

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet[X] Choice

Name of Principal Mrs. Alma Black
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Tincher Preparatory School
(As it should appear in the official records)

School Mailing Address 1701 Petaluma Avenue
(If address is P.O. Box, also include street address.)

City Long Beach State CA Zip Code+4 (9 digits total) 90815-4855

County Los Angeles

Telephone (562) 493-2636 Fax (562) 594-0818

Web site/URL https://lbtincher.schoolloop.com E-mail ablack@lbschools.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Jill Baker E-mail JBaker@lbschools.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Long Beach Unified School District Tel. (562) 997-8000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Dr. Felton Williams
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 54 Elementary schools (includes K-8)
 - 15 Middle/Junior high schools
 - 15 High schools
 - 1 K-12 schools
- 85 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	41	41	82
1	30	36	66
2	35	25	60
3	33	24	57
4	29	38	67
5	41	28	69
6	56	41	97
7	58	46	104
8	52	54	106
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	375	333	708

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.3 % American Indian or Alaska Native
 - 10.5 % Asian
 - 10.7 % Black or African American
 - 35.4 % Hispanic or Latino
 - 1.3 % Native Hawaiian or Other Pacific Islander
 - 29.4 % White
 - 12.4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 7%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	21
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	31
(3) Total of all transferred students [sum of rows (1) and (2)]	52
(4) Total number of students in the school as of October 1, 2018	751
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

6. Specify each non-English language represented in the school (separate languages by commas):

Arabic, Cambodian (Khmer), Chinese (Mandarin), Chinese (Other Dialect), French, Japanese, Persian, Spanish, Thai, and Vietnamese

English Language Learners (ELL) in the school: 3 %
24 Total number ELL

7. Students eligible for free/reduced-priced meals: 39 %

Total number students who qualify: 274

8. Students receiving special education services: 11 %

81 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>15</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>9</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>26</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>25</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>5</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	26
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 27:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	97%	97%	97%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

To provide a warm and demanding environment with support and enrichment opportunities so that every Tincher Tiger can achieve their maximum potential.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Parents may submit an online School of Choice (SOC) application indicating their preference of schools. Once applications are submitted, they randomly selected. Once selected, parents are notified and must certify their selection to confirm acceptance.

PART III - SUMMARY

Tincher Preparatory School is located in eastern Long Beach, a suburban area within Long Beach Unified School District (LBUSD), named one of the Best Urban School Districts in the nation by the Broad Foundation. Tincher has been providing service to the community for over 60 years and currently serves a multi-ethnic student population from all parts of Long Beach, named by USA Today as one of the most diverse cities in the country. Our population includes students from disparate cultural, linguistic, and socioeconomic backgrounds who experience academic success within Tincher's learning environment.

In the 1990s, parents approached the school board with the idea of converting Tincher from an elementary to a K-8 school, beginning a three-year transition that resulted in Tincher's first class promotion to high school in 2000. Initially 80% of 5th grade students chose to stay for 6th grade, with that number now at 95%. Elementary students who choose to attend Tincher's middle school benefit from a familiar academic setting that fosters personal growth. Tincher graduates excel and have been accepted into elite high school programs, including the California Academy of Math and Science and the nationally renowned PACE program at Poly High School. Tincher now houses a transitional kindergarten class and a preschool program administered by an on-site Child Development Center.

An underpinning of Tincher's success is its strong relationship to the community. Many current students are second or third generation Tincher Tigers, a tribute to the positive experiences of prior generations. The teaching staff is experienced, highly qualified, and stable. Based on the 20-year average tenure for teachers at the site, educators view Tincher as a great place to teach. Recently, the first Tincher graduate joined the faculty and enjoys the perspective of both student and teacher.

With the growth of the school and the increase in student achievement, Tincher has earned several notable awards including being named a California Distinguished School, Title I High Achieving School, a GEAR UP Lighthouse School, and the coveted School to Watch designation from the National Forum to Accelerate Middle-Grades Reform. Tincher, the first K-8 school in California to earn the award and the only school in LBUSD with this designation, has earned recertification as a School to Watch three times. The process involved in qualifying for these awards has contributed to the school's ability to complete detailed self-analyses, identifying strengths or concerns, and developing plans of action as it goes through the application process. The results of these analytical processes have supported the school growth which exists today.

During the transition to a K-8 model, Tincher focused on creating an academic program that would attract students. To that end, Tincher was approved by the district as a GATE (gifted and talented education) school and developed its own KinderTops (kindergarten) and Pathways (early primary) program to ensure all K-8 students had access to an accelerated program. Teachers participated in professional development, focusing on differentiation, with several earning their district GATE certification. This training, paired with previous participation in Baldrige in Education that incorporated strategies including the Plan Do Study Act (PDSA) model for continuous improvement, as well as the Plus/Delta/Rx model of evaluating interventions, contributed to the staff's ability to reflect and improve on their practices.

Augmenting the professional development of teachers, The Art of Teaching program, sponsored by the Cotsen Foundation, supported two cohorts of teachers to participate in two years of study in self-selected areas of interest that included Reading and Writing Workshop models, Cognitively Guided Instruction (CGI) in math, and the use of primary sources in science. The goal of the program is to make good teachers great. Graduates of the program continue to learn and build their knowledge by participating in foundation-funded professional development. Having at least one Cotsen teacher at each grade level in kindergarten through grade 6 provides students with the benefit of knowledgeable teachers who use a range of strategies to enhance and support student learning.

Relationships between teachers and students, colleagues and peers, teachers and parents, and between teachers in all grade levels are at the heart of Tincher's success. The teaching staff participates in articulated meetings between grade levels, across departments and content areas that allow staff to benefit from the experience of each student's prior teachers. This creates a family-centered environment where all students

are known and the staff as a team connects with students and their families. The smaller size of Tincher's middle school program allows these crucial relationships to develop to a greater degree than is possible in a large program. Whole school activities and the implementation of a "college-going culture" foster a sense that Tincher is one school with the common goal of creating the greatest opportunity for student success. Each year Tincher receives more applications to attend than the school can serve, another example that the community views the school as a great place to learn.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Tincher’s philosophy is to grow students into life-long and self-directed learners by providing the educational foundation and tools needed to pursue future educational and career goals. The established college-going culture as an integral part of the school is evident throughout the campus. As teachers prepare students for future endeavors, the college experience is highlighted in posters, school flags, parent activities, and integrated lessons that prepare students to participate in tours of local colleges. Keeping LBUSD’s College and Career Graduate Profile in mind, Tincher seeks to support students in attaining proficiency in the core content areas while preparing them to meet the challenges of high school, ensuring that Tincher scholars graduate from the K-12 system prepared for post-secondary and career options.

Tincher bases its academic program on LBUSD’s guidelines, the Common Core State Standards, as well as district-adopted curricular materials, elements of which can be found embedded in the Understanding Continuum. Since the transition to the Common Core Standards, the LBUSD Understandings have been used to describe effective classroom practices and elements of pedagogy desired across all LBUSD classrooms and are intended to provide teachers and leaders with a resource for planning high quality instruction, helping them to integrate key teacher practices as part of daily instruction, build collective efficacy, promote caring relationships with students and inspire reflection throughout the instructional process.

In addition, teacher participation in ongoing professional development on lesson design, formative assessment, and differentiation allows teachers to tailor instruction to individual student needs, keeping a focus on essential grade level learning progressions. Instruction is further supported by the small student to teacher ratios in all core content middle school classes, and teacher teaming of instruction in some elementary classrooms. A focus on technology integration allows teachers and students to access current and relevant digital platforms for continuous learning. This focus on educational technology is supplemented with two on-site technology labs as well as a 1:1 device to student ratio for instruction.

1b. Reading/English language arts

Tincher teachers integrate listening, speaking, reading, and writing into their approach to English Language Arts instruction. Although instruction manifests differently, every teacher's goal is to offer a balanced literacy program. Basic content teaching is accomplished using the Wonders literacy program in elementary grades, and MyPerspectives curriculum in middle school. Initial assessments are done using the Core 5 and Power Up digital programs. Students in need of additional support receive instruction from the reading intervention specialist who supplements elementary instruction by working in small focused groups and teaches a middle school elective designed to support reading and literacy.

Ongoing assessment is accomplished using a variety of strategies, including checking for understanding and use of whiteboards or digital assessment tools like plickers. Whole group instruction is supplemented with small group work, literature circles, Socratic seminars (middle school), 1:1 intervention, and online interventions. ELA textbooks are supplemented with news articles, novels, book studies, and digital resources such as Readworks and Newsela that increase student engagement and pique students’ interest. Interventions tailored to specific students’ areas of need are provided using the Core 5 lessons.

Regardless of the instructional style of teachers, instruction is standards-based and ongoing assessment ensures that students are making progress. In addition to formative assessment, teachers use a combination of strategies as well as district and teacher-created assessments, allowing all students to be evaluated using the same criteria. The results of these assessments are analyzed to identify progress, areas of need, and to support modifications to instruction.

Many K-6 teachers possess specialized training in Reading and Writing Workshop which uses a tailored approach to reading instruction based on individual student reading levels. Elementary students are placed into GATE/Accelerated classes in grades 3-5. To ensure equity, this is done after all 2nd and 4th grade students have been assessed for GATE program placement and teachers have completed an evaluation/recommendation form. GATE classes are staffed with teachers who have received additional specialized training through the district, outside agencies, and individual study in the delivery of instruction for gifted students.

All teachers use Thinking Maps™ in their classrooms, providing students with common tools at all grade levels. The use of graphic organizers in reading instruction (as well as other core areas) assists students in making connections, organizing their thinking and writing, leading to students developing a deeper understanding of the content. The use of collaborative conversations, direct teaching, modeling of discussion tools and citing text evidence are taught, built upon and reinforced at every grade level. Students displaying speech difficulties are referred to on-site speech pathologists for testing in a timely manner, as early intervention is a factor in correcting speech difficulties.

Write from the Beginning in elementary and Write to the Future in middle school form the basis for writing instruction and are supplemented with the use of Writing Workshop in many classrooms. Students are exposed to different writing genres at specific grade levels and each teacher builds on the previous year's instruction. As digital tools increase in effectiveness and availability, teachers supplement instruction with these tools to increase the differentiation for students.

1c. Mathematics

Math instruction at Tincher is a proven strength due to a combination of innovative teaching strategies and scheduling in middle school. Using district-provided pacing guides, standards-based instruction is offered using traditional pedagogical practices supplemented with Math Talks, a teacher-led and student-centered technique for building math thinking and discourse. These strategies, combined with the use of online resources such as ST Math and Khan Academy, as well as more progressive instruction such as Cognitively Guided Instruction (CGI), which builds on children's intuitive problem solving abilities, afford students the scope to develop mathematical proficiency.

In more traditional classrooms, manipulatives are phased out as students get older; in CGI classrooms a variety of tools, including pattern blocks, unifix cubes, base ten blocks, and counters, allow students to develop greater fluidity with calculations. Number Talks increase the ability of students to master mental math strategies while incorporating greater opportunities for speaking and writing about math. This focus on student use of both mathematical and nonmathematical language to explain their interpretation of a problem and the solution strengthens student comprehension and is an example of the use of precise language skills in a cross-curricular manner. The Cotsen-trained teachers who studied CGI have experienced great success, which has led to more elementary teachers including these approaches in their classrooms. Teacher-led presentations have provided parents with a greater understanding of the way math is taught under the common core standards and is another way of supporting the home-school connection. Students develop math fact fluency in all 4 operations gradually from K-5th grade and in middle school fluency with integers is added. At all levels, various assessments are used to ensure students progress and receive necessary support. This includes district unit assessments, and both teacher and publisher created assessments.

Middle school math instruction is one of the school's major highlights, as evidenced by the Tincher students' performance in state testing. Math scores have increased steadily over the last 3 years with all sub-groups showing growth. Last year, Tincher middle school students were amongst the highest-performing in the district. This is due in large part to the 7-period instructional day that the middle school faculty adopted in order to reduce the student to teacher ratio in core classes. Smaller class size increases teacher ability to interact with individual students daily and allows teachers to provide frequent feedback during instruction. This change resulted in all middle school students being scheduled into accelerated classes in the four major content areas and being offered up to four elective classes. Students previously had only one. To ensure success, identified students are scheduled into a math development elective which provides support in their current math class (Math 6 Accelerated, Math 7 Accelerated, or Algebra). An additional benefit of this is

that a greater percentage of students are eligible for 8th grade algebra, putting them on track for geometry in high school. The 7-period day results in shorter class times, allowing select students to take intervention classes while still being able to take supplemental elective classes of their choice.

1d. Science

At the elementary level, science instruction is integrated into the reading program in the early grades and supplemented with hands-on exploration and in-class study units. An elementary science lab is stocked with materials that support instruction in life, earth, and physical science. The lab is available on a reservation basis, making it easier for teachers to schedule long term activities. Tincher further supplements science instruction through the use of Engineering is Elementary™ kits that include investigations and correlated literature for students. Teachers use these materials and resources to engage students and teach the application of scientific thinking and skills to real life. The hands-on approach builds greater engagement and develops critical thinking skills in all learners.

Teachers analyze classroom assessment data to guide planning and instruction. In addition, students in fifth grade participate in annual standardized testing in science which assesses cumulative knowledge (2019-2020 excluded). These results are analyzed to identify strengths and areas of concern in science instruction.

At the middle school level, students are programmed into accelerated science classes. Teachers engage students in NGSS standards-based lessons in science classrooms equipped with material to support investigations, labs, and hands-on experiments. Teachers focus science instruction on three-dimensional learning and guide students in creating rubrics to evaluate their work and that of their peers. Students decide on a project, create a rubric, think like scientists by using evidence to validate a belief and evaluate their work. Teachers use this to assess student knowledge and then guide students through a self-analysis process that helps determine their next learning steps. To further inform instruction, teachers use the yearly standardized test results that students in eighth grade (2019-2020 excluded) participate in as well as the end of unit summative classroom assessments. This data analysis is used to determine student content mastery and areas of need.

1e. Social studies/history/civic learning and engagement

Tincher teachers integrate instruction in social studies to develop civic knowledge. With the complexity and variety of topics, instruction across the grades is disparate but all share a focus on reading as a means to study society and the past.

In the earliest grades, students learn about people and society using literature-based activities that foster personal connections to the content. Students are encouraged to think critically and show their understanding through creative activities and projects presented to peers. Teachers host guest speakers and invite family participation.

As students progress, instruction becomes more content-driven, enabling teachers to incorporate primary and local resources. Students focus on reading to learn about the past and expand their knowledge through participation in live historical reenactments, field trips to historic sites like California missions, and Long Beach State University, which stands on land once inhabited by a local Native American tribe. Student understanding and content knowledge is assessed throughout instruction as students research, read, write, and discuss events taking place in these historical sites. This process allows teachers to adjust their teaching approach in support of student learning.

In middle school, teachers provide instruction focused on reading, writing, and developing argumentation skills. Students learn how to examine and evaluate multiple resources, reason systematically, and develop thinking skills that promote discourse on the historical significance of events, evidence analysis, understanding of historical timelines and perspectives and reflection on cause and effect. Concepts are introduced through literature and understanding is assessed through the use of DBQs (data-based questions) which require students to use rubrics as they formulate answers that are supported with evidence. Formative and summative assessments are also used to assess content knowledge and understanding. Assessment

results are analyzed by teachers to identify areas of strength and need. This data informs teacher instruction in support of student learning.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Tincher scholars are afforded multiple opportunities for a well-rounded education and exposure to all areas of the curriculum. All students TK-8th grade receive directed lessons from the librarian every other week. The librarian coordinates with classroom teachers to plan lessons and provide resources that support in-class instruction. Digital literacy, use of technology as an educational tool, and instruction in grade-specific research skills are all addressed during designated library time.

Elementary physical education is taught by classroom teachers. To ensure students receive the required minutes, time is reported on a bi-weekly basis. All middle school students participate in PE classes taught by a credentialed PE teacher. Instruction is focused on developing teamwork, sportsmanship, social and physical skills. PE is one of the areas where mainstreaming occurs with our SDC classes. In addition, the SDC students receive support from a district adaptive PE teacher. An adjunct to the PE program is our sports program which includes track, football, basketball, cheer, and soccer. Although Tincher is a K-8 school with a smaller talent pool, the Tincher teams have won several district championships in these sports.

Technology has been an important focus at Tincher. In addition to the two computer labs, students have access to in-class Chromebooks. A Verizon Foundation Grant provided interactive whiteboards for many of the classrooms and all teachers have a dedicated document camera, projector, and district-provided workstation as well as wi-fi access throughout the campus. Teachers have access to both on-site and district-provided training to make the greatest use of the available technology.

Health instruction is embedded into the curriculum in the elementary grades, often as part of physical education, nutrition and science. In 5th grade, as they enter puberty, students receive the district-provided Growth and Development curriculum taught by the classroom teachers. In 7th grade, the required health class is incorporated as one semester of the 7th grade science curriculum. This particular class is taught by a science teacher with a physical education credential who nimbly integrates physical education, nutrition and science content in her instruction.

Music and the arts are often overlooked, especially in lean financial times. In order to ensure student access to the arts, the PTA sponsors Meet the Masters for all students in TK-7th grade. Art is incorporated through projects and a variety of techniques by classroom teachers. Choral music instruction is offered to all elementary students by the music teacher. Upper elementary students can participate in both chorus and instrumental classes. Chorus, band and orchestra instruction is provided to students through elective classes in the middle grades with many students continuing their studies from the elementary grades.

Although Tincher does not offer a performing arts component, the school has spent many years cultivating relationships with local venues to further enhance students' exposure to the arts. These include the Performing Arts Center (PACT) which supports 3rd grade students, the Long Beach Museum of Art which focuses on 5th grade students, the Long Beach Symphony which supports students in 2nd-5th grade, Classroom Connections (affiliated with CSULB) that provides arts experiences to elementary students, and Musical Theater West which brings students in grades 1-8 to the Carpenter Center to experience live performances.

The middle school offers a host of electives including orchestra, band, chorus, Spanish (for high school credit), computer science, Long Beach scholars, drafting, global studies, art, PE extension and robotics. The robotics elective is an award winning class, students having earned first place honors in the last 3 district robotics competitions as well as in the Perch competition. Students apply separately for acceptance into robotics, which requires additional hours and a two-year commitment. Robotics has greatly expanded the

school's focus on STEM/STEAM activities.

In addition to the smaller class size in core subjects, one of the other major advantages of the 7-period day is access to a greater number of elective classes. Even students who have development classes for support in ELA or math have access to self-selected electives from the classes listed above. Middle school teachers have chosen to supplement elective classes with clubs that they host, including guitar and ukulele, photo club, Mindful Mondays, and many others as a way to expose interested students to additional learning opportunities.

3. Academic Supports:

3a. Students performing below grade level

Tincher teachers believe that because all students have the capacity to learn it is incumbent upon the school to find the combination of tools, interventions, and strategies that will support each child in achieving their potential. Teachers base instructional decisions on data obtained from both formal and informal assessments, making sure to monitor student progress closely. The district research department collates data and makes it simple for teachers to perform task analyses and identify areas of concern. Students receive needed support in individual and small group settings from a variety of providers, including the classroom teacher, peer and cross-age tutors, volunteers, and targeted online resources. Student progress is noted and celebrated and as students mature, goal setting becomes an important part of their academics. Differentiated instructional strategies such as paired texts, flexible grouping (homogeneous and heterogeneous), and modified assignments facilitate access to the core curriculum and provide the necessary scaffolding to support struggling students. Students are offered additional tutoring outside the regular instructional day before school, after school and during lunch time.

Middle school students have the benefit of smaller class sizes and access to supplemental elective classes in both ELA and math. These elective classes provide students with additional time, instruction, and targeted support. Students needing organization skill development receive instruction on planner use and organizational skills. Students in the LB Scholars elective class benefit from additional instruction in organizational and self-management skills.

For students who continue to struggle, a multidisciplinary Student Study Team is convened to address chronic concerns and to recommend more focused interventions using the RTI model. Every effort is made to create an individualized intervention that will meet the students' needs. For students whose attendance is a contributing factor, the school team (principal, counselor, and office support) work with the family to minimize obstacles.

3b. Students performing above grade level

Tincher teachers have participated in specialized professional development on differentiation and gifted education strategies. While these teaching strategies benefit all students, it is with high performing students that they work best.

Students are given the opportunity to compact or test out of subject material, allowing participation in independent research projects. Extension menus encourage the high performing students to choose alternative activities and methods of assessment which align with their particular interests and skills. Another benefit of the K-8 model is the flexibility that enables students who show exceptional skill in a particular field such as mathematics to receive instruction at a higher grade level. In middle school, students have been concurrently enrolled in high school classes while still attending Tincher.

In English/language arts, the workshop model is designed to match students to their reading levels so even students reading many years above grade level receive the needed instruction and access to appropriate materials. In upper elementary, the use of book clubs and literature circles allows teachers to match students to higher level texts. The explosion of available technology and high quality online curriculum supports high performing students in working at advanced levels while still maintaining a connection to like-aged peers.

Since the collaborative nature of the staff often results in students receiving a portion of their instruction from a different teacher, engagement through different teaching styles alleviates the boredom high performing students may experience. Teachers reach out to colleagues for ideas and support in order to ensure students are challenged and successful.

Tincher's GATE program begins in 3rd grade and continues through 5th grade. To ensure equal access, all 2nd and 4th graders are screened. Since this placement process has been in place, evidence shows that the identified GATE population has become more reflective of the district's demographics. This is one more way of increasing equity among our students.

3c. Special education

Special day class teachers service students with a range of abilities by adapting the curriculum and providing direct instruction in self-management, the goal being to support students in developing skills toward independence. Students experience consistent delivery of services, many of which are housed on-site, including speech therapy, counseling, psychology, nursing, and occupational therapy. Students in both elementary and middle school benefit from dedicated resource specialist teachers. Resource teachers use a combination of push in and pull out models to service students, always working in coordination with the classroom teachers.

When a teacher believes a student may have an unidentified need, support professionals perform an informal screening before a student study team is convened. Documented interventions and subsequent results are then presented to a multidisciplinary team. This collaborative approach addresses any possible causes as well as any additional interventions (Tier II under the RTI model) that may be appropriate for the student. Pending the outcome of the SST, a 504 Accommodation plan may be developed or an IEP meeting may be scheduled to initiate higher level interventions (Tier 3).

All students in the special education program participate in general education activities such as school-wide assemblies, on-site performances, and community field trips. Special education students in the middle school also participate in selected electives and are integrated into the regular physical education program. The Best Friends Club is a student group that brings special education and regular education students together in a friendly relaxed setting to assist in developing friendships, being inclusive and providing positive role models.

3d. ELLs, if a special program or intervention is offered

Although Tincher has a diverse population, during the last few years the number of EL students has decreased considerably and frequently has not been large enough to constitute a true subgroup. This presents a major challenge in developing a consistent program of instruction, especially when the small number of students is spread across 9 grade levels, making grouping impossible. Nevertheless, teachers are skilled at supporting these students with strong instructional practices that include differentiation, the use of SDAIE strategies, realia, and manipulatives. Test results from the English Language Proficiency Assessment for California (ELPAC) to measure progress and determine a student's English Language Proficiency (ELP) are used to determine next learning steps for each student.

Key to the language development of English Learners is their need for a supportive environment that is accepting of all cultures and languages. Among the support strategies teachers use to meet the needs of English Language Learners is pairing them with a peer who can answer questions in their home language. Frequently instruction is differentiated to meet the student's language level. Using sentence frames, focusing on developing language skills across the curriculum, increasing wait time and using multiple modalities all constitute strategies used to help students increase their English knowledge. Additional language development resources Tincher teachers use include classroom textbook programs with home language tools which support students and allow family members to assist as well.

Keeping families informed can pose a challenge when parents of ELL students are not able to communicate

in English. In situations like these, bilingual staff members are able to assist. If no one on campus is able to interpret for the parent, the curriculum office provides the school and families with services and resources to ensure that students have equal access to high quality education.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Keeping students engaged in their own academic pursuits is crucial for the success of any school. Tincher’s advantage, as a School of Choice, is that families want to be here and are attracted to the K-8 model and its smaller campus, long term relationships, and excellent academics. Families have history with the school and are proud to continue the legacy.

Good teaching requires engaging students, and teachers at Tincher work diligently to make learning come alive through their instructional practices. In planning lessons, teachers look at ways to include movement, employ various types of physical interaction to check for understanding, integrate technology, and involve students. Teachers connect learning to future goals, part of the established college-going culture. Providing these connections gives purpose to student learning and helps students see it as a step towards their future.

A key focus of a School To Watch is considering the social and emotional growth of students. Tincher, especially in the middle grades, focuses on making connections with students and developing relationships, making sure students feel that they have a network of adult supporters to whom they can turn. Students who are experiencing difficulty meet with teachers who genuinely care about removing any obstacles to success. The introduction of restorative justice practices brings students into the resolution process when problems arise, and the family feel of the campus goes a long way to fostering engaged learners who view Tincher as a second home.

Tincher focuses on Guidelines for Success, creating a framework of success for students. School-wide pep rallies and activities like FitFest bring all grades together and important school news is shared via daily announcements, nurturing the feeling of connectedness.

One of the most powerful tools in supporting students is the relationship with their previous teachers who often follow up and inquire about how the student is doing “this year”. Several teachers voluntarily host before or after school tutoring to assist students who need extra help or just a word of encouragement. The after-school WRAP program, which supports students from 1st-8th grade, employs a school liaison to ensure students have access to the resources they need and connect the program leaders with classroom teachers to create a seamless support system. Teachers in the on-site Child Development Center also consult with classroom teachers to provide students with needed support or to advise teachers of issues students may be facing. Everyone works together to secure success.

2. Engaging Families and Community:

Tincher families are engaged in all things Tincher. Whether they are multigenerational families or have chosen Tincher through the School of Choice process, they collaborate with all stakeholders to connect their homes to the school, seeking the best outcomes for their children.

Family engagement takes on many forms, from purely social events such as starting the year with a Back to School Movie Night and picnic to formal parent events like Back-to-School and Open House nights. The school also hosts events showcasing the talent of Tincher musicians in a Concert on the Green as well as the winter and spring music concerts.

Parents are a crucial part of the school site council, working with teachers and administration in service to the school. They participate in several district advisory committees, providing valuable parent feedback. Parents also serve as volunteers in public schools (VIPS) to assist teachers and work individually with students.

Parents support the educational program of the school and are actively engaged in PTA. They provide funding that underwrites many services for the school, including at least one field trip per class, the Meet the Masters art program and this year they undertook “Save our Strings” to allocate additional instructional time

for the music teacher. Each year, the kindergarten, 5th grade, and 8th grade promotion ceremonies are coordinated by the parents with assistance from the school.

Sustaining open communication with families is an underpinning of the relationships that make Tincher successful. Staff communicate in person, through a school-wide messenger system, as well as SchoolLoop/LoopMail in middle school and daily emails or the use of applications such as Remind or Bloomz in the elementary classrooms. Parents are informed of school-wide events through a weekly parent bulletin. Parents also attend spirit assemblies and host Ice Cream Thursdays to keep stakeholders involved. There is never a shortage of parents on campus and they are kept well-informed through both formal and informal means.

Accessing community resources is important to the school's success. In addition to the local arts venues, one of Tincher's most important relationships is with the Department of Education at CSULB. Each year, university students perform observation hours at the school as part of their credential program and every year student teachers are assigned to the school. They benefit from the expertise of the teaching staff, while teachers are exposed to new trends in educational pedagogy. It is a synergistic relationship that also benefits Tincher students.

3. Creating Professional Culture:

From the early days of planning to become a preparatory school, teachers and administrators have been actively involved in creating a professional environment that has been refined through the years to become a cornerstone of the school's culture. Tincher has created an environment where innovation is encouraged and professional judgment respected. Professional development has been approached as a site, in teams and independently.

The staff comprises teacher leaders whose value is recognized by colleagues and community. Tincher's veteran staff takes lifelong learning as a requirement of good teaching. As a staff, they participate in professional development under the leadership of LBUSD's curriculum office. On site, professional development is presented by the instructional leadership team. Staff members have participated in 2 teacher cohorts that completed the Art of Teaching program. In addition, several staff members have effectively demonstrated advanced content knowledge to earn National Board certification.

Teachers have worked on their craft for years and continue seeking ways to improve through self-study, working collaboratively, book studies, and professional development. In addition to the many offerings from the district, teachers are encouraged to try new strategies to better serve their students. Teachers who completed the Cotsen program continue to have access to additional professional development and are often invited to other teachers. These teachers have access to grants that support further study or underwrite parent education/engagement opportunities for the Tincher community, thus extending the benefits to a larger audience. Because Tincher is a Cotsen site, school administrators also profit from professional development tailored for administrators working with staff who have completed its Art of Teaching program.

To encourage collaboration, additional site-funded release days are made available to staff members. This allows teachers to plan together as well as to analyze performance data and prepare individualized interventions for their students. These release days can also be used to observe peers highly skilled in a particular strategy.

In addition to working on school-wide committees, teacher leaders are called upon to provide professional development in their areas of expertise and two on-site technology coordinators support teachers in their use and integration of technology in the classroom.

The environment at Tincher is one where teachers flourish and are provided the support and the resources they need to better their craft. This environment of professionalism has been organically created and is one of the major reasons why the staff comes to and, more importantly, stays at the school.

4. School Leadership:

Grounding their work on district policies and benefitting from the long-standing commitment of the teaching staff to serve the school community, school leaders and staff work together to ensure the school focuses on bringing its mission statement to life.

Administrators recognize the value and talent that teachers represent, providing them with leadership opportunities in key decision-making teams that address school issues, practices and procedures. Teacher buy-in is evident in the active role they take, working with administration to guide the school.

The instructional leadership team formed from department heads, grade-span representatives and the principal identify teacher needs and plan professional staff development aligned with district goals. The shared decision making team, including the principal and a representative from each grade, collaborate to provide focus and direction for the school. This team develops the school budget according to federal guidelines and tackles school-wide issues based on data from sources like the annual Core Survey which solicits input from staff, students, and parents. This year it simplified the school mission statement to make it more inclusive to more fully reflect the school's focus on creating a warm, demanding environment for all learners. The safe and civil team promotes school safety and uniform school practices and looks at ways to improve the school climate, create efficiencies, and ensure that staff work towards building mutually respectful relationships. Teachers participate with the principal on interview teams when staff is hired; providing insight and input to ensure candidates are a good fit for the mission of the school, keeping the school's vision at the forefront. Teachers also lead ad hoc committees, individualized professional development, and serve as resources for new staff.

Administrators have an open-door policy and are available to address ideas, issues and concerns. This access makes teachers feel valued and that their opinions matter. Tincher has had three new administrators in the last nine years, all of whom have demonstrated their appreciation for the staff's hard work and supported their innovative practices. Concomitantly, the staff has grown under leadership that recognizes their dedication and professionalism.

Tincher principals have maintained a strong relationship with the PTA board, collaboratively keeping families informed and involved in school events and activities. Teachers enthusiastically participate in the PTA, realizing how much the organization does for their students. This has led to a mutually beneficial relationship and appreciation as they work to serve the best interests of students and families.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The foundation of our great success is defined by the word relationships, the heart and soul of what makes Tincher a successful school. Relationships take time to develop but the stable population of both staff and families has led to multigenerational, long-lasting relationships between students, families and teachers. Embedded in LBUSD's "Understandings" is U6, focused on the development of warm and supportive relationships. Since the majority of our students attend Tincher throughout their pre-high school academic paths, they build relationships that start in kindergarten. Teachers follow up on former students and operate in 'articulation' teams to pass on knowledge that will help the next year's teacher develop a successful relationship with the student. Families are made to feel welcome at the school and there is a strong focus on communication with parents whether it be via SchoolLoop, email, third party applications such as Remind or informal meetings with parents.

Developing relationships in the elementary classroom is a simpler task for the teacher who has a single group of students all day for all subjects. Knowing a student's family and siblings facilitates developing a rapport that makes the student feel supported and connected to the school. This bond leads to student achievement. Elementary teachers look at the whole student through a variety of lenses and work with families to remove obstacles that may inhibit learning.

One of the greatest strengths in middle school is that the majority of content teachers also have an elementary background, providing them with a broader perspective of the student. This is especially evident at conference time when a grade level team deliberates with a parent, examining an overview of the whole student. Teachers communicate frequently about student progress and provide one another suggestions on what may work. These relationships also allow teachers to be aware of events affecting students outside school. During the teen years this is one way to establish that all students have at least one 'trusted adult' mentor. What happens outside school often has a powerful impact on what happens in school and having access to that information makes teachers more effective in knowing how to connect with students beyond academics.

These deep relationships take time to develop and nurture, but the results are immeasurable. Having spent a large percentage of their academic lives at Tincher creates a lifelong connection that supports these students through high school and beyond.