{gathered}$ |  |
| Edison High | 795 | $\begin{aligned} & 25.8 \% \\ & (205) \\ & \hline \end{aligned}$ | 742 | $\begin{gathered} 31.3 \% \\ (232) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 5.5 \% \\ (27) \\ \hline \end{gathered}$ |  |
| Gaston Middle | 730 | $\begin{gathered} 4.9 \% \\ (36) \\ \hline \end{gathered}$ | 706 | $\begin{aligned} & 8.6 \% \\ & (61) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} 3.7 \% \\ (25) \\ \hline \end{gathered}$ |  |
| King Elementary | 565 | $\begin{gathered} 1.9 \% \\ (11) \\ \hline \end{gathered}$ | 543 | $\begin{gathered} \hline 11.2 \% \\ (61) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 9.3 \% \\ (50) \\ \hline \end{gathered}$ |  |
| Kirk Elementary | 281 | $\begin{gathered} 2.8 \% \\ (8) \\ \hline \end{gathered}$ | 316 | $\begin{aligned} & 9.5 \% \\ & (30) \\ & \hline \end{aligned}$ |  |  | $\begin{aligned} & \hline 6.6 \% \\ & (22) \\ & \hline \end{aligned}$ |  |
| Lincoln Elementary | 474 | $\begin{gathered} 5.9 \% \\ (28) \end{gathered}$ | 477 | $\begin{gathered} 16.4 \% \\ (78) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 10.4 \% \\ (50) \end{gathered}$ |  |
| Manchester Gate | 656 | $\begin{gathered} \hline 52.7 \% \\ (346) \\ \hline \end{gathered}$ | 650 | $\begin{gathered} 73.2 \% \\ (476) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 20.5 \% \\ & (130) \\ & \hline \end{aligned}$ |  |
| Sunset Elementary | 330 | $\begin{gathered} 5.5 \% \\ (18) \end{gathered}$ | 344 | $\begin{gathered} 16.3 \% \\ (56) \end{gathered}$ |  |  | $\begin{gathered} 10.8 \% \\ (38) \\ \hline \end{gathered}$ |  |

Note: This report shows the number \& percent of students on or above grade level (proficient) using Standard View. Students who score 1 grade level below are considered on grade level using Beginning of Year view. However, for consistency, reports will only reflect Standard View results.
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Data Source: SIS
Date: 1/24/2022

Academic Performance OKR: 2021-22- i-Ready Reading Diagnostic 2 On or Above Grade Level
Regional and Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students on or above grade level in i-Ready |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 1 |  | Diagnostic 2 |  | Diagnostic 3 (April) |  | Change |  |
|  | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | $\begin{gathered} \Delta \\ \text { D1 to D2 } \end{gathered}$ | $\begin{gathered} \Delta \\ \text { D1 to D3 } \end{gathered}$ |
| Fresno Region | 6,342 | $\begin{aligned} & 4.5 \% \\ & \text { (284) } \\ & \hline \end{aligned}$ | 6,220 | $\begin{aligned} & 12.8 \% \\ & \text { (795) } \\ & \hline \end{aligned}$ |  |  | $\begin{aligned} & 8.3 \% \\ & \text { (511) } \\ & \hline \end{aligned}$ |  |
| Cooper Middle | 508 | $\begin{gathered} \hline 10.8 \% \\ (55) \\ \hline \end{gathered}$ | 523 | $\begin{gathered} \hline 16.3 \% \\ (85) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 5.4 \% \\ (30) \\ \hline \end{gathered}$ |  |
| Del Mar Elementary | 459 | $\begin{gathered} \hline 4.8 \% \\ (22) \end{gathered}$ | 453 | $\begin{gathered} 16.3 \% \\ (74) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 11.5 \% \\ (52) \end{gathered}$ |  |
| Fort Miller Middle | 615 | $\begin{gathered} \hline 2.6 \% \\ (16) \\ \hline \end{gathered}$ | 625 | $\begin{gathered} 5.8 \% \\ (36) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 3.2 \% \\ (20) \\ \hline \end{gathered}$ |  |
| Fremont Elementary | 400 | $\begin{gathered} 2.8 \% \\ (11) \\ \hline \end{gathered}$ | 387 | $\begin{gathered} 11.9 \% \\ (46) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 9.1 \% \\ (35) \\ \hline \end{gathered}$ |  |
| Fresno High | 618 | $\begin{gathered} 9.7 \% \\ (60) \\ \hline \end{gathered}$ | 501 | $\begin{gathered} 17.0 \% \\ (85) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 7.3 \% \\ (25) \\ \hline \end{gathered}$ |  |
| Hamilton K-8 | 695 | $\begin{gathered} \hline 5.9 \% \\ (41) \end{gathered}$ | 670 | $\begin{aligned} & \hline 17.2 \% \\ & (115) \end{aligned}$ |  |  | $\begin{gathered} 11.3 \% \\ (74) \end{gathered}$ |  |
| Heaton Elementary | 459 | $\begin{gathered} 2.2 \% \\ (10) \end{gathered}$ | 472 | $\begin{aligned} & 7.2 \% \\ & (34) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} 5.0 \% \\ (24) \end{gathered}$ |  |
| Homan Elementary | 528 | $\begin{gathered} 3.0 \% \\ (16) \\ \hline \end{gathered}$ | 524 | $\begin{gathered} \hline 12.6 \% \\ (66) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 9.6 \% \\ (50) \\ \hline \end{gathered}$ |  |
| Muir Elementary | 407 | $\begin{gathered} 2.0 \% \\ \text { (8) } \\ \hline \end{gathered}$ | 410 | $\begin{gathered} 12.4 \% \\ (51) \end{gathered}$ |  |  | $\begin{gathered} \hline 10.5 \% \\ (43) \end{gathered}$ |  |
| Roeding Elementary | 528 | $\begin{gathered} 4.0 \% \\ (21) \end{gathered}$ | 562 | $\begin{gathered} 12.6 \% \\ (71) \end{gathered}$ |  |  | $\begin{gathered} \hline 8.7 \% \\ (50) \end{gathered}$ |  |
| Williams Elementary | 531 | $\begin{gathered} 1.1 \% \\ \text { (6) } \\ \hline \end{gathered}$ | 500 | $\begin{gathered} \hline 10.2 \% \\ (51) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & \hline 9.1 \% \\ & (45) \\ & \hline \end{aligned}$ |  |
| Wilson Elementary | 594 | $\begin{gathered} 3.0 \% \\ (18) \end{gathered}$ | 593 | $\begin{gathered} 13.7 \% \\ (81) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 10.6 \% \\ (63) \end{gathered}$ |  |

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Academic Performance OKR: 2021-22- i-Ready Reading Diagnostic 2 On or Above Grade Level
Regional and Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students on or above grade level in i-Ready |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 1 |  | Diagnostic 2 |  | Diagnostic 3 (April) |  | Change |  |
|  | Students Tested | On/Above Grade Leve | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | $\begin{gathered} \Delta \\ \text { D1 to D2 } \end{gathered}$ | $\stackrel{\Delta}{\text { D1 to D3 }}$ |
| Hoover Region | 6,991 | $\begin{aligned} & \hline 6.2 \% \\ & (430) \\ & \hline \end{aligned}$ | 6,534 | $\begin{gathered} 15.9 \% \\ (1,039) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 9.8 \% \\ & \text { (609) } \\ & \hline \end{aligned}$ |  |
| Ahwahnee Middle | 483 | $\begin{gathered} \hline 10.1 \% \\ (49) \end{gathered}$ | 381 | $\begin{gathered} 15.0 \% \\ (57) \end{gathered}$ |  |  | $\begin{gathered} \hline 4.8 \% \\ \text { (8) } \\ \hline \end{gathered}$ |  |
| Centennial Elementary | 681 | $\begin{aligned} & 3.5 \% \\ & (24) \\ & \hline \end{aligned}$ | 647 | $\begin{gathered} \hline 10.7 \% \\ (69) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & \hline 7.1 \% \\ & (45) \end{aligned}$ |  |
| Eaton Elementary | 399 | $\begin{gathered} \hline 9.5 \% \\ (38) \\ \hline \end{gathered}$ | 382 | $\begin{gathered} 23.0 \% \\ (88) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 13.5 \% \\ (50) \end{gathered}$ |  |
| Holland Elementary | 391 | $\begin{gathered} 4.9 \% \\ (19) \end{gathered}$ | 387 | $\begin{gathered} 19.6 \% \\ (76) \end{gathered}$ |  |  | $\begin{gathered} 14.8 \% \\ (57) \end{gathered}$ |  |
| Hoover High | 782 | $\begin{gathered} 11.3 \% \\ (88) \end{gathered}$ | 643 | $\begin{aligned} & \hline 17.4 \% \\ & (112) \end{aligned}$ |  |  | $\begin{gathered} 6.2 \% \\ (24) \end{gathered}$ |  |
| McCardle Elementary | 420 | $\begin{aligned} & 7.6 \% \\ & (32) \\ & \hline \end{aligned}$ | 430 | $\begin{gathered} 19.1 \% \\ (82) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 11.5 \% \\ (50) \\ \hline \end{gathered}$ |  |
| Pyle Elementary | 642 | $\begin{aligned} & 3.3 \% \\ & (21) \\ & \hline \end{aligned}$ | 628 | $\begin{gathered} 9.4 \% \\ (59) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 6.1 \% \\ & (38) \\ & \hline \end{aligned}$ |  |
| Robinson Elementary | 432 | $\begin{gathered} 5.8 \% \\ (25) \\ \hline \end{gathered}$ | 436 | $\begin{gathered} 24.3 \% \\ (106) \end{gathered}$ |  |  | $\begin{gathered} \hline 18.5 \% \\ (81) \\ \hline \end{gathered}$ |  |
| Thomas Elementary | 697 | $\begin{gathered} 3.9 \% \\ (27) \end{gathered}$ | 672 | $\begin{gathered} 14.0 \% \\ (94) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 10.1 \% \\ (67) \end{gathered}$ |  |
| Tioga Middle | 651 | $\begin{gathered} 5.8 \% \\ (38) \\ \hline \end{gathered}$ | 553 | $\begin{gathered} 15.4 \% \\ (85) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & \hline 9.5 \% \\ & (47) \\ & \hline \end{aligned}$ |  |
| Viking Elementary | 625 | $\begin{gathered} 4.3 \% \\ (27) \\ \hline \end{gathered}$ | 618 | $\begin{gathered} 15.2 \% \\ (94) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 10.9 \% \\ (67) \end{gathered}$ |  |
| Vinland Elementary | 447 | $\begin{aligned} & 6.3 \% \\ & (28) \\ & \hline \end{aligned}$ | 430 | $\begin{gathered} 17.2 \% \\ (74) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 10.9 \% \\ (46) \\ \hline \end{gathered}$ |  |
| Wolters Elementary | 341 | $\begin{gathered} 4.1 \% \\ (14) \\ \hline \end{gathered}$ | 327 | $\begin{gathered} 13.1 \% \\ (43) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 9.0 \% \\ & (29) \\ & \hline \end{aligned}$ |  |

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Academic Performance OKR: 2021-22- i-Ready Reading Diagnostic 2 On or Above Grade Level
Regional and Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students on or above grade level in i-Ready |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 1 |  | Diagnostic 2 |  | Diagnostic 3 (April) |  | Change |  |
|  | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | $\begin{gathered} \Delta \\ \text { D1 to D2 } \end{gathered}$ | $\stackrel{\Delta}{\text { D1 to D3 }}$ |
| McLane Region | 7,687 | $\begin{aligned} & \text { 5.1\% } \\ & \text { (391) } \\ & \hline \end{aligned}$ | 7,726 | $\begin{gathered} \hline 13.9 \% \\ (1,077) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 8.9 \% \\ & \text { (686) } \\ & \hline \end{aligned}$ |  |
| Birney Elementary | 684 | $\begin{gathered} \hline 4.5 \% \\ (31) \end{gathered}$ | 683 | $\begin{aligned} & \hline 15.7 \% \\ & (107) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} \hline 11.1 \% \\ (76) \\ \hline \end{gathered}$ |  |
| Ericson Elementary | 647 | $\begin{aligned} & \hline 2.9 \% \\ & (19) \end{aligned}$ | 667 | $\begin{gathered} \hline 11.7 \% \\ (78) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 8.8 \% \\ & (59) \end{aligned}$ |  |
| Ewing Elementary | 721 | $\begin{gathered} 4.3 \% \\ (31) \\ \hline \end{gathered}$ | 744 | $\begin{aligned} & 16.1 \% \\ & (120) \end{aligned}$ |  |  | $\begin{gathered} 11.8 \% \\ (89) \end{gathered}$ |  |
| Hidalgo Elementary | 478 | $\begin{gathered} 3.3 \% \\ (16) \\ \hline \end{gathered}$ | 483 | $\begin{gathered} 9.7 \% \\ (47) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 6.4 \% \\ (31) \end{gathered}$ |  |
| Leavenworth Elementary | 695 | $\begin{gathered} 5.9 \% \\ (41) \end{gathered}$ | 736 | $\begin{aligned} & 14.8 \% \\ & (109) \end{aligned}$ |  |  | $\begin{aligned} & 8.9 \% \\ & (68) \\ & \hline \end{aligned}$ |  |
| Mayfair Elementary | 557 | $\begin{aligned} & \hline 4.3 \% \\ & \text { (24) } \\ & \hline \end{aligned}$ | 540 | $\begin{gathered} 15.0 \% \\ (81) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 10.7 \% \\ (57) \\ \hline \end{gathered}$ |  |
| McLane High | 533 | $\begin{aligned} & 8.1 \% \\ & (43) \\ & \hline \end{aligned}$ | 556 | $\begin{gathered} 11.2 \% \\ (62) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 3.1 \% \\ (19) \\ \hline \end{gathered}$ |  |
| Norseman Elementary | 518 | $\begin{gathered} 4.1 \% \\ (21) \\ \hline \end{gathered}$ | 523 | $\begin{gathered} \hline 12.8 \% \\ (67) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & \hline 8.8 \% \\ & (46) \\ & \hline \end{aligned}$ |  |
| Rowell Elementary | 553 | $\begin{gathered} 3.8 \% \\ (21) \end{gathered}$ | 553 | $\begin{gathered} 13.0 \% \\ (72) \end{gathered}$ |  |  | $\begin{gathered} 9.2 \% \\ (51) \end{gathered}$ |  |
| Scandinavian Middle | 739 | $\begin{aligned} & 7.3 \% \\ & (54) \\ & \hline \end{aligned}$ | 710 | $\begin{gathered} 13.2 \% \\ (94) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 5.9 \% \\ (40) \end{gathered}$ |  |
| Turner Elementary | 529 | $\begin{gathered} 3.4 \% \\ (18) \\ \hline \end{gathered}$ | 540 | $\begin{gathered} 15.2 \% \\ (82) \end{gathered}$ |  |  | $\begin{gathered} 11.8 \% \\ (64) \\ \hline \end{gathered}$ |  |
| Wishon Elementary | 433 | $\begin{aligned} & 6.7 \% \\ & (29) \\ & \hline \end{aligned}$ | 425 | $\begin{gathered} 17.4 \% \\ (74) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 10.7 \% \\ (45) \\ \hline \end{gathered}$ |  |
| Yosemite Middle | 600 | $\begin{aligned} & \hline 7.2 \% \\ & (43) \\ & \hline \end{aligned}$ | 566 | $\begin{gathered} 14.8 \% \\ (84) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & \hline 7.7 \% \\ & (41) \\ & \hline \end{aligned}$ |  |

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Academic Performance OKR: 2021-22- i-Ready Reading Diagnostic 2 On or Above Grade Level
Regional and Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students on or above grade level in i-Ready |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 1 |  | Diagnostic 2 |  | Diagnostic 3 (April) |  | Change |  |
|  | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | $\begin{gathered} \Delta \\ \text { D1 to D2 } \end{gathered}$ | $\begin{gathered} \hline \Delta \\ \text { D1 to D3 } \end{gathered}$ |
| Roosevelt Region | 6,974 | $\begin{aligned} & 5.9 \% \\ & \text { (413) } \\ & \hline \end{aligned}$ | 6,433 | $\begin{aligned} & 14.4 \% \\ & (927) \\ & \hline \end{aligned}$ |  |  | $\begin{aligned} & 8.5 \% \\ & \text { (514) } \\ & \hline \end{aligned}$ |  |
| Anthony Elementary | 393 | $\begin{gathered} \hline 4.1 \% \\ (16) \\ \hline \end{gathered}$ | 362 | $\begin{gathered} 16.3 \% \\ (59) \end{gathered}$ |  |  | $\begin{gathered} \hline 12.2 \% \\ (43) \\ \hline \end{gathered}$ |  |
| Balderas Elementary | 532 | $\begin{gathered} \hline 3.8 \% \\ (20) \end{gathered}$ | 573 | $\begin{gathered} \hline 15.4 \% \\ (88) \end{gathered}$ |  |  | $\begin{gathered} \hline 11.6 \% \\ (68) \end{gathered}$ |  |
| Calwa Elementary | 457 | $\begin{gathered} 3.9 \% \\ (18) \end{gathered}$ | 540 | $\begin{gathered} 10.7 \% \\ (58) \end{gathered}$ |  |  | $\begin{gathered} 6.8 \% \\ (40) \end{gathered}$ |  |
| Jackson Elementary | 338 | $\begin{gathered} 3.0 \% \\ (10) \\ \hline \end{gathered}$ | 340 | $\begin{gathered} 11.5 \% \\ (39) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 8.5 \% \\ & (29) \\ & \hline \end{aligned}$ |  |
| Jefferson Elementary | 407 | $\begin{gathered} \hline 3.9 \% \\ (16) \\ \hline \end{gathered}$ | 390 | $\begin{gathered} 17.4 \% \\ (68) \end{gathered}$ |  |  | $\begin{gathered} 13.5 \% \\ (52) \\ \hline \end{gathered}$ |  |
| Lane Elementary | 491 | $\begin{gathered} 4.9 \% \\ (24) \end{gathered}$ | 498 | $\begin{gathered} 14.3 \% \\ (71) \end{gathered}$ |  |  | $\begin{gathered} 9.4 \% \\ (47) \end{gathered}$ |  |
| Lowell Elementary | 316 | $\begin{gathered} 2.8 \% \\ \text { (9) } \\ \hline \end{gathered}$ | 323 | $\begin{gathered} 9.3 \% \\ (30) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 6.4 \% \\ & (21) \\ & \hline \end{aligned}$ |  |
| Roosevelt High | 753 | $\begin{gathered} 11.0 \% \\ (83) \end{gathered}$ | 28 | $\begin{gathered} 14.3 \% \\ \text { (4) } \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 3.3 \% \\ & (-79) \\ & \hline \end{aligned}$ |  |
| Sequoia Middle | 753 | $\begin{aligned} & 6.5 \% \\ & (49) \\ & \hline \end{aligned}$ | 752 | $\begin{gathered} \hline 12.1 \% \\ (91) \end{gathered}$ |  |  | $\begin{aligned} & 5.6 \% \\ & (42) \end{aligned}$ |  |
| Tehipite Middle | 394 | $\begin{gathered} 3.0 \% \\ (12) \\ \hline \end{gathered}$ | 394 | $\begin{aligned} & 5.8 \% \\ & (23) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} 2.8 \% \\ (11) \end{gathered}$ |  |
| Vang Pao Elementary | 716 | $\begin{gathered} \hline 4.3 \% \\ (31) \\ \hline \end{gathered}$ | 723 | $\begin{gathered} 19.4 \% \\ (140) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 15.0 \% \\ & (109) \\ & \hline \end{aligned}$ |  |
| Webster Elementary | 267 | $\begin{gathered} 2.2 \% \\ (6) \\ \hline \end{gathered}$ | 266 | $\begin{gathered} 11.7 \% \\ (31) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 9.4 \% \\ (25) \\ \hline \end{gathered}$ |  |
| Winchell Elementary | 510 | $\begin{aligned} & 3.5 \% \\ & (18) \end{aligned}$ | 600 | $\begin{aligned} & 9.3 \% \\ & (56) \end{aligned}$ |  |  | $\begin{aligned} & 5.8 \% \\ & (38) \\ & \hline \end{aligned}$ |  |
| Yokomi Elementary | 647 | $\begin{gathered} \hline 15.6 \% \\ (101) \end{gathered}$ | 644 | $\begin{gathered} \hline 26.2 \% \\ (169) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 10.6 \% \\ (68) \\ \hline \end{gathered}$ |  |

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Regional and Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students on or above grade level in i-Ready |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 1 |  | Diagnostic 2 |  | Diagnostic 3 (April) |  | Change |  |
|  | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | $\begin{gathered} \Delta \\ \text { D1 to D2 } \end{gathered}$ | $\begin{gathered} \Delta \\ \text { D1 to D3 } \end{gathered}$ |
| Specialty Region | 4,499 | $\begin{aligned} & 20.5 \% \\ & \text { (923) } \\ & \hline \end{aligned}$ | 4,444 | $\begin{gathered} 27.9 \% \\ (1,238) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & \text { 7.3\% } \\ & \text { (315) } \\ & \hline \end{aligned}$ |  |
| Baird Middle | 577 | $\begin{aligned} & 25.0 \% \\ & (144) \end{aligned}$ | 566 | $\begin{gathered} 37.6 \% \\ (213) \end{gathered}$ |  |  | $\begin{gathered} \hline 12.7 \% \\ (69) \\ \hline \end{gathered}$ |  |
| Bullard Talent K-8 | 747 | $\begin{aligned} & \hline 19.1 \% \\ & (143) \end{aligned}$ | 729 | $\begin{gathered} \hline 38.3 \% \\ (279) \end{gathered}$ |  |  | $\begin{gathered} \hline 19.1 \% \\ (136) \end{gathered}$ |  |
| Cambridge Continuation | -- | -- | -- | -- |  |  | -- |  |
| Design Science Middle College High | 139 | $\begin{gathered} \hline 48.2 \% \\ (67) \\ \hline \end{gathered}$ | 118 | $\begin{gathered} \hline 55.9 \% \\ (66) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 7.7 \% \\ (-1) \end{gathered}$ |  |
| DeWolf Continuation | -- | -- | -- | -- |  |  | -- |  |
| Duncan Polytechnical High | 518 | $\begin{gathered} \hline 23.0 \% \\ (119) \\ \hline \end{gathered}$ | 134 | $\begin{gathered} 32.1 \% \\ (43) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 9.1 \% \\ & (-76) \\ & \hline \end{aligned}$ |  |
| eLearn Academy | 2,184 | $\begin{aligned} & 17.8 \% \\ & (388) \\ & \hline \end{aligned}$ | 2,512 | $\begin{gathered} 22.3 \% \\ (561) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & \hline 4.6 \% \\ & (173) \\ & \hline \end{aligned}$ |  |
| Patino School of Entrepreneurship | 124 | $\begin{gathered} \hline 20.2 \% \\ (25) \\ \hline \end{gathered}$ | 143 | $\begin{gathered} 25.2 \% \\ (36) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 5.0 \% \\ (11) \\ \hline \end{gathered}$ |  |
| Phoenix Elementary | -- | -- | 24 | $\begin{gathered} \hline 4.2 \% \\ (1) \\ \hline \end{gathered}$ |  |  | -- |  |
| Phoenix Secondary | 11 | $\underset{\text { () }}{0.0 \%}$ | 22 | $\underset{\text { () }}{0.0 \%}$ |  |  | $\underset{()}{0.0 \%}$ |  |
| Young Academy | 187 | $\begin{gathered} 19.8 \% \\ (37) \\ \hline \end{gathered}$ | 191 | $\begin{gathered} 20.4 \% \\ (39) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 0.6 \% \\ (2) \\ \hline \end{gathered}$ |  |
| Sunnyside Region | 6,883 | $\begin{aligned} & \text { 6.1\% } \\ & \text { (421) } \\ & \hline \end{aligned}$ | 6,706 | $\begin{gathered} \hline 16.8 \% \\ (1,124) \end{gathered}$ |  |  | $\begin{aligned} & 10.6 \% \\ & (703) \\ & \hline \end{aligned}$ |  |
| Ayer Elementary | 610 | $\begin{gathered} \hline 5.2 \% \\ (32) \\ \hline \end{gathered}$ | 610 | $\begin{gathered} \hline 11.5 \% \\ (70) \end{gathered}$ |  |  | $\begin{aligned} & \hline 6.2 \% \\ & (38) \\ & \hline \end{aligned}$ |  |
| Aynesworth Elementary | 495 | $\begin{gathered} 2.0 \% \\ (10) \end{gathered}$ | 524 | $\begin{gathered} 10.1 \% \\ (53) \end{gathered}$ |  |  | $\begin{aligned} & 8.1 \% \\ & (43) \end{aligned}$ |  |
| Bakman Elementary | 639 | $\begin{gathered} 3.0 \% \\ (19) \\ \hline \end{gathered}$ | 635 | $\begin{gathered} \hline 13.4 \% \\ (85) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 10.4 \% \\ (66) \end{gathered}$ |  |
| Burroughs Elementary | 667 | $\begin{gathered} 4.0 \% \\ (27) \\ \hline \end{gathered}$ | 651 | $\begin{aligned} & 17.1 \% \\ & (111) \end{aligned}$ |  |  | $\begin{gathered} 13.0 \% \\ (84) \\ \hline \end{gathered}$ |  |
| Easterby Elementary | 598 | $\begin{aligned} & \hline 6.0 \% \\ & (36) \\ & \hline \end{aligned}$ | 580 | $\begin{aligned} & 19.7 \% \\ & (114) \end{aligned}$ |  |  | $\begin{gathered} \hline 13.6 \% \\ (78) \\ \hline \end{gathered}$ |  |
| Greenberg Elementary | 490 | $\begin{gathered} \hline 5.1 \% \\ (25) \\ \hline \end{gathered}$ | 485 | $\begin{gathered} 16.9 \% \\ (82) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 11.8 \% \\ (57) \\ \hline \end{gathered}$ |  |
| Kings Canyon Middle | 837 | $\begin{aligned} & 9.4 \% \\ & (79) \\ & \hline \end{aligned}$ | 829 | $\begin{aligned} & 15.0 \% \\ & (124) \end{aligned}$ |  |  | $\begin{aligned} & 5.5 \% \\ & (45) \\ & \hline \end{aligned}$ |  |
| Olmos Elementary | 592 | $\begin{gathered} 3.0 \% \\ (18) \\ \hline \end{gathered}$ | 573 | $\begin{gathered} 13.6 \% \\ (78) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 10.6 \% \\ (60) \end{gathered}$ |  |
| Storey Elementary | 795 | $\begin{gathered} 9.2 \% \\ (73) \\ \hline \end{gathered}$ | 781 | $\begin{gathered} 29.4 \% \\ (230) \end{gathered}$ |  |  | $\begin{gathered} 20.3 \% \\ (157) \end{gathered}$ |  |
| Sunnyside High | 597 | $\begin{gathered} 9.0 \% \\ (54) \end{gathered}$ | 501 | $\begin{gathered} \hline 22.0 \% \\ (110) \end{gathered}$ |  |  | $\begin{gathered} \hline 12.9 \% \\ (56) \end{gathered}$ |  |
| Terronez Middle | 563 | $\begin{gathered} 8.5 \% \\ (48) \end{gathered}$ | 537 | $\begin{gathered} 12.5 \% \\ (67) \end{gathered}$ |  |  | $\begin{gathered} 4.0 \% \\ (19) \end{gathered}$ |  |

Note: This report shows the number \& percent of students on or above grade level (proficient) using Standard View.
Students who score 1 grade level below are considered on grade level using Beginning of Year view. However, for consistency, reports will only reflect Standard View results.
*Results for student groups with a sample size less than 11 are not reported out in alignment with CDE.
Created by Equity \& Access
Data Source: SIS
Date: 1/24/2022

Academic Performance OKR: 2021-22- i-Ready Reading Diagnostic 2 Typical and Stretch Growth Regional and Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students who meet their stretch growth target in i-Ready. |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 2 |  |  | Diagnostic 3 (April) |  |  | Change |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth | Typical $\Delta$ D2 to D3 | $\begin{gathered} \text { Stretch } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ |
| Fresno Unified | 49,705 | $\begin{gathered} 53.8 \% \\ (26,744) \\ \hline \end{gathered}$ | $\begin{gathered} 40.2 \% \\ (20,006) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Bullard Region | 6,080 | $\begin{aligned} & \hline \hline 57.1 \% \\ & (3,470) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 44.0 \% \\ & (2,678) \end{aligned}$ |  |  |  |  |  |
| Bullard High | 789 | $\begin{aligned} & 41.1 \% \\ & (324) \\ & \hline \end{aligned}$ | $\begin{gathered} 30.5 \% \\ (241) \end{gathered}$ |  |  |  |  |  |
| Figarden Elementary | 490 | $\begin{gathered} 60.8 \% \\ (298) \end{gathered}$ | $\begin{gathered} \hline 45.5 \% \\ (223) \end{gathered}$ |  |  |  |  |  |
| Forkner Elementary | 426 | $\begin{gathered} 58.2 \% \\ (248) \end{gathered}$ | $\begin{aligned} & 45.8 \% \\ & (195) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Gibson Elementary | 403 | $\begin{aligned} & 65.8 \% \\ & (265) \\ & \hline \end{aligned}$ | $\begin{aligned} & 53.3 \% \\ & (215) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Kratt Elementary | 504 | $\begin{aligned} & 64.1 \% \\ & (323) \end{aligned}$ | $\begin{aligned} & \hline 49.4 \% \\ & (249) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Lawless Elementary | 553 | $\begin{aligned} & 66.9 \% \\ & (370) \end{aligned}$ | $\begin{gathered} 52.6 \% \\ (291) \end{gathered}$ |  |  |  |  |  |
| Malloch Elementary | 394 | $\begin{aligned} & \text { 68.5\% } \\ & (270) \end{aligned}$ | $\begin{gathered} 56.1 \% \\ (221) \end{gathered}$ |  |  |  |  |  |
| Powers Elementary | 384 | $\begin{aligned} & 62.0 \% \\ & (238) \end{aligned}$ | $\begin{gathered} \hline 45.6 \% \\ (175) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Slater Elementary | 615 | $\begin{aligned} & \hline 63.1 \% \\ & (388) \end{aligned}$ | $\begin{aligned} & 48.9 \% \\ & (301) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Starr Elementary | 330 | $\begin{gathered} 55.5 \% \\ (183) \end{gathered}$ | $\begin{gathered} \hline 43.6 \% \\ (144) \end{gathered}$ |  |  |  |  |  |
| Tenaya Middle | 702 | $\begin{aligned} & \hline 47.7 \% \\ & (335) \\ & \hline \end{aligned}$ | $\begin{aligned} & 36.5 \% \\ & (256) \end{aligned}$ |  |  |  |  |  |
| Wawona K-8 | 490 | $\begin{aligned} & 46.5 \% \\ & (228) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 34.1 \% \\ (167) \\ \hline \end{gathered}$ |  |  |  |  |  |

Notes: This report shows the number and percent of students who met their typical and/or stretch growth. At Diagnostic 2, students have met Typical or Stretch Growth Annual Targets if they achieved $40 \%$ or more of their target. At Diagnostic 3, students have met Typical or Stretch Growth Targets if they achieved $80 \%$ or more of their target.

Typical Growth is the average annual growth for students. Typical Growth Targets are established by students' grade level and placement on the first diagnostic of the year.

Stretch Growth is an ambitious but attainable level of growth that puts below-grade level students on a path to proficiency and on grade level students on a path to advanced proficiency. Student Stretch Growth Targets are established by students' grade level and placement on the first diagnostic of the year.
*Student groups with a sample size less than 11 is not reported out in alignment with CDE.

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Date: 1/24/2022

Academic Performance OKR: 2021-22- i-Ready Reading Diagnostic 2 Typical and Stretch Growth Regional and Site Performance

| Student Goal: Improve | ic Perfor | ce at | ging L |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease stu | Distance | $m$ Stand | DFS) on |  |  |  |  |  |
| Key Result: Increase the | er of stud | $s$ who m | their str | growth | t in i |  |  |  |
|  |  | Diagnostic |  |  | nostic 3 ( |  |  |  |
| Site or Student Group | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth | $\begin{gathered} \hline \text { Typical } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ | $\begin{aligned} & \hline \text { Stretch } \\ & \Delta \\ & \text { D2 to D3 } \end{aligned}$ |
| Edison Region | 5,648 | $\begin{gathered} 50.9 \% \\ (2,877) \\ \hline \end{gathered}$ | $\begin{gathered} 38.0 \% \\ (2,148) \end{gathered}$ |  |  |  |  |  |
| Addams Elementary | 685 | $\begin{gathered} \hline 58.5 \% \\ (401) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 42.8 \% \\ (293) \end{gathered}$ |  |  |  |  |  |
| Columbia Elementary | 487 | $\begin{aligned} & \hline 55.9 \% \\ & (272) \\ & \hline \end{aligned}$ | $\begin{aligned} & 41.5 \% \\ & (202) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Computech Middle | 707 | $\begin{gathered} 49.6 \% \\ (351) \end{gathered}$ | $\begin{aligned} & 40.0 \% \\ & (283) \end{aligned}$ |  |  |  |  |  |
| Edison High | 813 | $\begin{aligned} & \hline 41.5 \% \\ & (337) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 31.5 \% \\ (256) \end{gathered}$ |  |  |  |  |  |
| Gaston Middle | 712 | $\begin{aligned} & 36.7 \% \\ & (261) \end{aligned}$ | $\begin{aligned} & \hline 23.9 \% \\ & (170) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| King Elementary | 549 | $\begin{aligned} & 55.9 \% \\ & (307) \\ & \hline \end{aligned}$ | $\begin{aligned} & 40.4 \% \\ & (222) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Kirk Elementary | 316 | $\begin{aligned} & \hline 69.3 \% \\ & (219) \\ & \hline \end{aligned}$ | $\begin{gathered} 52.5 \% \\ (166) \end{gathered}$ |  |  |  |  |  |
| Lincoln Elementary | 482 | $\begin{aligned} & 49.6 \% \\ & (239) \end{aligned}$ | $\begin{gathered} 34.0 \% \\ (164) \end{gathered}$ |  |  |  |  |  |
| Manchester Gate | 649 | $\begin{gathered} \hline 57.8 \% \\ (375) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 47.5 \% \\ & (308) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Sunset Elementary | 248 | $\begin{gathered} \hline 46.4 \% \\ (115) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 33.9 \% \\ (84) \\ \hline \end{gathered}$ |  |  |  |  |  |

Notes: This report shows the number and percent of students who met their typical and/or stretch growth. At Diagnostic 2, students have met Typical or Stretch Growth Annual Targets if they achieved $40 \%$ or more of their target. At Diagnostic 3, students have met Typical or Stretch Growth Targets if they achieved 80\% or more of their target.

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Date: 1/24/2022

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Stretch Growth is an ambitious but attainable level of growth that puts below-grade level students on a path to proficiency and on grade level students on a path to advanced proficiency. Student Stretch Growth Targets are established by students' grade level and placement on the first diagnostic of the year.
*Student groups with a sample size less than 11 is not reported out in alignment with CDE.

Academic Performance OKR: 2021-22- i-Ready Reading Diagnostic 2 Typical and Stretch Growth Regional and Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students who meet their stretch growth target in i-Ready. |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 2 |  |  | Diagnostic 3 (April) |  |  | Change |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth | $\begin{gathered} \text { Typical } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ | $\begin{gathered} \text { Stretch } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ |
| Fresno Region | 6,229 | $\begin{gathered} 54.2 \% \\ (3,377) \\ \hline \end{gathered}$ | $\begin{gathered} 39.8 \% \\ (2,478) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Cooper Middle | 518 | $\begin{aligned} & \hline 47.9 \% \\ & (248) \end{aligned}$ | $\begin{gathered} \hline 34.7 \% \\ (180) \end{gathered}$ |  |  |  |  |  |
| Del Mar Elementary | 453 | $\begin{aligned} & 66.7 \% \\ & (302) \end{aligned}$ | $\begin{aligned} & \hline 49.9 \% \\ & (226) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Fort Miller Middle | 621 | $\begin{gathered} \hline 49.9 \% \\ (310) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 33.5 \% \\ (208) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Fremont Elementary | 392 | $\begin{gathered} 47.7 \% \\ (187) \end{gathered}$ | $\begin{gathered} \hline 34.9 \% \\ (137) \end{gathered}$ |  |  |  |  |  |
| Fresno High | 480 | $\begin{gathered} \hline 35.8 \% \\ (172) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 26.0 \% \\ (125) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Hamilton K-8 | 679 | $\begin{gathered} \hline 61.7 \% \\ (419) \end{gathered}$ | $\begin{aligned} & 47.3 \% \\ & (321) \end{aligned}$ |  |  |  |  |  |
| Heaton Elementary | 480 | $\begin{gathered} 50.4 \% \\ (242) \end{gathered}$ | $\begin{gathered} \hline 36.0 \% \\ (173) \end{gathered}$ |  |  |  |  |  |
| Homan Elementary | 524 | $\begin{aligned} & 57.1 \% \\ & (299) \\ & \hline \end{aligned}$ | $\begin{gathered} 39.5 \% \\ (207) \end{gathered}$ |  |  |  |  |  |
| Muir Elementary | 410 | $\begin{gathered} 58.5 \% \\ (240) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 43.4 \% \\ (178) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Roeding Elementary | 540 | $\begin{gathered} 51.9 \% \\ (280) \end{gathered}$ | $\begin{gathered} \hline 40.7 \% \\ (220) \end{gathered}$ |  |  |  |  |  |
| Williams Elementary | 535 | $\begin{gathered} 59.4 \% \\ (318) \end{gathered}$ | $\begin{gathered} 44.3 \% \\ (237) \end{gathered}$ |  |  |  |  |  |
| Wilson Elementary | 597 | $\begin{aligned} & 60.3 \% \\ & (360) \end{aligned}$ | $\begin{gathered} 44.6 \% \\ (266) \end{gathered}$ |  |  |  |  |  |

Notes: This report shows the number and percent of students who met their typical and/or stretch growth. At Diagnostic 2, students have met Typical or Stretch Growth Annual Targets if they achieved 40\% or more of their target. At Diagnostic 3, students have met Typical or Stretch Growth Targets if they achieved 80\% or more of their target.

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Date: 1/24/2022

Typical Growth is the average annual growth for students. Typical Growth Targets are established by students' grade level and placement on the first diagnostic of the year.

Stretch Growth is an ambitious but attainable level of growth that puts below-grade level students on a path to proficiency and on grade level students on a path to advanced proficiency. Student Stretch Growth Targets are established by students' grade level and placement on the first diagnostic of the year.
*Student groups with a sample size less than 11 is not reported out in alignment with CDE.

Academic Performance OKR: 2021-22- i-Ready Reading Diagnostic 2 Typical and Stretch Growth Regional and Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students who meet their stretch growth target in i-Ready. |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 2 |  |  | Diagnostic 3 (April) |  |  | Change |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth | $\begin{gathered} \text { Typical } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ | $\begin{gathered} \text { Stretch } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ |
| Hoover Region | 6,609 | $\begin{gathered} 53.6 \% \\ (3,544) \end{gathered}$ | $\begin{gathered} 39.8 \% \\ (2,632) \end{gathered}$ |  |  |  |  |  |
| Ahwahnee Middle | 444 | $\begin{aligned} & \hline 32.9 \% \\ & (146) \end{aligned}$ | $\begin{gathered} \hline 23.6 \% \\ (105) \end{gathered}$ |  |  |  |  |  |
| Centennial Elementary | 598 | $\begin{gathered} 56.2 \% \\ (336) \end{gathered}$ | $\begin{aligned} & \hline 43.3 \% \\ & (259) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Eaton Elementary | 385 | $\begin{aligned} & 61.3 \% \\ & (236) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 47.3 \% \\ (182) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Holland Elementary | 392 | $\begin{aligned} & 60.5 \% \\ & (237) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 43.9 \% \\ & (172) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Hoover High | 625 | $\begin{gathered} \hline 35.0 \% \\ (219) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 25.9 \% \\ (162) \\ \hline \end{gathered}$ |  |  |  |  |  |
| McCardle Elementary | 426 | $\begin{gathered} \hline 61.0 \% \\ (260) \end{gathered}$ | $\begin{aligned} & 47.7 \% \\ & (203) \end{aligned}$ |  |  |  |  |  |
| Pyle Elementary | 651 | $\begin{gathered} \hline 53.1 \% \\ (346) \end{gathered}$ | $\begin{gathered} 36.4 \% \\ (237) \end{gathered}$ |  |  |  |  |  |
| Robinson Elementary | 434 | $\begin{aligned} & 61.3 \% \\ & (266) \\ & \hline \end{aligned}$ | $\begin{aligned} & 47.2 \% \\ & (205) \end{aligned}$ |  |  |  |  |  |
| Thomas Elementary | 679 | $\begin{gathered} 53.9 \% \\ (366) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 39.8 \% \\ & (270) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Tioga Middle | 588 | $\begin{gathered} \hline 53.6 \% \\ (315) \end{gathered}$ | $\begin{aligned} & \hline 41.5 \% \\ & (244) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Viking Elementary | 612 | $\begin{aligned} & 61.8 \% \\ & (378) \end{aligned}$ | $\begin{aligned} & \hline 43.3 \% \\ & (265) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Vinland Elementary | 436 | $\begin{aligned} & 53.7 \% \\ & (234) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 39.7 \% \\ (173) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Wolters Elementary | 339 | $\begin{aligned} & \hline 60.5 \% \\ & (205) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 45.7 \% \\ & (155) \\ & \hline \end{aligned}$ |  |  |  |  |  |

Notes: This report shows the number and percent of students who met their typical and/or stretch growth. At Diagnostic 2, students have met Typical or Stretch Growth Annual Targets if they achieved 40\% or more of their target. At Diagnostic 3, students have met Typical or Stretch Growth Targets if they achieved 80\% or more of their target.

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Date: 1/24/2022

Typical Growth is the average annual growth for students. Typical Growth Targets are established by students' grade level and placement on the first diagnostic of the year.

Stretch Growth is an ambitious but attainable level of growth that puts below-grade level students on a path to proficiency and on grade level students on a path to advanced proficiency. Student Stretch Growth Targets are established by students' grade level and placement on the first diagnostic of the year.
*Student groups with a sample size less than 11 is not reported out in alignment with CDE.

Academic Performance OKR: 2021-22- i-Ready Reading Diagnostic 2 Typical and Stretch Growth Regional and Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students who meet their stretch growth target in i-Ready. |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 2 |  |  | Diagnostic 3 (April) |  |  | Change |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth | $\begin{gathered} \text { Typical } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ | $\begin{gathered} \text { Stretch } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ |
| McLane Region | 7,474 | $\begin{gathered} 55.1 \% \\ (4,120) \\ \hline \end{gathered}$ | $\begin{gathered} 40.6 \% \\ (3,032) \end{gathered}$ |  |  |  |  |  |
| Birney Elementary | 685 | $\begin{aligned} & \hline 64.4 \% \\ & (441) \end{aligned}$ | $\begin{aligned} & \hline 46.3 \% \\ & (317) \end{aligned}$ |  |  |  |  |  |
| Ericson Elementary | 669 | $\begin{gathered} \hline 61.7 \% \\ (413) \end{gathered}$ | $\begin{aligned} & \hline 46.8 \% \\ & (313) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Ewing Elementary | 676 | $\begin{gathered} 57.2 \% \\ (387) \\ \hline \end{gathered}$ | $\begin{aligned} & 44.7 \% \\ & (302) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Hidalgo Elementary | 511 | $\begin{gathered} 51.3 \% \\ (262) \end{gathered}$ | $\begin{gathered} \hline 36.2 \% \\ (185) \end{gathered}$ |  |  |  |  |  |
| Leavenworth Elementary | 662 | $\begin{gathered} \hline 57.7 \% \\ (382) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 41.2 \% \\ & (273) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Mayfair Elementary | 540 | $\begin{gathered} 57.0 \% \\ (308) \end{gathered}$ | $\begin{aligned} & 41.5 \% \\ & (224) \end{aligned}$ |  |  |  |  |  |
| McLane High | 465 | $\begin{gathered} \hline 26.2 \% \\ (122) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 19.4 \% \\ (90) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Norseman Elementary | 521 | $\begin{aligned} & \hline 60.5 \% \\ & (315) \end{aligned}$ | $\begin{gathered} 43.6 \% \\ (227) \end{gathered}$ |  |  |  |  |  |
| Rowell Elementary | 477 | $\begin{gathered} 54.3 \% \\ (259) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 38.2 \% \\ (182) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Scandinavian Middle | 715 | $\begin{gathered} \hline 51.9 \% \\ (371) \end{gathered}$ | $\begin{gathered} \hline 39.4 \% \\ (282) \end{gathered}$ |  |  |  |  |  |
| Turner Elementary | 527 | $\begin{gathered} 52.8 \% \\ (278) \end{gathered}$ | $\begin{gathered} \hline 37.2 \% \\ (196) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Wishon Elementary | 427 | $\begin{aligned} & 61.4 \% \\ & (262) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 50.1 \% \\ (214) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Yosemite Middle | 599 | $\begin{gathered} 53.4 \% \\ (320) \end{gathered}$ | $\begin{aligned} & \hline 37.9 \% \\ & (227) \\ & \hline \end{aligned}$ |  |  |  |  |  |

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Academic Performance OKR: 2021-22- i-Ready Reading Diagnostic 2 Typical and Stretch Growth Regional and Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students who meet their stretch growth target in i-Ready. |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 2 |  |  | Diagnostic 3 (April) |  |  | Change |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth | $\begin{gathered} \text { Typical } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ | $\begin{gathered} \text { Stretch } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ |
| Roosevelt Region | 6,352 | $\begin{gathered} 53.8 \% \\ (3,420) \\ \hline \end{gathered}$ | $\begin{gathered} 39.7 \% \\ (2,522) \end{gathered}$ |  |  |  |  |  |
| Anthony Elementary | 367 | $\begin{aligned} & \hline 67.6 \% \\ & (248) \end{aligned}$ | $\begin{aligned} & \hline \hline 48.0 \% \\ & (176) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Balderas Elementary | 574 | $\begin{aligned} & \hline 47.0 \% \\ & (270) \\ & \hline \end{aligned}$ | $\begin{gathered} 33.8 \% \\ (194) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Calwa Elementary | 517 | $\begin{gathered} 50.9 \% \\ (263) \end{gathered}$ | $\begin{gathered} 38.3 \% \\ (198) \end{gathered}$ |  |  |  |  |  |
| Jackson Elementary | 324 | $\begin{aligned} & 64.2 \% \\ & (208) \\ & \hline \end{aligned}$ | $\begin{gathered} 47.5 \% \\ (154) \end{gathered}$ |  |  |  |  |  |
| Jefferson Elementary | 392 | $\begin{aligned} & \hline 72.4 \% \\ & (284) \end{aligned}$ | $\begin{gathered} 56.4 \% \\ (221) \end{gathered}$ |  |  |  |  |  |
| Lane Elementary | 450 | $\begin{gathered} 55.3 \% \\ (249) \end{gathered}$ | $\begin{gathered} 40.9 \% \\ (184) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Lowell Elementary | 325 | $\begin{gathered} 56.0 \% \\ (182) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 41.2 \% \\ (134) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Roosevelt High | 27 | $\begin{gathered} 55.6 \% \\ (15) \end{gathered}$ | $29.6 \%$ (8) |  |  |  |  |  |
| Sequoia Middle | 749 | $\begin{aligned} & \hline 33.9 \% \\ & (254) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 21.2 \% \\ (159) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Tehipite Middle | 402 | $\begin{gathered} \hline 41.5 \% \\ (167) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 30.8 \% \\ (124) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Vang Pao Elementary | 730 | $\begin{aligned} & 62.1 \% \\ & (453) \end{aligned}$ | $\begin{aligned} & 48.8 \% \\ & (356) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Webster Elementary | 269 | $\begin{aligned} & \hline 61.0 \% \\ & (164) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 44.2 \% \\ & (119) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Winchell Elementary | 580 | $\begin{aligned} & \hline 46.7 \% \\ & (271) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 31.7 \% \\ (184) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Yokomi Elementary | 646 | $\begin{aligned} & \hline 60.7 \% \\ & (392) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 48.1 \% \\ (311) \\ \hline \end{gathered}$ |  |  |  |  |  |

Notes: This report shows the number and percent of students who met their typical and/or stretch growth. At Diagnostic 2, students have met Typical or Stretch Growth Annual Targets if they achieved 40\% or more of their target. At Diagnostic 3, students have met Typical or Stretch Growth Targets if they achieved 80\% or more of their target.

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Date: 1/24/2022

Typical Growth is the average annual growth for students. Typical Growth Targets are established by students' grade level and placement on the first diagnostic of the year.

Stretch Growth is an ambitious but attainable level of growth that puts below-grade level students on a path to proficiency and on grade level students on a path to advanced proficiency. Student Stretch Growth Targets are established by students' grade level and placement on the first diagnostic of the year.
*Student groups with a sample size less than 11 is not reported out in alignment with CDE.

Academic Performance OKR: 2021-22- i-Ready Reading Diagnostic 2 Typical and Stretch Growth Regional and Site Performance

| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Key Result: Increase the number of students who meet their stretch growth target in i-Ready. |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 2 |  |  | Diagnostic 3 (April) |  |  | Change |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth | Typical $\Delta$ D2 to D3 | Stretch $\Delta$ D2 to D3 |
| Specialty Region | 4,451 | $\begin{aligned} & \hline 47.0 \% \\ & (2,092) \end{aligned}$ | $\begin{gathered} 36.6 \% \\ (1,629) \end{gathered}$ |  |  |  |  |  |
| Baird Middle | 568 | $\begin{gathered} \hline 57.4 \% \\ (326) \end{gathered}$ | $\begin{aligned} & \hline 44.5 \% \\ & (253) \end{aligned}$ |  |  |  |  |  |
| Bullard Talent K-8 | 730 | $\begin{gathered} 63.4 \% \\ (463) \end{gathered}$ | $\begin{aligned} & \hline 51.0 \% \\ & (372) \end{aligned}$ |  |  |  |  |  |
| Cambridge Continuation | -- | -- | -- |  |  |  |  |  |
| Design Science Middle College High | 116 | $\begin{gathered} \hline 30.2 \% \\ (35) \\ \hline \end{gathered}$ | $\begin{gathered} 21.6 \% \\ (25) \\ \hline \end{gathered}$ |  |  |  |  |  |
| DeWolf Continuation | -- | -- | -- |  |  |  |  |  |
| Duncan Polytechnical High | -- | -- | -- |  |  |  |  |  |
| eLearn Academy | 2,576 | $\begin{aligned} & \hline 43.3 \% \\ & (1,116) \\ & \hline \end{aligned}$ | $\begin{gathered} 33.2 \% \\ (856) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Patino School of Entrepreneurship | 137 | $\begin{gathered} 27.7 \% \\ (38) \\ \hline \end{gathered}$ | $\begin{gathered} 18.2 \% \\ (25) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Phoenix Elementary | 24 | $\begin{gathered} \hline 66.7 \% \\ (16) \\ \hline \end{gathered}$ | $\begin{gathered} 58.3 \% \\ (14) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Phoenix Secondary | 24 | $\begin{gathered} \hline 37.5 \% \\ \text { (9) } \\ \hline \end{gathered}$ | $\begin{gathered} \hline 29.2 \% \\ \text { (7) } \end{gathered}$ |  |  |  |  |  |
| Young Academy | 265 | $\begin{gathered} 32.5 \% \\ (86) \\ \hline \end{gathered}$ | $\begin{gathered} 27.9 \% \\ (74) \\ \hline \end{gathered}$ |  |  |  |  |  |

Notes: This report shows the number and percent of students who met their typical and/or stretch growth. At Diagnostic 2, students have met Typical or Stretch Growth Annual Targets if they achieved $40 \%$ or more of their target. At Diagnostic 3, students have met Typical or Stretch Growth Targets if they achieved 80\% or more of their target.

Created by Equity \& Access Data Source: SIS

Date: 1/24/2022

Typical Growth is the average annual growth for students. Typical Growth Targets are established by students' grade level and placement on the first diagnostic of the year.

Stretch Growth is an ambitious but attainable level of growth that puts below-grade level students on a path to proficiency and on grade level students on a path to advanced proficiency. Student Stretch Growth Targets are established by students' grade level and placement on the first diagnostic of the year.
*Student groups with a sample size less than 11 is not reported out in alignment with CDE.

Academic Performance OKR: 2021-22- i-Ready Reading Diagnostic 2 Typical and Stretch Growth Regional and Site Performance

| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Key Result: Increase the number of students who meet their stretch growth target in i-Ready. |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 2 |  |  | Diagnostic 3 (April) |  |  | Change |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth | Typical $\Delta$ D2 to D3 | $\begin{gathered} \text { Stretch } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ |
| Sunnyside Region | 6,862 | $\begin{gathered} 56.0 \% \\ (3,844) \end{gathered}$ | $\begin{aligned} & 42.1 \% \\ & (2,887) \end{aligned}$ |  |  |  |  |  |
| Ayer Elementary | 623 | $\begin{gathered} \hline 57.3 \% \\ (357) \end{gathered}$ | $\begin{gathered} \hline \hline 44.8 \% \\ (279) \end{gathered}$ |  |  |  |  |  |
| Aynesworth Elementary | 533 | $\begin{aligned} & \text { 60.4\% } \\ & (322) \end{aligned}$ | $\begin{aligned} & \hline 43.7 \% \\ & (233) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Bakman Elementary | 640 | $\begin{aligned} & \hline 66.4 \% \\ & (425) \\ & \hline \end{aligned}$ | $\begin{gathered} 50.8 \% \\ (325) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Burroughs Elementary | 651 | $\begin{gathered} 56.1 \% \\ (365) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 42.5 \% \\ & (277) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Easterby Elementary | 585 | $\begin{aligned} & 66.5 \% \\ & (389) \end{aligned}$ | $\begin{gathered} 53.7 \% \\ (314) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Greenberg Elementary | 486 | $\begin{aligned} & 65.8 \% \\ & (320) \\ & \hline \end{aligned}$ | $\begin{aligned} & 49.2 \% \\ & (239) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Kings Canyon Middle | 814 | $\begin{gathered} \hline 46.4 \% \\ (378) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 30.7 \% \\ & (250) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Olmos Elementary | 575 | $\begin{aligned} & \hline 65.6 \% \\ & (377) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 47.8 \% \\ & (275) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Storey Elementary | 781 | $\begin{aligned} & 66.1 \% \\ & (516) \end{aligned}$ | $\begin{aligned} & 53.5 \% \\ & (418) \end{aligned}$ |  |  |  |  |  |
| Sunnyside High | 639 | $\begin{gathered} \hline 27.7 \% \\ (177) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 19.9 \% \\ & (127) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Terronez Middle | 535 | $\begin{aligned} & \hline 40.7 \% \\ & (218) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 28.0 \% \\ & (150) \\ & \hline \end{aligned}$ |  |  |  |  |  |

Notes: This report shows the number and percent of students who met their typical and/or stretch growth. At Diagnostic 2, students have met Typical or Stretch Growth Annual Targets if they achieved 40\% or more of their target. At Diagnostic 3, students have met Typical or Stretch Growth Targets if they achieved 80\% or more of their target.

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Date: 1/24/2022

Typical Growth is the average annual growth for students. Typical Growth Targets are established by students' grade level and placement on the first diagnostic of the year.

Stretch Growth is an ambitious but attainable level of growth that puts below-grade level students on a path to proficiency and on grade level students on a path to advanced proficiency. Student Stretch Growth Targets are established by students' grade level and placement on the first diagnostic of the year.
*Student groups with a sample size less than 11 is not reported out in alignment with CDE.

## Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 2 On or Above Grade Level Regional and Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students on or above grade level in i-Ready |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 1 |  | Diagnostic 2 |  | Diagnostic 3 (April) |  | Change |  |
|  | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | $\begin{gathered} \Delta \\ \text { D1 to D2 } \end{gathered}$ | $\begin{gathered} \Delta \\ \text { D1 to D3 } \end{gathered}$ |
| Fresno Unified | 51,439 | $\begin{gathered} 8.9 \% \\ (4,562) \\ \hline \end{gathered}$ | 49,280 | $\begin{gathered} \hline 18.2 \% \\ (8,966) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 9.3 \% \\ (4,404) \\ \hline \end{gathered}$ |  |
| Bullard Region | 6,388 | $\begin{aligned} & \hline 10.7 \% \\ & (682) \\ & \hline \end{aligned}$ | 5,764 | $\begin{gathered} \hline 23.7 \% \\ (1,366) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 13.0 \% \\ & (684) \end{aligned}$ |  |
| Bullard High | 983 | $\begin{gathered} \hline 18.7 \% \\ (184) \end{gathered}$ | 389 | $\begin{gathered} 29.8 \% \\ (116) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline \hline 11.1 \% \\ (-68) \\ \hline \end{gathered}$ |  |
| Figarden Elementary | 500 | $\begin{aligned} & 9.8 \% \\ & \text { (49) } \\ & \hline \end{aligned}$ | 503 | $\begin{gathered} 23.7 \% \\ (119) \end{gathered}$ |  |  | $\begin{gathered} 13.9 \% \\ (70) \\ \hline \end{gathered}$ |  |
| Forkner Elementary | 431 | $\begin{gathered} 12.1 \% \\ (52) \\ \hline \end{gathered}$ | 426 | $\begin{gathered} 29.6 \% \\ (126) \end{gathered}$ |  |  | $\begin{gathered} \hline 17.5 \% \\ (74) \\ \hline \end{gathered}$ |  |
| Gibson Elementary | 410 | $\begin{gathered} 16.8 \% \\ (69) \end{gathered}$ | 405 | $\begin{gathered} 36.0 \% \\ (146) \end{gathered}$ |  |  | $\begin{gathered} 19.2 \% \\ (77) \end{gathered}$ |  |
| Kratt Elementary | 523 | $\begin{aligned} & \hline 5.0 \% \\ & (26) \\ & \hline \end{aligned}$ | 498 | $\begin{gathered} 18.3 \% \\ (91) \end{gathered}$ |  |  | $\begin{gathered} 13.3 \% \\ (65) \\ \hline \end{gathered}$ |  |
| Lawless Elementary | 573 | $\begin{gathered} 5.2 \% \\ (30) \\ \hline \end{gathered}$ | 553 | $\begin{aligned} & 25.0 \% \\ & (138) \\ & \hline \end{aligned}$ |  |  | $\begin{aligned} & 19.7 \% \\ & (108) \\ & \hline \end{aligned}$ |  |
| Malloch Elementary | 387 | $\begin{gathered} 14.5 \% \\ (56) \\ \hline \end{gathered}$ | 395 | $\begin{gathered} \hline 36.5 \% \\ (144) \end{gathered}$ |  |  | $\begin{gathered} 22.0 \% \\ (88) \\ \hline \end{gathered}$ |  |
| Powers Elementary | 386 | $\begin{gathered} \hline 4.4 \% \\ (17) \end{gathered}$ | 384 | $\begin{gathered} \hline 17.7 \% \\ (68) \end{gathered}$ |  |  | $\begin{gathered} 13.3 \% \\ (51) \end{gathered}$ |  |
| Slater Elementary | 587 | $\begin{gathered} \hline 4.1 \% \\ (24) \\ \hline \end{gathered}$ | 610 | $\begin{gathered} 13.1 \% \\ (80) \end{gathered}$ |  |  | $\begin{aligned} & \hline 9.0 \% \\ & (56) \\ & \hline \end{aligned}$ |  |
| Starr Elementary | 328 | $\begin{gathered} \hline 14.9 \% \\ (49) \\ \hline \end{gathered}$ | 329 | $\begin{gathered} \hline 32.2 \% \\ (106) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 17.3 \% \\ (57) \\ \hline \end{gathered}$ |  |
| Tenaya Middle | 763 | $\begin{gathered} 11.7 \% \\ (89) \\ \hline \end{gathered}$ | 738 | $\begin{aligned} & 23.8 \% \\ & (176) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} 12.2 \% \\ (87) \end{gathered}$ |  |
| Wawona K-8 | 517 | $\begin{aligned} & \hline 7.2 \% \\ & (37) \\ & \hline \end{aligned}$ | 534 | $\begin{gathered} \hline 10.5 \% \\ (56) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 3.3 \% \\ (19) \\ \hline \end{gathered}$ |  |
| Edison Region | 5,679 | $\begin{gathered} \hline 17.9 \% \\ (1,017) \\ \hline \end{gathered}$ | 5,454 | $\begin{gathered} \hline 25.7 \% \\ (1,400) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 7.8 \% \\ & (383) \\ & \hline \end{aligned}$ |  |
| Addams Elementary | 704 | $\begin{aligned} & \hline 3.1 \% \\ & \text { (22) } \\ & \hline \end{aligned}$ | 670 | $\begin{gathered} \hline 9.4 \% \\ (63) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & \hline 6.3 \% \\ & (41) \\ & \hline \end{aligned}$ |  |
| Columbia Elementary | 457 | $\begin{gathered} 1.8 \% \\ \text { (8) } \\ \hline \end{gathered}$ | 481 | $\begin{gathered} 6.7 \% \\ (32) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 4.9 \% \\ (24) \\ \hline \end{gathered}$ |  |
| Computech Middle | 685 | $\begin{aligned} & 48.9 \% \\ & (335) \\ & \hline \end{aligned}$ | 525 | $\begin{gathered} 59.2 \% \\ (311) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 10.3 \% \\ (-24) \end{gathered}$ |  |
| Edison High | 795 | $\begin{aligned} & 25.8 \% \\ & (205) \\ & \hline \end{aligned}$ | 742 | $\begin{gathered} \hline 31.3 \% \\ (232) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 5.5 \% \\ (27) \\ \hline \end{gathered}$ |  |
| Gaston Middle | 730 | $\begin{gathered} 4.9 \% \\ (36) \\ \hline \end{gathered}$ | 706 | $\begin{gathered} 8.6 \% \\ (61) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 3.7 \% \\ (25) \\ \hline \end{gathered}$ |  |
| King Elementary | 565 | $\begin{aligned} & \hline 1.9 \% \\ & (11) \end{aligned}$ | 543 | $\begin{gathered} \hline 11.2 \% \\ (61) \end{gathered}$ |  |  | $\begin{gathered} \hline 9.3 \% \\ (50) \\ \hline \end{gathered}$ |  |
| Kirk Elementary | 283 | $\begin{gathered} 2.8 \% \\ \text { (8) } \end{gathered}$ | 316 | $\begin{gathered} \hline 9.5 \% \\ (30) \end{gathered}$ |  |  | $\begin{aligned} & \hline 6.7 \% \\ & (22) \end{aligned}$ |  |
| Lincoln Elementary | 474 | $\begin{aligned} & \hline 5.9 \% \\ & (28) \\ & \hline \end{aligned}$ | 477 | $\begin{gathered} 16.4 \% \\ (78) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 10.4 \% \\ (50) \\ \hline \end{gathered}$ |  |
| Manchester Gate | 656 | $\begin{gathered} \hline 52.7 \% \\ (346) \\ \hline \end{gathered}$ | 650 | $\begin{aligned} & \hline 73.2 \% \\ & (476) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} \hline 20.5 \% \\ (130) \\ \hline \end{gathered}$ |  |
| Sunset Elementary | 330 | $\begin{gathered} 5.5 \% \\ (18) \end{gathered}$ | 344 | $\begin{gathered} 16.3 \% \\ (56) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 10.8 \% \\ (38) \\ \hline \end{gathered}$ |  |

Note: This report shows the number \& percent of students on or above grade level (proficient) using Standard View. Students who score 1 grade level below are considered on grade level using Beginning of Year view. However, for consistency, reports will only reflect Standard View results.
*Results for student groups with a sample size less than 11 are not reported out in alignment with CDE.

Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 2 On or Above Grade Level Regional and Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students on or above grade level in i-Ready |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 1 |  | Diagnostic 2 |  | Diagnostic 3 (April) |  | Change |  |
|  | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | $\begin{gathered} \Delta \\ \text { D1 to D2 } \end{gathered}$ | $\begin{gathered} \Delta \\ \text { D1 to D3 } \end{gathered}$ |
| Fresno Region | 6,341 | $\begin{aligned} & 4.5 \% \\ & \text { (284) } \end{aligned}$ | 6,219 | $\begin{aligned} & 12.8 \% \\ & (795) \\ & \hline \end{aligned}$ |  |  | $\begin{aligned} & 8.3 \% \\ & \text { (511) } \\ & \hline \end{aligned}$ |  |
| Cooper Middle | 508 | $\begin{gathered} \hline 10.8 \% \\ (55) \\ \hline \end{gathered}$ | 523 | $\begin{gathered} 16.3 \% \\ (85) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 5.4 \% \\ (30) \\ \hline \end{gathered}$ |  |
| Del Mar Elementary | 459 | $\begin{gathered} \hline 4.8 \% \\ (22) \end{gathered}$ | 452 | $\begin{gathered} 16.4 \% \\ (74) \end{gathered}$ |  |  | $\begin{gathered} \hline 11.6 \% \\ (52) \end{gathered}$ |  |
| Fort Miller Middle | 615 | $\begin{gathered} 2.6 \% \\ (16) \end{gathered}$ | 625 | $\begin{gathered} 5.8 \% \\ (36) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 3.2 \% \\ (20) \\ \hline \end{gathered}$ |  |
| Fremont Elementary | 399 | $\begin{gathered} 2.8 \% \\ (11) \\ \hline \end{gathered}$ | 387 | $\begin{gathered} 11.9 \% \\ (46) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 9.1 \% \\ & (35) \\ & \hline \end{aligned}$ |  |
| Fresno High | 618 | $\begin{gathered} \hline 9.7 \% \\ (60) \\ \hline \end{gathered}$ | 501 | $\begin{gathered} \hline 17.0 \% \\ (85) \end{gathered}$ |  |  | $\begin{gathered} \hline 7.3 \% \\ (25) \\ \hline \end{gathered}$ |  |
| Hamilton K-8 | 695 | $\begin{gathered} 5.9 \% \\ (41) \end{gathered}$ | 670 | $\begin{aligned} & \hline 17.2 \% \\ & (115) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} \hline 11.3 \% \\ (74) \\ \hline \end{gathered}$ |  |
| Heaton Elementary | 459 | $\begin{gathered} 2.2 \% \\ (10) \\ \hline \end{gathered}$ | 472 | $\begin{aligned} & 7.2 \% \\ & (34) \\ & \hline \end{aligned}$ |  |  | $\begin{aligned} & 5.0 \% \\ & (24) \\ & \hline \end{aligned}$ |  |
| Homan Elementary | 528 | $\begin{gathered} 3.0 \% \\ (16) \end{gathered}$ | 524 | $\begin{gathered} \hline 12.6 \% \\ (66) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 9.6 \% \\ & (50) \\ & \hline \end{aligned}$ |  |
| Muir Elementary | 407 | $\begin{gathered} 2.0 \% \\ \text { (8) } \\ \hline \end{gathered}$ | 410 | $\begin{gathered} 12.4 \% \\ (51) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 10.5 \% \\ (43) \end{gathered}$ |  |
| Roeding Elementary | 528 | $\begin{aligned} & \hline 4.0 \% \\ & (21) \\ & \hline \end{aligned}$ | 562 | $\begin{gathered} \hline 12.6 \% \\ (71) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & \hline 8.7 \% \\ & (50) \\ & \hline \end{aligned}$ |  |
| Williams Elementary | 531 | $\begin{gathered} 1.1 \% \\ (6) \\ \hline \end{gathered}$ | 500 | $\begin{gathered} 10.2 \% \\ (51) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 9.1 \% \\ (45) \\ \hline \end{gathered}$ |  |
| Wilson Elementary | 594 | $\begin{gathered} \hline 3.0 \% \\ (18) \end{gathered}$ | 593 | $\begin{gathered} \hline 13.7 \% \\ (81) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 10.6 \% \\ (63) \end{gathered}$ |  |

Note: This report shows the number \& percent of students on or above grade level (proficient) using Standard View. Students who score 1 grade level below are considered on grade level using Beginning of Year view. However, for consistency, reports will only reflect Standard View results.
*Results for student groups with a sample size less than 11 are not reported out in alignment with CDE.

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Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 2 On or Above Grade Level Regional and Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students on or above grade level in i-Ready |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 1 |  | Diagnostic 2 |  | Diagnostic 3 (April) |  | Change |  |
|  | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | $\begin{gathered} \Delta \\ \text { D1 to D2 } \end{gathered}$ | $\begin{gathered} \Delta \\ \text { D1 to D3 } \end{gathered}$ |
| Hoover Region | 6,990 | $\begin{aligned} & 6.2 \% \\ & \text { (430) } \\ & \hline \end{aligned}$ | 6,534 | $\begin{gathered} \hline 15.9 \% \\ (1,039) \end{gathered}$ |  |  | $\begin{aligned} & 9.7 \% \\ & \text { (609) } \\ & \hline \end{aligned}$ |  |
| Ahwahnee Middle | 483 | $\begin{gathered} \hline 10.1 \% \\ (49) \end{gathered}$ | 381 | $\begin{gathered} \hline 15.0 \% \\ (57) \end{gathered}$ |  |  | $\begin{gathered} \hline 4.8 \% \\ \text { (8) } \\ \hline \end{gathered}$ |  |
| Centennial Elementary | 681 | $\begin{gathered} 3.5 \% \\ (24) \end{gathered}$ | 647 | $\begin{gathered} \hline 10.7 \% \\ (69) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & \hline 7.1 \% \\ & (45) \\ & \hline \end{aligned}$ |  |
| Eaton Elementary | 399 | $\begin{aligned} & 9.5 \% \\ & (38) \end{aligned}$ | 382 | $\begin{gathered} 23.0 \% \\ (88) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 13.5 \% \\ (50) \end{gathered}$ |  |
| Holland Elementary | 391 | $\begin{gathered} 4.9 \% \\ (19) \\ \hline \end{gathered}$ | 387 | $\begin{gathered} 19.6 \% \\ (76) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 14.8 \% \\ (57) \\ \hline \end{gathered}$ |  |
| Hoover High | 782 | $\begin{gathered} 11.3 \% \\ (88) \\ \hline \end{gathered}$ | 643 | $\begin{gathered} 17.4 \% \\ (112) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 6.2 \% \\ (24) \\ \hline \end{gathered}$ |  |
| McCardle Elementary | 420 | $\begin{aligned} & 7.6 \% \\ & (32) \\ & \hline \end{aligned}$ | 430 | $\begin{gathered} 19.1 \% \\ (82) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 11.5 \% \\ (50) \end{gathered}$ |  |
| Pyle Elementary | 642 | $\begin{gathered} 3.3 \% \\ (21) \\ \hline \end{gathered}$ | 628 | $\begin{gathered} 9.4 \% \\ (59) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 6.1 \% \\ & (38) \\ & \hline \end{aligned}$ |  |
| Robinson Elementary | 432 | $\begin{gathered} 5.8 \% \\ (25) \end{gathered}$ | 436 | $\begin{gathered} \hline 24.3 \% \\ (106) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 18.5 \% \\ (81) \end{gathered}$ |  |
| Thomas Elementary | 698 | $\begin{aligned} & 3.9 \% \\ & (27) \\ & \hline \end{aligned}$ | 672 | $\begin{gathered} 14.0 \% \\ (94) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 10.1 \% \\ (67) \\ \hline \end{gathered}$ |  |
| Tioga Middle | 650 | $\begin{aligned} & 5.8 \% \\ & (38) \end{aligned}$ | 553 | $\begin{gathered} 15.4 \% \\ (85) \end{gathered}$ |  |  | $\begin{aligned} & 9.5 \% \\ & (47) \\ & \hline \end{aligned}$ |  |
| Viking Elementary | 625 | $\begin{aligned} & 4.3 \% \\ & (27) \\ & \hline \end{aligned}$ | 618 | $\begin{gathered} 15.2 \% \\ (94) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 10.9 \% \\ (67) \\ \hline \end{gathered}$ |  |
| Vinland Elementary | 447 | $\begin{aligned} & \hline 6.3 \% \\ & (28) \\ & \hline \end{aligned}$ | 430 | $\begin{gathered} \hline 17.2 \% \\ (74) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 10.9 \% \\ (46) \\ \hline \end{gathered}$ |  |
| Wolters Elementary | 340 | $\begin{gathered} 4.1 \% \\ (14) \\ \hline \end{gathered}$ | 327 | $\begin{gathered} 13.1 \% \\ (43) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 9.0 \% \\ (29) \end{gathered}$ |  |

Note: This report shows the number \& percent of students on or above grade level (proficient) using Standard View. Students who score 1 grade level below are considered on grade level using Beginning of Year view. However, for consistency, reports will only reflect Standard View results.
*Results for student groups with a sample size less than 11 are not reported out in alignment with CDE.

Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 2 On or Above Grade Level Regional and Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students on or above grade level in i-Ready |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 1 |  | Diagnostic 2 |  | Diagnostic 3 (April) |  | Change |  |
|  | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | $\begin{gathered} \Delta \\ \text { D1 to D2 } \end{gathered}$ | $\begin{gathered} \Delta \\ \text { D1 to D3 } \end{gathered}$ |
| McLane Region | 7,686 | $\begin{aligned} & \text { 5.1\% } \\ & \text { (391) } \\ & \hline \end{aligned}$ | 7,726 | $\begin{gathered} 13.9 \% \\ (1,077) \end{gathered}$ |  |  | $\begin{aligned} & 8.9 \% \\ & \text { (686) } \\ & \hline \end{aligned}$ |  |
| Birney Elementary | 684 | $\begin{aligned} & \hline 4.5 \% \\ & (31) \end{aligned}$ | 683 | $\begin{aligned} & \hline 15.7 \% \\ & (107) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} \hline 11.1 \% \\ (76) \\ \hline \end{gathered}$ |  |
| Ericson Elementary | 647 | $\begin{gathered} \hline 2.9 \% \\ (19) \\ \hline \end{gathered}$ | 667 | $\begin{gathered} \hline 11.7 \% \\ (78) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 8.8 \% \\ (59) \\ \hline \end{gathered}$ |  |
| Ewing Elementary | 721 | $\begin{aligned} & 4.3 \% \\ & (31) \\ & \hline \end{aligned}$ | 744 | $\begin{aligned} & 16.1 \% \\ & (120) \end{aligned}$ |  |  | $\begin{gathered} 11.8 \% \\ (89) \end{gathered}$ |  |
| Hidalgo Elementary | 478 | $\begin{gathered} 3.3 \% \\ (16) \\ \hline \end{gathered}$ | 483 | $\begin{aligned} & 9.7 \% \\ & (47) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} 6.4 \% \\ (31) \\ \hline \end{gathered}$ |  |
| Leavenworth Elementary | 695 | $\begin{gathered} 5.9 \% \\ (41) \end{gathered}$ | 736 | $\begin{gathered} 14.8 \% \\ (109) \end{gathered}$ |  |  | $\begin{aligned} & 8.9 \% \\ & (68) \\ & \hline \end{aligned}$ |  |
| Mayfair Elementary | 557 | $\begin{gathered} 4.3 \% \\ (24) \\ \hline \end{gathered}$ | 540 | $\begin{gathered} 15.0 \% \\ (81) \end{gathered}$ |  |  | $\begin{gathered} 10.7 \% \\ (57) \end{gathered}$ |  |
| McLane High | 532 | $\begin{aligned} & 8.1 \% \\ & (43) \\ & \hline \end{aligned}$ | 556 | $\begin{gathered} \hline 11.2 \% \\ (62) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 3.1 \% \\ (19) \\ \hline \end{gathered}$ |  |
| Norseman Elementary | 518 | $\begin{aligned} & \hline 4.1 \% \\ & (21) \\ & \hline \end{aligned}$ | 523 | $\begin{gathered} \hline 12.8 \% \\ (67) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & \hline 8.8 \% \\ & (46) \\ & \hline \end{aligned}$ |  |
| Rowell Elementary | 553 | $\begin{gathered} 3.8 \% \\ (21) \\ \hline \end{gathered}$ | 553 | $\begin{gathered} 13.0 \% \\ (72) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 9.2 \% \\ & (51) \\ & \hline \end{aligned}$ |  |
| Scandinavian Middle | 739 | $\begin{aligned} & 7.3 \% \\ & (54) \end{aligned}$ | 710 | $\begin{gathered} 13.2 \% \\ (94) \end{gathered}$ |  |  | $\begin{gathered} 5.9 \% \\ (40) \end{gathered}$ |  |
| Turner Elementary | 529 | $\begin{gathered} 3.4 \% \\ (18) \\ \hline \end{gathered}$ | 540 | $\begin{gathered} 15.2 \% \\ (82) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 11.8 \% \\ (64) \end{gathered}$ |  |
| Wishon Elementary | 433 | $\begin{gathered} \hline 6.7 \% \\ (29) \\ \hline \end{gathered}$ | 425 | $\begin{gathered} 17.4 \% \\ (74) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 10.7 \% \\ (45) \\ \hline \end{gathered}$ |  |
| Yosemite Middle | 600 | $\begin{aligned} & \hline 7.2 \% \\ & (43) \\ & \hline \end{aligned}$ | 566 | $\begin{gathered} \hline 14.8 \% \\ (84) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & \hline 7.7 \% \\ & (41) \\ & \hline \end{aligned}$ |  |

Note: This report shows the number \& percent of students on or above grade level (proficient) using Standard View. Students who score 1 grade level below are considered on grade level using Beginning of Year view. However, for consistency, reports will only reflect Standard View results.
*Results for student groups with a sample size less than 11 are not reported out in alignment with CDE.

Created by Equity \& Access
Data Source: SIS
Date: 1/24/2022

Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 2 On or Above Grade Level Regional and Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students on or above grade level in i-Ready |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 1 |  | Diagnostic 2 |  | Diagnostic 3 (April) |  | Change |  |
|  | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | $\begin{gathered} \Delta \\ \text { D1 to D2 } \end{gathered}$ | $\begin{gathered} \Delta \\ \text { D1 to D3 } \end{gathered}$ |
| Roosevelt Region | 6,973 | $\begin{aligned} & 5.9 \% \\ & \text { (413) } \\ & \hline \end{aligned}$ | 6,433 | $\begin{gathered} 14.4 \% \\ (927) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 8.5 \% \\ & \text { (514) } \\ & \hline \end{aligned}$ |  |
| Anthony Elementary | 393 | $\begin{gathered} \hline 4.1 \% \\ (16) \end{gathered}$ | 362 | $\begin{gathered} \hline 16.3 \% \\ (59) \end{gathered}$ |  |  | $\begin{gathered} \hline 12.2 \% \\ (43) \\ \hline \end{gathered}$ |  |
| Balderas Elementary | 532 | $\begin{aligned} & 3.8 \% \\ & (20) \end{aligned}$ | 573 | $\begin{gathered} 15.4 \% \\ (88) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 11.6 \% \\ (68) \end{gathered}$ |  |
| Calwa Elementary | 457 | $\begin{gathered} \hline 3.9 \% \\ (18) \\ \hline \end{gathered}$ | 540 | $\begin{gathered} 10.7 \% \\ (58) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 6.8 \% \\ & (40) \\ & \hline \end{aligned}$ |  |
| Jackson Elementary | 338 | $\begin{gathered} 3.0 \% \\ (10) \\ \hline \end{gathered}$ | 340 | $\begin{gathered} 11.5 \% \\ (39) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 8.5 \% \\ & (29) \\ & \hline \end{aligned}$ |  |
| Jefferson Elementary | 407 | $\begin{gathered} 3.9 \% \\ (16) \\ \hline \end{gathered}$ | 390 | $\begin{gathered} 17.4 \% \\ (68) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 13.5 \% \\ (52) \\ \hline \end{gathered}$ |  |
| Lane Elementary | 491 | $\begin{gathered} 4.9 \% \\ (24) \end{gathered}$ | 498 | $\begin{gathered} 14.3 \% \\ (71) \end{gathered}$ |  |  | $\begin{gathered} 9.4 \% \\ (47) \\ \hline \end{gathered}$ |  |
| Lowell Elementary | 316 | $\begin{gathered} 2.8 \% \\ \text { (9) } \\ \hline \end{gathered}$ | 323 | $\begin{gathered} 9.3 \% \\ (30) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 6.4 \% \\ (21) \\ \hline \end{gathered}$ |  |
| Roosevelt High | 753 | $\begin{gathered} \hline 11.0 \% \\ (83) \\ \hline \end{gathered}$ | 28 | $\begin{gathered} 14.3 \% \\ (4) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 3.3 \% \\ & (-79) \\ & \hline \end{aligned}$ |  |
| Sequoia Middle | 753 | $\begin{aligned} & 6.5 \% \\ & (49) \\ & \hline \end{aligned}$ | 752 | $\begin{gathered} \hline 12.1 \% \\ (91) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 5.6 \% \\ (42) \\ \hline \end{gathered}$ |  |
| Tehipite Middle | 394 | $\begin{gathered} 3.0 \% \\ (12) \\ \hline \end{gathered}$ | 394 | $\begin{gathered} 5.8 \% \\ (23) \end{gathered}$ |  |  | $\begin{gathered} 2.8 \% \\ (11) \end{gathered}$ |  |
| Vang Pao Elementary | 716 | $\begin{gathered} 4.3 \% \\ (31) \\ \hline \end{gathered}$ | 723 | $\begin{gathered} 19.4 \% \\ (140) \end{gathered}$ |  |  | $\begin{aligned} & 15.0 \% \\ & (109) \\ & \hline \end{aligned}$ |  |
| Webster Elementary | 266 | $\begin{gathered} \hline 2.3 \% \\ (6) \\ \hline \end{gathered}$ | 266 | $\begin{gathered} \hline 11.7 \% \\ (31) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & \hline 9.4 \% \\ & (25) \\ & \hline \end{aligned}$ |  |
| Winchell Elementary | 510 | $\begin{gathered} 3.5 \% \\ (18) \\ \hline \end{gathered}$ | 600 | $\begin{gathered} 9.3 \% \\ (56) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 5.8 \% \\ (38) \\ \hline \end{gathered}$ |  |
| Yokomi Elementary | 647 | $\begin{aligned} & 15.6 \% \\ & (101) \end{aligned}$ | 644 | $\begin{gathered} \hline 26.2 \% \\ (169) \end{gathered}$ |  |  | $\begin{gathered} 10.6 \% \\ (68) \end{gathered}$ |  |

Note: This report shows the number \& percent of students on or above grade level (proficient) using Standard View. Students who score 1 grade level below are considered on grade level using Beginning of Year view. However, for consistency, reports will only reflect Standard View results.
*Results for student groups with a sample size less than 11 are not reported out in alignment with CDE.

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Data Source: SIS
Date: 1/24/2022

## Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 2 On or Above Grade Level Regional and Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students on or above grade level in i-Ready |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 1 |  | Diagnostic 2 |  | Diagnostic 3 (April) |  | Change |  |
|  | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | $\begin{gathered} \Delta \\ \text { D1 to D2 } \end{gathered}$ | $\begin{gathered} \Delta \\ \text { D1 to D3 } \end{gathered}$ |
| Specialty Region | 4,498 | $\begin{aligned} & \text { 20.5\% } \\ & \text { (923) } \end{aligned}$ | 4,444 | $\begin{gathered} 27.9 \% \\ (1,238) \end{gathered}$ |  |  | $\begin{aligned} & \hline 7.3 \% \\ & \text { (315) } \\ & \hline \end{aligned}$ |  |
| Baird Middle | 577 | $\begin{gathered} 25.0 \% \\ (144) \end{gathered}$ | 566 | $\begin{aligned} & \hline 37.6 \% \\ & (213) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} \hline 12.7 \% \\ (69) \\ \hline \end{gathered}$ |  |
| Bullard Talent K-8 | 747 | $\begin{aligned} & \hline 19.1 \% \\ & (143) \end{aligned}$ | 729 | $\begin{gathered} \hline 38.3 \% \\ (279) \end{gathered}$ |  |  | $\begin{aligned} & \hline 19.1 \% \\ & (136) \end{aligned}$ |  |
| Cambridge Continuation | -- | -- | -- | -- |  |  | -- |  |
| Design Science Middle College High | 139 | $\begin{gathered} 48.2 \% \\ (67) \\ \hline \end{gathered}$ | 118 | $\begin{gathered} \hline 55.9 \% \\ (66) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 7.7 \% \\ (-1) \\ \hline \end{gathered}$ |  |
| DeWolf Continuation | -- | -- | -- | -- |  |  | -- |  |
| Duncan Polytechnical High | 518 | $\begin{gathered} \hline 23.0 \% \\ (119) \end{gathered}$ | 134 | $\begin{gathered} 32.1 \% \\ (43) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 9.1 \% \\ & (-76) \end{aligned}$ |  |
| eLearn Academy | 2,183 | $\begin{aligned} & 17.8 \% \\ & (388) \\ & \hline \end{aligned}$ | 2,512 | $\begin{aligned} & 22.3 \% \\ & (561) \\ & \hline \end{aligned}$ |  |  | $\begin{aligned} & 4.6 \% \\ & \text { (173) } \\ & \hline \end{aligned}$ |  |
| Patino School of Entrepreneurship | 124 | $\begin{gathered} \hline 20.2 \% \\ (25) \\ \hline \end{gathered}$ | 143 | $\begin{gathered} \hline 25.2 \% \\ (36) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 5.0 \% \\ (11) \\ \hline \end{gathered}$ |  |
| Phoenix Elementary | -- | -- | 24 | $\begin{gathered} 4.2 \% \\ (1) \\ \hline \end{gathered}$ |  |  | -- |  |
| Phoenix Secondary | 11 | $\begin{gathered} 0.0 \% \\ () \end{gathered}$ | 22 | $\begin{gathered} 0.0 \% \\ \text { () } \end{gathered}$ |  |  | $\begin{gathered} 0.0 \% \\ \text { () } \end{gathered}$ |  |
| Young Academy | 187 | $\begin{gathered} 19.8 \% \\ (37) \\ \hline \end{gathered}$ | 191 | $\begin{gathered} 20.4 \% \\ (39) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 0.6 \% \\ (2) \\ \hline \end{gathered}$ |  |
| Sunnyside Region | 6,884 | $\begin{aligned} & \hline 6.1 \% \\ & \text { (422) } \\ & \hline \end{aligned}$ | 6,706 | $\begin{gathered} 16.8 \% \\ (1,124) \end{gathered}$ |  |  | $\begin{aligned} & \hline 10.6 \% \\ & (702) \\ & \hline \end{aligned}$ |  |
| Ayer Elementary | 610 | $\begin{gathered} \hline 5.2 \% \\ (32) \end{gathered}$ | 610 | $\begin{gathered} \hline 11.5 \% \\ (70) \end{gathered}$ |  |  | $\begin{aligned} & \hline 6.2 \% \\ & \text { (38) } \end{aligned}$ |  |
| Aynesworth Elementary | 495 | $\begin{gathered} 2.0 \% \\ (10) \end{gathered}$ | 524 | $\begin{gathered} 10.1 \% \\ (53) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & \hline 8.1 \% \\ & (43) \\ & \hline \end{aligned}$ |  |
| Bakman Elementary | 639 | $\begin{gathered} 3.0 \% \\ (19) \\ \hline \end{gathered}$ | 635 | $\begin{gathered} 13.4 \% \\ (85) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 10.4 \% \\ (66) \end{gathered}$ |  |
| Burroughs Elementary | 667 | $\begin{aligned} & \hline 4.0 \% \\ & (27) \\ & \hline \end{aligned}$ | 651 | $\begin{aligned} & \hline 17.1 \% \\ & (111) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} \hline 13.0 \% \\ (84) \\ \hline \end{gathered}$ |  |
| Easterby Elementary | 599 | $\begin{aligned} & 6.2 \% \\ & (37) \\ & \hline \end{aligned}$ | 580 | $\begin{aligned} & \hline 19.7 \% \\ & (114) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} 13.5 \% \\ (77) \\ \hline \end{gathered}$ |  |
| Greenberg Elementary | 490 | $\begin{gathered} 5.1 \% \\ (25) \end{gathered}$ | 485 | $\begin{gathered} 16.9 \% \\ (82) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 11.8 \% \\ (57) \\ \hline \end{gathered}$ |  |
| Kings Canyon Middle | 837 | $\begin{gathered} 9.4 \% \\ (79) \\ \hline \end{gathered}$ | 829 | $\begin{aligned} & \hline 15.0 \% \\ & (124) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} 5.5 \% \\ (45) \end{gathered}$ |  |
| Olmos Elementary | 592 | $\begin{aligned} & 3.0 \% \\ & (18) \\ & \hline \end{aligned}$ | 573 | $\begin{gathered} 13.6 \% \\ (78) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 10.6 \% \\ (60) \\ \hline \end{gathered}$ |  |
| Storey Elementary | 795 | $\begin{gathered} 9.2 \% \\ (73) \\ \hline \end{gathered}$ | 781 | $\begin{aligned} & \hline 29.4 \% \\ & (230) \\ & \hline \end{aligned}$ |  |  | $\begin{aligned} & 20.3 \% \\ & (157) \\ & \hline \end{aligned}$ |  |
| Sunnyside High | 597 | $\begin{aligned} & 9.0 \% \\ & (54) \end{aligned}$ | 501 | $\begin{aligned} & 22.0 \% \\ & (110) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} 12.9 \% \\ (56) \\ \hline \end{gathered}$ |  |
| Terronez Middle | 563 | $\begin{aligned} & \hline 8.5 \% \\ & (48) \\ & \hline \end{aligned}$ | 537 | $\begin{gathered} \hline 12.5 \% \\ (67) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 4.0 \% \\ (19) \\ \hline \end{gathered}$ |  |

Note: This report shows the number \& percent of students on or above grade level (proficient) using Standard View. Students who score 1 grade level below are considered on grade level using Beginning of Year view. However, for consistency, reports will only reflect Standard View results.
*Results for student groups with a sample size less than 11 are not reported out in alignment with CDE.
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Data Source: SIS
Date: 1/24/2022

Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 2 Typical and Stretch Growth Regional and Site Performance

| Student Goal: Improve | ic Perfor | ce at Ch | nging L |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease stu | Distance | Standa | DFS) on |  |  |  |  |  |
| Key Result: Increase the | er of stud | s who m | their str | growth | in i- |  |  |  |
|  |  | Diagnostic |  |  | nostic 3 (A |  |  |  |
| Site or Student Group | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth | $\begin{gathered} \hline \text { Typical } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ | $\begin{gathered} \text { Stretch } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ |
| Fresno Unified | 49,280 | $\begin{gathered} 57.9 \% \\ (28,517) \end{gathered}$ | $\begin{gathered} \hline 43.9 \% \\ (21,628) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Bullard Region | 5,764 | $\begin{gathered} 59.5 \% \\ (3,429) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 46.2 \% \\ & (2,663) \end{aligned}$ |  |  |  |  |  |
| Bullard High | 389 | $\begin{aligned} & \hline 33.2 \% \\ & (129) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 21.3 \% \\ (83) \end{gathered}$ |  |  |  |  |  |
| Figarden Elementary | 503 | $\begin{aligned} & 60.6 \% \\ & (305) \end{aligned}$ | $\begin{gathered} \hline 49.5 \% \\ (249) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Forkner Elementary | 426 | $\begin{gathered} 59.9 \% \\ (255) \end{gathered}$ | $\begin{gathered} 47.2 \% \\ (201) \end{gathered}$ |  |  |  |  |  |
| Gibson Elementary | 405 | $\begin{aligned} & \text { 60.0\% } \\ & (243) \end{aligned}$ | $\begin{gathered} 47.2 \% \\ (191) \end{gathered}$ |  |  |  |  |  |
| Kratt Elementary | 498 | $\begin{aligned} & 63.1 \% \\ & (314) \end{aligned}$ | $\begin{gathered} 48.8 \% \\ (243) \end{gathered}$ |  |  |  |  |  |
| Lawless Elementary | 553 | $\begin{aligned} & 75.2 \% \\ & (416) \end{aligned}$ | $\begin{aligned} & 62.4 \% \\ & (345) \end{aligned}$ |  |  |  |  |  |
| Malloch Elementary | 395 | $\begin{aligned} & \hline 60.0 \% \\ & (237) \end{aligned}$ | $\begin{aligned} & \hline 47.6 \% \\ & (188) \end{aligned}$ |  |  |  |  |  |
| Powers Elementary | 384 | $\begin{gathered} 68.5 \% \\ (263) \end{gathered}$ | $\begin{gathered} \hline 51.3 \% \\ (197) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Slater Elementary | 610 | $\begin{aligned} & 63.0 \% \\ & (384) \end{aligned}$ | $\begin{aligned} & 49.2 \% \\ & (300) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Starr Elementary | 329 | $\begin{gathered} \hline 59.9 \% \\ (197) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 47.7 \% \\ (157) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Tenaya Middle | 738 | $\begin{aligned} & 56.0 \% \\ & (413) \end{aligned}$ | $\begin{aligned} & \hline 41.5 \% \\ & (306) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Wawona K-8 | 534 | $\begin{gathered} 51.1 \% \\ (273) \end{gathered}$ | $\begin{aligned} & \hline 38.0 \% \\ & (203) \\ & \hline \end{aligned}$ |  |  |  |  |  |

Notes: This report shows the number and percent of students who met their typical and/or stretch growth. At Diagnostic 2, students have met Typical or Stretch Growth Annual Targets if they achieved 40\% or more of their target. At Diagnostic 3, students have met Typical or Stretch Growth Targets if they achieved 80\% or more of their target.

Typical Growth is the average annual growth for students. Typical Growth Targets are established by students' grade level and placement on the first diagnostic of the year.

Stretch Growth is an ambitious but attainable level of growth that puts below-grade level students on a path to proficiency and on grade level students on a path to advanced proficiency. Student Stretch Growth Targets are established by students' grade level and placement on the first diagnostic of the year.
*Student groups with a sample size less than 11 is not reported out in alignment with CDE.

Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 2 Typical and Stretch Growth Regional and Site Performance

| Student Goal: Improve | ic Perfor | ce at | ging |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease stu | Distance | $m$ Stand | FFS) on |  |  |  |  |  |
| Key Result: Increase the | er of stud | s who m | heir str | rowth | in i-R |  |  |  |
|  |  | Diagnostic |  |  | nostic 3 (A |  |  |  |
| Site or Student Group | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth | $\begin{gathered} \hline \text { Typical } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ | $\begin{gathered} \text { Stretch } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ |
| Edison Region | 5,454 | $\begin{gathered} 55.4 \% \\ (3,019) \\ \hline \end{gathered}$ | $\begin{gathered} 41.6 \% \\ (2,269) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Addams Elementary | 670 | $\begin{aligned} & \hline \hline 62.1 \% \\ & (416) \end{aligned}$ | $\begin{aligned} & \hline \hline 47.2 \% \\ & (316) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Columbia Elementary | 481 | $\begin{gathered} 58.0 \% \\ (279) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 45.7 \% \\ & (220) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Computech Middle | 525 | $\begin{aligned} & 52.8 \% \\ & (277) \end{aligned}$ | $\begin{aligned} & \hline 41.9 \% \\ & (220) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Edison High | 742 | $\begin{aligned} & 38.4 \% \\ & (285) \\ & \hline \end{aligned}$ | $\begin{aligned} & 27.4 \% \\ & \text { (203) } \end{aligned}$ |  |  |  |  |  |
| Gaston Middle | 706 | $\begin{aligned} & 47.3 \% \\ & (334) \\ & \hline \end{aligned}$ | $\begin{gathered} 31.2 \% \\ (220) \\ \hline \end{gathered}$ |  |  |  |  |  |
| King Elementary | 543 | $\begin{aligned} & 63.0 \% \\ & (342) \\ & \hline \end{aligned}$ | $\begin{aligned} & 46.6 \% \\ & (253) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Kirk Elementary | 316 | $\begin{aligned} & \hline 63.9 \% \\ & (202) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 52.2 \% \\ (165) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Lincoln Elementary | 477 | $\begin{aligned} & 65.4 \% \\ & (312) \end{aligned}$ | $\begin{aligned} & 47.2 \% \\ & (225) \end{aligned}$ |  |  |  |  |  |
| Manchester Gate | 650 | $\begin{gathered} 58.2 \% \\ (378) \end{gathered}$ | $\begin{gathered} \hline 45.7 \% \\ (297) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Sunset Elementary | 344 | $\begin{gathered} 56.4 \% \\ (194) \end{gathered}$ | $\begin{gathered} \hline 43.6 \% \\ (150) \\ \hline \end{gathered}$ |  |  |  |  |  |

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Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 2 Typical and Stretch Growth Regional and Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students who meet their stretch growth target in i-Ready. |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 2 |  |  | Diagnostic 3 (April) |  |  | Change |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth | Typical $\Delta$ D2 to D3 | $\begin{gathered} \text { Stretch } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ |
| Fresno Region | 6,219 | $\begin{gathered} \hline 57.9 \% \\ (3,602) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 44.1 \% \\ & (2,741) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Cooper Middle | 523 | $\begin{gathered} \hline 49.1 \% \\ (257) \end{gathered}$ | $\begin{gathered} \hline 32.9 \% \\ (172) \end{gathered}$ |  |  |  |  |  |
| Del Mar Elementary | 452 | $\begin{aligned} & 66.6 \% \\ & (301) \end{aligned}$ | $\begin{aligned} & 54.9 \% \\ & (248) \end{aligned}$ |  |  |  |  |  |
| Fort Miller Middle | 625 | $\begin{gathered} \hline 44.6 \% \\ (279) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 29.9 \% \\ & (187) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Fremont Elementary | 387 | $\begin{aligned} & 65.6 \% \\ & (254) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 50.9 \% \\ (197) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Fresno High | 501 | $\begin{aligned} & \hline 37.7 \% \\ & (189) \end{aligned}$ | $\begin{gathered} 26.7 \% \\ (134) \end{gathered}$ |  |  |  |  |  |
| Hamilton K-8 | 670 | $\begin{aligned} & 64.8 \% \\ & (434) \end{aligned}$ | $\begin{aligned} & \hline 50.1 \% \\ & (336) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Heaton Elementary | 472 | $\begin{aligned} & 58.9 \% \\ & (278) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 42.6 \% \\ (201) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Homan Elementary | 524 | $\begin{aligned} & 65.3 \% \\ & (342) \end{aligned}$ | $\begin{aligned} & 52.1 \% \\ & (273) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Muir Elementary | 410 | $\begin{gathered} \hline 61.5 \% \\ (252) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 49.5 \% \\ & (203) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Roeding Elementary | 562 | $\begin{aligned} & 58.2 \% \\ & (327) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 45.0 \% \\ (253) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Williams Elementary | 500 | $\begin{aligned} & 63.8 \% \\ & (319) \end{aligned}$ | $\begin{gathered} 50.6 \% \\ (253) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Wilson Elementary | 593 | $\begin{aligned} & 62.4 \% \\ & (370) \end{aligned}$ | $\begin{aligned} & \hline 47.9 \% \\ & (284) \\ & \hline \end{aligned}$ |  |  |  |  |  |

Notes: This report shows the number and percent of students who met their typical and/or stretch growth. At Diagnostic 2, students have met Typical or Stretch Growth Annual Targets if they achieved 40\% or more of their target. At Diagnostic 3, students have met Typical or Stretch Growth Targets if they achieved 80\% or more of their target.

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Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 2 Typical and Stretch Growth Regional and Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students who meet their stretch growth target in i-Ready. |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 2 |  |  | Diagnostic 3 (April) |  |  | Change |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth | $\begin{gathered} \hline \text { Typical } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ | Stretch $\Delta$ D2 to D3 |
| Hoover Region | 6,534 | $\begin{gathered} 59.4 \% \\ (3,879) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 45.3 \% \\ & (2,958) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Ahwahnee Middle | 381 | $\begin{gathered} \hline \hline 44.1 \% \\ (168) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 33.9 \% \\ & (129) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Centennial Elementary | 647 | $\begin{gathered} 64.3 \% \\ (416) \\ \hline \end{gathered}$ | $\begin{aligned} & 49.0 \% \\ & (317) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Eaton Elementary | 382 | $\begin{gathered} 56.0 \% \\ (214) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 40.1 \% \\ (153) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Holland Elementary | 387 | $\begin{aligned} & 64.1 \% \\ & (248) \\ & \hline \end{aligned}$ | $\begin{aligned} & 46.3 \% \\ & (179) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Hoover High | 643 | $\begin{gathered} \hline 43.1 \% \\ (277) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 29.9 \% \\ & (192) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| McCardle Elementary | 430 | $\begin{aligned} & 68.4 \% \\ & (294) \\ & \hline \end{aligned}$ | $\begin{aligned} & 56.0 \% \\ & (241) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Pyle Elementary | 628 | $\begin{aligned} & \hline 51.3 \% \\ & (322) \\ & \hline \end{aligned}$ | $\begin{gathered} 38.7 \% \\ (243) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Robinson Elementary | 436 | $\begin{aligned} & 70.2 \% \\ & (306) \end{aligned}$ | $\begin{aligned} & \hline 57.3 \% \\ & (250) \end{aligned}$ |  |  |  |  |  |
| Thomas Elementary | 672 | $\begin{aligned} & 60.1 \% \\ & (404) \end{aligned}$ | $\begin{aligned} & \hline 46.4 \% \\ & (312) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Tioga Middle | 553 | $\begin{gathered} \hline 59.5 \% \\ (329) \\ \hline \end{gathered}$ | $\begin{gathered} 45.6 \% \\ (252) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Viking Elementary | 618 | $\begin{aligned} & 67.2 \% \\ & (415) \\ & \hline \end{aligned}$ | $\begin{aligned} & 52.4 \% \\ & (324) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Vinland Elementary | 430 | $\begin{aligned} & \hline 63.3 \% \\ & (272) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 45.1 \% \\ (194) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Wolters Elementary | 327 | $\begin{aligned} & \hline 65.4 \% \\ & (214) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 52.6 \% \\ (172) \\ \hline \end{gathered}$ |  |  |  |  |  |

Notes: This report shows the number and percent of students who met their typical and/or stretch growth. At Diagnostic 2, students have met Typical or Stretch Growth Annual Targets if they achieved 40\% or more of their target. At Diagnostic 3, students have met Typical or Stretch Growth Targets if they achieved 80\% or more of their target.

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Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 2 Typical and Stretch Growth Regional and Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students who meet their stretch growth target in i-Ready. |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 2 |  |  | Diagnostic 3 (April) |  |  | Change |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth | $\begin{gathered} \hline \text { Typical } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ | $\begin{gathered} \text { Stretch } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ |
| McLane Region | 7,726 | $\begin{gathered} 60.7 \% \\ (4,692) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 46.8 \% \\ (3,617) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Birney Elementary | 683 | $\begin{aligned} & \hline \hline 69.1 \% \\ & (472) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 57.5 \% \\ & (393) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Ericson Elementary | 667 | $\begin{aligned} & 65.7 \% \\ & (438) \\ & \hline \end{aligned}$ | $\begin{aligned} & 51.0 \% \\ & (340) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Ewing Elementary | 744 | $\begin{aligned} & 63.4 \% \\ & (472) \\ & \hline \end{aligned}$ | $\begin{gathered} 50.9 \% \\ (379) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Hidalgo Elementary | 483 | $\begin{gathered} \hline 57.6 \% \\ (278) \end{gathered}$ | $\begin{aligned} & \hline 42.7 \% \\ & (206) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Leavenworth Elementary | 736 | $\begin{aligned} & 61.3 \% \\ & (451) \end{aligned}$ | $\begin{aligned} & \hline 47.8 \% \\ & (352) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Mayfair Elementary | 540 | $\begin{aligned} & \hline 65.2 \% \\ & (352) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 51.1 \% \\ & (276) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| McLane High | 556 | $\begin{gathered} 33.5 \% \\ (186) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 22.8 \% \\ (127) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Norseman Elementary | 523 | $\begin{aligned} & \text { 64.1\% } \\ & (335) \end{aligned}$ | $\begin{aligned} & \hline 50.5 \% \\ & (264) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Rowell Elementary | 553 | $\begin{gathered} 63.5 \% \\ (351) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 48.6 \% \\ (269) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Scandinavian Middle | 710 | $\begin{gathered} 53.9 \% \\ (383) \\ \hline \end{gathered}$ | $\begin{gathered} 37.6 \% \\ (267) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Turner Elementary | 540 | $\begin{aligned} & \hline 65.7 \% \\ & (355) \\ & \hline \end{aligned}$ | $\begin{aligned} & 50.4 \% \\ & (272) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Wishon Elementary | 425 | $\begin{aligned} & \hline 65.6 \% \\ & (279) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 49.2 \% \\ & (209) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Yosemite Middle | 566 | $\begin{aligned} & \hline 60.1 \% \\ & (340) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 46.5 \% \\ & (263) \\ & \hline \end{aligned}$ |  |  |  |  |  |

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Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 2 Typical and Stretch Growth Regional and Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students who meet their stretch growth target in i-Ready. |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 2 |  |  | Diagnostic 3 (April) |  |  | Change |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth | Typical $\Delta$ D2 to D3 | $\begin{gathered} \text { Stretch } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ |
| Roosevelt Region | 6,433 | $\begin{gathered} 59.3 \% \\ (3,817) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 44.0 \% \\ & (2,829) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Anthony Elementary | 362 | $\begin{gathered} \hline 70.2 \% \\ (254) \end{gathered}$ | $\begin{gathered} \hline 52.8 \% \\ (191) \end{gathered}$ |  |  |  |  |  |
| Balderas Elementary | 573 | $\begin{aligned} & 54.8 \% \\ & (314) \end{aligned}$ | $\begin{aligned} & \hline 38.9 \% \\ & (223) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Calwa Elementary | 540 | $\begin{gathered} \hline 58.0 \% \\ (313) \\ \hline \end{gathered}$ | $\begin{gathered} 42.6 \% \\ (230) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Jackson Elementary | 340 | $\begin{aligned} & \hline 62.9 \% \\ & (214) \\ & \hline \end{aligned}$ | $\begin{gathered} 49.7 \% \\ (169) \end{gathered}$ |  |  |  |  |  |
| Jefferson Elementary | 390 | $\begin{aligned} & \hline 78.2 \% \\ & (305) \\ & \hline \end{aligned}$ | $\begin{aligned} & 66.2 \% \\ & (258) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Lane Elementary | 498 | $\begin{aligned} & 60.2 \% \\ & (300) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 45.6 \% \\ & (227) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Lowell Elementary | 323 | $\begin{aligned} & 62.8 \% \\ & (203) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 43.3 \% \\ (140) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Roosevelt High | 28 | $\begin{gathered} 21.4 \% \\ (6) \\ \hline \end{gathered}$ | $\begin{gathered} 14.3 \% \\ (4) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Sequoia Middle | 752 | $\begin{aligned} & \hline 44.7 \% \\ & (336) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 30.7 \% \\ (231) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Tehipite Middle | 394 | $\begin{gathered} \hline 42.6 \% \\ (168) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 31.2 \% \\ (123) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Vang Pao Elementary | 723 | $\begin{aligned} & \hline 72.9 \% \\ & (527) \\ & \hline \end{aligned}$ | $\begin{gathered} 54.4 \% \\ (393) \end{gathered}$ |  |  |  |  |  |
| Webster Elementary | 266 | $\begin{gathered} 59.8 \% \\ (159) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 44.7 \% \\ (119) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Winchell Elementary | 600 | $\begin{aligned} & 51.8 \% \\ & (311) \end{aligned}$ | $\begin{aligned} & \hline 35.3 \% \\ & (212) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Yokomi Elementary | 644 | $\begin{gathered} \hline 63.2 \% \\ (407) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 48.0 \% \\ (309) \\ \hline \end{gathered}$ |  |  |  |  |  |

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Created by Equity \& Access Data Source: SIS

Date: 1/24/2022

Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 2 Typical and Stretch Growth Regional and Site Performance

| Student Goal: Improve Acad | ic Perfor | ce at | ging |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease student | Distance | m Stand | DFS) on |  |  |  |  |  |
| Key Result: Increase the num | er of stud | s who m | heir str | growth | in i-R |  |  |  |
|  |  | Diagnostic |  |  | nostic 3 (A |  |  |  |
| Site or Student Group | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth | Typical $\Delta$ D2 to D3 | $\begin{gathered} \text { Stretch } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ |
| Specialty Region | 4,444 | $\begin{gathered} \hline 47.6 \% \\ (2,116) \\ \hline \end{gathered}$ | $\begin{gathered} 35.3 \% \\ (1,569) \end{gathered}$ |  |  |  |  |  |
| Baird Middle | 566 | $\begin{gathered} \hline 60.1 \% \\ (340) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline \hline 41.9 \% \\ & (237) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Bullard Talent K-8 | 729 | $\begin{aligned} & 64.2 \% \\ & (468) \end{aligned}$ | $\begin{aligned} & 49.4 \% \\ & (360) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Cambridge Continuation | -- | -- | -- |  |  |  |  |  |
| Design Science Middle College High | 118 | $\begin{gathered} \hline 55.1 \% \\ (65) \end{gathered}$ | $\begin{gathered} \text { 46.6\% } \\ (55) \end{gathered}$ |  |  |  |  |  |
| DeWolf Continuation | -- | -- | -- |  |  |  |  |  |
| Duncan Polytechnical High | 134 | $\begin{gathered} 41.8 \% \\ (56) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 29.9 \% \\ (40) \\ \hline \end{gathered}$ |  |  |  |  |  |
| eLearn Academy | 2,512 | $\begin{gathered} \hline 41.6 \% \\ (1,046) \end{gathered}$ | $\begin{aligned} & 31.2 \% \\ & (784) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Patino School of Entrepreneurship | 143 | $\begin{gathered} \hline 41.3 \% \\ (59) \\ \hline \end{gathered}$ | $\begin{gathered} 25.2 \% \\ (36) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Phoenix Elementary | 24 | $\begin{gathered} 75.0 \% \\ (18) \end{gathered}$ | $\begin{gathered} \hline 62.5 \% \\ (15) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Phoenix Secondary | 22 | $27.3 \%$ <br> (6) | 18.2\% <br> (4) |  |  |  |  |  |
| Young Academy | 191 | $\begin{gathered} 29.8 \% \\ (57) \\ \hline \end{gathered}$ | $\begin{gathered} 19.4 \% \\ (37) \\ \hline \end{gathered}$ |  |  |  |  |  |

Notes: This report shows the number and percent of students who met their typical and/or stretch growth. At Diagnostic 2, students have met Typical or Stretch Growth Annual Targets if they achieved $40 \%$ or more of their target. At Diagnostic 3, students have met Typical or Stretch Growth Targets if they achieved 80\% or more of their target.

Typical Growth is the average annual growth for students. Typical Growth Targets are established by students' grade level and placement on the first diagnostic of the year.

Stretch Growth is an ambitious but attainable level of growth that puts below-grade level students on a path to proficiency and on grade level students on a path to advanced proficiency. Student Stretch Growth Targets are established by students' grade level and placement on the first diagnostic of the year.
*Student groups with a sample size less than 11 is not reported out in alignment with CDE.

Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 2 Typical and Stretch Growth Regional and Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students who meet their stretch growth target in i-Ready. |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 2 |  |  | Diagnostic 3 (April) |  |  | Change |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth | Typical $\Delta$ D2 to D3 | $\begin{gathered} \text { Stretch } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ |
| Sunnyside Region | 6,706 | $\begin{gathered} \hline 59.1 \% \\ (3,963) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 44.5 \% \\ & (2,982) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Ayer Elementary | 610 | $\begin{gathered} \hline 55.7 \% \\ (340) \end{gathered}$ | $\begin{gathered} \hline \hline 41.1 \% \\ (251) \end{gathered}$ |  |  |  |  |  |
| Aynesworth Elementary | 524 | $\begin{aligned} & 63.2 \% \\ & (331) \end{aligned}$ | $\begin{aligned} & 48.3 \% \\ & (253) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Bakman Elementary | 635 | $\begin{gathered} 70.4 \% \\ (447) \end{gathered}$ | $\begin{gathered} 54.8 \% \\ (348) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Burroughs Elementary | 651 | $\begin{aligned} & 69.9 \% \\ & (455) \\ & \hline \end{aligned}$ | $\begin{aligned} & 54.5 \% \\ & (355) \end{aligned}$ |  |  |  |  |  |
| Easterby Elementary | 580 | $\begin{aligned} & \hline 69.5 \% \\ & (403) \end{aligned}$ | $\begin{gathered} 56.6 \% \\ (328) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Greenberg Elementary | 485 | $\begin{aligned} & 66.8 \% \\ & (324) \end{aligned}$ | $\begin{aligned} & 53.0 \% \\ & (257) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Kings Canyon Middle | 829 | $\begin{gathered} 50.2 \% \\ (416) \end{gathered}$ | $\begin{gathered} 32.4 \% \\ (269) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Olmos Elementary | 573 | $\begin{aligned} & 63.2 \% \\ & (362) \end{aligned}$ | $\begin{gathered} 46.1 \% \\ (264) \end{gathered}$ |  |  |  |  |  |
| Storey Elementary | 781 | $\begin{gathered} \hline 68.8 \% \\ (537) \end{gathered}$ | $\begin{aligned} & 56.1 \% \\ & (438) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Sunnyside High | 501 | $\begin{gathered} \hline 20.4 \% \\ (102) \\ \hline \end{gathered}$ | $\begin{gathered} 13.4 \% \\ (67) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Terronez Middle | 537 | $\begin{aligned} & 45.8 \% \\ & (246) \end{aligned}$ | $\begin{aligned} & 28.3 \% \\ & (152) \end{aligned}$ |  |  |  |  |  |

Notes: This report shows the number and percent of students who met their typical and/or stretch growth. At Diagnostic 2, students have met Typical or Stretch Growth Annual Targets if they achieved 40\% or more of their target. At Diagnostic 3, students have met Typical or Stretch Growth Targets if they achieved 80\% or more of their target.

Typical Growth is the average annual growth for students. Typical Growth Targets are established by students' grade level and placement on the first diagnostic of the year.

Stretch Growth is an ambitious but attainable level of growth that puts below-grade level students on a path to proficiency and on grade level students on a path to advanced proficiency. Student Stretch Growth Targets are established by students' grade level and placement on the first diagnostic of the year.
*Student groups with a sample size less than 11 is not reported out in alignment with CDE.

Academic Performance OKR: 2021-22- i-Ready Reading Diagnostic 2 On or Above Grade Level Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students on or above grade level in i-Ready |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 1 |  | Diagnostic 2 |  | Diagnostic 3 (April) |  | Change |  |
|  | Students Tested | On/Above Grade Leve | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | $\begin{gathered} \Delta \\ \text { D1 to D2 } \end{gathered}$ | $\stackrel{\Delta}{\text { D1 to D3 }}$ |
| Fresno Unified | 52,064 | $\begin{gathered} 16.8 \% \\ (8,745) \\ \hline \end{gathered}$ | 49,705 | $\begin{gathered} \hline 26.4 \% \\ (13,101) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 9.6 \% \\ (4,356) \\ \hline \end{gathered}$ |  |
| Elementary School | 32,076 | $\begin{gathered} \hline 14.1 \% \\ (4,520) \end{gathered}$ | 32,165 | $\begin{gathered} \hline 26.3 \% \\ (8,468) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 12.2 \% \\ (3,948) \end{gathered}$ |  |
| Manchester Gate | 650 | $\begin{gathered} \hline 71.5 \% \\ (465) \\ \hline \end{gathered}$ | 649 | $\begin{aligned} & \hline 82.3 \% \\ & (534) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} \hline 10.7 \% \\ (69) \\ \hline \end{gathered}$ |  |
| Malloch Elementary | 392 | $\begin{aligned} & 32.1 \% \\ & (126) \\ & \hline \end{aligned}$ | 394 | $\begin{aligned} & 52.0 \% \\ & (205) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} 19.9 \% \\ (79) \\ \hline \end{gathered}$ |  |
| Gibson Elementary | 409 | $\begin{aligned} & \hline 31.3 \% \\ & (128) \end{aligned}$ | 403 | $\begin{aligned} & 51.6 \% \\ & (208) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} 20.3 \% \\ (80) \end{gathered}$ |  |
| Starr Elementary | 332 | $\begin{gathered} 29.8 \% \\ (99) \\ \hline \end{gathered}$ | 330 | $\begin{aligned} & 42.4 \% \\ & (140) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} 12.6 \% \\ (41) \\ \hline \end{gathered}$ |  |
| Forkner Elementary | 433 | $\begin{gathered} 29.1 \% \\ (126) \\ \hline \end{gathered}$ | 426 | $\begin{aligned} & \hline 45.5 \% \\ & (194) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} 16.4 \% \\ (68) \end{gathered}$ |  |
| Storey Elementary | 800 | $\begin{gathered} 23.9 \% \\ (191) \\ \hline \end{gathered}$ | 781 | $\begin{aligned} & \hline 42.9 \% \\ & (335) \\ & \hline \end{aligned}$ |  |  | $\begin{aligned} & \hline 19.0 \% \\ & (144) \\ & \hline \end{aligned}$ |  |
| Yokomi Elementary | 654 | $\begin{gathered} \hline 24.6 \% \\ (161) \end{gathered}$ | 646 | $\begin{gathered} 34.5 \% \\ (223) \end{gathered}$ |  |  | $\begin{gathered} 9.9 \% \\ (62) \\ \hline \end{gathered}$ |  |
| Lawless Elementary | 572 | $\begin{aligned} & 17.7 \% \\ & (101) \end{aligned}$ | 553 | $\begin{gathered} 35.8 \% \\ (198) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 18.1 \% \\ (97) \\ \hline \end{gathered}$ |  |
| Robinson Elementary | 433 | $\begin{gathered} 14.3 \% \\ (62) \\ \hline \end{gathered}$ | 434 | $\begin{gathered} \hline 30.4 \% \\ (132) \end{gathered}$ |  |  | $\begin{gathered} \hline 16.1 \% \\ (70) \\ \hline \end{gathered}$ |  |
| Figarden Elementary | 506 | $\begin{gathered} \hline 21.5 \% \\ (109) \\ \hline \end{gathered}$ | 490 | $\begin{gathered} 34.7 \% \\ (170) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 13.2 \% \\ (61) \\ \hline \end{gathered}$ |  |
| Eaton Elementary | 402 | $\begin{gathered} 20.1 \% \\ (81) \end{gathered}$ | 385 | $\begin{aligned} & 38.2 \% \\ & (147) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} \hline 18.0 \% \\ (66) \\ \hline \end{gathered}$ |  |
| Easterby Elementary | 585 | $\begin{gathered} \hline 15.0 \% \\ (88) \end{gathered}$ | 585 | $\begin{gathered} 28.4 \% \\ (166) \end{gathered}$ |  |  | $\begin{gathered} 13.3 \% \\ (78) \end{gathered}$ |  |
| Holland Elementary | 395 | $\begin{gathered} 13.4 \% \\ (53) \\ \hline \end{gathered}$ | 392 | $\begin{gathered} 26.5 \% \\ (104) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 13.1 \% \\ (51) \\ \hline \end{gathered}$ |  |
| Vang Pao Elementary | 729 | $\begin{gathered} \hline 10.4 \% \\ (76) \\ \hline \end{gathered}$ | 730 | $\begin{aligned} & \hline 23.4 \% \\ & (171) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} 13.0 \% \\ (95) \\ \hline \end{gathered}$ |  |
| McCardle Elementary | 423 | $\begin{gathered} 17.5 \% \\ (74) \\ \hline \end{gathered}$ | 426 | $\begin{gathered} 31.5 \% \\ (134) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 14.0 \% \\ (60) \end{gathered}$ |  |
| Kratt Elementary | 530 | $\begin{gathered} 16.0 \% \\ (85) \\ \hline \end{gathered}$ | 504 | $\begin{aligned} & \hline 33.5 \% \\ & (169) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} 17.5 \% \\ (84) \end{gathered}$ |  |
| Powers Elementary | 391 | $\begin{gathered} \hline 12.8 \% \\ (50) \\ \hline \end{gathered}$ | 384 | $\begin{gathered} \hline 30.2 \% \\ (116) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 17.4 \% \\ (66) \\ \hline \end{gathered}$ |  |
| Jefferson Elementary | 408 | $\begin{gathered} 11.3 \% \\ (46) \end{gathered}$ | 392 | $\begin{gathered} 28.3 \% \\ (111) \end{gathered}$ |  |  | $\begin{gathered} 17.0 \% \\ (65) \\ \hline \end{gathered}$ |  |
| Wishon Elementary | 436 | $\begin{gathered} 14.0 \% \\ (61) \\ \hline \end{gathered}$ | 427 | $\begin{aligned} & \hline 30.0 \% \\ & (128) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} \hline 16.0 \% \\ (67) \\ \hline \end{gathered}$ |  |
| Vinland Elementary | 449 | $\begin{gathered} 16.7 \% \\ (75) \\ \hline \end{gathered}$ | 436 | $\begin{gathered} \hline 29.4 \% \\ (128) \end{gathered}$ |  |  | $\begin{gathered} 12.7 \% \\ (53) \\ \hline \end{gathered}$ |  |
| Burroughs Elementary | 625 | $\begin{gathered} \hline 10.1 \% \\ (63) \\ \hline \end{gathered}$ | 651 | $\begin{gathered} \hline 22.7 \% \\ (148) \end{gathered}$ |  |  | $\begin{gathered} \hline 12.7 \% \\ (85) \\ \hline \end{gathered}$ |  |
| Greenberg Elementary | 490 | $\begin{gathered} 12.0 \% \\ (59) \end{gathered}$ | 486 | $\begin{gathered} \hline 27.0 \% \\ (131) \end{gathered}$ |  |  | $\begin{gathered} 14.9 \% \\ (72) \\ \hline \end{gathered}$ |  |
| Del Mar Elementary | 467 | $\begin{gathered} 10.9 \% \\ (51) \\ \hline \end{gathered}$ | 453 | $\begin{gathered} \hline 21.2 \% \\ (96) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 10.3 \% \\ (45) \end{gathered}$ |  |
| Lincoln Elementary | 486 | $\begin{gathered} 11.9 \% \\ (58) \\ \hline \end{gathered}$ | 482 | $\begin{gathered} 19.7 \% \\ (95) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 7.8 \% \\ (37) \\ \hline \end{gathered}$ |  |

Note: This report shows the number \& percent of students on or above grade level (proficient) using Standard View. Students who score 1 grade level below are considered on grade level using Beginning of Year view. However, for consistency, reports will only reflect Standard View results.
*Results for student groups with a sample size less than 11 are not reported out in alignment with CDE.
Created by Equity \& Access
Data Source: SIS
Date: 1/24/2022

Academic Performance OKR: 2021-22- i-Ready Reading Diagnostic 2 On or Above Grade Level Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students on or above grade level in i-Ready |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 1 |  | Diagnostic 2 |  | Diagnostic 3 (April) |  | Change |  |
|  | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | $\begin{gathered} \Delta \\ \text { D1 to D2 } \end{gathered}$ | $\begin{gathered} \hline \Delta \\ \text { D1 to D3 } \end{gathered}$ |
| Anthony Elementary | 396 | $\begin{gathered} 10.1 \% \\ (40) \end{gathered}$ | 367 | $\begin{gathered} 26.4 \% \\ (97) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 16.3 \% \\ (57) \end{gathered}$ |  |
| Sunset Elementary | 199 | $\begin{gathered} \hline 29.6 \% \\ (59) \end{gathered}$ | 248 | $\begin{gathered} 35.1 \% \\ (87) \end{gathered}$ |  |  | $\begin{gathered} 5.4 \% \\ (28) \end{gathered}$ |  |
| Ewing Elementary | 609 | $\begin{gathered} \hline 11.7 \% \\ (71) \\ \hline \end{gathered}$ | 676 | $\begin{gathered} 29.3 \% \\ (198) \end{gathered}$ |  |  | $\begin{aligned} & 17.6 \% \\ & (127) \\ & \hline \end{aligned}$ |  |
| Birney Elementary | 687 | $\begin{gathered} 12.1 \% \\ (83) \\ \hline \end{gathered}$ | 685 | $\begin{aligned} & 23.5 \% \\ & (161) \end{aligned}$ |  |  | $\begin{gathered} 11.4 \% \\ (78) \\ \hline \end{gathered}$ |  |
| Balderas Elementary | 527 | $\begin{gathered} \hline 12.1 \% \\ (64) \\ \hline \end{gathered}$ | 574 | $\begin{aligned} & 18.6 \% \\ & (107) \\ & \hline \end{aligned}$ |  |  | $\begin{aligned} & \hline 6.5 \% \\ & (43) \\ & \hline \end{aligned}$ |  |
| Viking Elementary | 627 | $\begin{gathered} 11.8 \% \\ (74) \\ \hline \end{gathered}$ | 612 | $\begin{gathered} 28.8 \% \\ (176) \end{gathered}$ |  |  | $\begin{aligned} & \hline 17.0 \% \\ & (102) \end{aligned}$ |  |
| Turner Elementary | 539 | $\begin{gathered} 10.0 \% \\ (54) \\ \hline \end{gathered}$ | 527 | $\begin{gathered} \hline 20.9 \% \\ (110) \end{gathered}$ |  |  | $\begin{gathered} 10.9 \% \\ (56) \\ \hline \end{gathered}$ |  |
| Mayfair Elementary | 555 | $\begin{gathered} 9.2 \% \\ (51) \end{gathered}$ | 540 | $\begin{gathered} 18.1 \% \\ (98) \end{gathered}$ |  |  | $\begin{gathered} \hline 9.0 \% \\ (47) \\ \hline \end{gathered}$ |  |
| Leavenworth Elementary | 692 | $\begin{gathered} 12.7 \% \\ (88) \\ \hline \end{gathered}$ | 662 | $\begin{gathered} 25.4 \% \\ (168) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 12.7 \% \\ (80) \\ \hline \end{gathered}$ |  |
| Lane Elementary | 419 | $\begin{gathered} 10.5 \% \\ (44) \\ \hline \end{gathered}$ | 450 | $\begin{gathered} \hline 20.0 \% \\ (90) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 9.5 \% \\ (46) \end{gathered}$ |  |
| Thomas Elementary | 693 | $\begin{gathered} \hline 13.7 \% \\ (95) \\ \hline \end{gathered}$ | 679 | $\begin{gathered} \hline 24.2 \% \\ (164) \end{gathered}$ |  |  | $\begin{gathered} 10.4 \% \\ (69) \\ \hline \end{gathered}$ |  |
| Wilson Elementary | 602 | $\begin{aligned} & 9.0 \% \\ & (54) \end{aligned}$ | 597 | $\begin{aligned} & \hline 19.6 \% \\ & (117) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} \hline 10.6 \% \\ (63) \\ \hline \end{gathered}$ |  |
| Olmos Elementary | 593 | $\begin{gathered} 8.6 \% \\ (51) \\ \hline \end{gathered}$ | 575 | $\begin{aligned} & \text { 19.7\% } \\ & (113) \end{aligned}$ |  |  | $\begin{gathered} 11.1 \% \\ (62) \\ \hline \end{gathered}$ |  |
| Bakman Elementary | 646 | $\begin{gathered} 9.3 \% \\ (60) \\ \hline \end{gathered}$ | 640 | $\begin{gathered} \hline 24.2 \% \\ (155) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 14.9 \% \\ (95) \\ \hline \end{gathered}$ |  |
| Wolters Elementary | 341 | $\begin{gathered} 10.6 \% \\ (36) \end{gathered}$ | 339 | $\begin{gathered} 24.8 \% \\ (84) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 14.2 \% \\ (48) \end{gathered}$ |  |
| Slater Elementary | 602 | $\begin{gathered} 11.1 \% \\ (67) \\ \hline \end{gathered}$ | 615 | $\begin{gathered} 25.5 \% \\ (157) \end{gathered}$ |  |  | $\begin{gathered} 14.4 \% \\ (90) \end{gathered}$ |  |
| Rowell Elementary | 479 | $\begin{gathered} 11.7 \% \\ (56) \\ \hline \end{gathered}$ | 477 | $\begin{aligned} & 22.4 \% \\ & (107) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} 10.7 \% \\ (51) \end{gathered}$ |  |
| Norseman Elementary | 528 | $\begin{gathered} 9.3 \% \\ (49) \\ \hline \end{gathered}$ | 521 | $\begin{gathered} 20.5 \% \\ (107) \end{gathered}$ |  |  | $\begin{gathered} \hline 11.3 \% \\ (58) \\ \hline \end{gathered}$ |  |
| Roeding Elementary | 524 | $\begin{gathered} \hline 10.9 \% \\ (57) \\ \hline \end{gathered}$ | 540 | $\begin{gathered} 20.4 \% \\ (110) \end{gathered}$ |  |  | $\begin{gathered} 9.5 \% \\ (53) \\ \hline \end{gathered}$ |  |
| Homan Elementary | 529 | $\begin{gathered} 11.0 \% \\ (58) \\ \hline \end{gathered}$ | 524 | $\begin{gathered} 21.8 \% \\ (114) \end{gathered}$ |  |  | $\begin{gathered} 10.8 \% \\ (56) \\ \hline \end{gathered}$ |  |
| Muir Elementary | 418 | $\begin{aligned} & 8.4 \% \\ & (35) \end{aligned}$ | 410 | $\begin{gathered} 19.3 \% \\ (79) \end{gathered}$ |  |  | $\begin{gathered} 10.9 \% \\ (44) \end{gathered}$ |  |
| Fremont Elementary | 396 | $\begin{gathered} 9.3 \% \\ (37) \\ \hline \end{gathered}$ | 392 | $\begin{gathered} 19.9 \% \\ (78) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 10.6 \% \\ (41) \end{gathered}$ |  |
| Ericson Elementary | 651 | $\begin{gathered} \hline 8.9 \% \\ (58) \end{gathered}$ | 669 | $\begin{gathered} \hline 22.4 \% \\ (150) \end{gathered}$ |  |  | $\begin{gathered} 13.5 \% \\ (92) \\ \hline \end{gathered}$ |  |
| Webster Elementary | 269 | $\begin{gathered} 10.0 \% \\ (27) \end{gathered}$ | 269 | $\begin{gathered} 19.0 \% \\ (51) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 8.9 \% \\ & (24) \end{aligned}$ |  |
| Ayer Elementary | 625 | $\begin{gathered} \hline 11.2 \% \\ (70) \\ \hline \end{gathered}$ | 623 | $\begin{gathered} 22.8 \% \\ (142) \end{gathered}$ |  |  | $\begin{gathered} \hline 11.6 \% \\ (72) \\ \hline \end{gathered}$ |  |
| Jackson Elementary | 311 | $\begin{gathered} 11.6 \% \\ (36) \end{gathered}$ | 324 | $\begin{gathered} 25.0 \% \\ (81) \end{gathered}$ |  |  | $\begin{gathered} 13.4 \% \\ (45) \end{gathered}$ |  |

Note: This report shows the number \& percent of students on or above grade level (proficient) using Standard View. Students who score 1 grade level below are considered on grade level using Beginning of Year view. However, for consistency, reports will only reflect Standard View results.
*Results for student groups with a sample size less than 11 are not reported out in alignment with CDE.
Created by Equity \& Access
Data Source: SIS
Date: 1/24/2022

Academic Performance OKR: 2021-22- i-Ready Reading Diagnostic 2 On or Above Grade Level
Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students on or above grade level in i-Ready |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 1 |  | Diagnostic 2 |  | Diagnostic 3 (April) |  | Change |  |
|  | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | $\begin{gathered} \Delta \\ \text { D1 to D2 } \end{gathered}$ | $\begin{gathered} \Delta \\ \text { D1 to D3 } \end{gathered}$ |
| King Elementary | 566 | $\begin{aligned} & 6.0 \% \\ & (34) \\ & \hline \end{aligned}$ | 549 | $\begin{gathered} 16.8 \% \\ (92) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 10.8 \% \\ (58) \end{gathered}$ |  |
| Calwa Elementary | 460 | $\begin{aligned} & 8.7 \% \\ & (40) \\ & \hline \end{aligned}$ | 517 | $\begin{gathered} 15.5 \% \\ (80) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 6.8 \% \\ (40) \\ \hline \end{gathered}$ |  |
| Centennial Elementary | 625 | $\begin{gathered} \hline 11.0 \% \\ (69) \end{gathered}$ | 598 | $\begin{gathered} \hline 21.9 \% \\ (131) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 10.9 \% \\ (62) \\ \hline \end{gathered}$ |  |
| Williams Elementary | 549 | $\begin{aligned} & 6.9 \% \\ & (38) \end{aligned}$ | 535 | $\begin{gathered} 17.6 \% \\ (94) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 10.6 \% \\ (56) \\ \hline \end{gathered}$ |  |
| Aynesworth Elementary | 505 | $\begin{gathered} \hline 12.5 \% \\ (63) \\ \hline \end{gathered}$ | 533 | $\begin{gathered} 22.7 \% \\ (121) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 10.2 \% \\ (58) \\ \hline \end{gathered}$ |  |
| Hidalgo Elementary | 473 | $\begin{aligned} & 5.3 \% \\ & (25) \\ & \hline \end{aligned}$ | 511 | $\begin{gathered} 15.9 \% \\ (81) \end{gathered}$ |  |  | $\begin{gathered} 10.6 \% \\ (56) \\ \hline \end{gathered}$ |  |
| Kirk Elementary | 297 | $\begin{gathered} \hline 6.7 \% \\ (20) \\ \hline \end{gathered}$ | 316 | $\begin{gathered} 19.3 \% \\ (61) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 12.6 \% \\ (41) \\ \hline \end{gathered}$ |  |
| Addams Elementary | 711 | $\begin{aligned} & 6.3 \% \\ & (45) \end{aligned}$ | 685 | $\begin{aligned} & \hline 17.1 \% \\ & (117) \end{aligned}$ |  |  | $\begin{gathered} 10.8 \% \\ (72) \end{gathered}$ |  |
| Pyle Elementary | 665 | $\begin{gathered} \hline 12.3 \% \\ (82) \\ \hline \end{gathered}$ | 651 | $\begin{aligned} & 18.4 \% \\ & (120) \end{aligned}$ |  |  | $\begin{aligned} & 6.1 \% \\ & (38) \\ & \hline \end{aligned}$ |  |
| Winchell Elementary | 510 | $\begin{gathered} \hline 9.2 \% \\ (47) \\ \hline \end{gathered}$ | 580 | $\begin{gathered} 16.2 \% \\ (94) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & \hline 7.0 \% \\ & (47) \\ & \hline \end{aligned}$ |  |
| Lowell Elementary | 316 | $\begin{gathered} \hline 8.2 \% \\ (26) \\ \hline \end{gathered}$ | 325 | $\begin{gathered} 19.1 \% \\ (62) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 10.8 \% \\ (36) \\ \hline \end{gathered}$ |  |
| Heaton Elementary | 471 | $\begin{gathered} 8.7 \% \\ (41) \\ \hline \end{gathered}$ | 480 | $\begin{gathered} 14.0 \% \\ (67) \end{gathered}$ |  |  | $\begin{gathered} 5.3 \% \\ (26) \\ \hline \end{gathered}$ |  |
| Columbia Elementary | 466 | $\begin{aligned} & 6.0 \% \\ & \text { (28) } \\ & \hline \end{aligned}$ | 487 | $\begin{gathered} 12.7 \% \\ (62) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 6.7 \% \\ (34) \\ \hline \end{gathered}$ |  |
| Phoenix Elementary | -- | -- | 24 | $\begin{gathered} 8.3 \% \\ \text { (2) } \\ \hline \end{gathered}$ |  |  | -- |  |

Note: This report shows the number \& percent of students on or above grade level (proficient) using Standard View. Students who score 1 grade level below are considered on grade level using Beginning of Year view. However, for consistency, reports will only reflect Standard View results.
*Results for student groups with a sample size less than 11 are not reported out in alignment with CDE.
Created by Equity \& Access
Data Source: SIS
Date: 1/24/2022

Academic Performance OKR: 2021-22- i-Ready Reading Diagnostic 2 On or Above Grade Level Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students on or above grade level in i-Ready |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 1 |  | Diagnostic 2 |  | Diagnostic 3 (April) |  | Change |  |
|  | Students Tested | On/Above Grade Leve | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | $\begin{gathered} \Delta \\ \text { D1 to D2 } \end{gathered}$ | $\stackrel{\Delta}{\text { D1 to D3 }}$ |
| Middle School | 9,539 | $\begin{gathered} \hline 21.4 \% \\ (2,038) \\ \hline \end{gathered}$ | 9,164 | $\begin{gathered} 25.3 \% \\ (2,320) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & \hline 4.0 \% \\ & \text { (282) } \\ & \hline \end{aligned}$ |  |
| Computech Middle | 768 | $\begin{aligned} & 64.8 \% \\ & (498) \end{aligned}$ | 707 | $\begin{aligned} & \hline 67.9 \% \\ & (480) \end{aligned}$ |  |  | $\begin{aligned} & \hline 3.0 \% \\ & (-18) \\ & \hline \end{aligned}$ |  |
| Baird Middle | 579 | $\begin{aligned} & 39.0 \% \\ & (226) \end{aligned}$ | 568 | $\begin{gathered} \hline 46.3 \% \\ (263) \end{gathered}$ |  |  | $\begin{gathered} \hline 7.3 \% \\ (37) \end{gathered}$ |  |
| Tenaya Middle | 750 | $\begin{aligned} & 29.1 \% \\ & (218) \end{aligned}$ | 702 | $\begin{gathered} 33.8 \% \\ (237) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 4.7 \% \\ (19) \\ \hline \end{gathered}$ |  |
| Cooper Middle | 526 | $\begin{aligned} & 21.3 \% \\ & (112) \\ & \hline \end{aligned}$ | 518 | $\begin{gathered} 26.3 \% \\ (136) \end{gathered}$ |  |  | $\begin{aligned} & 5.0 \% \\ & (24) \end{aligned}$ |  |
| Tioga Middle | 646 | $\begin{aligned} & \hline 15.9 \% \\ & (103) \\ & \hline \end{aligned}$ | 588 | $\begin{gathered} 24.3 \% \\ (143) \end{gathered}$ |  |  | $\begin{gathered} 8.4 \% \\ (40) \end{gathered}$ |  |
| Ahwahnee Middle | 543 | $\begin{gathered} \hline 21.5 \% \\ (117) \end{gathered}$ | 444 | $\begin{gathered} \hline 21.6 \% \\ (96) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & \hline 0.1 \% \\ & (-21) \\ & \hline \end{aligned}$ |  |
| Kings Canyon Middle | 838 | $\begin{aligned} & 16.6 \% \\ & (139) \end{aligned}$ | 814 | $\begin{gathered} 20.1 \% \\ (164) \end{gathered}$ |  |  | $\begin{gathered} 3.6 \% \\ (25) \\ \hline \end{gathered}$ |  |
| Yosemite Middle | 604 | $\begin{gathered} 13.2 \% \\ (80) \end{gathered}$ | 599 | $\begin{aligned} & \hline 21.4 \% \\ & (128) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} 8.1 \% \\ (48) \\ \hline \end{gathered}$ |  |
| Scandinavian Middle | 758 | $\begin{gathered} 12.7 \% \\ (96) \\ \hline \end{gathered}$ | 715 | $\begin{aligned} & 18.2 \% \\ & (130) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} 5.5 \% \\ (34) \\ \hline \end{gathered}$ |  |
| Terronez Middle | 529 | $\begin{gathered} 18.5 \% \\ \text { (98) } \end{gathered}$ | 535 | $\begin{gathered} \hline 20.9 \% \\ (112) \end{gathered}$ |  |  | $\begin{gathered} 2.4 \% \\ (14) \end{gathered}$ |  |
| Sequoia Middle | 772 | $\begin{aligned} & \hline 13.1 \% \\ & (101) \\ & \hline \end{aligned}$ | 749 | $\begin{gathered} 12.4 \% \\ (93) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} -0.7 \% \\ (-8) \\ \hline \end{gathered}$ |  |
| Wawona K-8 | 434 | $\begin{gathered} 15.4 \% \\ (67) \\ \hline \end{gathered}$ | 490 | $\begin{gathered} \hline 24.1 \% \\ (118) \end{gathered}$ |  |  | $\begin{gathered} \hline 8.6 \% \\ (51) \\ \hline \end{gathered}$ |  |
| Gaston Middle | 726 | $\begin{gathered} 10.1 \% \\ (73) \end{gathered}$ | 712 | $\begin{gathered} 11.1 \% \\ (79) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 1.0 \% \\ (6) \end{gathered}$ |  |
| Tehipite Middle | 453 | $\begin{gathered} \hline 9.1 \% \\ (41) \\ \hline \end{gathered}$ | 402 | $\begin{gathered} 12.7 \% \\ (51) \end{gathered}$ |  |  | $\begin{gathered} 3.6 \% \\ (10) \end{gathered}$ |  |
| Fort Miller Middle | 613 | $\begin{gathered} 11.3 \% \\ (69) \\ \hline \end{gathered}$ | 621 | $\begin{gathered} 14.5 \% \\ (90) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 3.2 \% \\ (21) \\ \hline \end{gathered}$ |  |
| K-8 | 3,633 | $\begin{gathered} \hline 28.5 \% \\ (1,037) \\ \hline \end{gathered}$ | 3,985 | $\begin{aligned} & \hline 35.7 \% \\ & (1,422) \\ & \hline \end{aligned}$ |  |  | $\begin{aligned} & 7.1 \% \\ & (385) \\ & \hline \end{aligned}$ |  |
| Bullard Talent K-8 | 746 | $\begin{gathered} \hline 43.7 \% \\ (326) \end{gathered}$ | 730 | $\begin{gathered} \hline \hline 56.8 \% \\ (415) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 13.1 \% \\ (89) \\ \hline \end{gathered}$ |  |
| eLearn Academy | 2,193 | $\begin{gathered} 27.3 \% \\ (599) \\ \hline \end{gathered}$ | 2,576 | $\begin{aligned} & \hline 31.8 \% \\ & (819) \\ & \hline \end{aligned}$ |  |  | $\begin{aligned} & 4.5 \% \\ & (220) \\ & \hline \end{aligned}$ |  |
| Hamilton K-8 | 694 | $\begin{gathered} 16.1 \% \\ (112) \end{gathered}$ | 679 | $\begin{gathered} 27.7 \% \\ (188) \end{gathered}$ |  |  | $\begin{gathered} 11.5 \% \\ (76) \end{gathered}$ |  |

Note: This report shows the number \& percent of students on or above grade level (proficient) using Standard View. Students who score 1 grade level below are considered on grade level using Beginning of Year view. However, for consistency, reports will only reflect Standard View results.
*Results for student groups with a sample size less than 11 are not reported out in alignment with CDE.
Created by Equity \& Access
Data Source: SIS
Date: 1/24/2022

Academic Performance OKR: 2021-22- i-Ready Reading Diagnostic 2 On or Above Grade Level
Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students on or above grade level in i-Ready |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 1 |  | Diagnostic 2 |  | Diagnostic 3 (April) |  | Change |  |
|  | Students Tested | On/Above Grade Leve | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | $\begin{gathered} \Delta \\ \text { D1 to D2 } \end{gathered}$ | $\stackrel{\Delta}{\text { D1 to D3 }}$ |
| High School | 6,816 | $\begin{gathered} 16.9 \% \\ (1,150) \\ \hline \end{gathered}$ | 4,391 | $\begin{gathered} \text { 20.3\% } \\ \text { (891) } \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 3.4 \% \\ (-259) \\ \hline \end{gathered}$ |  |
| Design Science Middle College High | 140 | $\begin{gathered} \hline 47.9 \% \\ (67) \\ \hline \end{gathered}$ | 116 | $\begin{gathered} \hline 40.5 \% \\ (47) \end{gathered}$ |  |  | $\begin{gathered} -7.3 \% \\ (-20) \\ \hline \end{gathered}$ |  |
| Duncan Polytechnical High | 577 | $\begin{gathered} \hline 21.3 \% \\ (123) \\ \hline \end{gathered}$ | -- | -- |  |  | -- |  |
| Edison High | 1,001 | $\begin{gathered} 28.7 \% \\ (287) \\ \hline \end{gathered}$ | 813 | $\begin{aligned} & \hline 30.3 \% \\ & (246) \\ & \hline \end{aligned}$ |  |  | $\begin{aligned} & 1.6 \% \\ & (-41) \\ & \hline \end{aligned}$ |  |
| Bullard High | 1,107 | $\begin{aligned} & 18.1 \% \\ & (200) \\ & \hline \end{aligned}$ | 789 | $\begin{aligned} & 26.5 \% \\ & (209) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} 8.4 \% \\ \text { (9) } \\ \hline \end{gathered}$ |  |
| Patino School of Entrepreneurship | 143 | $\begin{gathered} 18.2 \% \\ (26) \\ \hline \end{gathered}$ | 137 | $\begin{gathered} 15.3 \% \\ (21) \end{gathered}$ |  |  | $\begin{gathered} -2.9 \% \\ (-5) \\ \hline \end{gathered}$ |  |
| Sunnyside High | 818 | $\begin{aligned} & \hline 12.5 \% \\ & (102) \end{aligned}$ | 639 | $\begin{gathered} 13.3 \% \\ (85) \end{gathered}$ |  |  | $\begin{aligned} & 0.8 \% \\ & (-17) \end{aligned}$ |  |
| Young Academy | 206 | $\begin{gathered} 16.5 \% \\ (34) \\ \hline \end{gathered}$ | 265 | $\begin{gathered} 22.3 \% \\ (59) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 5.8 \% \\ (25) \\ \hline \end{gathered}$ |  |
| Hoover High | 712 | $\begin{gathered} 12.4 \% \\ (88) \\ \hline \end{gathered}$ | 625 | $\begin{gathered} \hline 14.7 \% \\ (92) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 2.4 \% \\ (4) \\ \hline \end{gathered}$ |  |
| Fresno High | 739 | $\begin{gathered} 12.2 \% \\ (90) \\ \hline \end{gathered}$ | 480 | $\begin{gathered} 17.7 \% \\ (85) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 5.5 \% \\ (-5) \\ \hline \end{gathered}$ |  |
| Roosevelt High | 794 | $\begin{gathered} 11.3 \% \\ (90) \end{gathered}$ | 27 | $\begin{gathered} 3.7 \% \\ (1) \end{gathered}$ |  |  | $\begin{gathered} -7.6 \% \\ (-89) \end{gathered}$ |  |
| McLane High | 563 | $\begin{aligned} & 7.6 \% \\ & (43) \\ & \hline \end{aligned}$ | 465 | $\begin{gathered} 9.5 \% \\ (44) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 1.8 \% \\ (1) \\ \hline \end{gathered}$ |  |
| Phoenix Secondary | 12 | $\begin{gathered} 0.0 \% \\ () \\ \hline \end{gathered}$ | 24 | $\begin{gathered} 8.3 \% \\ \text { (2) } \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 8.3 \% \\ \text { (2) } \\ \hline \end{gathered}$ |  |
| DeWolf Continuation | -- | -- | -- | -- |  |  | -- |  |
| Cambridge Continuation | -- | -- | -- | -- |  |  | -- |  |

Note: This report shows the number \& percent of students on or above grade level (proficient) using Standard View. Students who score 1 grade level below are considered on grade level using Beginning of Year view. However, for consistency, reports will only reflect Standard View results.
*Results for student groups with a sample size less than 11 are not reported out in alignment with CDE.
Created by Equity \& Access
Data Source: SIS
Date: 1/24/2022

Academic Performance OKR: 2021-22- i-Ready Reading Diagnostic 2 Typical and Stretch Growth Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students who meet their stretch growth target in i-Ready. |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 2 |  |  | Diagnostic 3 (April) |  |  | Change |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth | Typical $\Delta$ D2 to D3 | $\begin{gathered} \text { Stretch } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ |
| Fresno Unified | 49,705 | $\begin{gathered} 53.8 \% \\ (26,744) \\ \hline \end{gathered}$ | $\begin{gathered} 40.2 \% \\ (20,006) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Elementary School | 32,165 | $\begin{gathered} \hline 59.0 \% \\ (18,981) \\ \hline \end{gathered}$ | $\begin{gathered} \hline \hline 44.3 \% \\ (14,256) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Jefferson Elementary | 392 | $\begin{aligned} & 72.4 \% \\ & (284) \\ & \hline \end{aligned}$ | $\begin{aligned} & 56.4 \% \\ & (221) \end{aligned}$ |  |  |  |  |  |
| Lawless Elementary | 553 | $\begin{aligned} & \hline 66.9 \% \\ & (370) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 52.6 \% \\ (291) \end{gathered}$ |  |  |  |  |  |
| Phoenix Elementary | 24 | $\begin{gathered} 66.7 \% \\ (16) \end{gathered}$ | $\begin{gathered} 58.3 \% \\ (14) \end{gathered}$ |  |  |  |  |  |
| Vang Pao Elementary | 730 | $\begin{aligned} & 62.1 \% \\ & (453) \end{aligned}$ | $\begin{aligned} & 48.8 \% \\ & (356) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Bakman Elementary | 640 | $\begin{aligned} & 66.4 \% \\ & (425) \end{aligned}$ | $\begin{gathered} 50.8 \% \\ (325) \end{gathered}$ |  |  |  |  |  |
| Robinson Elementary | 434 | $\begin{aligned} & 61.3 \% \\ & (266) \end{aligned}$ | $\begin{gathered} 47.2 \% \\ (205) \end{gathered}$ |  |  |  |  |  |
| Anthony Elementary | 367 | $\begin{aligned} & 67.6 \% \\ & (248) \end{aligned}$ | $\begin{gathered} \hline 48.0 \% \\ (176) \end{gathered}$ |  |  |  |  |  |
| Burroughs Elementary | 651 | $\begin{aligned} & 56.1 \% \\ & (365) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 42.5 \% \\ & (277) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Easterby Elementary | 585 | $\begin{aligned} & 66.5 \% \\ & (389) \end{aligned}$ | $\begin{aligned} & 53.7 \% \\ & (314) \end{aligned}$ |  |  |  |  |  |
| Birney Elementary | 685 | $\begin{aligned} & 64.4 \% \\ & (441) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 46.3 \% \\ & (317) \end{aligned}$ |  |  |  |  |  |
| Storey Elementary | 781 | $\begin{aligned} & \hline 66.1 \% \\ & (516) \\ & \hline \end{aligned}$ | $\begin{aligned} & 53.5 \% \\ & (418) \end{aligned}$ |  |  |  |  |  |
| Powers Elementary | 384 | $\begin{aligned} & 62.0 \% \\ & (238) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 45.6 \% \\ (175) \\ \hline \end{gathered}$ |  |  |  |  |  |
| McCardle Elementary | 426 | $\begin{gathered} \hline 61.0 \% \\ (260) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 47.7 \% \\ & (203) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Viking Elementary | 612 | $\begin{aligned} & \hline 61.8 \% \\ & (378) \\ & \hline \end{aligned}$ | $\begin{aligned} & 43.3 \% \\ & (265) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Greenberg Elementary | 486 | $\begin{aligned} & 65.8 \% \\ & (320) \end{aligned}$ | $\begin{aligned} & \hline 49.2 \% \\ & (239) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Del Mar Elementary | 453 | $\begin{aligned} & 66.7 \% \\ & (302) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 49.9 \% \\ & (226) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Turner Elementary | 527 | $\begin{gathered} 52.8 \% \\ (278) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 37.2 \% \\ (196) \end{gathered}$ |  |  |  |  |  |
| Ericson Elementary | 669 | $\begin{aligned} & \hline 61.7 \% \\ & (413) \\ & \hline \end{aligned}$ | $\begin{aligned} & 46.8 \% \\ & (313) \end{aligned}$ |  |  |  |  |  |
| Wishon Elementary | 427 | $\begin{aligned} & \hline 61.4 \% \\ & (262) \end{aligned}$ | $\begin{gathered} \hline 50.1 \% \\ (214) \end{gathered}$ |  |  |  |  |  |
| Fremont Elementary | 392 | $\begin{gathered} 47.7 \% \\ (187) \end{gathered}$ | $\begin{gathered} 34.9 \% \\ (137) \\ \hline \end{gathered}$ |  |  |  |  |  |

Notes: This report shows the number and percent of students who met their typical and/or stretch growth. At Diagnostic 2, students have met Typical or Stretch Growth Annual Targets if they achieved 40\% or more of their target. At Diagnostic 3, students have met Typical or Stretch Growth Targets if they achieved $80 \%$ or more of their target.

Typical Growth is the average annual growth for students. Typical Growth Targets are established by students' grade level and placement on the first diagnostic of the year.

Stretch Growth is an ambitious but attainable level of growth that puts below-grade level students on a path to proficiency and on grade level students on a path to advanced proficiency. Student Stretch Growth Targets are established by students' grade level and placement on the first diagnostic of the year.
*Student groups with a sample size less than 11 is not reported out in alignment with CDE.

Academic Performance OKR: 2021-22- i-Ready Reading Diagnostic 2 Typical and Stretch Growth Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students who meet their stretch growth target in i-Ready. |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 2 |  |  | Diagnostic 3 (April) |  |  | Change |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth | Typical $\Delta$ D2 to D3 | $\begin{gathered} \hline \text { Stretch } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ |
| Wolters Elementary | 339 | $\begin{aligned} & 60.5 \% \\ & (205) \end{aligned}$ | $\begin{gathered} 45.7 \% \\ (155) \end{gathered}$ |  |  |  |  |  |
| Lincoln Elementary | 482 | $\begin{gathered} \hline 49.6 \% \\ (239) \end{gathered}$ | $\begin{gathered} \hline 34.0 \% \\ (164) \end{gathered}$ |  |  |  |  |  |
| Homan Elementary | 524 | $\begin{gathered} \hline 57.1 \% \\ (299) \end{gathered}$ | $\begin{aligned} & 39.5 \% \\ & (207) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Mayfair Elementary | 540 | $\begin{gathered} 57.0 \% \\ (308) \end{gathered}$ | $\begin{gathered} 41.5 \% \\ (224) \end{gathered}$ |  |  |  |  |  |
| Centennial Elementary | 598 | $\begin{aligned} & 56.2 \% \\ & (336) \end{aligned}$ | $\begin{gathered} \hline 43.3 \% \\ (259) \end{gathered}$ |  |  |  |  |  |
| Holland Elementary | 392 | $\begin{gathered} 60.5 \% \\ (237) \end{gathered}$ | $\begin{gathered} 43.9 \% \\ (172) \end{gathered}$ |  |  |  |  |  |
| Norseman Elementary | 521 | $\begin{gathered} \hline 60.5 \% \\ (315) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 43.6 \% \\ & (227) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Kirk Elementary | 316 | $\begin{aligned} & 69.3 \% \\ & (219) \end{aligned}$ | $\begin{gathered} 52.5 \% \\ (166) \end{gathered}$ |  |  |  |  |  |
| Williams Elementary | 535 | $\begin{gathered} 59.4 \% \\ (318) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 44.3 \% \\ (237) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Rowell Elementary | 477 | $\begin{gathered} 54.3 \% \\ (259) \end{gathered}$ | $\begin{gathered} \hline 38.2 \% \\ (182) \end{gathered}$ |  |  |  |  |  |
| Ewing Elementary | 676 | $\begin{aligned} & 57.2 \% \\ & (387) \end{aligned}$ | $\begin{gathered} \hline 44.7 \% \\ (302) \end{gathered}$ |  |  |  |  |  |
| Vinland Elementary | 436 | $\begin{aligned} & \hline 53.7 \% \\ & (234) \end{aligned}$ | $\begin{aligned} & 39.7 \% \\ & (173) \end{aligned}$ |  |  |  |  |  |
| Yokomi Elementary | 646 | $\begin{aligned} & \hline 60.7 \% \\ & (392) \\ & \hline \end{aligned}$ | $\begin{aligned} & 48.1 \% \\ & (311) \end{aligned}$ |  |  |  |  |  |
| Olmos Elementary | 575 | $\begin{aligned} & \hline 65.6 \% \\ & (377) \end{aligned}$ | $\begin{gathered} 47.8 \% \\ (275) \end{gathered}$ |  |  |  |  |  |
| Aynesworth Elementary | 533 | $\begin{aligned} & 60.4 \% \\ & (322) \end{aligned}$ | $\begin{gathered} \hline 43.7 \% \\ (233) \end{gathered}$ |  |  |  |  |  |
| Kratt Elementary | 504 | $\begin{aligned} & \hline 64.1 \% \\ & (323) \\ & \hline \end{aligned}$ | $\begin{gathered} 49.4 \% \\ (249) \end{gathered}$ |  |  |  |  |  |
| King Elementary | 549 | $\begin{gathered} 55.9 \% \\ (307) \end{gathered}$ | $\begin{gathered} 40.4 \% \\ (222) \end{gathered}$ |  |  |  |  |  |
| Slater Elementary | 615 | $\begin{aligned} & 63.1 \% \\ & (388) \end{aligned}$ | $\begin{gathered} \hline 48.9 \% \\ (301) \end{gathered}$ |  |  |  |  |  |
| Jackson Elementary | 324 | $\begin{gathered} 64.2 \% \\ (208) \end{gathered}$ | $\begin{aligned} & \hline 47.5 \% \\ & (154) \end{aligned}$ |  |  |  |  |  |
| Lowell Elementary | 325 | $\begin{gathered} \hline 56.0 \% \\ (182) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 41.2 \% \\ & (134) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Wilson Elementary | 597 | $\begin{aligned} & 60.3 \% \\ & (360) \end{aligned}$ | $\begin{gathered} 44.6 \% \\ (266) \end{gathered}$ |  |  |  |  |  |
| Addams Elementary | 685 | $\begin{gathered} \hline 58.5 \% \\ (401) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 42.8 \% \\ (293) \\ \hline \end{gathered}$ |  |  |  |  |  |

Notes: This report shows the number and percent of students who met their typical and/or stretch growth. At Diagnostic 2, students have met Typical or Stretch Growth Annual Targets if they achieved $40 \%$ or more of their target. At Diagnostic 3, students have met Typical or Stretch Growth Targets if they achieved $80 \%$ or more of their target.

Typical Growth is the average annual growth for students. Typical Growth Targets are established by students' grade level and placement on the first diagnostic of the year.

Stretch Growth is an ambitious but attainable level of growth that puts below-grade level students on a path to proficiency and on grade level students on a path to advanced proficiency. Student Stretch Growth Targets are established by students' grade level and placement on the first diagnostic of the year.
*Student groups with a sample size less than 11 is not reported out in alignment with CDE.

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Date: 1/24/2022

2

Academic Performance OKR: 2021-22- i-Ready Reading Diagnostic 2 Typical and Stretch Growth Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students who meet their stretch growth target in i-Ready. |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 2 |  |  | Diagnostic 3 (April) |  |  | Change |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth | Typical $\Delta$ D2 to D3 | $\begin{gathered} \hline \text { Stretch } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ |
| Muir Elementary | 410 | $\begin{aligned} & 58.5 \% \\ & (240) \end{aligned}$ | $\begin{gathered} 43.4 \% \\ (178) \end{gathered}$ |  |  |  |  |  |
| Leavenworth Elementary | 662 | $\begin{gathered} 57.7 \% \\ (382) \end{gathered}$ | $\begin{gathered} \hline 41.2 \% \\ (273) \end{gathered}$ |  |  |  |  |  |
| Figarden Elementary | 490 | $\begin{aligned} & 60.8 \% \\ & (298) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 45.5 \% \\ & (223) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Lane Elementary | 450 | $\begin{gathered} 55.3 \% \\ (249) \end{gathered}$ | $\begin{gathered} \hline 40.9 \% \\ (184) \end{gathered}$ |  |  |  |  |  |
| Thomas Elementary | 679 | $\begin{gathered} 53.9 \% \\ (366) \end{gathered}$ | $\begin{aligned} & \hline 39.8 \% \\ & (270) \end{aligned}$ |  |  |  |  |  |
| Gibson Elementary | 403 | $\begin{gathered} 65.8 \% \\ (265) \end{gathered}$ | $\begin{gathered} \text { 53.3\% } \\ (215) \end{gathered}$ |  |  |  |  |  |
| Malloch Elementary | 394 | $\begin{aligned} & \hline 68.5 \% \\ & (270) \\ & \hline \end{aligned}$ | $\begin{aligned} & 56.1 \% \\ & (221) \end{aligned}$ |  |  |  |  |  |
| Starr Elementary | 330 | $\begin{gathered} 55.5 \% \\ (183) \end{gathered}$ | $\begin{gathered} 43.6 \% \\ (144) \end{gathered}$ |  |  |  |  |  |
| Forkner Elementary | 426 | $\begin{gathered} 58.2 \% \\ (248) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 45.8 \% \\ (195) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Webster Elementary | 269 | $\begin{aligned} & \hline 61.0 \% \\ & (164) \end{aligned}$ | $\begin{aligned} & \hline 44.2 \% \\ & (119) \end{aligned}$ |  |  |  |  |  |
| Heaton Elementary | 480 | $\begin{gathered} 50.4 \% \\ (242) \end{gathered}$ | $\begin{gathered} \hline 36.0 \% \\ (173) \end{gathered}$ |  |  |  |  |  |
| Roeding Elementary | 540 | $\begin{aligned} & \hline 51.9 \% \\ & (280) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 40.7 \% \\ & (220) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Manchester Gate | 649 | $\begin{gathered} \hline 57.8 \% \\ (375) \\ \hline \end{gathered}$ | $\begin{aligned} & 47.5 \% \\ & (308) \end{aligned}$ |  |  |  |  |  |
| Columbia Elementary | 487 | $\begin{gathered} 55.9 \% \\ (272) \end{gathered}$ | $\begin{gathered} 41.5 \% \\ (202) \end{gathered}$ |  |  |  |  |  |
| Calwa Elementary | 517 | $\begin{gathered} 50.9 \% \\ (263) \end{gathered}$ | $\begin{gathered} \hline 38.3 \% \\ (198) \end{gathered}$ |  |  |  |  |  |
| Hidalgo Elementary | 511 | $\begin{aligned} & 51.3 \% \\ & (262) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 36.2 \% \\ (185) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Sunset Elementary | 248 | $\begin{gathered} \hline 46.4 \% \\ (115) \end{gathered}$ | $\begin{gathered} 33.9 \% \\ (84) \end{gathered}$ |  |  |  |  |  |
| Eaton Elementary | 385 | $\begin{aligned} & \hline 61.3 \% \\ & (236) \end{aligned}$ | $\begin{gathered} \hline 47.3 \% \\ (182) \end{gathered}$ |  |  |  |  |  |
| Ayer Elementary | 623 | $\begin{aligned} & 57.3 \% \\ & (357) \end{aligned}$ | $\begin{gathered} \hline 44.8 \% \\ (279) \end{gathered}$ |  |  |  |  |  |
| Balderas Elementary | 574 | $\begin{gathered} \hline 47.0 \% \\ (270) \\ \hline \end{gathered}$ | $\begin{gathered} 33.8 \% \\ (194) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Winchell Elementary | 580 | $\begin{gathered} 46.7 \% \\ (271) \end{gathered}$ | $\begin{gathered} \hline 31.7 \% \\ (184) \end{gathered}$ |  |  |  |  |  |
| Pyle Elementary | 651 | $\begin{gathered} 53.1 \% \\ (346) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 36.4 \% \\ & (237) \\ & \hline \end{aligned}$ |  |  |  |  |  |

Notes: This report shows the number and percent of students who met their typical and/or stretch growth. At Diagnostic 2, students have met Typical or Stretch Growth Annual Targets if they achieved $40 \%$ or more of their target. At Diagnostic 3, students have met Typical or Stretch Growth Targets if they achieved $80 \%$ or more of their target.

Typical Growth is the average annual growth for students. Typical Growth Targets are established by students' grade level and placement on the first diagnostic of the year.

Stretch Growth is an ambitious but attainable level of growth that puts below-grade level students on a path to proficiency and on grade level students on a path to advanced proficiency. Student Stretch Growth Targets are established by students' grade level and placement on the first diagnostic of the year.
*Student groups with a sample size less than 11 is not reported out in alignment with CDE.

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Academic Performance OKR: 2021-22- i-Ready Reading Diagnostic 2 Typical and Stretch Growth Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students who meet their stretch growth target in i-Ready. |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 2 |  |  | Diagnostic 3 (April) |  |  | Change |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth | Typical $\Delta$ D2 to D3 | $\begin{aligned} & \text { Stretch } \\ & \Delta \\ & \text { D2 to D3 } \end{aligned}$ |
| Middle School | 9,164 | $\begin{gathered} 46.1 \% \\ (4,228) \end{gathered}$ | $\begin{gathered} 33.4 \% \\ (3,058) \end{gathered}$ |  |  |  |  |  |
| Yosemite Middle | 599 | $\begin{aligned} & \hline 53.4 \% \\ & (320) \\ & \hline \end{aligned}$ | $\begin{aligned} & 37.9 \% \\ & (227) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Baird Middle | 568 | $\begin{gathered} 57.4 \% \\ (326) \end{gathered}$ | $\begin{gathered} 44.5 \% \\ (253) \end{gathered}$ |  |  |  |  |  |
| Tioga Middle | 588 | $\begin{gathered} 53.6 \% \\ (315) \end{gathered}$ | $\begin{aligned} & \hline 41.5 \% \\ & (244) \end{aligned}$ |  |  |  |  |  |
| Tenaya Middle | 702 | $\begin{gathered} 47.7 \% \\ (335) \end{gathered}$ | $\begin{gathered} 36.5 \% \\ (256) \end{gathered}$ |  |  |  |  |  |
| Scandinavian Middle | 715 | $\begin{gathered} 51.9 \% \\ (371) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 39.4 \% \\ (282) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Computech Middle | 707 | $\begin{gathered} 49.6 \% \\ (351) \end{gathered}$ | $\begin{gathered} 40.0 \% \\ (283) \end{gathered}$ |  |  |  |  |  |
| Wawona K-8 | 490 | $\begin{aligned} & \hline 46.5 \% \\ & (228) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 34.1 \% \\ (167) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Kings Canyon Middle | 814 | $\begin{gathered} 46.4 \% \\ (378) \end{gathered}$ | $\begin{gathered} 30.7 \% \\ (250) \end{gathered}$ |  |  |  |  |  |
| Cooper Middle | 518 | $\begin{gathered} \hline 47.9 \% \\ (248) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 34.7 \% \\ (180) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Gaston Middle | 712 | $\begin{gathered} \hline 36.7 \% \\ (261) \end{gathered}$ | $\begin{gathered} \hline 23.9 \% \\ (170) \end{gathered}$ |  |  |  |  |  |
| Terronez Middle | 535 | $\begin{aligned} & 40.7 \% \\ & (218) \\ & \hline \end{aligned}$ | $\begin{aligned} & 28.0 \% \\ & (150) \end{aligned}$ |  |  |  |  |  |
| Sequoia Middle | 749 | $\begin{gathered} \hline 33.9 \% \\ (254) \end{gathered}$ | $\begin{gathered} \hline 21.2 \% \\ (159) \end{gathered}$ |  |  |  |  |  |
| Fort Miller Middle | 621 | $\begin{gathered} \hline 49.9 \% \\ (310) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 33.5 \% \\ & (208) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Ahwahnee Middle | 444 | $\begin{gathered} 32.9 \% \\ (146) \\ \hline \end{gathered}$ | $\begin{gathered} 23.6 \% \\ (105) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Tehipite Middle | 402 | $\begin{gathered} 41.5 \% \\ (167) \end{gathered}$ | $\begin{aligned} & 30.8 \% \\ & (124) \end{aligned}$ |  |  |  |  |  |
| K-8 | 3,985 | $\begin{aligned} & \hline 50.1 \% \\ & (1,998) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 38.9 \% \\ & (1,549) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Hamilton K-8 | 679 | $\begin{aligned} & \hline 61.7 \% \\ & (419) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 47.3 \% \\ (321) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Bullard Talent K-8 | 730 | $\begin{gathered} 63.4 \% \\ (463) \end{gathered}$ | $\begin{aligned} & \hline 51.0 \% \\ & (372) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| eLearn Academy | 2,576 | $\begin{gathered} \hline 43.3 \% \\ (1,116) \\ \hline \end{gathered}$ | $\begin{gathered} 33.2 \% \\ (856) \end{gathered}$ |  |  |  |  |  |

Notes: This report shows the number and percent of students who met their typical and/or stretch growth. At Diagnostic 2, students have met Typical or Stretch Growth Annual Targets if they achieved 40\% or more of their target. At Diagnostic 3, students have met Typical or Stretch Growth Targets if they achieved 80\% or more of their target.

Typical Growth is the average annual growth for students. Typical Growth Targets are established by students' grade level and placement on the first diagnostic of the year.

Stretch Growth is an ambitious but attainable level of growth that puts below-grade level students on a path to proficiency and on grade level students on a path to advanced proficiency. Student Stretch Growth Targets are established by students' grade level and placement on the first diagnostic of the year.
*Student groups with a sample size less than 11 is not reported out in alignment with CDE.

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Date: 1/24/2022

Academic Performance OKR: 2021-22- i-Ready Reading Diagnostic 2 Typical and Stretch Growth Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students who meet their stretch growth target in i-Ready. |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 2 |  |  | Diagnostic 3 (April) |  |  | Change |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth | $\begin{gathered} \hline \text { Typical } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ | $\begin{gathered} \text { Stretch } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ |
| High School | 4,391 | $\begin{array}{r} 35.0 \% \\ (1,537) \\ \hline \end{array}$ | $\begin{gathered} 26.0 \% \\ (1,143) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Design Science Middle College High | 116 | $\begin{gathered} \hline 30.2 \% \\ (35) \end{gathered}$ | $\begin{gathered} \hline 21.6 \% \\ (25) \end{gathered}$ |  |  |  |  |  |
| DeWolf Continuation | -- | -- | -- |  |  |  |  |  |
| Hoover High | 625 | $\begin{gathered} \hline 35.0 \% \\ (219) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 25.9 \% \\ (162) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Duncan Polytechnical High | -- | -- | -- |  |  |  |  |  |
| Patino School of Entrepreneurship | 137 | $\begin{gathered} \hline 27.7 \% \\ (38) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 18.2 \% \\ (25) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Edison High | 813 | $\begin{aligned} & 41.5 \% \\ & (337) \\ & \hline \end{aligned}$ | $\begin{gathered} 31.5 \% \\ (256) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Fresno High | 480 | $\begin{gathered} \hline 35.8 \% \\ (172) \\ \hline \end{gathered}$ | $\begin{gathered} 26.0 \% \\ (125) \\ \hline \end{gathered}$ |  |  |  |  |  |
| McLane High | 465 | $\begin{aligned} & \text { 26.2\% } \\ & (122) \end{aligned}$ | $\begin{gathered} \hline 19.4 \% \\ (90) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Bullard High | 789 | $\begin{aligned} & \hline 41.1 \% \\ & (324) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 30.5 \% \\ & (241) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Young Academy | 265 | $\begin{gathered} 32.5 \% \\ (86) \end{gathered}$ | $\begin{gathered} 27.9 \% \\ (74) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Phoenix Secondary | 24 | $\begin{gathered} 37.5 \% \\ \text { (9) } \\ \hline \end{gathered}$ | $\begin{gathered} 29.2 \% \\ (7) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Roosevelt High | 27 | $\begin{gathered} \hline 55.6 \% \\ (15) \\ \hline \end{gathered}$ | $\begin{gathered} 29.6 \% \\ (8) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Sunnyside High | 639 | $\begin{gathered} \hline 27.7 \% \\ (177) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 19.9 \% \\ & (127) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Cambridge Continuation | -- | -- | -- |  |  |  |  |  |

Notes: This report shows the number and percent of students who met their typical and/or stretch growth. At Diagnostic 2, students have met Typical or Stretch Growth Annual Targets if they achieved 40\% or more of their target. At Diagnostic 3, students have met Typical or Stretch Growth Targets if they achieved 80\% or more of their target.

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Date: 1/24/2022

Typical Growth is the average annual growth for students. Typical Growth Targets are established by students' grade level and placement on the first diagnostic of the year.

Stretch Growth is an ambitious but attainable level of growth that puts below-grade level students on a path to proficiency and on grade level students on a path to advanced proficiency. Student Stretch Growth Targets are established by students' grade level and placement on the first diagnostic of the year.
*Student groups with a sample size less than 11 is not reported out in alignment with CDE.

Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 2 On or Above Grade Level
Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students on or above grade level in i-Ready |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 1 |  | Diagnostic 2 |  | Diagnostic 3 (April) |  | Change |  |
|  | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | $\begin{gathered} \Delta \\ \text { D1 to D2 } \end{gathered}$ | $\begin{gathered} \Delta \\ \text { D1 to D3 } \end{gathered}$ |
| Fresno Unified | 51,439 | $\begin{gathered} 8.9 \% \\ (4,562) \\ \hline \end{gathered}$ | 49,280 | $\begin{gathered} \hline 18.2 \% \\ (8,966) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 9.3 \% \\ (4,404) \\ \hline \end{gathered}$ |  |
| Elementary School | 32,357 | $\begin{gathered} \hline 6.0 \% \\ (1,941) \\ \hline \end{gathered}$ | 32,457 | $\begin{gathered} \hline 17.1 \% \\ (5,543) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 11.1 \% \\ (3,602) \\ \hline \end{gathered}$ |  |
| Manchester Gate | 656 | $\begin{aligned} & \hline \hline 52.7 \% \\ & (346) \\ & \hline \end{aligned}$ | 650 | $\begin{aligned} & \hline 73.2 \% \\ & (476) \\ & \hline \end{aligned}$ |  |  | $\begin{aligned} & \hline \hline 20.5 \% \\ & (130) \\ & \hline \end{aligned}$ |  |
| Malloch Elementary | 387 | $\begin{gathered} 14.5 \% \\ (56) \\ \hline \end{gathered}$ | 395 | $\begin{aligned} & 36.5 \% \\ & (144) \end{aligned}$ |  |  | $\begin{gathered} 22.0 \% \\ (88) \\ \hline \end{gathered}$ |  |
| Gibson Elementary | 410 | $\begin{gathered} 16.8 \% \\ (69) \end{gathered}$ | 405 | $\begin{gathered} \hline 36.0 \% \\ (146) \end{gathered}$ |  |  | $\begin{gathered} \hline 19.2 \% \\ (77) \\ \hline \end{gathered}$ |  |
| Starr Elementary | 328 | $\begin{gathered} 14.9 \% \\ (49) \end{gathered}$ | 329 | $\begin{gathered} \hline 32.2 \% \\ (106) \end{gathered}$ |  |  | $\begin{gathered} 17.3 \% \\ (57) \end{gathered}$ |  |
| Forkner Elementary | 431 | $\begin{gathered} 12.1 \% \\ (52) \end{gathered}$ | 426 | $\begin{gathered} 29.6 \% \\ (126) \end{gathered}$ |  |  | $\begin{gathered} \hline 17.5 \% \\ (74) \\ \hline \end{gathered}$ |  |
| Storey Elementary | 795 | $\begin{aligned} & 9.2 \% \\ & (73) \\ & \hline \end{aligned}$ | 781 | $\begin{aligned} & 29.4 \% \\ & (230) \\ & \hline \end{aligned}$ |  |  | $\begin{aligned} & 20.3 \% \\ & (157) \end{aligned}$ |  |
| Yokomi Elementary | 647 | $\begin{aligned} & \hline 15.6 \% \\ & (101) \\ & \hline \end{aligned}$ | 644 | $\begin{gathered} \hline 26.2 \% \\ (169) \end{gathered}$ |  |  | $\begin{gathered} 10.6 \% \\ (68) \end{gathered}$ |  |
| Lawless Elementary | 573 | $\begin{gathered} \hline 5.2 \% \\ (30) \end{gathered}$ | 553 | $\begin{gathered} 25.0 \% \\ (138) \end{gathered}$ |  |  | $\begin{aligned} & \hline 19.7 \% \\ & (108) \end{aligned}$ |  |
| Robinson Elementary | 432 | $\begin{aligned} & \hline 5.8 \% \\ & (25) \\ & \hline \end{aligned}$ | 436 | $\begin{gathered} \hline 24.3 \% \\ (106) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 18.5 \% \\ (81) \\ \hline \end{gathered}$ |  |
| Figarden Elementary | 500 | $\begin{gathered} 9.8 \% \\ (49) \\ \hline \end{gathered}$ | 503 | $\begin{gathered} 23.7 \% \\ (119) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 13.9 \% \\ (70) \\ \hline \end{gathered}$ |  |
| Eaton Elementary | 399 | $\begin{gathered} 9.5 \% \\ (38) \end{gathered}$ | 382 | $\begin{gathered} 23.0 \% \\ (88) \end{gathered}$ |  |  | $\begin{gathered} 13.5 \% \\ (50) \end{gathered}$ |  |
| Easterby Elementary | 599 | $\begin{aligned} & \hline 6.2 \% \\ & (37) \end{aligned}$ | 580 | $\begin{aligned} & \hline 19.7 \% \\ & (114) \end{aligned}$ |  |  | $\begin{gathered} 13.5 \% \\ (77) \end{gathered}$ |  |
| Holland Elementary | 391 | $\begin{aligned} & 4.9 \% \\ & (19) \end{aligned}$ | 387 | $\begin{gathered} 19.6 \% \\ (76) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 14.8 \% \\ (57) \\ \hline \end{gathered}$ |  |
| Vang Pao Elementary | 716 | $\begin{gathered} \hline 4.3 \% \\ (31) \\ \hline \end{gathered}$ | 723 | $\begin{gathered} 19.4 \% \\ (140) \end{gathered}$ |  |  | $\begin{aligned} & 15.0 \% \\ & (109) \\ & \hline \end{aligned}$ |  |
| McCardle Elementary | 420 | $\begin{aligned} & 7.6 \% \\ & (32) \\ & \hline \end{aligned}$ | 430 | $\begin{gathered} 19.1 \% \\ (82) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 11.5 \% \\ (50) \\ \hline \end{gathered}$ |  |
| Kratt Elementary | 523 | $\begin{gathered} \hline 5.0 \% \\ (26) \\ \hline \end{gathered}$ | 498 | $\begin{gathered} 18.3 \% \\ (91) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 13.3 \% \\ (65) \\ \hline \end{gathered}$ |  |
| Powers Elementary | 386 | $\begin{gathered} \hline 4.4 \% \\ (17) \\ \hline \end{gathered}$ | 384 | $\begin{gathered} \hline 17.7 \% \\ (68) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 13.3 \% \\ (51) \\ \hline \end{gathered}$ |  |
| Jefferson Elementary | 407 | $\begin{gathered} 3.9 \% \\ (16) \\ \hline \end{gathered}$ | 390 | $\begin{gathered} 17.4 \% \\ (68) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 13.5 \% \\ (52) \\ \hline \end{gathered}$ |  |
| Wishon Elementary | 433 | $\begin{gathered} 6.7 \% \\ (29) \\ \hline \end{gathered}$ | 425 | $\begin{gathered} 17.4 \% \\ (74) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 10.7 \% \\ (45) \\ \hline \end{gathered}$ |  |
| Vinland Elementary | 447 | $\begin{aligned} & \hline 6.3 \% \\ & (28) \\ & \hline \end{aligned}$ | 430 | $\begin{gathered} 17.2 \% \\ (74) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 10.9 \% \\ (46) \end{gathered}$ |  |
| Burroughs Elementary | 667 | $\begin{aligned} & \hline 4.0 \% \\ & \text { (27) } \end{aligned}$ | 651 | $\begin{gathered} \hline 17.1 \% \\ (111) \end{gathered}$ |  |  | $\begin{gathered} \hline 13.0 \% \\ (84) \end{gathered}$ |  |
| Greenberg Elementary | 490 | $\begin{gathered} 5.1 \% \\ (25) \end{gathered}$ | 485 | $\begin{gathered} 16.9 \% \\ (82) \end{gathered}$ |  |  | $\begin{gathered} 11.8 \% \\ (57) \end{gathered}$ |  |
| Del Mar Elementary | 459 | $\begin{aligned} & \hline 4.8 \% \\ & (22) \\ & \hline \end{aligned}$ | 452 | $\begin{gathered} 16.4 \% \\ (74) \end{gathered}$ |  |  | $\begin{gathered} \hline 11.6 \% \\ (52) \\ \hline \end{gathered}$ |  |
| Lincoln Elementary | 474 | $\begin{aligned} & 5.9 \% \\ & (28) \\ & \hline \end{aligned}$ | 477 | $\begin{gathered} 16.4 \% \\ (78) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 10.4 \% \\ (50) \\ \hline \end{gathered}$ |  |

Note: This report shows the number \& percent of students on or above grade level (proficient) using Standard View. Students who score 1 grade level below are considered on grade level using Beginning of Year view. However, for consistency, reports will only reflect Standard View results.

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Data Source: SIS
Date: 1/24/2022

Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 2 On or Above Grade Level
Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students on or above grade level in i-Ready |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 1 |  | Diagnostic 2 |  | Diagnostic 3 (April) |  | Change |  |
|  | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | $\begin{gathered} \Delta \\ \text { D1 to D2 } \end{gathered}$ | $\begin{gathered} \Delta \\ \text { D1 to D3 } \end{gathered}$ |
| Anthony Elementary | 393 | $\begin{gathered} 4.1 \% \\ (16) \\ \hline \end{gathered}$ | 362 | $\begin{gathered} 16.3 \% \\ (59) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 12.2 \% \\ (43) \\ \hline \end{gathered}$ |  |
| Sunset Elementary | 330 | $\begin{aligned} & \hline 5.5 \% \\ & (18) \\ & \hline \end{aligned}$ | 344 | $\begin{gathered} 16.3 \% \\ (56) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 10.8 \% \\ (38) \\ \hline \end{gathered}$ |  |
| Ewing Elementary | 721 | $\begin{aligned} & \hline 4.3 \% \\ & (31) \\ & \hline \end{aligned}$ | 744 | $\begin{aligned} & 16.1 \% \\ & (120) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} 11.8 \% \\ (89) \end{gathered}$ |  |
| Birney Elementary | 684 | $\begin{gathered} \hline 4.5 \% \\ (31) \end{gathered}$ | 683 | $\begin{aligned} & 15.7 \% \\ & (107) \end{aligned}$ |  |  | $\begin{gathered} 11.1 \% \\ (76) \\ \hline \end{gathered}$ |  |
| Balderas Elementary | 532 | $\begin{gathered} 3.8 \% \\ (20) \end{gathered}$ | 573 | $\begin{gathered} \hline 15.4 \% \\ (88) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 11.6 \% \\ (68) \\ \hline \end{gathered}$ |  |
| Viking Elementary | 625 | $\begin{aligned} & 4.3 \% \\ & \text { (27) } \\ & \hline \end{aligned}$ | 618 | $\begin{gathered} 15.2 \% \\ (94) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 10.9 \% \\ (67) \\ \hline \end{gathered}$ |  |
| Turner Elementary | 529 | $\begin{gathered} 3.4 \% \\ (18) \end{gathered}$ | 540 | $\begin{gathered} 15.2 \% \\ (82) \end{gathered}$ |  |  | $\begin{gathered} \hline 11.8 \% \\ (64) \\ \hline \end{gathered}$ |  |
| Mayfair Elementary | 557 | $\begin{gathered} \hline 4.3 \% \\ (24) \end{gathered}$ | 540 | $\begin{gathered} \hline 15.0 \% \\ (81) \end{gathered}$ |  |  | $\begin{gathered} \hline 10.7 \% \\ (57) \end{gathered}$ |  |
| Leavenworth Elementary | 695 | $\begin{aligned} & 5.9 \% \\ & (41) \\ & \hline \end{aligned}$ | 736 | $\begin{gathered} 14.8 \% \\ (109) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 8.9 \% \\ & (68) \\ & \hline \end{aligned}$ |  |
| Lane Elementary | 491 | $\begin{gathered} 4.9 \% \\ (24) \\ \hline \end{gathered}$ | 498 | $\begin{gathered} 14.3 \% \\ (71) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 9.4 \% \\ (47) \\ \hline \end{gathered}$ |  |
| Thomas Elementary | 698 | $\begin{aligned} & 3.9 \% \\ & \text { (27) } \end{aligned}$ | 672 | $\begin{gathered} 14.0 \% \\ (94) \end{gathered}$ |  |  | $\begin{gathered} 10.1 \% \\ (67) \end{gathered}$ |  |
| Wilson Elementary | 594 | $\begin{gathered} \hline 3.0 \% \\ (18) \\ \hline \end{gathered}$ | 593 | $\begin{gathered} \hline 13.7 \% \\ (81) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 10.6 \% \\ (63) \\ \hline \end{gathered}$ |  |
| Olmos Elementary | 592 | $\begin{gathered} 3.0 \% \\ (18) \\ \hline \end{gathered}$ | 573 | $\begin{gathered} 13.6 \% \\ (78) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 10.6 \% \\ (60) \\ \hline \end{gathered}$ |  |
| Bakman Elementary | 639 | $\begin{gathered} \hline 3.0 \% \\ (19) \\ \hline \end{gathered}$ | 635 | $\begin{gathered} 13.4 \% \\ (85) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 10.4 \% \\ (66) \\ \hline \end{gathered}$ |  |
| Wolters Elementary | 340 | $\begin{gathered} 4.1 \% \\ (14) \\ \hline \end{gathered}$ | 327 | $\begin{gathered} 13.1 \% \\ (43) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 9.0 \% \\ (29) \end{gathered}$ |  |
| Slater Elementary | 587 | $\begin{aligned} & 4.1 \% \\ & (24) \\ & \hline \end{aligned}$ | 610 | $\begin{gathered} 13.1 \% \\ (80) \end{gathered}$ |  |  | $\begin{aligned} & 9.0 \% \\ & (56) \\ & \hline \end{aligned}$ |  |
| Rowell Elementary | 553 | $\begin{gathered} 3.8 \% \\ (21) \\ \hline \end{gathered}$ | 553 | $\begin{gathered} 13.0 \% \\ (72) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 9.2 \% \\ (51) \\ \hline \end{gathered}$ |  |
| Norseman Elementary | 518 | $\begin{gathered} 4.1 \% \\ (21) \\ \hline \end{gathered}$ | 523 | $\begin{gathered} 12.8 \% \\ (67) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 8.8 \% \\ & (46) \\ & \hline \end{aligned}$ |  |
| Roeding Elementary | 528 | $\begin{gathered} 4.0 \% \\ (21) \\ \hline \end{gathered}$ | 562 | $\begin{gathered} 12.6 \% \\ (71) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 8.7 \% \\ & (50) \end{aligned}$ |  |
| Homan Elementary | 528 | $\begin{gathered} 3.0 \% \\ (16) \\ \hline \end{gathered}$ | 524 | $\begin{gathered} 12.6 \% \\ (66) \end{gathered}$ |  |  | $\begin{gathered} 9.6 \% \\ (50) \\ \hline \end{gathered}$ |  |
| Muir Elementary | 407 | $\begin{gathered} \hline 2.0 \% \\ \text { (8) } \end{gathered}$ | 410 | $\begin{gathered} \hline 12.4 \% \\ (51) \end{gathered}$ |  |  | $\begin{gathered} \hline 10.5 \% \\ (43) \end{gathered}$ |  |
| Fremont Elementary | 399 | $\begin{gathered} 2.8 \% \\ (11) \\ \hline \end{gathered}$ | 387 | $\begin{gathered} \hline 11.9 \% \\ (46) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 9.1 \% \\ (35) \\ \hline \end{gathered}$ |  |
| Ericson Elementary | 647 | $\begin{gathered} \hline 2.9 \% \\ (19) \\ \hline \end{gathered}$ | 667 | $\begin{gathered} \hline 11.7 \% \\ (78) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 8.8 \% \\ (59) \end{gathered}$ |  |
| Webster Elementary | 266 | $\begin{gathered} 2.3 \% \\ (6) \\ \hline \end{gathered}$ | 266 | $\begin{gathered} 11.7 \% \\ (31) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & \hline 9.4 \% \\ & \text { (25) } \\ & \hline \end{aligned}$ |  |
| Ayer Elementary | 610 | $\begin{gathered} \hline 5.2 \% \\ (32) \\ \hline \end{gathered}$ | 610 | $\begin{gathered} \hline 11.5 \% \\ (70) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & \hline 6.2 \% \\ & (38) \\ & \hline \end{aligned}$ |  |
| Jackson Elementary | 338 | $\begin{gathered} 3.0 \% \\ (10) \\ \hline \end{gathered}$ | 340 | $\begin{gathered} 11.5 \% \\ (39) \end{gathered}$ |  |  | $\begin{gathered} 8.5 \% \\ (29) \\ \hline \end{gathered}$ |  |

Note: This report shows the number \& percent of students on or above grade level (proficient) using Standard View. Students who score 1 grade level below are considered on grade level using Beginning of Year view. However, for consistency, reports will only reflect Standard View results.

Created by Equity \& Access
Data Source: SIS
Date: 1/24/2022

Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 2 On or Above Grade Level
Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students on or above grade level in i-Ready |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 1 |  | Diagnostic 2 |  | Diagnostic 3 (April) |  | Change |  |
|  | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | $\begin{gathered} \Delta \\ \text { D1 to D2 } \end{gathered}$ | $\begin{gathered} \Delta \\ \text { D1 to D3 } \end{gathered}$ |
| King Elementary | 565 | $\begin{aligned} & 1.9 \% \\ & (11) \\ & \hline \end{aligned}$ | 543 | $\begin{gathered} 11.2 \% \\ (61) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 9.3 \% \\ (50) \end{gathered}$ |  |
| Calwa Elementary | 457 | $\begin{gathered} 3.9 \% \\ (18) \\ \hline \end{gathered}$ | 540 | $\begin{gathered} 10.7 \% \\ (58) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 6.8 \% \\ & (40) \\ & \hline \end{aligned}$ |  |
| Centennial Elementary | 681 | $\begin{gathered} 3.5 \% \\ (24) \\ \hline \end{gathered}$ | 647 | $\begin{gathered} 10.7 \% \\ (69) \end{gathered}$ |  |  | $\begin{aligned} & 7.1 \% \\ & (45) \\ & \hline \end{aligned}$ |  |
| Williams Elementary | 531 | $\begin{gathered} 1.1 \% \\ (6) \\ \hline \end{gathered}$ | 500 | $\begin{gathered} 10.2 \% \\ (51) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 9.1 \% \\ (45) \\ \hline \end{gathered}$ |  |
| Aynesworth Elementary | 495 | $\begin{gathered} \hline 2.0 \% \\ (10) \\ \hline \end{gathered}$ | 524 | $\begin{gathered} 10.1 \% \\ (53) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 8.1 \% \\ (43) \\ \hline \end{gathered}$ |  |
| Hidalgo Elementary | 478 | $\begin{gathered} 3.3 \% \\ (16) \\ \hline \end{gathered}$ | 483 | $\begin{aligned} & 9.7 \% \\ & (47) \\ & \hline \end{aligned}$ |  |  | $\begin{aligned} & 6.4 \% \\ & (31) \end{aligned}$ |  |
| Kirk Elementary | 283 | $\begin{gathered} 2.8 \% \\ (8) \\ \hline \end{gathered}$ | 316 | $\begin{gathered} 9.5 \% \\ (30) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 6.7 \% \\ & (22) \\ & \hline \end{aligned}$ |  |
| Addams Elementary | 704 | $\begin{aligned} & \hline 3.1 \% \\ & (22) \\ & \hline \end{aligned}$ | 670 | $\begin{gathered} \hline 9.4 \% \\ (63) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & \hline 6.3 \% \\ & (41) \\ & \hline \end{aligned}$ |  |
| Pyle Elementary | 642 | $\begin{gathered} 3.3 \% \\ (21) \\ \hline \end{gathered}$ | 628 | $\begin{gathered} 9.4 \% \\ (59) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & \hline 6.1 \% \\ & (38) \\ & \hline \end{aligned}$ |  |
| Winchell Elementary | 510 | $\begin{gathered} 3.5 \% \\ (18) \\ \hline \end{gathered}$ | 600 | $\begin{aligned} & \hline 9.3 \% \\ & (56) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} 5.8 \% \\ (38) \\ \hline \end{gathered}$ |  |
| Lowell Elementary | 316 | $\begin{gathered} 2.8 \% \\ \text { (9) } \\ \hline \end{gathered}$ | 323 | $\begin{gathered} 9.3 \% \\ (30) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 6.4 \% \\ (21) \\ \hline \end{gathered}$ |  |
| Heaton Elementary | 459 | $\begin{gathered} 2.2 \% \\ (10) \end{gathered}$ | 472 | $\begin{gathered} 7.2 \% \\ (34) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 5.0 \% \\ (24) \end{gathered}$ |  |
| Columbia Elementary | 457 | $\begin{gathered} 1.8 \% \\ \text { (8) } \\ \hline \end{gathered}$ | 481 | $\begin{aligned} & 6.7 \% \\ & (32) \\ & \hline \end{aligned}$ |  |  | $\begin{aligned} & 4.9 \% \\ & (24) \\ & \hline \end{aligned}$ |  |
| Phoenix Elementary | -- | -- | 24 | $\begin{gathered} 4.2 \% \\ (1) \\ \hline \end{gathered}$ |  |  | -- |  |

Note: This report shows the number \& percent of students on or above grade level (proficient) using Standard View. Students who score 1 grade level below are considered on grade level using Beginning of Year view. However, for consistency, reports will only reflect Standard View results.
*Results for student groups with a sample size less than 11 are not reported out in alignment with CDE

Created by Equity \& Access
Data Source: SIS
Date: 1/24/2022

Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 2 On or Above Grade Level
Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students on or above grade level in i-Ready |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 1 |  | Diagnostic 2 |  | Diagnostic 3 (April) |  | Change |  |
|  | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | $\begin{gathered} \Delta \\ \text { D1 to D2 } \end{gathered}$ | $\begin{gathered} \Delta \\ \text { D1 to D3 } \end{gathered}$ |
| Middle School | 9,414 | $\begin{gathered} \hline 11.5 \% \\ (1,084) \\ \hline \end{gathered}$ | 8,939 | $\begin{gathered} \hline 17.5 \% \\ (1,563) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 6.0 \% \\ & \text { (479) } \\ & \hline \end{aligned}$ |  |
| Computech Middle | 685 | $\begin{aligned} & 48.9 \% \\ & (335) \\ & \hline \end{aligned}$ | 525 | $\begin{gathered} 59.2 \% \\ (311) \end{gathered}$ |  |  | $\begin{gathered} \hline 10.3 \% \\ (-24) \\ \hline \end{gathered}$ |  |
| Baird Middle | 577 | $\begin{gathered} \hline 25.0 \% \\ (144) \end{gathered}$ | 566 | $\begin{gathered} \hline 37.6 \% \\ (213) \end{gathered}$ |  |  | $\begin{gathered} \hline 12.7 \% \\ (69) \end{gathered}$ |  |
| Tenaya Middle | 763 | $\begin{gathered} 11.7 \% \\ (89) \end{gathered}$ | 738 | $\begin{aligned} & 23.8 \% \\ & (176) \end{aligned}$ |  |  | $\begin{gathered} 12.2 \% \\ (87) \\ \hline \end{gathered}$ |  |
| Cooper Middle | 508 | $\begin{gathered} 10.8 \% \\ (55) \\ \hline \end{gathered}$ | 523 | $\begin{gathered} 16.3 \% \\ (85) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 5.4 \% \\ (30) \\ \hline \end{gathered}$ |  |
| Tioga Middle | 650 | $\begin{gathered} \hline 5.8 \% \\ (38) \\ \hline \end{gathered}$ | 553 | $\begin{gathered} 15.4 \% \\ (85) \end{gathered}$ |  |  | $\begin{gathered} \hline 9.5 \% \\ (47) \\ \hline \end{gathered}$ |  |
| Ahwahnee Middle | 483 | $\begin{gathered} \hline 10.1 \% \\ (49) \end{gathered}$ | 381 | $\begin{gathered} 15.0 \% \\ (57) \end{gathered}$ |  |  | $\begin{gathered} \hline 4.8 \% \\ \text { (8) } \end{gathered}$ |  |
| Kings Canyon Middle | 837 | $\begin{gathered} \hline 9.4 \% \\ (79) \\ \hline \end{gathered}$ | 829 | $\begin{aligned} & 15.0 \% \\ & (124) \\ & \hline \end{aligned}$ |  |  | $\begin{aligned} & \hline 5.5 \% \\ & (45) \\ & \hline \end{aligned}$ |  |
| Yosemite Middle | 600 | $\begin{aligned} & 7.2 \% \\ & (43) \\ & \hline \end{aligned}$ | 566 | $\begin{gathered} \hline 14.8 \% \\ (84) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & \hline 7.7 \% \\ & (41) \\ & \hline \end{aligned}$ |  |
| Scandinavian Middle | 739 | $\begin{aligned} & 7.3 \% \\ & (54) \\ & \hline \end{aligned}$ | 710 | $\begin{gathered} 13.2 \% \\ (94) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 5.9 \% \\ (40) \\ \hline \end{gathered}$ |  |
| Terronez Middle | 563 | $\begin{aligned} & \hline 8.5 \% \\ & (48) \\ & \hline \end{aligned}$ | 537 | $\begin{gathered} \hline 12.5 \% \\ (67) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 4.0 \% \\ (19) \\ \hline \end{gathered}$ |  |
| Sequoia Middle | 753 | $\begin{gathered} 6.5 \% \\ (49) \\ \hline \end{gathered}$ | 752 | $\begin{gathered} \hline 12.1 \% \\ (91) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 5.6 \% \\ & (42) \\ & \hline \end{aligned}$ |  |
| Wawona K-8 | 517 | $\begin{gathered} \hline 7.2 \% \\ (37) \\ \hline \end{gathered}$ | 534 | $\begin{gathered} \hline 10.5 \% \\ (56) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 3.3 \% \\ (19) \\ \hline \end{gathered}$ |  |
| Gaston Middle | 730 | $\begin{gathered} 4.9 \% \\ (36) \end{gathered}$ | 706 | $\begin{aligned} & 8.6 \% \\ & (61) \\ & \hline \end{aligned}$ |  |  | $\begin{aligned} & 3.7 \% \\ & (25) \end{aligned}$ |  |
| Tehipite Middle | 394 | $\begin{gathered} 3.0 \% \\ (12) \\ \hline \end{gathered}$ | 394 | $\begin{gathered} \hline 5.8 \% \\ (23) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 2.8 \% \\ (11) \\ \hline \end{gathered}$ |  |
| Fort Miller Middle | 615 | $\begin{gathered} \hline 2.6 \% \\ (16) \\ \hline \end{gathered}$ | 625 | $\begin{gathered} 5.8 \% \\ (36) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 3.2 \% \\ & (20) \\ & \hline \end{aligned}$ |  |
| K-8 | 3,625 | $\begin{gathered} \hline 15.8 \% \\ (572) \end{gathered}$ | 3,911 | $\begin{gathered} \hline 24.4 \% \\ \text { (955) } \end{gathered}$ |  |  | $\begin{aligned} & \hline 8.6 \% \\ & (383) \\ & \hline \end{aligned}$ |  |
| Bullard Talent K-8 | 747 | $\begin{gathered} \hline 19.1 \% \\ (143) \end{gathered}$ | 729 | $\begin{aligned} & \hline 38.3 \% \\ & (279) \\ & \hline \end{aligned}$ |  |  | $\begin{aligned} & \hline 19.1 \% \\ & (136) \end{aligned}$ |  |
| eLearn Academy | 2,183 | $\begin{aligned} & 17.8 \% \\ & (388) \end{aligned}$ | 2,512 | $\begin{aligned} & 22.3 \% \\ & (561) \\ & \hline \end{aligned}$ |  |  | $\begin{aligned} & 4.6 \% \\ & (173) \\ & \hline \end{aligned}$ |  |
| Hamilton K-8 | 695 | $\begin{aligned} & \hline 5.9 \% \\ & (41) \\ & \hline \end{aligned}$ | 670 | $\begin{gathered} 17.2 \% \\ (115) \end{gathered}$ |  |  | $\begin{gathered} 11.3 \% \\ (74) \end{gathered}$ |  |

Note: This report shows the number \& percent of students on or above grade level (proficient) using Standard View. Students who score 1 grade level below are considered on grade level using Beginning of Year view. However, for consistency, reports will only reflect Standard View results.
*Results for student groups with a sample size less than 11 are not reported out in alignment with CDE
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Data Source: SIS
Date: 1/24/2022

Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 2 On or Above Grade Level
Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students on or above grade level in i-Ready |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 1 |  | Diagnostic 2 |  | Diagnostic 3 (April) |  | Change |  |
|  | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | Students Tested | On/Above Grade Level | $\begin{gathered} \Delta \\ \text { D1 to D2 } \end{gathered}$ | $\stackrel{\Delta}{\text { D1 to D3 }}$ |
| High School | 6,043 | $\begin{gathered} 16.0 \% \\ \text { (965) } \\ \hline \end{gathered}$ | 3,973 | $\begin{aligned} & 22.8 \% \\ & (905) \\ & \hline \end{aligned}$ |  |  | $\begin{aligned} & 6.8 \% \\ & (-60) \\ & \hline \end{aligned}$ |  |
| Design Science Middle College High | 139 | $\begin{gathered} \hline 48.2 \% \\ (67) \end{gathered}$ | 118 | $\begin{gathered} \hline 55.9 \% \\ (66) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} \hline 7.7 \% \\ (-1) \\ \hline \end{gathered}$ |  |
| Duncan Polytechnical High | 518 | $\begin{gathered} \hline 23.0 \% \\ (119) \end{gathered}$ | 134 | $\begin{gathered} \hline 32.1 \% \\ (43) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 9.1 \% \\ & (-76) \end{aligned}$ |  |
| Edison High | 795 | $\begin{aligned} & 25.8 \% \\ & (205) \\ & \hline \end{aligned}$ | 742 | $\begin{aligned} & 31.3 \% \\ & (232) \end{aligned}$ |  |  | $\begin{aligned} & 5.5 \% \\ & (27) \\ & \hline \end{aligned}$ |  |
| Bullard High | 983 | $\begin{aligned} & 18.7 \% \\ & (184) \\ & \hline \end{aligned}$ | 389 | $\begin{aligned} & 29.8 \% \\ & (116) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} \hline 11.1 \% \\ (-68) \\ \hline \end{gathered}$ |  |
| Patino School of Entrepreneurship | 124 | $\begin{gathered} 20.2 \% \\ (25) \\ \hline \end{gathered}$ | 143 | $\begin{gathered} 25.2 \% \\ (36) \end{gathered}$ |  |  | $\begin{gathered} 5.0 \% \\ (11) \\ \hline \end{gathered}$ |  |
| Sunnyside High | 597 | $\begin{gathered} 9.0 \% \\ (54) \\ \hline \end{gathered}$ | 501 | $\begin{gathered} \hline 22.0 \% \\ (110) \end{gathered}$ |  |  | $\begin{gathered} 12.9 \% \\ (56) \\ \hline \end{gathered}$ |  |
| Young Academy | 187 | $\begin{gathered} 19.8 \% \\ (37) \\ \hline \end{gathered}$ | 191 | $\begin{gathered} 20.4 \% \\ (39) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 0.6 \% \\ \text { (2) } \\ \hline \end{gathered}$ |  |
| Hoover High | 782 | $\begin{gathered} \hline 11.3 \% \\ (88) \\ \hline \end{gathered}$ | 643 | $\begin{aligned} & \hline 17.4 \% \\ & (112) \\ & \hline \end{aligned}$ |  |  | $\begin{gathered} 6.2 \% \\ (24) \\ \hline \end{gathered}$ |  |
| Fresno High | 618 | $\begin{gathered} 9.7 \% \\ (60) \\ \hline \end{gathered}$ | 501 | $\begin{gathered} 17.0 \% \\ (85) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 7.3 \% \\ (25) \\ \hline \end{gathered}$ |  |
| Roosevelt High | 753 | $\begin{gathered} 11.0 \% \\ (83) \end{gathered}$ | 28 | $\begin{gathered} 14.3 \% \\ (4) \\ \hline \end{gathered}$ |  |  | $\begin{aligned} & 3.3 \% \\ & (-79) \end{aligned}$ |  |
| McLane High | 532 | $\begin{gathered} 8.1 \% \\ (43) \\ \hline \end{gathered}$ | 556 | $\begin{gathered} 11.2 \% \\ (62) \\ \hline \end{gathered}$ |  |  | $\begin{gathered} 3.1 \% \\ (19) \\ \hline \end{gathered}$ |  |
| Phoenix Secondary | 11 | $\begin{gathered} 0.0 \% \\ () \\ \hline \end{gathered}$ | 22 | $\begin{gathered} 0.0 \% \\ \text { () } \end{gathered}$ |  |  | $\begin{gathered} 0.0 \% \\ 1 \\ \hline \end{gathered}$ |  |
| DeWolf Continuation | -- | -- | -- | -- |  |  | -- |  |
| Cambridge Continuation | -- | -- | -- | -- |  |  | -- |  |

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*Results for student groups with a sample size less than 11 are not reported out in alignment with CDE.

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Date: 1/24/2022

## Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 2 Typical and Stretch Growth <br> Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students who meet their stretch growth target in i-Ready. |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 2 |  |  | Diagnostic 3 (April) |  |  | Change |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth | $\begin{gathered} \text { Typical } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ | $\begin{gathered} \text { Stretch } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ |
| Fresno Unified | 49,280 | $\begin{gathered} \hline 57.9 \% \\ (28,517) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 43.9 \% \\ (21,628) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Elementary School | 32,457 | $\begin{gathered} \hline 63.4 \% \\ (20,592) \end{gathered}$ | $\begin{gathered} \hline 49.1 \% \\ (15,934) \end{gathered}$ |  |  |  |  |  |
| Jefferson Elementary | 390 | $\begin{aligned} & \hline 78.2 \% \\ & (305) \\ & \hline \end{aligned}$ | $\begin{aligned} & 66.2 \% \\ & (258) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Lawless Elementary | 553 | $\begin{gathered} \hline 75.2 \% \\ (416) \end{gathered}$ | $\begin{aligned} & \hline 62.4 \% \\ & (345) \end{aligned}$ |  |  |  |  |  |
| Phoenix Elementary | 24 | $\begin{gathered} 75.0 \% \\ (18) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 62.5 \% \\ (15) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Vang Pao Elementary | 723 | $\begin{aligned} & 72.9 \% \\ & (527) \\ & \hline \end{aligned}$ | $\begin{aligned} & 54.4 \% \\ & (393) \end{aligned}$ |  |  |  |  |  |
| Bakman Elementary | 635 | $\begin{gathered} 70.4 \% \\ (447) \end{gathered}$ | $\begin{aligned} & 54.8 \% \\ & (348) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Robinson Elementary | 436 | $\begin{aligned} & \hline 70.2 \% \\ & (306) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 57.3 \% \\ (250) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Anthony Elementary | 362 | $\begin{aligned} & 70.2 \% \\ & (254) \end{aligned}$ | $\begin{gathered} 52.8 \% \\ (191) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Burroughs Elementary | 651 | $\begin{aligned} & 69.9 \% \\ & (455) \end{aligned}$ | $\begin{aligned} & 54.5 \% \\ & (355) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Easterby Elementary | 580 | $\begin{aligned} & 69.5 \% \\ & (403) \end{aligned}$ | $\begin{aligned} & 56.6 \% \\ & (328) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Birney Elementary | 683 | $\begin{aligned} & 69.1 \% \\ & (472) \end{aligned}$ | $\begin{gathered} \hline 57.5 \% \\ (393) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Storey Elementary | 781 | $\begin{aligned} & 68.8 \% \\ & (537) \\ & \hline \end{aligned}$ | $\begin{aligned} & 56.1 \% \\ & (438) \end{aligned}$ |  |  |  |  |  |
| Powers Elementary | 384 | $\begin{aligned} & 68.5 \% \\ & (263) \\ & \hline \end{aligned}$ | $\begin{gathered} 51.3 \% \\ (197) \\ \hline \end{gathered}$ |  |  |  |  |  |
| McCardle Elementary | 430 | $\begin{aligned} & 68.4 \% \\ & (294) \\ & \hline \end{aligned}$ | $\begin{gathered} 56.0 \% \\ (241) \end{gathered}$ |  |  |  |  |  |
| Viking Elementary | 618 | $\begin{aligned} & 67.2 \% \\ & (415) \end{aligned}$ | $\begin{aligned} & \hline 52.4 \% \\ & (324) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Greenberg Elementary | 485 | $\begin{aligned} & \hline 66.8 \% \\ & (324) \end{aligned}$ | $\begin{gathered} 53.0 \% \\ (257) \end{gathered}$ |  |  |  |  |  |
| Del Mar Elementary | 452 | $\begin{aligned} & 66.6 \% \\ & (301) \end{aligned}$ | $\begin{aligned} & \hline 54.9 \% \\ & (248) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Turner Elementary | 540 | $\begin{aligned} & \hline 65.7 \% \\ & (355) \end{aligned}$ | $\begin{aligned} & \hline 50.4 \% \\ & (272) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Ericson Elementary | 667 | $\begin{aligned} & 65.7 \% \\ & (438) \end{aligned}$ | $\begin{gathered} 51.0 \% \\ (340) \end{gathered}$ |  |  |  |  |  |
| Wishon Elementary | 425 | $\begin{gathered} \hline 65.6 \% \\ (279) \end{gathered}$ | $\begin{gathered} \hline 49.2 \% \\ (209) \end{gathered}$ |  |  |  |  |  |
| Fremont Elementary | 387 | $\begin{aligned} & \hline 65.6 \% \\ & (254) \end{aligned}$ | $\begin{gathered} \text { 50.9\% } \\ (197) \end{gathered}$ |  |  |  |  |  |

Notes: This report shows the number and percent of students who met their typical and/or stretch growth. At Diagnostic 2, students have met Typical or Stretch Growth Annual Targets if they achieved $40 \%$ or more of their target. At Diagnostic 3, students have met Typical or Stretch Growth Targets if they achieved $80 \%$ or more of their target.

Typical Growth is the average annual growth for students. Typical Growth Targets are established by students' grade level and placement on the first diagnostic of the year.

Stretch Growth is an ambitious but attainable level of growth that puts below-grade level students on a path to proficiency and on grade level students on a path to advanced proficiency. Student Stretch Growth Targets are established by students' grade level and placement on the first diagnostic of the year.
*Student groups with a sample size less than 11 is not reported out in alignment with CDE.

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Date: 1/24/2022

Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 2 Typical and Stretch Growth
Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students who meet their stretch growth target in i-Ready. |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 2 |  |  | Diagnostic 3 (April) |  |  | Change |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth | Typical $\Delta$ D2 to D3 | Stretch $\Delta$ D2 to D3 |
| Wolters Elementary | 327 | $\begin{aligned} & \text { 65.4\% } \\ & (214) \end{aligned}$ | $\begin{gathered} 52.6 \% \\ (172) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Lincoln Elementary | 477 | $\begin{gathered} \hline 65.4 \% \\ (312) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 47.2 \% \\ & (225) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Homan Elementary | 524 | $\begin{aligned} & \hline 65.3 \% \\ & (342) \\ & \hline \end{aligned}$ | $\begin{aligned} & 52.1 \% \\ & (273) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Mayfair Elementary | 540 | $\begin{aligned} & \hline 65.2 \% \\ & (352) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 51.1 \% \\ (276) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Centennial Elementary | 647 | $\begin{aligned} & 64.3 \% \\ & (416) \\ & \hline \end{aligned}$ | $\begin{gathered} 49.0 \% \\ (317) \end{gathered}$ |  |  |  |  |  |
| Holland Elementary | 387 | $\begin{aligned} & 64.1 \% \\ & (248) \end{aligned}$ | $\begin{aligned} & \hline 46.3 \% \\ & (179) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Norseman Elementary | 523 | $\begin{aligned} & \hline 64.1 \% \\ & (335) \end{aligned}$ | $\begin{gathered} 50.5 \% \\ (264) \end{gathered}$ |  |  |  |  |  |
| Kirk Elementary | 316 | $\begin{aligned} & 63.9 \% \\ & (202) \end{aligned}$ | $\begin{gathered} 52.2 \% \\ (165) \end{gathered}$ |  |  |  |  |  |
| Williams Elementary | 500 | $\begin{gathered} 63.8 \% \\ (319) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 50.6 \% \\ & (253) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Rowell Elementary | 553 | $\begin{aligned} & 63.5 \% \\ & (351) \end{aligned}$ | $\begin{aligned} & 48.6 \% \\ & (269) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Ewing Elementary | 744 | $\begin{aligned} & \hline 63.4 \% \\ & (472) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 50.9 \% \\ (379) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Vinland Elementary | 430 | $\begin{aligned} & \hline 63.3 \% \\ & (272) \\ & \hline \end{aligned}$ | $\begin{gathered} 45.1 \% \\ (194) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Yokomi Elementary | 644 | $\begin{aligned} & 63.2 \% \\ & (407) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 48.0 \% \\ (309) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Olmos Elementary | 573 | $\begin{aligned} & 63.2 \% \\ & (362) \end{aligned}$ | $\begin{aligned} & 46.1 \% \\ & (264) \end{aligned}$ |  |  |  |  |  |
| Aynesworth Elementary | 524 | $\begin{aligned} & 63.2 \% \\ & (331) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 48.3 \% \\ (253) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Kratt Elementary | 498 | $\begin{gathered} \hline 63.1 \% \\ (314) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 48.8 \% \\ (243) \\ \hline \end{gathered}$ |  |  |  |  |  |
| King Elementary | 543 | $\begin{aligned} & \hline 63.0 \% \\ & (342) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 46.6 \% \\ & (253) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Slater Elementary | 610 | $\begin{aligned} & 63.0 \% \\ & (384) \end{aligned}$ | $\begin{gathered} 49.2 \% \\ (300) \end{gathered}$ |  |  |  |  |  |
| Jackson Elementary | 340 | $\begin{aligned} & 62.9 \% \\ & (214) \\ & \hline \end{aligned}$ | $\begin{aligned} & 49.7 \% \\ & (169) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Lowell Elementary | 323 | $\begin{gathered} 62.8 \% \\ (203) \end{gathered}$ | $\begin{gathered} \hline 43.3 \% \\ (140) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Wilson Elementary | 593 | $\begin{aligned} & 62.4 \% \\ & (370) \end{aligned}$ | $\begin{gathered} 47.9 \% \\ (284) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Addams Elementary | 670 | $\begin{gathered} 62.1 \% \\ (416) \\ \hline \end{gathered}$ | $\begin{gathered} 47.2 \% \\ (316) \\ \hline \end{gathered}$ |  |  |  |  |  |

Notes: This report shows the number and percent of students who met their typical and/or stretch growth. At Diagnostic 2, students have met Typical or Stretch Growth Annual Targets if they achieved $40 \%$ or more of their target. At Diagnostic 3, students have met Typical or Stretch Growth Targets if they achieved $80 \%$ or more of their target.

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## Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 2 Typical and Stretch Growth <br> Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students who meet their stretch growth target in i-Ready. |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 2 |  |  | Diagnostic 3 (April) |  |  | Change |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth | $\begin{gathered} \hline \text { Typical } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ | $\begin{gathered} \text { Stretch } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ |
| Muir Elementary | 410 | $\begin{aligned} & 61.5 \% \\ & (252) \end{aligned}$ | $\begin{aligned} & 49.5 \% \\ & (203) \end{aligned}$ |  |  |  |  |  |
| Leavenworth Elementary | 736 | $\begin{aligned} & 61.3 \% \\ & (451) \end{aligned}$ | $\begin{aligned} & 47.8 \% \\ & (352) \end{aligned}$ |  |  |  |  |  |
| Figarden Elementary | 503 | $\begin{aligned} & 60.6 \% \\ & (305) \end{aligned}$ | $\begin{aligned} & 49.5 \% \\ & (249) \end{aligned}$ |  |  |  |  |  |
| Lane Elementary | 498 | $\begin{gathered} 60.2 \% \\ (300) \end{gathered}$ | $\begin{aligned} & 45.6 \% \\ & (227) \end{aligned}$ |  |  |  |  |  |
| Thomas Elementary | 672 | $\begin{aligned} & 60.1 \% \\ & (404) \end{aligned}$ | $\begin{aligned} & 46.4 \% \\ & (312) \end{aligned}$ |  |  |  |  |  |
| Gibson Elementary | 405 | $\begin{aligned} & 60.0 \% \\ & (243) \end{aligned}$ | $\begin{gathered} \hline 47.2 \% \\ (191) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Malloch Elementary | 395 | $\begin{gathered} \hline 60.0 \% \\ (237) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 47.6 \% \\ & (188) \end{aligned}$ |  |  |  |  |  |
| Starr Elementary | 329 | $\begin{gathered} \hline 59.9 \% \\ (197) \\ \hline \end{gathered}$ | $\begin{aligned} & 47.7 \% \\ & (157) \end{aligned}$ |  |  |  |  |  |
| Forkner Elementary | 426 | $\begin{gathered} \hline 59.9 \% \\ (255) \\ \hline \end{gathered}$ | $\begin{aligned} & 47.2 \% \\ & (201) \end{aligned}$ |  |  |  |  |  |
| Webster Elementary | 266 | $\begin{aligned} & 59.8 \% \\ & (159) \end{aligned}$ | $\begin{aligned} & \text { 44.7\% } \\ & (119) \end{aligned}$ |  |  |  |  |  |
| Heaton Elementary | 472 | $\begin{aligned} & 58.9 \% \\ & (278) \end{aligned}$ | $\begin{aligned} & 42.6 \% \\ & (201) \end{aligned}$ |  |  |  |  |  |
| Roeding Elementary | 562 | $\begin{aligned} & 58.2 \% \\ & (327) \end{aligned}$ | $\begin{aligned} & 45.0 \% \\ & (253) \end{aligned}$ |  |  |  |  |  |
| Manchester Gate | 650 | $\begin{aligned} & \hline 58.2 \% \\ & (378) \\ & \hline \end{aligned}$ | $\begin{aligned} & 45.7 \% \\ & (297) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Columbia Elementary | 481 | $\begin{aligned} & \hline 58.0 \% \\ & (279) \\ & \hline \end{aligned}$ | $\begin{aligned} & 45.7 \% \\ & (220) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Calwa Elementary | 540 | $\begin{gathered} \hline 58.0 \% \\ (313) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 42.6 \% \\ & (230) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Hidalgo Elementary | 483 | $\begin{aligned} & 57.6 \% \\ & (278) \end{aligned}$ | $\begin{gathered} 42.7 \% \\ (206) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Sunset Elementary | 344 | $\begin{gathered} \hline 56.4 \% \\ (194) \\ \hline \end{gathered}$ | $\begin{aligned} & 43.6 \% \\ & (150) \end{aligned}$ |  |  |  |  |  |
| Eaton Elementary | 382 | $\begin{gathered} \hline 56.0 \% \\ (214) \end{gathered}$ | $\begin{gathered} \hline 40.1 \% \\ (153) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Ayer Elementary | 610 | $\begin{gathered} 55.7 \% \\ (340) \end{gathered}$ | $\begin{gathered} \hline 41.1 \% \\ (251) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Balderas Elementary | 573 | $\begin{gathered} \hline 54.8 \% \\ (314) \\ \hline \end{gathered}$ | $\begin{gathered} 38.9 \% \\ (223) \end{gathered}$ |  |  |  |  |  |
| Winchell Elementary | 600 | $\begin{aligned} & 51.8 \% \\ & (311) \end{aligned}$ | $\begin{aligned} & 35.3 \% \\ & (212) \end{aligned}$ |  |  |  |  |  |
| Pyle Elementary | 628 | $\begin{aligned} & 51.3 \% \\ & (322) \end{aligned}$ | $\begin{gathered} \hline 38.7 \% \\ (243) \end{gathered}$ |  |  |  |  |  |

Notes: This report shows the number and percent of students who met their typical and/or stretch growth. At Diagnostic 2, students have met Typical or Stretch Growth Annual Targets if they achieved 40\% or more of their target. At Diagnostic 3, students have met Typical or Stretch Growth Targets if they achieved $80 \%$ or more of their target.

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Typical Growth is the average annual growth for students. Typical Growth Targets are established by students' grade level and placement on the first diagnostic of the year.

Stretch Growth is an ambitious but attainable level of growth that puts below-grade level students on a path to proficiency and on grade level students on a path to advanced proficiency. Student Stretch Growth Targets are established by students' grade level and placement on the first diagnostic of the year.
*Student groups with a sample size less than 11 is not reported out in alignment with CDE.

Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 2 Typical and Stretch Growth
Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students who meet their stretch growth target in i-Ready. |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 2 |  |  | Diagnostic 3 (April) |  |  | Change |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth | $\begin{gathered} \hline \text { Typical } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ | $\begin{gathered} \text { Stretch } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ |
| Middle School | 8,939 | $\begin{aligned} & \hline 51.0 \% \\ & (4,559) \end{aligned}$ | $\begin{aligned} & 36.1 \% \\ & (3,231) \end{aligned}$ |  |  |  |  |  |
| Yosemite Middle | 566 | $\begin{aligned} & 60.1 \% \\ & (340) \end{aligned}$ | $\begin{aligned} & 46.5 \% \\ & (263) \end{aligned}$ |  |  |  |  |  |
| Baird Middle | 566 | $\begin{aligned} & \text { 60.1\% } \\ & (340) \end{aligned}$ | $\begin{aligned} & 41.9 \% \\ & (237) \end{aligned}$ |  |  |  |  |  |
| Tioga Middle | 553 | $\begin{gathered} \hline 59.5 \% \\ (329) \\ \hline \end{gathered}$ | $\begin{aligned} & 45.6 \% \\ & (252) \end{aligned}$ |  |  |  |  |  |
| Tenaya Middle | 738 | $\begin{aligned} & 56.0 \% \\ & (413) \end{aligned}$ | $\begin{aligned} & 41.5 \% \\ & (306) \end{aligned}$ |  |  |  |  |  |
| Scandinavian Middle | 710 | $\begin{aligned} & 53.9 \% \\ & (383) \end{aligned}$ | $\begin{gathered} 37.6 \% \\ (267) \end{gathered}$ |  |  |  |  |  |
| Computech Middle | 525 | $\begin{aligned} & 52.8 \% \\ & (277) \end{aligned}$ | $\begin{aligned} & 41.9 \% \\ & (220) \end{aligned}$ |  |  |  |  |  |
| Wawona K-8 | 534 | $\begin{aligned} & 51.1 \% \\ & (273) \end{aligned}$ | $\begin{aligned} & 38.0 \% \\ & (203) \end{aligned}$ |  |  |  |  |  |
| Kings Canyon Middle | 829 | $\begin{aligned} & 50.2 \% \\ & (416) \end{aligned}$ | $\begin{gathered} 32.4 \% \\ (269) \end{gathered}$ |  |  |  |  |  |
| Cooper Middle | 523 | $\begin{aligned} & 49.1 \% \\ & (257) \end{aligned}$ | $\begin{gathered} 32.9 \% \\ (172) \end{gathered}$ |  |  |  |  |  |
| Gaston Middle | 706 | $\begin{aligned} & \hline 47.3 \% \\ & (334) \end{aligned}$ | $\begin{aligned} & 31.2 \% \\ & (220) \end{aligned}$ |  |  |  |  |  |
| Terronez Middle | 537 | $\begin{aligned} & 45.8 \% \\ & (246) \end{aligned}$ | $\begin{aligned} & 28.3 \% \\ & (152) \end{aligned}$ |  |  |  |  |  |
| Sequoia Middle | 752 | $\begin{aligned} & 44.7 \% \\ & (336) \end{aligned}$ | $\begin{gathered} 30.7 \% \\ (231) \end{gathered}$ |  |  |  |  |  |
| Fort Miller Middle | 625 | $\begin{aligned} & 44.6 \% \\ & (279) \end{aligned}$ | $\begin{aligned} & 29.9 \% \\ & (187) \end{aligned}$ |  |  |  |  |  |
| Ahwahnee Middle | 381 | $\begin{aligned} & 44.1 \% \\ & (168) \end{aligned}$ | $\begin{aligned} & \hline 33.9 \% \\ & (129) \end{aligned}$ |  |  |  |  |  |
| Tehipite Middle | 394 | $\begin{aligned} & 42.6 \% \\ & (168) \end{aligned}$ | $\begin{aligned} & 31.2 \% \\ & (123) \end{aligned}$ |  |  |  |  |  |
| K-8 | 3,911 | $\begin{gathered} \hline 49.8 \% \\ (1,948) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 37.8 \% \\ & (1,480) \end{aligned}$ |  |  |  |  |  |
| Hamilton K-8 | 670 | $\begin{aligned} & 64.8 \% \\ & (434) \end{aligned}$ | $\begin{aligned} & 50.1 \% \\ & (336) \end{aligned}$ |  |  |  |  |  |
| Bullard Talent K-8 | 729 | $\begin{aligned} & \hline 64.2 \% \\ & (468) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 49.4 \% \\ (360) \\ \hline \end{gathered}$ |  |  |  |  |  |
| eLearn Academy | 2,512 | $\begin{aligned} & \hline 41.6 \% \\ & (1,046) \end{aligned}$ | $\begin{aligned} & 31.2 \% \\ & (784) \end{aligned}$ |  |  |  |  |  |

Notes: This report shows the number and percent of students who met their typical and/or stretch growth. At Diagnostic 2, students have met Typical or Stretch Growth Annual Targets if they achieved 40\% or more of their target. At Diagnostic 3, students have met Typical or Stretch Growth Targets if they achieved 80\% or more of their target.

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Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 2 Typical and Stretch Growth
Site Performance

| Student Goal: Improve Academic Performance at Challenging Levels |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |  |  |  |  |  |  |  |  |
| Key Result: Increase the number of students who meet their stretch growth target in i-Ready. |  |  |  |  |  |  |  |  |
| Site or Student Group | Diagnostic 2 |  |  | Diagnostic 3 (April) |  |  | Change |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical <br> Growth | Stretch Growth | Typical $\Delta$ D2 to D3 | $\begin{gathered} \text { Stretch } \\ \Delta \\ \text { D2 to D3 } \end{gathered}$ |
| High School | 3,973 | $\begin{gathered} \hline 35.7 \% \\ (1,418) \end{gathered}$ | $\begin{aligned} & \text { 24.7\% } \\ & \text { (983) } \end{aligned}$ |  |  |  |  |  |
| Design Science Middle College High | 118 | $\begin{gathered} \hline 55.1 \% \\ (65) \end{gathered}$ | $\begin{gathered} \hline 46.6 \% \\ (55) \end{gathered}$ |  |  |  |  |  |
| DeWolf Continuation | -- | -- | -- |  |  |  |  |  |
| Hoover High | 643 | $\begin{gathered} \hline 43.1 \% \\ (277) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 29.9 \% \\ (192) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Duncan Polytechnical High | 134 | $\begin{gathered} 41.8 \% \\ (56) \end{gathered}$ | $\begin{gathered} 29.9 \% \\ (40) \end{gathered}$ |  |  |  |  |  |
| Patino School of Entrepreneurship | 143 | $\begin{gathered} \hline 41.3 \% \\ (59) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 25.2 \% \\ (36) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Edison High | 742 | $\begin{aligned} & 38.4 \% \\ & (285) \\ & \hline \end{aligned}$ | $\begin{aligned} & 27.4 \% \\ & (203) \\ & \hline \end{aligned}$ |  |  |  |  |  |
| Fresno High | 501 | $\begin{gathered} \hline 37.7 \% \\ (189) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 26.7 \% \\ (134) \\ \hline \end{gathered}$ |  |  |  |  |  |
| McLane High | 556 | $\begin{gathered} \hline 33.5 \% \\ (186) \end{gathered}$ | $\begin{gathered} \hline 22.8 \% \\ (127) \end{gathered}$ |  |  |  |  |  |
| Bullard High | 389 | $\begin{gathered} \hline 33.2 \% \\ (129) \end{gathered}$ | $\begin{gathered} \hline 21.3 \% \\ (83) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Young Academy | 191 | $\begin{gathered} 29.8 \% \\ (57) \end{gathered}$ | $\begin{gathered} 19.4 \% \\ (37) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Phoenix Secondary | 22 | $\begin{gathered} 27.3 \% \\ (6) \\ \hline \end{gathered}$ | $\begin{gathered} 18.2 \% \\ (4) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Roosevelt High | 28 | $\begin{gathered} 21.4 \% \\ (6) \end{gathered}$ | $\begin{gathered} 14.3 \% \\ (4) \end{gathered}$ |  |  |  |  |  |
| Sunnyside High | 501 | $\begin{aligned} & \hline 20.4 \% \\ & (102) \end{aligned}$ | $\begin{gathered} \hline 13.4 \% \\ (67) \\ \hline \end{gathered}$ |  |  |  |  |  |
| Cambridge Continuation | -- | -- | -- |  |  |  |  |  |

Notes: This report shows the number and percent of students who met their typical and/or stretch growth. At Diagnostic 2, students have met Typical or Stretch Growth Annual Targets if they achieved 40\% or more of their target. At Diagnostic 3, students have met Typical or Stretch Growth Targets if they achieved 80\% or more of their target.

Typical Growth is the average annual growth for students. Typical Growth Targets are established by students' grade level and placement on the first diagnostic of the year.

Stretch Growth is an ambitious but attainable level of growth that puts below-grade level students on a path to proficiency and on grade level students on a path to advanced proficiency. Student Stretch Growth Targets are established by students' grade level and placement on the first diagnostic of the year.
*Student groups with a sample size less than 11 is not reported out in alignment with CDE.

Percent of Students who have a Composite Grade of C- or Better: 2021-22 By Student Group

| Student Group | ELA |  |  |  | Math |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Q1 | Q2/S1 | Q3 | Q4/S2 | Q1 | Q2/S1 | Q3 | Q4/S2 |
| District | 64.9\% (35404) | 67.9\% (35147) |  |  | 65.6\% (35690) | 68.6\% (35123) |  |  |
| English Learner | 54.7\% (5582) | 58.8\% (5610) |  |  | 58.4\% (5971) | 62.6\% (5948) |  |  |
| Foster Youth | 54.8\% (282) | 58.6\% (277) |  |  | 54.5\% (281) | 63.8\% (302) |  |  |
| Homeless | 37.9\% (94) | 37.6\% (83) |  |  | 43.1\% (106) | 42.5\% (93) |  |  |
| Socioeconomically Disadvantaged | 62.8\% (29635) | 65.8\% (29152) |  |  | 63.8\% (30089) | 67.0\% (29420) |  |  |
| Student w/ Disability | 55.0\% (3676) | 58.1\% (3632) |  |  | 59.1\% (3989) | 62.5\% (3915) |  |  |
| African American/Black | 58.5\% (2559) | 62.4\% (2502) |  |  | 57.0\% (2487) | 60.5\% (2391) |  |  |
| Asian | 73.2\% (3986) | 76.8\% (3924) |  |  | 76.3\% (4152) | 79.7\% (4039) |  |  |
| Filipino | 87.5\% (119) | 82.1\% (110) |  |  | 86.0\% (117) | 88.0\% (117) |  |  |
| Hispanic | 63.3\% (24058) | 66.3\% (23973) |  |  | 63.9\% (24303) | 67.0\% (24014) |  |  |
| Native American/Alaskan | 61.8\% (196) | 66.2\% (200) |  |  | 63.0\% (199) | 67.7\% (199) |  |  |
| Pacific Islander | 72.9\% (151) | 73.7\% (151) |  |  | 68.4\% (141) | 72.4\% (144) |  |  |
| Two or More Races | 67.9\% (1128) | 70.8\% (1115) |  |  | 68.8\% (1135) | 71.2\% (1112) |  |  |
| White | 73.4\% (3206) | 75.2\% (3171) |  |  | 73.0\% (3155) | 75.1\% (3106) |  |  |
| Unknown | -- -- | -- |  |  | -- -- | -- -- |  |  |

Percent of Students who have a Composite Grade of C- or Better: 2021-22 By Grade Level

| Student Group | ELA |  |  |  | Math |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Q1 | Q2/S1 | Q3 | Q4/S2 | Q1 | Q2/S1 | Q3 | Q4/S2 |
| District | 64.9\% (35404) | 67.9\% (35147) |  |  | 65.6\% (35690) | 68.6\% (35123) |  |  |
| 2nd Grade | -- -- | -- |  |  | -- | -- -- |  |  |
| 3rd Grade | 56.3\% (3334) | 59.7\% (3338) |  |  | 65.6\% (3867) | 73.0\% (4034) |  |  |
| 4th Grade | 56.8\% (3308) | 60.7\% (3247) |  |  | 65.3\% (3767) | 68.5\% (3679) |  |  |
| 5th Grade | 60.0\% (3598) | 62.7\% (3494) |  |  | 67.7\% (4015) | 70.4\% (3903) |  |  |
| 6th Grade | 61.4\% (3695) | 63.1\% (3572) |  |  | 65.3\% (3894) | 70.1\% (3928) |  |  |
| 7th Grade | 71.5\% (4032) | 74.0\% (3839) |  |  | 74.3\% (4225) | 73.1\% (3828) |  |  |
| 8th Grade | 74.8\% (4450) | 73.1\% (3979) |  |  | 67.3\% (4060) | 68.8\% (3784) |  |  |
| 9th Grade | 62.0\% (3162) | 66.1\% (3250) |  |  | 60.6\% (3094) | 61.8\% (3050) |  |  |
| 10th Grade | 62.4\% (3295) | 65.6\% (3360) |  |  | 55.4\% (2941) | 58.4\% (2989) |  |  |
| 11th Grade | 72.1\% (3566) | 77.2\% (3630) |  |  | 61.8\% (3035) | 66.7\% (3084) |  |  |
| 12th Grade | 76.9\% (2964) | 82.6\% (3438) |  |  | 72.7\% (2792) | 76.1\% (2844) |  |  |

Percent of Students who have a Composite Grade of C- or Better: 2021-22 By Region and School

| Student Group | ELA |  |  |  | Math |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Q1 | Q2/S1 | Q3 | Q4/52 | Q1 | Q2/S1 | Q3 | Q4/52 |
| District | 64.9\% (35404) | 67.9\% (35147) |  |  | 65.6\% (35690) | 68.6\% (35123) |  |  |
| Bullard Region | 74.8\% (4580) | 76.0\% (4561) |  |  | 71.5\% (4384) | 71.9\% (4272) |  |  |
| Bullard High | 75.9\% (1865) | 77.9\% (1910) |  |  | $65.4 \%$ (1612) | 66.7\% (1586) |  |  |
| Figarden Elementary | 62.6\% (199) | 62.7\% (190) |  |  | 82.6\% (262) | 82.8\% (251) |  |  |
| Forkner Elementary | 86.0\% (209) | 83.6\% (204) |  |  | 83.1\% (202) | 90.2\% (220) |  |  |
| Gibson Elementary | 69.7\% (161) | 69.0\% (158) |  |  | 76.6\% (177) | 75.5\% (173) |  |  |
| Kratt Elementary | 72.8\% (211) | 71.0\% (198) |  |  | 78.1\% (225) | 79.2\% (221) |  |  |
| Lawless Elementary | 50.3\% (163) | 60.5\% (181) |  |  | 69.3\% (223) | 71.9\% (215) |  |  |
| Malloch Elementary | 73.2\% (156) | 67.6\% (142) |  |  | 69.8\% (148) | 74.3\% (156) |  |  |
| Powers-Ginsburg Elementary | 76.0\% (203) | 70.2\% (177) |  |  | 85.8\% (229) | 88.9\% (224) |  |  |
| Slater Elementary | 60.9\% (227) | 67.6\% (238) |  |  | 59.7\% (222) | 65.1\% (229) |  |  |
| Starr Elementary | 83.7\% (154) | 84.4\% (151) |  |  | 90.2\% (165) | 87.2\% (156) |  |  |
| Tenaya Middle | 84.0\% (672) | 81.5\% (633) |  |  | 66.0\% (537) | 58.2\% (459) |  |  |
| Wawona Middle | 86.1\% (360) | 88.8\% (379) |  |  | 91.4\% (382) | 89.5\% (382) |  |  |
| Edison Region | 71.9\% (4680) | 73.8\% (4587) |  |  | 71.4\% (4678) | 71.6\% (4436) |  |  |
| Addams Elementary | 54.6\% (250) | 64.9\% (261) |  |  | 66.4\% (300) | 74.1\% (298) |  |  |
| Columbia Elementary | 46.2\% (147) | 48.3\% (146) |  |  | 56.5\% (179) | 52.3\% (156) |  |  |
| Computech Middle | 82.1\% (666) | 76.3\% (604) |  |  | 76.7\% (622) | 75.9\% (601) |  |  |
| Edison High | 78.1\% (1899) | 81.5\% (1952) |  |  | $65.2 \%$ (1610) | 65.9\% (1562) |  |  |
| Gaston Middle | 66.5\% (525) | 67.6\% (518) |  |  | 86.4\% (691) | 75.1\% (582) |  |  |
| King Elementary | 55.0\% (191) | 58.0\% (185) |  |  | 62.7\% (217) | 61.1\% (195) |  |  |
| Kirk Elementary | 54.9\% (101) | 53.3\% (97) |  |  | 69.0\% (127) | 74.2\% (135) |  |  |
| Lincoln Elementary | 63.1\% (209) | 68.5\% (187) |  |  | 71.1\% (234) | 76.1\% (207) |  |  |
| Manchester Gate Elementary | 83.6\% (542) | 82.3\% (503) |  |  | 82.7\% (536) | 89.2\% (545) |  |  |
| Sunset Elementary | 77.7\% (150) | 78.8\% (134) |  |  | 83.9\% (162) | 91.2\% (155) |  |  |
| Fresno Region | 62.3\% (4105) | 64.2\% (3934) |  |  | 62.9\% (4072) | 64.9\% (3843) |  |  |
| Cooper Middle | 72.7\% (403) | 70.7\% (381) |  |  | 82.1\% (455) | 83.9\% (452) |  |  |
| Del Mar Elementary | 48.6\% (153) | 56.2\% (158) |  |  | 42.0\% (132) | 59.5\% (150) |  |  |
| Fort Miller Middle | 80.9\% (614) | 77.4\% (526) |  |  | 80.7\% (612) | 72.1\% (490) |  |  |
| Fremont Elementary | 41.3\% (105) | 48.0\% (117) |  |  | 59.7\% (151) | 67.2\% (164) |  |  |
| Fresno High | 60.0\% (1312) | 64.0\% (1320) |  |  | $50.3 \%$ (1043) | 49.6\% (967) |  |  |
| Hamilton K-8 | 68.9\% (378) | 66.4\% (348) |  |  | 71.5\% (401) | 78.7\% (425) |  |  |
| Heaton Elementary | 51.7\% (153) | 52.7\% (146) |  |  | 54.6\% (161) | 61.3\% (168) |  |  |
| Homan Elementary | 64.7\% (222) | 71.7\% (230) |  |  | 60.2\% (206) | 69.9\% (207) |  |  |
| Muir Elementary | 64.7\% (174) | 66.1\% (166) |  |  | 73.9\% (195) | 76.8\% (192) |  |  |
| Roeding Elementary | 51.6\% (166) | 54.4\% (162) |  |  | 70.1\% (225) | 76.2\% (227) |  |  |
| Williams Elementary | 56.4\% (207) | 58.8\% (198) |  |  | 70.6\% (255) | 67.8\% (198) |  |  |
| Wilson Elementary | 57.8\% (218) | 58.5\% (182) |  |  | 62.8\% (236) | 65.3\% (203) |  |  |
| Hoover Region | 62.3\% (4039) | 63.1\% (3892) |  |  | 64.1\% (4171) | 65.6\% (4020) |  |  |
| Ahwahnee Middle | 66.1\% (451) | 63.2\% (407) |  |  | 55.2\% (387) | 64.6\% (426) |  |  |
| Centennial Elementary | 54.0\% (228) | 57.4\% (220) |  |  | 69.7\% (294) | 74.4\% (285) |  |  |
| Eaton Elementary | 61.7\% (142) | 68.6\% (151) |  |  | 66.5\% (153) | 76.4\% (168) |  |  |
| Holland Elementary | 66.1\% (158) | 60.8\% (149) |  |  | 68.6\% (164) | 71.4\% (175) |  |  |
| Hoover High | 61.8\% (1245) | 66.2\% (1298) |  |  | 59.8\% (1215) | 58.6\% (1122) |  |  |
| McCardle Elementary | 59.2\% (148) | 64.6\% (155) |  |  | 75.6\% (189) | 80.4\% (193) |  |  |
| Pyle Elementary | 62.8\% (265) | 57.8\% (231) |  |  | 60.8\% (256) | 68.5\% (274) |  |  |
| Robinson Elementary | 62.4\% (164) | 61.3\% (147) |  |  | 70.2\% (184) | 72.5\% (174) |  |  |
| Thomas Elementary | 65.9\% (273) | 66.3\% (254) |  |  | 70.9\% (293) | 73.6\% (282) |  |  |
| Tioga Middle | 65.6\% (456) | 58.2\% (377) |  |  | 67.1\% (467) | 51.1\% (331) |  |  |
| Viking Elementary | 58.9\% (211) | 60.5\% (213) |  |  | 77.9\% (279) | 77.6\% (273) |  |  |
| Vinland Elementary | 65.9\% (180) | 68.1\% (173) |  |  | 66.2\% (180) | 77.2\% (196) |  |  |
| Wolters Elementary | 54.6\% (118) | 60.3\% (117) |  |  | 51.2\% (110) | 63.0\% (121) |  |  |
| Mclane Region | 61.9\% (4331) | 65.5\% (4341) |  |  | 66.5\% (4677) | 69.4\% (4537) |  |  |
| Birney Elementary | 39.6\% (175) | 36.8\% (157) |  |  | 48.4\% (214) | 51.4\% (204) |  |  |
| Ericson Elementary | 65.2\% (270) | 69.5\% (271) |  |  | 70.1\% (289) | 78.4\% (305) |  |  |
| Ewing Elementary | 75.5\% (335) | 73.1\% (310) |  |  | 75.8\% (335) | 78.3\% (332) |  |  |
| Hidalgo Elementary | 39.7\% (133) | 46.9\% (123) |  |  | 52.1\% (174) | 57.6\% (137) |  |  |
| Leavenworth Elementary | 66.2\% (299) | 68.5\% (309) |  |  | 78.3\% (354) | 77.2\% (348) |  |  |
| Mayfair Elementary | 56.9\% (182) | 55.7\% (170) |  |  | 62.5\% (200) | 66.6\% (203) |  |  |
| McLane High | 64.7\% (1200) | 70.7\% (1281) |  |  | 61.6\% (1169) | 64.6\% (1146) |  |  |
| Norseman Elementary | 50.7\% (180) | 50.0\% (164) |  |  | 59.3\% (210) | 64.9\% (213) |  |  |
| Rowell Elementary | 36.9\% (124) | 43.2\% (139) |  |  | 54.6\% (183) | 59.0\% (190) |  |  |
| Scandinavian Middle | 73.9\% (593) | 78.0\% (576) |  |  | 81.9\% (660) | 83.1\% (613) |  |  |
| Turner Elementary | 39.5\% (130) | 44.0\% (136) |  |  | 49.8\% (164) | 52.8\% (163) |  |  |
| Wishon Elementary | 48.4\% (122) | 55.9\% (132) |  |  | 61.1\% (154) | 64.6\% (153) |  |  |
| Yosemite Middle | 89.6\% (588) | 92.3\% (573) |  |  | 86.5\% (571) | 84.9\% (530) |  |  |
| Roosevelt Region | 59.5\% (4207) | 63.6\% (4237) |  |  | 60.4\% (4292) | 65.2\% (4339) |  |  |
| Anthony Elementary | 58.7\% (155) | 67.7\% (172) |  |  | 66.7\% (176) | 71.7\% (182) |  |  |
| Balderas Elementary | 45.5\% (166) | 50.7\% (172) |  |  | 63.6\% (232) | 69.9\% (237) |  |  |
| Calwa Elementary | 49.9\% (169) | 48.9\% (163) |  |  | 60.7\% (204) | 60.7\% (202) |  |  |
| Jackson Elementary | 52.7\% (126) | 57.1\% (129) |  |  | 57.3\% (137) | 61.5\% (139) |  |  |
| Jefferson Elementary | 46.6\% (115) | 55.7\% (127) |  |  | 68.4\% (169) | 75.0\% (171) |  |  |

Composite Grade: The average of all the student's letter grades within each subject area.
Enrollment counts include the unique number of students receiving letter grades in Q2/S1 in each subject area.
$2^{\text {nd }}$ Grade students begin to receive letter grades in Quarter 3.

Percent of Students who have a Composite Grade of C- or Better: 2021-22 By Region and School

| Student Group | ELA |  |  |  | Math |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Q1 | Q2/S1 | Q3 | Q4/S2 | Q1 | Q2/S1 | Q3 | Q4/S2 |
| Lane Elementary | 51.2\% (155) | 56.5\% (161) |  |  | 61.1\% (185) | 65.3\% (186) |  |  |
| Lowell Elementary | 52.9\% (109) | 61.8\% (126) |  |  | 65.5\% (135) | 65.7\% (134) |  |  |
| Roosevelt High | 53.4\% (1245) | 59.7\% (1309) |  |  | 50.8\% (1190) | 54.9\% (1188) |  |  |
| Sequoia Middle | 86.6\% (754) | 86.7\% (709) |  |  | 76.0\% (673) | 79.1\% (653) |  |  |
| Tehipite Middle | 85.1\% (411) | 89.2\% (390) |  |  | 63.8\% (324) | 78.9\% (359) |  |  |
| Vang Pao Elementary | 59.2\% (258) | 59.0\% (240) |  |  | 58.9\% (257) | 67.3\% (274) |  |  |
| Webster Elementary | 48.6\% (86) | 47.5\% (77) |  |  | 59.7\% (105) | 63.0\% (102) |  |  |
| Winchell Elementary | 55.6\% (219) | 56.1\% (213) |  |  | 57.8\% (227) | 64.7\% (246) |  |  |
| Yokomi Elementary | 58.3\% (239) | 63.0\% (249) |  |  | 67.8\% (278) | 67.3\% (266) |  |  |
| Sunnyside Region | 63.6\% (4875) | 65.2\% (4705) |  |  | 65.1\% (5012) | 71.4\% (5143) |  |  |
| Ayer Elementary | 60.8\% (239) | 62.4\% (221) |  |  | 63.2\% (247) | 71.8\% (254) |  |  |
| Aynesworth Elementary | 62.3\% (223) | 63.7\% (216) |  |  | 72.3\% (259) | 72.6\% (246) |  |  |
| Bakman Elementary | 65.7\% (274) | 68.5\% (267) |  |  | 67.0\% (278) | 72.3\% (282) |  |  |
| Burroughs Elementary | 47.4\% (192) | 52.0\% (196) |  |  | 60.1\% (243) | 73.2\% (276) |  |  |
| Easterby Elementary | 72.8\% (281) | 76.1\% (258) |  |  | 73.1\% (282) | 73.5\% (249) |  |  |
| Greenberg Elementary | 60.1\% (188) | 64.6\% (195) |  |  | 65.2\% (204) | 76.2\% (230) |  |  |
| Kings Canyon Middle | 71.4\% (662) | 69.6\% (590) |  |  | 73.3\% (677) | 76.9\% (653) |  |  |
| Olmos Elementary | 46.5\% (174) | 49.4\% (169) |  |  | 50.4\% (188) | 62.6\% (214) |  |  |
| Storey Elementary | 57.3\% (282) | 59.8\% (281) |  |  | 72.5\% (354) | 77.2\% (363) |  |  |
| Sunnyside High | 63.3\% (1897) | 65.7\% (1894) |  |  | 62.2\% (1882) | 68.0\% (1940) |  |  |
| Terronez Middle | 76.5\% (463) | 72.6\% (418) |  |  | 64.1\% (398) | 73.9\% (436) |  |  |
| Specialty Region | 64.5\% (4587) | 72.8\% (4890) |  |  | 63.5\% (4404) | 68.5\% (4533) |  |  |
| Special Education Schools* | -- -- | -- -- |  |  | -- -- | -- -- |  |  |
| Fulton School* | -- -- | -- -- |  |  | -- -- | -- -- |  |  |
| Alternative High Schools | 79.4\% (1376) | 97.1\% (1418) |  |  | 75.7\% (1264) | 97.6\% (1318) |  |  |
| Cambridge High | 94.8\% (293) | 98.4\% (317) |  |  | 92.7\% (217) | 98.1\% (258) |  |  |
| Dewolf High | 95.1\% (117) | 99.2\% (118) |  |  | 96.4\% (132) | 98.2\% (108) |  |  |
| JE Young Academic High | 74.2\% (966) | 96.5\% (983) |  |  | 70.4\% (915) | 97.4\% (952) |  |  |
| Magnet High Schools | 70.3\% (1138) | 76.3\% (1269) |  |  | 62.8\% (1022) | 68.5\% (1121) |  |  |
| Design Science | 97.9\% (139) | 98.7\% (224) |  |  | 84.7\% (149) | 94.2\% (229) |  |  |
| Duncan Polytech High | 70.5\% (845) | 73.9\% (874) |  |  | 61.5\% (725) | 65.3\% (747) |  |  |
| Patino Entrepreneurship High | 55.2\% (154) | 67.3\% (171) |  |  | 54.0\% (148) | 58.0\% (145) |  |  |
| Other Alternative Sites | 55.2\% (2066) | 61.2\% (2194) |  |  | 58.3\% (2112) | 57.7\% (2088) |  |  |
| Baird Middle | 86.3\% (504) | 91.1\% (523) |  |  | 90.9\% (540) | 85.8\% (502) |  |  |
| Bullard Talent K-8 | 86.3\% (468) | 81.0\% (430) |  |  | 82.8\% (449) | 83.6\% (444) |  |  |
| eLearn Academy | 41.6\% (1074) | 49.6\% (1205) |  |  | 45.0\% (1100) | 45.1\% (1106) |  |  |
| Phoenix Elementary* | -- -- | -- -- |  |  | -- -- | 63.2\% (12) |  |  |
| Phoenix Secondary | 54.5\% (18) | 85.3\% (29) |  |  | 57.6\% (19) | 70.6\% (24) |  |  |

## Percent of Students who were Suspended, Expelled, or Chronically Absent: 2021-22 By Grade Level

| Student Group | Suspensions |  |  |  |  | Expulsions |  |  |  |  | Chronically Absent |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Q1 | Q2/51 | Q3 | Q4/52 | YTD | Q1 | Q2/51 | Q3 | Q4/52 | YTD | Q1 | Q2/51 | Q3 | Q4/52 | YTD |
| District | 1.7\% (1189) | 2.3\% (1635) |  |  | 2.9\% (2069) | 0.03\% (18) | 0.05\% (39) |  |  | 0.1\% (57) | 47.4\% (32907) | 41.0\% (27097) |  |  | 45.9\% (32206) |
| IN | -- | -- |  |  | -- | --- | -- |  |  | -- | -- | - |  |  | $\cdots$ |
| CC | --- | -- |  |  | -- | --- | -- |  |  | --. | --- | -- |  |  | - |
| PS | 0.0\% (0) | 0.0\% (0) |  |  | 0.0\% (0) | 0.0\% (0) | 0.0\% (0) |  |  | 0.00\% (0) | 80.7\% (1296) | 67.8\% (1104) |  |  | 80.7\% (1356) |
| ${ }_{\text {TK }}$ | -- | --- |  |  | -- | 0.0\% (0) | 0.0\% (0) |  |  | 0.00\% (0) | 70.7\% (699) | 59.0\% (565) |  |  | 68.4\% (685) |
| Kindergarten | 0.3\% (16) | 0.7\% (34) |  |  | 0.6\% (28) | 0.0\% (0) | 0.0\% (0) |  |  | 0.00\% (0) | 61.0\% (3020) | 53.6\% (2561) |  |  | 60.3\% (3023) |
| 1st Grade* | 0.7\% (38) | 0.8\% (42) |  |  | 0.9\% (46) | 0.0\% (0) | --- |  |  | -- -- | 57.8\% (3012) | 48.7\% (2444) |  |  | 55.6\% (2933) |
| 2nd Grade | 0.4\% (20) | 0.6\% (31) |  |  | 0.6\% (34) | 0.0\% (0) | 0.0\% (0) |  |  | 0.00\% (0) | 53.9\% (2943) | 43.7\% (2268) |  |  | 50.3\% (2782) |
| $3{ }^{\text {rd Grade*}}$ | 0.5\% (27) | 0.9\% (52) |  |  | 1.0\% (56) | 0.0\% (0) | -- |  |  | $\cdots$ | 48.6\% (2665) | 40.1\% (2097) |  |  | 46.4\% (2583) |
| 4th Grade | 1.0\% (55) | 1.4\% (76) |  |  | 1.7\% (93) | 0.0\% (0) | 0.0\% (0) |  |  | 0.00\% (0) | 49.8\% (2670) | 38.0\% (1943) |  |  | 45.2\% (2448) |
| 5 th Grade** | 1.4\% (80) | 2.0\% (112) |  |  | 2.6\% (145) | 0.0\% (0) | -- |  |  | -- | 46.0\% (2553) | 37.8\% (1992) |  |  | 44.0\% (2468) |
| 6 th Grade* | 2.2\% (124) | 2.7\% (150) |  |  | 3.7\% (209) | 0.0\% (0) | - |  |  | --- | 43.8\% (2440) | 35.8\% (1888) |  |  | 41.2\% (2316) |
| 7th Grade* | 3.1\% (163) | 4.9\% (252) |  |  | 5.7\% (297) | -- | -- |  |  | -- | 41.0\% (2110) | 35.1\% (1716) |  |  | 39.7\% (2059) |
| 8 th Grade | 3.4\% (188) | 5.1\% (275) |  |  | 6.1\% (333) | --- | 0.2\% (11) |  |  | 0.29\% (16) | 42.0\% (2254) | 37.1\% (1885) |  |  | 40.9\% (2207) |
| 9th Grade* | 3.8\% (192) | 4.3\% (213) |  |  | 6.0\% (298) | --- | $\cdots$ |  |  | -- | 38.8\% (1935) | 37.1\% (1767) |  |  | 39.6\% (1990) |
| 10th Grade** | 3.1\% (160) | 4.1\% (213) |  |  | 5.4\% (280) | --- | --- |  |  | 0.27\% (14) | 40.3\% (2072) | 38.8\% (1908) |  |  | 39.9\% (2064) |
| 11th Grade** | 1.7\% (83) | 2.4\% (112) |  |  | 3.2\% (151) | --- | -- |  |  | --- | 38.7\% (1791) | 36.4\% (1529) |  |  | 38.9\% (1809) |
| 12th Grade** | 1.0\% (42) | 1.6\% (69) |  |  | 2.2\% (94) | --- | -- |  |  | --. | 36.3\% (1447) | $37.5 \%$ (1430) |  |  | 37.1\% (1483) |


| Student Group | Suspensions |  |  |  |  | Expulsions |  |  |  |  | Chronically Absent |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Q1 | Q2/51 | Q3 | Q4/52 | YTD | Q1 | Q2/51 | Q3 | Q4/s2 | YTD | Q1 | Q2/51 | Q3 | Q4/52 | YTD |
| District | 1.7\% (1189) | 2.3\% (1635) |  |  | 2.9\% (2069) | 0.03\% (18) | 0.05\% (39) |  |  | 0.1\% (57) | 47.4\% (32907) | (0\% (27097) |  |  | 45.9\% (32206) |
| English Learner* | 1.2\% (172) | 1.7\% (237) |  |  | 2.4\% (325) | --- | --- |  |  | 0.1\% (12) | 45.6\% (6215) | 38.0\% (4936) |  |  | 43.6\% (5987) |
| Foster Youth* | 9.0\% (56) | 10.1\% (64) |  |  | 8.7\% (55) | -- | --- |  |  | --- | 51.8\% (324) | 37.8\% (216) |  |  | 46.7\% (300) |
| Homeless* | 3.6\% (11) | 5.7\% (25) |  |  | 5.0\% (22) | 0.00\% (0) | 0.00\% (0) |  |  | 0.0\% (0) | 78.5\% (238) | 80.1\% (226) |  |  | 84.2\% (266) |
| Socioeconomically Disadvantaged | 1.8\% (1107) | 2.5\% (1490) |  |  | 3.2\% (1888) | 0.03\% (17) | $0.06 \%$ (36) |  |  | 0.1\% (53) | 49.0\% (28906) | 42.6\% (23798) |  |  | 47.8\% (28482) |
| Student w/ Disability* | 3.6\% (305) | 4.4\% (390) |  |  | 5.2\% (456) | -- | ---- |  |  | 0.1\% (12) | 56.9\% (4768) | 49.9\% (3927) |  |  | 56.3\% (4785) |
| African American/Black* | 4.2\% (224) | 5.9\% (319) |  |  | 6.9\% (375) | $\cdots$ | $0.24 \%$ (13) |  |  | 0.3\% (17) | 54.6\% (2882) | 47.8\% (2339) |  |  | 54.1\% (2906) |
| Asian* | 0.4\% (29) | 0.6\% (44) |  |  | 0.8\% (61) | 0.00\% (0) | -- |  |  | $\cdots$ | 37.4\% (2618) | 28.9\% (1898) |  |  | 34.6\% (2433) |
| Filipino* | 0.0\% (0) | -- |  |  | --- | 0.00\% (0) | 0.00\% (0) |  |  | 0.0\% (0) | 26.4\% (42) | 20.5\% (32) |  |  | 20.1\% (32) |
| Hispanic | 1.6\% (779) | 2.1\% (1026) |  |  | 2.7\% (1357) | 0.03\% (14) | $0.05 \%$ (24) |  |  | 0.1\% (38) | 48.6\% (23478) | 42.4\% (19587) |  |  | 47.2\% (23036) |
| Native American/Alaskan* | -- | 2.9\% (13) |  |  | 2.9\% (13) | 0.00\% (0) | 0.00\% (0) |  |  | 0.0\% (0) | 61.6\% (257) | 49.7\% (196) |  |  | 60.6\% (257) |
| Pacific Islander * | -- | --- |  |  | --- | 0.00\% (0) | 0.00\% (0) |  |  | 0.0\% (0) | 46.8\% (138) | 46.4\% (134) |  |  | 47.7\% (144) |
| Two or More Races* | 1.8\% (44) | 2.3\% (56) |  |  | 2.9\% (71) | 0.00\% (0) | -- |  |  | -- | 49.3\% (1170) | 42.9\% (964) |  |  | 48.5\% (1168) |
| White | 1.8\% (102) | 3.0\% (169) |  |  | 3.2\% (182) | 0.00\% (0) | 0.00\% (0) |  |  | 0.0\% (0) | 41.7\% (2322) | 36.4\% (1947) |  |  | 39.7\% (2230) |
| Unknown | 0.0\% (0) | 0.0\% (0) |  |  | 0.0\% (0) | 0.00\% (0) | 0.00\% (0) |  |  | 0.0\% (0) | 0.0\% (0) | 0.0\% (0) |  |  | 0.0\% (0) |



