# BC Number EA-1 

From the Office of the Superintendent
Date: June 16, 2022
To the Members of the Board of Education
Prepared by: Kristi Imberi-Olivares, Executive Director
Phone Number: 457-3896

## Cabinet Approval:Lindsay Sanders

Regarding: 2021/22 i-Ready Diagnostic 3 Performance

The purpose of this communication is to provide the Board a summary of i-Ready Diagnostic 3 performance. 48,535 students completed the i-Ready Diagnostic 3 in Reading and 49,124 students completed i-Ready Diagnostic 3 in Math. 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 3 typical and stretch growth results for Reading and Math are also included in this communication. 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 firstdiagnostic of the year.

Included in this communication is an infographic with i-Ready Diagnostic 3 results in more detail. Additionally, district-level 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.

Approved by Superintendent Robert G. Nelson Ed.D.
 Date:

2021-22 i-Ready Diagnostic 3 (K-10)


3 in 10students are on or above grade level in Reading (34\%)

Overall Placement for Reading


Overall Placement for Math


- At Risk for Tier 3
$40 \%$
- Tier 2
$42 \%$
- Tier 1


3 in 10 students are on or above grade level in Math (28\%)


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

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

66\%
Filipinos have the highest rate of students on or above grade level in Reading

## 12\%

Students with disabilities have the lowest rate of students on or above grade level in Reading

## 65\%

Filipinos have the highest rate of students on or above grade level in Math

## 11\%

Students with disabilities have the lowest rate of students on or above grade level in


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

19\%
$8^{\text {th }}$ and $10^{\text {th }}$ Grade has the lowest rate of students on or above grade level in Math

$3_{i n} 10$ students met their stretch

highest rate of students meeting their stretch growth in Math

$10^{\text {th }}$ Grade has the lowest rate of students meeting their stretch growth in Math

## 46\%

Filipino have the highest rate of students meeting their stretch growth in Math

## 22\%

Homeless have the lowest rate of students meeting their stretch growth in Math

Academic Performance OKR: 2021-22- i-Ready Reading Diagnostic 3 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 |  |  |
|  | Students <br> Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth |
| Fresno Unified | 49,705 | $\begin{gathered} 53.6 \% \\ (26,657) \end{gathered}$ | $\begin{gathered} \hline 40.1 \% \\ (19,940) \end{gathered}$ | 48,535 | $\begin{gathered} \hline 51.1 \% \\ (24,792) \end{gathered}$ | $\begin{gathered} \hline 29.2 \% \\ (14,173) \end{gathered}$ |
| English Learners | 10,201 | $\begin{gathered} \hline 53.2 \% \\ (5,423) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 37.2 \% \\ (3,797) \\ \hline \end{gathered}$ | 9,951 | $\begin{aligned} & \hline 50.3 \% \\ & (5,001) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 25.3 \% \\ (2,516) \\ \hline \end{gathered}$ |
| Foster Youth | 361 | $\begin{gathered} 53.2 \% \\ (192) \\ \hline \end{gathered}$ | $\begin{gathered} 42.4 \% \\ (153) \end{gathered}$ | 486 | $\begin{aligned} & \hline 48.1 \% \\ & (234) \\ & \hline \end{aligned}$ | $\begin{gathered} 23.5 \% \\ (114) \end{gathered}$ |
| Homeless | 266 | $\begin{gathered} 50.0 \% \\ (133) \end{gathered}$ | $\begin{gathered} 32.0 \% \\ (85) \end{gathered}$ | 354 | $\begin{aligned} & \hline 42.7 \% \\ & (151) \\ & \hline \end{aligned}$ | $\begin{gathered} 20.6 \% \\ (73) \end{gathered}$ |
| SED | 42,526 | $\begin{gathered} \hline 53.7 \% \\ (22,837) \\ \hline \end{gathered}$ | $\begin{gathered} 39.8 \% \\ (16,938) \\ \hline \end{gathered}$ | 41,004 | $\begin{gathered} \hline 51.5 \% \\ (21,118) \\ \hline \end{gathered}$ | $\begin{gathered} 28.9 \% \\ (11,863) \\ \hline \end{gathered}$ |
| SWD | 5,509 | $\begin{gathered} 50.2 \% \\ (2,765) \\ \hline \end{gathered}$ | $\begin{aligned} & 34.5 \% \\ & (1,901) \end{aligned}$ | 5,720 | $\begin{aligned} & 44.2 \% \\ & (2,526) \end{aligned}$ | $\begin{gathered} \hline 21.5 \% \\ (1,227) \\ \hline \end{gathered}$ |
| African American | 3,800 | $\begin{gathered} \hline 51.0 \% \\ (1,939) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 37.8 \% \\ (1,436) \\ \hline \end{gathered}$ | 3,714 | $\begin{gathered} \hline 47.8 \% \\ (1,776) \\ \hline \end{gathered}$ | $\begin{gathered} 26.8 \% \\ (994) \\ \hline \end{gathered}$ |
| American Indian | 321 | $\begin{gathered} \hline 57.6 \% \\ (185) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 41.7 \% \\ & (134) \\ & \hline \end{aligned}$ | 314 | $\begin{gathered} 54.5 \% \\ (171) \end{gathered}$ | $\begin{gathered} 29.9 \% \\ (94) \end{gathered}$ |
| Asian | 5,310 | $\begin{gathered} \hline 55.8 \% \\ (2,962) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 41.7 \% \\ & (2,215) \\ & \hline \end{aligned}$ | 5,100 | $\begin{aligned} & \hline 52.6 \% \\ & (2,681) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 29.9 \% \\ (1,526) \\ \hline \end{gathered}$ |
| Filipino | 124 | $\begin{gathered} 58.9 \% \\ (73) \\ \hline \end{gathered}$ | $\begin{gathered} 51.6 \% \\ (64) \\ \hline \end{gathered}$ | 110 | $\begin{gathered} 59.1 \% \\ (65) \\ \hline \end{gathered}$ | $\begin{gathered} 39.1 \% \\ (43) \\ \hline \end{gathered}$ |
| Hispanic | 34,167 | $\begin{gathered} 52.9 \% \\ (18,058) \end{gathered}$ | $\begin{gathered} \hline 39.2 \% \\ (13,386) \\ \hline \end{gathered}$ | 33,426 | $\begin{gathered} \hline 50.8 \% \\ (16,976) \\ \hline \end{gathered}$ | $\begin{gathered} 28.6 \% \\ (9,555) \\ \hline \end{gathered}$ |
| Pacific Islander | 211 | $\begin{gathered} 57.8 \% \\ (122) \\ \hline \end{gathered}$ | $\begin{gathered} 45.5 \% \\ (96) \\ \hline \end{gathered}$ | 206 | $\begin{gathered} 49.0 \% \\ (101) \\ \hline \end{gathered}$ | $\begin{gathered} 31.1 \% \\ (64) \\ \hline \end{gathered}$ |
| Two or More Races | 1,775 | $\begin{aligned} & 54.8 \% \\ & (973) \end{aligned}$ | $\begin{aligned} & \hline 42.6 \% \\ & (756) \\ & \hline \end{aligned}$ | 1,760 | $\begin{gathered} 51.6 \% \\ (909) \end{gathered}$ | $\begin{aligned} & \hline 31.4 \% \\ & (553) \\ & \hline \end{aligned}$ |
| White | 3,996 | $\begin{aligned} & \hline 58.7 \% \\ & (2,345) \end{aligned}$ | $\begin{aligned} & \hline 46.4 \% \\ & (1,853) \\ & \hline \end{aligned}$ | 3,904 | $\begin{gathered} \hline 54.1 \% \\ (2,113) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 34.4 \% \\ & (1,344) \\ & \hline \end{aligned}$ |
| Unknown* | 1 | -- | -- | 1 | -- | -- |

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: 6/14/2022

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 3 Typical and Stretch Growth <br> 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 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth |
| Fresno Unified | 49,280 | $\begin{gathered} \hline 57.6 \% \\ (28,386) \end{gathered}$ | $\begin{gathered} \hline 43.7 \% \\ (21,529) \\ \hline \end{gathered}$ | 49,124 | $\begin{gathered} 52.2 \% \\ (25,620) \end{gathered}$ | $\begin{gathered} \hline 29.4 \% \\ (14,440) \end{gathered}$ |
| English Learners | 10,321 | $\begin{aligned} & 58.6 \% \\ & (6,050) \end{aligned}$ | $\begin{aligned} & 44.2 \% \\ & (4,565) \end{aligned}$ | 10,372 | $\begin{aligned} & 53.5 \% \\ & (5,550) \end{aligned}$ | $\begin{gathered} 29.6 \% \\ (3,068) \end{gathered}$ |
| Foster Youth | 353 | $\begin{aligned} & 56.1 \% \\ & (198) \end{aligned}$ | $\begin{aligned} & 39.4 \% \\ & (139) \end{aligned}$ | 479 | $\begin{aligned} & 49.1 \% \\ & (235) \end{aligned}$ | $\begin{aligned} & 27.8 \% \\ & (133) \end{aligned}$ |
| Homeless | 261 | $\begin{gathered} 49.4 \% \\ (129) \end{gathered}$ | $\begin{gathered} 34.1 \% \\ (89) \end{gathered}$ | 347 | $\begin{aligned} & 41.5 \% \\ & (144) \end{aligned}$ | $\begin{gathered} 22.2 \% \\ (77) \\ \hline \end{gathered}$ |
| SED | 42,263 | $\begin{gathered} 57.8 \% \\ (24,440) \\ \hline \end{gathered}$ | $\begin{gathered} 43.7 \% \\ (18,487) \end{gathered}$ | 41,471 | $\begin{gathered} 52.7 \% \\ (21,866) \end{gathered}$ | $\begin{gathered} 29.5 \% \\ (12,214) \end{gathered}$ |
| SWD | 5,480 | $\begin{gathered} 54.3 \% \\ (2,978) \end{gathered}$ | $\begin{gathered} 39.2 \% \\ (2,149) \end{gathered}$ | 5,803 | $\begin{gathered} \hline 47.4 \% \\ (2,753) \\ \hline \end{gathered}$ | $\begin{gathered} 24.0 \% \\ (1,394) \end{gathered}$ |
| African American | 3,722 | $\begin{gathered} 54.3 \% \\ (2,020) \end{gathered}$ | $\begin{gathered} 39.3 \% \\ (1,462) \end{gathered}$ | 3,692 | $\begin{aligned} & \hline 47.1 \% \\ & (1,740) \end{aligned}$ | $\begin{aligned} & 25.2 \% \\ & \text { (931) } \end{aligned}$ |
| American Indian | 314 | $\begin{gathered} 63.1 \% \\ (198) \end{gathered}$ | $\begin{aligned} & 47.8 \% \\ & (150) \end{aligned}$ | 316 | $\begin{aligned} & 54.7 \% \\ & (173) \end{aligned}$ | $\begin{gathered} 29.1 \% \\ (92) \end{gathered}$ |
| Asian | 5,194 | $\begin{gathered} 59.9 \% \\ (3,113) \end{gathered}$ | $\begin{aligned} & 46.0 \% \\ & (2,388) \end{aligned}$ | 5,091 | $\begin{gathered} \hline 55.7 \% \\ (2,837) \\ \hline \end{gathered}$ | $\begin{gathered} 32.1 \% \\ (1,634) \\ \hline \end{gathered}$ |
| Filipino | 114 | $\begin{gathered} 70.2 \% \\ (80) \end{gathered}$ | $\begin{gathered} 52.6 \% \\ (60) \end{gathered}$ | 114 | $\begin{gathered} 62.3 \% \\ (71) \end{gathered}$ | $\begin{gathered} 45.6 \% \\ (52) \end{gathered}$ |
| Hispanic | 34,140 | $\begin{gathered} \hline 57.4 \% \\ (19,601) \end{gathered}$ | $\begin{gathered} \hline 43.5 \% \\ (14,839) \end{gathered}$ | 34,093 | $\begin{gathered} \hline 52.0 \% \\ (17,737) \end{gathered}$ | $\begin{aligned} & 29.1 \% \\ & (9,922) \end{aligned}$ |
| Pacific Islander | 207 | $\begin{gathered} \hline 59.9 \% \\ (124) \end{gathered}$ | $\begin{gathered} \hline 47.8 \% \\ (99) \end{gathered}$ | 199 | $\begin{aligned} & \hline 56.8 \% \\ & (113) \end{aligned}$ | $\begin{gathered} 33.2 \% \\ (66) \end{gathered}$ |
| Two or More Races | 1,718 | $\begin{gathered} 58.0 \% \\ (996) \end{gathered}$ | $\begin{aligned} & 45.2 \% \\ & (777) \end{aligned}$ | 1,748 | $\begin{aligned} & 51.8 \% \\ & (905) \end{aligned}$ | $\begin{aligned} & 29.8 \% \\ & (521) \end{aligned}$ |
| White | 3,871 | $\begin{gathered} 58.2 \% \\ (2,254) \end{gathered}$ | $\begin{aligned} & 45.3 \% \\ & (1,754) \end{aligned}$ | 3,870 | $\begin{aligned} & \hline 52.8 \% \\ & (2,044) \end{aligned}$ | $\begin{aligned} & \hline 31.6 \% \\ & (1,222) \end{aligned}$ |
| Unknown* | 0 | -- | -- | 1 | -- | -- |

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: 6/14/2022

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 3 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 |  |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth |
| Fresno Unified | 49,705 | $\begin{gathered} 53.6 \% \\ (26,657) \end{gathered}$ | $\begin{gathered} \hline 40.1 \% \\ (19,940) \end{gathered}$ | 48,535 | $\begin{gathered} \hline 51.1 \% \\ (24,792) \end{gathered}$ | $\begin{gathered} \hline 29.2 \% \\ (14,173) \end{gathered}$ |
| Kindergarten | 4,786 | $\begin{gathered} \hline 47.6 \% \\ (2,276) \end{gathered}$ | $\begin{aligned} & \hline 36.2 \% \\ & (1,733) \end{aligned}$ | 4,559 | $\begin{aligned} & 49.4 \% \\ & (2,252) \end{aligned}$ | $\begin{aligned} & \hline 29.1 \% \\ & (1,326) \end{aligned}$ |
| Grade 1 | 4,736 | $\begin{gathered} 56.7 \% \\ (2,684) \\ \hline \end{gathered}$ | $\begin{gathered} 41.5 \% \\ (1,964) \end{gathered}$ | 4,818 | $\begin{gathered} 53.2 \% \\ (2,564) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 31.5 \% \\ (1,518) \end{gathered}$ |
| Grade 2 | 5,062 | $\begin{gathered} \hline 60.8 \% \\ (3,078) \end{gathered}$ | $\begin{aligned} & 46.2 \% \\ & (2,341) \\ & \hline \end{aligned}$ | 5,415 | $\begin{gathered} 56.5 \% \\ (3,059) \end{gathered}$ | $\begin{gathered} 33.6 \% \\ (1,822) \\ \hline \end{gathered}$ |
| Grade 3 | 5,364 | $\begin{gathered} 61.3 \% \\ (3,286) \\ \hline \end{gathered}$ | $\begin{aligned} & 45.5 \% \\ & (2,438) \\ & \hline \end{aligned}$ | 5,468 | $\begin{gathered} \hline 59.3 \% \\ (3,241) \\ \hline \end{gathered}$ | $\begin{gathered} 32.7 \% \\ (1,789) \\ \hline \end{gathered}$ |
| Grade 4 | 5,236 | $\begin{gathered} 62.1 \% \\ (3,254) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 47.6 \% \\ & (2,492) \\ & \hline \end{aligned}$ | 5,263 | $\begin{gathered} \hline 59.9 \% \\ (3,152) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 35.8 \% \\ (1,883) \\ \hline \end{gathered}$ |
| Grade 5 | 5,394 | $\begin{gathered} \hline 58.5 \% \\ (3,154) \end{gathered}$ | $\begin{aligned} & \hline 43.6 \% \\ & (2,350) \end{aligned}$ | 5,426 | $\begin{gathered} 56.8 \% \\ (3,084) \end{gathered}$ | $\begin{gathered} 30.2 \% \\ (1,638) \\ \hline \end{gathered}$ |
| Grade 6 | 5,373 | $\begin{gathered} 59.7 \% \\ (3,209) \\ \hline \end{gathered}$ | $\begin{gathered} 45.9 \% \\ (2,466) \end{gathered}$ | 5,452 | $\begin{gathered} 60.9 \% \\ (3,321) \end{gathered}$ | $\begin{gathered} 36.2 \% \\ (1,976) \end{gathered}$ |
| Grade 7 | 4,641 | $\begin{aligned} & 45.3 \% \\ & (2,104) \end{aligned}$ | $\begin{aligned} & \hline 32.1 \% \\ & (1,492) \end{aligned}$ | 3,392 | $\begin{aligned} & \hline 45.8 \% \\ & (1,554) \end{aligned}$ | $\begin{gathered} 24.6 \% \\ (835) \end{gathered}$ |
| Grade 8 | 4,734 | $\begin{gathered} 45.4 \% \\ (2,147) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 33.2 \% \\ (1,570) \\ \hline \end{gathered}$ | 3,414 | $\begin{gathered} \hline 45.2 \% \\ (1,544) \\ \hline \end{gathered}$ | $\begin{aligned} & 24.4 \% \\ & (833) \\ & \hline \end{aligned}$ |
| Grade 9 | 2,351 | $\begin{aligned} & 34.2 \% \\ & (804) \\ & \hline \end{aligned}$ | $\begin{gathered} 25.3 \% \\ (595) \end{gathered}$ | 2,720 | $\begin{gathered} \hline 20.3 \% \\ (551) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 10.9 \% \\ & (297) \end{aligned}$ |
| Grade 10 | 2,028 | $\begin{aligned} & 32.6 \% \\ & (661) \end{aligned}$ | $\begin{aligned} & 24.6 \% \\ & (499) \\ & \hline \end{aligned}$ | 2,608 | $\begin{aligned} & 18.0 \% \\ & (470) \\ & \hline \end{aligned}$ | $\begin{aligned} & 9.8 \% \\ & (256) \\ & \hline \end{aligned}$ |

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 3 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 |  |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth |
| Fresno Unified | 49,280 | $\begin{gathered} \hline 57.6 \% \\ (28,386) \end{gathered}$ | $\begin{gathered} \hline 43.7 \% \\ (21,529) \end{gathered}$ | 49,124 | $\begin{gathered} \hline 52.2 \% \\ (25,620) \end{gathered}$ | $\begin{gathered} \hline 29.4 \% \\ (14,440) \end{gathered}$ |
| Kindergarten | 4,729 | $\begin{aligned} & \hline 55.0 \% \\ & (2,602) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 47.0 \% \\ (2,222) \\ \hline \end{gathered}$ | 4,962 | $\begin{gathered} \hline 51.4 \% \\ (2,550) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 39.3 \% \\ (1,948) \\ \hline \end{gathered}$ |
| Grade 1 | 5,021 | $\begin{gathered} \hline 62.2 \% \\ (3,123) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 52.4 \% \\ & (2,632) \\ & \hline \end{aligned}$ | 5,163 | $\begin{gathered} \hline 54.7 \% \\ (2,824) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 35.9 \% \\ (1,856) \\ \hline \end{gathered}$ |
| Grade 2 | 5,259 | $\begin{gathered} \hline 65.2 \% \\ (3,430) \end{gathered}$ | $\begin{gathered} 50.1 \% \\ (2,637) \end{gathered}$ | 5,378 | $\begin{gathered} 59.6 \% \\ (3,205) \\ \hline \end{gathered}$ | $\begin{gathered} 33.3 \% \\ (1,792) \\ \hline \end{gathered}$ |
| Grade 3 | 5,347 | $\begin{gathered} \hline 65.1 \% \\ (3,480) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 50.5 \% \\ & (2,702) \\ & \hline \end{aligned}$ | 5,439 | $\begin{gathered} \hline 58.7 \% \\ (3,193) \\ \hline \end{gathered}$ | $\begin{gathered} 32.0 \% \\ (1,738) \\ \hline \end{gathered}$ |
| Grade 4 | 5,191 | $\begin{gathered} \hline 60.9 \% \\ (3,160) \end{gathered}$ | $\begin{aligned} & \hline 43.7 \% \\ & (2,271) \\ & \hline \end{aligned}$ | 5,223 | $\begin{gathered} \hline 57.6 \% \\ (3,009) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 28.4 \% \\ (1,483) \\ \hline \end{gathered}$ |
| Grade 5 | 5,345 | $\begin{gathered} \hline 59.7 \% \\ (3,192) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 42.2 \% \\ (2,257) \\ \hline \end{gathered}$ | 5,437 | $\begin{gathered} \hline 56.9 \% \\ (3,093) \\ \hline \end{gathered}$ | $\begin{gathered} 26.8 \% \\ (1,457) \\ \hline \end{gathered}$ |
| Grade 6 | 5,335 | $\begin{gathered} \hline 66.0 \% \\ (3,523) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 50.0 \% \\ (2,667) \\ \hline \end{gathered}$ | 5,432 | $\begin{gathered} \hline 65.0 \% \\ (3,533) \\ \hline \end{gathered}$ | $\begin{gathered} 38.2 \% \\ (2,077) \\ \hline \end{gathered}$ |
| Grade 7 | 4,556 | $\begin{aligned} & \hline 48.0 \% \\ & (2,185) \end{aligned}$ | $\begin{gathered} 33.3 \% \\ (1,517) \end{gathered}$ | 3,622 | $\begin{gathered} 44.0 \% \\ (1,593) \end{gathered}$ | $\begin{gathered} 22.0 \% \\ (796) \end{gathered}$ |
| Grade 8 | 4,535 | $\begin{aligned} & \hline 52.2 \% \\ & (2,367) \end{aligned}$ | $\begin{gathered} \hline 37.8 \% \\ (1,712) \end{gathered}$ | 3,557 | $\begin{aligned} & \hline 48.7 \% \\ & (1,732) \end{aligned}$ | $\begin{gathered} 24.8 \% \\ (882) \end{gathered}$ |
| Grade 9 | 2,033 | $\begin{aligned} & 34.5 \% \\ & (701) \end{aligned}$ | $\begin{gathered} 24.0 \% \\ (488) \\ \hline \end{gathered}$ | 2,544 | $\begin{gathered} 18.6 \% \\ (473) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 8.6 \% \\ & (218) \\ & \hline \end{aligned}$ |
| Grade 10 | 1,929 | $\begin{gathered} 32.3 \% \\ (623) \\ \hline \end{gathered}$ | $\begin{gathered} 22.0 \% \\ (424) \\ \hline \end{gathered}$ | 2,367 | $\begin{aligned} & 17.5 \% \\ & (415) \\ & \hline \end{aligned}$ | $\begin{aligned} & 8.2 \% \\ & (193) \\ & \hline \end{aligned}$ |

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 Reading Diagnostic 3 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 |  |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth |
| Fresno Unified | 49,705 | $\begin{gathered} 53.6 \% \\ (26,657) \end{gathered}$ | $\begin{gathered} \hline 40.1 \% \\ (19,940) \end{gathered}$ | 48,535 | $\begin{gathered} 51.1 \% \\ (24,792) \end{gathered}$ | $\begin{gathered} \hline 29.2 \% \\ (14,173) \end{gathered}$ |
| Bullard Region | 6,080 | $\begin{gathered} 56.8 \% \\ (3,456) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 43.9 \% \\ (2,670) \\ \hline \end{gathered}$ | 6,301 | $\begin{gathered} \hline 51.6 \% \\ (3,252) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 31.1 \% \\ (1,961) \end{gathered}$ |
| Bullard High | 789 | $\begin{aligned} & 39.9 \% \\ & (315) \\ & \hline \end{aligned}$ | $\begin{aligned} & 29.9 \% \\ & (236) \\ & \hline \end{aligned}$ | 924 | $\begin{aligned} & 4.7 \% \\ & (43) \\ & \hline \end{aligned}$ | $\begin{gathered} 2.6 \% \\ (24) \\ \hline \end{gathered}$ |
| Figarden Elementary | 490 | $\begin{aligned} & 60.8 \% \\ & (298) \end{aligned}$ | $\begin{aligned} & \hline 45.5 \% \\ & (223) \\ & \hline \end{aligned}$ | 526 | $\begin{aligned} & \hline 59.1 \% \\ & (311) \\ & \hline \end{aligned}$ | $\begin{gathered} 35.0 \% \\ (184) \\ \hline \end{gathered}$ |
| Forkner Elementary | 426 | $\begin{aligned} & 58.2 \% \\ & (248) \end{aligned}$ | $\begin{aligned} & \hline 45.8 \% \\ & (195) \\ & \hline \end{aligned}$ | 436 | $\begin{aligned} & \hline 63.8 \% \\ & (278) \end{aligned}$ | $\begin{gathered} 36.5 \% \\ (159) \end{gathered}$ |
| Gibson Elementary | 403 | $\begin{aligned} & \hline 65.8 \% \\ & (265) \end{aligned}$ | $\begin{gathered} \hline 53.3 \% \\ (215) \end{gathered}$ | 407 | $\begin{aligned} & \hline 69.5 \% \\ & (283) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 41.5 \% \\ (169) \\ \hline \end{gathered}$ |
| Kratt Elementary | 504 | $\begin{aligned} & 64.1 \% \\ & (323) \end{aligned}$ | $\begin{aligned} & \hline 49.4 \% \\ & (249) \\ & \hline \end{aligned}$ | 521 | $\begin{gathered} \hline 55.9 \% \\ (291) \\ \hline \end{gathered}$ | $\begin{aligned} & 35.7 \% \\ & (186) \\ & \hline \end{aligned}$ |
| Lawless Elementary | 553 | $\begin{aligned} & 66.7 \% \\ & (369) \\ & \hline \end{aligned}$ | $\begin{gathered} 52.6 \% \\ (291) \end{gathered}$ | 571 | $\begin{aligned} & 62.5 \% \\ & (357) \end{aligned}$ | $\begin{aligned} & 41.2 \% \\ & (235) \end{aligned}$ |
| Malloch Elementary | 394 | $\begin{aligned} & 68.3 \% \\ & (269) \end{aligned}$ | $\begin{gathered} 55.8 \% \\ (220) \end{gathered}$ | 403 | $\begin{aligned} & \hline 64.8 \% \\ & (261) \end{aligned}$ | $\begin{gathered} 42.2 \% \\ (170) \\ \hline \end{gathered}$ |
| Powers Elementary | 384 | $\begin{aligned} & \text { 62.0\% } \\ & (238) \end{aligned}$ | $\begin{aligned} & 45.6 \% \\ & (175) \\ & \hline \end{aligned}$ | 387 | $\begin{aligned} & 60.5 \% \\ & (234) \end{aligned}$ | $\begin{gathered} \hline 36.4 \% \\ (141) \\ \hline \end{gathered}$ |
| Slater Elementary | 615 | $\begin{aligned} & \hline 62.8 \% \\ & (386) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 48.8 \% \\ & (300) \\ & \hline \end{aligned}$ | 623 | $\begin{aligned} & 62.1 \% \\ & (387) \\ & \hline \end{aligned}$ | $\begin{aligned} & 36.4 \% \\ & (227) \\ & \hline \end{aligned}$ |
| Starr Elementary | 330 | $\begin{aligned} & \hline 55.5 \% \\ & (183) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 43.6 \% \\ & (144) \\ & \hline \end{aligned}$ | 339 | $\begin{gathered} 56.6 \% \\ (192) \\ \hline \end{gathered}$ | $\begin{gathered} 35.1 \% \\ (119) \\ \hline \end{gathered}$ |
| Tenaya Middle | 702 | $\begin{gathered} 47.6 \% \\ (334) \end{gathered}$ | $\begin{aligned} & 36.3 \% \\ & (255) \end{aligned}$ | 721 | $\begin{aligned} & 50.3 \% \\ & (363) \end{aligned}$ | $\begin{gathered} 29.3 \% \\ (211) \end{gathered}$ |
| Wawona K-8 | 490 | $\begin{aligned} & \hline 46.5 \% \\ & (228) \\ & \hline \end{aligned}$ | $\begin{aligned} & 34.1 \% \\ & (167) \\ & \hline \end{aligned}$ | 443 | $\begin{aligned} & 56.9 \% \\ & (252) \\ & \hline \end{aligned}$ | $\begin{gathered} 30.7 \% \\ (136) \end{gathered}$ |

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: 6/14/2022

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 3 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 |  |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth |
| Edison Region | 5,648 | $\begin{gathered} 51.0 \% \\ (2,878) \end{gathered}$ | $\begin{gathered} \hline 38.0 \% \\ (2,147) \end{gathered}$ | 5,136 | $\begin{gathered} \hline 44.7 \% \\ (2,295) \end{gathered}$ | $\begin{gathered} 25.2 \% \\ (1,293) \end{gathered}$ |
| Addams Elementary | 685 | $\begin{gathered} 58.5 \% \\ (401) \end{gathered}$ | $\begin{gathered} 42.8 \% \\ (293) \end{gathered}$ | 726 | $\begin{gathered} 56.2 \% \\ (408) \end{gathered}$ | $\begin{gathered} 31.7 \% \\ (230) \end{gathered}$ |
| Columbia Elementary | 487 | $\begin{gathered} 55.9 \% \\ (272) \end{gathered}$ | $\begin{aligned} & \hline 41.5 \% \\ & \text { (202) } \end{aligned}$ | 498 | $\begin{aligned} & \hline 49.2 \% \\ & (245) \end{aligned}$ | $\begin{gathered} \hline 27.3 \% \\ (136) \end{gathered}$ |
| Computech Middle | 707 | $\begin{aligned} & \hline 49.6 \% \\ & (351) \\ & \hline \end{aligned}$ | $\begin{gathered} 39.6 \% \\ (280) \\ \hline \end{gathered}$ | 17 | $\begin{gathered} \hline 52.9 \% \\ \text { (9) } \\ \hline \end{gathered}$ | $\begin{gathered} 29.4 \% \\ (5) \\ \hline \end{gathered}$ |
| Edison High | 813 | $\begin{aligned} & 41.0 \% \\ & (333) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 31.1 \% \\ & (253) \\ & \hline \end{aligned}$ | 927 | $\begin{aligned} & \hline 14.8 \% \\ & (137) \\ & \hline \end{aligned}$ | $\begin{gathered} 7.2 \% \\ (67) \\ \hline \end{gathered}$ |
| Gaston Middle | 712 | $\begin{gathered} \hline 37.4 \% \\ (266) \end{gathered}$ | $\begin{aligned} & 24.6 \% \\ & (175) \end{aligned}$ | 698 | $\begin{aligned} & \hline 29.5 \% \\ & (206) \end{aligned}$ | $\begin{gathered} 13.6 \% \\ (95) \end{gathered}$ |
| King Elementary | 549 | $\begin{aligned} & 55.9 \% \\ & (307) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 40.4 \% \\ & (222) \\ & \hline \end{aligned}$ | 572 | $\begin{aligned} & 50.7 \% \\ & (290) \\ & \hline \end{aligned}$ | $\begin{gathered} 24.0 \% \\ (137) \\ \hline \end{gathered}$ |
| Kirk Elementary | 316 | $\begin{gathered} \hline 69.3 \% \\ (219) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 52.5 \% \\ (166) \\ \hline \end{gathered}$ | 326 | $\begin{aligned} & \hline 66.0 \% \\ & (215) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 41.1 \% \\ (134) \\ \hline \end{gathered}$ |
| Lincoln Elementary | 482 | $\begin{gathered} \hline 49.6 \% \\ (239) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 34.0 \% \\ (164) \\ \hline \end{gathered}$ | 506 | $\begin{gathered} \hline 53.8 \% \\ (272) \\ \hline \end{gathered}$ | $\begin{gathered} 27.7 \% \\ (140) \\ \hline \end{gathered}$ |
| Manchester Gate | 649 | $\begin{gathered} 57.8 \% \\ (375) \\ \hline \end{gathered}$ | $\begin{aligned} & 47.5 \% \\ & (308) \\ & \hline \end{aligned}$ | 625 | $\begin{aligned} & 60.3 \% \\ & (377) \\ & \hline \end{aligned}$ | $\begin{gathered} 42.4 \% \\ (265) \\ \hline \end{gathered}$ |
| Sunset Elementary | 248 | $\begin{gathered} \hline 46.4 \% \\ (115) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 33.9 \% \\ (84) \\ \hline \end{gathered}$ | 241 | $\begin{gathered} \hline 56.4 \% \\ (136) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 34.9 \% \\ (84) \\ \hline \end{gathered}$ |

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.

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 3 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 |  |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth |
| Fresno Region | 6,229 | $\begin{gathered} \hline 54.0 \% \\ (3,361) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 39.6 \% \\ (2,468) \\ \hline \end{gathered}$ | 6,436 | $\begin{gathered} \hline 51.5 \% \\ (3,312) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 29.0 \% \\ (1,866) \\ \hline \end{gathered}$ |
| Cooper Middle | 518 | $\begin{gathered} 47.9 \% \\ (248) \end{gathered}$ | $\begin{gathered} 34.9 \% \\ (181) \end{gathered}$ | 506 | $\begin{gathered} 54.5 \% \\ (276) \end{gathered}$ | $\begin{gathered} 30.0 \% \\ (152) \end{gathered}$ |
| Del Mar Elementary | 453 | $\begin{aligned} & 66.4 \% \\ & (301) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 49.7 \% \\ (225) \\ \hline \end{gathered}$ | 461 | $\begin{gathered} 56.4 \% \\ (260) \end{gathered}$ | $\begin{aligned} & 28.9 \% \\ & (133) \end{aligned}$ |
| Fort Miller Middle | 621 | $\begin{gathered} 49.3 \% \\ (306) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 33.0 \% \\ & (205) \\ & \hline \end{aligned}$ | 646 | $\begin{gathered} \hline 52.5 \% \\ (339) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 29.4 \% \\ (190) \\ \hline \end{gathered}$ |
| Fremont Elementary | 392 | $\begin{gathered} 47.7 \% \\ (187) \\ \hline \end{gathered}$ | $\begin{gathered} 34.9 \% \\ (137) \\ \hline \end{gathered}$ | 398 | $\begin{gathered} 52.0 \% \\ (207) \\ \hline \end{gathered}$ | $\begin{aligned} & 31.2 \% \\ & (124) \\ & \hline \end{aligned}$ |
| Fresno High | 480 | $\begin{gathered} 34.2 \% \\ (164) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 25.0 \% \\ (120) \\ \hline \end{gathered}$ | 566 | $\begin{gathered} 11.5 \% \\ (65) \end{gathered}$ | $\begin{aligned} & 6.4 \% \\ & (36) \end{aligned}$ |
| Hamilton K-8 | 679 | $\begin{aligned} & \hline 61.7 \% \\ & (419) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 47.3 \% \\ & (321) \\ & \hline \end{aligned}$ | 677 | $\begin{aligned} & \hline 61.9 \% \\ & (419) \\ & \hline \end{aligned}$ | $\begin{aligned} & 39.3 \% \\ & (266) \\ & \hline \end{aligned}$ |
| Heaton Elementary | 480 | $\begin{gathered} \hline 50.4 \% \\ (242) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 36.0 \% \\ & (173) \\ & \hline \end{aligned}$ | 475 | $\begin{aligned} & \hline 45.3 \% \\ & (215) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 24.2 \% \\ (115) \\ \hline \end{gathered}$ |
| Homan Elementary | 524 | $\begin{gathered} \hline 56.9 \% \\ (298) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 39.3 \% \\ & (206) \\ & \hline \end{aligned}$ | 535 | $\begin{gathered} \hline 53.6 \% \\ (287) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 28.2 \% \\ (151) \\ \hline \end{gathered}$ |
| Muir Elementary | 410 | $\begin{aligned} & 58.5 \% \\ & (240) \end{aligned}$ | $\begin{gathered} 43.4 \% \\ (178) \end{gathered}$ | 434 | $\begin{aligned} & 56.5 \% \\ & (245) \end{aligned}$ | $\begin{aligned} & \hline 32.9 \% \\ & (143) \end{aligned}$ |
| Roeding Elementary | 540 | $\begin{aligned} & 51.9 \% \\ & (280) \end{aligned}$ | $\begin{aligned} & \hline 40.7 \% \\ & (220) \end{aligned}$ | 561 | $\begin{aligned} & \hline 57.6 \% \\ & (323) \end{aligned}$ | $\begin{gathered} \hline 31.2 \% \\ (175) \end{gathered}$ |
| Williams Elementary | 535 | $\begin{gathered} 59.4 \% \\ (318) \end{gathered}$ | $\begin{aligned} & \hline 44.3 \% \\ & (237) \\ & \hline \end{aligned}$ | 554 | $\begin{gathered} 56.9 \% \\ (315) \end{gathered}$ | $\begin{gathered} \hline 33.2 \% \\ (184) \end{gathered}$ |
| Wilson Elementary | 597 | $\begin{aligned} & \hline 60.0 \% \\ & (358) \\ & \hline \end{aligned}$ | $\begin{aligned} & 44.4 \% \\ & (265) \end{aligned}$ | 623 | $\begin{gathered} 57.9 \% \\ (361) \\ \hline \end{gathered}$ | $\begin{gathered} 31.6 \% \\ (197) \\ \hline \end{gathered}$ |

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 3 Typical and Stretch Growth <br> 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 |  |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth |
| Hoover Region | 6,609 | $\begin{gathered} \hline 53.4 \% \\ (3,531) \end{gathered}$ | $\begin{gathered} 39.7 \% \\ (2,622) \end{gathered}$ | 6,286 | $\begin{gathered} 52.8 \% \\ (3,322) \end{gathered}$ | $\begin{aligned} & \hline 30.1 \% \\ & (1,889) \end{aligned}$ |
| Ahwahnee Middle | 444 | $\begin{gathered} 32.4 \% \\ (144) \end{gathered}$ | $\begin{gathered} 23.2 \% \\ (103) \\ \hline \end{gathered}$ | 12 | $\begin{gathered} \hline 0.0 \% \\ \text { () } \end{gathered}$ | $\begin{gathered} \hline 0.0 \% \\ \text { () } \end{gathered}$ |
| Centennial Elementary | 598 | $\begin{gathered} \text { 56.2\% } \\ (336) \end{gathered}$ | $\begin{aligned} & \hline 43.3 \% \\ & (259) \end{aligned}$ | 611 | $\begin{aligned} & 57.8 \% \\ & (353) \end{aligned}$ | $\begin{gathered} \hline 31.9 \% \\ (195) \end{gathered}$ |
| Eaton Elementary | 385 | $\begin{aligned} & \hline 60.8 \% \\ & (234) \end{aligned}$ | $\begin{gathered} 47.0 \% \\ (181) \\ \hline \end{gathered}$ | 399 | $\begin{aligned} & \hline 70.7 \% \\ & (282) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 44.1 \% \\ & (176) \\ & \hline \end{aligned}$ |
| Holland Elementary | 392 | $\begin{aligned} & \hline 60.2 \% \\ & (236) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 43.9 \% \\ & (172) \\ & \hline \end{aligned}$ | 407 | $\begin{aligned} & 54.1 \% \\ & (220) \\ & \hline \end{aligned}$ | $\begin{gathered} 30.5 \% \\ (124) \\ \hline \end{gathered}$ |
| Hoover High | 625 | $\begin{gathered} 34.2 \% \\ (214) \end{gathered}$ | $\begin{aligned} & \hline 25.3 \% \\ & (158) \\ & \hline \end{aligned}$ | 566 | $\begin{aligned} & \hline 38.5 \% \\ & (218) \end{aligned}$ | $\begin{gathered} \hline 21.7 \% \\ (123) \end{gathered}$ |
| McCardle Elementary | 426 | $\begin{aligned} & \hline 61.0 \% \\ & (260) \\ & \hline \end{aligned}$ | $\begin{aligned} & 47.7 \% \\ & (203) \end{aligned}$ | 443 | $\begin{aligned} & 61.6 \% \\ & (273) \end{aligned}$ | $\begin{gathered} 36.8 \% \\ (163) \\ \hline \end{gathered}$ |
| Pyle Elementary | 651 | $\begin{gathered} 53.0 \% \\ (345) \end{gathered}$ | $\begin{aligned} & \hline 36.3 \% \\ & (236) \end{aligned}$ | 692 | $\begin{gathered} \hline 50.6 \% \\ (350) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 29.0 \% \\ & (201) \\ & \hline \end{aligned}$ |
| Robinson Elementary | 434 | $\begin{aligned} & \hline 61.3 \% \\ & (266) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 47.2 \% \\ & (205) \\ & \hline \end{aligned}$ | 433 | $\begin{gathered} \hline 54.5 \% \\ (236) \\ \hline \end{gathered}$ | $\begin{gathered} 28.2 \% \\ (122) \\ \hline \end{gathered}$ |
| Thomas Elementary | 679 | $\begin{aligned} & 53.8 \% \\ & (365) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 39.6 \% \\ & (269) \end{aligned}$ | 702 | $\begin{aligned} & 49.4 \% \\ & (347) \end{aligned}$ | $\begin{aligned} & \hline 26.9 \% \\ & (189) \\ & \hline \end{aligned}$ |
| Tioga Middle | 588 | $\begin{gathered} 53.4 \% \\ (314) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 41.3 \% \\ (243) \\ \hline \end{gathered}$ | 575 | $\begin{gathered} \hline 32.2 \% \\ (185) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 17.0 \% \\ (98) \\ \hline \end{gathered}$ |
| Viking Elementary | 612 | $\begin{aligned} & 61.8 \% \\ & (378) \end{aligned}$ | $\begin{gathered} 43.3 \% \\ (265) \end{gathered}$ | 642 | $\begin{aligned} & \hline 61.7 \% \\ & (396) \end{aligned}$ | $\begin{gathered} 35.4 \% \\ (227) \end{gathered}$ |
| Vinland Elementary | 436 | $\begin{aligned} & 53.7 \% \\ & (234) \end{aligned}$ | $\begin{gathered} 39.7 \% \\ (173) \end{gathered}$ | 450 | $\begin{gathered} 56.4 \% \\ (254) \end{gathered}$ | $\begin{gathered} \hline 34.0 \% \\ (153) \end{gathered}$ |
| Wolters Elementary | 339 | $\begin{aligned} & 60.5 \% \\ & (205) \end{aligned}$ | $\begin{gathered} 45.7 \% \\ (155) \\ \hline \end{gathered}$ | 354 | $\begin{aligned} & 58.8 \% \\ & (208) \end{aligned}$ | $\begin{aligned} & 33.3 \% \\ & (118) \end{aligned}$ |

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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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 3 Typical and Stretch Growth <br> 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 |  |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth |
| McLane Region | 7,474 | $\begin{gathered} \hline 55.0 \% \\ (4,114) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 40.5 \% \\ & (3,027) \\ & \hline \end{aligned}$ | 7,410 | $\begin{gathered} 53.5 \% \\ (3,965) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 29.7 \% \\ (2,201) \\ \hline \end{gathered}$ |
| Birney Elementary | 685 | $\begin{aligned} & 64.2 \% \\ & (440) \\ & \hline \end{aligned}$ | $\begin{gathered} 46.1 \% \\ (316) \\ \hline \end{gathered}$ | 695 | $\begin{aligned} & \hline 63.3 \% \\ & (440) \\ & \hline \end{aligned}$ | $\begin{gathered} 37.4 \% \\ (260) \\ \hline \end{gathered}$ |
| Ericson Elementary | 669 | $\begin{aligned} & \hline 61.7 \% \\ & (413) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 46.8 \% \\ (313) \\ \hline \end{gathered}$ | 687 | $\begin{gathered} 58.5 \% \\ (402) \end{gathered}$ | $\begin{gathered} 33.0 \% \\ (227) \end{gathered}$ |
| Ewing Elementary | 676 | $\begin{aligned} & \hline 57.1 \% \\ & (386) \end{aligned}$ | $\begin{gathered} \hline 44.5 \% \\ (301) \end{gathered}$ | 662 | $\begin{aligned} & \hline 56.2 \% \\ & (372) \end{aligned}$ | $\begin{aligned} & \hline 30.7 \% \\ & (203) \end{aligned}$ |
| Hidalgo Elementary | 511 | $\begin{aligned} & 51.3 \% \\ & (262) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 36.2 \% \\ & (185) \\ & \hline \end{aligned}$ | 487 | $\begin{aligned} & 47.4 \% \\ & (231) \\ & \hline \end{aligned}$ | $\begin{aligned} & 22.0 \% \\ & (107) \\ & \hline \end{aligned}$ |
| Leavenworth Elementary | 662 | $\begin{gathered} 57.7 \% \\ (382) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 41.2 \% \\ & (273) \\ & \hline \end{aligned}$ | 684 | $\begin{gathered} 60.1 \% \\ (411) \\ \hline \end{gathered}$ | $\begin{aligned} & 33.8 \% \\ & (231) \\ & \hline \end{aligned}$ |
| Mayfair Elementary | 540 | $\begin{aligned} & \hline 57.0 \% \\ & (308) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 41.5 \% \\ & (224) \\ & \hline \end{aligned}$ | 561 | $\begin{gathered} 54.7 \% \\ (307) \end{gathered}$ | $\begin{gathered} 32.1 \% \\ (180) \\ \hline \end{gathered}$ |
| McLane High | 465 | $\begin{gathered} 25.6 \% \\ (119) \end{gathered}$ | $\begin{gathered} \hline 18.9 \% \\ (88) \end{gathered}$ | 444 | $\begin{gathered} 13.1 \% \\ (58) \end{gathered}$ | $\begin{aligned} & \hline 7.2 \% \\ & (32) \end{aligned}$ |
| Norseman Elementary | 521 | $\begin{aligned} & \hline 60.3 \% \\ & (314) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 43.6 \% \\ (227) \\ \hline \end{gathered}$ | 530 | $\begin{gathered} \hline 60.2 \% \\ (319) \\ \hline \end{gathered}$ | $\begin{gathered} 33.8 \% \\ (179) \end{gathered}$ |
| Rowell Elementary | 477 | $\begin{gathered} 54.3 \% \\ (259) \\ \hline \end{gathered}$ | $\begin{aligned} & 38.2 \% \\ & (182) \\ & \hline \end{aligned}$ | 519 | $\begin{aligned} & 54.1 \% \\ & (281) \\ & \hline \end{aligned}$ | $\begin{aligned} & 29.5 \% \\ & (153) \\ & \hline \end{aligned}$ |
| Scandinavian Middle | 715 | $\begin{aligned} & \hline 51.9 \% \\ & (371) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 39.3 \% \\ (281) \\ \hline \end{gathered}$ | 545 | $\begin{aligned} & \hline 49.4 \% \\ & (269) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 23.5 \% \\ (128) \\ \hline \end{gathered}$ |
| Turner Elementary | 527 | $\begin{aligned} & \hline 52.8 \% \\ & (278) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 37.2 \% \\ & (196) \\ & \hline \end{aligned}$ | 558 | $\begin{aligned} & 50.0 \% \\ & (279) \\ & \hline \end{aligned}$ | $\begin{aligned} & 25.8 \% \\ & (144) \\ & \hline \end{aligned}$ |
| Wishon Elementary | 427 | $\begin{aligned} & \hline 61.4 \% \\ & (262) \end{aligned}$ | $\begin{gathered} \hline 50.1 \% \\ (214) \end{gathered}$ | 447 | $\begin{aligned} & \hline 64.2 \% \\ & (287) \end{aligned}$ | $\begin{gathered} \hline 39.1 \% \\ (175) \end{gathered}$ |
| Yosemite Middle | 599 | $\begin{gathered} 53.4 \% \\ (320) \end{gathered}$ | $\begin{gathered} 37.9 \% \\ (227) \end{gathered}$ | 591 | $\begin{gathered} 52.3 \% \\ (309) \end{gathered}$ | $\begin{gathered} 30.8 \% \\ (182) \end{gathered}$ |

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: 6/14/2022

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 3 Typical and Stretch Growth <br> 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 |  |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth |
| Roosevelt Region | 6,352 | $\begin{gathered} 53.9 \% \\ (3,421) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 39.7 \% \\ (2,519) \\ \hline \end{gathered}$ | 5,736 | $\begin{gathered} \hline 55.4 \% \\ (3,176) \\ \hline \end{gathered}$ | $\begin{gathered} 30.9 \% \\ (1,771) \\ \hline \end{gathered}$ |
| Anthony Elementary | 367 | $\begin{gathered} 67.6 \% \\ (248) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 48.0 \% \\ (176) \\ \hline \end{gathered}$ | 395 | $\begin{gathered} 67.6 \% \\ (267) \\ \hline \end{gathered}$ | $\begin{aligned} & 40.0 \% \\ & (158) \\ & \hline \end{aligned}$ |
| Balderas Elementary | 574 | $\begin{aligned} & \hline 47.0 \% \\ & (270) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 33.6 \% \\ (193) \\ \hline \end{gathered}$ | 593 | $\begin{gathered} 53.3 \% \\ (316) \\ \hline \end{gathered}$ | $\begin{aligned} & 29.2 \% \\ & (173) \\ & \hline \end{aligned}$ |
| Calwa Elementary | 517 | $\begin{aligned} & \hline 50.5 \% \\ & (261) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 37.9 \% \\ (196) \\ \hline \end{gathered}$ | 500 | $\begin{gathered} \hline 55.2 \% \\ (276) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 29.4 \% \\ (147) \\ \hline \end{gathered}$ |
| Jackson Elementary | 324 | $\begin{aligned} & \hline 64.2 \% \\ & (208) \\ & \hline \end{aligned}$ | $\begin{gathered} 47.5 \% \\ (154) \\ \hline \end{gathered}$ | 351 | $\begin{aligned} & \hline 60.7 \% \\ & (213) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 35.9 \% \\ (126) \\ \hline \end{gathered}$ |
| Jefferson Elementary | 392 | $\begin{aligned} & \hline 72.4 \% \\ & (284) \\ & \hline \end{aligned}$ | $\begin{aligned} & 56.4 \% \\ & (221) \\ & \hline \end{aligned}$ | 403 | $\begin{gathered} 66.0 \% \\ (266) \end{gathered}$ | $\begin{gathered} 42.7 \% \\ (172) \\ \hline \end{gathered}$ |
| Lane Elementary | 450 | $\begin{gathered} 55.1 \% \\ (248) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 40.7 \% \\ & (183) \end{aligned}$ | 437 | $\begin{aligned} & 54.7 \% \\ & (239) \\ & \hline \end{aligned}$ | $\begin{gathered} 30.2 \% \\ (132) \\ \hline \end{gathered}$ |
| Lowell Elementary | 325 | $\begin{gathered} \hline 56.0 \% \\ (182) \end{gathered}$ | $\begin{gathered} \hline 41.2 \% \\ (134) \end{gathered}$ | 326 | $\begin{gathered} \hline 54.3 \% \\ (177) \end{gathered}$ | $\begin{gathered} \hline 27.0 \% \\ (88) \\ \hline \end{gathered}$ |
| Roosevelt High | 27 | $\begin{gathered} 55.6 \% \\ (15) \end{gathered}$ | $\begin{gathered} 29.6 \% \\ (8) \\ \hline \end{gathered}$ | 95 | $\begin{gathered} 1.1 \% \\ (1) \\ \hline \end{gathered}$ | $\begin{gathered} 0.0 \% \\ 1 \\ \hline \end{gathered}$ |
| Sequoia Middle | 749 | $\begin{aligned} & 34.6 \% \\ & (259) \\ & \hline \end{aligned}$ | $\begin{gathered} 21.6 \% \\ (162) \\ \hline \end{gathered}$ | 43 | $\begin{gathered} 58.1 \% \\ (25) \\ \hline \end{gathered}$ | $\begin{gathered} 27.9 \% \\ (12) \\ \hline \end{gathered}$ |
| Tehipite Middle | 402 | $\begin{aligned} & \hline 41.5 \% \\ & (167) \end{aligned}$ | $30.3 \%$ $(122)$ | 354 | $\begin{gathered} 39.5 \% \\ (140) \end{gathered}$ | $\begin{gathered} 21.8 \% \\ (77) \\ \hline \end{gathered}$ |
| Vang Pao Elementary | 730 | $\begin{aligned} & 61.9 \% \\ & (452) \\ & \hline \end{aligned}$ | $\begin{gathered} 48.8 \% \\ (356) \\ \hline \end{gathered}$ | 747 | $\begin{aligned} & 60.4 \% \\ & (451) \\ & \hline \end{aligned}$ | $\begin{aligned} & 35.9 \% \\ & (268) \end{aligned}$ |
| Webster Elementary | 269 | $\begin{aligned} & \hline 61.0 \% \\ & (164) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 44.2 \% \\ (119) \\ \hline \end{gathered}$ | 292 | $\begin{gathered} \hline 55.1 \% \\ (161) \\ \hline \end{gathered}$ | $\begin{gathered} 28.4 \% \\ (83) \\ \hline \end{gathered}$ |
| Winchell Elementary | 580 | $\begin{aligned} & \hline 46.7 \% \\ & (271) \\ & \hline \end{aligned}$ | $\begin{gathered} 31.7 \% \\ (184) \\ \hline \end{gathered}$ | 559 | $\begin{aligned} & \hline 49.4 \% \\ & (276) \\ & \hline \end{aligned}$ | $\begin{gathered} 24.0 \% \\ (134) \\ \hline \end{gathered}$ |
| Yokomi Elementary | 646 | $\begin{aligned} & \hline 60.7 \% \\ & (392) \end{aligned}$ | $\begin{aligned} & 48.1 \% \\ & (311) \end{aligned}$ | 641 | $\begin{aligned} & 57.4 \% \\ & (368) \end{aligned}$ | $\begin{gathered} 31.4 \% \\ (201) \\ \hline \end{gathered}$ |

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: 6/14/2022

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 3 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 |  |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth |
| Specialty Region | 4,451 | $\begin{aligned} & 46.2 \% \\ & (2,058) \end{aligned}$ | $\begin{gathered} \hline 36.0 \% \\ (1,604) \end{gathered}$ | 4,655 | $\begin{gathered} \hline 42.5 \% \\ (1,978) \end{gathered}$ | $\begin{gathered} \hline 24.8 \% \\ (1,156) \end{gathered}$ |
| Baird Middle | 568 | $\begin{gathered} 57.4 \% \\ (326) \end{gathered}$ | $\begin{gathered} 44.5 \% \\ (253) \end{gathered}$ | 563 | $\begin{gathered} 52.0 \% \\ (293) \end{gathered}$ | $\begin{gathered} \hline 29.3 \% \\ (165) \end{gathered}$ |
| Bullard Talent K-8 | 730 | $\begin{aligned} & \hline 63.4 \% \\ & (463) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 51.0 \% \\ & (372) \\ & \hline \end{aligned}$ | 719 | $\begin{gathered} 59.8 \% \\ (430) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 38.4 \% \\ & (276) \\ & \hline \end{aligned}$ |
| Cambridge Continuation | 5 | -- | -- | 9 | -- | -- |
| Design Science Middle College High | 116 | $\begin{gathered} 0.0 \% \\ \text { () } \\ \hline \end{gathered}$ | $\begin{gathered} 0.0 \% \\ \text { () } \\ \hline \end{gathered}$ | 126 | () | () |
| DeWolf Continuation | 2 | -- | -- | 0 | -- | -- |
| Duncan Polytechnical High | 4 | -- | -- | 524 | $\begin{gathered} 43.9 \% \\ (230) \end{gathered}$ | $\begin{gathered} 24.4 \% \\ (128) \end{gathered}$ |
| eLearn Academy | 2,576 | $\begin{gathered} \hline 43.4 \% \\ (1,117) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 33.2 \% \\ (856) \\ \hline \end{gathered}$ | 2,287 | $\begin{gathered} \hline 37.8 \% \\ (865) \\ \hline \end{gathered}$ | $\begin{gathered} 21.6 \% \\ (493) \\ \hline \end{gathered}$ |
| Patino School of Entrepreneurship | 137 | $\begin{gathered} 27.7 \% \\ (38) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 18.2 \% \\ (25) \\ \hline \end{gathered}$ | 124 | $\begin{gathered} 28.2 \% \\ (35) \end{gathered}$ | $\begin{gathered} 15.3 \% \\ \text { (19) } \\ \hline \end{gathered}$ |
| Phoenix Elementary | 24 | $\begin{gathered} \hline 66.7 \% \\ (16) \\ \hline \end{gathered}$ | $\begin{gathered} 58.3 \% \\ (14) \\ \hline \end{gathered}$ | 38 | $\begin{gathered} 68.4 \% \\ (26) \\ \hline \end{gathered}$ | $\begin{gathered} 36.8 \% \\ (14) \\ \hline \end{gathered}$ |
| Phoenix Secondary | 24 | $\begin{gathered} 41.7 \% \\ (10) \\ \hline \end{gathered}$ | $\begin{gathered} 33.3 \% \\ \text { (8) } \\ \hline \end{gathered}$ | 46 | $\begin{gathered} \hline 50.0 \% \\ (23) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 28.3 \% \\ (13) \\ \hline \end{gathered}$ |
| Young Academy | 265 | $\begin{gathered} 32.5 \% \\ (86) \end{gathered}$ | $\begin{gathered} 27.9 \% \\ (74) \\ \hline \end{gathered}$ | 219 | $\begin{gathered} 34.7 \% \\ (76) \\ \hline \end{gathered}$ | $\begin{gathered} 21.9 \% \\ (48) \\ \hline \end{gathered}$ |

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 3 Typical and Stretch Growth <br> 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 |  |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth |
| Sunnyside Region | 6,862 | $\begin{gathered} \hline 55.9 \% \\ (3,838) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 42.0 \% \\ & (2,883) \\ & \hline \end{aligned}$ | 6,575 | $\begin{gathered} 53.1 \% \\ (3,492) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 31.0 \% \\ (2,036) \\ \hline \end{gathered}$ |
| Ayer Elementary | 623 | $\begin{gathered} 57.3 \% \\ (357) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 44.8 \% \\ (279) \\ \hline \end{gathered}$ | 629 | $\begin{aligned} & 52.6 \% \\ & (331) \end{aligned}$ | $\begin{gathered} \hline 30.2 \% \\ (190) \\ \hline \end{gathered}$ |
| Aynesworth Elementary | 533 | $\begin{aligned} & \hline 60.4 \% \\ & (322) \end{aligned}$ | $\begin{gathered} 43.7 \% \\ (233) \end{gathered}$ | 548 | $\begin{gathered} 52.9 \% \\ (290) \end{gathered}$ | $\begin{aligned} & \text { 27.7\% } \\ & (152) \end{aligned}$ |
| Bakman Elementary | 640 | $\begin{aligned} & 66.4 \% \\ & (425) \end{aligned}$ | $\begin{aligned} & \hline 50.8 \% \\ & (325) \end{aligned}$ | 671 | $\begin{aligned} & \hline 62.3 \% \\ & (418) \end{aligned}$ | $\begin{gathered} \hline 34.4 \% \\ (231) \end{gathered}$ |
| Burroughs Elementary | 651 | $\begin{gathered} 56.1 \% \\ (365) \end{gathered}$ | $\begin{gathered} \hline 42.5 \% \\ (277) \\ \hline \end{gathered}$ | 654 | $\begin{gathered} 58.1 \% \\ (380) \end{gathered}$ | $\begin{gathered} \hline 31.7 \% \\ (207) \end{gathered}$ |
| Easterby Elementary | 585 | $\begin{aligned} & 66.3 \% \\ & (388) \\ & \hline \end{aligned}$ | $\begin{gathered} 53.7 \% \\ (314) \\ \hline \end{gathered}$ | 597 | $\begin{aligned} & \hline 62.0 \% \\ & (370) \\ & \hline \end{aligned}$ | $\begin{aligned} & 41.4 \% \\ & (247) \\ & \hline \end{aligned}$ |
| Greenberg Elementary | 486 | $\begin{aligned} & 65.8 \% \\ & (320) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 49.2 \% \\ & (239) \\ & \hline \end{aligned}$ | 505 | $\begin{aligned} & 60.8 \% \\ & (307) \\ & \hline \end{aligned}$ | $\begin{gathered} 37.0 \% \\ (187) \\ \hline \end{gathered}$ |
| Kings Canyon Middle | 814 | $\begin{aligned} & \hline 46.4 \% \\ & (378) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 30.7 \% \\ & (250) \end{aligned}$ | 781 | $\begin{aligned} & \hline 44.3 \% \\ & (346) \\ & \hline \end{aligned}$ | $\begin{gathered} 23.2 \% \\ (181) \end{gathered}$ |
| Olmos Elementary | 575 | $\begin{aligned} & \hline 65.6 \% \\ & (377) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 47.8 \% \\ (275) \\ \hline \end{gathered}$ | 595 | $\begin{gathered} \hline 57.6 \% \\ (343) \end{gathered}$ | $\begin{gathered} \hline 30.8 \% \\ (183) \\ \hline \end{gathered}$ |
| Storey Elementary | 781 | $\begin{aligned} & \hline 65.9 \% \\ & (515) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 53.4 \% \\ & (417) \\ & \hline \end{aligned}$ | 799 | $\begin{aligned} & \hline 69.1 \% \\ & (552) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 47.8 \% \\ & (382) \\ & \hline \end{aligned}$ |
| Sunnyside High | 639 | $\begin{gathered} 27.2 \% \\ (174) \end{gathered}$ | $\begin{aligned} & \hline 19.6 \% \\ & (125) \\ & \hline \end{aligned}$ | 788 | $\begin{aligned} & \hline 19.3 \% \\ & (152) \\ & \hline \end{aligned}$ | $\begin{gathered} 9.4 \% \\ (74) \\ \hline \end{gathered}$ |
| Terronez Middle | 535 | $\begin{aligned} & \hline 40.6 \% \\ & (217) \\ & \hline \end{aligned}$ | $\begin{aligned} & 27.9 \% \\ & (149) \\ & \hline \end{aligned}$ | 8 | -- | -- |

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 3 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 |  |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth |
| Fresno Unified | 49,280 | $\begin{gathered} 57.6 \% \\ (28,386) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 43.7 \% \\ (21,529) \\ \hline \end{gathered}$ | 49,124 | $\begin{gathered} 52.2 \% \\ (25,620) \\ \hline \end{gathered}$ | $\begin{gathered} 29.4 \% \\ (14,440) \\ \hline \end{gathered}$ |
| Bullard Region | 5,764 | $\begin{gathered} \hline 59.4 \% \\ (3,423) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 46.1 \% \\ (2,658) \\ \hline \end{gathered}$ | 6,235 | $\begin{gathered} \hline 49.5 \% \\ (3,086) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 28.9 \% \\ (1,803) \\ \hline \end{gathered}$ |
| Bullard High | 389 | $\begin{gathered} \hline 32.9 \% \\ (128) \\ \hline \end{gathered}$ | $\begin{gathered} 21.1 \% \\ (82) \end{gathered}$ | 824 | $\begin{aligned} & \hline 1.5 \% \\ & (12) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 0.5 \% \\ (4) \\ \hline \end{gathered}$ |
| Figarden Elementary | 503 | $\begin{aligned} & 60.6 \% \\ & (305) \\ & \hline \end{aligned}$ | $\begin{aligned} & 49.5 \% \\ & (249) \\ & \hline \end{aligned}$ | 516 | $\begin{aligned} & 51.9 \% \\ & (268) \\ & \hline \end{aligned}$ | $\begin{gathered} 32.2 \% \\ (166) \\ \hline \end{gathered}$ |
| Forkner Elementary | 426 | $\begin{gathered} \hline 59.9 \% \\ (255) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 47.2 \% \\ & (201) \\ & \hline \end{aligned}$ | 434 | $\begin{gathered} 59.9 \% \\ (260) \end{gathered}$ | $\begin{gathered} \hline 35.7 \% \\ (155) \\ \hline \end{gathered}$ |
| Gibson Elementary | 405 | $\begin{gathered} 59.8 \% \\ (242) \end{gathered}$ | $\begin{gathered} \hline 46.9 \% \\ (190) \end{gathered}$ | 407 | $\begin{gathered} 54.8 \% \\ (223) \end{gathered}$ | $\begin{gathered} \hline 29.5 \% \\ (120) \end{gathered}$ |
| Kratt Elementary | 498 | $\begin{gathered} \hline 63.1 \% \\ (314) \end{gathered}$ | $\begin{gathered} \hline 48.8 \% \\ (243) \end{gathered}$ | 519 | $\begin{gathered} 58.0 \% \\ (301) \end{gathered}$ | $\begin{gathered} \hline 34.9 \% \\ (181) \end{gathered}$ |
| Lawless Elementary | 553 | $\begin{aligned} & 74.9 \% \\ & (414) \end{aligned}$ | $\begin{aligned} & 62.4 \% \\ & (345) \end{aligned}$ | 568 | $\begin{aligned} & 65.0 \% \\ & (369) \\ & \hline \end{aligned}$ | $\begin{gathered} 42.3 \% \\ (240) \\ \hline \end{gathered}$ |
| Malloch Elementary | 395 | $\begin{aligned} & \hline 60.0 \% \\ & (237) \end{aligned}$ | $\begin{gathered} \hline 47.6 \% \\ (188) \end{gathered}$ | 399 | $\begin{gathered} \hline 54.4 \% \\ (217) \end{gathered}$ | $\begin{gathered} \hline 31.8 \% \\ (127) \end{gathered}$ |
| Powers Elementary | 384 | $\begin{aligned} & \hline 68.5 \% \\ & (263) \end{aligned}$ | $\begin{aligned} & \hline 51.3 \% \\ & (197) \\ & \hline \end{aligned}$ | 384 | $\begin{aligned} & \text { 64.1\% } \\ & (246) \end{aligned}$ | $\begin{gathered} 36.2 \% \\ (139) \end{gathered}$ |
| Slater Elementary | 610 | $\begin{aligned} & \hline 62.8 \% \\ & (383) \end{aligned}$ | $\begin{gathered} \hline 49.0 \% \\ (299) \end{gathered}$ | 617 | $\begin{gathered} \hline 53.0 \% \\ (327) \end{gathered}$ | $\begin{gathered} \hline 30.1 \% \\ (186) \end{gathered}$ |
| Starr Elementary | 329 | $\begin{gathered} \hline 59.6 \% \\ (196) \\ \hline \end{gathered}$ | $\begin{gathered} 47.4 \% \\ (156) \\ \hline \end{gathered}$ | 336 | $\begin{gathered} \hline 55.7 \% \\ (187) \\ \hline \end{gathered}$ | $\begin{gathered} 33.0 \% \\ (111) \end{gathered}$ |
| Tenaya Middle | 738 | $\begin{gathered} \text { 56.0\% } \\ (413) \end{gathered}$ | $\begin{gathered} 41.5 \% \\ (306) \end{gathered}$ | 722 | $\begin{gathered} \hline 52.9 \% \\ (382) \end{gathered}$ | $\begin{gathered} 28.7 \% \\ (207) \end{gathered}$ |
| Wawona K-8 | 534 | $\begin{aligned} & 51.1 \% \\ & (273) \end{aligned}$ | $\begin{aligned} & \hline 37.8 \% \\ & (202) \end{aligned}$ | 509 | $\begin{gathered} 57.8 \% \\ (294) \end{gathered}$ | $\begin{gathered} 32.8 \% \\ (167) \end{gathered}$ |

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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*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 3 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 |  |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth |
| Edison Region | 5,454 | $\begin{gathered} 55.3 \% \\ (3,017) \end{gathered}$ | $\begin{gathered} 41.6 \% \\ (2,269) \\ \hline \end{gathered}$ | 5,296 | $\begin{aligned} & \hline 50.7 \% \\ & (2,686) \end{aligned}$ | $\begin{aligned} & \hline 28.5 \% \\ & (1,508) \\ & \hline \end{aligned}$ |
| Addams Elementary | 670 | $\begin{aligned} & \hline 62.1 \% \\ & (416) \end{aligned}$ | $\begin{gathered} \hline 47.2 \% \\ (316) \end{gathered}$ | 722 | $\begin{gathered} \hline \hline 56.8 \% \\ (410) \end{gathered}$ | $\begin{gathered} \hline 30.2 \% \\ (218) \end{gathered}$ |
| Columbia Elementary | 481 | $\begin{gathered} 58.0 \% \\ (279) \end{gathered}$ | $\begin{gathered} \hline 45.7 \% \\ (220) \end{gathered}$ | 500 | $\begin{gathered} \text { 55.8\% } \\ (279) \end{gathered}$ | $\begin{aligned} & \hline 31.0 \% \\ & (155) \end{aligned}$ |
| Computech Middle | 525 | $\begin{gathered} \hline 52.8 \% \\ (277) \end{gathered}$ | $\begin{gathered} \hline 41.9 \% \\ (220) \end{gathered}$ | 235 | $\begin{gathered} \hline 49.8 \% \\ (117) \end{gathered}$ | $\begin{gathered} \hline 29.8 \% \\ (70) \end{gathered}$ |
| Edison High | 742 | $\begin{gathered} 38.1 \% \\ (283) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 27.2 \% \\ & (202) \\ & \hline \end{aligned}$ | 747 | $\begin{aligned} & \hline 21.0 \% \\ & (157) \\ & \hline \end{aligned}$ | $\begin{gathered} 9.5 \% \\ (71) \\ \hline \end{gathered}$ |
| Gaston Middle | 706 | $\begin{aligned} & \hline 47.3 \% \\ & (334) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 31.3 \% \\ & (221) \\ & \hline \end{aligned}$ | 718 | $\begin{aligned} & 33.4 \% \\ & (240) \\ & \hline \end{aligned}$ | $\begin{gathered} 14.1 \% \\ (101) \end{gathered}$ |
| King Elementary | 543 | $\begin{aligned} & 63.0 \% \\ & (342) \\ & \hline \end{aligned}$ | $\begin{aligned} & 46.6 \% \\ & (253) \\ & \hline \end{aligned}$ | 571 | $\begin{aligned} & \hline 52.9 \% \\ & (302) \\ & \hline \end{aligned}$ | $\begin{gathered} 26.8 \% \\ (153) \end{gathered}$ |
| Kirk Elementary | 316 | $\begin{gathered} \hline 63.9 \% \\ (202) \end{gathered}$ | $\begin{gathered} \hline 52.2 \% \\ (165) \end{gathered}$ | 326 | $\begin{aligned} & \hline 67.2 \% \\ & (219) \end{aligned}$ | $\begin{gathered} \hline 43.3 \% \\ (141) \end{gathered}$ |
| Lincoln Elementary | 477 | $\begin{aligned} & \hline 65.4 \% \\ & (312) \\ & \hline \end{aligned}$ | $\begin{aligned} & 47.2 \% \\ & (225) \\ & \hline \end{aligned}$ | 499 | $\begin{aligned} & \hline 65.9 \% \\ & (329) \\ & \hline \end{aligned}$ | $\begin{gathered} 37.5 \% \\ (187) \\ \hline \end{gathered}$ |
| Manchester Gate | 650 | $\begin{gathered} 58.2 \% \\ (378) \\ \hline \end{gathered}$ | $\begin{aligned} & 45.7 \% \\ & (297) \\ & \hline \end{aligned}$ | 621 | $\begin{aligned} & 67.8 \% \\ & (421) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 45.1 \% \\ & (280) \\ & \hline \end{aligned}$ |
| Sunset Elementary | 344 | $\begin{aligned} & 56.4 \% \\ & (194) \end{aligned}$ | $\begin{gathered} 43.6 \% \\ (150) \end{gathered}$ | 357 | $\begin{gathered} 59.4 \% \\ (212) \end{gathered}$ | $\begin{gathered} 37.0 \% \\ (132) \\ \hline \end{gathered}$ |

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 3 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 |  |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth |
| Fresno Region | 6,219 | $\begin{gathered} \hline 57.7 \% \\ (3,590) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 44.0 \% \\ (2,734) \\ \hline \end{gathered}$ | 6,369 | $\begin{gathered} 51.9 \% \\ (3,304) \end{gathered}$ | $\begin{gathered} 28.8 \% \\ (1,832) \end{gathered}$ |
| Cooper Middle | 523 | $\begin{gathered} \hline \hline 48.8 \% \\ (255) \end{gathered}$ | $\begin{gathered} \hline 32.5 \% \\ (170) \end{gathered}$ | 500 | $\begin{gathered} \hline 45.6 \% \\ (228) \end{gathered}$ | $\begin{gathered} \hline 21.4 \% \\ (107) \end{gathered}$ |
| Del Mar Elementary | 452 | $\begin{aligned} & \hline 66.6 \% \\ & (301) \end{aligned}$ | $\begin{gathered} 54.9 \% \\ (248) \end{gathered}$ | 464 | $\begin{aligned} & 55.0 \% \\ & (255) \end{aligned}$ | $\begin{gathered} 30.0 \% \\ (139) \end{gathered}$ |
| Fort Miller Middle | 625 | $\begin{gathered} \hline 44.6 \% \\ (279) \end{gathered}$ | $\begin{gathered} \hline 29.9 \% \\ (187) \end{gathered}$ | 619 | $\begin{gathered} \hline 50.1 \% \\ (310) \end{gathered}$ | $\begin{gathered} \hline 25.5 \% \\ (158) \end{gathered}$ |
| Fremont Elementary | 387 | $\begin{gathered} \hline 65.6 \% \\ (254) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 50.9 \% \\ (197) \\ \hline \end{gathered}$ | 393 | $\begin{aligned} & 56.2 \% \\ & (221) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 32.3 \% \\ (127) \\ \hline \end{gathered}$ |
| Fresno High | 501 | $\begin{gathered} \hline 36.1 \% \\ (181) \end{gathered}$ | $\begin{gathered} 25.9 \% \\ (130) \end{gathered}$ | 552 | $\begin{gathered} \hline 30.6 \% \\ (169) \end{gathered}$ | $\begin{gathered} 15.6 \% \\ (86) \end{gathered}$ |
| Hamilton K-8 | 670 | $\begin{gathered} 64.6 \% \\ (433) \end{gathered}$ | $\begin{aligned} & 50.0 \% \\ & (335) \end{aligned}$ | 679 | $\begin{gathered} 58.2 \% \\ (395) \end{gathered}$ | $\begin{gathered} 34.3 \% \\ (233) \end{gathered}$ |
| Heaton Elementary | 472 | $\begin{gathered} \hline 58.9 \% \\ (278) \end{gathered}$ | $\begin{gathered} 42.6 \% \\ (201) \end{gathered}$ | 469 | $\begin{gathered} \hline 45.2 \% \\ (212) \end{gathered}$ | $\begin{gathered} \hline 24.5 \% \\ (115) \end{gathered}$ |
| Homan Elementary | 524 | $\begin{aligned} & \hline 65.3 \% \\ & (342) \\ & \hline \end{aligned}$ | $\begin{aligned} & 52.1 \% \\ & (273) \\ & \hline \end{aligned}$ | 534 | $\begin{gathered} 58.2 \% \\ (311) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 30.3 \% \\ (162) \\ \hline \end{gathered}$ |
| Muir Elementary | 410 | $\begin{aligned} & \hline 61.5 \% \\ & (252) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 49.5 \% \\ & (203) \\ & \hline \end{aligned}$ | 433 | $\begin{gathered} 54.7 \% \\ (237) \end{gathered}$ | $\begin{gathered} \hline 31.6 \% \\ (137) \end{gathered}$ |
| Roeding Elementary | 562 | $\begin{aligned} & 58.2 \% \\ & (327) \end{aligned}$ | $\begin{aligned} & \hline 45.0 \% \\ & (253) \end{aligned}$ | 561 | $\begin{gathered} 55.6 \% \\ (312) \end{gathered}$ | $\begin{aligned} & 32.6 \% \\ & (183) \end{aligned}$ |
| Williams Elementary | 500 | $\begin{gathered} \hline 63.8 \% \\ (319) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 50.6 \% \\ (253) \\ \hline \end{gathered}$ | 543 | $\begin{gathered} \hline 57.1 \% \\ (310) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 33.1 \% \\ (180) \\ \hline \end{gathered}$ |
| Wilson Elementary | 593 | $\begin{aligned} & 62.2 \% \\ & (369) \\ & \hline \end{aligned}$ | $\begin{gathered} 47.9 \% \\ (284) \\ \hline \end{gathered}$ | 622 | $\begin{aligned} & 55.3 \% \\ & (344) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 33.0 \% \\ & (205) \\ & \hline \end{aligned}$ |

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: 6/14/2022

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 3 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 |  |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth |
| Hoover Region | 6,534 | $\begin{gathered} 59.1 \% \\ (3,864) \end{gathered}$ | $\begin{gathered} 45.1 \% \\ (2,948) \end{gathered}$ | 6,392 | $\begin{gathered} 54.2 \% \\ (3,466) \end{gathered}$ | $\begin{gathered} \hline 29.6 \% \\ (1,893) \end{gathered}$ |
| Ahwahnee Middle | 381 | $\begin{gathered} \hline 43.6 \% \\ (166) \end{gathered}$ | $\begin{gathered} \hline 33.3 \% \\ (127) \end{gathered}$ | 2 | -- | -- |
| Centennial Elementary | 647 | $\begin{aligned} & 64.0 \% \\ & (414) \end{aligned}$ | $\begin{gathered} 48.8 \% \\ (316) \end{gathered}$ | 679 | $\begin{gathered} 53.9 \% \\ (366) \end{gathered}$ | $\begin{gathered} \hline 26.7 \% \\ (181) \end{gathered}$ |
| Eaton Elementary | 382 | $\begin{gathered} \hline 56.0 \% \\ (214) \end{gathered}$ | $\begin{aligned} & \hline 40.1 \% \\ & (153) \end{aligned}$ | 399 | $\begin{gathered} \hline 65.2 \% \\ (260) \end{gathered}$ | $\begin{gathered} \hline 35.3 \% \\ (141) \end{gathered}$ |
| Holland Elementary | 387 | $\begin{gathered} \hline 64.1 \% \\ (248) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 46.3 \% \\ & (179) \\ & \hline \end{aligned}$ | 411 | $\begin{aligned} & \hline 53.5 \% \\ & (220) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 26.8 \% \\ (110) \\ \hline \end{gathered}$ |
| Hoover High | 643 | $\begin{gathered} \hline 42.0 \% \\ (270) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 29.2 \% \\ (188) \\ \hline \end{gathered}$ | 589 | $\begin{aligned} & \hline 37.7 \% \\ & (222) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 17.3 \% \\ & (102) \\ & \hline \end{aligned}$ |
| McCardle Elementary | 430 | $\begin{aligned} & 68.4 \% \\ & (294) \end{aligned}$ | $\begin{gathered} 56.0 \% \\ (241) \end{gathered}$ | 444 | $\begin{gathered} 65.1 \% \\ (289) \end{gathered}$ | $\begin{aligned} & 41.0 \% \\ & (182) \end{aligned}$ |
| Pyle Elementary | 628 | $\begin{gathered} 51.1 \% \\ (321) \end{gathered}$ | $\begin{gathered} 38.5 \% \\ (242) \end{gathered}$ | 685 | $\begin{gathered} \hline 51.1 \% \\ (350) \end{gathered}$ | $\begin{gathered} \hline 26.7 \% \\ (183) \end{gathered}$ |
| Robinson Elementary | 436 | $\begin{aligned} & \hline 69.7 \% \\ & (304) \end{aligned}$ | $\begin{gathered} 56.9 \% \\ (248) \end{gathered}$ | 433 | $\begin{gathered} \hline 63.3 \% \\ (274) \end{gathered}$ | $\begin{gathered} \hline 39.0 \% \\ (169) \end{gathered}$ |
| Thomas Elementary | 672 | $\begin{aligned} & \hline 60.0 \% \\ & (403) \\ & \hline \end{aligned}$ | $\begin{gathered} 46.4 \% \\ (312) \\ \hline \end{gathered}$ | 700 | $\begin{aligned} & 52.6 \% \\ & (368) \\ & \hline \end{aligned}$ | $\begin{gathered} 28.9 \% \\ (202) \\ \hline \end{gathered}$ |
| Tioga Middle | 553 | $\begin{gathered} 59.5 \% \\ (329) \end{gathered}$ | $\begin{gathered} 45.6 \% \\ (252) \end{gathered}$ | 605 | $\begin{gathered} 46.0 \% \\ (278) \end{gathered}$ | $\begin{gathered} \text { 25.3\% } \\ (153) \end{gathered}$ |
| Viking Elementary | 618 | $\begin{aligned} & 67.2 \% \\ & (415) \end{aligned}$ | $\begin{aligned} & 52.4 \% \\ & (324) \end{aligned}$ | 643 | $\begin{gathered} \hline 57.1 \% \\ (367) \end{gathered}$ | $\begin{gathered} \hline 30.9 \% \\ (199) \end{gathered}$ |
| Vinland Elementary | 430 | $\begin{gathered} 63.3 \% \\ (272) \end{gathered}$ | $\begin{aligned} & \hline 45.1 \% \\ & (194) \end{aligned}$ | 449 | $\begin{gathered} 59.2 \% \\ (266) \end{gathered}$ | $\begin{gathered} \hline 33.6 \% \\ (151) \end{gathered}$ |
| Wolters Elementary | 327 | $\begin{gathered} \hline 65.4 \% \\ (214) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 52.6 \% \\ (172) \\ \hline \end{gathered}$ | 353 | $\begin{gathered} 58.4 \% \\ (206) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 34.0 \% \\ (120) \\ \hline \end{gathered}$ |

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: 6/14/2022

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 3 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 |  |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth |
| McLane Region | 7,726 | $\begin{gathered} 60.6 \% \\ (4,681) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 46.8 \% \\ (3,612) \\ \hline \end{gathered}$ | 7,786 | $\begin{gathered} \hline 55.7 \% \\ (4,339) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 31.7 \% \\ (2,466) \\ \hline \end{gathered}$ |
| Birney Elementary | 683 | $\begin{gathered} \hline 69.1 \% \\ (472) \end{gathered}$ | $\begin{gathered} \hline 57.5 \% \\ (393) \end{gathered}$ | 691 | $\begin{gathered} \hline 69.5 \% \\ (480) \end{gathered}$ | $\begin{gathered} \hline 40.8 \% \\ (282) \end{gathered}$ |
| Ericson Elementary | 667 | $\begin{aligned} & \text { 65.7\% } \\ & (438) \end{aligned}$ | $\begin{gathered} 51.0 \% \\ (340) \end{gathered}$ | 686 | $\begin{gathered} 65.0 \% \\ (446) \end{gathered}$ | $\begin{aligned} & \text { 42.0\% } \\ & (288) \end{aligned}$ |
| Ewing Elementary | 744 | $\begin{gathered} \hline 63.4 \% \\ (472) \end{gathered}$ | $\begin{gathered} 50.9 \% \\ (379) \end{gathered}$ | 743 | $\begin{gathered} \hline 60.7 \% \\ (451) \end{gathered}$ | $\begin{gathered} \hline 38.4 \% \\ (285) \end{gathered}$ |
| Hidalgo Elementary | 483 | $\begin{gathered} \hline 57.3 \% \\ (277) \end{gathered}$ | $\begin{gathered} \hline 42.4 \% \\ (205) \end{gathered}$ | 526 | $\begin{gathered} \hline 51.9 \% \\ (273) \end{gathered}$ | $\begin{gathered} \hline 28.9 \% \\ (152) \end{gathered}$ |
| Leavenworth Elementary | 736 | $\begin{aligned} & \hline 61.3 \% \\ & (451) \end{aligned}$ | $\begin{gathered} \hline 47.8 \% \\ (352) \end{gathered}$ | 763 | $\begin{aligned} & 64.2 \% \\ & (490) \end{aligned}$ | $\begin{gathered} \hline 37.4 \% \\ (285) \end{gathered}$ |
| Mayfair Elementary | 540 | $\begin{aligned} & \hline 65.2 \% \\ & (352) \end{aligned}$ | $\begin{gathered} \hline 51.1 \% \\ (276) \end{gathered}$ | 562 | $\begin{gathered} 55.3 \% \\ (311) \end{gathered}$ | $\begin{gathered} \hline 30.8 \% \\ (173) \end{gathered}$ |
| McLane High | 556 | $\begin{gathered} \hline 32.7 \% \\ (182) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 22.7 \% \\ (126) \end{gathered}$ | 514 | $\begin{gathered} \hline 2.1 \% \\ (11) \\ \hline \end{gathered}$ | $\begin{gathered} 1.0 \% \\ (5) \\ \hline \end{gathered}$ |
| Norseman Elementary | 523 | $\begin{aligned} & \hline 64.1 \% \\ & (335) \end{aligned}$ | $\begin{gathered} 50.5 \% \\ (264) \end{gathered}$ | 525 | $\begin{aligned} & \hline 62.3 \% \\ & (327) \end{aligned}$ | $\begin{gathered} \hline 36.4 \% \\ (191) \end{gathered}$ |
| Rowell Elementary | 553 | $\begin{aligned} & \hline 63.5 \% \\ & (351) \end{aligned}$ | $\begin{gathered} \hline 48.6 \% \\ (269) \end{gathered}$ | 588 | $\begin{aligned} & \hline 60.9 \% \\ & (358) \end{aligned}$ | $\begin{gathered} 34.4 \% \\ (202) \end{gathered}$ |
| Scandinavian Middle | 710 | $\begin{gathered} 53.8 \% \\ (382) \end{gathered}$ | $\begin{gathered} 37.6 \% \\ (267) \end{gathered}$ | 608 | $\begin{aligned} & 46.5 \% \\ & (283) \end{aligned}$ | $\begin{aligned} & \hline 19.6 \% \\ & (119) \end{aligned}$ |
| Turner Elementary | 540 | $\begin{aligned} & 65.6 \% \\ & (354) \end{aligned}$ | $\begin{aligned} & 50.4 \% \\ & (272) \end{aligned}$ | 559 | $\begin{aligned} & \hline 61.2 \% \\ & (342) \end{aligned}$ | $\begin{gathered} 33.6 \% \\ (188) \end{gathered}$ |
| Wishon Elementary | 425 | $\begin{aligned} & \hline 65.6 \% \\ & (279) \end{aligned}$ | $\begin{gathered} 49.2 \% \\ (209) \end{gathered}$ | 445 | $\begin{gathered} 59.8 \% \\ (266) \end{gathered}$ | $\begin{gathered} \hline 32.4 \% \\ (144) \end{gathered}$ |
| Yosemite Middle | 566 | $\begin{gathered} 59.4 \% \\ (336) \end{gathered}$ | $\begin{aligned} & \hline 45.9 \% \\ & (260) \\ & \hline \end{aligned}$ | 576 | $\begin{aligned} & \hline 52.3 \% \\ & (301) \\ & \hline \end{aligned}$ | $\begin{aligned} & 26.4 \% \\ & (152) \end{aligned}$ |

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.

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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 3 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 |  |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth |
| Roosevelt Region | 6,433 | $\begin{gathered} \hline 59.1 \% \\ (3,805) \end{gathered}$ | $\begin{gathered} 43.8 \% \\ (2,820) \end{gathered}$ | 5,922 | $\begin{gathered} \hline 55.9 \% \\ (3,311) \end{gathered}$ | $\begin{gathered} \hline 31.7 \% \\ (1,880) \end{gathered}$ |
| Anthony Elementary | 362 | $\begin{aligned} & \hline 70.2 \% \\ & (254) \end{aligned}$ | $\begin{gathered} \hline 52.8 \% \\ (191) \end{gathered}$ | 386 | $\begin{aligned} & \hline 65.8 \% \\ & (254) \end{aligned}$ | $\begin{gathered} \hline 44.8 \% \\ (173) \end{gathered}$ |
| Balderas Elementary | 573 | $\begin{gathered} 54.8 \% \\ (314) \end{gathered}$ | $\begin{gathered} 38.9 \% \\ (223) \end{gathered}$ | 591 | $\begin{gathered} 46.5 \% \\ (275) \end{gathered}$ | $\begin{gathered} \text { 23.5\% } \\ (139) \end{gathered}$ |
| Calwa Elementary | 540 | $\begin{gathered} \hline 57.2 \% \\ (309) \end{gathered}$ | $\begin{gathered} \hline 42.0 \% \\ (227) \end{gathered}$ | 546 | $\begin{gathered} 54.4 \% \\ (297) \end{gathered}$ | $\begin{gathered} \hline 30.6 \% \\ (167) \end{gathered}$ |
| Jackson Elementary | 340 | $\begin{gathered} \hline 62.9 \% \\ (214) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 49.7 \% \\ (169) \\ \hline \end{gathered}$ | 351 | $\begin{aligned} & \hline 61.8 \% \\ & (217) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 35.3 \% \\ (124) \\ \hline \end{gathered}$ |
| Jefferson Elementary | 390 | $\begin{aligned} & \hline 78.2 \% \\ & (305) \\ & \hline \end{aligned}$ | $\begin{aligned} & 66.2 \% \\ & (258) \end{aligned}$ | 406 | $\begin{aligned} & 70.9 \% \\ & (288) \end{aligned}$ | $\begin{gathered} 48.5 \% \\ (197) \\ \hline \end{gathered}$ |
| Lane Elementary | 498 | $\begin{aligned} & \hline 60.2 \% \\ & (300) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 45.6 \% \\ & (227) \\ & \hline \end{aligned}$ | 505 | $\begin{gathered} 56.2 \% \\ (284) \end{gathered}$ | $\begin{gathered} \hline 27.5 \% \\ (139) \end{gathered}$ |
| Lowell Elementary | 323 | $\begin{aligned} & 62.2 \% \\ & (201) \end{aligned}$ | $\begin{gathered} \hline 42.7 \% \\ (138) \end{gathered}$ | 326 | $\begin{gathered} \hline 58.9 \% \\ (192) \end{gathered}$ | $\begin{gathered} \hline 31.0 \% \\ (101) \end{gathered}$ |
| Roosevelt High | 28 | $\begin{gathered} 21.4 \% \\ (6) \\ \hline \end{gathered}$ | $\begin{gathered} 14.3 \% \\ (4) \\ \hline \end{gathered}$ | 122 | $\begin{gathered} 0.0 \% \\ 1 \\ \hline \end{gathered}$ | $\begin{gathered} 0.0 \% \\ 1 \\ \hline \end{gathered}$ |
| Sequoia Middle | 752 | $\begin{aligned} & 44.5 \% \\ & (335) \end{aligned}$ | $\begin{gathered} 30.6 \% \\ (230) \\ \hline \end{gathered}$ | 34 | $\begin{gathered} 44.1 \% \\ (15) \\ \hline \end{gathered}$ | $\begin{gathered} 20.6 \% \\ (7) \\ \hline \end{gathered}$ |
| Tehipite Middle | 394 | $\begin{gathered} \hline 42.1 \% \\ (166) \end{gathered}$ | $\begin{gathered} \hline 31.0 \% \\ (122) \end{gathered}$ | 349 | $\begin{gathered} 35.0 \% \\ (122) \end{gathered}$ | $\begin{gathered} 18.1 \% \\ (63) \end{gathered}$ |
| Vang Pao Elementary | 723 | $\begin{aligned} & \hline 72.9 \% \\ & (527) \end{aligned}$ | $\begin{aligned} & 54.4 \% \\ & (393) \end{aligned}$ | 742 | $\begin{aligned} & \hline 71.3 \% \\ & (529) \end{aligned}$ | $\begin{aligned} & \hline 45.7 \% \\ & (339) \end{aligned}$ |
| Webster Elementary | 266 | $\begin{gathered} 59.4 \% \\ (158) \end{gathered}$ | $\begin{aligned} & \hline 44.4 \% \\ & (118) \end{aligned}$ | 291 | $\begin{gathered} \hline 50.2 \% \\ (146) \end{gathered}$ | $\begin{gathered} 25.4 \% \\ (74) \\ \hline \end{gathered}$ |
| Winchell Elementary | 600 | $\begin{gathered} \hline 51.5 \% \\ (309) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 35.2 \% \\ (211) \\ \hline \end{gathered}$ | 633 | $\begin{aligned} & 51.3 \% \\ & (325) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 24.8 \% \\ (157) \\ \hline \end{gathered}$ |
| Yokomi Elementary | 644 | $\begin{gathered} \hline 63.2 \% \\ (407) \\ \hline \end{gathered}$ | $\begin{aligned} & 48.0 \% \\ & (309) \end{aligned}$ | 640 | $\begin{gathered} \hline 57.3 \% \\ (367) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 31.3 \% \\ & (200) \\ & \hline \end{aligned}$ |

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: 6/14/2022

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 3 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 |  |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth |
| Specialty Region | 4,444 | $\begin{gathered} 46.1 \% \\ (2,048) \end{gathered}$ | $\begin{gathered} \hline 34.0 \% \\ (1,511) \end{gathered}$ | 4,650 | $\begin{gathered} 39.7 \% \\ (1,844) \end{gathered}$ | $\begin{gathered} 21.5 \% \\ (1,001) \end{gathered}$ |
| Baird Middle | 566 | $\begin{gathered} \hline 60.1 \% \\ (340) \end{gathered}$ | $\begin{gathered} \hline \hline 41.9 \% \\ (237) \end{gathered}$ | 563 | $\begin{gathered} \hline 55.1 \% \\ (310) \end{gathered}$ | $\begin{gathered} \hline 28.1 \% \\ (158) \end{gathered}$ |
| Bullard Talent K-8 | 729 | $\begin{gathered} \hline 64.3 \% \\ (469) \end{gathered}$ | $\begin{gathered} \hline 49.5 \% \\ (361) \end{gathered}$ | 717 | $\begin{aligned} & 60.4 \% \\ & (433) \end{aligned}$ | $\begin{gathered} 36.1 \% \\ (259) \end{gathered}$ |
| Cambridge Continuation | 3 | -- | -- | 11 | $\begin{gathered} 9.1 \% \\ (1) \end{gathered}$ | $\begin{gathered} 9.1 \% \\ (1) \\ \hline \end{gathered}$ |
| Design Science Middle College High | 118 | $\begin{gathered} 0.0 \% \\ 1 \\ \hline \end{gathered}$ | $\begin{gathered} 0.0 \% \\ \hline \end{gathered}$ | 127 | () | () |
| DeWolf Continuation | 2 | -- | -- | 0 | -- | -- |
| Duncan Polytechnical High | 134 | $\begin{gathered} 41.8 \% \\ (56) \\ \hline \end{gathered}$ | $\begin{gathered} 29.9 \% \\ (40) \\ \hline \end{gathered}$ | 557 | $\begin{gathered} \hline 34.3 \% \\ (191) \\ \hline \end{gathered}$ | $\begin{gathered} 13.8 \% \\ (77) \\ \hline \end{gathered}$ |
| eLearn Academy | 2,512 | $\begin{aligned} & \hline 41.6 \% \\ & (1,045) \end{aligned}$ | $\begin{aligned} & \hline 31.2 \% \\ & (783) \end{aligned}$ | 2,285 | $\begin{gathered} \hline 33.2 \% \\ (759) \end{gathered}$ | $\begin{aligned} & \hline 18.7 \% \\ & (427) \end{aligned}$ |
| Patino School of Entrepreneurship | 143 | $\begin{gathered} 39.9 \% \\ (57) \\ \hline \end{gathered}$ | $\begin{gathered} 24.5 \% \\ (35) \end{gathered}$ | 129 | $\begin{gathered} 39.5 \% \\ (51) \end{gathered}$ | $\begin{gathered} 17.1 \% \\ (22) \\ \hline \end{gathered}$ |
| Phoenix Elementary | 24 | $\begin{gathered} 75.0 \% \\ (18) \end{gathered}$ | $\begin{gathered} 62.5 \% \\ (15) \end{gathered}$ | 38 | $\begin{gathered} \hline 57.9 \% \\ (22) \end{gathered}$ | $\begin{gathered} 36.8 \% \\ (14) \\ \hline \end{gathered}$ |
| Phoenix Secondary | 22 | $\begin{gathered} 22.7 \% \\ (5) \\ \hline \end{gathered}$ | $\begin{gathered} 13.6 \% \\ \text { (3) } \\ \hline \end{gathered}$ | 45 | $\begin{gathered} 51.1 \% \\ (23) \end{gathered}$ | $\begin{gathered} 28.9 \% \\ (13) \\ \hline \end{gathered}$ |
| Young Academy | 191 | $\begin{gathered} \hline 30.4 \% \\ (58) \\ \hline \end{gathered}$ | $\begin{gathered} 19.4 \% \\ (37) \\ \hline \end{gathered}$ | 178 | $\begin{gathered} 30.3 \% \\ (54) \\ \hline \end{gathered}$ | $\begin{gathered} 16.9 \% \\ (30) \end{gathered}$ |

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: 6/14/2022

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 3 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 |  |  |
|  | Students Tested | Typical Growth | Stretch Growth | Students Tested | Typical Growth | Stretch Growth |
| Sunnyside Region | 6,706 | $\begin{gathered} \hline 59.0 \% \\ (3,958) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 44.4 \% \\ (2,977) \\ \hline \end{gathered}$ | 6,474 | $\begin{gathered} 55.4 \% \\ (3,584) \\ \hline \end{gathered}$ | $\begin{gathered} 31.8 \% \\ (2,057) \\ \hline \end{gathered}$ |
| Ayer Elementary | 610 | $\begin{gathered} \hline 55.7 \% \\ (340) \end{gathered}$ | $\begin{aligned} & \hline \hline 41.1 \% \\ & (251) \\ & \hline \end{aligned}$ | 629 | $\begin{aligned} & \hline \hline 53.4 \% \\ & (336) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 29.3 \% \\ (184) \end{gathered}$ |
| Aynesworth Elementary | 524 | $\begin{aligned} & \text { 63.0\% } \\ & (330) \end{aligned}$ | $\begin{gathered} 48.1 \% \\ (252) \end{gathered}$ | 543 | $\begin{aligned} & 57.5 \% \\ & (312) \end{aligned}$ | $\begin{gathered} \hline 29.8 \% \\ (162) \end{gathered}$ |
| Bakman Elementary | 635 | $\begin{gathered} 70.4 \% \\ (447) \\ \hline \end{gathered}$ | $\begin{aligned} & 54.8 \% \\ & (348) \\ & \hline \end{aligned}$ | 670 | $\begin{gathered} \hline 66.6 \% \\ (446) \\ \hline \end{gathered}$ | $\begin{aligned} & 40.0 \% \\ & (268) \\ & \hline \end{aligned}$ |
| Burroughs Elementary | 651 | $\begin{gathered} \hline 69.9 \% \\ (455) \\ \hline \end{gathered}$ | $\begin{gathered} 54.5 \% \\ (355) \\ \hline \end{gathered}$ | 674 | $\begin{aligned} & \hline 66.6 \% \\ & (449) \\ & \hline \end{aligned}$ | $\begin{aligned} & 42.3 \% \\ & (285) \\ & \hline \end{aligned}$ |
| Easterby Elementary | 580 | $\begin{gathered} \hline 69.3 \% \\ (402) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 56.6 \% \\ (328) \\ \hline \end{gathered}$ | 595 | $\begin{gathered} \hline 65.7 \% \\ (391) \end{gathered}$ | $\begin{aligned} & \hline 40.0 \% \\ & (238) \\ & \hline \end{aligned}$ |
| Greenberg Elementary | 485 | $\begin{aligned} & 66.8 \% \\ & (324) \end{aligned}$ | $\begin{aligned} & 53.0 \% \\ & (257) \\ & \hline \end{aligned}$ | 505 | $\begin{aligned} & 66.9 \% \\ & (338) \end{aligned}$ | $\begin{gathered} 38.4 \% \\ (194) \end{gathered}$ |
| Kings Canyon Middle | 829 | $\begin{gathered} \hline 50.2 \% \\ (416) \\ \hline \end{gathered}$ | $\begin{gathered} 32.4 \% \\ (269) \\ \hline \end{gathered}$ | 817 | $\begin{aligned} & \hline 48.7 \% \\ & (398) \\ & \hline \end{aligned}$ | $\begin{gathered} 23.9 \% \\ (195) \end{gathered}$ |
| Olmos Elementary | 573 | $\begin{aligned} & 63.2 \% \\ & (362) \\ & \hline \end{aligned}$ | $\begin{aligned} & 46.1 \% \\ & (264) \\ & \hline \end{aligned}$ | 595 | $\begin{gathered} 55.6 \% \\ (331) \\ \hline \end{gathered}$ | $\begin{aligned} & 27.9 \% \\ & (166) \\ & \hline \end{aligned}$ |
| Storey Elementary | 781 | $\begin{aligned} & 68.8 \% \\ & (537) \end{aligned}$ | $\begin{gathered} 56.1 \% \\ (438) \end{gathered}$ | 794 | $\begin{aligned} & \hline 67.9 \% \\ & (539) \end{aligned}$ | $\begin{aligned} & 44.0 \% \\ & (349) \end{aligned}$ |
| Sunnyside High | 501 | $\begin{gathered} 20.2 \% \\ (101) \end{gathered}$ | $\begin{gathered} 13.2 \% \\ (66) \end{gathered}$ | 546 | $\begin{gathered} \hline 2.4 \% \\ (13) \end{gathered}$ | $\begin{gathered} 1.6 \% \\ \text { (9) } \end{gathered}$ |
| Terronez Middle | 537 | $\begin{gathered} \hline 45.4 \% \\ (244) \end{gathered}$ | $\begin{gathered} \hline 27.7 \% \\ (149) \\ \hline \end{gathered}$ | 106 | $\begin{gathered} \hline 29.2 \% \\ (31) \end{gathered}$ | $\begin{gathered} 6.6 \% \\ (7) \\ \hline \end{gathered}$ |

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: 6/14/2022

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 3 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 |  | 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 | 52,063 | $\begin{gathered} 16.8 \% \\ (8,745) \\ \hline \end{gathered}$ | 49,705 | $\begin{gathered} 26.4 \% \\ (13,101) \\ \hline \end{gathered}$ | 48,535 | $\begin{gathered} 34.0 \% \\ (16,496) \\ \hline \end{gathered}$ | $\begin{gathered} 9.6 \% \\ (4,356) \\ \hline \end{gathered}$ | $\begin{gathered} 17.2 \% \\ (7,751) \\ \hline \end{gathered}$ |
| English Learners | 10,306 | $\begin{aligned} & \hline 4.6 \% \\ & (473) \\ & \hline \end{aligned}$ | 10,201 | $\begin{gathered} \hline 10.2 \% \\ (1,040) \end{gathered}$ | 9,951 | $\begin{gathered} \hline 17.9 \% \\ (1,783) \end{gathered}$ | $\begin{aligned} & \hline 5.6 \% \\ & (567) \end{aligned}$ | $\begin{gathered} \hline 13.3 \% \\ (1,310) \end{gathered}$ |
| Foster Youth | 363 | $\begin{gathered} 10.5 \% \\ (38) \end{gathered}$ | 361 | $\begin{gathered} 15.8 \% \\ (57) \end{gathered}$ | 486 | $\begin{gathered} \hline 23.5 \% \\ (114) \end{gathered}$ | $\begin{gathered} \hline 5.3 \% \\ (19) \\ \hline \end{gathered}$ | $\begin{gathered} 13.0 \% \\ (76) \end{gathered}$ |
| Homeless | 137 | $\begin{gathered} 8.0 \% \\ (11) \end{gathered}$ | 266 | $\begin{gathered} 11.3 \% \\ (30) \\ \hline \end{gathered}$ | 354 | $\begin{gathered} 17.2 \% \\ (61) \\ \hline \end{gathered}$ | $\begin{gathered} 3.2 \% \\ (19) \\ \hline \end{gathered}$ | $\begin{gathered} 9.2 \% \\ (50) \\ \hline \end{gathered}$ |
| SED | 44,849 | $\begin{aligned} & \hline 14.1 \% \\ & (6,344) \end{aligned}$ | 42,526 | $\begin{gathered} \hline 23.4 \% \\ (9,958) \end{gathered}$ | 41,004 | $\begin{gathered} \hline 31.2 \% \\ (12,775) \end{gathered}$ | $\begin{gathered} 9.3 \% \\ (3,614) \end{gathered}$ | $\begin{gathered} 17.0 \% \\ (6,431) \end{gathered}$ |
| SWD | 5,699 | $\begin{aligned} & 5.4 \% \\ & (306) \end{aligned}$ | 5,509 | $\begin{aligned} & 8.7 \% \\ & (481) \end{aligned}$ | 5,720 | $\begin{aligned} & 12.3 \% \\ & (706) \end{aligned}$ | $\begin{aligned} & \hline 3.4 \% \\ & (175) \end{aligned}$ | $\begin{aligned} & 7.0 \% \\ & (400) \end{aligned}$ |
| African American | 3,923 | $\begin{aligned} & 11.7 \% \\ & (460) \end{aligned}$ | 3,800 | $\begin{gathered} 18.9 \% \\ (717) \end{gathered}$ | 3,714 | $\begin{gathered} \hline 26.5 \% \\ (986) \end{gathered}$ | $\begin{aligned} & \hline 7.1 \% \\ & (257) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 14.8 \% \\ & (526) \end{aligned}$ |
| American Indian | 332 | $\begin{gathered} 15.7 \% \\ (52) \\ \hline \end{gathered}$ | 321 | $\begin{gathered} \hline 24.3 \% \\ (78) \\ \hline \end{gathered}$ | 314 | $\begin{aligned} & \hline 33.1 \% \\ & (104) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 8.6 \% \\ & (26) \\ & \hline \end{aligned}$ | $\begin{gathered} 17.5 \% \\ (52) \\ \hline \end{gathered}$ |
| Asian | 5,565 | $\begin{aligned} & \hline 19.5 \% \\ & (1,087) \end{aligned}$ | 5,310 | $\begin{gathered} \hline 30.0 \% \\ (1,595) \end{gathered}$ | 5,100 | $\begin{gathered} \hline 38.7 \% \\ (1,975) \end{gathered}$ | $\begin{aligned} & \hline 10.5 \% \\ & (508) \end{aligned}$ | $\begin{aligned} & \text { 19.2\% } \\ & \text { (888) } \end{aligned}$ |
| Filipino | 130 | $\begin{gathered} 47.7 \% \\ (62) \\ \hline \end{gathered}$ | 124 | $\begin{gathered} \hline 56.5 \% \\ (70) \\ \hline \end{gathered}$ | 110 | $\begin{gathered} 66.4 \% \\ (73) \\ \hline \end{gathered}$ | $\begin{gathered} 8.8 \% \\ \text { (8) } \end{gathered}$ | $\begin{gathered} \hline 18.7 \% \\ (11) \end{gathered}$ |
| Hispanic | 35,843 | $\begin{aligned} & \hline 14.8 \% \\ & (5,319) \end{aligned}$ | 34,167 | $\begin{gathered} \hline 24.1 \% \\ (8,245) \end{gathered}$ | 33,426 | $\begin{gathered} \hline 31.6 \% \\ (10,561) \end{gathered}$ | $\begin{gathered} \hline 9.3 \% \\ (2,926) \end{gathered}$ | $\begin{gathered} \hline 16.8 \% \\ (5,242) \end{gathered}$ |
| Pacific Islander | 216 | $\begin{gathered} 19.9 \% \\ (43) \\ \hline \end{gathered}$ | 211 | $\begin{gathered} 28.9 \% \\ (61) \end{gathered}$ | 206 | $\begin{gathered} \hline 37.4 \% \\ (77) \\ \hline \end{gathered}$ | $\begin{gathered} 9.0 \% \\ (18) \\ \hline \end{gathered}$ | $\begin{gathered} 17.5 \% \\ (34) \\ \hline \end{gathered}$ |
| Two or More Races | 1,834 | $\begin{gathered} 22.1 \% \\ (406) \\ \hline \end{gathered}$ | 1,775 | $\begin{aligned} & \hline 32.5 \% \\ & (576) \\ & \hline \end{aligned}$ | 1,760 | $\begin{aligned} & \hline 42.8 \% \\ & (753) \\ & \hline \end{aligned}$ | $\begin{aligned} & 10.3 \% \\ & (170) \end{aligned}$ | $\begin{gathered} 20.6 \% \\ (347) \end{gathered}$ |
| White | 4,219 | $\begin{gathered} \hline 31.2 \% \\ (1,315) \end{gathered}$ | 3,996 | $\begin{gathered} \hline 44.0 \% \\ (1,758) \\ \hline \end{gathered}$ | 3,904 | $\begin{gathered} \hline 50.4 \% \\ (1,966) \\ \hline \end{gathered}$ | $\begin{aligned} & 12.8 \% \\ & (443) \end{aligned}$ | $\begin{aligned} & 19.2 \% \\ & (651) \end{aligned}$ |
| 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.

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Data Source: SIS
Date: 6/13/2022
*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 3 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 |  | 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 | 51,438 | $\begin{gathered} 8.9 \% \\ (4,562) \\ \hline \end{gathered}$ | 49,280 | $\begin{gathered} 18.2 \% \\ (8,966) \\ \hline \end{gathered}$ | 49,124 | $\begin{gathered} 28.0 \% \\ (13,766) \\ \hline \end{gathered}$ | $\begin{gathered} 9.3 \% \\ (4,404) \end{gathered}$ | $\begin{gathered} 19.2 \% \\ (9,204) \end{gathered}$ |
| English Learners | 10,473 | $\begin{aligned} & 1.8 \% \\ & (189) \end{aligned}$ | 10,321 | $\begin{aligned} & \hline 6.7 \% \\ & (691) \end{aligned}$ | 10,372 | $\begin{aligned} & \hline 15.5 \% \\ & (1,605) \end{aligned}$ | $\begin{aligned} & \hline 4.9 \% \\ & (502) \end{aligned}$ | $\begin{aligned} & \hline 13.7 \% \\ & (1,416) \end{aligned}$ |
| Foster Youth | 357 | $\begin{gathered} 3.9 \% \\ (14) \\ \hline \end{gathered}$ | 353 | $\begin{gathered} 10.2 \% \\ (36) \end{gathered}$ | 479 | $\begin{gathered} 18.8 \% \\ (90) \\ \hline \end{gathered}$ | $\begin{gathered} 6.3 \% \\ (22) \end{gathered}$ | $\begin{gathered} 14.9 \% \\ (76) \end{gathered}$ |
| Homeless | 135 | $\begin{gathered} 4.4 \% \\ (6) \\ \hline \end{gathered}$ | 261 | $\begin{gathered} 5.0 \% \\ (13) \\ \hline \end{gathered}$ | 347 | $\begin{gathered} 13.5 \% \\ (47) \\ \hline \end{gathered}$ | $\begin{gathered} 0.5 \% \\ (7) \\ \hline \end{gathered}$ | $\begin{gathered} 9.1 \% \\ (41) \end{gathered}$ |
| SED | 44,294 | $\begin{gathered} \hline 7.1 \% \\ (3,134) \end{gathered}$ | 42,263 | $\begin{gathered} 15.7 \% \\ (6,635) \end{gathered}$ | 41,471 | $\begin{gathered} 25.4 \% \\ (10,515) \end{gathered}$ | $\begin{gathered} \hline 8.6 \% \\ (3,501) \end{gathered}$ | $\begin{aligned} & \hline 18.3 \% \\ & (7,381) \end{aligned}$ |
| SWD | 5,658 | $\begin{aligned} & 2.9 \% \\ & (165) \end{aligned}$ | 5,480 | $\begin{aligned} & \hline 6.4 \% \\ & (351) \end{aligned}$ | 5,803 | $\begin{aligned} & 10.6 \% \\ & (616) \end{aligned}$ | $\begin{aligned} & 3.5 \% \\ & (186) \end{aligned}$ | $\begin{aligned} & \hline 7.7 \% \\ & (451) \end{aligned}$ |
| African American | 3,860 | $\begin{aligned} & 4.6 \% \\ & (176) \end{aligned}$ | 3,722 | $\begin{gathered} 10.3 \% \\ (385) \end{gathered}$ | 3,692 | $\begin{gathered} 16.6 \% \\ (612) \end{gathered}$ | $\begin{aligned} & 5.8 \% \\ & (209) \end{aligned}$ | $\begin{gathered} 12.0 \% \\ (436) \end{gathered}$ |
| American Indian | 331 | $\begin{gathered} 8.8 \% \\ (29) \\ \hline \end{gathered}$ | 314 | $\begin{gathered} 18.8 \% \\ (59) \\ \hline \end{gathered}$ | 316 | $\begin{gathered} \hline 25.3 \% \\ (80) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 10.0 \% \\ (30) \\ \hline \end{gathered}$ | $\begin{gathered} 16.6 \% \\ (51) \end{gathered}$ |
| Asian | 5,382 | $\begin{aligned} & 12.6 \% \\ & (680) \\ & \hline \end{aligned}$ | 5,194 | $\begin{gathered} 24.1 \% \\ (1,250) \\ \hline \end{gathered}$ | 5,091 | $\begin{gathered} 35.2 \% \\ (1,791) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 11.4 \% \\ & (570) \\ & \hline \end{aligned}$ | $\begin{gathered} 22.5 \% \\ (1,111) \\ \hline \end{gathered}$ |
| Filipino | 125 | $\begin{gathered} 28.8 \% \\ (36) \\ \hline \end{gathered}$ | 114 | $\begin{gathered} 47.4 \% \\ (54) \\ \hline \end{gathered}$ | 114 | $\begin{gathered} 64.9 \% \\ (74) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 18.6 \% \\ (18) \\ \hline \end{gathered}$ | $\begin{gathered} 36.1 \% \\ (38) \\ \hline \end{gathered}$ |
| Hispanic | 35,616 | $\begin{gathered} \hline 7.4 \% \\ (2,647) \\ \hline \end{gathered}$ | 34,140 | $\begin{gathered} \hline 16.0 \% \\ (5,471) \\ \hline \end{gathered}$ | 34,093 | $\begin{gathered} \hline 25.9 \% \\ (8,839) \\ \hline \end{gathered}$ | $\begin{gathered} 8.6 \% \\ (2,824) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 18.5 \% \\ (6,192) \\ \hline \end{gathered}$ |
| Pacific Islander | 211 | $\begin{gathered} 10.0 \% \\ (21) \end{gathered}$ | 207 | $\begin{gathered} 26.1 \% \\ (54) \end{gathered}$ | 199 | $\begin{gathered} 32.2 \% \\ (64) \end{gathered}$ | $\begin{gathered} 16.1 \% \\ (33) \\ \hline \end{gathered}$ | $\begin{gathered} 22.2 \% \\ (43) \end{gathered}$ |
| Two or More Races | 1,785 | $\begin{aligned} & 11.8 \% \\ & (211) \\ & \hline \end{aligned}$ | 1,718 | $\begin{aligned} & 24.9 \% \\ & (427) \end{aligned}$ | 1,748 | $\begin{aligned} & 34.4 \% \\ & (602) \\ & \hline \end{aligned}$ | $\begin{aligned} & 13.0 \% \\ & (216) \\ & \hline \end{aligned}$ | $\begin{aligned} & 22.6 \% \\ & (391) \\ & \hline \end{aligned}$ |
| White | 4,127 | $\begin{aligned} & 18.4 \% \\ & (761) \end{aligned}$ | 3,871 | $\begin{gathered} \hline 32.7 \% \\ (1,266) \end{gathered}$ | 3,870 | $\begin{gathered} \hline 44.0 \% \\ (1,703) \end{gathered}$ | $\begin{aligned} & 14.3 \% \\ & (505) \end{aligned}$ | $\begin{gathered} 25.6 \% \\ (942) \end{gathered}$ |
| 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.

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Data Source: SIS
Date: 6/13/2022
*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 Reading Diagnostic 3 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 |  | 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 | 52,063 | $\begin{gathered} 16.8 \% \\ (8,745) \end{gathered}$ | 49,705 | $\begin{gathered} \begin{array}{c} 26.4 \% \\ (13,101) \end{array} \\ \hline \end{gathered}$ | 48,535 | $\begin{gathered} 34.0 \% \\ (16,496) \\ \hline \end{gathered}$ | $\begin{gathered} 9.6 \% \\ (4,356) \end{gathered}$ | $\begin{gathered} \hline 17.2 \% \\ (7,751) \\ \hline \end{gathered}$ |
| Kindergarten | 4,159 | $\begin{aligned} & 16.9 \% \\ & (703) \\ & \hline \end{aligned}$ | 4,786 | $\begin{gathered} \hline 38.6 \% \\ (1,846) \\ \hline \end{gathered}$ | 4,559 | $\begin{gathered} 61.6 \% \\ (2,807) \\ \hline \end{gathered}$ | $\begin{gathered} 21.7 \% \\ (1,143) \\ \hline \end{gathered}$ | $\begin{aligned} & 44.7 \% \\ & (2,104) \end{aligned}$ |
| Grade 1 | 4,801 | $\begin{aligned} & \hline 9.1 \% \\ & (439) \\ & \hline \end{aligned}$ | 4,736 | $\begin{gathered} 22.4 \% \\ (1,060) \end{gathered}$ | 4,818 | $\begin{gathered} 36.7 \% \\ (1,769) \end{gathered}$ | $\begin{aligned} & 13.2 \% \\ & (621) \\ & \hline \end{aligned}$ | $\begin{gathered} 27.6 \% \\ (1,330) \end{gathered}$ |
| Grade 2 | 5,130 | $\begin{aligned} & \hline 12.0 \% \\ & (618) \\ & \hline \end{aligned}$ | 5,062 | $\begin{gathered} \hline 25.0 \% \\ (1,266) \\ \hline \end{gathered}$ | 5,415 | $\begin{gathered} \hline 35.5 \% \\ (1,922) \\ \hline \end{gathered}$ | $\begin{aligned} & 13.0 \% \\ & (648) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 23.4 \% \\ (1,304) \\ \hline \end{gathered}$ |
| Grade 3 | 5,389 | $\begin{gathered} 23.2 \% \\ (1,252) \\ \hline \end{gathered}$ | 5,364 | $\begin{gathered} 36.3 \% \\ (1,947) \\ \hline \end{gathered}$ | 5,468 | $\begin{gathered} \hline 43.4 \% \\ (2,373) \\ \hline \end{gathered}$ | $\begin{aligned} & 13.1 \% \\ & (695) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 20.2 \% \\ (1,121) \\ \hline \end{gathered}$ |
| Grade 4 | 5,284 | $\begin{gathered} \hline 14.2 \% \\ (749) \end{gathered}$ | 5,236 | $\begin{gathered} \hline 23.5 \% \\ (1,231) \end{gathered}$ | 5,263 | $\begin{gathered} \hline 29.8 \% \\ (1,571) \\ \hline \end{gathered}$ | $\begin{aligned} & 9.3 \% \\ & (482) \end{aligned}$ | $\begin{aligned} & \hline 15.7 \% \\ & (822) \end{aligned}$ |
| Grade 5 | 5,450 | $\begin{aligned} & 15.9 \% \\ & (869) \\ & \hline \end{aligned}$ | 5,394 | $\begin{gathered} \hline 22.6 \% \\ (1,220) \\ \hline \end{gathered}$ | 5,426 | $\begin{gathered} \hline 28.1 \% \\ (1,522) \\ \hline \end{gathered}$ | $\begin{aligned} & 6.7 \% \\ & (351) \\ & \hline \end{aligned}$ | $\begin{aligned} & 12.1 \% \\ & \text { (653) } \\ & \hline \end{aligned}$ |
| Grade 6 | 5,417 | $\begin{gathered} 16.8 \% \\ (909) \end{gathered}$ | 5,373 | $\begin{gathered} \hline 24.3 \% \\ (1,308) \end{gathered}$ | 5,452 | $\begin{aligned} & 31.0 \% \\ & (1,688) \end{aligned}$ | $\begin{aligned} & 7.6 \% \\ & \text { (399) } \end{aligned}$ | $\begin{aligned} & 14.2 \% \\ & (779) \end{aligned}$ |
| Grade 7 | 4,692 | $\begin{gathered} 20.5 \% \\ (960) \end{gathered}$ | 4,641 | $\begin{aligned} & \hline 24.2 \% \\ & (1,125) \end{aligned}$ | 3,392 | $\begin{aligned} & 24.3 \% \\ & (824) \end{aligned}$ | $\begin{aligned} & 3.8 \% \\ & (165) \end{aligned}$ | $\begin{gathered} 3.8 \% \\ (-136) \end{gathered}$ |
| Grade 8 | 4,931 | $\begin{gathered} \hline 22.2 \% \\ (1,096) \end{gathered}$ | 4,734 | $\begin{gathered} 25.5 \% \\ (1,208) \\ \hline \end{gathered}$ | 3,414 | $\begin{gathered} 24.0 \% \\ (820) \\ \hline \end{gathered}$ | $\begin{aligned} & 3.3 \% \\ & (112) \end{aligned}$ | $\begin{gathered} 1.8 \% \\ (-276) \\ \hline \end{gathered}$ |
| Grade 9 | 3,611 | $\begin{aligned} & 16.4 \% \\ & (592) \\ & \hline \end{aligned}$ | 2,351 | $\begin{aligned} & 19.7 \% \\ & (464) \\ & \hline \end{aligned}$ | 2,720 | $\begin{aligned} & 21.1 \% \\ & (575) \\ & \hline \end{aligned}$ | $\begin{gathered} 3.3 \% \\ (-128) \\ \hline \end{gathered}$ | $\begin{aligned} & 4.7 \% \\ & (-17) \\ & \hline \end{aligned}$ |
| Grade 10 | 3,199 | $\begin{aligned} & \hline 17.4 \% \\ & (558) \end{aligned}$ | 2,028 | $\begin{aligned} & 21.0 \% \\ & (426) \end{aligned}$ | 2,608 | $\begin{gathered} 24.0 \% \\ (625) \end{gathered}$ | $\begin{gathered} \hline 3.6 \% \\ (-132) \end{gathered}$ | $\begin{aligned} & 6.5 \% \\ & (67) \\ & \hline \end{aligned}$ |

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.

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Data Source: SIS
Date: 6/13/2022
*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 3 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 |  | 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 | 51,438 | $\begin{gathered} 8.9 \% \\ (4,562) \\ \hline \end{gathered}$ | 49,280 | $\begin{gathered} 18.2 \% \\ (8,966) \\ \hline \end{gathered}$ | 49,124 | $\begin{gathered} 28.0 \% \\ (13,766) \\ \hline \end{gathered}$ | $\begin{gathered} 9.3 \% \\ (4,404) \\ \hline \end{gathered}$ | $\begin{gathered} 19.2 \% \\ (9,204) \end{gathered}$ |
| Kindergarten | 4,305 | $\begin{aligned} & 10.4 \% \\ & (448) \end{aligned}$ | 4,729 | $\begin{gathered} \hline 25.5 \% \\ (1,205) \\ \hline \end{gathered}$ | 4,962 | $\begin{gathered} 44.6 \% \\ (2,214) \end{gathered}$ | $\begin{aligned} & 15.1 \% \\ & (757) \end{aligned}$ | $\begin{gathered} \hline 34.2 \% \\ (1,766) \\ \hline \end{gathered}$ |
| Grade 1 | 4,970 | $\begin{aligned} & 4.3 \% \\ & (215) \end{aligned}$ | 5,021 | $\begin{gathered} 14.6 \% \\ (735) \end{gathered}$ | 5,163 | $\begin{gathered} \hline 28.2 \% \\ (1,455) \end{gathered}$ | $\begin{aligned} & \hline 10.3 \% \\ & (520) \end{aligned}$ | $\begin{gathered} \hline 23.9 \% \\ (1,240) \end{gathered}$ |
| Grade 2 | 5,248 | $\begin{aligned} & 4.6 \% \\ & \text { (243) } \end{aligned}$ | 5,259 | $\begin{gathered} 14.9 \% \\ (784) \end{gathered}$ | 5,378 | $\begin{gathered} \hline 26.1 \% \\ (1,402) \end{gathered}$ | $\begin{gathered} 10.3 \% \\ (541) \end{gathered}$ | $\begin{gathered} \hline 21.4 \% \\ (1,159) \end{gathered}$ |
| Grade 3 | 5,340 | $\begin{aligned} & 4.3 \% \\ & (232) \end{aligned}$ | 5,347 | $\begin{aligned} & \hline 15.4 \% \\ & (826) \end{aligned}$ | 5,439 | $\begin{gathered} 26.6 \% \\ (1,446) \end{gathered}$ | $\begin{aligned} & \hline 11.1 \% \\ & (594) \end{aligned}$ | $\begin{gathered} \hline 22.2 \% \\ (1,214) \end{gathered}$ |
| Grade 4 | 5,261 | $\begin{aligned} & 5.8 \% \\ & (303) \end{aligned}$ | 5,191 | $\begin{aligned} & 15.4 \% \\ & (801) \end{aligned}$ | 5,223 | $\begin{gathered} 28.2 \% \\ (1,474) \\ \hline \end{gathered}$ | $\begin{aligned} & 9.7 \% \\ & \text { (498) } \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 22.5 \% \\ (1,171) \end{gathered}$ |
| Grade 5 | 5,451 | $\begin{aligned} & 9.0 \% \\ & (493) \\ & \hline \end{aligned}$ | 5,345 | $\begin{gathered} 17.9 \% \\ (955) \end{gathered}$ | 5,437 | $\begin{gathered} \hline 27.2 \% \\ (1,481) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 8.8 \% \\ & (462) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 18.2 \% \\ & (988) \\ & \hline \end{aligned}$ |
| Grade 6 | 5,408 | $\begin{aligned} & \hline 11.0 \% \\ & (596) \\ & \hline \end{aligned}$ | 5,335 | $\begin{gathered} \hline 22.4 \% \\ (1,195) \\ \hline \end{gathered}$ | 5,432 | $\begin{gathered} \hline 31.8 \% \\ (1,727) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 11.4 \% \\ & (599) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 20.8 \% \\ (1,131) \\ \hline \end{gathered}$ |
| Grade 7 | 4,642 | $\begin{aligned} & 11.2 \% \\ & (520) \\ & \hline \end{aligned}$ | 4,556 | $\begin{aligned} & 16.8 \% \\ & (765) \\ & \hline \end{aligned}$ | 3,622 | $\begin{aligned} & \hline 19.0 \% \\ & (687) \\ & \hline \end{aligned}$ | $\begin{aligned} & 5.6 \% \\ & (245) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 7.8 \% \\ & (167) \\ & \hline \end{aligned}$ |
| Grade 8 | 4,778 | $\begin{gathered} 11.4 \% \\ (547) \end{gathered}$ | 4,535 | $\begin{gathered} \hline 17.5 \% \\ (795) \\ \hline \end{gathered}$ | 3,557 | $\begin{aligned} & 18.6 \% \\ & (660) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 6.1 \% \\ & (248) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 7.1 \% \\ & (113) \\ & \hline \end{aligned}$ |
| Grade 9 | 3,343 | $\begin{aligned} & 19.7 \% \\ & (657) \\ & \hline \end{aligned}$ | 2,033 | $\begin{aligned} & 28.4 \% \\ & (578) \end{aligned}$ | 2,544 | $\begin{aligned} & 30.6 \% \\ & (779) \\ & \hline \end{aligned}$ | $\begin{aligned} & 8.8 \% \\ & (-79) \\ & \hline \end{aligned}$ | $\begin{aligned} & 11.0 \% \\ & (122) \\ & \hline \end{aligned}$ |
| Grade 10 | 2,692 | $\begin{aligned} & \hline 11.4 \% \\ & (308) \\ & \hline \end{aligned}$ | 1,929 | $\begin{aligned} & \hline 17.0 \% \\ & (327) \\ & \hline \end{aligned}$ | 2,367 | $\begin{aligned} & 18.6 \% \\ & (441) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 5.5 \% \\ (19) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 7.2 \% \\ & (133) \\ & \hline \end{aligned}$ |

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.

Academic Performance OKR: 2021-22- i-Ready Reading Diagnostic 3 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 |  | 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 | 52,063 | $\begin{gathered} 16.8 \% \\ (8,745) \end{gathered}$ | 49,705 | $\begin{gathered} 26.4 \% \\ (13,101) \end{gathered}$ | 48,535 | $\begin{gathered} 34.0 \% \\ (16,496) \end{gathered}$ | $\begin{gathered} 9.6 \% \\ (4,356) \end{gathered}$ | $\begin{aligned} & 17.2 \% \\ & (7,751) \end{aligned}$ |
| Bullard Region | 6,458 | $\begin{gathered} \hline 21.3 \% \\ (1,376) \end{gathered}$ | 6,080 | $\begin{aligned} & \hline 34.9 \% \\ & (2,121) \end{aligned}$ | 6,301 | $\begin{aligned} & \hline 42.7 \% \\ & (2,693) \end{aligned}$ | $\begin{aligned} & \text { 13.6\% } \\ & \text { (745) } \end{aligned}$ | $\begin{gathered} \hline 21.4 \% \\ (1,317) \end{gathered}$ |
| Bullard High | 1,107 | $\begin{aligned} & \hline 18.1 \% \\ & (200) \end{aligned}$ | 789 | $\begin{gathered} \hline 26.5 \% \\ (209) \end{gathered}$ | 924 | $\begin{aligned} & 25.6 \% \\ & (237) \end{aligned}$ | $\begin{gathered} 8.4 \% \\ \text { (9) } \end{gathered}$ | $\begin{aligned} & \hline 7.6 \% \\ & (37) \end{aligned}$ |
| Figarden Elementary | 506 | $\begin{aligned} & 21.5 \% \\ & (109) \end{aligned}$ | 490 | $\begin{gathered} 34.7 \% \\ (170) \\ \hline \end{gathered}$ | 526 | $\begin{aligned} & 44.5 \% \\ & (234) \\ & \hline \end{aligned}$ | $\begin{gathered} 13.2 \% \\ (61) \\ \hline \end{gathered}$ | $\begin{aligned} & \text { 22.9\% } \\ & (125) \\ & \hline \end{aligned}$ |
| Forkner Elementary | 433 | $\begin{gathered} \hline 29.1 \% \\ (126) \\ \hline \end{gathered}$ | 426 | $\begin{aligned} & \hline 45.5 \% \\ & (194) \\ & \hline \end{aligned}$ | 436 | $\begin{aligned} & \hline 62.2 \% \\ & (271) \end{aligned}$ | $\begin{gathered} 16.4 \% \\ (68) \\ \hline \end{gathered}$ | $\begin{gathered} 33.1 \% \\ (145) \end{gathered}$ |
| Gibson Elementary | 409 | $\begin{gathered} 31.3 \% \\ (128) \end{gathered}$ | 403 | $\begin{gathered} 51.6 \% \\ (208) \\ \hline \end{gathered}$ | 407 | $\begin{aligned} & 61.2 \% \\ & (249) \end{aligned}$ | $\begin{gathered} 20.3 \% \\ (80) \\ \hline \end{gathered}$ | $\begin{gathered} 29.9 \% \\ (121) \end{gathered}$ |
| Kratt Elementary | 530 | $\begin{gathered} 16.0 \% \\ (85) \end{gathered}$ | 504 | $\begin{gathered} \hline 33.5 \% \\ (169) \end{gathered}$ | 521 | $\begin{aligned} & \hline 41.8 \% \\ & (218) \end{aligned}$ | $\begin{gathered} \hline 17.5 \% \\ (84) \end{gathered}$ | $\begin{gathered} \hline 25.8 \% \\ (133) \end{gathered}$ |
| Lawless Elementary | 572 | $\begin{gathered} 17.7 \% \\ (101) \end{gathered}$ | 553 | $\begin{gathered} 35.8 \% \\ (198) \\ \hline \end{gathered}$ | 571 | $\begin{aligned} & 45.2 \% \\ & (258) \end{aligned}$ | $\begin{gathered} 18.1 \% \\ (97) \end{gathered}$ | $\begin{gathered} 27.5 \% \\ (157) \end{gathered}$ |
| Malloch Elementary | 392 | $\begin{gathered} 32.1 \% \\ (126) \\ \hline \end{gathered}$ | 394 | $\begin{aligned} & \hline 52.0 \% \\ & (205) \\ & \hline \end{aligned}$ | 403 | $\begin{aligned} & \hline 62.3 \% \\ & (251) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 19.9 \% \\ (79) \\ \hline \end{gathered}$ | $\begin{gathered} 30.1 \% \\ (125) \\ \hline \end{gathered}$ |
| Powers Elementary | 391 | $\begin{gathered} 12.8 \% \\ (50) \\ \hline \end{gathered}$ | 384 | $\begin{gathered} 30.2 \% \\ (116) \end{gathered}$ | 387 | $\begin{aligned} & 41.3 \% \\ & (160) \\ & \hline \end{aligned}$ | $\begin{gathered} 17.4 \% \\ (66) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 28.6 \% \\ & (110) \end{aligned}$ |
| Slater Elementary | 602 | $\begin{gathered} \hline 11.1 \% \\ (67) \\ \hline \end{gathered}$ | 615 | $\begin{gathered} 25.5 \% \\ (157) \end{gathered}$ | 623 | $\begin{gathered} 35.6 \% \\ (222) \end{gathered}$ | $\begin{gathered} \hline 14.4 \% \\ (90) \end{gathered}$ | $\begin{gathered} 24.5 \% \\ (155) \end{gathered}$ |
| Starr Elementary | 332 | $\begin{gathered} \hline 29.8 \% \\ (99) \end{gathered}$ | 330 | $\begin{aligned} & \hline 42.4 \% \\ & (140) \\ & \hline \end{aligned}$ | 339 | $\begin{gathered} 57.8 \% \\ (196) \\ \hline \end{gathered}$ | $\begin{gathered} 12.6 \% \\ (41) \\ \hline \end{gathered}$ | $\begin{gathered} 28.0 \% \\ (97) \\ \hline \end{gathered}$ |
| Tenaya Middle | 750 | $\begin{gathered} 29.1 \% \\ (218) \end{gathered}$ | 702 | $\begin{gathered} 33.8 \% \\ (237) \\ \hline \end{gathered}$ | 721 | $\begin{gathered} \hline 36.6 \% \\ (264) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 4.7 \% \\ (19) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 7.5 \% \\ & (46) \\ & \hline \end{aligned}$ |
| Wawona K-8 | 434 | $\begin{gathered} 15.4 \% \\ (67) \end{gathered}$ | 490 | $\begin{aligned} & \hline 24.1 \% \\ & (118) \\ & \hline \end{aligned}$ | 443 | $\begin{gathered} 30.0 \% \\ (133) \\ \hline \end{gathered}$ | $\begin{aligned} & 8.6 \% \\ & (51) \\ & \hline \end{aligned}$ | $\begin{gathered} 14.6 \% \\ (66) \\ \hline \end{gathered}$ |
| Edison Region | 5,870 | $\begin{gathered} \hline 26.7 \% \\ (1,567) \\ \hline \end{gathered}$ | 5,648 | $\begin{gathered} \hline 32.8 \% \\ (1,853) \\ \hline \end{gathered}$ | 5,136 | $\begin{gathered} \hline 34.7 \% \\ (1,780) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 6.1 \% \\ & (286) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 8.0 \% \\ & \text { (213) } \\ & \hline \end{aligned}$ |
| Addams Elementary | 711 | $\begin{aligned} & 6.3 \% \\ & (45) \\ & \hline \end{aligned}$ | 685 | $\begin{gathered} 17.1 \% \\ (117) \end{gathered}$ | 726 | $\begin{gathered} 25.5 \% \\ (185) \end{gathered}$ | $\begin{gathered} 10.8 \% \\ (72) \\ \hline \end{gathered}$ | $\begin{gathered} 19.2 \% \\ (140) \\ \hline \end{gathered}$ |
| Columbia Elementary | 466 | $\begin{aligned} & 6.0 \% \\ & (28) \\ & \hline \end{aligned}$ | 487 | $\begin{gathered} 12.7 \% \\ (62) \\ \hline \end{gathered}$ | 498 | $\begin{aligned} & 21.1 \% \\ & (105) \\ & \hline \end{aligned}$ | $\begin{aligned} & 6.7 \% \\ & (34) \\ & \hline \end{aligned}$ | $\begin{gathered} 15.1 \% \\ (77) \\ \hline \end{gathered}$ |
| Computech Middle | 768 | $\begin{aligned} & 64.8 \% \\ & (498) \\ & \hline \end{aligned}$ | 707 | $\begin{aligned} & 67.9 \% \\ & (480) \\ & \hline \end{aligned}$ | 17 | $\begin{gathered} 70.6 \% \\ (12) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 3.0 \% \\ & (-18) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 5.7 \% \\ (-486) \\ \hline \end{gathered}$ |
| Edison High | 1,001 | $\begin{gathered} 28.7 \% \\ (287) \end{gathered}$ | 813 | $\begin{aligned} & 30.3 \% \\ & (246) \end{aligned}$ | 927 | $\begin{aligned} & 35.2 \% \\ & (326) \end{aligned}$ | $\begin{aligned} & 1.6 \% \\ & (-41) \end{aligned}$ | $\begin{aligned} & 6.5 \% \\ & (39) \\ & \hline \end{aligned}$ |
| Gaston Middle | 726 | $\begin{gathered} 10.1 \% \\ (73) \\ \hline \end{gathered}$ | 712 | $\begin{gathered} \hline 11.1 \% \\ (79) \\ \hline \end{gathered}$ | 698 | $\begin{gathered} 11.6 \% \\ (81) \\ \hline \end{gathered}$ | $\begin{gathered} 1.0 \% \\ (6) \\ \hline \end{gathered}$ | $\begin{gathered} 1.5 \% \\ \text { (8) } \\ \hline \end{gathered}$ |
| King Elementary | 566 | $\begin{aligned} & \hline 6.0 \% \\ & (34) \\ & \hline \end{aligned}$ | 549 | $\begin{gathered} 16.8 \% \\ (92) \\ \hline \end{gathered}$ | 572 | $\begin{gathered} 25.3 \% \\ (145) \end{gathered}$ | $\begin{gathered} 10.8 \% \\ (58) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 19.3 \% \\ (111) \\ \hline \end{gathered}$ |
| Kirk Elementary | 297 | $\begin{aligned} & 6.7 \% \\ & (20) \\ & \hline \end{aligned}$ | 316 | $\begin{gathered} 19.3 \% \\ (61) \end{gathered}$ | 326 | $\begin{aligned} & 36.2 \% \\ & (118) \end{aligned}$ | $\begin{gathered} 12.6 \% \\ (41) \\ \hline \end{gathered}$ | $\begin{gathered} 29.5 \% \\ (98) \end{gathered}$ |
| Lincoln Elementary | 486 | $\begin{gathered} 11.9 \% \\ (58) \\ \hline \end{gathered}$ | 482 | $\begin{gathered} 19.7 \% \\ (95) \\ \hline \end{gathered}$ | 506 | $\begin{aligned} & 29.1 \% \\ & (147) \end{aligned}$ | $\begin{aligned} & 7.8 \% \\ & (37) \\ & \hline \end{aligned}$ | $\begin{gathered} 17.1 \% \\ (89) \\ \hline \end{gathered}$ |
| Manchester Gate | 650 | $\begin{aligned} & 71.5 \% \\ & (465) \end{aligned}$ | 649 | $\begin{aligned} & 82.3 \% \\ & (534) \end{aligned}$ | 625 | $\begin{gathered} 87.7 \% \\ (548) \end{gathered}$ | $\begin{gathered} 10.7 \% \\ (69) \end{gathered}$ | $\begin{gathered} 16.1 \% \\ (83) \end{gathered}$ |
| Sunset Elementary | 199 | $\begin{gathered} 29.6 \% \\ (59) \\ \hline \end{gathered}$ | 248 | $\begin{gathered} 35.1 \% \\ (87) \\ \hline \end{gathered}$ | 241 | $\begin{aligned} & \hline 46.9 \% \\ & (113) \end{aligned}$ | $\begin{gathered} \hline 5.4 \% \\ (28) \\ \hline \end{gathered}$ | $\begin{gathered} 17.2 \% \\ (54) \\ \hline \end{gathered}$ |

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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Academic Performance OKR: 2021-22- i-Ready Reading Diagnostic 3 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 |  | 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 | 6,528 | $\begin{aligned} & 11.6 \% \\ & (754) \end{aligned}$ | 6,229 | $\begin{gathered} 20.1 \% \\ (1,254) \\ \hline \end{gathered}$ | 6,436 | $\begin{gathered} 27.9 \% \\ (1,796) \\ \hline \end{gathered}$ | $\begin{aligned} & 8.6 \% \\ & (500) \\ & \hline \end{aligned}$ | $\begin{aligned} & 16.4 \% \\ & (1,042) \end{aligned}$ |
| Cooper Middle | 526 | $\begin{gathered} \hline 21.3 \% \\ (112) \end{gathered}$ | 518 | $\begin{gathered} \hline 26.3 \% \\ (136) \end{gathered}$ | 506 | $\begin{gathered} \hline 32.2 \% \\ (163) \end{gathered}$ | $\begin{gathered} \hline 5.0 \% \\ (24) \end{gathered}$ | $\begin{gathered} 10.9 \% \\ (51) \end{gathered}$ |
| Del Mar Elementary | 467 | $\begin{gathered} 10.9 \% \\ (51) \end{gathered}$ | 453 | $\begin{gathered} 21.2 \% \\ (96) \\ \hline \end{gathered}$ | 461 | $\begin{aligned} & 29.1 \% \\ & (134) \end{aligned}$ | $\begin{gathered} 10.3 \% \\ (45) \end{gathered}$ | $\begin{gathered} 18.1 \% \\ (83) \\ \hline \end{gathered}$ |
| Fort Miller Middle | 613 | $\begin{gathered} \hline 11.3 \% \\ (69) \\ \hline \end{gathered}$ | 621 | $\begin{gathered} \hline 14.5 \% \\ (90) \\ \hline \end{gathered}$ | 646 | $\begin{gathered} \hline 13.2 \% \\ (85) \\ \hline \end{gathered}$ | $\begin{gathered} 3.2 \% \\ (21) \\ \hline \end{gathered}$ | $\begin{aligned} & 1.9 \% \\ & (16) \\ & \hline \end{aligned}$ |
| Fremont Elementary | 396 | $\begin{gathered} 9.3 \% \\ (37) \\ \hline \end{gathered}$ | 392 | $\begin{gathered} 19.9 \% \\ (78) \\ \hline \end{gathered}$ | 398 | $\begin{aligned} & \hline 32.2 \% \\ & (128) \end{aligned}$ | $\begin{gathered} 10.6 \% \\ (41) \\ \hline \end{gathered}$ | $\begin{gathered} 22.8 \% \\ (91) \end{gathered}$ |
| Fresno High | 739 | $\begin{gathered} 12.2 \% \\ (90) \\ \hline \end{gathered}$ | 480 | $\begin{gathered} 17.7 \% \\ (85) \\ \hline \end{gathered}$ | 566 | $\begin{gathered} 17.5 \% \\ (99) \\ \hline \end{gathered}$ | $\begin{gathered} 5.5 \% \\ (-5) \\ \hline \end{gathered}$ | $\begin{gathered} 5.3 \% \\ \text { (9) } \\ \hline \end{gathered}$ |
| Hamilton K-8 | 694 | $\begin{gathered} 16.1 \% \\ (112) \end{gathered}$ | 679 | $\begin{gathered} 27.7 \% \\ (188) \\ \hline \end{gathered}$ | 677 | $\begin{aligned} & 37.7 \% \\ & (255) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 11.5 \% \\ (76) \\ \hline \end{gathered}$ | $\begin{gathered} 21.5 \% \\ (143) \\ \hline \end{gathered}$ |
| Heaton Elementary | 471 | $\begin{gathered} 8.7 \% \\ (41) \\ \hline \end{gathered}$ | 480 | $\begin{gathered} 14.0 \% \\ (67) \\ \hline \end{gathered}$ | 475 | $\begin{aligned} & 21.5 \% \\ & (102) \end{aligned}$ | $\begin{gathered} 5.3 \% \\ (26) \\ \hline \end{gathered}$ | $\begin{gathered} 12.8 \% \\ (61) \\ \hline \end{gathered}$ |
| Homan Elementary | 529 | $\begin{gathered} 11.0 \% \\ (58) \end{gathered}$ | 524 | $\begin{gathered} 21.8 \% \\ (114) \end{gathered}$ | 535 | $\begin{gathered} \hline 31.0 \% \\ (166) \end{gathered}$ | $\begin{gathered} 10.8 \% \\ (56) \end{gathered}$ | $\begin{aligned} & \hline 20.1 \% \\ & (108) \\ & \hline \end{aligned}$ |
| Muir Elementary | 418 | $\begin{gathered} 8.4 \% \\ (35) \\ \hline \end{gathered}$ | 410 | $\begin{gathered} 19.3 \% \\ (79) \\ \hline \end{gathered}$ | 434 | $\begin{gathered} 33.9 \% \\ (147) \end{gathered}$ | $\begin{gathered} 10.9 \% \\ (44) \\ \hline \end{gathered}$ | $\begin{aligned} & 25.5 \% \\ & (112) \\ & \hline \end{aligned}$ |
| Roeding Elementary | 524 | $\begin{gathered} \hline 10.9 \% \\ (57) \\ \hline \end{gathered}$ | 540 | $\begin{gathered} \hline 20.4 \% \\ (110) \\ \hline \end{gathered}$ | 561 | $\begin{aligned} & \hline 31.9 \% \\ & (179) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 9.5 \% \\ & (53) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 21.0 \% \\ & (122) \\ & \hline \end{aligned}$ |
| Williams Elementary | 549 | $\begin{gathered} \hline 6.9 \% \\ (38) \\ \hline \end{gathered}$ | 535 | $\begin{gathered} 17.6 \% \\ (94) \\ \hline \end{gathered}$ | 554 | $\begin{aligned} & 27.4 \% \\ & (152) \\ & \hline \end{aligned}$ | $\begin{gathered} 10.6 \% \\ (56) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 20.5 \% \\ (114) \\ \hline \end{gathered}$ |
| Wilson Elementary | 602 | $\begin{aligned} & 9.0 \% \\ & (54) \\ & \hline \end{aligned}$ | 597 | $\begin{aligned} & 19.6 \% \\ & (117) \\ & \hline \end{aligned}$ | 623 | $\begin{aligned} & \hline 29.9 \% \\ & (186) \\ & \hline \end{aligned}$ | $\begin{gathered} 10.6 \% \\ (63) \end{gathered}$ | $\begin{aligned} & \hline 20.9 \% \\ & (132) \end{aligned}$ |

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.

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Academic Performance OKR: 2021-22- i-Ready Reading Diagnostic 3 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 |  | 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 | 6,954 | $\begin{gathered} 14.5 \% \\ (1,009) \\ \hline \end{gathered}$ | 6,609 | $\begin{gathered} 25.0 \% \\ (1,651) \\ \hline \end{gathered}$ | 6,286 | $\begin{gathered} 34.2 \% \\ (2,147) \end{gathered}$ | $\begin{aligned} & 10.5 \% \\ & (642) \end{aligned}$ | $\begin{gathered} 19.6 \% \\ (1,138) \end{gathered}$ |
| Ahwahnee Middle | 543 | $\begin{gathered} \hline 21.5 \% \\ (117) \end{gathered}$ | 444 | $\begin{gathered} \hline 21.6 \% \\ (96) \end{gathered}$ | 12 | $\begin{gathered} \hline 8.3 \% \\ (1) \end{gathered}$ | $\begin{aligned} & \hline 0.1 \% \\ & (-21) \end{aligned}$ | $\begin{aligned} & -13.2 \% \\ & (-116) \end{aligned}$ |
| Centennial Elementary | 625 | $\begin{gathered} 11.0 \% \\ (69) \\ \hline \end{gathered}$ | 598 | $\begin{gathered} 21.9 \% \\ (131) \end{gathered}$ | 611 | $\begin{gathered} 30.6 \% \\ (187) \end{gathered}$ | $\begin{gathered} 10.9 \% \\ (62) \end{gathered}$ | $\begin{aligned} & \hline 19.6 \% \\ & (118) \\ & \hline \end{aligned}$ |
| Eaton Elementary | 402 | $\begin{gathered} \hline 20.1 \% \\ (81) \\ \hline \end{gathered}$ | 385 | $\begin{gathered} 38.2 \% \\ (147) \\ \hline \end{gathered}$ | 399 | $\begin{aligned} & 54.1 \% \\ & (216) \end{aligned}$ | $\begin{gathered} 18.0 \% \\ (66) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 34.0 \% \\ & (135) \\ & \hline \end{aligned}$ |
| Holland Elementary | 395 | $\begin{gathered} 13.4 \% \\ (53) \\ \hline \end{gathered}$ | 392 | $\begin{gathered} \hline 26.5 \% \\ (104) \end{gathered}$ | 407 | $\begin{gathered} \hline 33.9 \% \\ (138) \end{gathered}$ | $\begin{gathered} 13.1 \% \\ (51) \end{gathered}$ | $\begin{gathered} 20.5 \% \\ (85) \end{gathered}$ |
| Hoover High | 712 | $\begin{gathered} 12.4 \% \\ (88) \\ \hline \end{gathered}$ | 625 | $\begin{gathered} 14.7 \% \\ (92) \\ \hline \end{gathered}$ | 566 | $\begin{aligned} & 18.0 \% \\ & (102) \end{aligned}$ | $\begin{gathered} 2.4 \% \\ (4) \\ \hline \end{gathered}$ | $\begin{gathered} 5.7 \% \\ (14) \\ \hline \end{gathered}$ |
| McCardle Elementary | 423 | $\begin{gathered} 17.5 \% \\ (74) \\ \hline \end{gathered}$ | 426 | $\begin{gathered} \hline 31.5 \% \\ (134) \end{gathered}$ | 443 | $\begin{gathered} \hline 43.3 \% \\ (192) \end{gathered}$ | $\begin{gathered} 14.0 \% \\ (60) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 25.8 \% \\ & (118) \end{aligned}$ |
| Pyle Elementary | 665 | $\begin{gathered} 12.3 \% \\ (82) \\ \hline \end{gathered}$ | 651 | $\begin{aligned} & 18.4 \% \\ & (120) \end{aligned}$ | 692 | $\begin{gathered} 27.7 \% \\ (192) \end{gathered}$ | $\begin{gathered} 6.1 \% \\ (38) \\ \hline \end{gathered}$ | $\begin{aligned} & 15.4 \% \\ & (110) \\ & \hline \end{aligned}$ |
| Robinson Elementary | 433 | $\begin{gathered} 14.3 \% \\ (62) \end{gathered}$ | 434 | $\begin{gathered} 30.4 \% \\ (132) \end{gathered}$ | 433 | $\begin{aligned} & 40.2 \% \\ & (174) \end{aligned}$ | $\begin{gathered} 16.1 \% \\ (70) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 25.9 \% \\ & (112) \\ & \hline \end{aligned}$ |
| Thomas Elementary | 693 | $\begin{gathered} 13.7 \% \\ (95) \\ \hline \end{gathered}$ | 679 | $\begin{gathered} 24.2 \% \\ (164) \end{gathered}$ | 702 | $\begin{aligned} & \hline 32.6 \% \\ & (229) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 10.4 \% \\ (69) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 18.9 \% \\ & (134) \\ & \hline \end{aligned}$ |
| Tioga Middle | 646 | $\begin{aligned} & 15.9 \% \\ & (103) \end{aligned}$ | 588 | $\begin{gathered} \hline 24.3 \% \\ (143) \end{gathered}$ | 575 | $\begin{gathered} \hline 21.6 \% \\ (124) \end{gathered}$ | $\begin{gathered} 8.4 \% \\ (40) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 5.6 \% \\ & (21) \\ & \hline \end{aligned}$ |
| Viking Elementary | 627 | $\begin{gathered} \hline 11.8 \% \\ (74) \\ \hline \end{gathered}$ | 612 | $\begin{gathered} 28.8 \% \\ (176) \end{gathered}$ | 642 | $\begin{aligned} & \hline 43.5 \% \\ & (279) \end{aligned}$ | $\begin{aligned} & 17.0 \% \\ & (102) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 31.7 \% \\ (205) \\ \hline \end{gathered}$ |
| Vinland Elementary | 449 | $\begin{gathered} 16.7 \% \\ (75) \end{gathered}$ | 436 | $\begin{aligned} & 29.4 \% \\ & (128) \\ & \hline \end{aligned}$ | 450 | $\begin{aligned} & \hline 40.4 \% \\ & (182) \\ & \hline \end{aligned}$ | $\begin{gathered} 12.7 \% \\ (53) \end{gathered}$ | $\begin{aligned} & \hline 23.7 \% \\ & (107) \\ & \hline \end{aligned}$ |
| Wolters Elementary | 341 | $\begin{gathered} \hline 10.6 \% \\ (36) \\ \hline \end{gathered}$ | 339 | $\begin{gathered} \hline 24.8 \% \\ (84) \\ \hline \end{gathered}$ | 354 | $\begin{gathered} \hline 37.0 \% \\ (131) \\ \hline \end{gathered}$ | $\begin{gathered} 14.2 \% \\ (48) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 26.4 \% \\ (95) \\ \hline \end{gathered}$ |

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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Academic Performance OKR: 2021-22- i-Ready Reading Diagnostic 3 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 |  | 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 | 7,574 | $\begin{aligned} & \text { 10.8\% } \\ & (815) \end{aligned}$ | 7,474 | $\begin{gathered} 21.5 \% \\ (1,610) \\ \hline \end{gathered}$ | 7,410 | $\begin{gathered} 30.1 \% \\ (2,230) \\ \hline \end{gathered}$ | $\begin{aligned} & 10.8 \% \\ & (795) \end{aligned}$ | $\begin{gathered} 19.3 \% \\ (1,415) \end{gathered}$ |
| Birney Elementary | 687 | $\begin{gathered} 12.1 \% \\ (83) \end{gathered}$ | 685 | $\begin{gathered} \hline 23.5 \% \\ (161) \end{gathered}$ | 695 | $\begin{aligned} & \hline 36.0 \% \\ & (250) \end{aligned}$ | $\begin{gathered} 11.4 \% \\ (78) \end{gathered}$ | $\begin{gathered} \hline 23.9 \% \\ (167) \end{gathered}$ |
| Ericson Elementary | 651 | $\begin{gathered} 8.9 \% \\ (58) \end{gathered}$ | 669 | $\begin{gathered} 22.4 \% \\ (150) \end{gathered}$ | 687 | $\begin{aligned} & 34.9 \% \\ & (240) \end{aligned}$ | $\begin{gathered} 13.5 \% \\ (92) \end{gathered}$ | $\begin{gathered} 26.0 \% \\ (182) \end{gathered}$ |
| Ewing Elementary | 609 | $\begin{gathered} \hline 11.7 \% \\ (71) \\ \hline \end{gathered}$ | 676 | $\begin{aligned} & \hline 29.3 \% \\ & (198) \\ & \hline \end{aligned}$ | 662 | $\begin{aligned} & \hline 34.7 \% \\ & (230) \end{aligned}$ | $\begin{aligned} & \hline 17.6 \% \\ & (127) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 23.1 \% \\ & (159) \\ & \hline \end{aligned}$ |
| Hidalgo Elementary | 473 | $\begin{gathered} 5.3 \% \\ (25) \\ \hline \end{gathered}$ | 511 | $\begin{gathered} 15.9 \% \\ (81) \end{gathered}$ | 487 | $\begin{gathered} \hline 22.6 \% \\ (110) \end{gathered}$ | $\begin{gathered} 10.6 \% \\ (56) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 17.3 \% \\ (85) \\ \hline \end{gathered}$ |
| Leavenworth Elementary | 692 | $\begin{gathered} 12.7 \% \\ (88) \\ \hline \end{gathered}$ | 662 | $\begin{gathered} 25.4 \% \\ (168) \end{gathered}$ | 684 | $\begin{gathered} 35.2 \% \\ (241) \end{gathered}$ | $\begin{gathered} 12.7 \% \\ (80) \\ \hline \end{gathered}$ | $\begin{gathered} 22.5 \% \\ (153) \end{gathered}$ |
| Mayfair Elementary | 555 | $\begin{gathered} 9.2 \% \\ (51) \end{gathered}$ | 540 | $\begin{gathered} \hline 18.1 \% \\ (98) \\ \hline \end{gathered}$ | 561 | $\begin{gathered} 28.9 \% \\ (162) \end{gathered}$ | $\begin{aligned} & \hline 9.0 \% \\ & (47) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 19.7 \% \\ & (111) \\ & \hline \end{aligned}$ |
| McLane High | 563 | $\begin{aligned} & \hline 7.6 \% \\ & (43) \\ & \hline \end{aligned}$ | 465 | $\begin{gathered} 9.5 \% \\ (44) \\ \hline \end{gathered}$ | 444 | $\begin{gathered} 8.3 \% \\ (37) \\ \hline \end{gathered}$ | $\begin{gathered} 1.8 \% \\ (1) \\ \hline \end{gathered}$ | $\begin{gathered} 0.7 \% \\ (-6) \\ \hline \end{gathered}$ |
| Norseman Elementary | 528 | $\begin{gathered} 9.3 \% \\ (49) \end{gathered}$ | 521 | $\begin{gathered} \hline 20.5 \% \\ (107) \end{gathered}$ | 530 | $\begin{gathered} 30.8 \% \\ (163) \end{gathered}$ | $\begin{gathered} 11.3 \% \\ (58) \end{gathered}$ | $\begin{gathered} 21.5 \% \\ (114) \end{gathered}$ |
| Rowell Elementary | 479 | $\begin{gathered} 11.7 \% \\ (56) \\ \hline \end{gathered}$ | 477 | $\begin{gathered} 22.4 \% \\ (107) \\ \hline \end{gathered}$ | 519 | $\begin{aligned} & 34.5 \% \\ & (179) \\ & \hline \end{aligned}$ | $\begin{gathered} 10.7 \% \\ (51) \\ \hline \end{gathered}$ | $\begin{gathered} 22.8 \% \\ (123) \end{gathered}$ |
| Scandinavian Middle | 758 | $\begin{gathered} \hline 12.7 \% \\ (96) \\ \hline \end{gathered}$ | 715 | $\begin{aligned} & \hline 18.2 \% \\ & (130) \\ & \hline \end{aligned}$ | 545 | $\begin{aligned} & \hline 20.7 \% \\ & (113) \end{aligned}$ | $\begin{gathered} 5.5 \% \\ (34) \end{gathered}$ | $\begin{aligned} & 8.1 \% \\ & (17) \end{aligned}$ |
| Turner Elementary | 539 | $\begin{gathered} 10.0 \% \\ (54) \\ \hline \end{gathered}$ | 527 | $\begin{gathered} 20.9 \% \\ (110) \end{gathered}$ | 558 | $\begin{gathered} 29.4 \% \\ (164) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 10.9 \% \\ (56) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 19.4 \% \\ & (110) \end{aligned}$ |
| Wishon Elementary | 436 | $\begin{gathered} 14.0 \% \\ (61) \end{gathered}$ | 427 | $\begin{aligned} & \hline 30.0 \% \\ & (128) \\ & \hline \end{aligned}$ | 447 | $\begin{aligned} & 45.4 \% \\ & (203) \\ & \hline \end{aligned}$ | $\begin{gathered} 16.0 \% \\ (67) \end{gathered}$ | $\begin{aligned} & \hline 31.4 \% \\ & (142) \\ & \hline \end{aligned}$ |
| Yosemite Middle | 604 | $\begin{gathered} \hline 13.2 \% \\ (80) \\ \hline \end{gathered}$ | 599 | $\begin{gathered} \hline 21.4 \% \\ (128) \\ \hline \end{gathered}$ | 591 | $\begin{gathered} 23.4 \% \\ (138) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 8.1 \% \\ & (48) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 10.1 \% \\ (58) \\ \hline \end{gathered}$ |

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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 |  | 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 | 7,017 | $\begin{aligned} & 12.0 \% \\ & \text { (839) } \\ & \hline \end{aligned}$ | 6,352 | $\begin{gathered} \hline 20.7 \% \\ (1,312) \\ \hline \end{gathered}$ | 5,736 | $\begin{gathered} 31.7 \% \\ (1,819) \end{gathered}$ | $\begin{aligned} & 8.7 \% \\ & \text { (473) } \\ & \hline \end{aligned}$ | $\begin{gathered} 19.8 \% \\ (980) \\ \hline \end{gathered}$ |
| Anthony Elementary | 396 | $\begin{gathered} 10.1 \% \\ (40) \end{gathered}$ | 367 | $\begin{gathered} 26.4 \% \\ (97) \\ \hline \end{gathered}$ | 395 | $\begin{gathered} \hline 36.7 \% \\ (145) \end{gathered}$ | $\begin{gathered} 16.3 \% \\ (57) \end{gathered}$ | $\begin{gathered} \hline 26.6 \% \\ (105) \\ \hline \end{gathered}$ |
| Balderas Elementary | 527 | $\begin{gathered} 12.1 \% \\ (64) \end{gathered}$ | 574 | $\begin{gathered} \hline 18.6 \% \\ (107) \end{gathered}$ | 593 | $\begin{gathered} \hline 31.7 \% \\ (188) \end{gathered}$ | $\begin{aligned} & 6.5 \% \\ & (43) \end{aligned}$ | $\begin{aligned} & \hline 19.6 \% \\ & (124) \end{aligned}$ |
| Calwa Elementary | 460 | $\begin{aligned} & 8.7 \% \\ & (40) \end{aligned}$ | 517 | $\begin{gathered} 15.5 \% \\ (80) \end{gathered}$ | 500 | $\begin{gathered} \text { 24.6\% } \\ (123) \end{gathered}$ | $\begin{aligned} & \hline 6.8 \% \\ & (40) \end{aligned}$ | $\begin{gathered} \hline 15.9 \% \\ (83) \end{gathered}$ |
| Jackson Elementary | 311 | $\begin{gathered} \hline 11.6 \% \\ (36) \end{gathered}$ | 324 | $\begin{gathered} \hline 25.0 \% \\ (81) \end{gathered}$ | 351 | $\begin{gathered} \hline 33.3 \% \\ (117) \end{gathered}$ | $\begin{gathered} 13.4 \% \\ (45) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 21.8 \% \\ (81) \\ \hline \end{gathered}$ |
| Jefferson Elementary | 408 | $\begin{gathered} 11.3 \% \\ (46) \\ \hline \end{gathered}$ | 392 | $\begin{gathered} 28.3 \% \\ (111) \end{gathered}$ | 403 | $\begin{aligned} & \hline 40.0 \% \\ & (161) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 17.0 \% \\ (65) \\ \hline \end{gathered}$ | $\begin{gathered} 28.7 \% \\ (115) \\ \hline \end{gathered}$ |
| Lane Elementary | 419 | $\begin{gathered} 10.5 \% \\ (44) \end{gathered}$ | 450 | $\begin{gathered} \hline 20.0 \% \\ (90) \\ \hline \end{gathered}$ | 437 | $\begin{gathered} \hline 29.3 \% \\ (128) \end{gathered}$ | $\begin{gathered} \hline 9.5 \% \\ (46) \end{gathered}$ | $\begin{gathered} 18.8 \% \\ (84) \end{gathered}$ |
| Lowell Elementary | 315 | $\begin{gathered} 8.3 \% \\ (26) \end{gathered}$ | 325 | $\begin{gathered} 19.1 \% \\ (62) \end{gathered}$ | 326 | $\begin{gathered} 30.4 \% \\ (99) \end{gathered}$ | $\begin{gathered} 10.8 \% \\ (36) \end{gathered}$ | $\begin{gathered} 22.1 \% \\ (73) \end{gathered}$ |
| Roosevelt High | 794 | $\begin{gathered} \hline 11.3 \% \\ (90) \\ \hline \end{gathered}$ | 27 | $\begin{gathered} \hline 3.7 \% \\ (1) \end{gathered}$ | 95 | $\begin{gathered} 5.3 \% \\ \text { (5) } \\ \hline \end{gathered}$ | $\begin{gathered} \hline-7.6 \% \\ (-89) \end{gathered}$ | $\begin{gathered} \hline-6.1 \% \\ (-85) \end{gathered}$ |
| Sequoia Middle | 772 | $\begin{aligned} & 13.1 \% \\ & (101) \end{aligned}$ | 749 | $\begin{gathered} 12.4 \% \\ (93) \\ \hline \end{gathered}$ | 43 | $\begin{gathered} 2.3 \% \\ (1) \\ \hline \end{gathered}$ | $\begin{gathered} -0.7 \% \\ (-8) \\ \hline \end{gathered}$ | $\begin{gathered} -10.8 \% \\ (-100) \\ \hline \end{gathered}$ |
| Tehipite Middle | 453 | $\begin{gathered} \hline 9.1 \% \\ (41) \end{gathered}$ | 402 | $\begin{gathered} 12.7 \% \\ (51) \end{gathered}$ | 354 | $\begin{gathered} 19.8 \% \\ (70) \end{gathered}$ | $\begin{aligned} & \hline 3.6 \% \\ & (10) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 10.7 \% \\ (29) \end{gathered}$ |
| Vang Pao Elementary | 729 | $\begin{gathered} 10.4 \% \\ (76) \end{gathered}$ | 730 | $\begin{gathered} \hline 23.4 \% \\ (171) \end{gathered}$ | 747 | $\begin{gathered} \hline 36.4 \% \\ (272) \end{gathered}$ | $\begin{gathered} \hline 13.0 \% \\ (95) \end{gathered}$ | $\begin{gathered} \hline 26.0 \% \\ (196) \end{gathered}$ |
| Webster Elementary | 269 | $\begin{gathered} 10.0 \% \\ (27) \end{gathered}$ | 269 | $\begin{gathered} 19.0 \% \\ (51) \end{gathered}$ | 292 | $\begin{gathered} \hline 27.4 \% \\ (80) \end{gathered}$ | $\begin{aligned} & \hline 8.9 \% \\ & (24) \end{aligned}$ | $\begin{gathered} 17.4 \% \\ (53) \end{gathered}$ |
| Winchell Elementary | 510 | $\begin{gathered} \hline 9.2 \% \\ (47) \end{gathered}$ | 580 | $\begin{gathered} 16.2 \% \\ (94) \\ \hline \end{gathered}$ | 559 | $\begin{gathered} \hline 25.6 \% \\ (143) \end{gathered}$ | $\begin{aligned} & \hline 7.0 \% \\ & (47) \end{aligned}$ | $\begin{gathered} 16.4 \% \\ (96) \end{gathered}$ |
| Yokomi Elementary | 654 | $\begin{gathered} \hline 24.6 \% \\ (161) \end{gathered}$ | 646 | $\begin{gathered} 34.5 \% \\ (223) \end{gathered}$ | 641 | $\begin{gathered} \hline 44.8 \% \\ (287) \end{gathered}$ | $\begin{gathered} 9.9 \% \\ (62) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 20.2 \% \\ (126) \end{gathered}$ |

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: 6/13/2022
*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 Reading Diagnostic 3 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 |  | 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 | 4,608 | $\begin{gathered} 30.4 \% \\ (1,401) \end{gathered}$ | 4,451 | $\begin{gathered} \hline 36.6 \% \\ (1,628) \\ \hline \end{gathered}$ | 4,655 | $\begin{gathered} 40.3 \% \\ (1,877) \\ \hline \end{gathered}$ | $\begin{aligned} & \text { 6.2\% } \\ & \text { (227) } \\ & \hline \end{aligned}$ | $\begin{aligned} & 9.9 \% \\ & \text { (476) } \\ & \hline \end{aligned}$ |
| Baird Middle | 579 | $\begin{gathered} 39.0 \% \\ (226) \end{gathered}$ | 568 | $\begin{gathered} 46.3 \% \\ (263) \\ \hline \end{gathered}$ | 563 | $\begin{aligned} & 50.1 \% \\ & (282) \\ & \hline \end{aligned}$ | $\begin{gathered} 7.3 \% \\ (37) \\ \hline \end{gathered}$ | $\begin{gathered} 11.1 \% \\ (56) \end{gathered}$ |
| Bullard Talent K-8 | 746 | $\begin{gathered} 43.7 \% \\ (326) \end{gathered}$ | 730 | $\begin{gathered} 56.8 \% \\ (415) \end{gathered}$ | 719 | $\begin{gathered} 63.8 \% \\ (459) \end{gathered}$ | $\begin{gathered} 13.1 \% \\ (89) \end{gathered}$ | $\begin{gathered} \hline 20.1 \% \\ (133) \end{gathered}$ |
| Cambridge Continuation | -- | -- | -- | -- | -- | -- | -- | -- |
| Design Science Middle College High | 140 | $\begin{gathered} \hline 47.9 \% \\ (67) \\ \hline \end{gathered}$ | 116 | $\begin{gathered} \hline 40.5 \% \\ (47) \\ \hline \end{gathered}$ | 126 | $\begin{gathered} \hline 57.9 \% \\ (73) \\ \hline \end{gathered}$ | $\begin{gathered} \hline-7.3 \% \\ (-20) \\ \hline \end{gathered}$ | $\begin{gathered} 10.1 \% \\ (6) \\ \hline \end{gathered}$ |
| DeWolf Continuation | -- | -- | -- | -- | -- | -- | -- | -- |
| Duncan Polytechnical High | 577 | $\begin{gathered} \hline 21.3 \% \\ (123) \end{gathered}$ | -- | -- | 524 | $\begin{gathered} \hline 26.3 \% \\ (138) \end{gathered}$ | -- | $\begin{gathered} \hline 5.0 \% \\ (15) \end{gathered}$ |
| eLearn Academy | 2,193 | $\begin{aligned} & \text { 27.3\% } \\ & (599) \end{aligned}$ | 2,576 | $\begin{gathered} 31.8 \% \\ (819) \end{gathered}$ | 2,287 | $\begin{aligned} & 36.6 \% \\ & (836) \end{aligned}$ | $\begin{aligned} & 4.5 \% \\ & (220) \end{aligned}$ | $\begin{aligned} & 9.2 \% \\ & (237) \end{aligned}$ |
| Patino School of Entrepreneurship | 143 | $\begin{gathered} 18.2 \% \\ (26) \end{gathered}$ | 137 | $\begin{gathered} 15.3 \% \\ (21) \end{gathered}$ | 124 | $\begin{gathered} 25.0 \% \\ (31) \end{gathered}$ | $\begin{gathered} \hline-2.9 \% \\ (-5) \end{gathered}$ | $\begin{gathered} 6.8 \% \\ (5) \end{gathered}$ |
| Phoenix Elementary | -- | -- | 24 | $\begin{gathered} 8.3 \% \\ \text { (2) } \\ \hline \end{gathered}$ | 38 | $\begin{gathered} 18.4 \% \\ \text { (7) } \\ \hline \end{gathered}$ | -- | -- |
| Phoenix Secondary | 12 | $\begin{gathered} \hline 0.0 \% \\ \text { () } \\ \hline \end{gathered}$ | 24 | $\begin{gathered} 8.3 \% \\ (2) \\ \hline \end{gathered}$ | 46 | $\begin{gathered} \hline 0.0 \% \\ \text { () } \\ \hline \end{gathered}$ | $\begin{gathered} 8.3 \% \\ \text { (2) } \\ \hline \end{gathered}$ | $\begin{gathered} \hline 0.0 \% \\ 1 \\ \hline \end{gathered}$ |
| Young Academy | 206 | $\begin{gathered} 16.5 \% \\ (34) \end{gathered}$ | 265 | $\begin{gathered} \hline 22.3 \% \\ (59) \end{gathered}$ | 219 | $\begin{gathered} \hline 23.3 \% \\ (51) \end{gathered}$ | $\begin{gathered} \hline 5.8 \% \\ (25) \end{gathered}$ | $\begin{gathered} \hline 6.8 \% \\ (17) \end{gathered}$ |
| Sunnyside Region | 7,054 | $\begin{gathered} 13.9 \% \\ (984) \end{gathered}$ | 6,862 | $\begin{gathered} \hline 24.4 \% \\ (1,672) \end{gathered}$ | 6,575 | $\begin{gathered} \hline 32.8 \% \\ (2,154) \end{gathered}$ | $\begin{aligned} & \hline 10.4 \% \\ & (688) \end{aligned}$ | $\begin{gathered} 18.8 \% \\ (1,170) \end{gathered}$ |
| Ayer Elementary | 625 | $\begin{gathered} 11.2 \% \\ (70) \end{gathered}$ | 623 | $\begin{gathered} \hline 22.8 \% \\ (142) \end{gathered}$ | 629 | $\begin{gathered} \hline 29.9 \% \\ (188) \end{gathered}$ | $\begin{gathered} 11.6 \% \\ (72) \end{gathered}$ | $\begin{gathered} \hline 18.7 \% \\ (118) \end{gathered}$ |
| Aynesworth Elementary | 505 | $\begin{gathered} 12.5 \% \\ (63) \\ \hline \end{gathered}$ | 533 | $\begin{gathered} 22.7 \% \\ (121) \end{gathered}$ | 548 | $\begin{gathered} 30.8 \% \\ (169) \end{gathered}$ | $\begin{gathered} 10.2 \% \\ (58) \end{gathered}$ | $\begin{gathered} 18.4 \% \\ (106) \end{gathered}$ |
| Bakman Elementary | 646 | $\begin{gathered} 9.3 \% \\ (60) \\ \hline \end{gathered}$ | 640 | $\begin{gathered} 24.2 \% \\ (155) \\ \hline \end{gathered}$ | 671 | $\begin{aligned} & 32.5 \% \\ & (218) \\ & \hline \end{aligned}$ | $\begin{gathered} 14.9 \% \\ (95) \\ \hline \end{gathered}$ | $\begin{gathered} 23.2 \% \\ (158) \\ \hline \end{gathered}$ |
| Burroughs Elementary | 625 | $\begin{gathered} \hline 10.1 \% \\ (63) \end{gathered}$ | 651 | $\begin{gathered} \hline 22.7 \% \\ (148) \\ \hline \end{gathered}$ | 654 | $\begin{gathered} \hline 33.9 \% \\ (222) \end{gathered}$ | $\begin{gathered} 12.7 \% \\ (85) \end{gathered}$ | $\begin{gathered} \hline 23.9 \% \\ (159) \end{gathered}$ |
| Easterby Elementary | 585 | $\begin{gathered} 15.0 \% \\ (88) \end{gathered}$ | 585 | $\begin{gathered} \hline 28.4 \% \\ (166) \end{gathered}$ | 597 | $\begin{aligned} & \hline 41.5 \% \\ & (248) \end{aligned}$ | $\begin{gathered} 13.3 \% \\ (78) \end{gathered}$ | $\begin{gathered} 26.5 \% \\ (160) \end{gathered}$ |
| Greenberg Elementary | 490 | $\begin{gathered} 12.0 \% \\ (59) \end{gathered}$ | 486 | $\begin{aligned} & 27.0 \% \\ & (131) \\ & \hline \end{aligned}$ | 505 | $\begin{gathered} 38.4 \% \\ (194) \end{gathered}$ | $\begin{gathered} 14.9 \% \\ (72) \\ \hline \end{gathered}$ | $\begin{gathered} 26.4 \% \\ (135) \end{gathered}$ |
| Kings Canyon Middle | 838 | $\begin{gathered} 16.6 \% \\ (139) \end{gathered}$ | 814 | $\begin{gathered} 20.1 \% \\ (164) \\ \hline \end{gathered}$ | 781 | $\begin{gathered} \hline 22.7 \% \\ (177) \\ \hline \end{gathered}$ | $\begin{gathered} 3.6 \% \\ (25) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 6.1 \% \\ & (38) \\ & \hline \end{aligned}$ |
| Olmos Elementary | 593 | $\begin{aligned} & \hline 8.6 \% \\ & (51) \end{aligned}$ | 575 | $\begin{aligned} & \hline 19.7 \% \\ & (113) \end{aligned}$ | 595 | $\begin{gathered} \hline 30.3 \% \\ (180) \end{gathered}$ | $\begin{gathered} 11.1 \% \\ (62) \end{gathered}$ | $\begin{gathered} 21.7 \% \\ (129) \end{gathered}$ |
| Storey Elementary | 800 | $\begin{gathered} 23.9 \% \\ (191) \end{gathered}$ | 781 | $\begin{gathered} \hline 42.9 \% \\ (335) \\ \hline \end{gathered}$ | 799 | $\begin{gathered} 57.2 \% \\ (457) \\ \hline \end{gathered}$ | $\begin{aligned} & 19.0 \% \\ & (144) \end{aligned}$ | $\begin{gathered} 33.3 \% \\ (266) \\ \hline \end{gathered}$ |
| Sunnyside High | 818 | $\begin{gathered} 12.5 \% \\ (102) \end{gathered}$ | 639 | $\begin{gathered} 13.3 \% \\ (85) \end{gathered}$ | 788 | $\begin{gathered} \hline 12.8 \% \\ (101) \end{gathered}$ | $\begin{aligned} & 0.8 \% \\ & (-17) \end{aligned}$ | $\begin{gathered} 0.3 \% \\ (-1) \end{gathered}$ |
| Terronez Middle | 529 | $\begin{gathered} 18.5 \% \\ (98) \\ \hline \end{gathered}$ | 535 | $\begin{gathered} 20.9 \% \\ (112) \end{gathered}$ | -- | -- | $\begin{gathered} \hline 2.4 \% \\ (14) \\ \hline \end{gathered}$ | -- |

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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Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 3 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 |  | 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 | 51,438 | $\begin{gathered} 8.9 \% \\ (4,562) \\ \hline \end{gathered}$ | 49,280 | $\begin{gathered} \hline 18.2 \% \\ (8,966) \end{gathered}$ | 49,124 | $\begin{gathered} 28.0 \% \\ (13,766) \\ \hline \end{gathered}$ | $\begin{gathered} 9.3 \% \\ (4,404) \\ \hline \end{gathered}$ | $\begin{gathered} 19.2 \% \\ (9,204) \\ \hline \end{gathered}$ |
| Bullard Region | 6,388 | $\begin{aligned} & \hline 10.7 \% \\ & (682) \\ & \hline \end{aligned}$ | 5,764 | $\begin{gathered} \hline 23.7 \% \\ (1,366) \\ \hline \end{gathered}$ | 6,235 | $\begin{gathered} \hline 34.9 \% \\ (2,173) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 13.0 \% \\ & (684) \\ & \hline \end{aligned}$ | $\begin{gathered} 24.2 \% \\ (1,491) \\ \hline \end{gathered}$ |
| Bullard High | 983 | $\begin{gathered} 18.7 \% \\ (184) \end{gathered}$ | 389 | $\begin{gathered} \hline 29.8 \% \\ (116) \end{gathered}$ | 824 | $\begin{aligned} & \hline 30.8 \% \\ & (254) \end{aligned}$ | $\begin{gathered} 11.1 \% \\ (-68) \end{gathered}$ | $\begin{gathered} 12.1 \% \\ (70) \end{gathered}$ |
| Figarden Elementary | 500 | $\begin{gathered} 9.8 \% \\ (49) \\ \hline \end{gathered}$ | 503 | $\begin{aligned} & \hline 23.7 \% \\ & (119) \\ & \hline \end{aligned}$ | 516 | $\begin{aligned} & 34.3 \% \\ & (177) \\ & \hline \end{aligned}$ | $\begin{gathered} 13.9 \% \\ (70) \\ \hline \end{gathered}$ | $\begin{gathered} 24.5 \% \\ (128) \\ \hline \end{gathered}$ |
| Forkner Elementary | 431 | $\begin{gathered} 12.1 \% \\ (52) \\ \hline \end{gathered}$ | 426 | $\begin{aligned} & \hline 29.6 \% \\ & (126) \\ & \hline \end{aligned}$ | 434 | $\begin{aligned} & \hline 50.7 \% \\ & (220) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 17.5 \% \\ (74) \end{gathered}$ | $\begin{gathered} 38.6 \% \\ (168) \end{gathered}$ |
| Gibson Elementary | 410 | $\begin{gathered} 16.8 \% \\ (69) \\ \hline \end{gathered}$ | 405 | $\begin{gathered} 36.0 \% \\ (146) \\ \hline \end{gathered}$ | 407 | $\begin{aligned} & \hline 49.1 \% \\ & (200) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 19.2 \% \\ (77) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 32.3 \% \\ (131) \\ \hline \end{gathered}$ |
| Kratt Elementary | 523 | $\begin{gathered} 5.0 \% \\ (26) \\ \hline \end{gathered}$ | 498 | $\begin{gathered} 18.3 \% \\ (91) \end{gathered}$ | 519 | $\begin{gathered} \hline 28.9 \% \\ (150) \end{gathered}$ | $\begin{gathered} 13.3 \% \\ (65) \end{gathered}$ | $\begin{gathered} 23.9 \% \\ (124) \end{gathered}$ |
| Lawless Elementary | 573 | $\begin{aligned} & \hline 5.2 \% \\ & (30) \\ & \hline \end{aligned}$ | 553 | $\begin{aligned} & 25.0 \% \\ & (138) \\ & \hline \end{aligned}$ | 568 | $\begin{aligned} & \hline 39.6 \% \\ & (225) \\ & \hline \end{aligned}$ | $\begin{aligned} & \text { 19.7\% } \\ & \text { (108) } \end{aligned}$ | $\begin{gathered} 34.4 \% \\ (195) \end{gathered}$ |
| Malloch Elementary | 387 | $\begin{gathered} 14.5 \% \\ (56) \\ \hline \end{gathered}$ | 395 | $\begin{aligned} & 36.5 \% \\ & (144) \end{aligned}$ | 399 | $\begin{aligned} & \text { 51.4\% } \\ & \text { (205) } \end{aligned}$ | $\begin{gathered} \hline 22.0 \% \\ (88) \\ \hline \end{gathered}$ | $\begin{gathered} 36.9 \% \\ (149) \end{gathered}$ |
| Powers Elementary | 386 | $\begin{gathered} \hline 4.4 \% \\ (17) \\ \hline \end{gathered}$ | 384 | $\begin{gathered} \hline 17.7 \% \\ (68) \\ \hline \end{gathered}$ | 384 | $\begin{gathered} \hline 31.0 \% \\ (119) \\ \hline \end{gathered}$ | $\begin{gathered} 13.3 \% \\ (51) \end{gathered}$ | $\begin{gathered} \hline 26.6 \% \\ (102) \\ \hline \end{gathered}$ |
| Slater Elementary | 587 | $\begin{gathered} 4.1 \% \\ (24) \\ \hline \end{gathered}$ | 610 | $\begin{gathered} 13.1 \% \\ (80) \\ \hline \end{gathered}$ | 617 | $\begin{gathered} 21.6 \% \\ (133) \end{gathered}$ | $\begin{aligned} & 9.0 \% \\ & (56) \\ & \hline \end{aligned}$ | $\begin{aligned} & 17.5 \% \\ & (109) \\ & \hline \end{aligned}$ |
| Starr Elementary | 328 | $\begin{gathered} 14.9 \% \\ (49) \\ \hline \end{gathered}$ | 329 | $\begin{gathered} 32.2 \% \\ (106) \end{gathered}$ | 336 | $\begin{gathered} \hline 49.7 \% \\ (167) \end{gathered}$ | $\begin{gathered} \hline 17.3 \% \\ (57) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 34.8 \% \\ (118) \\ \hline \end{gathered}$ |
| Tenaya Middle | 763 | $\begin{gathered} 11.7 \% \\ (89) \\ \hline \end{gathered}$ | 738 | $\begin{aligned} & 23.8 \% \\ & (176) \\ & \hline \end{aligned}$ | 722 | $\begin{aligned} & 28.4 \% \\ & (205) \\ & \hline \end{aligned}$ | $\begin{gathered} 12.2 \% \\ (87) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 16.7 \% \\ & (116) \\ & \hline \end{aligned}$ |
| Wawona K-8 | 517 | $\begin{gathered} \hline 7.2 \% \\ (37) \\ \hline \end{gathered}$ | 534 | $\begin{gathered} \hline 10.5 \% \\ (56) \\ \hline \end{gathered}$ | 509 | $\begin{aligned} & \hline 23.2 \% \\ & (118) \end{aligned}$ | $\begin{gathered} \hline 3.3 \% \\ (19) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 16.0 \% \\ (81) \\ \hline \end{gathered}$ |
| Edison Region | 5,679 | $\begin{gathered} \hline 17.9 \% \\ (1,017) \\ \hline \end{gathered}$ | 5,454 | $\begin{gathered} \hline 25.7 \% \\ (1,400) \\ \hline \end{gathered}$ | 5,296 | $\begin{gathered} 31.9 \% \\ (1,690) \\ \hline \end{gathered}$ | $\begin{aligned} & 7.8 \% \\ & \text { (383) } \\ & \hline \end{aligned}$ | $\begin{aligned} & 14.0 \% \\ & (673) \\ & \hline \end{aligned}$ |
| Addams Elementary | 704 | $\begin{aligned} & 3.1 \% \\ & (22) \\ & \hline \end{aligned}$ | 670 | $\begin{gathered} 9.4 \% \\ (63) \\ \hline \end{gathered}$ | 722 | $\begin{gathered} 18.8 \% \\ (136) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 6.3 \% \\ & (41) \\ & \hline \end{aligned}$ | $\begin{aligned} & 15.7 \% \\ & (114) \\ & \hline \end{aligned}$ |
| Columbia Elementary | 457 | $\begin{gathered} 1.8 \% \\ \text { (8) } \\ \hline \end{gathered}$ | 481 | $\begin{gathered} \hline 6.7 \% \\ (32) \\ \hline \end{gathered}$ | 500 | $\begin{gathered} \hline 16.0 \% \\ (80) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 4.9 \% \\ & (24) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 14.2 \% \\ (72) \\ \hline \end{gathered}$ |
| Computech Middle | 685 | $\begin{gathered} 48.9 \% \\ (335) \\ \hline \end{gathered}$ | 525 | $\begin{gathered} 59.2 \% \\ (311) \end{gathered}$ | 235 | $\begin{gathered} \hline 62.6 \% \\ (147) \end{gathered}$ | $\begin{gathered} 10.3 \% \\ (-24) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 13.6 \% \\ & (-188) \\ & \hline \end{aligned}$ |
| Edison High | 795 | $\begin{gathered} 25.8 \% \\ (205) \\ \hline \end{gathered}$ | 742 | $\begin{gathered} 31.3 \% \\ (232) \end{gathered}$ | 747 | $\begin{aligned} & 34.0 \% \\ & (254) \end{aligned}$ | $\begin{gathered} 5.5 \% \\ (27) \\ \hline \end{gathered}$ | $\begin{gathered} 8.2 \% \\ (49) \\ \hline \end{gathered}$ |
| Gaston Middle | 730 | $\begin{gathered} 4.9 \% \\ (36) \\ \hline \end{gathered}$ | 706 | $\begin{gathered} 8.6 \% \\ (61) \\ \hline \end{gathered}$ | 718 | $\begin{gathered} 8.2 \% \\ (59) \end{gathered}$ | $\begin{gathered} 3.7 \% \\ (25) \\ \hline \end{gathered}$ | $\begin{gathered} 3.3 \% \\ (23) \\ \hline \end{gathered}$ |
| King Elementary | 565 | $\begin{gathered} 1.9 \% \\ (11) \\ \hline \end{gathered}$ | 543 | $\begin{gathered} 11.2 \% \\ (61) \end{gathered}$ | 571 | $\begin{gathered} 15.9 \% \\ (91) \end{gathered}$ | $\begin{aligned} & 9.3 \% \\ & (50) \\ & \hline \end{aligned}$ | $\begin{gathered} 14.0 \% \\ (80) \end{gathered}$ |
| Kirk Elementary | 283 | $\begin{gathered} \hline 2.8 \% \\ \text { (8) } \end{gathered}$ | 316 | $\begin{gathered} 9.5 \% \\ (30) \end{gathered}$ | 326 | $\begin{gathered} \hline 28.2 \% \\ (92) \end{gathered}$ | $\begin{aligned} & \hline 6.7 \% \\ & (22) \end{aligned}$ | $\begin{gathered} 25.4 \% \\ (84) \end{gathered}$ |
| Lincoln Elementary | 474 | $\begin{gathered} 5.9 \% \\ (28) \\ \hline \end{gathered}$ | 477 | $\begin{gathered} 16.4 \% \\ (78) \end{gathered}$ | 499 | $\begin{aligned} & 33.1 \% \\ & (165) \end{aligned}$ | $\begin{gathered} 10.4 \% \\ (50) \end{gathered}$ | $\begin{gathered} \hline 27.2 \% \\ (137) \end{gathered}$ |
| Manchester Gate | 656 | $\begin{gathered} 52.7 \% \\ (346) \\ \hline \end{gathered}$ | 650 | $\begin{aligned} & 73.2 \% \\ & (476) \\ & \hline \end{aligned}$ | 621 | $\begin{gathered} 87.6 \% \\ (544) \\ \hline \end{gathered}$ | $\begin{aligned} & 20.5 \% \\ & (130) \end{aligned}$ | $\begin{gathered} 34.9 \% \\ (198) \\ \hline \end{gathered}$ |
| Sunset Elementary | 330 | $\begin{gathered} \hline 5.5 \% \\ (18) \\ \hline \end{gathered}$ | 344 | $\begin{gathered} 16.3 \% \\ (56) \end{gathered}$ | 357 | $\begin{aligned} & 34.2 \% \\ & (122) \\ & \hline \end{aligned}$ | $\begin{gathered} 10.8 \% \\ (38) \end{gathered}$ | $\begin{aligned} & 28.7 \% \\ & (104) \end{aligned}$ |

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.
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Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 3 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 |  | 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 | $\begin{aligned} & \hline 4.5 \% \\ & (284) \end{aligned}$ | 6,219 | $\begin{aligned} & \text { 12.8\% } \\ & \text { (795) } \end{aligned}$ | 6,369 | $\begin{gathered} \hline 21.2 \% \\ (1,348) \\ \hline \end{gathered}$ | $\begin{aligned} & 8.3 \% \\ & (511) \end{aligned}$ | $\begin{gathered} 16.7 \% \\ (1,064) \\ \hline \end{gathered}$ |
| Cooper Middle | 508 | $\begin{gathered} 10.8 \% \\ (55) \\ \hline \end{gathered}$ | 523 | $\begin{gathered} 16.3 \% \\ (85) \end{gathered}$ | 500 | $\begin{gathered} 22.4 \% \\ (112) \end{gathered}$ | $\begin{gathered} 5.4 \% \\ (30) \end{gathered}$ | $\begin{gathered} 11.6 \% \\ (57) \\ \hline \end{gathered}$ |
| Del Mar Elementary | 459 | $\begin{aligned} & 4.8 \% \\ & (22) \\ & \hline \end{aligned}$ | 452 | $\begin{gathered} 16.4 \% \\ (74) \\ \hline \end{gathered}$ | 464 | $\begin{gathered} 23.3 \% \\ (108) \end{gathered}$ | $\begin{gathered} 11.6 \% \\ (52) \\ \hline \end{gathered}$ | $\begin{gathered} 18.5 \% \\ (86) \\ \hline \end{gathered}$ |
| Fort Miller Middle | 615 | $\begin{gathered} 2.6 \% \\ (16) \end{gathered}$ | 625 | $\begin{gathered} 5.8 \% \\ (36) \end{gathered}$ | 619 | $\begin{aligned} & 7.1 \% \\ & (44) \\ & \hline \end{aligned}$ | $\begin{gathered} 3.2 \% \\ (20) \\ \hline \end{gathered}$ | $\begin{gathered} 4.5 \% \\ (28) \\ \hline \end{gathered}$ |
| Fremont Elementary | 399 | $\begin{gathered} \hline 2.8 \% \\ (11) \\ \hline \end{gathered}$ | 387 | $\begin{gathered} \hline 11.9 \% \\ (46) \\ \hline \end{gathered}$ | 393 | $\begin{gathered} \hline 21.4 \% \\ (84) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 9.1 \% \\ (35) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 18.6 \% \\ (73) \\ \hline \end{gathered}$ |
| Fresno High | 618 | $\begin{gathered} 9.7 \% \\ (60) \\ \hline \end{gathered}$ | 501 | $\begin{gathered} 17.0 \% \\ (85) \\ \hline \end{gathered}$ | 552 | $\begin{aligned} & \text { 21.7\% } \\ & (120) \end{aligned}$ | $\begin{aligned} & \hline 7.3 \% \\ & (25) \\ & \hline \end{aligned}$ | $\begin{gathered} 12.0 \% \\ (60) \\ \hline \end{gathered}$ |
| Hamilton K-8 | 695 | $\begin{gathered} 5.9 \% \\ (41) \end{gathered}$ | 670 | $\begin{aligned} & \hline 17.2 \% \\ & (115) \\ & \hline \end{aligned}$ | 679 | $\begin{gathered} \hline 26.8 \% \\ (182) \end{gathered}$ | $\begin{gathered} 11.3 \% \\ (74) \end{gathered}$ | $\begin{aligned} & \hline 20.9 \% \\ & (141) \\ & \hline \end{aligned}$ |
| Heaton Elementary | 459 | $\begin{gathered} 2.2 \% \\ (10) \\ \hline \end{gathered}$ | 472 | $\begin{aligned} & 7.2 \% \\ & (34) \\ & \hline \end{aligned}$ | 469 | $\begin{gathered} 13.9 \% \\ (65) \\ \hline \end{gathered}$ | $\begin{aligned} & 5.0 \% \\ & (24) \\ & \hline \end{aligned}$ | $\begin{gathered} 11.7 \% \\ (55) \\ \hline \end{gathered}$ |
| Homan Elementary | 528 | $\begin{gathered} 3.0 \% \\ (16) \\ \hline \end{gathered}$ | 524 | $\begin{gathered} 12.6 \% \\ (66) \\ \hline \end{gathered}$ | 534 | $\begin{gathered} \hline 26.0 \% \\ (139) \end{gathered}$ | $\begin{aligned} & 9.6 \% \\ & (50) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 23.0 \% \\ & (123) \end{aligned}$ |
| Muir Elementary | 407 | $\begin{gathered} 2.0 \% \\ (8) \end{gathered}$ | 410 | $\begin{gathered} 12.4 \% \\ (51) \\ \hline \end{gathered}$ | 433 | $\begin{gathered} \hline 22.6 \% \\ (98) \\ \hline \end{gathered}$ | $\begin{gathered} 10.5 \% \\ (43) \end{gathered}$ | $\begin{gathered} 20.7 \% \\ (90) \\ \hline \end{gathered}$ |
| Roeding Elementary | 528 | $\begin{gathered} 4.0 \% \\ (21) \\ \hline \end{gathered}$ | 562 | $\begin{gathered} \hline 12.6 \% \\ (71) \\ \hline \end{gathered}$ | 561 | $\begin{gathered} \hline 26.9 \% \\ (151) \end{gathered}$ | $\begin{aligned} & \hline 8.7 \% \\ & (50) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 22.9 \% \\ (130) \\ \hline \end{gathered}$ |
| Williams Elementary | 531 | $\begin{gathered} 1.1 \% \\ (6) \end{gathered}$ | 500 | $\begin{gathered} 10.2 \% \\ (51) \end{gathered}$ | 543 | $\begin{gathered} \hline 16.8 \% \\ (91) \end{gathered}$ | $\begin{gathered} 9.1 \% \\ (45) \end{gathered}$ | $\begin{gathered} \hline 15.6 \% \\ (85) \end{gathered}$ |
| Wilson Elementary | 594 | $\begin{gathered} 3.0 \% \\ (18) \end{gathered}$ | 593 | $\begin{gathered} 13.7 \% \\ (81) \end{gathered}$ | 622 | $\begin{aligned} & 24.8 \% \\ & (154) \end{aligned}$ | $\begin{gathered} 10.6 \% \\ (63) \end{gathered}$ | $\begin{gathered} 21.7 \% \\ (136) \end{gathered}$ |

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: 6/13/2022
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## Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 3 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 |  | 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 | $\begin{gathered} \hline 15.9 \% \\ (1,039) \\ \hline \end{gathered}$ | 6,392 | $\begin{gathered} \hline 26.0 \% \\ (1,665) \end{gathered}$ | $\begin{aligned} & 9.7 \% \\ & \text { (609) } \\ & \hline \end{aligned}$ | $\begin{gathered} 19.9 \% \\ (1,235) \\ \hline \end{gathered}$ |
| Ahwahnee Middle | 483 | $\begin{gathered} 10.1 \% \\ (49) \end{gathered}$ | 381 | $\begin{gathered} 15.0 \% \\ (57) \\ \hline \end{gathered}$ | -- | -- | $\begin{gathered} 4.8 \% \\ \text { (8) } \end{gathered}$ | -- |
| Centennial Elementary | 681 | $\begin{gathered} 3.5 \% \\ (24) \end{gathered}$ | 647 | $\begin{gathered} 10.7 \% \\ (69) \end{gathered}$ | 679 | $\begin{gathered} 20.2 \% \\ (137) \end{gathered}$ | $\begin{aligned} & \hline 7.1 \% \\ & (45) \end{aligned}$ | $\begin{aligned} & \text { 16.7\% } \\ & (113) \end{aligned}$ |
| Eaton Elementary | 399 | $\begin{gathered} \hline 9.5 \% \\ (38) \end{gathered}$ | 382 | $\begin{gathered} \hline 23.0 \% \\ (88) \end{gathered}$ | 399 | $\begin{gathered} \hline 45.4 \% \\ (181) \end{gathered}$ | $\begin{gathered} 13.5 \% \\ (50) \end{gathered}$ | $\begin{gathered} \hline 35.8 \% \\ (143) \end{gathered}$ |
| Holland Elementary | 391 | $\begin{gathered} \hline 4.9 \% \\ (19) \end{gathered}$ | 387 | $\begin{gathered} \hline 19.6 \% \\ (76) \end{gathered}$ | 411 | $\begin{gathered} \hline 26.0 \% \\ (107) \end{gathered}$ | $\begin{gathered} \hline 14.8 \% \\ (57) \end{gathered}$ | $\begin{gathered} \hline 21.2 \% \\ (88) \end{gathered}$ |
| Hoover High | 782 | $\begin{gathered} 11.3 \% \\ (88) \\ \hline \end{gathered}$ | 643 | $\begin{gathered} 17.4 \% \\ (112) \end{gathered}$ | 589 | $\begin{aligned} & 20.5 \% \\ & (121) \\ & \hline \end{aligned}$ | $\begin{gathered} 6.2 \% \\ (24) \\ \hline \end{gathered}$ | $\begin{aligned} & 9.3 \% \\ & (33) \\ & \hline \end{aligned}$ |
| McCardle Elementary | 420 | $\begin{aligned} & \hline 7.6 \% \\ & (32) \\ & \hline \end{aligned}$ | 430 | $\begin{gathered} \hline 19.1 \% \\ (82) \\ \hline \end{gathered}$ | 444 | $\begin{gathered} \hline 34.9 \% \\ (155) \end{gathered}$ | $\begin{gathered} \hline 11.5 \% \\ (50) \end{gathered}$ | $\begin{gathered} \hline 27.3 \% \\ (123) \end{gathered}$ |
| Pyle Elementary | 642 | $\begin{gathered} 3.3 \% \\ (21) \end{gathered}$ | 628 | $\begin{aligned} & \hline 9.4 \% \\ & (59) \end{aligned}$ | 685 | $\begin{aligned} & \hline 16.6 \% \\ & (114) \end{aligned}$ | $\begin{gathered} \hline 6.1 \% \\ (38) \end{gathered}$ | $\begin{gathered} 13.4 \% \\ (93) \end{gathered}$ |
| Robinson Elementary | 432 | $\begin{gathered} \hline 5.8 \% \\ (25) \end{gathered}$ | 436 | $\begin{gathered} \hline 24.3 \% \\ (106) \end{gathered}$ | 433 | $\begin{gathered} \hline 36.3 \% \\ (157) \end{gathered}$ | $\begin{gathered} 18.5 \% \\ (81) \end{gathered}$ | $\begin{gathered} \hline 30.5 \% \\ (132) \end{gathered}$ |
| Thomas Elementary | 698 | $\begin{gathered} 3.9 \% \\ (27) \\ \hline \end{gathered}$ | 672 | $\begin{gathered} 14.0 \% \\ (94) \\ \hline \end{gathered}$ | 700 | $\begin{aligned} & 22.3 \% \\ & (156) \\ & \hline \end{aligned}$ | $\begin{gathered} 10.1 \% \\ (67) \\ \hline \end{gathered}$ | $\begin{gathered} 18.4 \% \\ (129) \end{gathered}$ |
| Tioga Middle | 650 | $\begin{gathered} \hline 5.8 \% \\ (38) \end{gathered}$ | 553 | $\begin{gathered} \hline 15.4 \% \\ (85) \end{gathered}$ | 605 | $\begin{gathered} \hline 16.2 \% \\ (98) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 9.5 \% \\ (47) \end{gathered}$ | $\begin{gathered} \hline 10.4 \% \\ (60) \\ \hline \end{gathered}$ |
| Viking Elementary | 625 | $\begin{gathered} \hline 4.3 \% \\ (27) \end{gathered}$ | 618 | $\begin{gathered} 15.2 \% \\ (94) \end{gathered}$ | 643 | $\begin{gathered} 28.8 \% \\ (185) \end{gathered}$ | $\begin{gathered} 10.9 \% \\ (67) \end{gathered}$ | $\begin{aligned} & \text { 24.5\% } \\ & (158) \end{aligned}$ |
| Vinland Elementary | 447 | $\begin{gathered} \hline 6.3 \% \\ (28) \end{gathered}$ | 430 | $\begin{gathered} 17.2 \% \\ (74) \\ \hline \end{gathered}$ | 449 | $\begin{gathered} \hline 33.2 \% \\ (149) \end{gathered}$ | $\begin{gathered} 10.9 \% \\ (46) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 26.9 \% \\ (121) \end{gathered}$ |
| Wolters Elementary | 340 | $\begin{gathered} \hline 4.1 \% \\ (14) \\ \hline \end{gathered}$ | 327 | $\begin{gathered} 13.1 \% \\ (43) \\ \hline \end{gathered}$ | 353 | $\begin{gathered} 29.7 \% \\ (105) \end{gathered}$ | $\begin{gathered} 9.0 \% \\ (29) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 25.6 \% \\ (91) \\ \hline \end{gathered}$ |

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 3 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 |  | 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 | $\begin{gathered} \hline 13.9 \% \\ (1,077) \end{gathered}$ | 7,786 | $\begin{gathered} 25.3 \% \\ (1,966) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 8.9 \% \\ & \text { (686) } \end{aligned}$ | $\begin{gathered} 20.2 \% \\ (1,575) \\ \hline \end{gathered}$ |
| Birney Elementary | 684 | $\begin{gathered} \hline 4.5 \% \\ (31) \end{gathered}$ | 683 | $\begin{gathered} \hline 15.7 \% \\ (107) \end{gathered}$ | 691 | $\begin{aligned} & \hline 30.4 \% \\ & (210) \end{aligned}$ | $\begin{gathered} 11.1 \% \\ (76) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 25.9 \% \\ (179) \end{gathered}$ |
| Ericson Elementary | 647 | $\begin{gathered} 2.9 \% \\ (19) \end{gathered}$ | 667 | $\begin{gathered} 11.7 \% \\ (78) \end{gathered}$ | 686 | $\begin{aligned} & \text { 29.9\% } \\ & (205) \end{aligned}$ | $\begin{gathered} 8.8 \% \\ (59) \end{gathered}$ | $\begin{gathered} \hline 26.9 \% \\ (186) \end{gathered}$ |
| Ewing Elementary | 721 | $\begin{gathered} 4.3 \% \\ (31) \\ \hline \end{gathered}$ | 744 | $\begin{aligned} & 16.1 \% \\ & (120) \end{aligned}$ | 743 | $\begin{aligned} & 31.5 \% \\ & (234) \\ & \hline \end{aligned}$ | $\begin{gathered} 11.8 \% \\ (89) \\ \hline \end{gathered}$ | $\begin{aligned} & 27.2 \% \\ & (203) \\ & \hline \end{aligned}$ |
| Hidalgo Elementary | 478 | $\begin{gathered} 3.3 \% \\ (16) \\ \hline \end{gathered}$ | 483 | $\begin{gathered} 9.7 \% \\ (47) \\ \hline \end{gathered}$ | 526 | $\begin{gathered} \hline 20.5 \% \\ (108) \end{gathered}$ | $\begin{aligned} & \hline 6.4 \% \\ & (31) \\ & \hline \end{aligned}$ | $\begin{gathered} \hline 17.2 \% \\ (92) \end{gathered}$ |
| Leavenworth Elementary | 695 | $\begin{gathered} 5.9 \% \\ (41) \\ \hline \end{gathered}$ | 736 | $\begin{gathered} 14.8 \% \\ (109) \end{gathered}$ | 763 | $\begin{aligned} & 30.9 \% \\ & (236) \end{aligned}$ | $\begin{aligned} & 8.9 \% \\ & (68) \\ & \hline \end{aligned}$ | $\begin{gathered} 25.0 \% \\ (195) \\ \hline \end{gathered}$ |
| Mayfair Elementary | 557 | $\begin{aligned} & 4.3 \% \\ & (24) \\ & \hline \end{aligned}$ | 540 | $\begin{gathered} 15.0 \% \\ (81) \end{gathered}$ | 562 | $\begin{gathered} \hline 24.0 \% \\ (135) \\ \hline \end{gathered}$ | $\begin{gathered} 10.7 \% \\ (57) \end{gathered}$ | $\begin{aligned} & \hline 19.7 \% \\ & (111) \\ & \hline \end{aligned}$ |
| McLane High | 532 | $\begin{aligned} & 8.1 \% \\ & (43) \\ & \hline \end{aligned}$ | 556 | $\begin{gathered} 11.2 \% \\ (62) \\ \hline \end{gathered}$ | 514 | $\begin{gathered} 15.8 \% \\ (81) \\ \hline \end{gathered}$ | $\begin{gathered} 3.1 \% \\ (19) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 7.7 \% \\ & (38) \\ & \hline \end{aligned}$ |
| Norseman Elementary | 518 | $\begin{gathered} 4.1 \% \\ (21) \\ \hline \end{gathered}$ | 523 | $\begin{gathered} 12.8 \% \\ (67) \\ \hline \end{gathered}$ | 525 | $\begin{gathered} 26.3 \% \\ (138) \end{gathered}$ | $\begin{aligned} & 8.8 \% \\ & (46) \end{aligned}$ | $\begin{aligned} & 22.2 \% \\ & (117) \end{aligned}$ |
| Rowell Elementary | 553 | $\begin{gathered} 3.8 \% \\ (21) \\ \hline \end{gathered}$ | 553 | $\begin{gathered} 13.0 \% \\ (72) \\ \hline \end{gathered}$ | 588 | $\begin{gathered} 28.9 \% \\ (170) \end{gathered}$ | $\begin{gathered} 9.2 \% \\ (51) \\ \hline \end{gathered}$ | $\begin{gathered} 25.1 \% \\ (149) \\ \hline \end{gathered}$ |
| Scandinavian Middle | 739 | $\begin{aligned} & \hline 7.3 \% \\ & (54) \\ & \hline \end{aligned}$ | 710 | $\begin{gathered} 13.2 \% \\ (94) \\ \hline \end{gathered}$ | 608 | $\begin{gathered} 14.8 \% \\ (90) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 5.9 \% \\ (40) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 7.5 \% \\ & (36) \\ & \hline \end{aligned}$ |
| Turner Elementary | 529 | $\begin{gathered} \hline 3.4 \% \\ (18) \\ \hline \end{gathered}$ | 540 | $\begin{gathered} 15.2 \% \\ (82) \\ \hline \end{gathered}$ | 559 | $\begin{gathered} 25.2 \% \\ (141) \end{gathered}$ | $\begin{gathered} 11.8 \% \\ (64) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 21.8 \% \\ (123) \\ \hline \end{gathered}$ |
| Wishon Elementary | 433 | $\begin{aligned} & 6.7 \% \\ & (29) \end{aligned}$ | 425 | $\begin{gathered} 17.4 \% \\ (74) \\ \hline \end{gathered}$ | 445 | $\begin{aligned} & \hline 29.9 \% \\ & (133) \\ & \hline \end{aligned}$ | $\begin{gathered} 10.7 \% \\ (45) \end{gathered}$ | $\begin{aligned} & \hline 23.2 \% \\ & (104) \\ & \hline \end{aligned}$ |
| Yosemite Middle | 600 | $\begin{aligned} & \hline 7.2 \% \\ & (43) \\ & \hline \end{aligned}$ | 566 | $\begin{gathered} 14.8 \% \\ (84) \\ \hline \end{gathered}$ | 576 | $\begin{gathered} 14.8 \% \\ (85) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 7.7 \% \\ (41) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 7.6 \% \\ & (42) \\ & \hline \end{aligned}$ |

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.

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Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 3 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 |  | 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 | 6,972 | $\begin{aligned} & 5.9 \% \\ & \text { (413) } \end{aligned}$ | 6,433 | $\begin{aligned} & 14.4 \% \\ & (927) \\ & \hline \end{aligned}$ | 5,922 | $\begin{gathered} \hline 26.6 \% \\ (1,577) \end{gathered}$ | $\begin{aligned} & 8.5 \% \\ & (514) \\ & \hline \end{aligned}$ | $\begin{gathered} 20.7 \% \\ (1,164) \\ \hline \end{gathered}$ |
| Anthony Elementary | 393 | $\begin{gathered} 4.1 \% \\ (16) \\ \hline \end{gathered}$ | 362 | $\begin{gathered} 16.3 \% \\ (59) \end{gathered}$ | 386 | $\begin{gathered} \hline 35.0 \% \\ (135) \\ \hline \end{gathered}$ | $\begin{gathered} 12.2 \% \\ (43) \end{gathered}$ | $\begin{gathered} \hline 30.9 \% \\ (119) \end{gathered}$ |
| Balderas Elementary | 532 | $\begin{gathered} 3.8 \% \\ (20) \end{gathered}$ | 573 | $\begin{gathered} 15.4 \% \\ (88) \end{gathered}$ | 591 | $\begin{gathered} \hline 24.7 \% \\ (146) \end{gathered}$ | $\begin{gathered} 11.6 \% \\ (68) \end{gathered}$ | $\begin{gathered} \hline 20.9 \% \\ (126) \end{gathered}$ |
| Calwa Elementary | 457 | $\begin{gathered} 3.9 \% \\ (18) \\ \hline \end{gathered}$ | 540 | $\begin{gathered} \hline 10.7 \% \\ (58) \\ \hline \end{gathered}$ | 546 | $\begin{gathered} 22.3 \% \\ (122) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 6.8 \% \\ & (40) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 18.4 \% \\ & (104) \end{aligned}$ |
| Jackson Elementary | 338 | $\begin{gathered} \hline 3.0 \% \\ (10) \\ \hline \end{gathered}$ | 340 | $\begin{gathered} 11.5 \% \\ (39) \end{gathered}$ | 351 | $\begin{gathered} 27.6 \% \\ (97) \\ \hline \end{gathered}$ | $\begin{gathered} 8.5 \% \\ (29) \end{gathered}$ | $\begin{gathered} 24.7 \% \\ (87) \\ \hline \end{gathered}$ |
| Jefferson Elementary | 407 | $\begin{gathered} 3.9 \% \\ (16) \\ \hline \end{gathered}$ | 390 | $\begin{gathered} 17.4 \% \\ (68) \\ \hline \end{gathered}$ | 406 | $\begin{gathered} 32.3 \% \\ (131) \end{gathered}$ | $\begin{gathered} 13.5 \% \\ (52) \\ \hline \end{gathered}$ | $\begin{gathered} 28.3 \% \\ (115) \end{gathered}$ |
| Lane Elementary | 491 | $\begin{gathered} \hline 4.9 \% \\ (24) \end{gathered}$ | 498 | $\begin{gathered} \hline 14.3 \% \\ (71) \end{gathered}$ | 505 | $\begin{gathered} \hline 22.2 \% \\ (112) \end{gathered}$ | $\begin{gathered} \hline 9.4 \% \\ (47) \end{gathered}$ | $\begin{gathered} \hline 17.3 \% \\ (88) \end{gathered}$ |
| Lowell Elementary | 315 | $\begin{gathered} 2.9 \% \\ \text { (9) } \\ \hline \end{gathered}$ | 323 | $\begin{gathered} 9.3 \% \\ (30) \\ \hline \end{gathered}$ | 326 | $\begin{gathered} 22.1 \% \\ (72) \\ \hline \end{gathered}$ | $\begin{gathered} 6.4 \% \\ (21) \\ \hline \end{gathered}$ | $\begin{gathered} 19.2 \% \\ (63) \\ \hline \end{gathered}$ |
| Roosevelt High | 753 | $\begin{gathered} \hline 11.0 \% \\ (83) \end{gathered}$ | 28 | $\begin{gathered} 14.3 \% \\ (4) \end{gathered}$ | 122 | $\begin{gathered} \hline 12.3 \% \\ (15) \end{gathered}$ | $\begin{aligned} & \hline 3.3 \% \\ & (-79) \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 1.3 \% \\ & (-68) \end{aligned}$ |
| Sequoia Middle | 753 | $\begin{aligned} & 6.5 \% \\ & (49) \end{aligned}$ | 752 | $\begin{gathered} \hline 12.1 \% \\ (91) \\ \hline \end{gathered}$ | 34 | $\begin{gathered} 2.9 \% \\ (1) \\ \hline \end{gathered}$ | $\begin{gathered} 5.6 \% \\ (42) \end{gathered}$ | $\begin{gathered} -3.6 \% \\ (-48) \\ \hline \end{gathered}$ |
| Tehipite Middle | 394 | $\begin{gathered} \hline 3.0 \% \\ (12) \\ \hline \end{gathered}$ | 394 | $\begin{gathered} \hline 5.8 \% \\ (23) \\ \hline \end{gathered}$ | 349 | $\begin{gathered} \hline 8.6 \% \\ (30) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 2.8 \% \\ (11) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 5.6 \% \\ (18) \\ \hline \end{gathered}$ |
| Vang Pao Elementary | 716 | $\begin{gathered} \hline 4.3 \% \\ (31) \end{gathered}$ | 723 | $\begin{gathered} 19.4 \% \\ (140) \end{gathered}$ | 742 | $\begin{gathered} \hline 38.0 \% \\ (282) \end{gathered}$ | $\begin{aligned} & \hline 15.0 \% \\ & (109) \end{aligned}$ | $\begin{gathered} \hline 33.7 \% \\ (251) \end{gathered}$ |
| Webster Elementary | 266 | $\begin{gathered} 2.3 \% \\ (6) \end{gathered}$ | 266 | $\begin{gathered} 11.7 \% \\ (31) \end{gathered}$ | 291 | $\begin{gathered} \hline 23.4 \% \\ (68) \end{gathered}$ | $\begin{gathered} 9.4 \% \\ (25) \end{gathered}$ | $\begin{gathered} 21.1 \% \\ (62) \end{gathered}$ |
| Winchell Elementary | 510 | $\begin{gathered} \hline 3.5 \% \\ (18) \end{gathered}$ | 600 | $\begin{gathered} 9.3 \% \\ (56) \end{gathered}$ | 633 | $\begin{gathered} \hline 20.1 \% \\ (127) \end{gathered}$ | $\begin{gathered} \hline 5.8 \% \\ (38) \end{gathered}$ | $\begin{gathered} 16.5 \% \\ (109) \end{gathered}$ |
| Yokomi Elementary | 647 | $\begin{aligned} & 15.6 \% \\ & (101) \end{aligned}$ | 644 | $\begin{gathered} 26.2 \% \\ (169) \end{gathered}$ | 640 | $\begin{aligned} & 37.3 \% \\ & (239) \end{aligned}$ | $\begin{gathered} 10.6 \% \\ (68) \end{gathered}$ | $\begin{gathered} 21.7 \% \\ (138) \end{gathered}$ |

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Academic Performance OKR: 2021-22- i-Ready Math Diagnostic 3 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 |  | 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 | $\begin{aligned} & 20.5 \% \\ & \text { (923) } \\ & \hline \end{aligned}$ | 4,444 | $\begin{gathered} \hline 27.9 \% \\ (1,238) \end{gathered}$ | 4,650 | $\begin{gathered} \hline 33.2 \% \\ (1,545) \\ \hline \end{gathered}$ | $\begin{aligned} & 7.3 \% \\ & \text { (315) } \\ & \hline \end{aligned}$ | $\begin{aligned} & 12.7 \% \\ & (622) \\ & \hline \end{aligned}$ |
| Baird Middle | 577 | $\begin{gathered} 25.0 \% \\ (144) \end{gathered}$ | 566 | $\begin{gathered} 37.6 \% \\ (213) \\ \hline \end{gathered}$ | 563 | $\begin{aligned} & 45.1 \% \\ & (254) \\ & \hline \end{aligned}$ | $\begin{gathered} 12.7 \% \\ (69) \\ \hline \end{gathered}$ | $\begin{gathered} 20.2 \% \\ (110) \\ \hline \end{gathered}$ |
| Bullard Talent K-8 | 747 | $\begin{gathered} 19.1 \% \\ (143) \end{gathered}$ | 729 | $\begin{gathered} 38.3 \% \\ (279) \end{gathered}$ | 717 | $\begin{aligned} & \text { 52.3\% } \\ & (375) \end{aligned}$ | $\begin{aligned} & \hline 19.1 \% \\ & (136) \end{aligned}$ | $\begin{gathered} 33.2 \% \\ (232) \end{gathered}$ |
| Cambridge Continuation | -- | -- | -- | -- | 11 | $\begin{gathered} 0.0 \% \\ \text { () } \end{gathered}$ | -- | -- |
| Design Science Middle College High | 139 | $\begin{gathered} 48.2 \% \\ (67) \\ \hline \end{gathered}$ | 118 | $\begin{gathered} \hline 55.9 \% \\ (66) \\ \hline \end{gathered}$ | 127 | $\begin{gathered} \hline 64.6 \% \\ (82) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 7.7 \% \\ (-1) \\ \hline \end{gathered}$ | $\begin{gathered} 16.4 \% \\ (15) \\ \hline \end{gathered}$ |
| DeWolf Continuation | -- | -- | -- | -- | -- | -- | -- | -- |
| Duncan Polytechnical High | 518 | $\begin{gathered} \hline 23.0 \% \\ (119) \end{gathered}$ | 134 | $\begin{gathered} 32.1 \% \\ (43) \\ \hline \end{gathered}$ | 557 | $\begin{gathered} \hline 28.7 \% \\ (160) \end{gathered}$ | $\begin{aligned} & \hline 9.1 \% \\ & (-76) \end{aligned}$ | $\begin{gathered} \hline 5.8 \% \\ (41) \end{gathered}$ |
| eLearn Academy | 2,183 | $\begin{aligned} & 17.8 \% \\ & (388) \end{aligned}$ | 2,512 | $\begin{aligned} & \hline 22.3 \% \\ & (561) \\ & \hline \end{aligned}$ | 2,285 | $\begin{aligned} & 25.7 \% \\ & (588) \\ & \hline \end{aligned}$ | $\begin{aligned} & 4.6 \% \\ & (173) \\ & \hline \end{aligned}$ | $\begin{aligned} & 8.0 \% \\ & (200) \\ & \hline \end{aligned}$ |
| Patino School of Entrepreneurship | 124 | $\begin{gathered} \hline 20.2 \% \\ (25) \end{gathered}$ | 143 | $\begin{gathered} \hline 25.2 \% \\ (36) \end{gathered}$ | 129 | $\begin{gathered} 27.9 \% \\ (36) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 5.0 \% \\ (11) \end{gathered}$ | $\begin{gathered} \hline 7.7 \% \\ (11) \end{gathered}$ |
| Phoenix Elementary | -- | -- | 24 | $\begin{gathered} 4.2 \% \\ (1) \\ \hline \end{gathered}$ | 38 | $\begin{gathered} 10.5 \% \\ (4) \\ \hline \end{gathered}$ | -- | -- |
| Phoenix Secondary | 11 | $\begin{gathered} \hline 0.0 \% \\ \text { () } \\ \hline \end{gathered}$ | 22 | $\begin{gathered} 0.0 \% \\ \text { () } \end{gathered}$ | 45 | $\begin{gathered} 2.2 \% \\ (1) \\ \hline \end{gathered}$ | $\begin{gathered} 0.0 \% \\ \text { () } \\ \hline \end{gathered}$ | $\begin{gathered} 2.2 \% \\ (1) \\ \hline \end{gathered}$ |
| Young Academy | 187 | $\begin{gathered} 19.8 \% \\ (37) \end{gathered}$ | 191 | $\begin{gathered} 20.4 \% \\ (39) \\ \hline \end{gathered}$ | 178 | $\begin{gathered} \hline 25.3 \% \\ (45) \\ \hline \end{gathered}$ | $\begin{gathered} 0.6 \% \\ (2) \\ \hline \end{gathered}$ | $\begin{gathered} 5.5 \% \\ \text { (8) } \end{gathered}$ |
| Sunnyside Region | 6,884 | $\begin{aligned} & 6.1 \% \\ & \text { (422) } \\ & \hline \end{aligned}$ | 6,706 | $\begin{gathered} \hline 16.8 \% \\ (1,124) \end{gathered}$ | 6,474 | $\begin{gathered} \hline 27.8 \% \\ (1,802) \end{gathered}$ | $\begin{gathered} 10.6 \% \\ (702) \end{gathered}$ | $\begin{gathered} \hline 21.7 \% \\ (1,380) \end{gathered}$ |
| Ayer Elementary | 610 | $\begin{gathered} \hline 5.2 \% \\ (32) \end{gathered}$ | 610 | $\begin{gathered} 11.5 \% \\ (70) \\ \hline \end{gathered}$ | 629 | $\begin{gathered} \hline 22.7 \% \\ (143) \end{gathered}$ | $\begin{gathered} \hline 6.2 \% \\ (38) \end{gathered}$ | $\begin{aligned} & \hline 17.5 \% \\ & (111) \end{aligned}$ |
| Aynesworth Elementary | 495 | $\begin{gathered} \hline 2.0 \% \\ (10) \\ \hline \end{gathered}$ | 524 | $\begin{gathered} 10.1 \% \\ (53) \end{gathered}$ | 543 | $\begin{aligned} & \hline 20.6 \% \\ & (112) \end{aligned}$ | $\begin{gathered} \hline 8.1 \% \\ (43) \\ \hline \end{gathered}$ | $\begin{aligned} & 18.6 \% \\ & (102) \end{aligned}$ |
| Bakman Elementary | 639 | $\begin{gathered} 3.0 \% \\ (19) \\ \hline \end{gathered}$ | 635 | $\begin{gathered} 13.4 \% \\ (85) \\ \hline \end{gathered}$ | 670 | $\begin{gathered} 27.6 \% \\ (185) \\ \hline \end{gathered}$ | $\begin{gathered} 10.4 \% \\ (66) \\ \hline \end{gathered}$ | $\begin{gathered} 24.6 \% \\ (166) \\ \hline \end{gathered}$ |
| Burroughs Elementary | 667 | $\begin{gathered} \hline 4.0 \% \\ (27) \\ \hline \end{gathered}$ | 651 | $\begin{gathered} \hline 17.1 \% \\ (111) \end{gathered}$ | 674 | $\begin{gathered} 33.8 \% \\ (228) \end{gathered}$ | $\begin{gathered} 13.0 \% \\ (84) \end{gathered}$ | $\begin{aligned} & \hline 29.8 \% \\ & (201) \\ & \hline \end{aligned}$ |
| Easterby Elementary | 599 | $\begin{aligned} & 6.2 \% \\ & (37) \end{aligned}$ | 580 | $\begin{aligned} & \hline 19.7 \% \\ & (114) \end{aligned}$ | 595 | $\begin{gathered} 36.6 \% \\ (218) \end{gathered}$ | $\begin{gathered} 13.5 \% \\ (77) \end{gathered}$ | $\begin{aligned} & 30.5 \% \\ & (181) \end{aligned}$ |
| Greenberg Elementary | 490 | $\begin{gathered} 5.1 \% \\ (25) \end{gathered}$ | 485 | $\begin{gathered} 16.9 \% \\ (82) \end{gathered}$ | 505 | $\begin{aligned} & 30.3 \% \\ & (153) \end{aligned}$ | $\begin{gathered} 11.8 \% \\ (57) \\ \hline \end{gathered}$ | $\begin{aligned} & 25.2 \% \\ & (128) \end{aligned}$ |
| Kings Canyon Middle | 837 | $\begin{gathered} \hline 9.4 \% \\ (79) \\ \hline \end{gathered}$ | 829 | $\begin{aligned} & \hline 15.0 \% \\ & (124) \\ & \hline \end{aligned}$ | 817 | $\begin{aligned} & \hline 19.7 \% \\ & (161) \\ & \hline \end{aligned}$ | $\begin{gathered} 5.5 \% \\ (45) \\ \hline \end{gathered}$ | $\begin{gathered} 10.3 \% \\ (82) \end{gathered}$ |
| Olmos Elementary | 592 | $\begin{gathered} 3.0 \% \\ (18) \end{gathered}$ | 573 | $\begin{gathered} 13.6 \% \\ (78) \\ \hline \end{gathered}$ | 595 | $\begin{gathered} \hline 22.7 \% \\ (135) \end{gathered}$ | $\begin{gathered} 10.6 \% \\ (60) \end{gathered}$ | $\begin{gathered} \hline 19.6 \% \\ (117) \end{gathered}$ |
| Storey Elementary | 795 | $\begin{gathered} 9.2 \% \\ (73) \end{gathered}$ | 781 | $\begin{aligned} & 29.4 \% \\ & (230) \end{aligned}$ | 794 | $\begin{gathered} 49.9 \% \\ (396) \end{gathered}$ | $\begin{gathered} 20.3 \% \\ (157) \end{gathered}$ | $\begin{gathered} 40.7 \% \\ (323) \end{gathered}$ |
| Sunnyside High | 597 | $\begin{gathered} 9.0 \% \\ (54) \\ \hline \end{gathered}$ | 501 | $\begin{gathered} 22.0 \% \\ (110) \\ \hline \end{gathered}$ | 546 | $\begin{gathered} \hline 9.5 \% \\ (52) \\ \hline \end{gathered}$ | $\begin{gathered} 12.9 \% \\ (56) \\ \hline \end{gathered}$ | $\begin{gathered} 0.5 \% \\ (-2) \\ \hline \end{gathered}$ |
| Terronez Middle | 563 | $\begin{gathered} 8.5 \% \\ (48) \\ \hline \end{gathered}$ | 537 | $\begin{gathered} \hline 12.5 \% \\ (67) \\ \hline \end{gathered}$ | 106 | $\begin{gathered} \hline 17.9 \% \\ (19) \\ \hline \end{gathered}$ | $\begin{gathered} \hline 4.0 \% \\ (19) \\ \hline \end{gathered}$ | $\begin{aligned} & \hline 9.4 \% \\ & (-29) \\ & \hline \end{aligned}$ |

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.

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Data Source: SIS
Date: 6/13/2022
*Results for student groups with a sample size less than 11 are not reported out in alignment with CDE.

