# FRESNO UNIFIED SCHOOL DISTRICT BOARD COMMUNICATION 

BC Number: EA - 2

| From the Office of the Superintendent | Date: February 22, 2019 |
| :--- | :--- |
| To the Members of the Board of Education | Phone Number: 457-3471 |
| Prepared by: Lindsay Sanders, Chief of Equity and Access | Cabinet Approval: |
| Regarding: State Seal of Bilíteracy and English Learners in Special Education |  |
| The purpose of the communication is to provide the Board a follow-up from the February 13, |  |
| 2019 Board meeting with information on the State Seal of Biliteracy and English Learners in |  |
| Special Education. |  |

Attached you will find the data slides to the number of students who have completed the State Seal of Biliteracy by school during 2016/17 and 2017/18 and a three-year trend of the percentage of Special Education students who are also English Learners by disability type and grade level.

If you have further questions, require additional information, or would like to meet to review the information, please contact Lindsay Sanders at 457-3471.

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


Date:


## STATE SEAL OF BILITERACY

## NUMBER OF STUDENTS WHO GRADUATED AND RECEIVED A STATE SEAL OF BILITERACY, 2016/I7 AND 20I7/I8



2017/18


- Received - Did Not Receive


## NUMBER OF STUDENTS WHO HAVE RECEIVED A STATE SEAL OF BILITERACY BY HIGH SCHOOL, 2016/I7 AND 2017/I8



## PERCENTAGE OF EL STUDENTS THAT ALSO HAVE A DISABILITY STATUS AND PERCENTAGE OF EL STUDENTSWITH A 504, 2015/I6TO 2018/I9

| School Year | RSP | SDC | DIS | Total |
| :---: | :---: | :---: | :---: | :---: |
| $2015-16$ | $6.1 \%(1077)$ | $5.2 \%(923)$ | $2.2 \%(386)$ | $13.4 \%(2386)$ |
| $2016-17$ | $6.8 \%(1143)$ | $5.7 \%(947)$ | $2.3 \%(389)$ | $14.8 \%(2479)$ |
| $2017-18$ | $6.9 \%(1105)$ | $6.1 \%(983)$ | $2.6 \%(423)$ | $15.6 \%(2511)$ |
| $2018-19$ | $7.6 \%(1078)$ | $6.8 \%(966)$ | $2.8 \%(402)$ | $17.3 \%(2446)$ |


| School Year | $\mathbf{5 0 4}$ |
| :---: | :---: |
| $2015-16$ | $0.2 \%(38)$ |
| $2016-17$ | $0.3 \%(52)$ |
| $2017-18$ | $0.4 \%(70)$ |
| $2018-19$ | $0.5 \%(68)$ |

## PERCENTAGE OF EL STUDENTS THAT ALSO HAVE A DISABILITY STATUS BY GRADE LEVEL, 2015/16 TO 2018/I9

| Grade | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| :---: | :---: | :---: | :---: | :---: |
| Kindergarten | 5.2\% (114) | 6.0\% (118) | 5.7\% (109) | 7.4\% (118) |
| $\\|^{\text {st }}$ Grade | 7.0\% (170) | 6.7\% (157) | 7.9\% (168) | 7.6\% (141) |
| $2^{\text {nd }}$ Grade | 9.5\% (195) | 9.9\% (186) | 10.2\% (194) | 12.1\% (154) |
| $3{ }^{\text {rd }}$ Grade | 10.2\% (182) | 12.5\% (206) | 12.9\% (205) | 17.2\% (204) |
| $4^{\text {th }}$ Grade | 10.4\% (185) | 14.6\% (225) | 15.6\% (239) | 16.2\% (234) |
| $5^{\text {th }}$ Grade | 15.6\% (218) | 15.2\% (209) | 19.0\% (236) | 18.2\% (232) |
| $6{ }^{\text {th }}$ Grade | 20.1\% (229) | 21.5\% (228) | 20.7\% (210) | 23.7\% (236) |
| $7{ }^{\text {th }}$ Grade | 24.1\% (239) | 24.7\% (238) | 24.3\% (223) | 22.9\% (196) |
| $8^{\text {th }}$ Grade | 23.9\% (198) | 27.4\% (230) | 25.5\% (222) | 27.1\% (215) |
| $9^{\text {th }}$ Grade | 22.4\% (189) | 24.9\% (189) | 28.1\% (217) | 27.4\% (210) |
| $10^{\text {th }}$ Grade | 19.9\% (173) | 22.6\% (186) | 24.7\% (184) | 27.3\% (197) |
| $11^{\text {th }}$ Grade | 20.7\% (167) | 18.4\% (151) | 22.4\% (170) | 24.1\% (167) |
| $12^{\text {th }}$ Grade | 18.7\% (127) | 23.8\% (156) | 19.4\% (133) | 21.7\% (142) |

# Fresno Unified School District <br> Board Communication 

From the Office of the Superintendent

## BC Number EA-2

To the Members of the Board of Education Prepared by: Kristi Imberi-Olivares Bireactor

Date: October 25, 2019
Phone Number: 457-3896
Regarding: College and Career Krogress Update
The purpose of this communication is to provide the Board information regarding College and Career indicator metrics for Fresno Unified. This communication only provides information on enrollment and course grades to look at opportunities we are providing for students. We want to track enrollment and course grades knowing that these are two ways to monitor students toward completing metrics within College and Career Indicators (CCI). Please note, some data points are derived using different internal calculations than the California Department of Education (CDE) uses. The CDE only focuses on graduating seniors when calculating CCI , however, this communication includes additional high school grade levels.

The metrics included in this report are:

- Quarter 1 2018/19 and Quarter 1 2019/20 grades nine through twelve student enrollment and course grades in Advanced Placement (AP) courses.
- Quarter 1 2018/19 and Quarter 1 2019/20 grades eleven through twelve student enrollment and course grades in International Baccalaureate (IB) higher level courses.
- Quarter 1 2018/19 and Quarter 1 2019/20 grades elven through twelve student enrollment and course grades in Career and Technical Education (CTE) Capstone courses.
- Quarter 1 2018/19 and Quarter 1 2019/20 grades nine through twelve student enrollment and course grades in Leadership/Military courses.

There are other CCI metrics that we will not have data for until after Semester 1, which includes Seal of Biliteracy eligibility, A-G on track, and College Course Credit enrollment and course grades.

Included with this communication is a Quarter 1 report for these metrics by region by school.
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:


## COLLEGE AND CAREER PROGRESS UPDATE

## CALIFORNIA DASHBOARD COLLEGE AND CAREER INDICATOR METRICS

To be included in the College and Career Indicator on the California Dashboard, students need to meet one of the criteria below:

- Pass (score 3 or higher) 2 Advanced Placement (AP) exams at any point during high school
- Pass (score 4 or higher) 2 International Baccalaureate (IB) exams during $11^{\text {th }}$ or $12^{\text {th }}$ grade
- Pass (score of 3 or higher) on both SBAC ELA and Math
- Complete 2 semesters/3 quarters of college coursework with a grade of C - or better
- Complete at least 2 years of Leadership/Military courses with a C- or better and score 3 or higher on SBAC ELA or Math and at least 2 on other assessment
- Receive the State Seal of Biliteracy
- Complete courses that meet the University of California a-g criteria plus one of the following:
- CTEP pathway completion
- Score level 3 or higher on SBAC ELA or Math and at least 2 on other assessment
- I semester/2 quarters of college credit courses with grade of C- or better
- Passing score on one AP exam or on one IB exam
- Complete CTE pathway with a C- or better in the Capstone course plus one of the following:
- Score level 3 or higher on SBAC ELA or Math and at least 2 on other assessment
- Complete a-g requirements with C- or better
- I semester/2 quarters of college credit courses with grade of C - or better


## STUDENT PERFORMANCE IN ADVANCED PLACEMENT (AP) COURSES

## PERCENT OF 9TH-I 2TH GRADE STUDENTS ENROLLED IN AT LEAST ONE AP COURSE: QUARTER I, 20I8/I9-2019/20



## DISPROPORTIONALITY FOR STUDENTS ENROLLED IN AN AP COURSE BY ETHNICITY/RACE \& STUDENT GROUP: QUARTER I, 20I8/I9-20I9/20

| Ethnicity/Race | $\begin{gathered} 2018 / 19 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} \text { 2019/20 } \\ \text { Q1 } \end{gathered}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| African American/Black | 0.49 | 0.50 | Student Group | 2018/19 Q1 | 2019/20 Q |
| Asian | 1.61 | 1.42 |  |  |  |
| Filipino | 1.94 | 1.36 | English Learner | 0.27 | 0.28 |
| Hispanic | 0.81 | 0.84 | Foster Youth | 0.21 | 0.20 |
| Native American/Alaskan | 1.01 | 0.79 | Homeless | 0.25 | 0.34 |
| Pacific Islander | 1.14 | 0.97 | Socioeconomically Disadvantaged | 0.67 | 0.68 |
| Two or More Races | 0.95 | 1.07 | Student w/ Disability | 0.08 | 0.08 |
| White | 1.35 | 1.45 |  |  |  |

AP courses are offered to $9^{\text {th }}-12^{\text {th }}$ grade students. Ideally, we would want each group to have a disproportionality ratio of I.O.
This means that the population group is being equally represented in that specific data measure as they are in our total population. The higher the ratio the higher they are being represented. For example, a ratio of 2.0, means that a particular student group is being represented twice as much in the specific data measure as they are in our total population.

## LETTER GRADE BREAKDOWN FOR AP COURSES BY ETHNICITY/RACE: QUARTER I, 20I8/I9 - 2019/20

|  | African American/ Black |  | Asian |  | Filipino |  | Hispanic |  | Native American/ Alaskan |  | Pacific Islander |  | Two or More Races |  | White |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{gathered} 20181 \\ 2019 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20191 \\ 2020 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20181 \\ 2019 \\ \mathrm{Q} 1 \end{gathered}$ | $\begin{gathered} 20191 \\ 2020 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20181 \\ 2019 \\ \mathrm{Q} 1 \end{gathered}$ | $\begin{gathered} 20191 \\ 2020 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 2018 / \\ 2019 \\ \mathrm{Q} 1 \end{gathered}$ | $\begin{gathered} 20191 \\ 2020 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20181 \\ 2019 \\ \mathrm{Q} 1 \end{gathered}$ | $\begin{gathered} 20191 \\ 2020 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20181 \\ 2019 \\ \mathrm{Q} 1 \end{gathered}$ | $\begin{gathered} 20191 \\ 2020 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20181 \\ 2019 \\ \mathrm{Q} 1 \end{gathered}$ | $\begin{gathered} 20191 \\ 2020 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20181 \\ 2019 \\ \mathrm{Q} 1 \end{gathered}$ | $\begin{gathered} 20191 \\ 2020 \\ \text { Q1 } \end{gathered}$ |
| A's | 27.4\% (69) | $\begin{gathered} 28.1 \% \\ (72) \end{gathered}$ | $\begin{aligned} & 38.2 \% \\ & (38 \mathrm{I}) \end{aligned}$ | $\begin{aligned} & 38.9 \% \\ & (345) \end{aligned}$ | $\begin{gathered} 48.7 \% \\ (19) \end{gathered}$ | $\begin{gathered} 30.0 \% \\ (9) \end{gathered}$ | $\begin{aligned} & 29.5 \% \\ & (1096) \end{aligned}$ | $\begin{aligned} & 29.4 \% \\ & (1189) \end{aligned}$ | $\begin{gathered} 31.3 \% \\ (10) \end{gathered}$ | $\begin{gathered} 40.0 \% \\ (8) \end{gathered}$ | $\begin{gathered} 32.1 \% \\ (9) \end{gathered}$ | $\begin{gathered} 13.0 \% \\ (3) \end{gathered}$ | $\begin{gathered} 39.1 \% \\ (50) \end{gathered}$ | $\begin{gathered} 33.8 \% \\ (51) \end{gathered}$ | $\begin{aligned} & 44.1 \% \\ & (326) \end{aligned}$ | $\begin{aligned} & 42.4 \% \\ & (363) \end{aligned}$ |
| B's | $\begin{gathered} 28.6 \% \\ (72) \end{gathered}$ | $\begin{gathered} 29.7 \% \\ (76) \end{gathered}$ | $\begin{aligned} & 31.9 \% \\ & (318) \end{aligned}$ | $\begin{aligned} & 32.6 \% \\ & (289) \end{aligned}$ | $\begin{gathered} 33.3 \% \\ (13) \end{gathered}$ | $\begin{gathered} 40.0 \% \\ (12) \end{gathered}$ | $\begin{aligned} & 30.5 \% \\ & (1133) \end{aligned}$ | $\begin{aligned} & 31.3 \% \\ & (1267) \end{aligned}$ | $\begin{aligned} & \text { I8.8\% } \\ & \text { (6) } \end{aligned}$ | $\begin{gathered} 30.0 \% \\ (6) \end{gathered}$ | $\begin{gathered} 28.6 \% \\ (8) \end{gathered}$ | $\begin{gathered} 34.8 \% \\ (8) \end{gathered}$ | $\begin{gathered} 34.4 \% \\ (44) \end{gathered}$ | $\begin{gathered} 36.4 \% \\ (55) \end{gathered}$ | $\begin{aligned} & 30.9 \% \\ & (228) \end{aligned}$ | $\begin{aligned} & 32.0 \% \\ & (274) \end{aligned}$ |
| C's | $27.4 \%$ (69) | $\begin{gathered} 21.9 \% \\ (56) \end{gathered}$ | $\begin{aligned} & 17.6 \% \\ & (176) \end{aligned}$ | $\begin{aligned} & 15.8 \% \\ & (140) \end{aligned}$ | 15.4\% <br> (6) | $\underset{(7)}{23.3 \%}$ | $\begin{gathered} 20.6 \% \\ (766) \end{gathered}$ | $\begin{aligned} & 20.5 \% \\ & (828) \end{aligned}$ | $\begin{gathered} 25.0 \% \\ (8) \end{gathered}$ | $\underset{(4)}{20.0 \%}$ | $\begin{gathered} 25.0 \% \\ (7) \end{gathered}$ | $\begin{gathered} 30.4 \% \\ (7) \end{gathered}$ | $\begin{gathered} 14.8 \% \\ (19) \end{gathered}$ | $\begin{gathered} 14.6 \% \\ (22) \end{gathered}$ | $\begin{aligned} & \text { I5.2\% } \\ & (\mathrm{I} \mid 2) \end{aligned}$ | $\begin{gathered} 15.9 \% \\ 136 \end{gathered}$ |
| D's | $\begin{aligned} & 9.9 \% \\ & (25) \end{aligned}$ | $\begin{gathered} 10.2 \% \\ (26) \end{gathered}$ | $\begin{aligned} & 8.3 \% \\ & (83) \end{aligned}$ | $\begin{aligned} & 6.8 \% \\ & (60) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{gathered} 6.7 \% \\ (2) \end{gathered}$ | $\begin{aligned} & 10.6 \% \\ & (394) \end{aligned}$ | $\begin{aligned} & 9.5 \% \\ & (384) \end{aligned}$ | $\begin{gathered} 12.5 \% \\ (4) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{gathered} 10.7 \% \\ (3) \end{gathered}$ | $\begin{gathered} 13.0 \% \\ (3) \end{gathered}$ | $\begin{aligned} & 8.6 \% \\ & \text { (1I) } \end{aligned}$ | $\begin{aligned} & 7.3 \% \\ & \text { (II) } \end{aligned}$ | $\begin{aligned} & 5.5 \% \\ & (41) \end{aligned}$ | $\begin{aligned} & 5.6 \% \\ & (48) \end{aligned}$ |
| F's | $\begin{aligned} & 6.7 \% \\ & (17) \end{aligned}$ | $\begin{gathered} 10.2 \% \\ (26) \end{gathered}$ | $\begin{aligned} & 4.0 \% \\ & (40) \end{aligned}$ | $\begin{gathered} 5.9 \% \\ (52) \end{gathered}$ | $2.6 \%$ <br> (I) | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{aligned} & 8.8 \% \\ & (327) \end{aligned}$ | $\begin{aligned} & 9.3 \% \\ & (377) \end{aligned}$ | $\begin{gathered} 12.5 \% \\ (4) \end{gathered}$ | $\begin{gathered} 10.0 \% \\ (2) \end{gathered}$ | $\begin{gathered} 3.6 \% \\ \text { (I) } \end{gathered}$ | $8.7 \%$ (2) | $\begin{gathered} 3.1 \% \\ (4) \end{gathered}$ | $\begin{aligned} & 7.9 \% \\ & (12) \end{aligned}$ | $\begin{gathered} 4.3 \% \\ (32) \end{gathered}$ | $\begin{aligned} & 4.2 \% \\ & (36) \end{aligned}$ |

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## LETTER GRADE BREAKDOWN FOR AP COURSES BY ENGLISH LEARNER STATUS: QUARTER I, 2018/I9 - 2019/20

|  | English Learner |  | Redesignated |  | Ever EL |  | English Only |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2018/19 Q | 2019/20 Q | 2018/I9 Q | 2019/20 Q | 2018/19 Q | 2019/20 Q I | 2018/19 Q | 2019/20 Q I |
| A's | $\begin{gathered} \text { I8.2\% } \\ (35) \end{gathered}$ | $\begin{gathered} 21.3 \% \\ (45) \end{gathered}$ | $\begin{gathered} 32.9 \% \\ (917) \end{gathered}$ | $\begin{gathered} 31.7 \% \\ (899) \end{gathered}$ | $\begin{aligned} & 32.0 \% \\ & (952) \end{aligned}$ | $\begin{aligned} & 30.9 \% \\ & (944) \end{aligned}$ | $\begin{aligned} & 34.1 \% \\ & \text { (1008) } \end{aligned}$ | $\begin{aligned} & 34.1 \% \\ & (1096) \end{aligned}$ |
| B's | $\begin{gathered} 26.6 \% \\ (5 I) \end{gathered}$ | $\begin{gathered} 27.0 \% \\ (57) \end{gathered}$ | $\begin{aligned} & 31.0 \% \\ & (862) \end{aligned}$ | $\begin{aligned} & 31.8 \% \\ & (904) \end{aligned}$ | $\begin{aligned} & 30.7 \% \\ & (913) \end{aligned}$ | $\begin{aligned} & 31.5 \% \\ & (961) \end{aligned}$ | $\begin{aligned} & 30.8 \% \\ & (909) \end{aligned}$ | $\begin{aligned} & 31.9 \% \\ & (1026) \end{aligned}$ |
| C's | 22.4\% <br> (43) | 20.9\% <br> (44) | $\begin{aligned} & \text { 19.9\% } \\ & (555) \end{aligned}$ | $\begin{aligned} & \text { 19.4\% } \\ & (552) \end{aligned}$ | $\begin{aligned} & 20.1 \% \\ & (598) \end{aligned}$ | $\begin{aligned} & \text { 19.5\% } \\ & (596) \end{aligned}$ | $\begin{aligned} & 19.1 \% \\ & (565) \end{aligned}$ | $\begin{aligned} & 18.8 \% \\ & (604) \end{aligned}$ |
| D's | $\begin{gathered} 16.7 \% \\ (32) \end{gathered}$ | 15.6\% <br> (33) | $\begin{aligned} & 9.4 \% \\ & (261) \end{aligned}$ | $\begin{aligned} & 8.9 \% \\ & (253) \end{aligned}$ | $\begin{aligned} & 9.8 \% \\ & (293) \end{aligned}$ | $\begin{aligned} & 9.4 \% \\ & (286) \end{aligned}$ | $\begin{aligned} & 9.1 \% \\ & (268) \end{aligned}$ | $\begin{aligned} & 7.7 \% \\ & (248) \end{aligned}$ |
| F's | 16.1\% <br> (3I) | I5.2\% <br> (32) | $\begin{aligned} & 6.8 \% \\ & (189) \end{aligned}$ | $\begin{aligned} & 8.2 \% \\ & (232) \end{aligned}$ | $\begin{aligned} & 7.4 \% \\ & (220) \end{aligned}$ | $\begin{aligned} & 8.7 \% \\ & (264) \end{aligned}$ | $\begin{aligned} & 7.0 \% \\ & (206) \end{aligned}$ | $\begin{aligned} & 7.6 \% \\ & (243) \end{aligned}$ |

## LETTER GRADE BREAKDOWN FOR AP COURSES BY SPECIAL EDUCATION PROGRAM: QUARTER I, 20I8/I9 - 2019/20

|  | DIS |  | RSP |  | SDC |  | 504s |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2018/I9 Q | 2019/20 Q | 2018/19 Q | 2019/20 Q | 2018/19 Q | 2019/20 Q I | 2018/19 Q | 2019/20 Q |
| A's | $30.0 \%$ <br> (3) | $30.8 \%$ <br> (4) | $\begin{gathered} 22.0 \% \\ (9) \end{gathered}$ | $16.7 \%$ <br> (7) | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | N/A | $\begin{gathered} 29.5 \% \\ (26) \end{gathered}$ | $\begin{gathered} 30.6 \% \\ (37) \end{gathered}$ |
| B's | $30.0 \%$ <br> (3) | 30.8\% <br> (4) | I4.6\% <br> (6) | $\begin{gathered} 33.3 \% \\ (14) \end{gathered}$ | 0\% <br> (0) | N/A | $\begin{gathered} 27.3 \% \\ (24) \end{gathered}$ | $35.5 \%$ <br> (43) |
| C's | 0\% <br> (0) | $38.5 \%$ <br> (5) | $29.3 \%$ <br> (I2) | $\begin{gathered} 33.3 \% \\ (14) \end{gathered}$ | $100.0 \%$ <br> (1) | N/A | $\begin{gathered} 28.4 \% \\ (25) \end{gathered}$ | 19.0\% <br> (23) |
| D's | $40.0 \%$ <br> (4) | 0\% (0) | 19.5\% <br> (8) | 7.1\% <br> (3) | $0 \%$ (0) | N/A | $\begin{gathered} 12.5 \% \\ \text { (II) } \end{gathered}$ | $7.4 \%$ <br> (9) |
| F's | 0\% <br> (0) | 0\% <br> (0) | 14.6\% <br> (6) | $9.5 \%$ <br> (4) | 0\% <br> (0) | N/A | $2.3 \%$ <br> (2) | 7.4\% <br> (9) |

## LETTER GRADE BREAKDOWN FOR AP COURSES BY STUDENT GROUP: QUARTER I, 2018/19 - 2019/20

|  | Foster Youth |  | Homeless |  | Socioeconomically Disadvantaged |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2018/19 Q | 2019/20 Q I | 2018/19 Q I | 2019/20 Q | 2018/19 Q | 2019/20 Q |
| A's | $\begin{gathered} 25.0 \% \\ (3) \end{gathered}$ | $\begin{gathered} 20.0 \% \\ (3) \end{gathered}$ | $\begin{gathered} 30.0 \% \\ (3) \end{gathered}$ | $\begin{gathered} 33.3 \% \\ (4) \end{gathered}$ | $\begin{gathered} 30.8 \% \\ (1374) \end{gathered}$ | $\begin{aligned} & 30.7 \% \\ & (1419) \end{aligned}$ |
| B's | $\begin{gathered} 41.7 \% \\ (5) \end{gathered}$ | $\begin{gathered} 33.3 \% \\ (5) \end{gathered}$ | $\begin{gathered} 40.0 \% \\ (4) \end{gathered}$ | $\begin{gathered} 33.3 \% \\ (4) \end{gathered}$ | $\begin{aligned} & 30.3 \% \\ & (\mathrm{I} 35 \mathrm{I}) \end{aligned}$ | $\begin{gathered} 31.3 \% \\ (1446) \end{gathered}$ |
| C's | $\begin{gathered} 33.3 \% \\ (4) \end{gathered}$ | $\begin{gathered} 33.3 \% \\ (5) \end{gathered}$ | $\begin{gathered} 30.0 \% \\ (3) \end{gathered}$ | $\begin{gathered} 25.0 \% \\ (3) \end{gathered}$ | $\begin{aligned} & 20.5 \% \\ & (915) \end{aligned}$ | $\begin{aligned} & 19.7 \% \\ & (909) \end{aligned}$ |
| D's | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 10.4 \% \\ & (464) \end{aligned}$ | $\begin{aligned} & 9.3 \% \\ & (429) \end{aligned}$ |
| F's | 0\% <br> (0) | $\begin{gathered} 13.3 \% \\ (2) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $8.3 \%$ <br> (I) | $\begin{aligned} & 7.9 \% \\ & (350) \end{aligned}$ | $\begin{aligned} & 9.1 \% \\ & (419) \end{aligned}$ |

AP courses are offered to $9^{\text {th }}-12^{\text {th }}$ grade students.

## STUDENT PERFORMANCE IN INTERNATIONAL BACCALAUREATE (IB) HIGHER LEVEL COURSES

## PERCENT OF STUDENTS ENROLLED IN AT LEAST ONE IB HIGHER LEVEL COURSE: QUARTER I, 20I8/I9-20I9/20

2018/I9 Quarter I

2019/20 Quarter I


■ Enrolled ■ Not Enrolled


■ Enrolled ■ Not Enrolled

## DISPROPORTIONALITY FOR STUDENTS ENROLLED IN AN IB HIGHER LEVEL COURSE BY ETHNICITY/RACE \& STUDENT GROUP: QUARTER I, 20I8/I9 2019/20

| Ethnicity/Race | $\begin{gathered} 2018 / 19 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} \text { 2019/20 } \\ \text { Q1 } \end{gathered}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| African American/Black | 1.04 | 1.01 | Student Group | 2018/19 Q | 2019/20 Q1 |
| Asian | 1.06 | 0.95 |  |  |  |
| Filipino | 1.16 | 0.98 | English Learner | 0.75 | 0.68 |
| Hispanic | 0.98 | 1.05 | Foster Youth | 0.82 | 0.91 |
| Native American/Alaskan | 1.16 | 0.88 | Homeless | 1.05 | 0.47 |
| Pacific Islander | 1.16 | 0.98 | Socioeconomically Disadvantaged | 0.98 | 1.11 |
| Two or More Races | 1.07 | 1.05 | Student w/ Disability | 0.35 | 0.45 |
| White | 0.91 | 0.91 |  |  |  |

Higher Level IB courses are only offered to II th and I2 ${ }^{\text {th }}$ grade students at Fresno High. Ideally, we would want each group to have a disproportionality ratio of I.O.
This means that the population group is being equally represented in that specific data measure as they are in our total population. The higher the ratio the higher they are being represented. For example, a ratio of 2.0, means that a particular student group is being represented twice as much in the specific data measure as they are in our total population.

## LETTER GRADE BREAKDOWN FOR IB HIGHER LEVEL COURSES BY ETHNICITY/RACE: QUARTER I, 20I8/I9 - 2019/20

|  | African American/ Black |  | Asian |  | Filipino |  | Hispanic |  | Native American/ Alaskan |  | Pacific Islander |  | Two or More Races |  | White |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{gathered} 20181 \\ 2019 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20191 \\ 2020 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20181 \\ 2019 \\ \mathrm{Q} 1 \end{gathered}$ | $\begin{gathered} 20191 \\ 2020 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20181 \\ 2019 \\ \mathrm{Q} 1 \end{gathered}$ | $\begin{gathered} 20191 \\ 2020 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20181 \\ 2019 \\ \mathrm{Q} 1 \end{gathered}$ | $\begin{gathered} 20191 \\ 2020 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20181 \\ 2019 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20191 \\ 2020 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20181 \\ 2019 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20191 \\ 2020 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20181 \\ 2019 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20191 \\ 2020 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20181 \\ 2019 \\ \mathrm{Q} 1 \end{gathered}$ | $\begin{gathered} 20191 \\ 2020 \\ \text { Q1 } \end{gathered}$ |
| A's | $\begin{gathered} 30.6 \% \\ (30) \end{gathered}$ | $\begin{gathered} 19.2 \% \\ (14) \end{gathered}$ | $\begin{gathered} 37.3 \% \\ (25) \end{gathered}$ | $\begin{gathered} 30.0 \% \\ (21) \end{gathered}$ | $\begin{gathered} 66.7 \% \\ (2) \end{gathered}$ | $\begin{gathered} 40.0 \% \\ (2) \end{gathered}$ | $\begin{gathered} 29.5 \% \\ (225) \end{gathered}$ | $\begin{gathered} 26.8 \% \\ (206) \end{gathered}$ | $\begin{gathered} 33.3 \% \\ (2) \end{gathered}$ | $\begin{gathered} 22.2 \% \\ (2) \end{gathered}$ | $\begin{gathered} 33.3 \% \\ (2) \end{gathered}$ | $\begin{gathered} 42.9 \% \\ (3) \end{gathered}$ | $\begin{gathered} 38.5 \% \\ (5) \end{gathered}$ | $\begin{gathered} 27.3 \% \\ (6) \end{gathered}$ | $\begin{gathered} 30.6 \% \\ (22) \end{gathered}$ | $\begin{gathered} 31.0 \% \\ (22) \end{gathered}$ |
| B's | $\begin{gathered} 24.5 \% \\ (24) \end{gathered}$ | $\begin{gathered} 31.5 \% \\ (23) \end{gathered}$ | $\begin{gathered} 25.4 \% \\ (17) \end{gathered}$ | $\begin{gathered} 37.1 \% \\ (26) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{gathered} 20.0 \% \\ \text { (I) } \end{gathered}$ | $\begin{aligned} & 27.2 \% \\ & (206) \end{aligned}$ | $\begin{aligned} & 29.4 \% \\ & (226) \end{aligned}$ | $\begin{gathered} 50.0 \% \\ (3) \end{gathered}$ | $\begin{gathered} 11.1 \% \\ \text { (1) } \end{gathered}$ | $\begin{gathered} 33.3 \% \\ (2) \end{gathered}$ | $\begin{gathered} 14.3 \% \\ \text { (1) } \end{gathered}$ | $\begin{gathered} 23.1 \% \\ (3) \end{gathered}$ | $\begin{gathered} 27.3 \% \\ (6) \end{gathered}$ | $\begin{gathered} 26.4 \% \\ (19) \end{gathered}$ | $\begin{gathered} 18.3 \% \\ (13) \end{gathered}$ |
| C's | $\begin{gathered} 24.5 \% \\ (24) \end{gathered}$ | $\begin{gathered} 21.9 \% \\ (16) \end{gathered}$ | $\begin{gathered} 22.4 \% \\ (15) \end{gathered}$ | $\begin{gathered} 21.4 \% \\ (15) \end{gathered}$ | $\begin{gathered} 33.3 \% \\ (1) \end{gathered}$ | $\begin{gathered} 40.0 \% \\ (2) \end{gathered}$ | $\begin{aligned} & 21.9 \% \\ & (167) \end{aligned}$ | $\begin{aligned} & 25.6 \% \\ & (197) \end{aligned}$ | $\begin{aligned} & 16.7 \% \\ & \text { (I) } \end{aligned}$ | $\begin{gathered} 22.2 \% \\ \text { (2) } \end{gathered}$ | 16.7\% (I) | $\begin{gathered} 42.9 \% \\ (3) \end{gathered}$ | $\begin{gathered} 23.1 \% \\ (3) \end{gathered}$ | $\begin{gathered} \text { I8.2\% } \\ (4) \end{gathered}$ | $\begin{gathered} 22.2 \% \\ (16) \end{gathered}$ | $\begin{gathered} 28.2 \% \\ (20) \end{gathered}$ |
| D's | $\begin{aligned} & 9.2 \% \\ & \text { (9) } \end{aligned}$ | $\begin{gathered} 17.8 \% \\ (13) \end{gathered}$ | $\begin{aligned} & 9.0 \% \\ & (6) \end{aligned}$ | $\begin{aligned} & 4.3 \% \\ & \text { (3) } \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{gathered} 11.5 \% \\ (88) \end{gathered}$ | $\begin{gathered} 12.5 \% \\ (95) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\underset{\text { (1) }}{11.1 \%}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 7.7 \% \\ & \text { (I) } \end{aligned}$ | $\begin{gathered} 9.1 \% \\ (2) \end{gathered}$ | $\begin{gathered} 11.1 \% \\ (8) \end{gathered}$ | $\begin{gathered} 12.7 \% \\ (9) \end{gathered}$ |
| F's | $\begin{gathered} 11.2 \% \\ \text { (II) } \end{gathered}$ | $\begin{gathered} 9.6 \% \\ (7) \end{gathered}$ | $6.0 \%$ (4) | $\begin{aligned} & 7.1 \% \\ & \text { (5) } \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 9.8 \% \\ & (75) \\ & \hline \end{aligned}$ | $\begin{aligned} & 5.8 \% \\ & (45) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{gathered} 33.3 \% \\ (3) \end{gathered}$ | $\begin{gathered} 16.7 \% \\ \text { (1) } \end{gathered}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{aligned} & 7.7 \% \\ & \text { (1) } \end{aligned}$ | $\begin{gathered} \text { I8.2\% } \\ (4) \end{gathered}$ | $\begin{gathered} 9.7 \% \\ (7) \end{gathered}$ | $\begin{gathered} 9.9 \% \\ (7) \end{gathered}$ |

Higher Level IB courses are only offered to II th and I2 ${ }^{\text {th }}$ grade students at Fresno High.

## LETTER GRADE BREAKDOWN FOR IB HIGHER LEVEL COURSES BY ENGLISH LEARNER STATUS: QUARTER I, 2018/I9-2019/20

|  | English Learner |  | Redesignated |  | Ever EL |  | English Only |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2018/19 Q | 2019/20 Q | 2018/19 Q | 2019/20 Q I | 2018/19 Q | 2019/20 Q | 2018/19 Q I | 2019/20 Q I |
| A's | $\begin{gathered} 21.6 \% \\ (16) \end{gathered}$ | $\begin{gathered} 17.5 \% \\ (14) \end{gathered}$ | $\begin{aligned} & 32.4 \% \\ & (125) \end{aligned}$ | $\begin{aligned} & 31.8 \% \\ & (114) \end{aligned}$ | $\begin{aligned} & 30.7 \% \\ & (141) \end{aligned}$ | $\begin{aligned} & 29.2 \% \\ & (128) \end{aligned}$ | $\begin{aligned} & 30.3 \% \\ & (172) \end{aligned}$ | $\begin{aligned} & 25.2 \% \\ & (148) \end{aligned}$ |
| B's | $\begin{gathered} 18.9 \% \\ (14) \end{gathered}$ | $\begin{gathered} 27.5 \% \\ (22) \end{gathered}$ | $\begin{aligned} & 29.5 \% \\ & (114) \end{aligned}$ | $\begin{aligned} & 32.0 \% \\ & (115) \end{aligned}$ | $\begin{aligned} & 27.8 \% \\ & (128) \end{aligned}$ | $\begin{aligned} & 31.2 \% \\ & (137) \end{aligned}$ | $\begin{aligned} & 25.9 \% \\ & (146) \end{aligned}$ | $\begin{aligned} & 27.2 \% \\ & (160) \end{aligned}$ |
| C's | $\begin{gathered} 23.0 \% \\ (17) \end{gathered}$ | $\begin{gathered} 35.0 \% \\ (28) \end{gathered}$ | $\begin{gathered} 20.7 \% \\ (80) \end{gathered}$ | $\begin{gathered} 22.3 \% \\ (80) \end{gathered}$ | $\begin{gathered} \text { 21.1\% } \\ (97) \end{gathered}$ | $\begin{aligned} & 24.6 \% \\ & (108) \end{aligned}$ | $\begin{aligned} & 23.1 \% \\ & (131) \end{aligned}$ | $\begin{aligned} & 25.7 \% \\ & (151) \end{aligned}$ |
| D's | $\begin{gathered} 21.6 \% \\ (16) \end{gathered}$ | $\begin{gathered} 10.0 \% \\ \text { (8) } \end{gathered}$ | $\begin{gathered} 8.5 \% \\ (33) \end{gathered}$ | $\begin{aligned} & 8.4 \% \\ & (29) \end{aligned}$ | $\begin{gathered} 10.7 \% \\ (49) \end{gathered}$ | 8.7\% <br> (37) | $\begin{gathered} \text { II.1\% } \\ (63) \end{gathered}$ | $\begin{gathered} 14.6 \% \\ (86) \end{gathered}$ |
| F's | $\begin{gathered} 14.9 \% \\ \text { (II) } \end{gathered}$ | $\begin{gathered} 10.0 \% \\ \text { (8) } \end{gathered}$ | $\begin{gathered} 8.8 \% \\ (34) \end{gathered}$ | $\begin{aligned} & 5.6 \% \\ & (20) \end{aligned}$ | $\begin{aligned} & 9.8 \% \\ & (45) \end{aligned}$ | $\begin{aligned} & 6.4 \% \\ & (28) \end{aligned}$ | $\begin{gathered} 9.5 \% \\ (54) \end{gathered}$ | $\begin{aligned} & 7.3 \% \\ & (43) \end{aligned}$ |

## LETTER GRADE BREAKDOWN FOR IB HIGHER LEVEL COURSES BY SPECIAL EDUCATION PROGRAM: QUARTER I, 20I8/I9 - 20I9/20

|  | DIS |  | RSP |  | SDC |  | 504s |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2018/19 Q | 2019/20 Q | 2018/19 Q | 2019/20 Q | 2018/19 Q | 2019/20 Q I | 2018/19 Q | 2019/20 Q |
| A's | N/A | 0\% <br> (0) | $25.8 \%$ <br> (8) | 8.9\% <br> (4) | 50.0\% <br> (I) | 0\% <br> (0) | $33.3 \%$ <br> (3) | 26.7\% <br> (4) |
| B's | N/A | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{gathered} 12.9 \% \\ (4) \end{gathered}$ | $\begin{gathered} 37.8 \% \\ (17) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{gathered} 25.0 \% \\ \text { (I) } \end{gathered}$ | $\begin{gathered} \text { II.1\% } \\ \text { (I) } \end{gathered}$ | $\begin{gathered} 13.3 \% \\ (2) \end{gathered}$ |
| C's | N/A | $\begin{gathered} 100.0 \% \\ (\mathrm{I}) \end{gathered}$ | $9.7 \%$ <br> (3) | $\begin{gathered} 24.4 \% \\ \text { (II) } \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{gathered} 25.0 \% \\ \text { (I) } \end{gathered}$ | $\begin{gathered} 22.2 \% \\ \text { (2) } \end{gathered}$ | $26.7 \%$ <br> (4) |
| D's | N/A | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | 19.4\% <br> (6) | I7.8\% <br> (8) | $50.0 \%$ <br> (I) | $25.0 \%$ <br> (I) | $22.2 \%$ <br> (2) | $\begin{gathered} 13.3 \% \\ (2) \end{gathered}$ |
| F's | N/A | 0\% <br> (0) | $\begin{gathered} 32.3 \% \\ (10) \end{gathered}$ | II.1\% <br> (5) | 0\% <br> (0) | $25.0 \%$ <br> (I) | II.1\% <br> (I) | 20.0\% <br> (3) |

## LETTER GRADE BREAKDOWN FOR IB HIGHER LEVEL COURSES BY STUDENT GROUP: QUARTER I, 20I8/I9 - 20I9/20

|  | Foster Youth |  | Homeless |  | Socioeconomically Disadvantaged |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2018/19 Q | 2019/20 Q | 2018/19 Q | 2019/20 Q | 2018/19 Q | 2019/20 Q I |
| A's | $\begin{gathered} 28.6 \% \\ (4) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $27.3 \%$ <br> (3) | $\begin{gathered} 33.3 \% \\ \text { (1) } \end{gathered}$ | $\begin{aligned} & 30.6 \% \\ & (269) \end{aligned}$ | $\begin{aligned} & 26.4 \% \\ & (232) \end{aligned}$ |
| B's | $21.4 \%$ <br> (3) | $37.5 \%$ <br> (3) | $\begin{gathered} 45.5 \% \\ (5) \end{gathered}$ | $33.3 \%$ (I) | $\begin{aligned} & 26.6 \% \\ & (233) \end{aligned}$ | $\begin{aligned} & 29.0 \% \\ & (255) \end{aligned}$ |
| C's | 21.4\% <br> (3) | $\begin{gathered} 25.0 \% \\ \text { (2) } \end{gathered}$ | $18.2 \%$ <br> (2) | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 21.8 \% \\ & (192) \end{aligned}$ | $\begin{aligned} & 25.6 \% \\ & (225) \end{aligned}$ |
| D's | $\begin{gathered} 14.3 \% \\ \text { (2) } \end{gathered}$ | $12.5 \%$ <br> (I) | $\begin{gathered} 9.1 \% \\ (1) \end{gathered}$ | $33.3 \%$ (I) | $\begin{gathered} 11.1 \% \\ (98) \end{gathered}$ | $\begin{aligned} & 12.2 \% \\ & (106) \end{aligned}$ |
| F's | $\begin{gathered} 14.3 \% \\ \text { (2) } \end{gathered}$ | 25.0\% <br> (2) | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{aligned} & 9.9 \% \\ & (87) \end{aligned}$ | 6.9\% <br> (61) |

[^1]
## STUDENT PERFORMANCE IN CTE COURSES

## PERCENT OF STUDENTS ENROLLED IN AT LEAST ONE CTE CAPSTONE COURSE: QUARTER I, 2018/I9-2019/20



# DISPROPORTIONALITY FOR STUDENTS ENROLLED IN CTE CAPSTONE COURSE BY ETHNICITY/RACE \& STUDENT GROUP: QUARTER I, 2018/I9 2019/20 

| Ethnicity/Race | $\begin{gathered} 2018 / 19 \\ \text { Q। } \end{gathered}$ | $\begin{gathered} \text { 2019/20 } \\ \text { Q1 } \end{gathered}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| African American/Black | 0.77 | 0.72 | Student Group | 2018/19 Q | 2019/20 Q1 |
| Asian | 1.26 | 1.28 |  |  |  |
| Filipino | 1.49 | 1.24 | English Learner | 0.59 | 0.47 |
| Hispanic | 1.00 | 1.00 | Foster Youth | 0.33 | 0.29 |
| Native American/Alaskan | I. 11 | 0.75 | Homeless | 0.51 | 0.55 |
| Pacific Islander | 0.80 | 1.53 | Socioeconomically Disadvantaged | 0.92 | 0.96 |
| Two or More Races | 0.98 | 0.88 | Student w/ Disability | 0.41 | 0.39 |
| White | 0.90 | 0.94 |  |  |  |

[^2]
## LETTER GRADE BREAKDOWN FOR CTE CAPSTONE COURSES BY ETHNICITY/RACE: QUARTER I, 20I8/I9 - 2019/20

|  | African American/ Black |  | Asian |  | Filipino |  | Hispanic |  | Native American/ Alaskan |  | Pacific Islander |  | Two or More Races |  | White |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{gathered} 20181 \\ 2019 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20191 \\ 2020 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20181 \\ 2019 \\ \mathrm{Q} 1 \end{gathered}$ | $\begin{gathered} 20191 \\ 2020 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20181 \\ 2019 \\ \mathrm{Q} 1 \end{gathered}$ | $\begin{gathered} 20191 \\ 2020 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20181 \\ 2019 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20191 \\ 2020 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20181 \\ 2019 \\ \mathrm{Q} 1 \end{gathered}$ | $\begin{gathered} 20191 \\ 2020 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20181 \\ 2019 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20191 \\ 2020 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20181 \\ 2019 \\ \mathrm{Q} 1 \end{gathered}$ | $\begin{gathered} 20191 \\ 2020 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20181 \\ 2019 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20191 \\ 2020 \\ \text { Q1 } \end{gathered}$ |
| A's | $42.4 \%$ <br> (73) | $47.8 \%$ <br> (77) | $\begin{aligned} & 56.1 \% \\ & (220) \end{aligned}$ | $\begin{aligned} & 66.9 \% \\ & (24 I) \end{aligned}$ | $\begin{gathered} 78.6 \% \\ \text { (II) } \end{gathered}$ | $\begin{gathered} 61.5 \% \\ (8) \end{gathered}$ | $\begin{aligned} & 48.0 \% \\ & (842) \end{aligned}$ | $\begin{aligned} & 50.9 \% \\ & (921) \end{aligned}$ | $\begin{gathered} 31.3 \% \\ (5) \end{gathered}$ | $\begin{gathered} 77.8 \% \\ (7) \end{gathered}$ | 44.4\% <br> (4) | 47.1\% <br> (8) | $\begin{gathered} \text { 61.1\% } \\ (33) \end{gathered}$ | $\begin{gathered} 50.0 \% \\ (23) \end{gathered}$ | $\begin{aligned} & 61.4 \% \\ & (135) \end{aligned}$ | $\begin{aligned} & 63.1 \% \\ & (147) \end{aligned}$ |
| B's | $\begin{gathered} 31.8 \% \\ (55) \end{gathered}$ | $\begin{gathered} 21.7 \% \\ (35) \end{gathered}$ | $\begin{aligned} & 28.6 \% \\ & (112) \end{aligned}$ | $\begin{gathered} 19.2 \% \\ (69) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{gathered} 30.8 \% \\ (4) \end{gathered}$ | $\begin{aligned} & 25.4 \% \\ & (445) \end{aligned}$ | $\begin{aligned} & 26.1 \% \\ & (472) \end{aligned}$ | $\begin{gathered} 31.3 \% \\ (5) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | 44.4\% <br> (4) | $\begin{gathered} 35.3 \% \\ (6) \end{gathered}$ | $\begin{gathered} 24.1 \% \\ (13) \end{gathered}$ | $\begin{gathered} 28.3 \% \\ (13) \end{gathered}$ | $\begin{gathered} 18.2 \% \\ (40) \end{gathered}$ | $\begin{gathered} 16.7 \% \\ (39) \end{gathered}$ |
| C's | $\begin{gathered} 16.8 \% \\ (29) \end{gathered}$ | $\begin{gathered} \text { 15.5\% } \\ (25) \end{gathered}$ | $\begin{gathered} 11.7 \% \\ (46) \end{gathered}$ | $\begin{gathered} 7.5 \% \\ (27) \end{gathered}$ | 21.4\% <br> (3) | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 15.3 \% \\ & (269) \end{aligned}$ | $\begin{aligned} & 12.7 \% \\ & (230) \end{aligned}$ | I8.8\% (3) | $\begin{aligned} & 22.2 \% \\ & (2) \end{aligned}$ | $\underset{\text { (1) }}{11.1 \%}$ | $\begin{gathered} 11.8 \% \\ (2) \end{gathered}$ | $\underset{(6)}{11.1 \%}$ | $\begin{gathered} 19.6 \% \\ (9) \end{gathered}$ | $\begin{gathered} 13.2 \% \\ (29) \end{gathered}$ | $\begin{gathered} 14.2 \% \\ (33) \end{gathered}$ |
| D's | $4.6 \%$ <br> (8) | $\begin{aligned} & 8.1 \% \\ & \text { (13) } \end{aligned}$ | $\begin{gathered} 1.5 \% \\ (6) \end{gathered}$ | $\begin{aligned} & 3.9 \% \\ & (14) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 6.7 \% \\ & (118) \end{aligned}$ | $\begin{aligned} & 6.4 \% \\ & (115) \end{aligned}$ | $\begin{gathered} 12.5 \% \\ \text { (2) } \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $5.9 \%$ (I) | $\begin{gathered} 1.9 \% \\ \text { (1) } \end{gathered}$ | $\begin{gathered} 2.2 \% \\ \text { (I) } \end{gathered}$ | $\begin{aligned} & 5.5 \% \\ & (12) \end{aligned}$ | $\begin{aligned} & 4.3 \% \\ & (10) \end{aligned}$ |
| F's | $4.6 \%$ (8) | $\begin{aligned} & 6.8 \% \\ & \text { (II) } \end{aligned}$ | $\begin{gathered} 2.0 \% \\ (8) \end{gathered}$ | $\begin{aligned} & 2.5 \% \\ & \text { (9) } \end{aligned}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $7.7 \%$ (I) | $\begin{aligned} & 4.5 \% \\ & (79) \end{aligned}$ | $\begin{aligned} & 3.9 \% \\ & (70) \end{aligned}$ | $\begin{gathered} 6.3 \% \\ \text { (I) } \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 1.9 \% \\ & \text { (1) } \end{aligned}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{aligned} & 1.8 \% \\ & (4) \end{aligned}$ | $\begin{gathered} 1.7 \% \\ (4) \end{gathered}$ |

## LETTER GRADE BREAKDOWN FOR CTE CAPSTONE COURSES BY ENGLISH LEARNER STATUS: QUARTER I, 2018/I9 - 2019/20

|  | English Learner |  | Redesignated |  | Ever EL |  | English Only |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2018/19 Q | 2019/20 Q | 2018/19 Q | 2019/20 Q | 2018/19 Q | 2019/20 Q | 2018/19 Q | 2019/20 Q |
| A's | $\begin{gathered} 38.7 \% \\ (87) \end{gathered}$ | $\begin{gathered} 41.9 \% \\ (72) \end{gathered}$ | $\begin{gathered} 52.0 \% \\ (591) \end{gathered}$ | $\begin{aligned} & 55.1 \% \\ & (629) \end{aligned}$ | $\begin{aligned} & 49.8 \% \\ & (678) \end{aligned}$ | $\begin{gathered} 53.4 \% \\ (701) \end{gathered}$ | $\begin{gathered} 50.8 \% \\ (645) \end{gathered}$ | $\begin{gathered} 54.8 \% \\ (73 \mathrm{I}) \end{gathered}$ |
| B's | $\begin{gathered} 26.2 \% \\ (59) \end{gathered}$ | $\begin{gathered} 21.5 \% \\ (37) \end{gathered}$ | $\begin{aligned} & 24.9 \% \\ & (283) \end{aligned}$ | $\begin{aligned} & 25.6 \% \\ & (292) \end{aligned}$ | $\begin{aligned} & 25.1 \% \\ & (342) \end{aligned}$ | $\begin{aligned} & 25.1 \% \\ & (329) \end{aligned}$ | $\begin{aligned} & 26.1 \% \\ & (332) \end{aligned}$ | $\begin{aligned} & 23.2 \% \\ & (309) \end{aligned}$ |
| C's | $\begin{gathered} 22.2 \% \\ (50) \end{gathered}$ | $\begin{gathered} \text { 15.1\% } \\ (26) \end{gathered}$ | $\begin{aligned} & 13.6 \% \\ & (155) \end{aligned}$ | $\begin{aligned} & 10.9 \% \\ & (124) \end{aligned}$ | $\begin{aligned} & \text { I5.1\% } \\ & (205) \end{aligned}$ | $\begin{aligned} & \text { II.4\% } \\ & (150) \end{aligned}$ | $\begin{aligned} & 14.3 \% \\ & (181) \end{aligned}$ | $\begin{aligned} & 13.3 \% \\ & (178) \end{aligned}$ |
| D's | $\begin{aligned} & 6.7 \% \\ & \text { (15) } \end{aligned}$ | $\begin{gathered} 15.7 \% \\ (27) \end{gathered}$ | $5.5 \%$ (63) | $\begin{aligned} & 5.3 \% \\ & (60) \end{aligned}$ | 5.7\% <br> (78) | $6.6 \%$ (87) | 5.4\% <br> (69) | $5.0 \%$ (67) |
| F's | $\begin{aligned} & 6.2 \% \\ & (14) \end{aligned}$ | $\begin{gathered} 5.8 \% \\ (10) \end{gathered}$ | $\begin{gathered} 3.9 \% \\ (44) \end{gathered}$ | $\begin{gathered} 3.2 \% \\ (36) \end{gathered}$ | $\begin{aligned} & 4.3 \% \\ & (58) \end{aligned}$ | $\begin{aligned} & 3.5 \% \\ & (46) \end{aligned}$ | $\begin{aligned} & 3.4 \% \\ & (43) \end{aligned}$ | $\begin{aligned} & 3.7 \% \\ & (49) \end{aligned}$ |

## LETTER GRADE BREAKDOWN FOR CTE CAPSTONE COURSES BY SPECIAL EDUCATION PROGRAM: QUARTER I, 20I8/I9 - 20I9/20

|  | DIS |  | RSP |  | SDC |  | 504s |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2018/19 Q | 2019/20 Q I | 2018/19 Q | 2019/20 Q | 2018/19 Q I | 2019/20 Q | 2018/19 Q I | 2019/20 Q I |
| A's | $\begin{gathered} 50.0 \% \\ \text { (2) } \end{gathered}$ | $\begin{gathered} 100.0 \% \\ (5) \end{gathered}$ | $\begin{gathered} 35.7 \% \\ (35) \end{gathered}$ | $\begin{gathered} 39.1 \% \\ (36) \end{gathered}$ | $\begin{gathered} 60.0 \% \\ (6) \end{gathered}$ | $\begin{gathered} 33.3 \% \\ (5) \end{gathered}$ | $\begin{gathered} 42.1 \% \\ (16) \end{gathered}$ | $\begin{gathered} 42.9 \% \\ (33) \end{gathered}$ |
| B's | $50.0 \%$ <br> (2) | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{gathered} 21.4 \% \\ (21) \end{gathered}$ | $\begin{gathered} 23.9 \% \\ (22) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $6.7 \%$ <br> (I) | $\begin{gathered} 23.7 \% \\ \text { (9) } \end{gathered}$ | $\begin{gathered} 27.3 \% \\ (21) \end{gathered}$ |
| C's | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{gathered} 24.5 \% \\ (24) \end{gathered}$ | $\begin{gathered} 21.7 \% \\ (20) \end{gathered}$ | $\begin{gathered} 30.0 \% \\ (3) \end{gathered}$ | $\begin{gathered} 33.3 \% \\ (5) \end{gathered}$ | $\begin{gathered} 15.8 \% \\ (6) \end{gathered}$ | $\begin{gathered} 18.2 \% \\ (14) \end{gathered}$ |
| D's | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $8.2 \%$ <br> (8) | $7.6 \%$ <br> (7) | $\begin{gathered} 10.0 \% \\ \text { (1) } \end{gathered}$ | $6.7 \%$ <br> (I) | $\begin{gathered} 7.9 \% \\ (30 \end{gathered}$ | $\begin{gathered} 10.4 \% \\ (8) \end{gathered}$ |
| F's | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | 0\% <br> (0) | $\begin{gathered} 10.2 \% \\ (10) \end{gathered}$ | 7.6\% <br> (7) | 0\% <br> (0) | $\begin{gathered} 20.0 \% \\ (3) \end{gathered}$ | $\begin{gathered} 10.5 \% \\ (4) \end{gathered}$ | $\begin{aligned} & 1.3 \% \\ & \text { (1) } \end{aligned}$ |

## LETTER GRADE BREAKDOWN FOR CTE CAPSTONE COURSES BY STUDENT GROUP: QUARTER I, 20I8/I9 - 20I9/20

|  | Foster Youth |  | Homeless |  | Socioeconomically Disadvantaged |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2018/19 Q | 2019/20 Q | 2018/19 Q I | 2019/20 Q | 2018/19 Q | 2019/20 Q |
| A's | $\begin{gathered} 66.7 \% \\ \text { (8) } \end{gathered}$ | $\begin{gathered} 14.3 \% \\ \text { (I) } \end{gathered}$ | $\begin{gathered} 45.5 \% \\ (5) \end{gathered}$ | $\begin{gathered} 33.3 \% \\ \text { (3) } \end{gathered}$ | $\begin{aligned} & 48.9 \% \\ & (1030) \end{aligned}$ | $\begin{aligned} & 53.3 \% \\ & (1111) \end{aligned}$ |
| B's | $\begin{gathered} 16.7 \% \\ \text { (2) } \end{gathered}$ | $\begin{gathered} 57.1 \% \\ (4) \end{gathered}$ | $\begin{aligned} & 18.2 \% \\ & \text { (2) } \end{aligned}$ | 44.4\% <br> (4) | $\begin{aligned} & 25.8 \% \\ & (544) \end{aligned}$ | $\begin{aligned} & 24.1 \% \\ & (503) \end{aligned}$ |
| C's | $\begin{gathered} 8.3 \% \\ \text { (I) } \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{gathered} 18.2 \% \\ \text { (2) } \end{gathered}$ | $\begin{gathered} 11.1 \% \\ \text { (I) } \end{gathered}$ | $\begin{aligned} & 15.6 \% \\ & (328) \end{aligned}$ | $\begin{aligned} & 12.7 \% \\ & (265) \end{aligned}$ |
| D's | 0\% <br> (0) | $\begin{gathered} 28.6 \% \\ \text { (2) } \end{gathered}$ | $\begin{gathered} 18.2 \% \\ \text { (2) } \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 5.5 \% \\ & (116) \end{aligned}$ | $\begin{aligned} & 6.1 \% \\ & (127) \end{aligned}$ |
| F's | $8.3 \%$ <br> (I) | 0\% <br> (0) | 0\% <br> (0) | $\begin{gathered} 11.1 \% \\ \text { (I) } \end{gathered}$ | $\begin{aligned} & 4.3 \% \\ & (90) \end{aligned}$ | $\begin{aligned} & 3.8 \% \\ & (80) \end{aligned}$ |

## STUDENT PERFORMANCE IN LEADERSHIP/ MILITARY SCIENCE COURSES

## PERCENT OF STUDENTS ENROLLED IN AT LEAST ONE LEADERSHIP/ MILITARY SCIENCE COURSE: QUARTER I, 20I8/I9-2019/20

```
20I8/I9 Quarter I
```

2019/20 Quarter I


- Enrolled ■ Not Enrolled


■ Enrolled ■ Not Enrolled

## DISPROPORTIONALITY FOR STUDENTS ENROLLED IN A LEADERSHIP/ MILITARY SCIENCE COURSE BY ETHNICITY/RACE \& STUDENT GROUP: QUARTER I, 2018/I9-2019/20

| Ethnicity/Race | $\begin{gathered} 2018 / 19 \\ \text { Q। } \end{gathered}$ | $\begin{gathered} 2019 / 20 \\ \text { Ql } \end{gathered}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| African American/Black | 0.78 | 0.57 | Student Group | 2018/19 Q | 2019/20 Q |
| Asian | 1.08 | 1.06 |  |  |  |
| Filipino | 0.00 | 0.00 | English Learner | 0.79 | 0.98 |
| Hispanic | 0.91 | 0.97 | Foster Youth | 1.32 | 1.64 |
| Native American/Alaskan | 1.12 | 1.79 | Homeless | 0.48 | 0.46 |
| Pacific Islander | 0.67 | 0.62 | Socioeconomically Disadvantaged | 0.96 | 1.31 |
| Two or More Races | 0.95 | 0.77 | Student w/ Disability | 0.52 | 1.01 |
| White | 1.48 | 1.54 |  |  |  |

Leadership/ Military Courses are offered to $9^{\text {th }}$ - $12^{\text {th }}$ Grade Students at Duncan, Fresno \& McLane High School only. Ideally, we would want each group to have a disproportionality ratio of I.0. This means that the population group is being equally represented in that specific data measure as they are in our total population. The higher the ratio the higher they are being represented. For example, a ratio of 2.0, means that a particular student group is being represented twice as much in the specific data measure as they are in our total population.

## LETTER GRADE BREAKDOWN FOR LEADERSHIP/ MILITARY SCIENCE COURSES BY ETHNICITY/RACE: QUARTER I, 2018/I9 - 2019/20

|  | African American/ Black |  | Asian |  | Filipino |  | Hispanic |  | Native American/ Alaskan |  | Pacific Islander |  | Two or More Races |  | White |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{gathered} 20181 \\ 2019 \\ \mathrm{Q} 1 \end{gathered}$ | $\begin{gathered} 20191 \\ 2020 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20181 \\ 2019 \\ \mathrm{Q} 1 \end{gathered}$ | $\begin{gathered} 20191 \\ 2020 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20181 \\ 2019 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20191 \\ 2020 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20181 \\ 2019 \\ \mathrm{Q} 1 \end{gathered}$ | $\begin{gathered} 20191 \\ 2020 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 2018 / \\ 2019 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20191 \\ 2020 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 2018 / \\ 2019 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20191 \\ 2020 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20181 \\ 2019 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20191 \\ 2020 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 20181 \\ 2019 \\ \mathrm{Q} 1 \end{gathered}$ | $\begin{gathered} 20191 \\ 2020 \\ \text { Q1 } \end{gathered}$ |
| A's | $\begin{gathered} 38.1 \% \\ \text { (8) } \end{gathered}$ | $\begin{gathered} 23.1 \% \\ (3) \end{gathered}$ | $\begin{gathered} 81.6 \% \\ (40) \end{gathered}$ | $\begin{gathered} 83.7 \% \\ (4 \mathrm{I}) \end{gathered}$ | N/A | N/A | $\begin{aligned} & 66.3 \% \\ & (191) \end{aligned}$ | $\begin{gathered} 58.8 \% \\ (184) \end{gathered}$ | $\begin{gathered} 100.0 \% \\ (2) \end{gathered}$ | 66.7\% <br> (2) | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{gathered} 71.4 \% \\ \text { (5) } \end{gathered}$ | $\begin{gathered} 71.4 \% \\ (5) \end{gathered}$ | $\begin{gathered} 62.5 \% \\ (20) \end{gathered}$ | $\begin{gathered} 52.8 \% \\ (19) \end{gathered}$ |
| B's | $\begin{gathered} 23.8 \% \\ (5) \end{gathered}$ | $\begin{gathered} 38.5 \% \\ (5) \end{gathered}$ | $\begin{gathered} 16.3 \% \\ \text { (8) } \end{gathered}$ | $\begin{gathered} 14.3 \% \\ (7) \end{gathered}$ | N/A | N/A | $\begin{gathered} 21.9 \% \\ (63) \end{gathered}$ | $\begin{gathered} 21.4 \% \\ (67) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{aligned} & 100 \% \\ & \text { (1) } \end{aligned}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{gathered} 28.6 \% \\ (2) \end{gathered}$ | $\begin{gathered} 14.3 \% \\ \text { (I) } \end{gathered}$ | $\begin{gathered} 31.3 \% \\ (10) \end{gathered}$ | $\begin{gathered} 16.7 \% \\ (6) \end{gathered}$ |
| C's | 19\% (4) | $\begin{gathered} 30.8 \% \\ (4) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{gathered} 2.0 \% \\ (1) \end{gathered}$ | N/A | N/A | $\begin{aligned} & 8.0 \% \\ & (23) \end{aligned}$ | $\begin{gathered} 11.5 \% \\ (36) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{gathered} 33.3 \% \\ (1) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | 100.0\% <br> (I) | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 3.1 \% \\ & (1) \end{aligned}$ | $\begin{gathered} 13.9 \% \\ (5) \end{gathered}$ |
| D's | $\begin{gathered} 9.5 \% \\ \text { (2) } \end{gathered}$ | $7.7 \%$ (I) | 2.0\% <br> (I) | $\begin{aligned} & 0 \% \\ & 0 \\ & (0) \end{aligned}$ | N/A | N/A | $\begin{gathered} 2.1 \% \\ (6) \end{gathered}$ | $\begin{gathered} 5.1 \% \\ \text { (19) } \end{gathered}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{gathered} 14.3 \% \\ \text { (I) } \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ |
| F's | $\begin{aligned} & 9.5 \% \\ & \text { (2) } \end{aligned}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | N/A | N/A | $\begin{aligned} & 1.7 \% \\ & (5) \end{aligned}$ | $\begin{gathered} 2.2 \% \\ (7) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{aligned} & 3.1 \% \\ & (1) \end{aligned}$ | $\begin{gathered} 16.7 \% \\ (6) \end{gathered}$ |

## LETTER GRADE BREAKDOWN FOR LEADERSHIP/ MILITARY SCIENCE COURSES BY ENGLISH LEARNER STATUS: QUARTER I, 20I8/I9 - 20I9/20

|  | English Learner |  | Redesignated |  | Ever EL |  | English Only |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2018/19 Q I | 2019/20 Q | 2018/19 Q | 2019/20 Q I | 2018/19 Q | 2019/20 Q | 2018/19 Q | 2019/20 Q |
| A's | $\begin{gathered} 58.3 \% \\ (28) \end{gathered}$ | $\begin{gathered} 51.6 \% \\ (33) \end{gathered}$ | $\begin{aligned} & 78.9 \% \\ & (105) \end{aligned}$ | $\begin{aligned} & 77.8 \% \\ & (105) \end{aligned}$ | $\begin{aligned} & 73.5 \% \\ & (133) \end{aligned}$ | $\begin{aligned} & 69.3 \% \\ & (138) \end{aligned}$ | $\begin{aligned} & 60.7 \% \\ & (133) \end{aligned}$ | $\begin{gathered} 52.0 \% \\ (116) \end{gathered}$ |
| B's | $\begin{gathered} 27.1 \% \\ (13) \end{gathered}$ | $\begin{gathered} 28.1 \% \\ (18) \end{gathered}$ | $\begin{gathered} 15.0 \% \\ (20) \end{gathered}$ | $\begin{gathered} 14.8 \% \\ (20) \end{gathered}$ | $\begin{gathered} 18.2 \% \\ (33) \end{gathered}$ | $\begin{gathered} 19.1 \% \\ (38) \end{gathered}$ | $\begin{gathered} 25.6 \% \\ (56) \end{gathered}$ | $\begin{gathered} 21.5 \% \\ (48) \end{gathered}$ |
| C's | $\begin{gathered} 12.5 \% \\ (6) \end{gathered}$ | $10.9 \%$ <br> (7) | $\begin{gathered} 3.0 \% \\ (4) \end{gathered}$ | $4.4 \%$ <br> (6) | $\begin{aligned} & 5.5 \% \\ & (10) \end{aligned}$ | $6.5 \%$ <br> (13) | $\begin{aligned} & 8.2 \% \\ & (18) \end{aligned}$ | $\begin{gathered} 15.7 \% \\ (35) \end{gathered}$ |
| D's | $2.1 \%$ <br> (I) | $4.7 \%$ <br> (3) | $2.3 \%$ <br> (3) | $2.2 \%$ <br> (3) | $2.2 \%$ <br> (4) | $3.0 \%$ <br> (6) | $\begin{gathered} 2.3 \% \\ (5) \end{gathered}$ | $\begin{aligned} & 6.7 \% \\ & (15) \end{aligned}$ |
| F's | 0\% <br> (0) | $4.7 \%$ <br> (3) | $0.8 \%$ <br> (I) | $0.7 \%$ <br> (I) | $0.6 \%$ <br> (I) | $2.0 \%$ <br> (4) | $3.2 \%$ <br> (7) | 4\% (9) |

[^3]
## LETTER GRADE BREAKDOWN FOR LEADERSHIP/ MILITARY SCIENCE COURSES BY SPECIAL EDUCATION PROGRAM: QUARTER I, 20I8/I9 - 20I9/20

|  | DIS |  | RSP |  | SDC |  | 504s |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2018/19 Q | 2019/20 Q | 2018/19 Q | 2019/20 Q I | 2018/19 Q | 2019/20 Q | 2018/19 Q | 2019/20 Q |
| A's | N/A | N/A | $\begin{gathered} 38.2 \% \\ \text { (13) } \end{gathered}$ | $\begin{gathered} 42.5 \% \\ (17) \end{gathered}$ | $\begin{gathered} 22.2 \% \\ \text { (2) } \end{gathered}$ | $14.3 \%$ <br> (3) | $\begin{gathered} 55.6 \% \\ (5) \end{gathered}$ | $27.3 \%$ <br> (3) |
| B's | N/A | N/A | $\begin{gathered} 35.3 \% \\ (12) \end{gathered}$ | $\begin{gathered} 25.0 \% \\ (10) \end{gathered}$ | $\begin{gathered} 22.2 \% \\ (2) \end{gathered}$ | $\begin{gathered} 33.3 \% \\ (7) \end{gathered}$ | $\begin{gathered} 22.2 \% \\ (2) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ |
| C's | N/A | N/A | $\begin{gathered} 11.8 \% \\ (4) \end{gathered}$ | $\begin{gathered} 17.5 \% \\ (7) \end{gathered}$ | $\begin{gathered} 55.6 \% \\ (5) \end{gathered}$ | $\begin{gathered} 19.0 \% \\ (4) \end{gathered}$ | $\begin{gathered} 22.2 \% \\ (2) \end{gathered}$ | $36.4 \%$ <br> (4) |
| D's | N/A | N/A | $\begin{gathered} 5.9 \% \\ \text { (2) } \end{gathered}$ | $\begin{gathered} 10.0 \% \\ (4) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{gathered} 23.8 \% \\ (5) \end{gathered}$ | 0\% <br> (0) | $\begin{gathered} 27.3 \% \\ (3) \end{gathered}$ |
| F's | N/A | N/A | $8.8 \%$ <br> (3) | $\begin{gathered} 5.0 \% \\ (2) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{gathered} 9.5 \% \\ \text { (2) } \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $9.1 \%$ <br> (I) |

## LETTER GRADE BREAKDOWN FOR LEADERSHIP/ MILITARY SCIENCE COURSES BY STUDENT GROUP: QUARTER I, 20I8/I9 - 20I9/20

|  | Foster Youth |  | Homeless |  | Socioeconomically Disadvantaged |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2018/19 Q | 2019/20 Q I | 2018/19 Q | 2019/20 Q I | 2018/19 Q | 2019/20 Q I |
| A's | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{gathered} 16.7 \% \\ \text { (1) } \end{gathered}$ | $\begin{gathered} 100.0 \% \\ \text { (I) } \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 64.4 \% \\ & (230) \end{aligned}$ | $\begin{gathered} 59.3 \% \\ (230) \end{gathered}$ |
| B's | $\begin{gathered} 60.0 \% \\ (3) \end{gathered}$ | $16.7 \%$ <br> (I) | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{gathered} 23.5 \% \\ (84) \end{gathered}$ | $\begin{gathered} 21.1 \% \\ (82) \end{gathered}$ |
| C's | $\begin{gathered} 40.0 \% \\ \text { (2) } \end{gathered}$ | $\begin{gathered} 50.0 \% \\ (3) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $100.0 \%$ <br> (I) | $\begin{aligned} & 7.3 \% \\ & (26) \end{aligned}$ | II.1\% <br> (43) |
| D's | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{gathered} 2.5 \% \\ \text { (9) } \end{gathered}$ | $\begin{aligned} & 5.2 \% \\ & (20) \end{aligned}$ |
| F's | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{gathered} 16.7 \% \\ \text { (I) } \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $2.2 \%$ <br> (8) | $\begin{aligned} & 3.4 \% \\ & (13) \end{aligned}$ |

[^4]
## College and Career Progress: By School Site

|  | Enrolled in an AP Course |  | Passing rates (C- or Better) in AP Courses |  | Enrolled in an IB Higher Level Course |  | Passing rates (C- or Better) in IB Higher Level Courses |  | Enrolled in a CTE <br> Capstone Course |  | Passing rates (C- or Better) in CTE Capstone Courses |  |  |  | Passing rate (C- or Better) in Leadership/ Military Science |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| School Site | $\begin{gathered} \hline 2018 / 19 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} \text { 2019/20 } \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 2018 / 19 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} \hline 2019 / 20 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 2018 / 19 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 2019 / 20 \\ \text { Q1 } \end{gathered}$ | $\begin{array}{c\|} \hline 2018 / 19 \\ \text { Q1 } \end{array}$ | $\begin{gathered} \hline 2019 / 20 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 2018 / 19 \\ \text { Q1 } \end{gathered}$ | $\begin{gathered} 2019 / 20 \\ \text { Q1 } \end{gathered}$ | 2018/19 Q1 | $\begin{gathered} \text { 2019/20 } \\ \text { Q1 } \end{gathered}$ | $\begin{array}{c\|} \hline 2018 / 19 \\ \text { Q1 } \end{array}$ | $\begin{gathered} \text { 2019/20 } \\ \text { Q1 } \end{gathered}$ | 2018/19 Q1 | $\begin{gathered} 2019 / 20 \\ \text { Q1 } \end{gathered}$ |
| Bullard High | 26.2\% | 30.8\% | 93.4\% | 91.2\% | N/A | N/A | N/A | N/A | 17.1\% | 21.9\% | 96.9\% | 89.7\% | N/A | N/A | N/A | N/A |
| Cambridge High | 0.0\% | 0.0\% | N/A | N/A | N/A | N/A | N/A | N/A | 16.1\% | 4.0\% | 98.7\% | 89.5\% | N/A | N/A | N/A | N/A |
| Design Science High | 25.6\% | 11.6\% | 94.3\% | 100.0\% | N/A | N/A | N/A | N/A | 0.0\% | 0.0\% | N/A | N/A | N/A | N/A | N/A | N/A |
| Dewolf High | 0.0\% | 0.0\% | N/A | N/A | N/A | N/A | N/A | N/A | 0.0\% | 8.8\% | N/A | 93.7\% | N/A | N/A | N/A | N/A |
| Duncan Polytech High | 31.3\% | 34.8\% | 76.9\% | 76.3\% | N/A | N/A | N/A | N/A | 77.0\% | 100.0\% | 93.2\% | 87.9\% | 13.6\% | 13.9\% | 100.0\% | 96.8\% |
| Edison High | 46.8\% | 48.2\% | 85.3\% | 85.0\% | N/A | N/A | N/A | N/A | 41.0\% | 36.4\% | 91.1\% | 90.6\% | N/A | N/A | N/A | N/A |
| Fresno High | 3.2\% | 3.2\% | 79.2\% | 61.6\% | 86.0\% | 85.1\% | 79.4\% | 81.1\% | 21.7\% | 16.9\% | 87.1\% | 93.7\% | 4.6\% | 5.3\% | 93.0\% | 83.8\% |
| Hoover High | 28.7\% | 26.5\% | 82.4\% | 82.4\% | N/A | N/A | N/A | N/A | 26.1\% | 29.5\% | 92.1\% | 96.4\% | N/A | N/A | N/A | N/A |
| JE Young Academic High | 1.1\% | 0.7\% | 33.3\% | 100.0\% | N/A | N/A | N/A | N/A | 0.5\% | 4.1\% | 75.0\% | 100.0\% | N/A | N/A | N/A | N/A |
| McLane High | 25.5\% | 27.8\% | 78.3\% | 78.1\% | N/A | N/A | N/A | N/A | 23.2\% | 23.3\% | 88.7\% | 88.6\% | 7.2\% | 7.5\% | 93.9\% | 94.8\% |
| Patino Entrepreneurship High | 25.4\% | 22.4\% | 68.4\% | 84.4\% | N/A | N/A | N/A | N/A | 78.7\% | 69.7\% | 86.4\% | 91.8\% | N/A | N/A | N/A | N/A |
| Roosevelt High | 20.6\% | 22.3\% | 72.2\% | 84.3\% | N/A | N/A | N/A | N/A | 22.8\% | 22.1\% | 91.0\% | 94.7\% | N/A | N/A | N/A | N/A |
| Sunnyside High | 27.3\% | 26.5\% | 85.1\% | 80.0\% | N/A | N/A | N/A | N/A | 27.7\% | 27.4\% | 85.5\% | 87.8\% | N/A | N/A | N/A | N/A |

IB Higher Level courses are offerd to 11th-12th grade students at Fresno High
CTE Capstone course are offered to 11th-12th grade students only.
Leadership/Military Science courses are only offered at Duncan Polyech High, Fresno High \& McLane High for 9th-12th grade students.

# BC Number EA-1 

From the Office of the Superintendent
Date: January 17, 2020
To the Members of the Board of Education
Prepared by: Lindsay Sanders, Chief Equity \& Access
Phone Number: 457-3896


Regarding: College and Cafeer Indicator Technical Error

The purpose of this communication is to provide the Board information regarding the impact of the technical error made when district data was reported to the state for use in calculating the College and Career Indicator on the California School Dashboard. The College and Career Indicator includes eight measures of college or career readiness and readiness rates are determined by using different combinations of these eight measures. The technical error involved under-reporting the number of students who completed a Career Technical Education (CTE) capstone course, which is one of the measures used in combination with other measures to calculate readiness rates.

We determined that the technical error resulted in 188 students not being counted as college or career ready who should have been counted as ready. The district's College or Career Readiness Indicator decreased $4.6 \%$ when it would have decreased $0.1 \%$ if all students who completed a CTE capstone course had been accurately reported. At the student group level, the error impacted rates for Asian, Hispanic, White, two or more races, English learners, and socioeconomically disadvantaged students. At the school level, this error impacted rates at Bullard, Duncan, Hoover, McLane, Roosevelt, and Sunnyside. The error did not result in any student groups or schools being identified for Differentiated Assistance that should not have been. While the error impacts the accuracy of information available on the California School Dashboard about rates of college or career readiness, it did not impact students directly in any way.

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. $\qquad$ Date: $\qquad$

Fresno Unified School District

## Board Communication

From the Office of the Superintendent To the Members of the Board of Education Prepared by: Kristi Imberi-Olivares, Director Cabinet Approval:


Regarding: College and Career Progress Update

BC Number EA-4
Date: January 17, 2020

Phone Number: 457-3896

The purpose of this communication is to provide the Board information regarding College and Career indicator metrics for Fresno Unified. This communication only provides information on enrollment and course grades to look at opportunities we are providing for students. We want to track enrollment and course grades knowing that these are two ways to monitor students toward completing metrics within College and Career Indicators (CCI). Please note, some data points are derived using different intemal calculations than the California Department of Education (CDE) uses. The CDE only focuses on graduating seniors when calculating CCI , however, this communication includes additional high school grade levels.

The metrics included in this report are:

- Semester 1 2018/19 and Semester 1 2019/20 grades nine through twelve student enrollment and course grades in Advanced Placement (AP) courses.
- Semester 1 2018/19 and Semester 1 2019/20 grades eleven through twelve student enrollment and course grades in International Baccalaureate (IB) higher level courses.
- Semester 1 2018/19 and Semester 1 2019/20 grades elven through twelve student enrollment and course grades in Career and Technical Education (CTE) Capstone courses.
- Semester 1 2018/19 and Semester 1 2019/20 grades nine through twelve student enrollment and course grades in Leadership/Military courses.
- Semester 1 2019/20 grades nine through twelve student A-G on track status.

Included with this communication is a Semester 1 report for these metrics by high school.
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. $\qquad$


## COLLEGE AND CAREER PROGRESS UPDATE

## CALIFORNIA DASHBOARD COLLEGEAND CAREER INDICATOR METRICS

To be included in the College and Career Indicator on the California Dashboard, students need to meet one of the criteria below:

- Pass (score 3 or higher) 2 Advanced Placement (AP) exams at any point during high school
- Pass (score 4 or higher) 2 International Baccalaureate (IB) exams during $11^{\text {th }}$ or $12^{\text {th }}$ grade
- Pass (score of 3 or higher) on both SBAC ELA and Math
- Complete 2 semesters/3 quarters of college coursework with a grade of C - or better
- Complete at least 2 years of Leadership/Military courses with a C- or better and score 3 or higher on SBAC ELA or Math and at least 2 on other assessment
- Receive the State Seal of Biliteracy
- Complete courses that meet the University of California a-g criteria plus one of the following:
- CTEP pathway completion
- Score level 3 or higher on SBAC ELA or Math and at least 2 on other assessment
- I semester/2 quarters of college credit courses with grade of C- or better
- Passing score on one AP exam or on one IB exam
- Complete CTE pathway with a C- or better in the Capstone course plus one of the following:
- Score level 3 or higher on SBAC ELA or Math and at least 2 on other assessment
- Complete a-g requirements with C- or better
- I semester/2 quarters of college credit courses with grade of C - or better


## STUDENT PERFORMANCE IN ADVANCED PLACEMENT (AP) COURSES

## PERCENT OF 9TH-I2TH GRADE STUDENTS ENROLLED IN AT LEAST ONE AP COURSE: SEMESTERI, 20I8/I9-20I9/20

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2018/19 Semester I
```

2019/20 Semester I


## DISPROPORTIONALITY FOR STUDENTS ENROLLED IN AN AP COURSE BY ETHNICITY/RACE \& STUDENT GROUP: SEMESTER I, 20I8/I9-20I9/20

| Ethnicity/Race | $2018 / 19$ <br> SEM I | $\begin{aligned} & 2019 / 20 \\ & \text { SEM I } \end{aligned}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| African American/Black | 0.48 | 0.50 | Student Group | 2018/19 | 2019/20 |
| Asian | 1.60 | 1.41 |  | SEM I | SEM I |
| Filipino | 1.95 | 1.35 | English Learner | 0.25 | 0.29 |
| Hispanic | 0.81 | 0.84 | Foster Youth | 0.20 | 0.19 |
| Native American/Alaskan | 1.06 | 0.79 | Homeless | 0.34 | 0.28 |
| Pacific Islander | 1.14 | 0.93 | Socioeconomically Disadvantaged | 0.67 | 0.63 |
| Two or More Races | 0.94 | 1.08 | Student w/ Disability | 0.08 | 0.08 |
| White | 1.37 | 1.47 |  |  |  |

AP courses are offered to $9^{\text {th }}-12^{\text {th }}$ grade students. Ideally, we would want each group to have a disproportionality ratio of I.O
This means that the population group is being equally represented in that specific data measure as they are in our total population. The higher the ratio the higher they are being represented. For example, a ratio of 2.0, means that a particular student group is being represented twice as much in the specific data measure as they are in our total population

[^5]
## LETTER GRADE BREAKDOWN FOR AP COURSES BY ETHNICITY/RACE: SEMESTER I, 20I8/I9-20I9/20

|  | African American/ Black |  | Asian |  | Filipino |  | Hispanic |  | Native American/ Alaskan |  | Pacific Islander |  | Two or More Races |  | White |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { 2018/ } \\ & 2019 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20191 \\ & 2020 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 2018 / \\ & 2019 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20191 \\ & 2020 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20181 \\ & 2019 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20191 \\ & 2020 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 2018 / \\ & 2019 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20191 \\ & 2020 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20181 \\ & 2019 \\ & \text { SEM } \end{aligned}$ | $\begin{aligned} & 20191 \\ & 2020 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 2018 / \\ & 2019 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20191 \\ & 2020 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20181 \\ & 2019 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20191 \\ & 2020 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20181 \\ & 2019 \\ & \text { SEM } \end{aligned}$ | $\begin{aligned} & 20191 \\ & 2020 \\ & \text { SEM I } \end{aligned}$ |
| A's | $\begin{gathered} 21.4 \% \\ (52) \end{gathered}$ | $\begin{gathered} 23.2 \% \\ (55) \end{gathered}$ | $\begin{aligned} & 36.7 \% \\ & (355) \end{aligned}$ | $\begin{gathered} 37 \% \\ (3 \mid 3) \end{gathered}$ | $\begin{gathered} 46.2 \% \\ (18) \end{gathered}$ | $\begin{gathered} 36.7 \% \\ (11) \end{gathered}$ | $\begin{aligned} & 26.5 \% \\ & (958) \end{aligned}$ | $\begin{aligned} & 26.7 \% \\ & (1037) \end{aligned}$ | $\begin{gathered} 27.3 \% \\ (9) \end{gathered}$ | $\begin{gathered} 33.3 \% \\ (6) \end{gathered}$ | $\begin{gathered} 32 \% \\ \text { (8) } \end{gathered}$ | $\begin{gathered} 22.7 \% \\ (5) \end{gathered}$ | $\begin{aligned} & 41 \% \\ & (50) \end{aligned}$ | $\begin{gathered} 32.4 \% \\ (47) \end{gathered}$ | $\begin{aligned} & 42.9 \% \\ & (310) \end{aligned}$ | $\begin{aligned} & 40.8 \% \\ & (339) \end{aligned}$ |
| B's | $\begin{gathered} 32.5 \% \\ (79) \end{gathered}$ | $\begin{aligned} & 27 \% \\ & (64) \end{aligned}$ | $\begin{aligned} & 34.3 \% \\ & (332) \end{aligned}$ | $\begin{aligned} & 32.2 \% \\ & (273) \end{aligned}$ | $\begin{gathered} 28.2 \% \\ \text { (II) } \end{gathered}$ | $\begin{gathered} 30 \% \\ (9) \end{gathered}$ | $\begin{aligned} & 32.9 \% \\ & (1190) \end{aligned}$ | $\begin{aligned} & 31.7 \% \\ & (1228) \end{aligned}$ | $\begin{gathered} 36.4 \% \\ (12) \end{gathered}$ | $\begin{gathered} 33.3 \% \\ \text { (6) } \end{gathered}$ | $\begin{gathered} 32 \% \\ \text { (8) } \end{gathered}$ | 36.4\% (8) | $\begin{gathered} 26.2 \% \\ (32) \end{gathered}$ | $\begin{gathered} 33.1 \% \\ (48) \end{gathered}$ | $\begin{gathered} 32.6 \% \\ (236) \end{gathered}$ | $\begin{aligned} & 31.1 \% \\ & (258) \end{aligned}$ |
| C's | $\begin{gathered} 26.3 \% \\ (64) \end{gathered}$ | $\begin{gathered} 27.4 \% \\ (65) \end{gathered}$ | $\begin{aligned} & 19.2 \% \\ & (186) \end{aligned}$ | $\begin{gathered} 19 \% \\ (161) \end{gathered}$ | $\begin{gathered} 17.9 \% \\ (7) \end{gathered}$ | $\begin{gathered} 23.3 \% \\ (7) \end{gathered}$ | $\begin{aligned} & 23.7 \% \\ & (857) \end{aligned}$ | $\begin{aligned} & 24.9 \% \\ & (966) \end{aligned}$ | $\underset{(7)}{21.2 \%}$ | $\begin{gathered} \text { 27.8\% } \\ (5) \end{gathered}$ | $\begin{gathered} 20 \% \\ \text { (5) } \end{gathered}$ | $\begin{gathered} 22.7 \% \\ (5) \end{gathered}$ | $\begin{gathered} 16.4 \% \\ (20) \end{gathered}$ | $\begin{gathered} 20.7 \% \\ (30) \end{gathered}$ | $\begin{aligned} & 16.6 \% \\ & (120) \end{aligned}$ | $\begin{aligned} & 18.3 \% \\ & (152) \end{aligned}$ |
| D's | $\begin{gathered} 12.8 \% \\ (31) \end{gathered}$ | $\begin{gathered} 13.9 \% \\ (33) \end{gathered}$ | $\begin{gathered} 6 \% \\ (58) \end{gathered}$ | $\begin{aligned} & 7.3 \% \\ & (62) \end{aligned}$ | $2.6 \%$ <br> (I) | $\begin{gathered} 6.7 \% \\ (2) \end{gathered}$ | $\begin{aligned} & 10.5 \% \\ & (380) \end{aligned}$ | $\begin{aligned} & 9.6 \% \\ & (374) \end{aligned}$ | $\begin{gathered} 15.2 \% \\ (5) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | 8\% <br> (2) | $\begin{aligned} & 9.1 \% \\ & (2) \end{aligned}$ | $\begin{gathered} 12.3 \% \\ (15) \end{gathered}$ | $\begin{aligned} & 6.2 \% \\ & \text { (9) } \end{aligned}$ | $\begin{aligned} & 4.7 \% \\ & (34) \end{aligned}$ | $\begin{aligned} & 6.4 \% \\ & (53) \end{aligned}$ |
| F's | $\begin{gathered} 7 \% \\ (17) \end{gathered}$ | $\begin{aligned} & 8.4 \% \\ & (20) \end{aligned}$ | $\begin{aligned} & 3.7 \% \\ & (36) \end{aligned}$ | $\begin{aligned} & 4.5 \% \\ & (38) \end{aligned}$ | $\begin{gathered} 5.1 \% \\ (2) \end{gathered}$ | $\begin{gathered} 3.3 \% \\ \text { (I) } \end{gathered}$ | $\begin{aligned} & 6.5 \% \\ & (235) \end{aligned}$ | $\begin{gathered} 7 \% \\ (272) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $5.6 \%$ (I) | $\begin{aligned} & 8 \% \\ & (2) \end{aligned}$ | $\begin{gathered} 9.1 \% \\ (2) \end{gathered}$ | $\begin{aligned} & 4.1 \% \\ & \text { (5) } \end{aligned}$ | $\begin{aligned} & 7.6 \% \\ & (11) \end{aligned}$ | $\begin{gathered} 3.2 \% \\ (23) \end{gathered}$ | $\begin{aligned} & 3.4 \% \\ & (28) \end{aligned}$ |

[^6]
## LETTER GRADE BREAKDOWN FOR AP COURSES BY ENGLISH LEARNER STATUS: SEMESTER I, 20I8/I9-20I9/20

|  | English Learner |  | Redesignated |  | Ever EL |  | English Only |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{gathered} 2018 / 19 \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} \text { 2019/20 } \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} \hline 2018 / 19 \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} \hline \text { 2019/20 } \\ \text { SEM I } \end{gathered}$ | $2018 / 19$ <br> SEM I | $\begin{gathered} \text { 2019/20 } \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} 2018 / 19 \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} \text { 2019/20 } \\ \text { SEM I } \end{gathered}$ |
| A's | $\begin{gathered} \text { I8.9\% } \\ (35) \end{gathered}$ | $\begin{gathered} 22.1 \% \\ (47) \end{gathered}$ | $\begin{aligned} & 30.3 \% \\ & (820) \end{aligned}$ | $\begin{aligned} & 30.1 \% \\ & (819) \end{aligned}$ | $\begin{aligned} & 29.5 \% \\ & (855) \end{aligned}$ | $\begin{aligned} & 29.5 \% \\ & (866) \end{aligned}$ | $\begin{aligned} & 31.5 \% \\ & (905) \end{aligned}$ | $\begin{gathered} 30.8 \% \\ (947) \end{gathered}$ |
| B's | $\begin{gathered} 24.3 \% \\ (45) \end{gathered}$ | $\begin{gathered} 28.6 \% \\ (61) \end{gathered}$ | $\begin{aligned} & 34.4 \% \\ & (932) \end{aligned}$ | $\begin{aligned} & 31.3 \% \\ & (851) \end{aligned}$ | $\begin{gathered} 33.7 \% \\ (977) \end{gathered}$ | $\begin{aligned} & 31.1 \% \\ & (912) \end{aligned}$ | $\begin{gathered} 32.1 \% \\ (923) \end{gathered}$ | $\begin{aligned} & 31.9 \% \\ & (982) \end{aligned}$ |
| C's | $\begin{gathered} 28.6 \% \\ (53) \end{gathered}$ | $\begin{gathered} 25.4 \% \\ (54) \end{gathered}$ | $\begin{aligned} & 21.5 \% \\ & (584) \end{aligned}$ | $\begin{aligned} & 22.9 \% \\ & (622) \end{aligned}$ | $\begin{gathered} 22 \% \\ (637) \end{gathered}$ | $\begin{aligned} & 23.1 \% \\ & (676) \end{aligned}$ | $\begin{aligned} & 21.9 \% \\ & (629) \end{aligned}$ | $\begin{aligned} & 23.3 \% \\ & (715) \end{aligned}$ |
| D's | $\begin{aligned} & \text { I5.1\% } \\ & (28) \end{aligned}$ | $\begin{gathered} 15.5 \% \\ (33) \end{gathered}$ | $\begin{aligned} & 8.6 \% \\ & (232) \end{aligned}$ | $\begin{aligned} & 9.5 \% \\ & (258) \end{aligned}$ | $\begin{gathered} 9 \% \\ (260) \end{gathered}$ | $\begin{aligned} & 9.9 \% \\ & (291) \end{aligned}$ | $\begin{aligned} & 9.2 \% \\ & (266) \end{aligned}$ | $\begin{aligned} & 7.9 \% \\ & (244) \end{aligned}$ |
| F's | $\begin{aligned} & 13 \% \\ & (24) \end{aligned}$ | $\begin{aligned} & 8.5 \% \\ & (18) \end{aligned}$ | $\begin{aligned} & 5.2 \% \\ & (142) \end{aligned}$ | $\begin{aligned} & 6.2 \% \\ & (168) \end{aligned}$ | $\begin{aligned} & 5.7 \% \\ & (166) \end{aligned}$ | $\begin{aligned} & 6.3 \% \\ & (186) \end{aligned}$ | $\begin{aligned} & 5.4 \% \\ & (154) \end{aligned}$ | $\begin{aligned} & \text { 6.1\% } \\ & (187) \end{aligned}$ |

## LETTER GRADE BREAKDOWN FOR AP COURSES BY SPECIAL EDUCATION PROGRAM: SEMESETER I, 20I8/I9-2019/20

|  | DIS |  | RSP |  | SDC |  | 504s |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{gathered} \text { 2018/19 } \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} \text { 2019/20 } \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} 2018 / 19 \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} \text { 2019/20 } \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} 2018 / 19 \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} \text { 2019/20 } \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} 2018 / 19 \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} \text { 2019/20 } \\ \text { SEM I } \end{gathered}$ |
| A's | $\begin{gathered} 25 \% \\ \text { (2) } \end{gathered}$ | $\begin{gathered} 27.3 \% \\ (3) \end{gathered}$ | $\begin{gathered} 23.8 \% \\ (10) \end{gathered}$ | 14.6\% <br> (6) | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | N/A | $\begin{gathered} 30.9 \% \\ (25) \end{gathered}$ | $\begin{gathered} 29.1 \% \\ (32) \end{gathered}$ |
| B's | $\begin{gathered} 37.5 \% \\ (3) \end{gathered}$ | $\begin{gathered} 45.5 \% \\ (5) \end{gathered}$ | $\begin{gathered} 21.4 \% \\ \text { (9) } \end{gathered}$ | $\begin{gathered} 31.7 \% \\ (13) \end{gathered}$ | 0\% <br> (0) | N/A | $\begin{gathered} 28.4 \% \\ (23) \end{gathered}$ | $\begin{gathered} 33.6 \% \\ (37) \end{gathered}$ |
| C's | $\begin{aligned} & \text { I2.5\% } \\ & \text { (1) } \end{aligned}$ | $\begin{gathered} \text { I8.2\% } \\ \text { (2) } \end{gathered}$ | $\begin{gathered} 21.4 \% \\ \text { (9) } \end{gathered}$ | $\begin{gathered} 31.7 \% \\ (13) \end{gathered}$ | $100 \%$ <br> (I) | N/A | $\begin{gathered} 30.9 \% \\ (25) \end{gathered}$ | $\begin{gathered} 21.8 \% \\ (24) \end{gathered}$ |
| D's | $\begin{gathered} 25 \% \\ (2) \end{gathered}$ | 9.1\% <br> (I) | $\begin{gathered} 23.8 \% \\ (10) \end{gathered}$ | I7.1\% <br> (7) | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | N/A | $7.4 \%$ <br> (6) | $7.3 \%$ <br> (8) |
| F's | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $9.5 \%$ <br> (4) | $\begin{gathered} 4.9 \% \\ (2) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | N/A | $\begin{gathered} 2.5 \% \\ \text { (2) } \end{gathered}$ | $\begin{gathered} 8.2 \% \\ \text { (9) } \end{gathered}$ |

## LETTER GRADE BREAKDOWN FOR AP COURSES BY STUDENT GROUP: SEMESTER I, 2018/I9-2019/20

|  | Foster Youth |  | Homeless |  | Socioeconomically Disadvantaged |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2018/19 SEM I | 2019/20 SEM I | 2018/19 SEM I | 2019/20 SEM I | 2018/I9 SEM I | 2019/20 SEM I |
| A's | $30 \%$ <br> (3) | $\begin{gathered} 27.3 \% \\ (3) \end{gathered}$ | $\begin{gathered} 33.3 \% \\ (3) \end{gathered}$ | $\begin{gathered} 18.2 \% \\ \text { (2) } \end{gathered}$ | $\begin{aligned} & 28.3 \% \\ & (\mathrm{I} 227) \end{aligned}$ | $\begin{gathered} 28 \% \\ \text { (I288) } \end{gathered}$ |
| B's | $\begin{gathered} 40 \% \\ (4) \end{gathered}$ | $36.4 \%$ <br> (4) | $\begin{gathered} 55.6 \% \\ (5) \end{gathered}$ | $\begin{gathered} 18.2 \% \\ \text { (2) } \end{gathered}$ | $\begin{aligned} & 32.7 \% \\ & (1421) \end{aligned}$ | $\begin{aligned} & 31.5 \% \\ & (1447) \end{aligned}$ |
| C's | $\begin{gathered} 30 \% \\ (3) \end{gathered}$ | $\begin{gathered} 27.3 \% \\ (3) \end{gathered}$ | $\begin{gathered} \text { 11.1\% } \\ \text { (I) } \end{gathered}$ | $\begin{gathered} 45.5 \% \\ (5) \end{gathered}$ | $\begin{aligned} & 22.9 \% \\ & (992) \end{aligned}$ | $\begin{aligned} & 23.5 \% \\ & (108 \mathrm{I}) \end{aligned}$ |
| D's | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 9.1 \% \\ & \text { (1) } \end{aligned}$ | $\begin{aligned} & 9.9 \% \\ & (431) \end{aligned}$ | $\begin{aligned} & 9.9 \% \\ & (454) \end{aligned}$ |
| F's | 0\% <br> (0) | $9.1 \%$ <br> (I) | 0\% <br> (0) | $\begin{gathered} 9.1 \% \\ \text { (I) } \end{gathered}$ | $\begin{aligned} & 6.2 \% \\ & (268) \end{aligned}$ | $\begin{aligned} & 7.1 \% \\ & (324) \end{aligned}$ |

AP courses are offered to $9^{\text {th }}-12^{\text {th }}$ grade students.

## STUDENT PERFORMANCE IN INTERNATIONAL BACCALAUREATE (IB) HIGHER LEVEL COURSES

## PERCENT OF STUDENTS ENROLLED IN AT LEAST ONE IB COURSE: SEMESETER I, 20I8/I9-20I9/20



## DISPROPORTIONALITY FOR STUDENTS ENROLLED IN AN IB COURSE BY ETHNICITY/RACE \& STUDENT GROUP: SEMSESTER I, 20I8/I9-20I9/20

| Ethnicity/Race | $\begin{gathered} 2018 / 19 \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} 2019 / 20 \\ \text { SEM I } \end{gathered}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| African American/Black | 1.05 | 1.04 | Student Group | 2018/19 | 2019/20 |
| Asian | 1.04 | 0.97 |  | SEM I | SEM I |
| Filipino | 1.14 | 0.97 | English Learner | 0.77 | 0.67 |
| Hispanic | 0.98 | 1.03 | Foster Youth | 0.90 | 1.17 |
| Native American/Alaskan | 1.14 | 0.97 | Homeless | 1.04 | 0.78 |
| Pacific Islander | 1.14 | 0.97 | Socioeconomically Disadvantaged | 0.97 | 1.08 |
| Two or More Races | 0.96 | 1.04 | Student w/ Disability | 0.36 | 0.44 |
| White | 0.95 | 0.92 |  |  |  |

IB courses are only offered to II ${ }^{\text {th }}-I 2^{\text {th }}$ grade students at Fresno High. Ideally, we would want each group to have a disproportionality ratio of I.0.
This means that the population group is being equally represented in that specific data measure as they are in our total population. The higher the ratio the higher they are being represented. For example, a ratio of 2.0 , means that a particular student group is being represented twice as much in the specific data measure as they are in our total population.

## LETTER GRADE BREAKDOWN FOR IB COURSES BY ETHNICITY/RACE: SEMESTER I, 20I8/I9-2019/20

|  | African American/ Black |  | Asian |  | Filipino |  | Hispanic |  | Native American/ Alaskan |  | Pacific Islander |  | Two or More Races |  | White |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & 20181 \\ & 2019 \\ & \text { SEM } \end{aligned}$ | $\begin{aligned} & 20191 \\ & 2020 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20181 \\ & 2019 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & \hline 20191 \\ & 2020 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20181 \\ & 2019 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20191 \\ & 2020 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20181 \\ & 2019 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20191 \\ & 2020 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & \hline 20181 \\ & 2019 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20191 \\ & 2020 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 2018 / \\ & 2019 \\ & \text { SEM } \end{aligned}$ | $\begin{aligned} & 20191 \\ & 2020 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20181 \\ & 2019 \\ & \text { SEM } \end{aligned}$ | $\begin{aligned} & 20191 \\ & 2020 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20181 \\ & 2019 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20191 \\ & 2020 \\ & \text { SEM I } \end{aligned}$ |
| A's | $\begin{gathered} 21.1 \% \\ (19) \end{gathered}$ | $\begin{gathered} 13.8 \% \\ (12) \end{gathered}$ | $\begin{gathered} 33.8 \% \\ (24) \end{gathered}$ | $\begin{gathered} 19.4 \% \\ (14) \end{gathered}$ | $\begin{gathered} 33.3 \% \\ (1) \end{gathered}$ | $\begin{gathered} 33.3 \% \\ (2) \end{gathered}$ | $\begin{aligned} & 22.4 \% \\ & (180) \end{aligned}$ | $\begin{aligned} & 18.2 \% \\ & (147) \end{aligned}$ | $\begin{gathered} 33.3 \% \\ \text { (2) } \end{gathered}$ | $\begin{gathered} 14.3 \% \\ \text { (I) } \end{gathered}$ | $\begin{gathered} 40 \% \\ (2) \end{gathered}$ | $42.9 \%$ <br> (3) | $\begin{gathered} 28.6 \% \\ (4) \end{gathered}$ | $\begin{gathered} 18.2 \% \\ (4) \end{gathered}$ | $\begin{gathered} 32.9 \% \\ (24) \end{gathered}$ | $\begin{aligned} & 26 \% \\ & (20) \end{aligned}$ |
| B's | $\begin{gathered} 31.1 \% \\ (28) \end{gathered}$ | $\begin{gathered} 28.7 \% \\ (25) \end{gathered}$ | $\begin{gathered} 35.2 \% \\ (25) \end{gathered}$ | $\begin{gathered} 38.9 \% \\ (28) \end{gathered}$ | $\begin{gathered} 33.3 \% \\ (1) \end{gathered}$ | $\begin{gathered} 33.3 \% \\ (2) \end{gathered}$ | $\begin{gathered} 30.6 \% \\ (246) \end{gathered}$ | $\begin{aligned} & 29.9 \% \\ & (242) \end{aligned}$ | $\begin{gathered} 33.3 \% \\ \text { (2) } \end{gathered}$ | $\begin{gathered} 14.3 \% \\ \text { (I) } \end{gathered}$ | $\begin{gathered} 40 \% \\ (2) \end{gathered}$ | $\begin{gathered} 42.9 \% \\ (3) \end{gathered}$ | $\begin{gathered} 21.4 \% \\ (3) \end{gathered}$ | $\begin{gathered} 31.8 \% \\ (7) \end{gathered}$ | $\begin{gathered} 19.2 \% \\ (14) \end{gathered}$ | $\begin{gathered} 23.4 \% \\ \text { (18) } \end{gathered}$ |
| C's | $\begin{gathered} 28.9 \% \\ (26) \end{gathered}$ | $\begin{gathered} 26.4 \% \\ (23) \end{gathered}$ | $\begin{gathered} 21.1 \% \\ (15) \end{gathered}$ | $\begin{gathered} 26.4 \% \\ (19) \end{gathered}$ | $\begin{gathered} 33.3 \% \\ \text { (I) } \end{gathered}$ | $\begin{gathered} 33.3 \% \\ \text { (2) } \end{gathered}$ | $\begin{aligned} & 25.7 \% \\ & (207) \end{aligned}$ | $\begin{aligned} & 28.3 \% \\ & (229) \end{aligned}$ | $\begin{gathered} 16.7 \% \\ \text { (1) } \end{gathered}$ | $\begin{aligned} & 14.3 \% \\ & \text { (1) } \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{gathered} 14.3 \% \\ \text { (I) } \end{gathered}$ | $\begin{gathered} 35.7 \% \\ (5) \end{gathered}$ | $\begin{gathered} 27.3 \% \\ (6) \end{gathered}$ | $\begin{gathered} 21.9 \% \\ (16) \end{gathered}$ | $\begin{gathered} 27.3 \% \\ (21) \end{gathered}$ |
| D's | $\begin{aligned} & 10 \% \\ & \text { (9) } \end{aligned}$ | $\begin{gathered} 20.7 \% \\ (18) \end{gathered}$ | $\begin{gathered} 5.6 \% \\ (4) \end{gathered}$ | $\begin{gathered} 8.3 \% \\ (6) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{aligned} & 12.5 \% \\ & (101) \end{aligned}$ | $\begin{aligned} & 15.7 \% \\ & (127) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{gathered} 28.6 \% \\ (2) \end{gathered}$ | $\begin{gathered} 20 \% \\ \text { (I) } \end{gathered}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{gathered} 14.3 \% \\ (2) \end{gathered}$ | $\begin{aligned} & 4.5 \% \\ & \text { (1) } \end{aligned}$ | $\begin{gathered} 15.1 \% \\ \text { (II) } \end{gathered}$ | $\begin{aligned} & 13 \% \\ & \text { (10) } \end{aligned}$ |
| F's | $8.9 \%$ (8) | $\begin{gathered} 10.3 \% \\ \text { (9) } \end{gathered}$ | $\begin{gathered} 4.2 \% \\ \text { (3) } \end{gathered}$ | $\begin{aligned} & 6.9 \% \\ & (5) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 8.8 \% \\ & (7 \mathrm{I}) \end{aligned}$ | $\begin{aligned} & 7.9 \% \\ & (64) \end{aligned}$ | $\begin{aligned} & 16.7 \% \\ & \text { (1) } \end{aligned}$ | $\begin{gathered} 28.6 \% \\ (2) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{gathered} 18.2 \% \\ (4) \end{gathered}$ | II\% (8) | 10.4\% <br> (8) |

[^7]
## LETTER GRADE BREAKDOWN FOR IB COURSES BY ENGLISH LEARNER STATUS: SEMESTER I, 20I8/I9-20I9/20

|  | English Learner |  | Redesignated |  | Ever EL |  | English Only |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{gathered} 2018 / 19 \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} \text { 2019/20 } \\ \text { SEM I } \end{gathered}$ | 2018/19 <br> SEM I | $\begin{gathered} 2019 / 20 \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} 2018 / 19 \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} 2019 / 20 \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} \text { 2018/I9 } \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} \text { 2019/20 } \\ \text { SEM I } \end{gathered}$ |
| A's | $9.5 \%$ <br> (8) | $\begin{gathered} 8.3 \% \\ (7) \end{gathered}$ | $\begin{aligned} & 27.6 \% \\ & (113) \end{aligned}$ | $\begin{gathered} 25.6 \% \\ (97) \end{gathered}$ | $\begin{aligned} & 24.5 \% \\ & (121) \end{aligned}$ | $\begin{aligned} & 22.5 \% \\ & (104) \end{aligned}$ | $\begin{aligned} & 23.6 \% \\ & (135) \end{aligned}$ | $\begin{gathered} \text { I5.9\% } \\ (99) \end{gathered}$ |
| B's | $\begin{gathered} 23.8 \% \\ (20) \end{gathered}$ | $\begin{aligned} & 19 \% \\ & (16) \end{aligned}$ | $\begin{aligned} & 33.2 \% \\ & (136) \end{aligned}$ | $\begin{aligned} & 33.2 \% \\ & (126) \end{aligned}$ | $\begin{gathered} 31.6 \% \\ (156) \end{gathered}$ | $\begin{aligned} & 30.7 \% \\ & (142) \end{aligned}$ | $\begin{aligned} & 28.8 \% \\ & (165) \end{aligned}$ | $\begin{aligned} & 29.5 \% \\ & (184) \end{aligned}$ |
| C's | $\begin{gathered} 34.5 \% \\ (29) \end{gathered}$ | $\begin{gathered} 36.9 \% \\ (31) \end{gathered}$ | $\begin{gathered} 23.4 \% \\ (96) \end{gathered}$ | $\begin{gathered} 25.9 \% \\ (98) \end{gathered}$ | $\begin{gathered} 25.3 \% \\ (125) \end{gathered}$ | $\begin{gathered} 27.9 \% \\ (129) \end{gathered}$ | $\begin{aligned} & 25.5 \% \\ & (146) \end{aligned}$ | $\begin{gathered} 27.7 \% \\ (173) \end{gathered}$ |
| D's | $\begin{gathered} 16.7 \% \\ (14) \end{gathered}$ | $\begin{gathered} 21.4 \% \\ (18) \end{gathered}$ | $\begin{aligned} & 9.8 \% \\ & (40) \end{aligned}$ | I0.8\% <br> (4I) | $\begin{gathered} 10.9 \% \\ (54) \end{gathered}$ | $\begin{gathered} \text { 12.7\% } \\ (59) \end{gathered}$ | $\begin{gathered} 12.9 \% \\ (74) \end{gathered}$ | $\begin{aligned} & 16.8 \% \\ & (105) \end{aligned}$ |
| F's | $\begin{gathered} 15.5 \% \\ (13) \end{gathered}$ | $\begin{gathered} 14.3 \% \\ (12) \end{gathered}$ | $\begin{aligned} & 6.1 \% \\ & (25) \end{aligned}$ | $\begin{aligned} & 4.5 \% \\ & (17) \end{aligned}$ | $\begin{aligned} & 7.7 \% \\ & (38) \end{aligned}$ | $\begin{aligned} & 6.3 \% \\ & (29) \end{aligned}$ | $\begin{aligned} & 9.2 \% \\ & (53) \end{aligned}$ | $\begin{gathered} 10.1 \% \\ (63) \end{gathered}$ |

[^8]
## LETTER GRADE BREAKDOWN FOR IB COURSES BY SPECIAL EDUCATION PROGRAM:SEMSTER I, 20I8/I9-2019/20

|  | DIS |  | RSP |  | SDC |  | 504s |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{gathered} \hline 2018 / 19 \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} \hline \text { 2019/20 } \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} \hline \text { 2018/19 } \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} \text { 2019/20 } \\ \text { SEM I } \end{gathered}$ | 2018/19 SEM I | $\begin{gathered} \text { 2019/20 } \\ \text { SEM } \end{gathered}$ | $\begin{gathered} \text { 2018/19 } \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} \text { 2019/20 } \\ \text { SEM I } \end{gathered}$ |
| A's | N/A | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{gathered} 17.6 \% \\ (6) \end{gathered}$ | $\begin{gathered} 4.3 \% \\ \text { (2) } \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $21.4 \%$ <br> (3) | $\begin{gathered} 20 \% \\ (3) \end{gathered}$ |
| B's | N/A | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $17.6 \%$ (6) | $\begin{gathered} 12.8 \% \\ (6) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{aligned} & 0 \% \\ & 0 \\ & (0) \end{aligned}$ | $21.4 \%$ (3) | $26.7 \%$ <br> (4) |
| C's | N/A | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{gathered} 17.6 \% \\ (6) \end{gathered}$ | $\begin{gathered} 36.2 \% \\ (17) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{gathered} 25 \% \\ \text { (I) } \end{gathered}$ | $14.3 \%$ <br> (2) | $26.7 \%$ <br> (4) |
| D's | N/A | $100 \%$ <br> (I) | $\begin{gathered} 38.2 \% \\ (13) \end{gathered}$ | $\begin{gathered} 25.5 \% \\ (12) \end{gathered}$ | $100 \%$ <br> (I) | $\begin{aligned} & 50 \% \\ & \text { (2) } \end{aligned}$ | $\begin{gathered} 35.7 \% \\ (5) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ |
| F's | N/A | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{gathered} 8.8 \% \\ (3) \end{gathered}$ | $\begin{gathered} 21.3 \% \\ (10) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{aligned} & 25 \% \\ & \text { (I) } \end{aligned}$ | $\begin{gathered} 7.1 \% \\ \text { (1) } \end{gathered}$ | $26.7 \%$ <br> (4) |

[^9]
## LETTER GRADE BREAKDOWN FOR IB COURSES BY STUDENT GROUP: SEMESTER I, 20018/I9-20I9/20

|  | Foster Youth |  | Homeless |  | Socioeconomically Disadvantaged |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2018/19 SEM I | 2019/20 SEM I | 2018/I9 SEM I | 2019/20 SEM I | 2018/19 SEM I | 2019/20 SEM I |
| A's | $21.4 \%$ <br> (3) | $16.7 \%$ (I) | $\begin{aligned} & 20 \% \\ & \text { (2) } \end{aligned}$ | $\begin{gathered} 33.3 \% \\ \text { (1) } \end{gathered}$ | $\begin{aligned} & 24 \% \\ & (220) \end{aligned}$ | $\begin{gathered} 18 \% \\ (172) \end{gathered}$ |
| B's | $\begin{gathered} 35.7 \% \\ (5) \end{gathered}$ | $16.7 \%$ <br> (I) | $\begin{gathered} 20 \% \\ \text { (2) } \end{gathered}$ | $\begin{gathered} 33.3 \% \\ \text { (1) } \end{gathered}$ | $\begin{aligned} & 30 \% \\ & (275) \end{aligned}$ | $\begin{aligned} & 29.9 \% \\ & (286) \end{aligned}$ |
| C's | $28.6 \%$ (4) | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{gathered} 50 \% \\ (5) \end{gathered}$ | $\begin{gathered} 33.3 \% \\ (1) \end{gathered}$ | $\begin{aligned} & 25.7 \% \\ & (235) \end{aligned}$ | $\begin{aligned} & 28.1 \% \\ & (269) \end{aligned}$ |
| D's | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | 16.7\% <br> (I) | $\begin{aligned} & 10 \% \\ & \text { (1) } \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 11.9 \% \\ & (109) \end{aligned}$ | $\begin{aligned} & 15.2 \% \\ & (145) \end{aligned}$ |
| F's | $\begin{gathered} 14.3 \% \\ \text { (2) } \end{gathered}$ | $\begin{gathered} 50 \% \\ (3) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $8.4 \%$ (77) | $\begin{aligned} & 8.8 \% \\ & (84) \end{aligned}$ |

## STUDENT PERFORMANCE IN CTE COURSES

## PERCENT OF STUDENTS ENROLLED IN AT LEAST ONE CTE CAPSTONE COURSE: SEMESTER I, 2018/I9-2019/20



## DISPROPORTIONALITY FOR STUDENTS ENROLLED IN CTE CAPSTONE COURSE BY ETHNICITY/RACE \& STUDENT GROUP: SEMESTER I, 2018/I9 2019/20

| Ethnicity/Race | $2018 / 19$ <br> SEM I | $2019 / 20$ SEM I |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| African American/Black | 0.76 | 0.67 | Student Group | 2018/19 | 2019/20 |
| Asian | 1.24 | 1.27 |  | SEM I | SEM I |
| Filipino | 1.52 | 1.33 | English Learner | 0.59 | 0.47 |
| Hispanic | 1.00 | 1.01 | Foster Youth | 0.36 | 0.13 |
| Native American/Alaskan | 1.28 | 0.75 | Homeless | 0.44 | 0.49 |
| Pacific Islander | 0.82 | 1.47 | Socioeconomically Disadvantaged | 0.93 | 0.91 |
| Two or More Races | 0.90 | 0.89 | Student w/ Disability | 0.42 | 0.41 |
| White | 0.93 | 0.96 |  |  |  |

[^10]
## LETTER GRADE BREAKDOWN FOR CTE CAPSTONE COURSES BY ETHNICITY/RACE: SEMESTER I, 2018/I9-2019/20

|  | African American/ Black |  | Asian |  | Filipino |  | Hispanic |  | Native American/ Alaskan |  | Pacific Islander |  | Two or More Races |  | White |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & 20181 \\ & 2019 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20191 \\ & 2020 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & \text { 2018/ } \\ & 2019 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20191 \\ & 2020 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 2018 / 1 \\ & 2019 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20191 \\ & 2020 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20181 \\ & 2019 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20191 \\ & 2020 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 2018 / \\ & 2019 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20191 \\ & 2020 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 2018 / \\ & 2019 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20191 \\ & 2020 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20181 \\ & 2019 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20191 \\ & 2020 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20181 \\ & 2019 \\ & \text { SEM } \end{aligned}$ | $\begin{aligned} & 20191 \\ & 2020 \\ & \text { SEM I } \end{aligned}$ |
| A's | $\begin{gathered} 35.1 \% \\ (60) \end{gathered}$ | $44.4 \%$ <br> (64) | $\begin{aligned} & 59 \% \\ & (220) \end{aligned}$ | $\begin{aligned} & 63 \% \\ & (225) \end{aligned}$ | $\begin{gathered} 66.7 \% \\ (10) \end{gathered}$ | $57.1 \%$ (8) | $\begin{aligned} & 44.2 \% \\ & (773) \end{aligned}$ | $\begin{aligned} & 41.9 \% \\ & (754) \end{aligned}$ | $\begin{gathered} 35.3 \% \\ (6) \end{gathered}$ | $\begin{gathered} 55.6 \% \\ (5) \end{gathered}$ | 66.7\% <br> (6) | $\begin{gathered} 57.9 \% \\ \text { (II) } \end{gathered}$ | $\begin{gathered} 58.2 \% \\ (32) \end{gathered}$ | 57.4\% <br> (27) | $\begin{aligned} & 54.3 \% \\ & (121) \end{aligned}$ | $\begin{aligned} & 53.9 \% \\ & (124) \end{aligned}$ |
| B's | $\begin{gathered} 35.7 \% \\ (61) \end{gathered}$ | $\begin{aligned} & 25 \% \\ & (36) \end{aligned}$ | $\begin{aligned} & 28.2 \% \\ & (105) \end{aligned}$ | $\begin{aligned} & 21 \% \\ & (75) \end{aligned}$ | $26.7 \%$ (4) | $\begin{gathered} 14.3 \% \\ \text { (2) } \end{gathered}$ | $\begin{aligned} & 30.5 \% \\ & (534) \end{aligned}$ | $\begin{aligned} & 29.9 \% \\ & (538) \end{aligned}$ | $\underset{\text { (2) }}{11.8 \%}$ | $\begin{gathered} 33.3 \% \\ (3) \end{gathered}$ | $\begin{gathered} 33.3 \% \\ (3) \end{gathered}$ | $\begin{gathered} \text { I5.8\% } \\ \text { (3) } \end{gathered}$ | $\begin{gathered} 30.9 \% \\ (17) \end{gathered}$ | $\begin{gathered} 23.4 \% \\ \text { (II) } \end{gathered}$ | $\begin{gathered} 26.5 \% \\ (59) \end{gathered}$ | $\begin{aligned} & 27 \% \\ & (62) \end{aligned}$ |
| C's | $\begin{gathered} 19.3 \% \\ (33) \end{gathered}$ | $\begin{gathered} 19.4 \% \\ (28) \end{gathered}$ | $9.9 \%$ <br> (37) | $\begin{gathered} 10.9 \% \\ (39) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{gathered} 21.4 \% \\ (3) \end{gathered}$ | $\begin{aligned} & 15.4 \% \\ & (270) \end{aligned}$ | $\begin{aligned} & 18.8 \% \\ & (338) \end{aligned}$ | $\begin{gathered} 52.9 \% \\ (9) \end{gathered}$ | $\underset{\text { (1) }}{11.1 \%}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{gathered} 21.1 \% \\ (4) \end{gathered}$ | $\begin{gathered} 7.3 \% \\ (4) \end{gathered}$ | $\begin{gathered} 14.9 \% \\ (7) \end{gathered}$ | $\begin{gathered} 13.5 \% \\ (30) \end{gathered}$ | $\begin{gathered} 13.5 \% \\ (31) \end{gathered}$ |
| D's | $\begin{aligned} & 6.4 \% \\ & \text { (II) } \end{aligned}$ | $5.6 \%$ (8) | $\begin{gathered} 1.9 \% \\ (7) \end{gathered}$ | $\begin{aligned} & 4.2 \% \\ & (15) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 7.1 \% \\ & \text { (1) } \end{aligned}$ | $\begin{gathered} 6 \% \\ (105) \end{gathered}$ | $\begin{aligned} & 6.3 \% \\ & (114) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{gathered} 5.3 \% \\ (1) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{gathered} 4.3 \% \\ (2) \end{gathered}$ | $\begin{gathered} 3.6 \% \\ (8) \end{gathered}$ | $\begin{gathered} 2.6 \% \\ (6) \end{gathered}$ |
| F's | $\begin{gathered} 3.5 \% \\ (6) \end{gathered}$ | $\begin{aligned} & 5.6 \% \\ & \text { (8) } \end{aligned}$ | $\begin{gathered} 1.1 \% \\ (4) \end{gathered}$ | $\begin{gathered} 0.8 \% \\ (3) \end{gathered}$ | $\begin{aligned} & 6.7 \% \\ & \text { (1) } \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 3.8 \% \\ & (66) \end{aligned}$ | $\begin{aligned} & 3.1 \% \\ & (56) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $0 \%$ (0) | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{gathered} 3.6 \% \\ (2) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{gathered} 2.2 \% \\ (5) \end{gathered}$ | $\begin{aligned} & 3 \% \\ & (7) \end{aligned}$ |

## LETTER GRADE BREAKDOWN FOR CTE CAPSTONE COURSES BY ENGLISH LEARNER STATUS:SEMESTER I, 20I8/I9-2019/20

|  | English Learner |  | Redesignated |  | Ever EL |  | English Only |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{gathered} 2018 / 19 \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} 2019 / 20 \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} 2018 / 19 \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} \text { 2019/20 } \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} 2018 / 19 \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} 2019 / 20 \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} 2018 / 19 \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} \text { 2019/20 } \\ \text { SEM I } \end{gathered}$ |
| A's | $\begin{gathered} 38.6 \% \\ (86) \end{gathered}$ | $\begin{gathered} 32.1 \% \\ (54) \end{gathered}$ | $\begin{aligned} & 49.2 \% \\ & (560) \end{aligned}$ | $\begin{aligned} & 48.6 \% \\ & (554) \end{aligned}$ | $\begin{aligned} & 47.4 \% \\ & (646) \end{aligned}$ | $\begin{aligned} & 46.5 \% \\ & (608) \end{aligned}$ | $\begin{aligned} & 46.6 \% \\ & (582) \end{aligned}$ | $\begin{aligned} & 46.5 \% \\ & (610) \end{aligned}$ |
| B's | $\begin{gathered} 30.9 \% \\ (69) \end{gathered}$ | $\begin{gathered} 28.6 \% \\ (48) \end{gathered}$ | $\begin{aligned} & 30.9 \% \\ & (352) \end{aligned}$ | $\begin{aligned} & 27.7 \% \\ & (316) \end{aligned}$ | $\begin{aligned} & 30.9 \% \\ & (42 I) \end{aligned}$ | $\begin{aligned} & 27.8 \% \\ & (364) \end{aligned}$ | $\begin{aligned} & 29.1 \% \\ & (364) \end{aligned}$ | $\begin{gathered} 27.9 \% \\ (366) \end{gathered}$ |
| C's | $\begin{aligned} & 22 \% \\ & (49) \end{aligned}$ | $\begin{gathered} 24.4 \% \\ (4 \mathrm{I}) \end{gathered}$ | $\begin{aligned} & 11.7 \% \\ & (133) \end{aligned}$ | $\begin{aligned} & 16.5 \% \\ & (188) \end{aligned}$ | $\begin{aligned} & 13.4 \% \\ & (182) \end{aligned}$ | $\begin{aligned} & 17.5 \% \\ & (229) \end{aligned}$ | $\begin{aligned} & 16.1 \% \\ & (201) \end{aligned}$ | $\begin{aligned} & 16.9 \% \\ & (222) \end{aligned}$ |
| D's | $\begin{aligned} & 5.4 \% \\ & (12) \end{aligned}$ | $\begin{gathered} 11.3 \% \\ (19) \end{gathered}$ | $\begin{aligned} & 5.3 \% \\ & (60) \end{aligned}$ | $\begin{aligned} & 4.7 \% \\ & (54) \end{aligned}$ | 5.3\% <br> (72) | 5.6\% <br> (73) | $\begin{aligned} & 4.7 \% \\ & (59) \end{aligned}$ | $\begin{aligned} & 5.6 \% \\ & (74) \end{aligned}$ |
| F's | $3.1 \%$ <br> (7) | $3.6 \%$ <br> (6) | $\begin{gathered} 3 \% \\ (34) \end{gathered}$ | $\begin{gathered} 2.5 \% \\ (28) \end{gathered}$ | $\begin{gathered} 3 \% \\ (4 \mathrm{I}) \end{gathered}$ | $\begin{aligned} & 2.6 \% \\ & (34) \end{aligned}$ | $3.4 \%$ <br> (43) | $\begin{gathered} 3 \% \\ (40) \end{gathered}$ |

[^11]
## LETTER GRADE BREAKDOWN FOR CTE CAPSTONE COURSES BY SPECIAL EDUCATION PROGRAM: SEMESTER I, 2018/I9-20I9/20

|  | DIS |  | RSP |  | SDC |  | 504s |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $2018 / 19$ <br> SEM I | $\begin{gathered} \text { 2019/20 } \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} \text { 2018/19 } \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} \text { 2019/20 } \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} \text { 2018/I9 } \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} \text { 2019/20 } \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} 2018 / 19 \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} \text { 2019/20 } \\ \text { SEM I } \end{gathered}$ |
| A's | $40 \%$ $(2)$ | $\begin{gathered} 83.3 \% \\ (5) \end{gathered}$ | $\begin{gathered} 38.9 \% \\ (37) \end{gathered}$ | $\begin{gathered} 29.6 \% \\ (24) \end{gathered}$ | $30.8 \%$ <br> (4) | $\begin{gathered} 12.5 \% \\ (2) \end{gathered}$ | $\begin{gathered} 39.5 \% \\ (15) \end{gathered}$ | $\begin{gathered} 35.3 \% \\ (24) \end{gathered}$ |
| B's | $60 \%$ (3) | $\begin{gathered} 16.7 \% \\ \text { (1) } \end{gathered}$ | $\begin{gathered} 29.5 \% \\ (28) \end{gathered}$ | $\begin{aligned} & 37 \% \\ & (30) \end{aligned}$ | $30.8 \%$ <br> (4) | $\begin{gathered} 12.5 \% \\ (2) \end{gathered}$ | $21.1 \%$ <br> (8) | $\begin{gathered} 35.3 \% \\ (24) \end{gathered}$ |
| C's | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{gathered} 21.1 \% \\ (20) \end{gathered}$ | $\begin{gathered} 19.8 \% \\ (16) \end{gathered}$ | 15.4\% <br> (2) | $\begin{gathered} 43.8 \% \\ (7) \end{gathered}$ | 21.1\% <br> (8) | $\begin{gathered} 13.2 \% \\ \text { (9) } \end{gathered}$ |
| D's | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{gathered} 6.3 \% \\ (6) \end{gathered}$ | $\begin{gathered} 11.1 \% \\ (9) \end{gathered}$ | $7.7 \%$ <br> (I) | $\begin{gathered} 25 \% \\ (4) \end{gathered}$ | $\begin{gathered} 10.5 \% \\ (4) \end{gathered}$ | $\begin{gathered} 8.8 \% \\ (6) \end{gathered}$ |
| F's | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{gathered} 4.2 \% \\ (4) \end{gathered}$ | $\begin{gathered} 2.5 \% \\ \text { (2) } \end{gathered}$ | $\begin{gathered} 15.4 \% \\ \text { (2) } \end{gathered}$ | $\begin{gathered} 6.3 \% \\ \text { (I) } \end{gathered}$ | $\begin{gathered} 7.9 \% \\ (3) \end{gathered}$ | $\begin{gathered} 7.4 \% \\ \text { (5) } \end{gathered}$ |

## LETTER GRADE BREAKDOWN FOR CTE CAPSTONE COURSES BY STUDENT GROUP: SEMESTER I, 20I8/I9-2019/20

|  | Foster Youth |  | Homeless |  | Socioeconomically Disadvantaged |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2018/I9 SEM I | 2019/20 SEM I | 2018/I9 SEM I | 2019/20 SEM I | 2018/I9 SEM I | 2019/20 SEM I |
| A's | $\begin{gathered} 72.7 \% \\ \text { (8) } \end{gathered}$ | $16.7 \%$ <br> (I) | $12.5 \%$ <br> (I) | $37.5 \%$ <br> (3) | $\begin{aligned} & \text { 46.4\% } \\ & (972) \end{aligned}$ | $\begin{aligned} & 44.9 \% \\ & (955) \end{aligned}$ |
| B's | $\begin{gathered} 18.2 \% \\ \text { (2) } \end{gathered}$ | $\begin{gathered} 16.7 \% \\ \text { (I) } \end{gathered}$ | $\begin{gathered} 25 \% \\ (2) \end{gathered}$ | $\begin{gathered} 25 \% \\ (2) \end{gathered}$ | $\begin{aligned} & 29.8 \% \\ & (624) \end{aligned}$ | $\begin{aligned} & 28.5 \% \\ & (607) \end{aligned}$ |
| C's | $9.1 \%$ <br> (I) | $\begin{gathered} 16.7 \% \\ \text { (I) } \end{gathered}$ | $\begin{gathered} 37.5 \% \\ \text { (3) } \end{gathered}$ | $\begin{gathered} \text { I2.5\% } \\ \text { (1) } \end{gathered}$ | $\begin{aligned} & 15 \% \\ & (315) \end{aligned}$ | $\begin{aligned} & 17.9 \% \\ & (38 \mathrm{I}) \end{aligned}$ |
| D's | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{gathered} 33.3 \% \\ \text { (2) } \end{gathered}$ | $\begin{gathered} 12.5 \% \\ \text { (1) } \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 5.3 \% \\ & (110) \end{aligned}$ | $\begin{aligned} & 5.6 \% \\ & (120) \end{aligned}$ |
| F's | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{gathered} 16.7 \% \\ \text { (I) } \end{gathered}$ | $\begin{aligned} & \text { I2.5\% } \\ & \text { (1) } \end{aligned}$ | $\begin{gathered} 25 \% \\ \text { (2) } \end{gathered}$ | $3.5 \%$ <br> (73) | $\begin{aligned} & 3.1 \% \\ & (65) \end{aligned}$ |

## STUDENT PERFORMANCE IN MILITARY SCIENCE COURSES

## PERCENT OF STUDENTS ENROLLED IN AT LEAST ONE MILITARY SCIENCE COURSE: SEMESTER I, 2018/I9-20I9/20

2018/19 Semester I


- Enrolled ■ Not Enrolled

2019/20 Semester I


## DISPROPORTIONALITY FOR STUDENTS ENROLLED IN A MILITARY SCIENCE COURSE BY ETHNICITY/RACE \& STUDENT GROUP: SEMESTER I, 2018/I9 2019/20

| Ethnicity/Race | $\begin{gathered} 2018 / 19 \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} 20 \text { I } 9 / 20 \\ \text { SEM I } \end{gathered}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| African American/Black | 0.73 | 0.64 | Student Group | 2018/19 | 2019/20 |
| Asian | 1.09 | 1.16 |  | SEM I | SEM I |
| Filipino | 0.00 | 0.00 | English Learner | 0.84 | 0.95 |
| Hispanic | 0.89 | 1.29 | Foster Youth | 1.48 | 1.83 |
| Native American/Alaskan | 1.13 | 2.27 | Homeless | 0.35 | 0.82 |
| Pacific Islander | 0.71 | 0.68 | Socioeconomically Disadvantaged | 0.94 | 1.27 |
| Two or More Races | 0.96 | 0.99 | Student w/ Disability | 0.96 | 1.32 |
| White | 1.61 | 1.31 |  |  |  |

[^12]
## LETTER GRADE BREAKDOWN FOR MILITARY SCIENCE COURSES BY ETHNICITY/RACE: SEMESTER I, 2018/I9-2019/20

|  | African American/ Black |  | Asian |  | Filipino |  | Hispanic |  | Native American/ Alaskan |  | Pacific Islander |  | Two or More Races |  | White |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{gathered} 2018 / \\ 2019 \\ \text { SEM } \end{gathered}$ | $\begin{aligned} & 20191 \\ & 2020 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 2018 / \\ & 2019 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20191 \\ & 2020 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20181 \\ & 2019 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20191 \\ & 2020 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 2018 / \\ & 2019 \\ & \text { SEM } \end{aligned}$ | $\begin{aligned} & 20191 \\ & 2020 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 2018 / \\ & 2019 \\ & \text { SEM } \end{aligned}$ | $\begin{aligned} & 20191 \\ & 2020 \\ & \text { SEM } \end{aligned}$ | $\begin{aligned} & 20181 \\ & 2019 \\ & \text { SEM I } \end{aligned}$ | $\begin{gathered} 2019 / \\ 2020 \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} 2018 / \\ 2019 \\ \text { SEM I } \end{gathered}$ | $\begin{aligned} & 20191 \\ & 2020 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 2018 \\ & 12019 \\ & \text { SEM I } \end{aligned}$ | $\begin{aligned} & 20191 \\ & 2020 \\ & \text { SEM I } \end{aligned}$ |
| A's | $\begin{gathered} 27.8 \% \\ (5) \end{gathered}$ | $\begin{gathered} 7.7 \% \\ \text { (1) } \end{gathered}$ | $\begin{gathered} 69.4 \% \\ (34) \end{gathered}$ | $\begin{aligned} & 80 \% \\ & (40) \end{aligned}$ | N/A | N/A | $\begin{gathered} 46 \% \\ (128) \end{gathered}$ | $\begin{aligned} & 51.8 \% \\ & (160) \end{aligned}$ | $\begin{gathered} 100 \% \\ (2) \end{gathered}$ | $\begin{gathered} 25 \% \\ \text { (1) } \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & 0 \% \\ & (0) \end{aligned}$ | $\underset{(6)}{85.7 \%}$ | $\begin{gathered} 44.1 \% \\ (15) \end{gathered}$ | $\begin{gathered} 50 \% \\ (7) \end{gathered}$ | $\begin{gathered} 44.8 \% \\ (13) \end{gathered}$ |
| B's | $\begin{gathered} \text { II.I\% } \\ (2) \end{gathered}$ | $\begin{gathered} 30.8 \% \\ (4) \end{gathered}$ | $\begin{gathered} 22.4 \% \\ \text { (1I) } \end{gathered}$ | $16 \%$ <br> (8) | N/A | N/A | $\begin{gathered} 26.3 \% \\ (73) \end{gathered}$ | $\underset{(67)}{21.7 \%}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{gathered} 50 \% \\ (2) \end{gathered}$ | $\begin{gathered} 100 \% \\ (1) \end{gathered}$ | $\begin{gathered} 100 \% \\ (1) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{gathered} 23.5 \% \\ (8) \end{gathered}$ | $\begin{gathered} 21.4 \% \\ (3) \end{gathered}$ | $\begin{gathered} 34.5 \% \\ (10) \end{gathered}$ |
| C's | $\begin{gathered} 22.2 \% \\ (4) \end{gathered}$ | $\begin{gathered} 30.8 \% \\ (4) \end{gathered}$ | $\begin{aligned} & \text { 6.1\% } \\ & \text { (3) } \end{aligned}$ | $\begin{aligned} & 4 \% \\ & (2) \end{aligned}$ | N/A | N/A | $\begin{gathered} 17.3 \% \\ (48) \end{gathered}$ | $\begin{gathered} 14.9 \% \\ (46) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{gathered} \text { 20.6\% } \\ (7) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ |
| D's | $\begin{gathered} 16.7 \% \\ (3) \end{gathered}$ | $23.1 \%$ <br> (3) | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & 0 \% \\ & (0) \end{aligned}$ | N/A | N/A | $\begin{aligned} & 7.2 \% \\ & (20) \end{aligned}$ | $\begin{aligned} & 7.8 \% \\ & (24) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & \text { (0) } \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\underset{(4)}{11.8 \%}$ | 28.6\% <br> (4) | $\begin{gathered} 17.2 \% \\ (5) \end{gathered}$ |
| F's | $\begin{gathered} 22.2 \% \\ (4) \end{gathered}$ | $\begin{aligned} & 7.7 \% \\ & \text { (I) } \end{aligned}$ | 2\% <br> (I) | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | N/A | N/A | $\begin{gathered} 3.2 \% \\ (9) \end{gathered}$ | $\begin{aligned} & 3.9 \% \\ & (12) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 25 \% \\ & \text { (1) } \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{gathered} 14.3 \% \\ (1) \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $3.4 \%$ (I) |

## LETTER GRADE BREAKDOWN FOR MILITARY SCIENCE COURSES BY ENGLISH LEARNER STATUS:SEMESTER I, 2018/I9-2019/20

|  | English Learner |  | Redesignated |  | Ever EL |  | English Only |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{gathered} \text { 2018/I9 } \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} \text { 2019/20 } \\ \text { SEM I } \end{gathered}$ | 2018/I9 <br> SEM I | 2019/20 SEM I | 2018/19 SEM I | $\begin{gathered} \text { 20I9/20 } \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} \text { 2018/I9 } \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} \text { 2019/20 } \\ \text { SEM I } \end{gathered}$ |
| A's | $\begin{gathered} 34.7 \% \\ (17) \end{gathered}$ | $\begin{gathered} 44.3 \% \\ (27) \end{gathered}$ | $\begin{gathered} 64.9 \% \\ (85) \end{gathered}$ | $\begin{gathered} 73.1 \% \\ (98) \end{gathered}$ | $\begin{gathered} 56.7 \% \\ (102) \end{gathered}$ | $\begin{aligned} & \text { 64.1\% } \\ & (125) \end{aligned}$ | $42.1 \%$ <br> (88) | $\begin{gathered} 43.4 \% \\ (95) \end{gathered}$ |
| B's | $\begin{gathered} 38.8 \% \\ (19) \end{gathered}$ | $\begin{gathered} 27.9 \% \\ (17) \end{gathered}$ | $\begin{gathered} 19.8 \% \\ (26) \end{gathered}$ | $\begin{gathered} 17.9 \% \\ (24) \end{gathered}$ | $\begin{aligned} & 25 \% \\ & (45) \end{aligned}$ | $\begin{aligned} & 21 \% \\ & (4 I) \end{aligned}$ | $\begin{gathered} 23.9 \% \\ (50) \end{gathered}$ | $\begin{gathered} 23.7 \% \\ (52) \end{gathered}$ |
| C's | $\begin{gathered} 16.3 \% \\ (8) \end{gathered}$ | $\begin{gathered} 14.8 \% \\ \text { (9) } \end{gathered}$ | $\begin{gathered} 11.5 \% \\ (15) \end{gathered}$ | $\begin{gathered} 4.5 \% \\ (6) \end{gathered}$ | $\begin{gathered} \text { I2.8\% } \\ (23) \end{gathered}$ | $\begin{aligned} & 7.7 \% \\ & (15) \end{aligned}$ | $\begin{gathered} \text { I8.7\% } \\ (39) \end{gathered}$ | $\begin{gathered} 16.9 \% \\ (37) \end{gathered}$ |
| D's | $8.2 \%$ <br> (4) | $6.6 \%$ <br> (4) | $\begin{gathered} 2.3 \% \\ (3) \end{gathered}$ | $\begin{gathered} 2.2 \% \\ (3) \end{gathered}$ | $3.9 \%$ <br> (7) | $3.6 \%$ <br> (7) | $\begin{aligned} & 9.6 \% \\ & (20) \end{aligned}$ | $\begin{gathered} 11.9 \% \\ (26) \end{gathered}$ |
| F's | $\begin{aligned} & 2 \% \\ & \text { (I) } \end{aligned}$ | $6.6 \%$ <br> (4) | $1.5 \%$ <br> (2) | $2.2 \%$ <br> (3) | $1.7 \%$ <br> (3) | $\begin{gathered} 3.6 \% \\ (7) \end{gathered}$ | $\begin{aligned} & 5.7 \% \\ & (12) \end{aligned}$ | $\begin{gathered} 4.1 \% \\ \text { (9) } \end{gathered}$ |

## LETTER GRADE BREAKDOWN FOR MILITARY SCIENCE COURSES BY SPECIAL EDUCATION PROGRAM: SEMESTER I, 20I8/I9-2019/20

|  | DIS |  | RSP |  | SDC |  | 504s |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{gathered} \text { 2018/I9 } \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} \text { 2019/20 } \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} \text { 2018/I9 } \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} \text { 20I9/20 } \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} 2018 / 19 \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} \text { 2019/20 } \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} \text { 2018/I9 } \\ \text { SEM I } \end{gathered}$ | $\begin{gathered} \text { 2019/20 } \\ \text { SEM I } \end{gathered}$ |
| A's | N/A | N/A | $\begin{gathered} 30 \% \\ \text { (9) } \end{gathered}$ | $\begin{aligned} & 31 \% \\ & (13) \end{aligned}$ | II.1\% <br> (I) | $\begin{gathered} 5.3 \% \\ \text { (I) } \end{gathered}$ | $\begin{gathered} 12.5 \% \\ \text { (1) } \end{gathered}$ | $\begin{gathered} \text { I8.2\% } \\ \text { (2) } \end{gathered}$ |
| B's | N/A | N/A | $\begin{gathered} 23.3 \% \\ (7) \end{gathered}$ | $\begin{gathered} 26.2 \% \\ \text { (II) } \end{gathered}$ | $\begin{gathered} 22.2 \% \\ \text { (2) } \end{gathered}$ | $\begin{gathered} 26.3 \% \\ (5) \end{gathered}$ | $\begin{gathered} 25 \% \\ (2) \end{gathered}$ | $\begin{aligned} & 9.1 \% \\ & \text { (I) } \end{aligned}$ |
| C's | N/A | N/A | $\begin{aligned} & 16.7 \% \\ & (5) \end{aligned}$ | $\begin{gathered} 11.9 \% \\ (5) \end{gathered}$ | $\begin{gathered} 22.2 \% \\ \text { (2) } \end{gathered}$ | $\begin{gathered} 36.8 \% \\ (7) \end{gathered}$ | $\begin{gathered} 25 \% \\ (2) \end{gathered}$ | $\begin{gathered} 36.4 \% \\ (4) \end{gathered}$ |
| D's | N/A | N/A | $\begin{gathered} 13.3 \% \\ (4) \end{gathered}$ | $\begin{gathered} 23.8 \% \\ (10) \end{gathered}$ | $\begin{gathered} 33.3 \% \\ (3) \end{gathered}$ | $\begin{gathered} 26.3 \% \\ (5) \end{gathered}$ | $\begin{gathered} 12.5 \% \\ \text { (I) } \end{gathered}$ | $\begin{gathered} 18.2 \% \\ (2) \end{gathered}$ |
| F's | N/A | N/A | $\begin{gathered} 16.7 \% \\ (5) \end{gathered}$ | $7.1 \%$ <br> (3) | $\begin{gathered} 11.1 \% \\ (1) \end{gathered}$ | $5.3 \%$ <br> (I) | $\begin{gathered} 25 \% \\ (2) \end{gathered}$ | $\begin{gathered} 18.2 \% \\ (2) \end{gathered}$ |

## LETTER GRADE BREAKDOWN FOR MILITARY SCIENCE COURSES BY STUDENT GROUP: SEMESTER I, 20I8/I9-2019/20

|  | Foster Youth |  | Homeless |  | Socioeconomically Disadvantaged |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2018/19 SEM I | 2019/20 SEM I | 2018/19 SEM I | 2019/20 SEM I | 2018/19 SEM I | 2019/20 SEM I |
| A's | $\begin{gathered} 20 \% \\ \text { (I) } \end{gathered}$ | $\begin{gathered} 20 \% \\ \text { (I) } \end{gathered}$ | $\begin{gathered} 100 \% \\ \text { (1) } \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & \text { 48.1\% } \\ & (167) \end{aligned}$ | $\begin{gathered} 51.8 \% \\ (200) \end{gathered}$ |
| B's | $\begin{gathered} 20 \% \\ \text { (I) } \end{gathered}$ | $\begin{gathered} 20 \% \\ \text { (I) } \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{gathered} 24.8 \% \\ (86) \end{gathered}$ | $\begin{gathered} 23.1 \% \\ (89) \end{gathered}$ |
| C's | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 17 \% \\ & (59) \end{aligned}$ | $\begin{aligned} & 13 \% \\ & (50) \end{aligned}$ |
| D's | $60 \%$ (3) | $20 \%$ <br> (I) | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $100 \%$ <br> (I) | $\begin{aligned} & 6.3 \% \\ & (22) \end{aligned}$ | $\begin{gathered} 8 \% \\ (3 I) \end{gathered}$ |
| F's | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{gathered} 40 \% \\ \text { (2) } \end{gathered}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 0 \% \\ & (0) \end{aligned}$ | $\begin{aligned} & 3.7 \% \\ & (13) \end{aligned}$ | $\begin{aligned} & 4.1 \% \\ & (16) \end{aligned}$ |

[^13]
## STUDENT PERFORMANCE IN A-G ON TRACK

## PERCENT OF STUDENTS WHO ARE A-G ON TRACK BY GRADE LEVEL: YTD, 20I9/20



## DISPROPORTIONALITY FOR STUDENTSWHO ARE A-G ONTRACK BY ETHNICITY/RACE \& STUDENT GROUP:YTD, 2019/20

| Ethnicity/Race | 20 I 9/20 <br> YTD |
| :---: | :---: |
| African American/Black | 0.75 |
| Asian | 1.34 |
| Filipino | 1.20 |
| Hispanic | 0.87 |
| Native American/Alaskan | 0.85 |
| Pacific Islander | 1.00 |
| Two or More Races | 1.15 |
| White | 1.17 |


| Student Group | 20 19/20 <br> YTD |
| :---: | :---: |
| English Learner | 0.50 |
| Foster Youth | 0.43 |
| Homeless | 0.59 |
| Socioeconomically Disadvantaged | 0.83 |
| Student w/ Disability | 0.32 |

[^14]
## College and Career Progress: By School Site

|  | Enrolled in an AP Course |  | Passing rates (C- or Better) in AP Courses |  | Enrolled in an IB Course |  | Passing rates (C- or Better) in IB Courses |  | Enrolled in a CTE Capstone Course |  | Passing rates (C- or <br> Better) in CTE <br> Capstone Courses |  | Enrolled in a Military Science Course |  | Passing rate (C- or Better) in Military Science Courses |  | $\begin{aligned} & \text { A-G on } \\ & \text { Track } \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2018/19 | 2019/20 | 2018/19 | 2019/20 | 2018/19 | 2019/20 | 2018/19 | 2019/20 | 2018/19 | 2019/20 | 2018/19 | 2019/20 | 2018/19 | 2019/20 | 2018/19 | 2019/20 | 2019/20 |
| School Site | S1 | S1 | S1 | S1 | S1 | S1 | S1 | S1 | S1 | S1 | S1 | S1 | S1 | S1 | S1 | S1 | YTD |
| Bullard High | 26.3\% | 30.8\% | 93.5\% | 90.4\% | N/A | N/A | N/A | N/A | 17.2\% | 22.0\% | 97.4\% | 91.9\% | N/A | N/A | N/A | N/A | 55.1\% |
| Cambridge High | 0.2\% | 0.0\% | 0.0\% | N/A | N/A | N/A | N/A | N/A | 15.9\% | 2.0\% | 98.7\% | 81.8\% | N/A | N/A | N/A | N/A | 0.0\% |
| Design Science High | 26.0\% | 11.6\% | 97.1\% | 100.0\% | N/A | N/A | N/A | N/A | 0.0\% | 0.0\% | N/A | N/A | N/A | N/A | N/A | N/A | 82.7\% |
| Dewolf High | 0.0\% | 0.0\% | N/A | N/A | N/A | N/A | N/A | N/A | 6.6\% | 10.5\% | 100.0\% | 92.9\% | N/A | N/A | N/A | N/A | 0.0\% |
| Duncan High | 31.8\% | 35.1\% | 81.4\% | 77.7\% | N/A | N/A | N/A | N/A | 77.0\% | 100.0\% | 91.4\% | 86.8\% | 13.4\% | 13.5\% | 97.9\% | 99.3\% | 68.2\% |
| Edison High | 47.5\% | 48.7\% | 84.2\% | 85.1\% | N/A | N/A | N/A | N/A | 41.1\% | 36.6\% | 89.3\% | 94.9\% | N/A | N/A | N/A | N/A | 73.1\% |
| Fresno High | 3.3\% | 3.2\% | 72.2\% | 76.1\% | 87.7\% | 85.6\% | 79.5\% | 76.4\% | 21.9\% | 17.9\% | 90.6\% | 94.1\% | 4.4\% | 5.0\% | 76.5\% | 78.3\% | 53.1\% |
| Hoover High | 28.7\% | 26.6\% | 83.3\% | 83.5\% | N/A | N/A | N/A | N/A | 26.1\% | 29.7\% | 94.9\% | 94.0\% | N/A | N/A | N/A | N/A | 50.6\% |
| JE Young Academic High | 1.3\% | 0.6\% | 50.0\% | 100.0\% | N/A | N/A | N/A | N/A | 0.9\% | 3.8\% | 100.0\% | 100.0\% | N/A | N/A | N/A | N/A | 10.3\% |
| McLane High | 25.7\% | 28.2\% | 84.8\% | 83.2\% | N/A | N/A | N/A | N/A | 23.1\% | 23.7\% | 92.1\% | 91.5\% | 7.4\% | 7.5\% | 90.9\% | 85.2\% | 58.4\% |
| Patino Entrepreneurship High | 26.4\% | 22.7\% | 74.4\% | 90.3\% | N/A | N/A | N/A | N/A | 79.6\% | 71.3\% | 93.9\% | 91.0\% | N/A | N/A | N/A | N/A | 86.6\% |
| Phoenix Secondary | 0.0\% | 0.0\% | N/A | N/A | N/A | N/A | N/A | N/A | 0.0\% | 0.0\% | N/A | N/A | N/A | N/A | N/A | N/A | 6.5\% |
| Roosevelt High | 20.7\% | 22.4\% | 80.1\% | 86.6\% | N/A | N/A | N/A | N/A | 22.8\% | 22.6\% | 89.6\% | 92.8\% | N/A | N/A | N/A | N/A | 55.3\% |
| Sunnyside High | 27.6\% | 26.9\% | 87.7\% | 82.8\% | N/A | N/A | N/A | N/A | 27.8\% | 27.2\% | 90.0\% | 90.8\% | N/A | N/A | N/A | N/A | 55.0\% |

IB courses are offerd to 11th-12th grade students at Fresno High.
CTE Capstone course are offered to 11th-12th grade students only.
Military Science courses are only offered at Duncan High, Fresno High \& McLane High for 9th-12th grade students.


[^0]:    AP courses are offered to $9^{\text {th }}-12^{\text {th }}$ grade students.

[^1]:    Higher Level IB courses are only offered to II th and I 2 ${ }^{\text {th }}$ grade students at Fresno High.

[^2]:    CTE Capstone courses are only offered to $1 I^{\text {th }}$ and $12^{\text {th }}$ grade students that have completed an introductory and concentrator course within the same pathway. Ideally, we would want each group to have a disproportionality ratio of I.O. This means that the population group is being equally represented in that specific data measure as they are in our total population. The higher the ratio the higher they are being represented. For example, a ratio of 2.0, means that a particular student group is being represented twice as much in the specific data measure as they are in our total population.

[^3]:    Leadership/ Military Courses are offered to 9th $-12^{\text {th }}$ Grade Students at Duncan, Fresno \& McLane High School only.

[^4]:    Leadership/ Military Courses are offered to 9th $-12^{\text {th }}$ Grade Students at Duncan, Fresno \& McLane High School only.

[^5]:    Title: College and Career Progress
    Prepared by: Equity \& Access
    Data Source: ATLAS
    January 17, 2020

[^6]:    AP courses are offered to $9^{\text {th }}-12^{\text {th }}$ grade students.

[^7]:    IB courses are only offered to I $I^{\text {th }}-12^{\text {th }}$ grade students at Fresno High.

[^8]:    IB courses are only offered to $\left.1\right|^{\text {th }}-12^{\text {th }}$ grade students at Fresno High.

[^9]:    IB courses are only offered to I $\left.\right|^{\text {th }}-I 2^{\text {th }}$ grade students at Fresno High.

[^10]:    CTE Capstone courses are offered to $11^{\text {th }}$ and $12^{\text {th }}$ grade students. Ideally, we would want each group to have a disproportionality ratio of I.0. This means that the population group is being equally represented in that specific data measure as they are in our total population. The higher the ratio the higher they are being represented. For example, a ratio of 2.0 , means that a particular student group is being represented twice as much in the specific data measure as they are in our total population.

[^11]:    CTE Capstone courses are offered to $1 I^{\text {th }}$ and $12^{\text {th }}$ grade.

[^12]:    Military Courses are offered to $9^{\text {th }}$ - $12^{\text {th }}$ Grade Students at Duncan, Fresno \& McLane High School only. Ideally, we would want each group to have a disproportionality ratio of I.O. This means that the population group is being equally represented in that specific data measure as they are in our total population. The higher the ratio the higher they are being represented. For example, a ratio of 2.0, means that a particular student group is being represented twice as much in the specific data measure as they are in our total population.

[^13]:    Military Courses are offered to $9^{\text {th }}$ - $2^{\text {th }}$ Grade Students at Duncan, Fresno \& McLane High School only.

[^14]:    A-G data for Semester I of 2018/19 was not available in our database system. Our data collected only looks at current status, but it will be included in the end of the year performance $B C$ with annual comparison. Data shown is as of January I3, 2020.

