# 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.


[^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.

