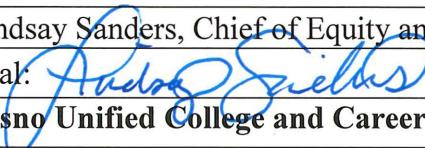



**FRESNO UNIFIED SCHOOL DISTRICT
BOARD COMMUNICATION**

BC Number: EA - 1

From the Office of the Superintendent	Date: August 17, 2018
To the Members of the Board of Education	
Prepared by: Lindsay Sanders, Chief of Equity and Access	Phone Number: 457-3471
Cabinet Approval: 	
Regarding: Fresno Unified College and Career Performance	
<p>The purpose of the communication is to provide the Board a summary of College and Career Performance Metrics for Fresno Unified.</p> <p>The metrics included in this report are:</p> <ul style="list-style-type: none">• College Enrollment Data through 2017 (National Clearing House)• Cohort Graduation Rate for 2017 (California Department of Education, Data Quest)• California Dashboard Performance Level for the Graduation Indicator for Fall of 2017 (California Department of Education, California Dashboard)• Dropout Rate for 2017 (California Department of Education, Data Quest)• Graduates Meeting UC/CSU Requirements for 2017 (California Department of Education, Data Quest)• Other completion and passing rates for college and career:<ul style="list-style-type: none">○ Percentage of students who passed AP exams○ 11th graders scoring at least Level 3 “Standard Met” on both ELA and math SBAC○ 11th Grade Early Readiness for College—ELA and Math○ Seal of Biliteracy• California Dashboard’s Performance Levels for the College and Career Indicator for Fall of 2017—STATUS ONLY (California Department of Education, California Dashboard) <p>Metrics from the California Dashboard have been included for the Board as the metrics in the dashboard are used by the state to determine which districts will receive differentiated assistance. Current metrics for the Graduation and College and Career Indicators use 2016 graduation rates and exclude alternative education and charter schools. The California Dashboard will be updated this fall using the 2017 graduation rates. The CDE has indicated that alternative education schools may receive a dashboard this fall. To access the California Dashboard go to https://www.caschooldashboard.org/#/Home.</p> <p>If you have further questions, require additional information, or would like to meet to review the information, please contact Lindsay Sanders at 457-3471.</p> <div style="display: flex; justify-content: space-between; align-items: flex-end; margin-top: 20px;"><div>Approved by Superintendent: Robert G. Nelson, Ed.D. </div><div>Date: <u>8/17/18</u></div></div>	



Fresno Unified School District

COLLEGE AND CAREER PERFORMANCE

AUGUST 17, 2018

PREPARED BY EQUITY AND ACCESS

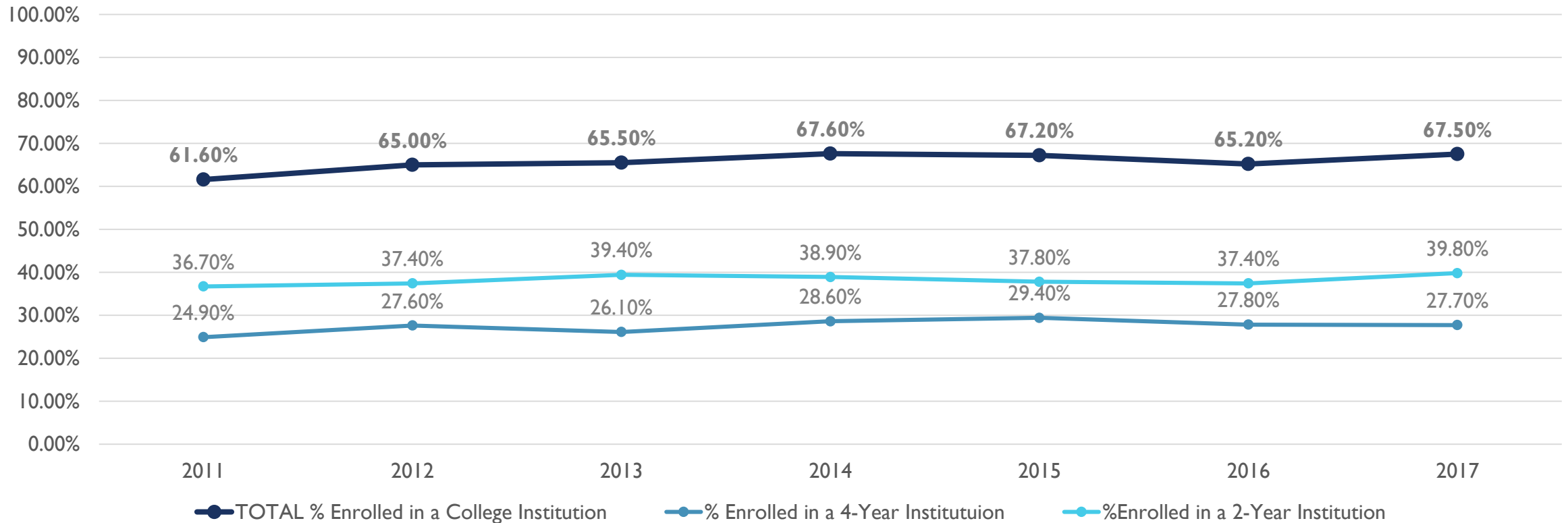


KEY METRICS TO MEASURE COLLEGE AND CAREER PERFORMANCE

Metrics	
College Enrollment	CA Dashboard College & Career Indicator <ul style="list-style-type: none"> • CTE Pathway 4 Year completion rate • Completion of two semester/3 quarters of Dual Enrollment with a passing grade • Passing score of two or more Advanced Placement or International Baccalaureate Exams • Scoring at least Level 3 “Standard Met” on both ELA and math SBAC (11th Grade)
4 Year Cohort Graduation Rate	
CA Dashboard Graduation Rate (excludes Alternative Education)	
High School Drop Out Rate	
Graduates Meeting UC/CSU Requirements	
Percentage of Students who Passed AP Exams (Grades 9-12)	
Early Readiness for College ELA (11 th Grade)	
Early Readiness for College Math (11 th Grade)	
Seal of Biliteracy	

COLLEGE ENROLLMENT IMMEDIATELY FOLLOWING HIGH SCHOOL GRADUATION FROM FRESNO UNIFIED SCHOOL DISTRICT

FUSD COLLEGE ENROLLMENT IMMEDIATELY FOLLOWING HIGH SCHOOL



COHORT GRADUATION RATES—OVERALL

	2016	2017	Difference
Fresno Unified School District	85.5%	82.0%	-3.5%
Fresno County	83.4%	80.8%	-2.6%
California	83.8%	82.7%	-1.1%

Note: The graduation rates include alternative education and charter schools.

COHORT GRADUATION RATES—RACE/ETHNICITY

Race/Ethnicity	2016	2017	Difference
African American	80.9%	77.1%	-3.8%
American Indian or Alaska Native	73.9%	73.1%	-0.8%
Asian	91.2%	89.8%	-1.4%
Filipino	87.5%	89.3%	+1.8%
Hispanic or Latino	85.7%	81.0%	-4.7%
Pacific Islander	92.3%	81.8%	-10.5%
Two or More Races	85.3%	81.8%	-3.5%
White	82.3%	83.9%	+1.6%

Note: The graduation rates include alternative education and charter schools.

COHORT GRADUATION RATES—PROGRAM GROUPS

Program Groups	2016	2017	Difference
English Learners	77.9%	71.9%	-6.0%
Foster	75.0%	55.8%	-19.2%
Homeless	N/A	63.5%	----
Migrant	84.4%	76.3%	-8.1%
Socioeconomically Disadvantaged	85.0%	80.6%	-4.4%
Students with Disabilities	57.7%	52.9%	-4.8%

Note: The graduation rates include alternative education and charter schools.

FRESNO UNIFIED PERFORMANCE LEVELS FOR THE GRADUATION INDICATOR IN FALL OF 2017

Overall Performance Level for the Graduation Indicator—Fall of 2017 (2016 Graduate Data)					
Level	Declined Significantly (by greater than 5%)	Declined (by 1% to 5%)	Maintained (Declined or increased by less than 1%)	Increased (by 1% to less than 5%)	Increased Significantly (by greater than 5%)
Very High (95% or Greater)					
High (90% to less than 95%)				All Students Asian Hispanic Socioeconomically Disadvantaged	African-American
Medium (85% to less than 90%)		White	Two or More Races		
Low (67% to less than 85%)				English Learners Foster Youth Homeless	Foster Youth
Very Low (less than 67%)					Students with Disabilities

Graduation Indicator DOES NOT include alternative or charter schools differing from the CDE Graduation Cohort Rate.

*Refer to **slides 18-21** for a description of how the California Dashboard calculates the Graduation Rate Indicator.*

FRESNO UNIFIED ESTIMATED PERFORMANCE LEVELS FOR THE GRADUATION INDICATOR IN FALL OF 2018

PRELIMINARY* Overall Performance Level for the Graduation Indicator—Fall of 2018 (2017 Graduate Data)					
Level	Declined Significantly (by greater than 5%)	Declined (by 1% to 5%)	Maintained (Declined or increased by less than 1%)	Increased (by 1% to less than 5%)	Increased Significantly (by greater than 5%)
Very High (95% or Greater)					
High (90% to less than 95%)				Asian	
Medium (85% to less than 90%)		All Students African Americans Hispanic Socioeconomically Disadvantaged	White		
Low (67% to less than 85%)	Homeless	English Learners Two or More Races			
Very Low (less than 67%)	Foster Youth Students with Disabilities				

Graduation Indicator DOES NOT include alternative or charter schools differing from the CDE Graduation Cohort Rate.

*Refer to **slides 18-21** for a description of how the California Dashboard calculates the Graduation Rate Indicator.*

*Final calculations will not be available until Fall of 2018 after the amendment window closes, and preliminary calculations are an estimate.

DROPOUT RATES—OVERALL

	2016	2017	Difference
Fresno Unified School District	10.7%	11.1%	+0.4%
Fresno County	10.1%	10.0%	-0.1%
California	9.7%	9.1%	-0.6%

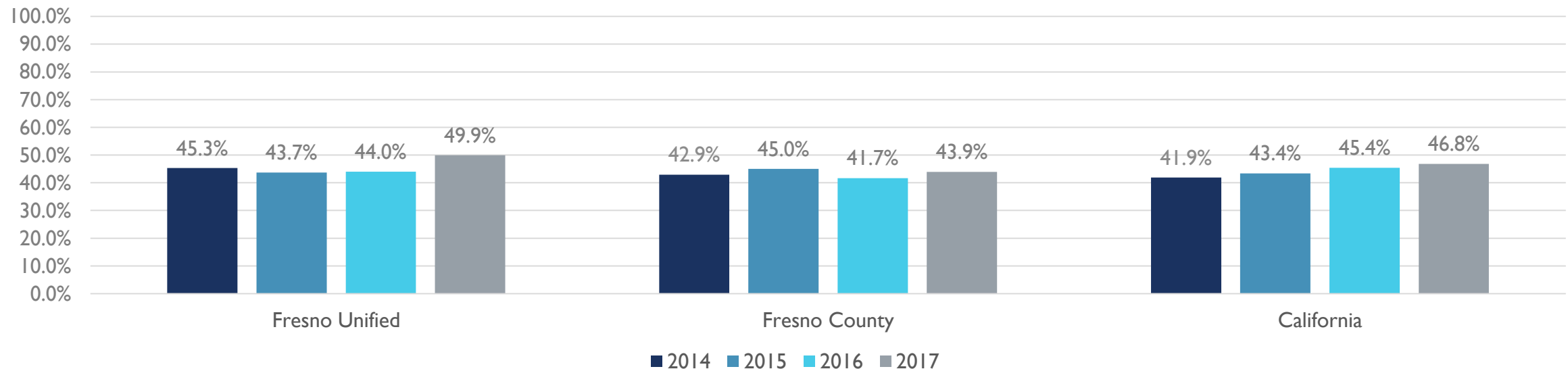
FRESNO UNIFIED GRADUATES MEETING UC/CSU REQUIREMENTS— OVERALL

	2014	2015	2016	2017
Fresno Unified School District	45.3%	43.7%	44.0%	49.9%
Fresno County	42.9%	45.0%	41.7%	43.9%
California	41.9%	43.4%	45.4%	46.8%

Note: A-G Completion Rate is calculated by the number of graduates who completed A-G requirements divided by the number of graduates. Non graduates are not calculated in this metric.

FRESNO UNIFIED GRADUATES MEETING UC/CSU REQUIREMENTS—OVERALL

Graduates Meeting UC/CSU Requirements—Overall



Note: A-G Completion Rate is calculated by the number of graduates who completed A-G requirements divided by the number of graduates. Non graduates are not calculated in this metric.

FRESNO UNIFIED GRADUATES MEETING UC/CSU REQUIREMENTS— RACE/ETHNICITY

	2014	2015	2016	2017
All Student	45.3%	43.7%	44.0%	49.9%
African American	39.9%	34.0%	36.5%	40.1%
American Indian or Alaska Native	30.4%	19.2%	22.7%	38.1%
Asian	63.5%	62.9%	57.5%	69.7%
Filipino	80.8%	72.7%	72.4%	84.0%
Hispanic or Latino	38.0%	37.0%	39.7%	44.7%
Pacific Islander	56.2%	45.5%	15.4%	52.6%
Two or More Races	31.0%	48.1%	49.3%	46.7%
White	53.9%	59.2%	56.4%	61.9%

Note: A-G Completion Rate is calculated by the number of graduates who completed A-G requirements divided by the number of graduates. Non graduates are not calculated in this metric.

FRESNO UNIFIED COMPLETION AND PASSING RATES FOR COLLEGE AND CAREER

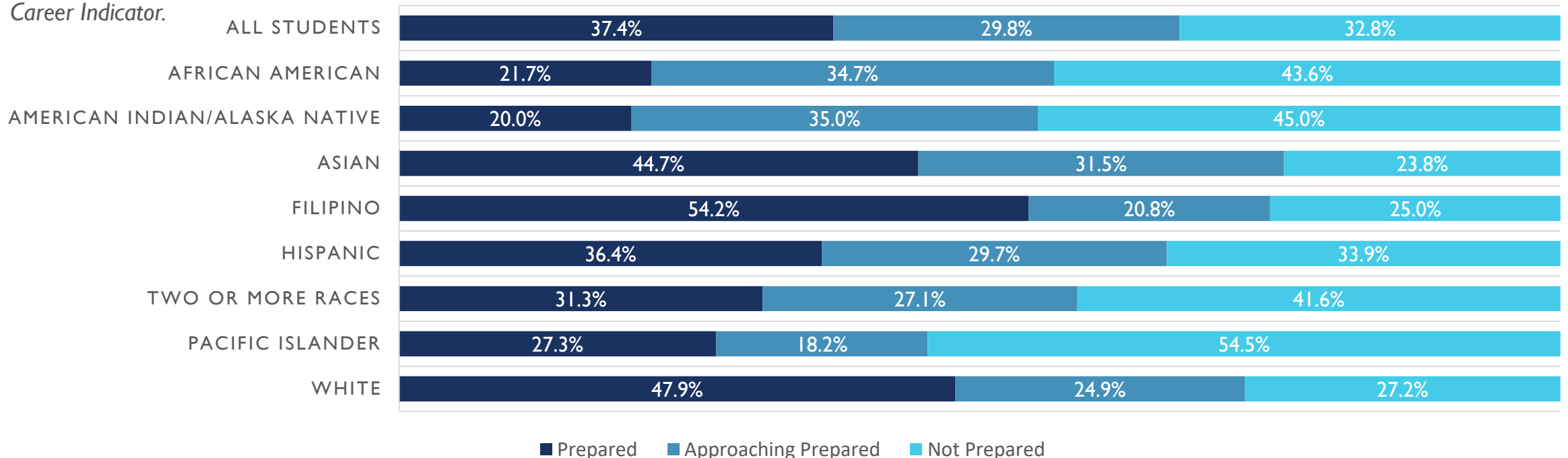
	2016	2017	2018
Percentage of Students who passed AP Exams	30.1%	30.2%	N/A
11 th Grade Early Readiness for College ELA*	13.0%	15.28%	13.91%
11 th Early Readiness for College Math*	4.0%	3.72%	3.86%
Seal of Biliteracy	N/A	530	613

*Early Readiness is indicated by reaching Exceeds on the SBAC.

THE COLLEGE & CAREER INDICATOR FOR THE CALIFORNIA DASHBOARD—STATUS ONLY FOR FALL 2017

Refer to [slides 23-24](#) for a description of how the California Dashboard calculates the College & Career Indicator.

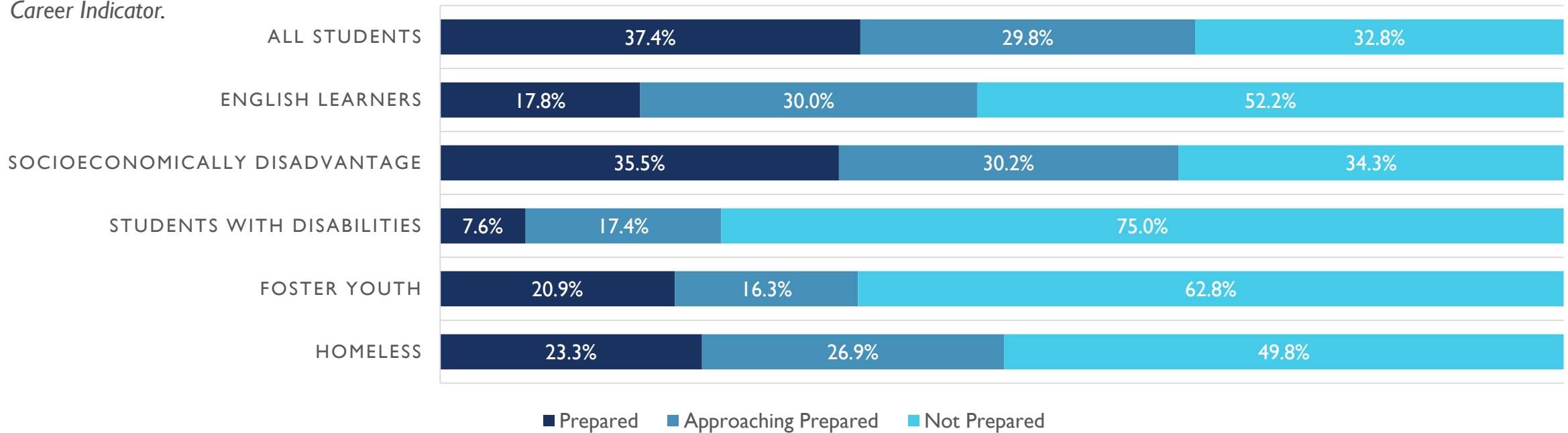
COLLEGE & CAREER PERFORMANCE LEVELS FOR FALL 2017 RACE/ETHNICITY BASED ON GRADUATION CLASS OF 2016



THE COLLEGE & CAREER INDICATOR FOR THE CALIFORNIA DASHBOARD—STATUS ONLY FOR FALL 2017

Refer to [slides 23-24](#) for a description of how the California Dashboard calculates the College & Career Indicator.

COLLEGE & CAREER PERFORMANCE LEVELS FOR FALL 2017 STUDENT GROUPS BASED ON GRADUATION CLASS OF 2016



CALIFORNIA ACCOUNTABILITY MODEL & SCHOOL DASHBOARD

Taken from the California Department of Education:






- California's new accountability and continuous improvement system provides information about how local agencies and schools are meeting the needs of California's diverse student population based on a concise set of measures.
- Based on the Local Control Funding Formula (LCFF), which was passed in 2013, California has a new accountability system that is based on multiple measures. These measures are used to determine local educational agency (LEA) and school progress toward meeting the needs of their students.
- "The California School Dashboard is a powerful online tool to help districts and schools identify strengths and weaknesses and pinpoint student groups that may be struggling. It reports performance and progress on the state and local indicators.

Equity Report

Fresno Unified - Fresno County

Enrollment: 70,725 Socioeconomically Disadvantaged: 88.9% English Learners: 21.6% Dashboard Release: Fall 2017
Foster Youth: 0.9% Grade Span: P-Adult Charter School: No






The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism 🔗	N/A	N/A	N/A
Suspension Rate (K-12)		13	11
English Learner Progress (1-12)		1	0
Graduation Rate (9-12)		10	2
College/Career (9-12) Select for one year of available data	N/A	N/A	N/A
English Language Arts (3-8)		13	6
Mathematics (3-8)		13	5

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met
Parent Engagement	Met
Local Climate Survey	Met

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

HOW PERFORMANCE LEVEL IS DETERMINED FOR THE CALIFORNIA DASHBOARD STATE INDICATORS

Taken from the California Department of Education:

- Combining Status and Change results in a performance level for each state indicator... There are five performance levels, and each is assigned a different color.



Taken from the California Department of Education:

- Status and Change are combined on a five-by-five color table to determine the performance level.

Table 2: Five-by-Five Color Coded Table

Level	Declined Significantly (Change)	Declined (Change)	Maintained (Change)	Increased (Change)	Increased Significantly (Change)
Very High (Status)	Yellow	Green	Blue	Blue	Blue
High (Status)	Orange	Yellow	Green	Green	Blue
Medium (Status)	Orange	Orange	Yellow	Green	Green
Low (Status)	Red	Orange	Orange	Yellow	Yellow
Very Low (Status)	Red	Red	Red	Orange	Yellow



Local Indicators (based on data collected by the local level)	State Indicators (based on data that is collected across the state)
Priority 1: Basic Services & Condition at school <ul style="list-style-type: none"> Text books availability, adequate facilities, and correctly assigned teachers 	Priority 4: Student Achievement <ul style="list-style-type: none"> Academic Indicator (Grades 3-8) English Learner Progress Indicator <i>Academic Indicator (Grade 11)—Coming this year</i>
Priority 2: Implementation of State Academic Standards <ul style="list-style-type: none"> Annually report on progress in implementing the standards for all content areas 	Priority 5: Student Engagement <ul style="list-style-type: none"> Graduation Rate Indicator <i>Chronic Absenteeism Indicator (Status will be reported in March 2018)</i>
Priority 3: Parent Engagement <ul style="list-style-type: none"> Annually report on progress toward: (1) seeking input from parents/guardians in decision making; and (2) promoting parental participation in programs 	Priority 6: School Climate <ul style="list-style-type: none"> Suspension Rate Indicator
Priority 6: School Climate <ul style="list-style-type: none"> Administer a Local Climate Survey every other year 	Priority 7: Access to a Broad Course of Study <ul style="list-style-type: none"> <i>College/Career Indicator (Status only for 2018)</i>
Priority 7: Access to a Broad Course of Study <ul style="list-style-type: none"> <i>Pending State Board of Education for inclusion in Dashboard</i> 	Priority 8: Outcomes in a Broad Course of Study <ul style="list-style-type: none"> <i>College/Career Indicator (Status only for 2018)</i>

STATUS AND CHANGE ON THE CALIFORNIA DASHBOARD FOR STATE INDICATORS

Taken from the California Department of Education

- Performance on the state indicators is based on both current performance (**Status**) and progress over time (**Change**).

Status is based on the most recent year of data for that indicator.

There are five Status levels:

Very High

High

Medium

Low

Very Low

Change is the difference between current and prior year performance.

There are five Change levels:

Increased significantly

Increased

Maintained

Declined

Declined Significantly

THE GRADUATION RATE INDICATOR FOR THE CALIFORNIA DASHBOARD

Taken from the California Department of Education:

Fall 2017 Indicator

Status Formula

Number of students who earned a regular high school diploma by the end of the 2016 school year

Divided by

Total number of student in the 2016 graduating cohort

Change Formula

Current year status minus Three-Year Weighted Average*

Fall 2018 Indicator

Will use the same formula using the 2016-17 cohorted graduates

Graduation Performance Categories

	Graduation Change				
	Declined Significantly by greater than 5.0%	Declined by 1.0% to 5.0%	Maintained Declined or increased by less than 1.0%	Increased by 1.0% to less than 5.0%	Increased Significantly by 5.0% or greater
Graduation Status	Very High 95.0% or greater	N/A	Blue	Blue	Blue
	High 90.0% to less than 95.0%	Orange	Yellow	Green	Blue
	Medium 85.0% to less than 90.0%	Orange	Orange	Yellow	Green
	Low 67.0% to less than 85.0%	Red	Orange	Yellow	Yellow
	Very Low Less than 67.0%	Red	Red	Red	Red

Note: Graduation Indicator DOES NOT include alternative or charter schools differing from the CDE Graduation Cohort Rate.

THE COLLEGE & CAREER INDICATOR FOR THE CALIFORNIA DASHBOARD—DEFINITIONS FOR THE THREE LEVELS

Definitions for College & Career Indicator

There are three levels that measure postsecondary preparedness in the College & Career Indicator.

Prepared

Does the graduate meet at least 1 measure?

High School Diploma and any one of the following:

- Career Technical Education (CTE) Pathway Completion **plus one** of the following criteria:
 - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments
- Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)
- Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams
- Completion of courses that meet the University of California (UC) or the California State University (CSU) a-g criteria **plus one** of the following criteria:
 - CTE Pathway completion
 - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
 - Passing score on one AP Exam **OR** on one IB Exam

THE COLLEGE & CAREER INDICATOR FOR THE CALIFORNIA DASHBOARD— DEFINITIONS FOR THE THREE LEVELS CONTINUED...

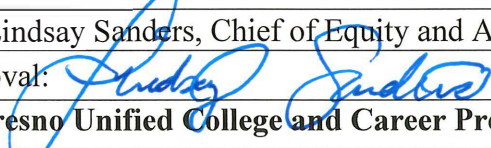
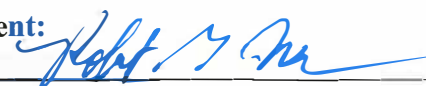
Definitions for College & Career Indicator

There are three levels that measure postsecondary preparedness in the College & Career Indicator.

Approaching Prepared Does the graduate meet at least 1 measure?	High School Diploma and any one of the following: <ul style="list-style-type: none">• CTE Pathway completion• Scored at least Level 2 "Standard Nearly Met" on both ELA and Mathematics Smarter Balanced Summative Assessments• Completion of one semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)• Completion of courses that meet the UC or CSU a-g criteria
Not Prepared	Student did not meet any measure above or did not graduate, so considered NOT PREPARED

**FRESNO UNIFIED SCHOOL DISTRICT
BOARD COMMUNICATION**

BC Number: EA - 3

From the Office of the Superintendent	Date: January 11, 2019
To the Members of the Board of Education	
Prepared by: Lindsay Sanders, Chief of Equity and Access	Phone Number: 457-3471
Cabinet Approval: 	
Regarding: Fresno Unified College and Career Progress Update	
<p>The purpose of this communication is to provide the Board a summary of College and Career progress metrics for Fresno Unified.</p> <p>The metrics included in this report are:</p> <ul style="list-style-type: none">• Students Not Deficient in the Number of Credits for High School Graduation• Students On-Track for meeting UC/CSU A-G Requirements• Advanced Placement Enrollment and Grades• International Baccalaureate Upper Division Enrollment Grades• Career Technical Education Enrollment and Grades <p>If you have further questions, require additional information, or would like to meet to review the information, please contact Lindsay Sanders at 457-3471.</p>	
<p>Approved by Superintendent:  <u>Robert G. Nelson, Ed.D.</u> Date: <u>1/11/19</u></p>	

COLLEGE AND CAREER READINESS PROGRESS UPDATE

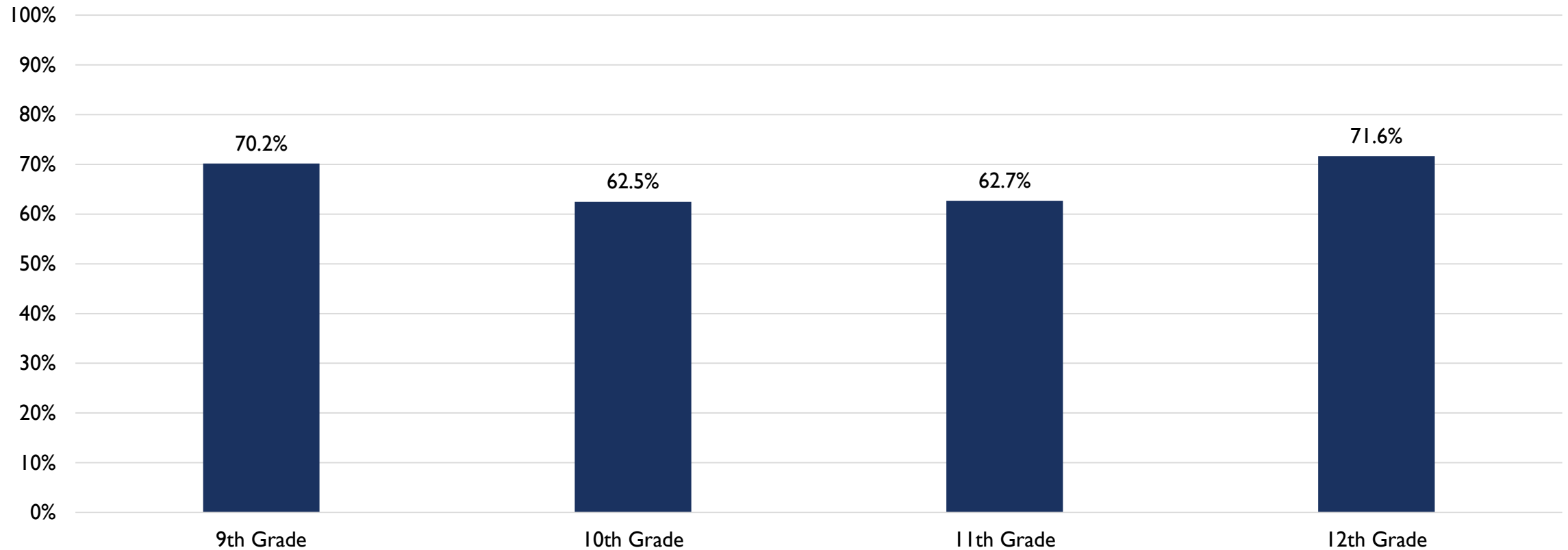
JANUARY 3, 2019

PREPARED BY EQUITY AND ACCESS



Fresno Unified School District

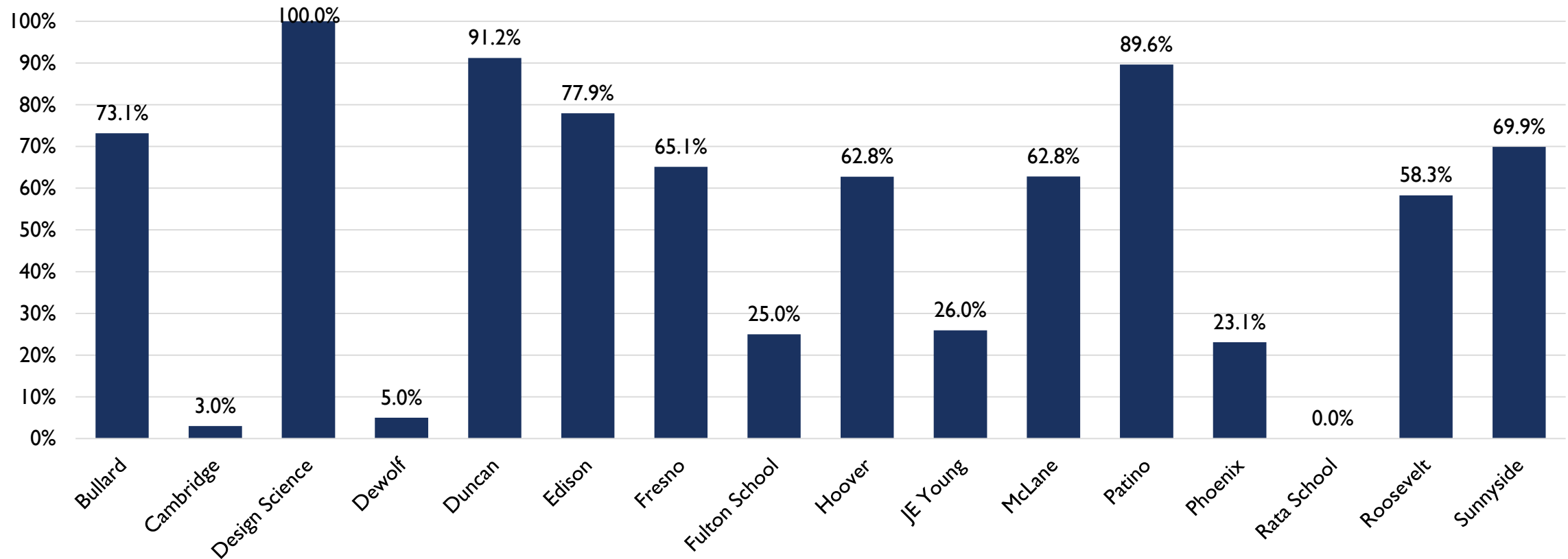
PERCENTAGE OF STUDENTS WHO ARE **NOT** DEFICIENT IN THE NUMBER OF CREDITS* FOR HIGH SCHOOL GRADUATION BASED ON THE END OF 2018/19 SEMESTER I - BY GRADE LEVEL



By the end of the first semester, students should earn following number of credits: 9th grade- 30 or more; 10th grade- 90 or more; 11th grade- 150 or more; 12th grade- 205 or more.

**Note: Students who are not deficient in overall credits can still be off track to graduate if they have not meet certain subject area credits.*

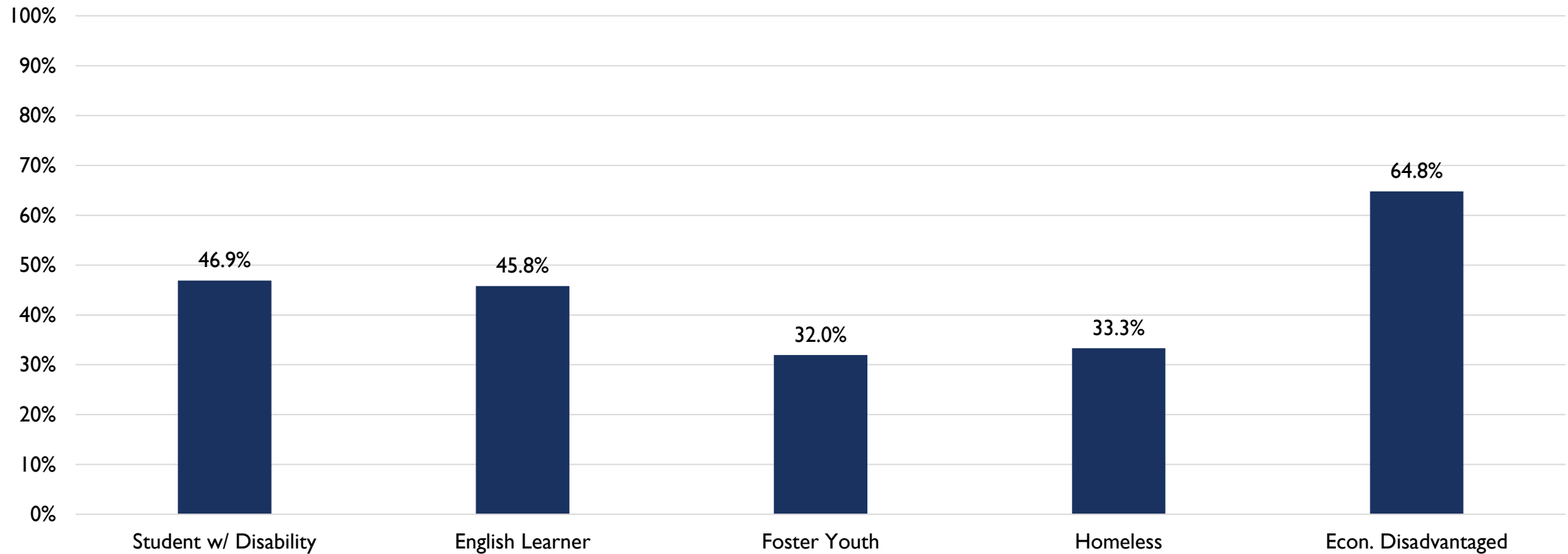
PERCENTAGE OF STUDENTS WHO ARE **NOT** DEFICIENT IN THE NUMBER OF CREDITS* FOR HIGH SCHOOL GRADUATION BASED ON THE END OF 2018/19 SEMESTER I- BY SCHOOL SITE



By the end of the first semester, students should earn following number of credits: 9th grade- 30 or more; 10th grade- 90 or more; 11th grade- 150 or more; 12th grade- 205 or more.

**Note: Students who are not deficient in overall credits can still be off track to graduate if they have not meet certain subject area credits.*

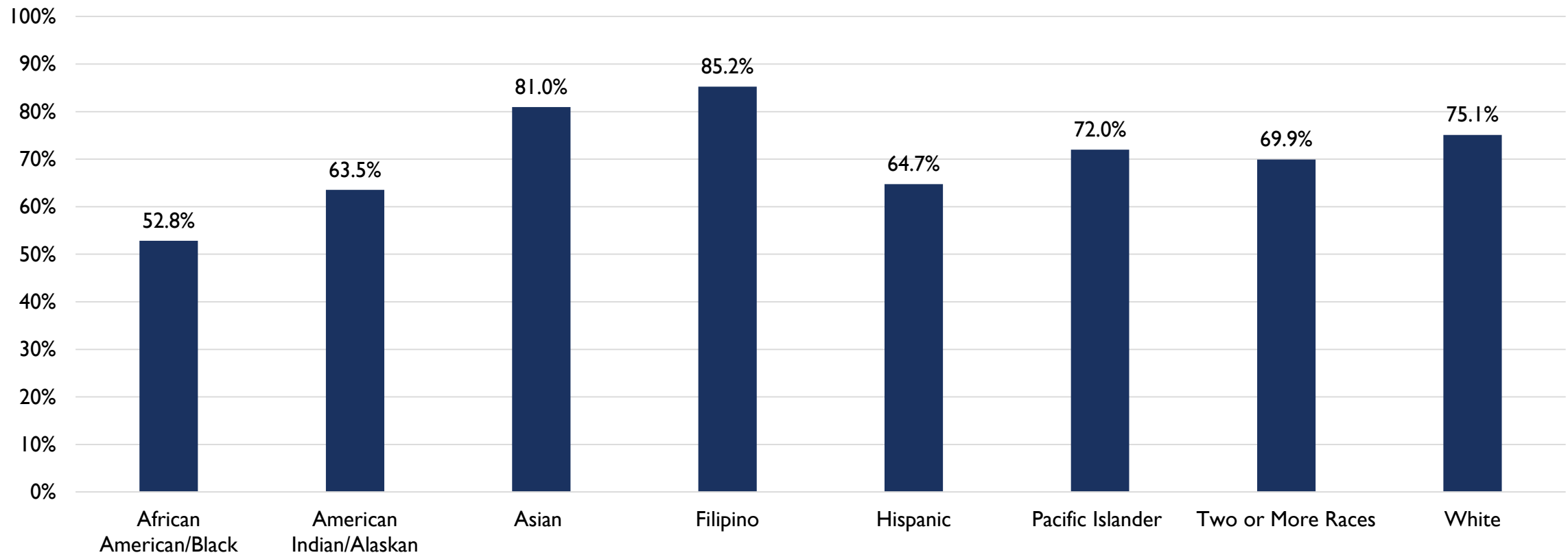
PERCENTAGE OF STUDENTS WHO ARE **NOT** DEFICIENT IN THE NUMBER OF CREDITS* FOR HIGH SCHOOL GRADUATION BASED ON THE END OF 2018/19 SEMESTER I- BY STUDENT GROUP



By the end of the first semester, students should earn following number of credits: 9th grade- 30 or more; 10th grade- 90 or more; 11th grade- 150 or more; 12th grade- 205 or more.

**Note: Students who are not deficient in overall credits can still be off track to graduate if they have not meet certain subject area credits.*

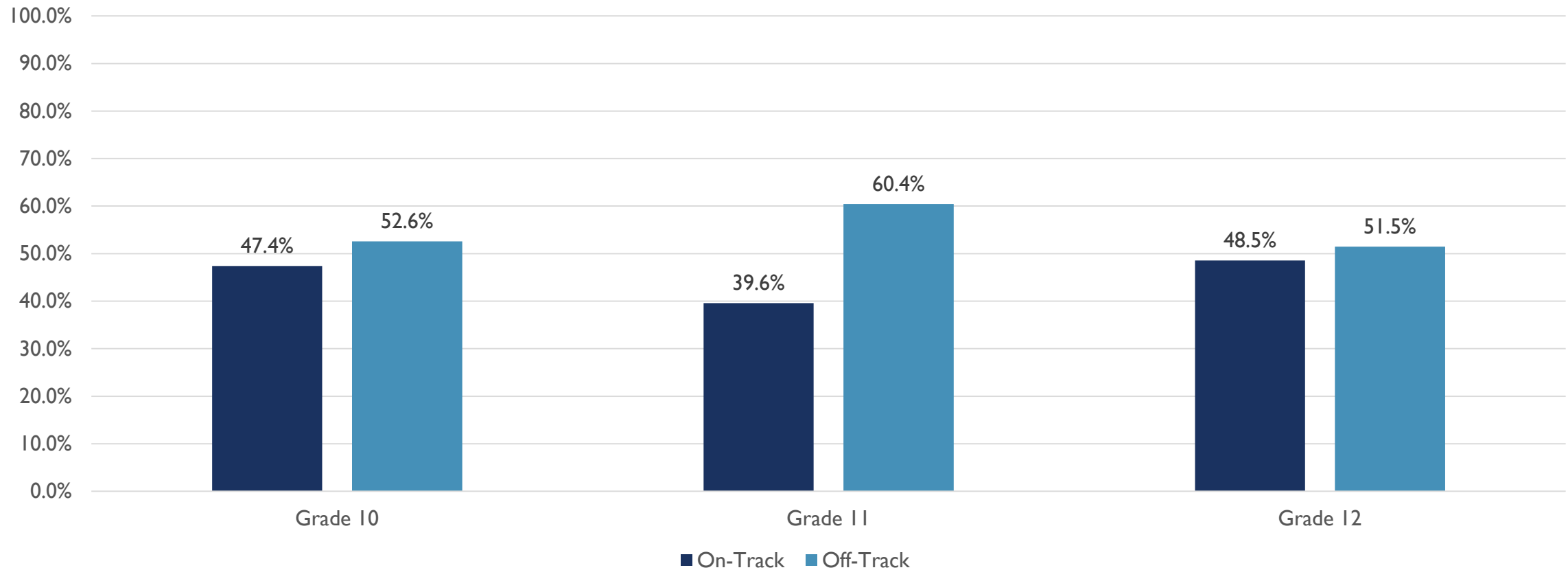
PERCENTAGE OF STUDENTS WHO ARE **NOT** DEFICIENT IN THE NUMBER OF CREDITS* FOR HIGH SCHOOL GRADUATION BASED ON THE END OF 2018/19 SEMESTER I - BY ETHNICITY



By the end of the first semester, students should earn following number of credits: 9th grade- 30 or more; 10th grade- 90 or more; 11th grade- 150 or more; 12th grade- 205 or more.

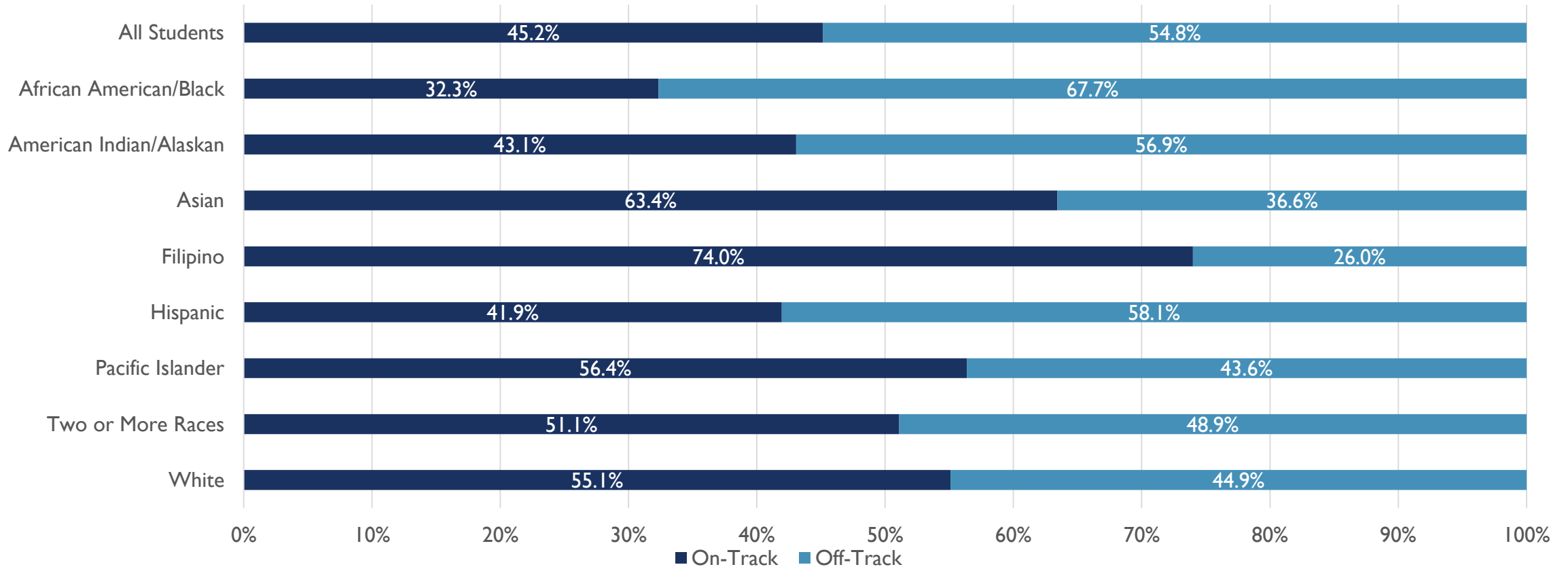
**Note: Students who are not deficient in overall credits can still be off track to graduate if they have not meet certain subject area credits.*

PERCENTAGE OF STUDENTS MEETING UC/CSU A-G REQUIREMENTS AS OF END OF 2018/19 SEMESTER I - BY GRADE LEVEL



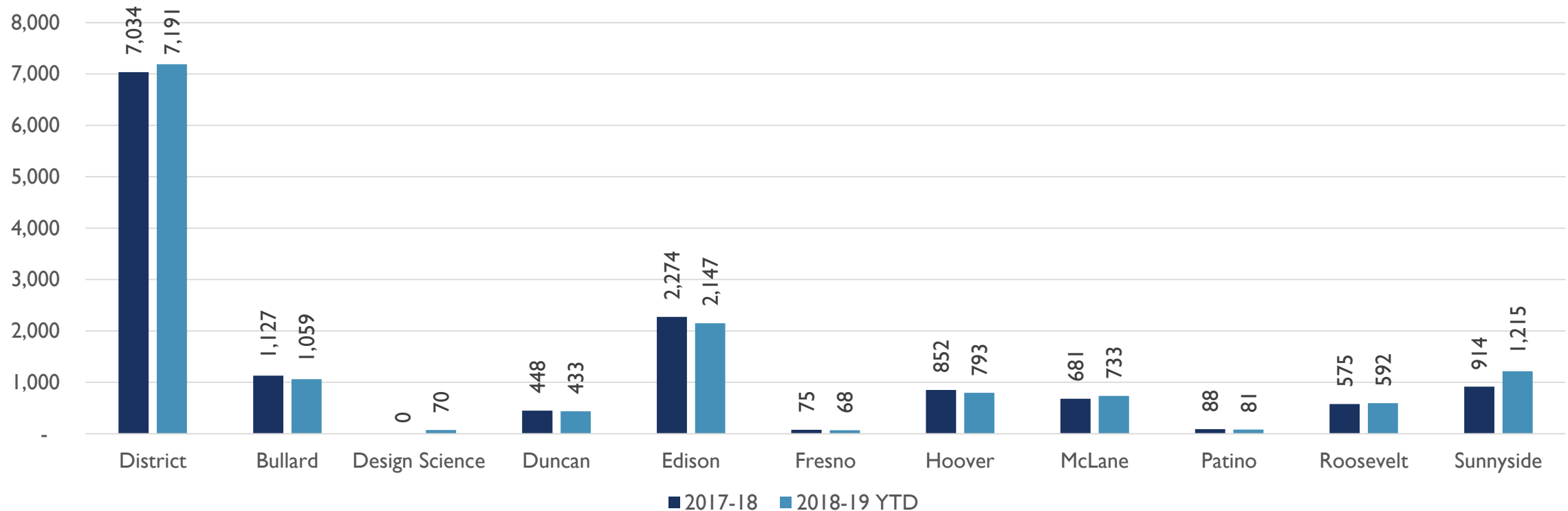
A-G completion rate is calculated by the number of students who have completed A-G requirements divided by the number of students within each grade level. This data does not include 5th year seniors. Data includes progress through 2018/19 Semester I.

PERCENTAGE OF STUDENTS MEETING UC/CSU REQUIREMENTS AS OF END OF 2018/19 SEMESTER I - BY ETHNICITY



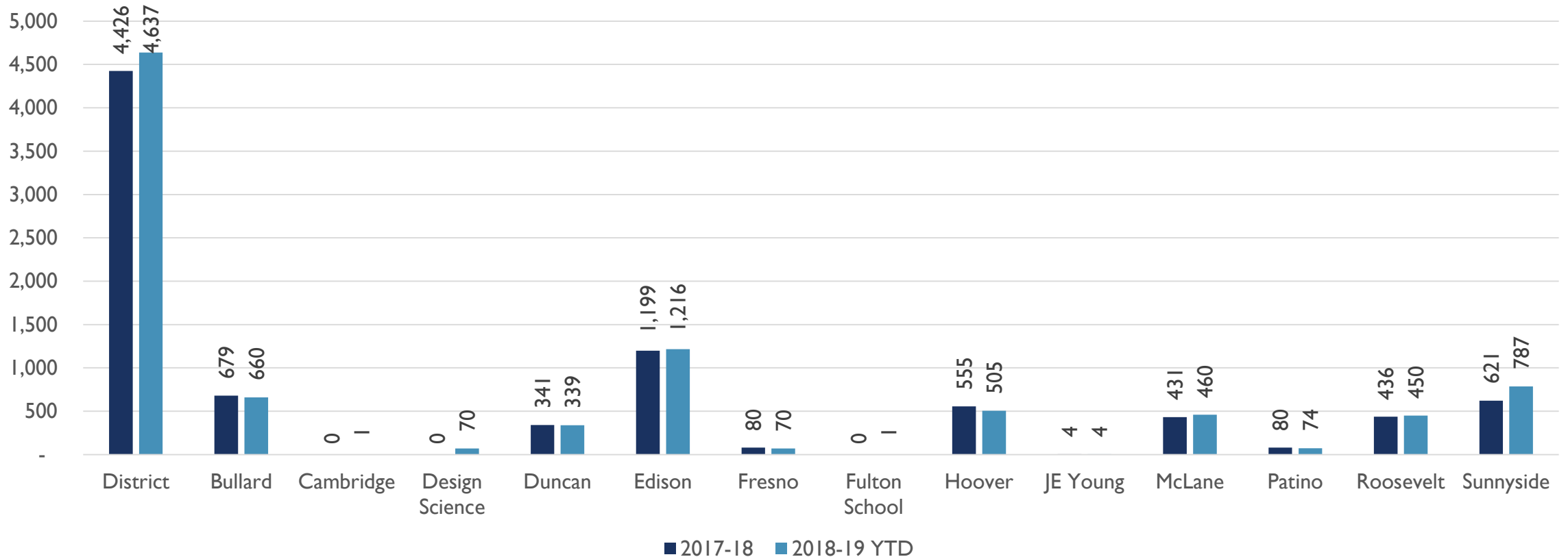
A-G completion rate is calculated by the number of 10th through 12th grade students who have completed A-G requirements divided by the number of students within each ethnicity/race. This data does not include 5th year seniors. Data includes progress through 2018/19 Semester I.

AP ENROLLMENT - TOTAL COURSE COUNTS IN 2017/18 AND 2018/19 TO DATE – BY SCHOOL SITE



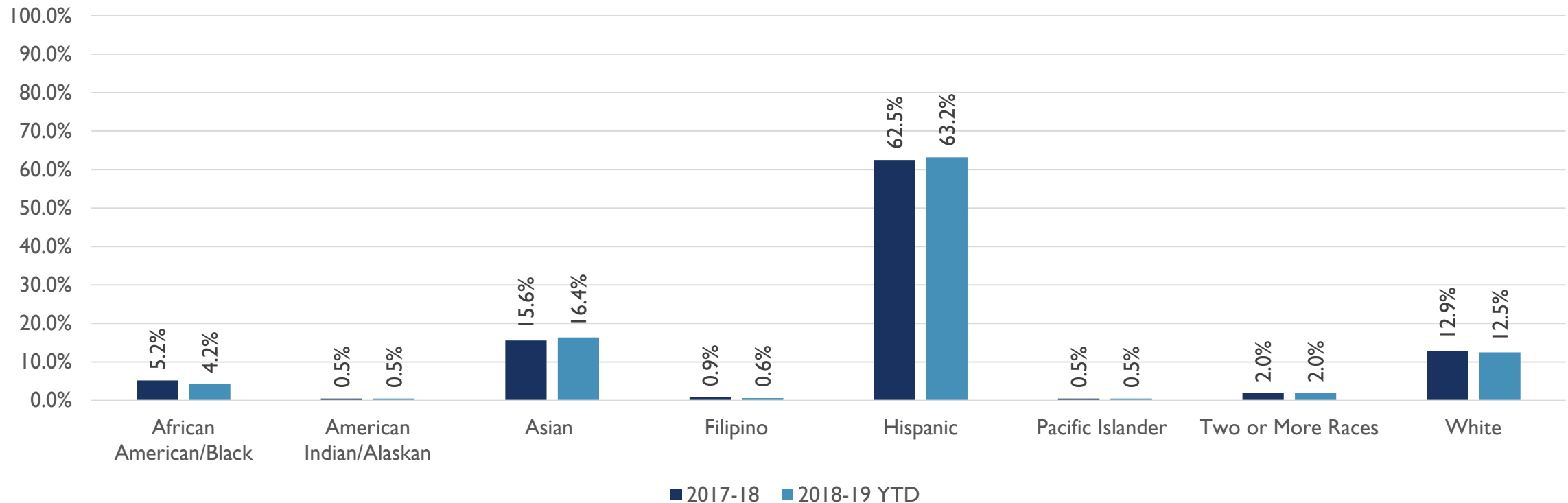
Figures include duplicate students, as some students are enrolled in more than one AP course. 2018-19 figures include students currently enrolled in at least one AP course as of January 2, 2019.

AP ENROLLMENT - UNIQUE STUDENTS IN AT LEAST ONE AP COURSE IN 2017/18 AND 2018/19 TO DATE – BY SCHOOL SITE



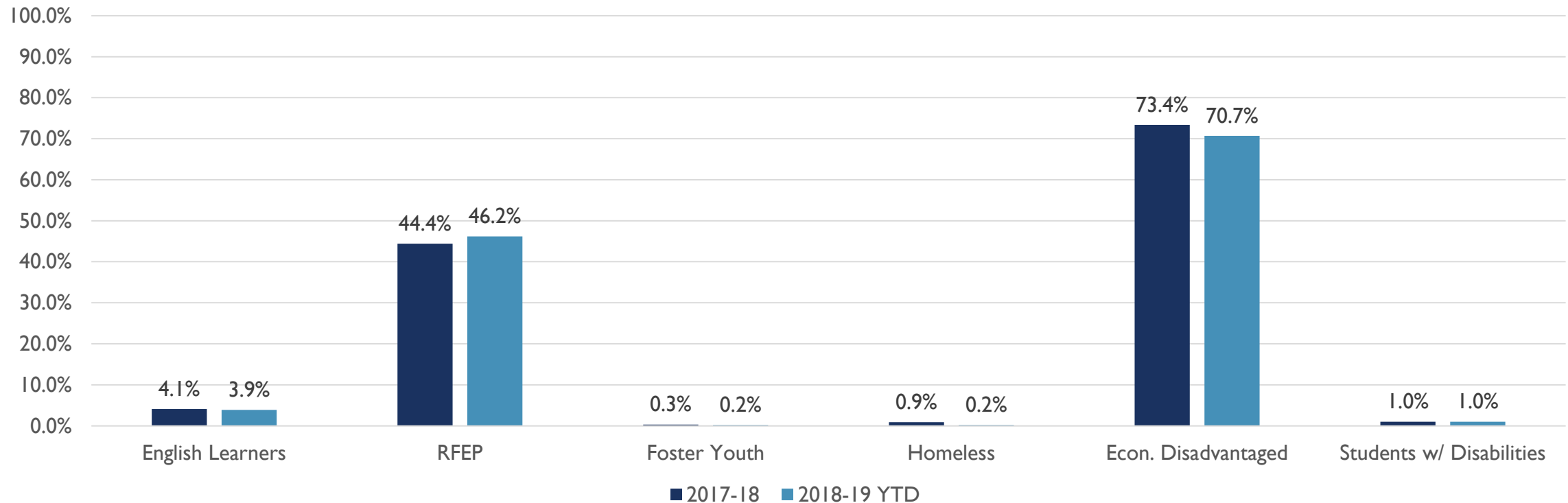
2018/19 figures include students currently enrolled in AP as of January 2, 2019.

PERCENTAGE OF STUDENTS ENROLLED IN AP COURSES IN 2017/18 AND 2018/19 TO DATE – BY ETHNICITY



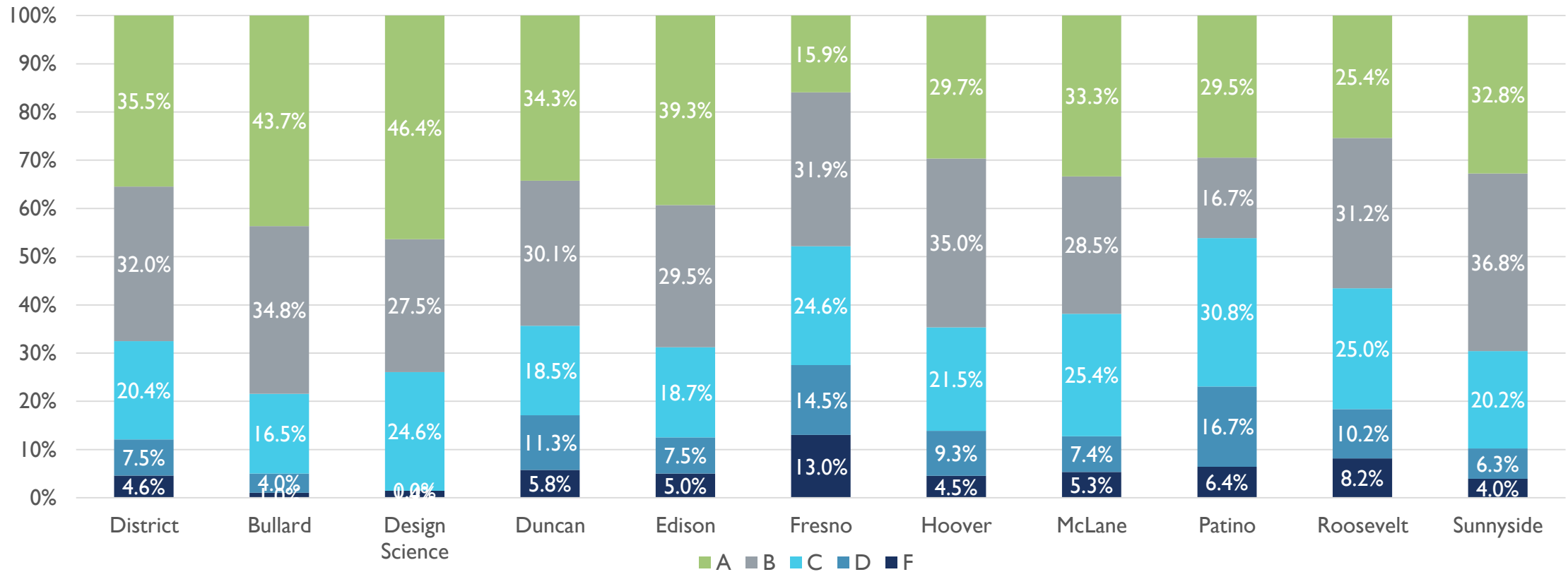
2018-19 figures include students currently enrolled in AP as of January 2, 2019.

PERCENTAGE OF STUDENTS ENROLLED IN AP COURSES IN 2017/18 AND 2018/19 TO DATE – BY STUDENT GROUP



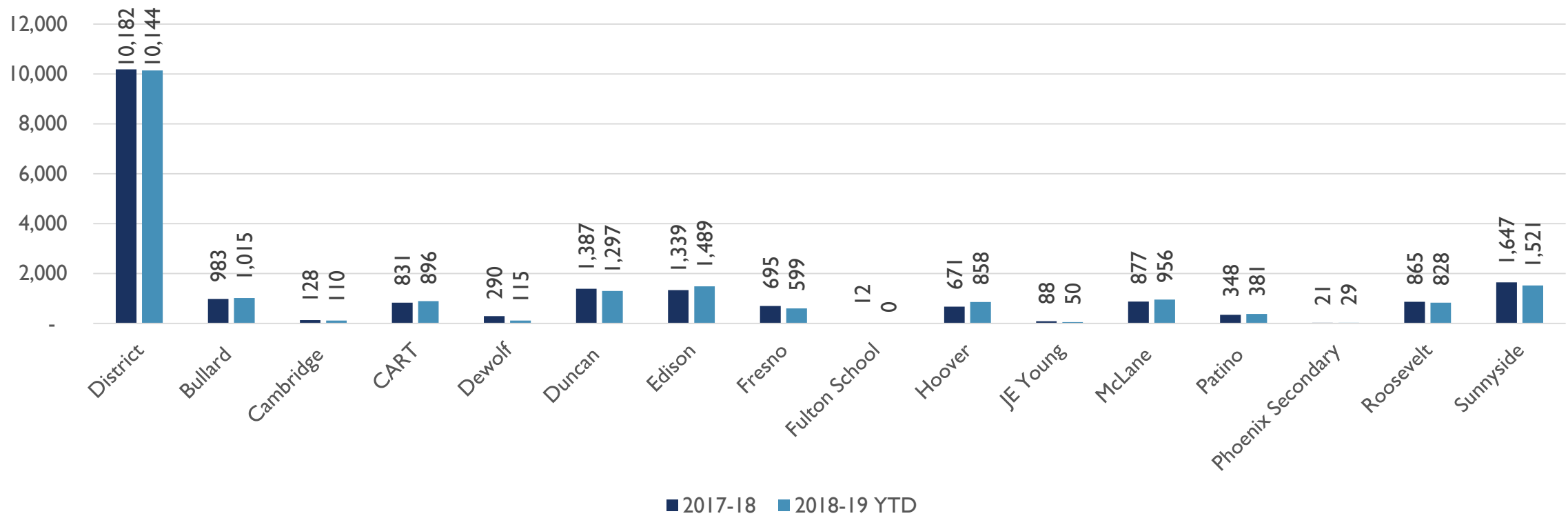
2018-19 figures include students currently enrolled in AP as of January 2, 2019.

2018-19 AP GRADE DISTRIBUTION BY SITE – SEMESTER I



Figures include duplicate students, as some students are enrolled in more than one AP course.

TOTAL CTE & PATHWAY COURSE COUNTS* IN 2017/18 AND 2018/19 TO DATE – BY SCHOOL SITE



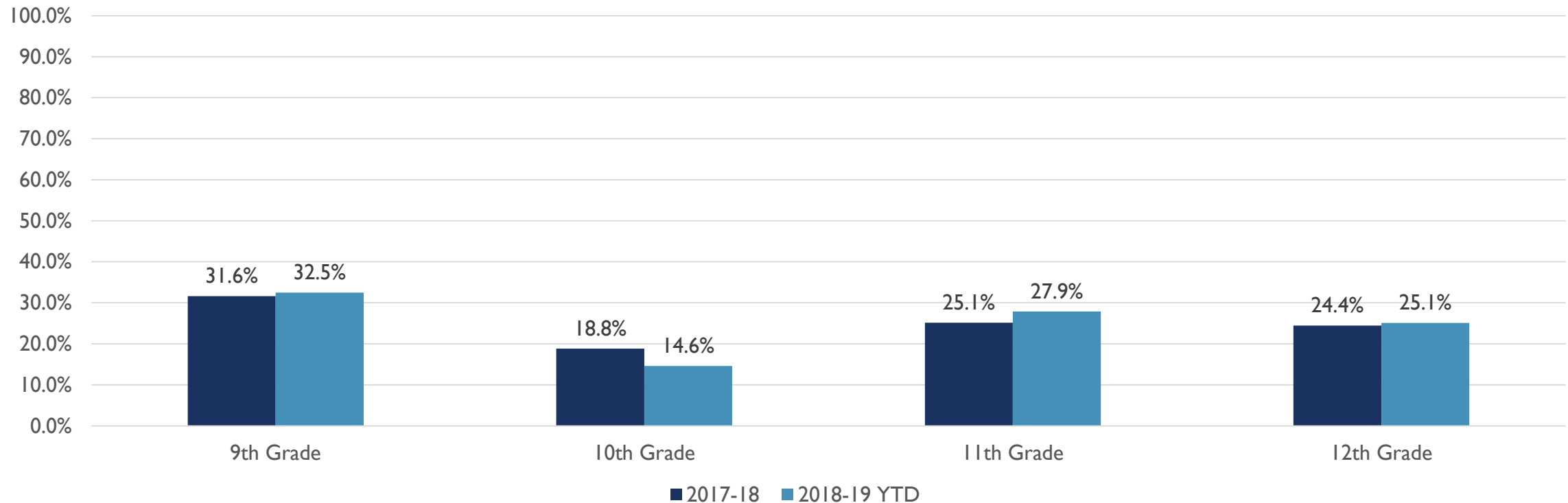
Figures include enrollment of all CTE & Pathway courses (Introductory, Concentrator, & Capstone). Duplicate students may be included, if they are enrolled in more than one CTE or Pathway course.

TOTAL CTE & PATHWAY COURSE COUNTS* IN 2017/18 AND 2018/19 TO DATE – BY PATHWAY

Pathway	2017-18	2018-19 YTD	Pathway	2017-18	2018-19 YTD
Agricultural Mechanics	84	85	Information Support and Services	557	530
Agriscience	294	325	Interior Design	111	35
Biotechnology	572	595	Legal Practices	457	406
Business Management	148	299	Machine and Forming Technology	37	41
Child Development	122	168	Marketing	339	124
Design, Visual and Media Arts	388	333	Mechanical Systems Installation and Repair	12	N/A
Education	82	100	Mental and Behavioral Health	38	32
Emergency Response	25	26	Multiple Pathways	3,090	3,337
Engineering Design	234	351	Networking	11	11
Engineering Technology	273	296	Patient Care	676	477
Entrepreneurship/Self-Employment	231	321	Product Innovation and Design	12	N/A
Environmental Engineering	46	42	Production and Managerial Arts	608	588
Family and Human Services	47	52	Public and Community Health	267	328
Fashion Design and Merchandising	19	29	Public Safety	179	147
Financial Services	107	239	Residential and Commercial Construction	288	182
Food Science, Dietetics, and Nutrition	145	193	Software and Systems Development	354	289
Forestry and Natural Resources	115	50	Systems Diagnostics, Service, and Repair	75	84
Games and Simulations	6	13	Welding and Materials Joining	57	54
Healthcare Administrative Services	38	N/A			

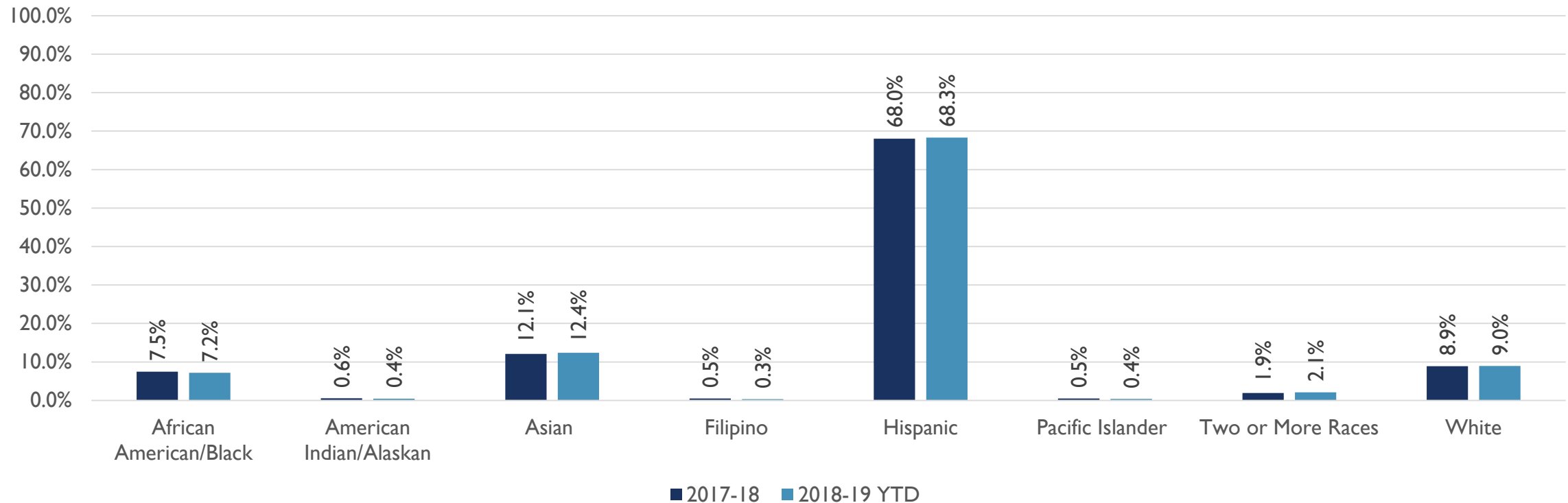
Figures include enrollment of all CTE & Pathway courses (Introductory, Concentrator, & Capstone). Duplicate students may be included, if they are enrolled in more than one CTE or Pathway course.

PERCENTAGE OF ANNUAL CTE & PATHWAY ENROLLMENT* IN 2017/18 AND 2018/19 TO DATE – BY GRADE LEVEL



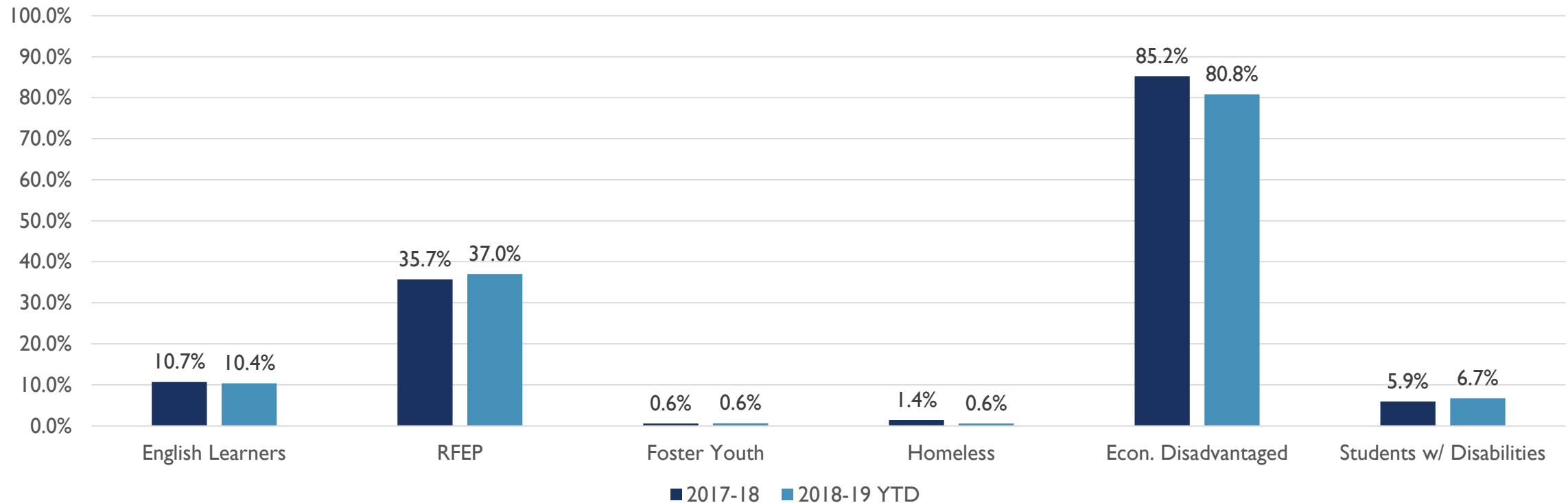
Figures include enrollment of all CTE & Pathway courses (Introductory, Concentrator, & Capstone). Duplicate students may be included, if they are enrolled in more than one CTE or Pathway course.

PERCENTAGE OF STUDENTS ENROLLED IN CTE & PATHWAY COURSES* IN 2017/18 AND 2018/19 TO DATE – BY ETHNICITY



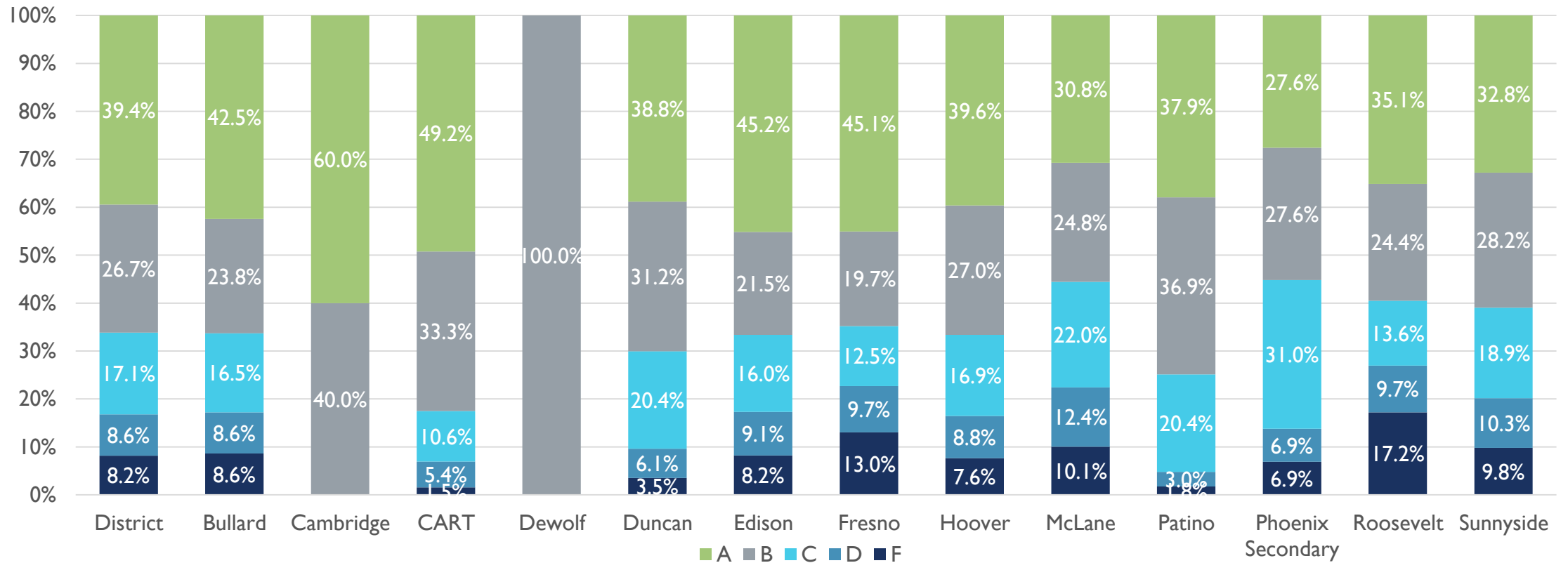
Figures include enrollment of all CTE & Pathway courses (Introductory, Concentrator, & Capstone). Duplicate students may be included, if they are enrolled in more than one CTE or Pathway course.

PERCENTAGE OF STUDENTS ENROLLED IN CTE & PATHWAY COURSES* IN 2017/18 AND 2018/19 TO DATE – BY STUDENT GROUP



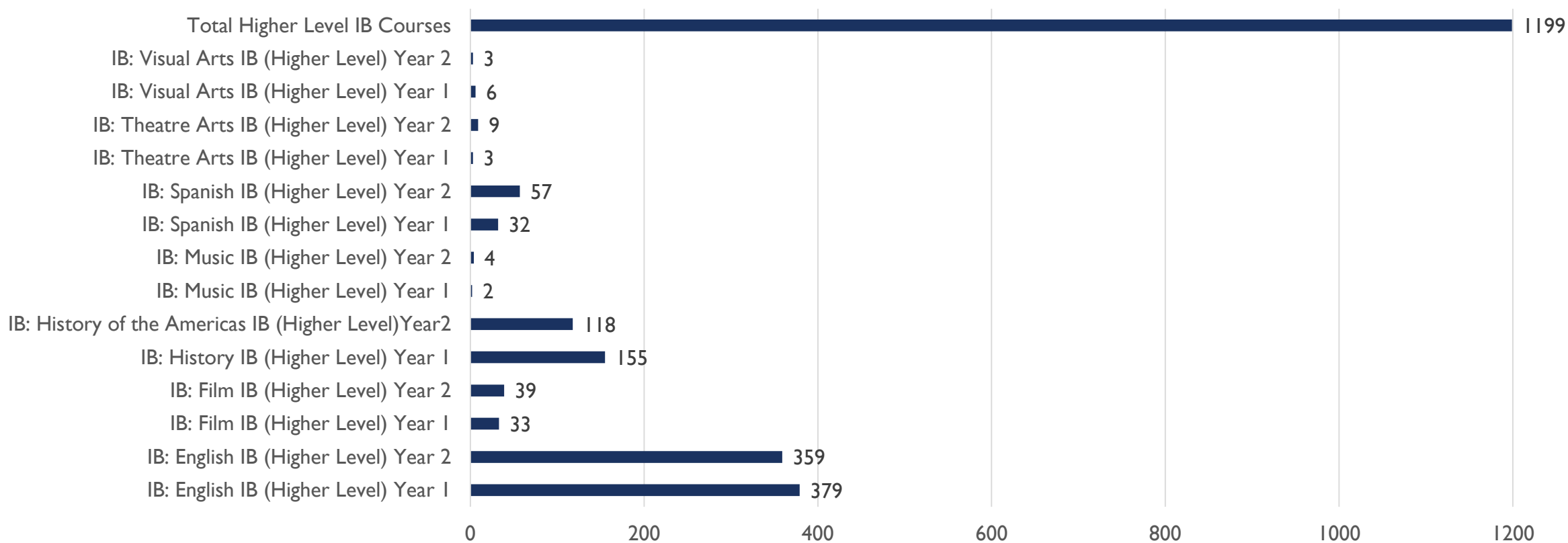
Figures include enrollment of all CTE & Pathway courses (Introductory, Concentrator, & Capstone). Duplicate students may be included, if they are enrolled in more than one CTE or Pathway course.

2018-19 CTE & PATHWAY GRADE DISTRIBUTION BY SCHOOL SITE – SEMESTER I



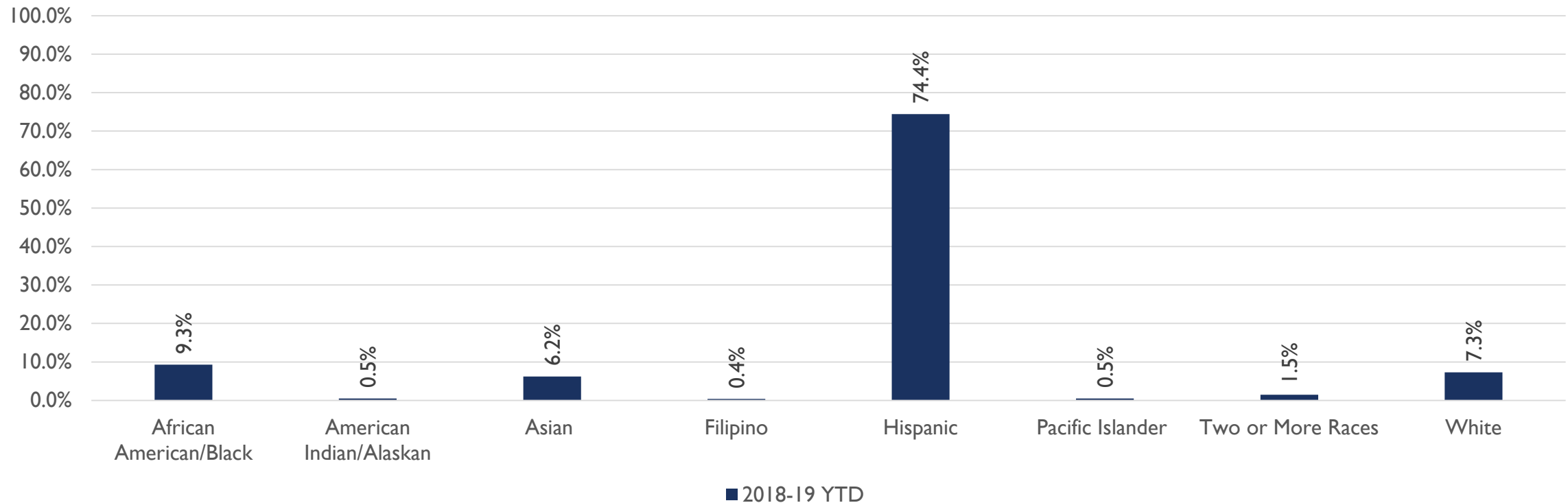
Figures include enrollment of all CTE & Pathway courses (Introductory, Concentrator, & Capstone). Duplicate students may be included, if they are enrolled in more than one CTE or Pathway course.

HIGHER LEVEL IB COURSE ENROLLMENT 2018/19 YTD – BY COURSE



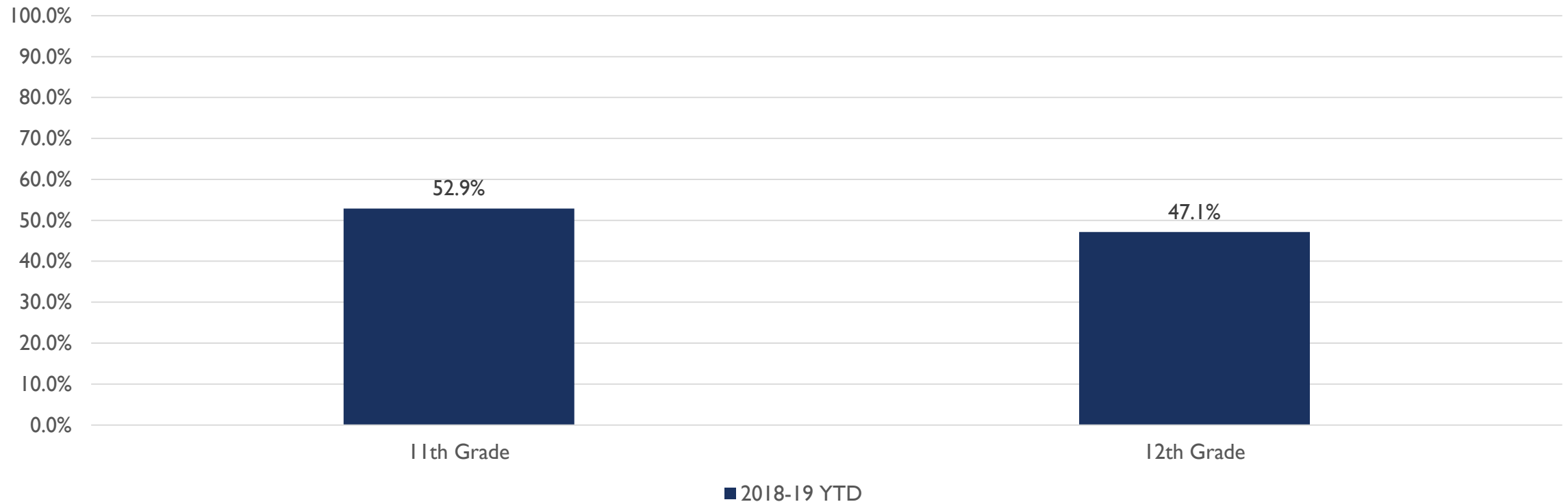
Figures include enrollment counts for all students currently enrolled in Higher Level IB Courses as of January 10, 2019. Figures include duplicate students, as some students are enrolled in more than one Higher Level IB course.

PERCENTAGE OF STUDENTS ENROLLED IN HIGHER LEVEL IB COURSES IN 2018/19 YTD – BY ETHNICITY



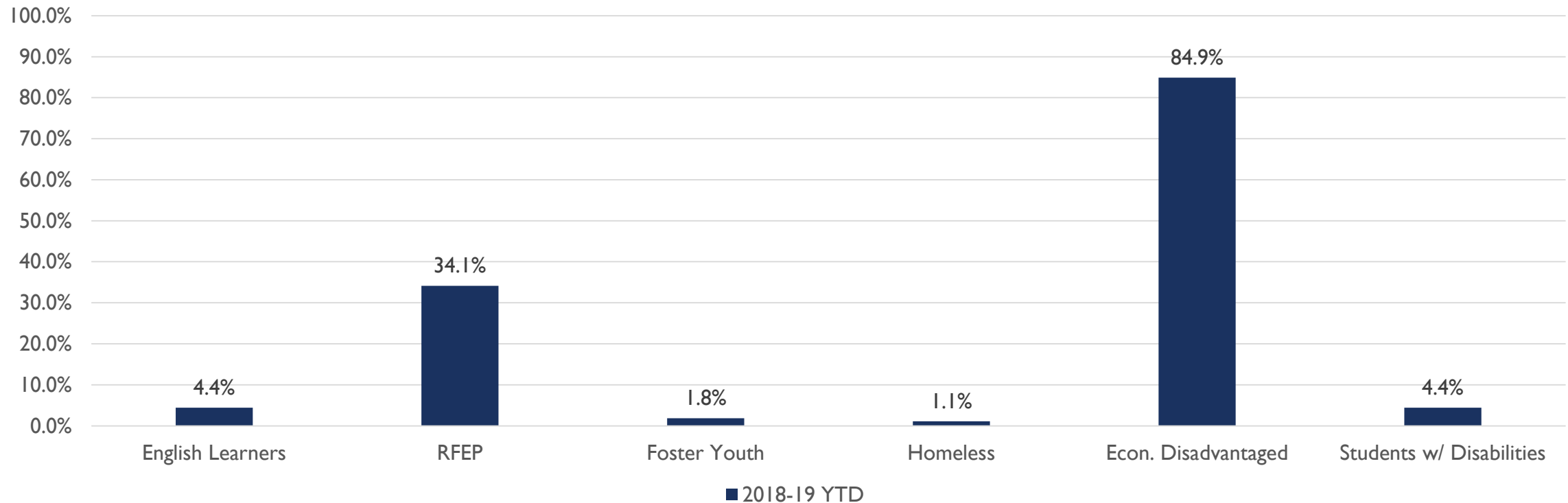
2018-19 figures include students currently enrolled in Higher Level IB courses as of January 10, 2019.

PERCENTAGE OF HIGHER LEVEL IB ENROLLMENT IN 2018/19 YTD – BY GRADE LEVEL



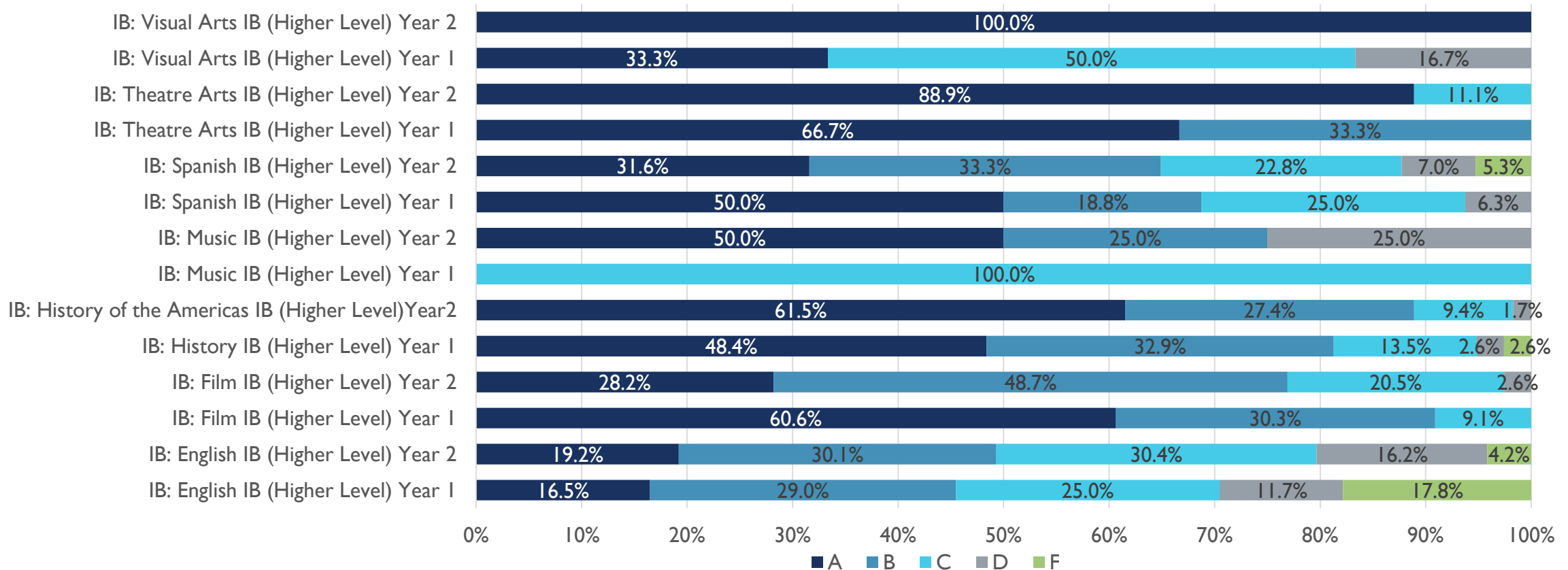
2018-19 figures include students currently enrolled in Higher Level IB courses as of January 10, 2019.

PERCENTAGE OF STUDENTS ENROLLED IN HIGHER LEVEL IB COURSES IN 2018/19 YTD – BY STUDENT GROUP



2018-19 figures include students currently enrolled in Higher Level IB courses as of January 10, 2019.



HIGHER LEVEL IB COURSE GRADE DISTRIBUTION BY COURSE – SEMESTER I



Figures include 2018/19 Semester I grades for students currently enrolled in Higher Level IB Courses. Figures include duplicate students, as some students are enrolled in more than one Higher Level IB course.

**FRESNO UNIFIED SCHOOL DISTRICT
BOARD COMMUNICATION**

BC Number: EA - 1

From the Office of the Superintendent	Date: June 14, 2019
To the Members of the Board of Education	
Prepared by: Lindsay Sanders, Chief of Equity and Access	Phone Number: 457-3471
Cabinet Approval: 	
Regarding: Fresno Unified College and Career Progress and Performance	
<p>The purpose of this communication is to provide the Board a summary of College and Career progress metrics for Fresno Unified.</p> <p>The metrics included in this report are:</p> <ul style="list-style-type: none">• Advanced Placement enrollment and grades• International Baccalaureate upper division enrollment and grades• Career Technical Education enrollment and grades• PSAT and SAT number of test takers and results• FASFA completion• Projected number of students who have completed the Seal of Biliteracy by school <p>If you have further questions or require additional information, or would like to meet to review the information, please contact Lindsay Sanders at 457-3471.</p>	
<p>Approved by Superintendent:  _____ Date: <u>6/14/19</u></p> <p>Robert G. Nelson, Ed.D.</p>	

COLLEGE AND CAREER READINESS PROGRESS UPDATE

JUNE 14, 2019

PREPARED BY EQUITY AND ACCESS



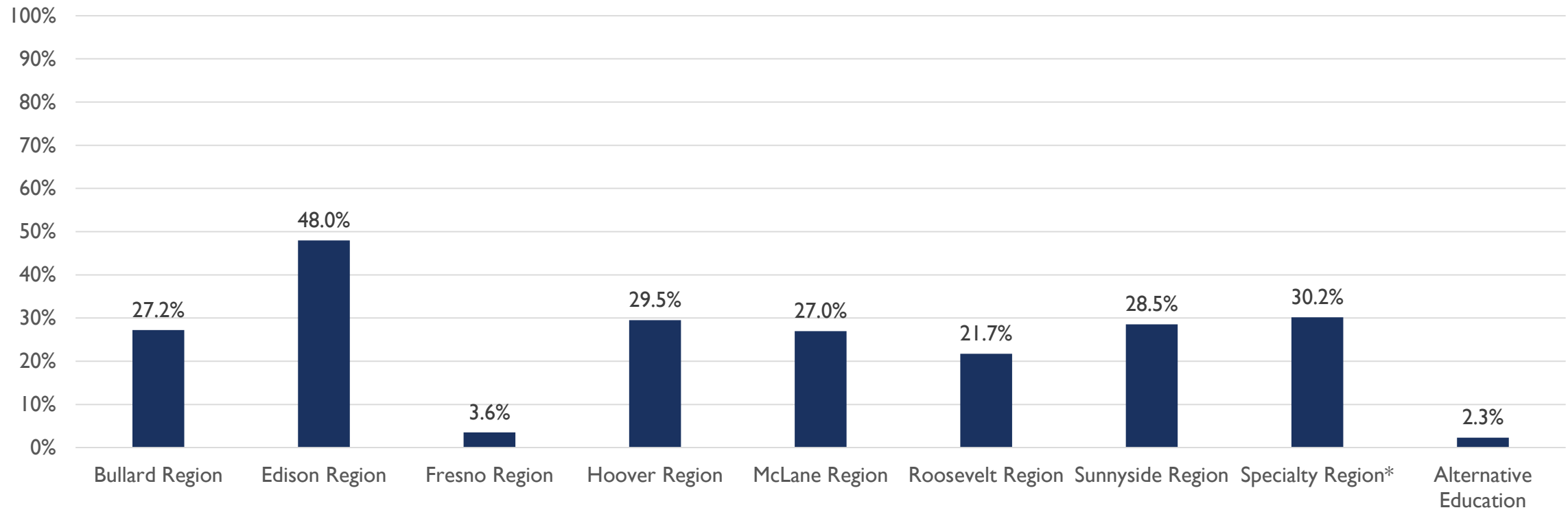
Fresno Unified School District



ADVANCED PLACEMENT (AP) COURSES



PERCENT OF STUDENTS ENROLLED IN AT LEAST ONE AP COURSE BY REGION, 2018/19



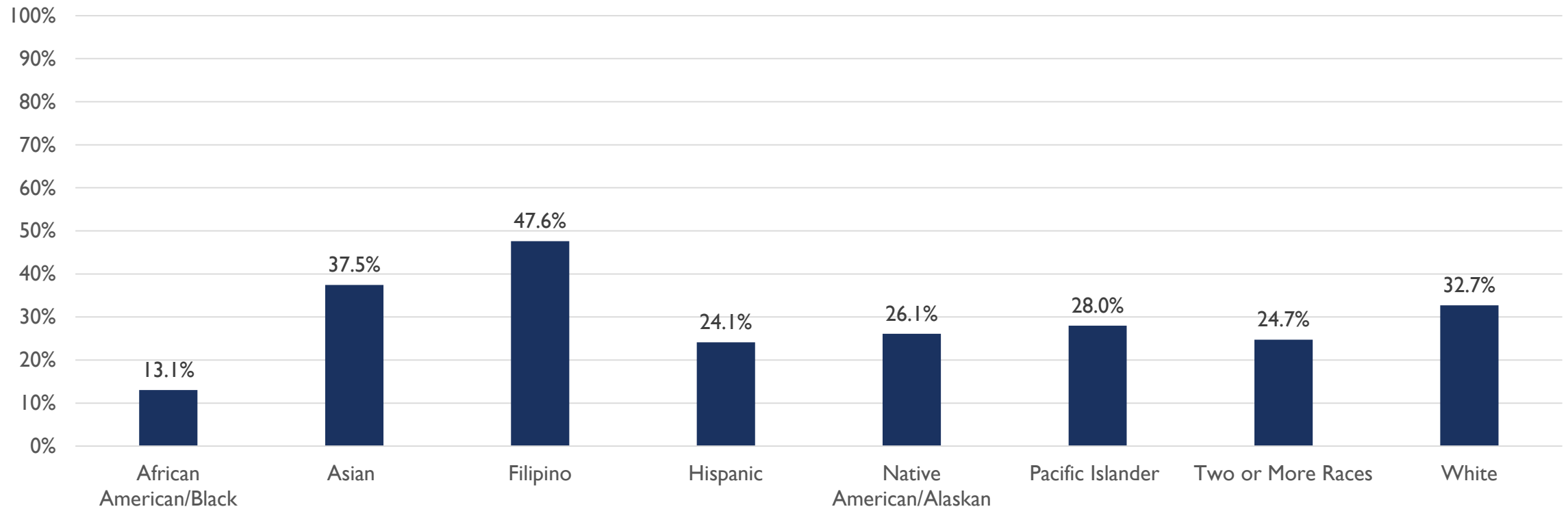
Title: College & Career Readiness Prepared by: Equity & Access Date Source: ATLAS

6/14/2019

3

* Specialty Region includes Design Science, Patino, and Duncan High Schools

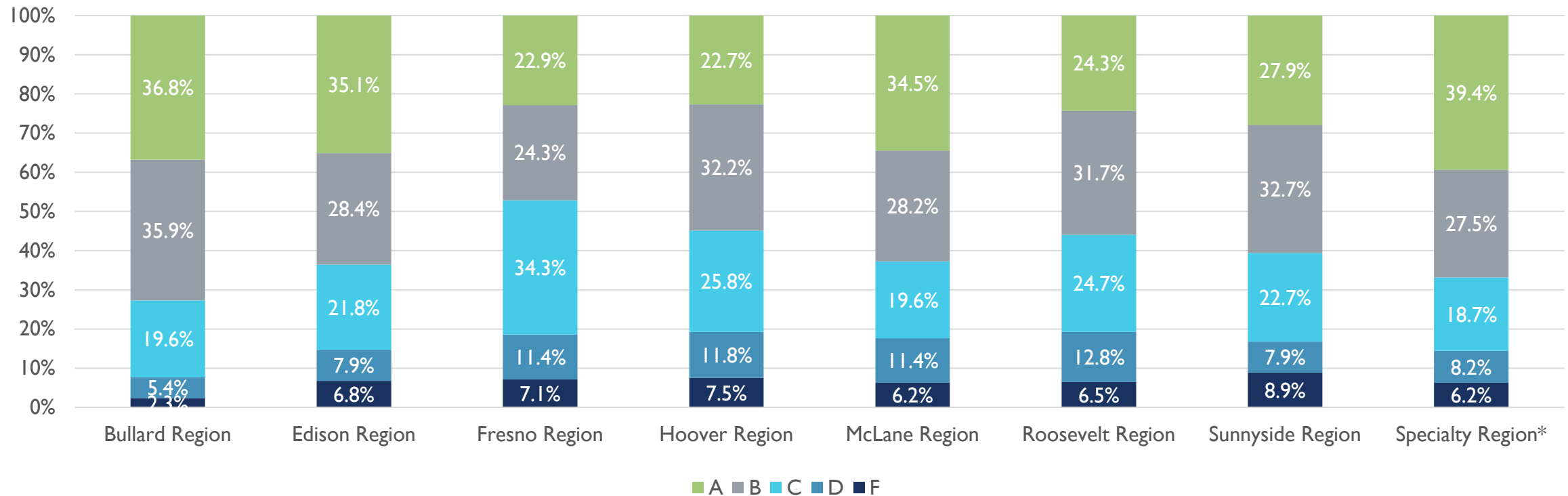
PERCENT OF STUDENTS ENROLLED IN AT LEAST ONE AP COURSE BY ETHNICITY/RACE, 2018/19



PERCENT OF STUDENTS ENROLLED IN AT LEAST ONE AP COURSE BY STUDENT GROUP, 2018/19



LETTER GRADE BREAKDOWN FOR AP COURSES BY REGION, SEMESTER 2, 2018/19



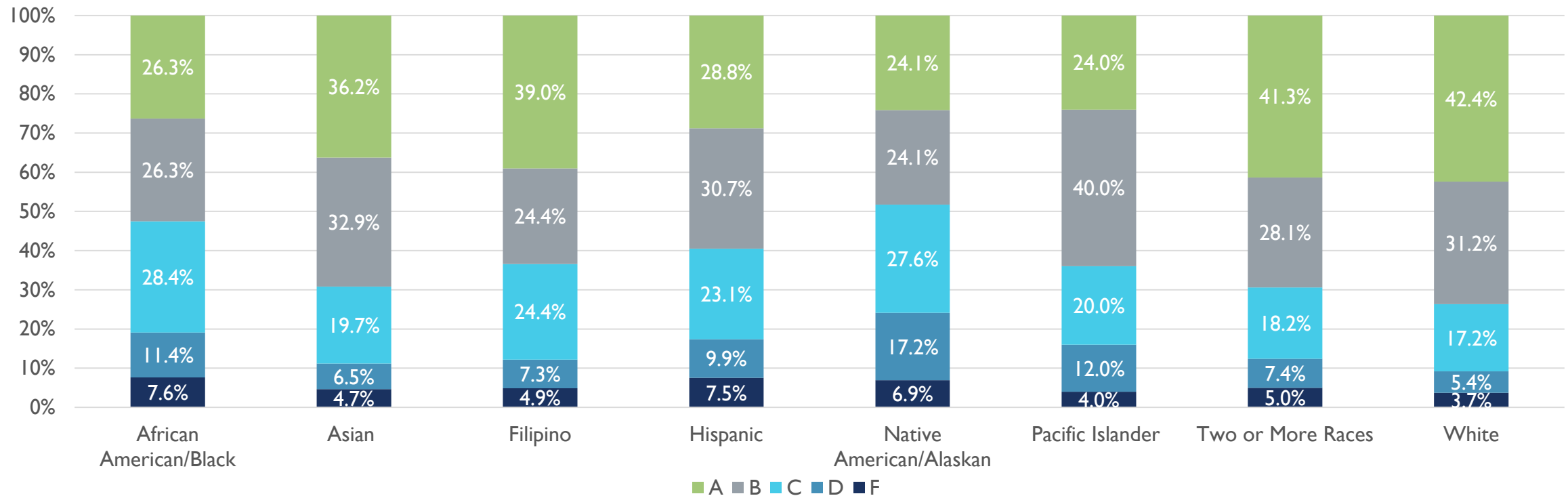
Title: College & Career Readiness Prepared by: Equity & Access Date Source: ATLAS

6/14/2019

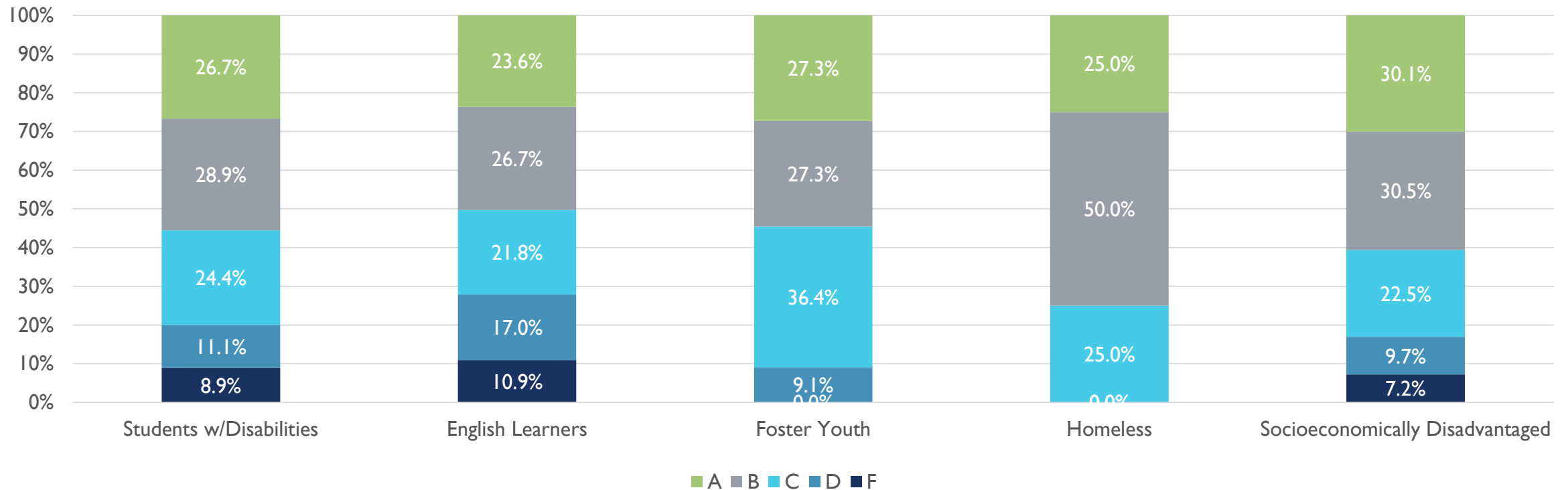
6

* Specialty Region includes Design Science, Patino, and Duncan High Schools.

LETTER GRADE BREAKDOWN FOR AP COURSES BY ETHNICITY/RACE, SEMESTER 2, 2018/19



LETTER GRADE BREAKDOWN FOR AP COURSES BY POPULATION GROUP, SEMESTER 2, 2018/19

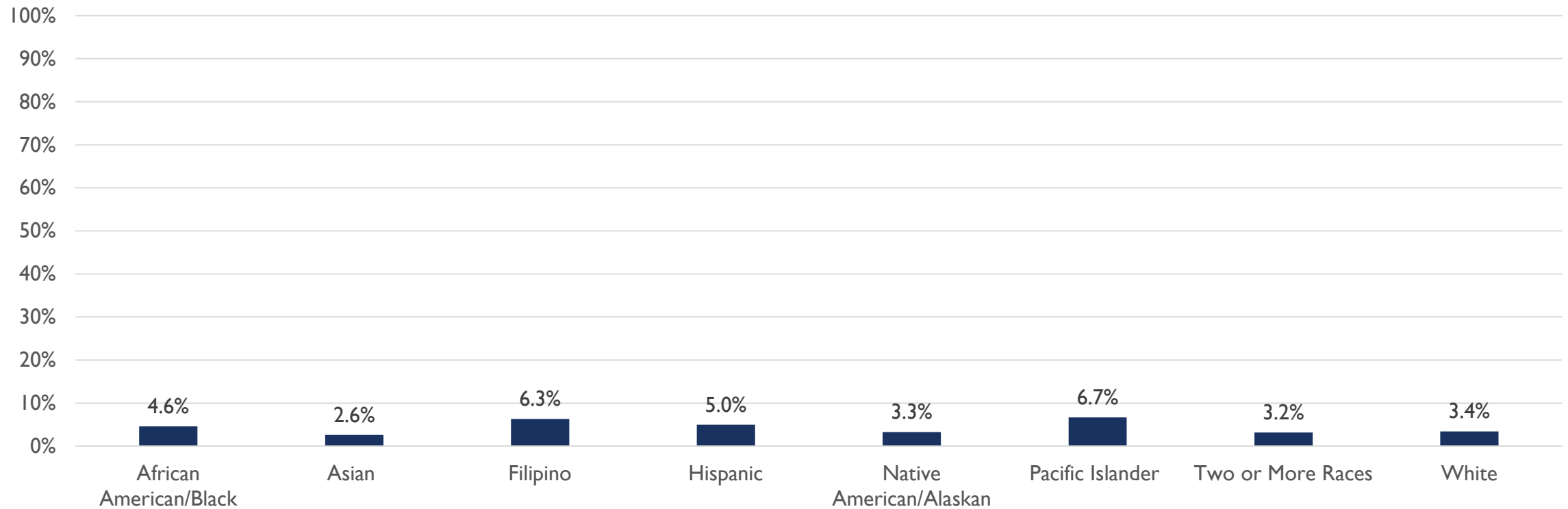




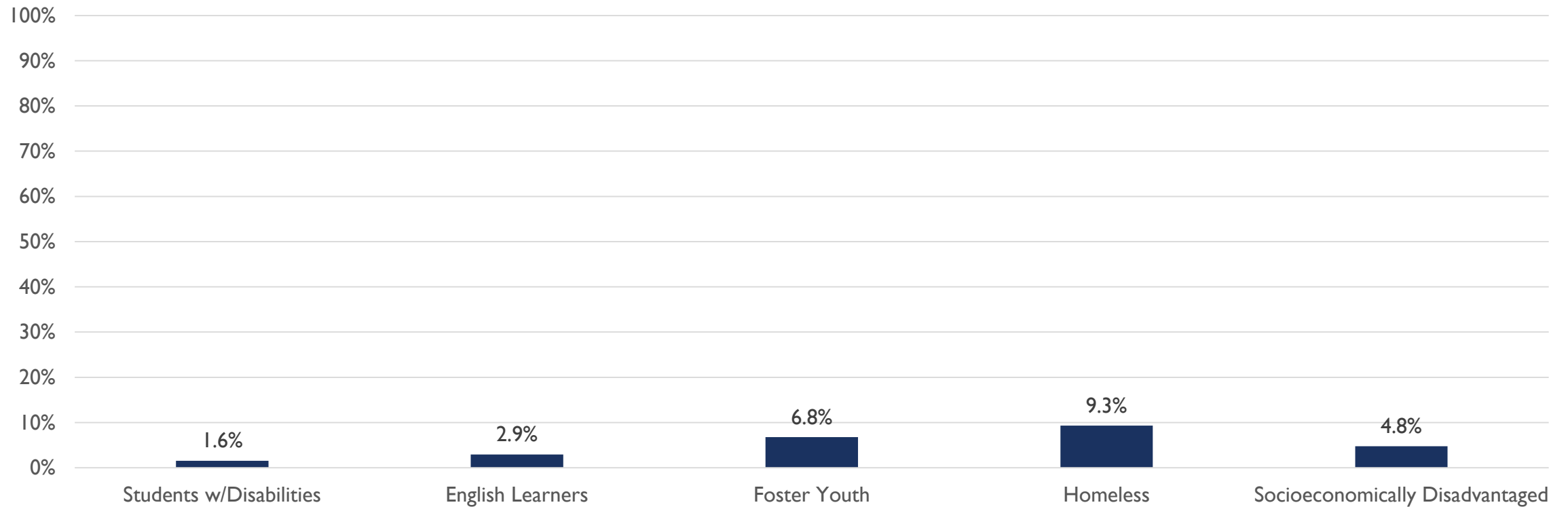
INTERNATIONAL BACCALAUREATE (IB) COURSES AT FRESNO HIGH



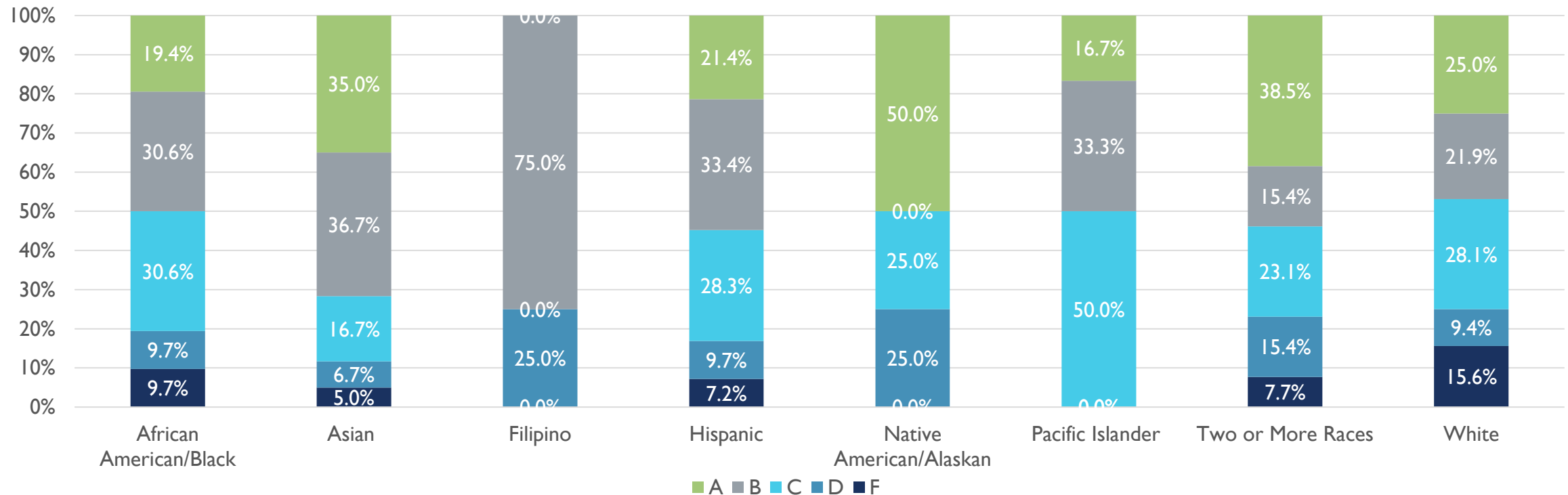
PERCENT OF STUDENTS ENROLLED IN AT LEAST ONE HIGHER LEVEL IB COURSE BY ETHNICITY/RACE, 2018/19



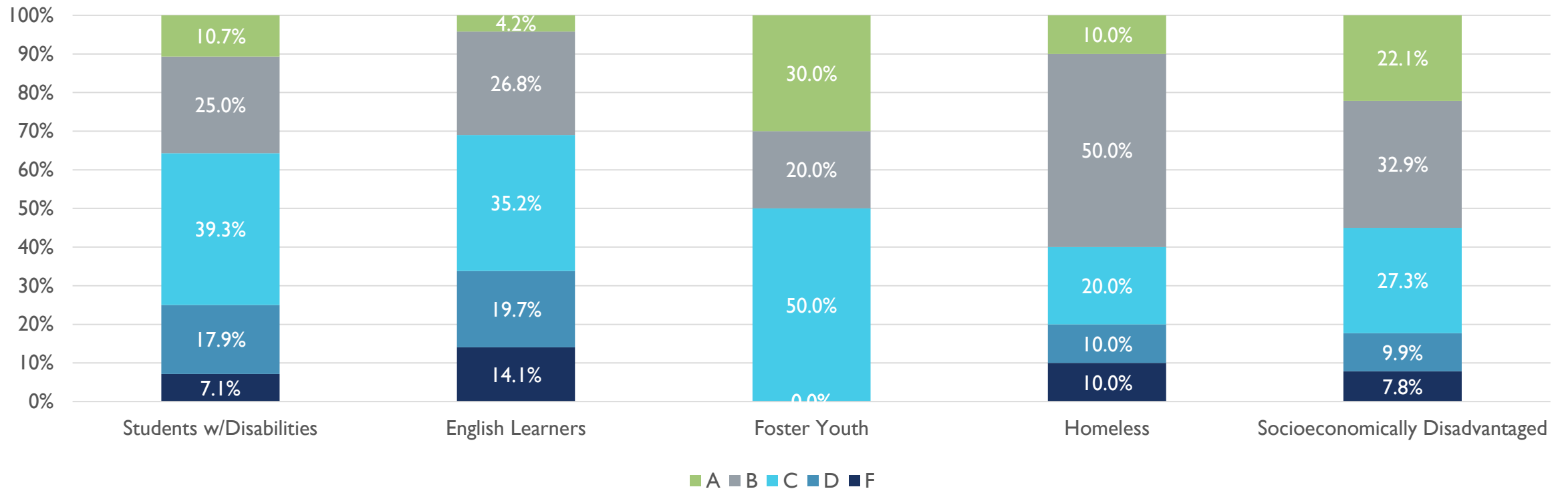
PERCENT OF STUDENTS ENROLLED IN AT LEAST ONE HIGHER LEVEL IB COURSE BY STUDENT GROUP, 2018/19



LETTER GRADE BREAKDOWN FOR HIGHER LEVEL IB COURSES BY ETHNICITY/RACE, SEMESTER 2, 2018/19



LETTER GRADE BREAKDOWN FOR HIGHER LEVEL IB COURSES BY STUDENT GROUP, SEMESTER 2, 2018/19





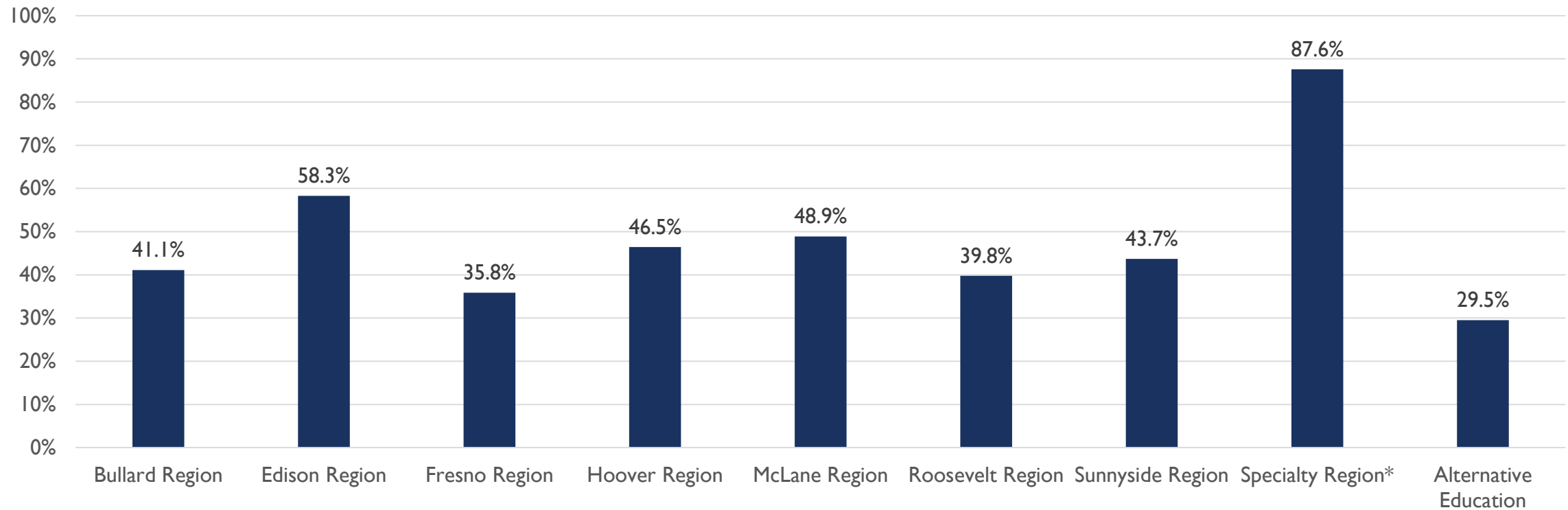
CAREER AND TECHNICAL EDUCATION (CTE) COURSES



CTE AND LINKED LEARNING

- CTE courses, programs, and training focus on the technical and academic skills needed to attain and maintain high-skill, high-demand careers.
 - CTE courses also offer a wide range of additional educational benefits, including critical thinking development, technical literacy, public speaking skills, leadership development, and planning/organization skills.
 - Qualifying courses and course instructors also offer college credit, industry certification, and internships for students.
- Linked Learning Pathways are offered for students in grades 9-12. They provide technical courses integrated with rigorous academics, and combine career-based learning and real-world experiences to make daily learning relevant.
 - Students have four years of progressive study in a pathway.
 - The pathways are CTE based and are part of the district's effort to have all student's be college and career ready.

PERCENT OF STUDENTS ENROLLED IN AT LEAST ONE CTE COURSE BY REGION, 2018/19



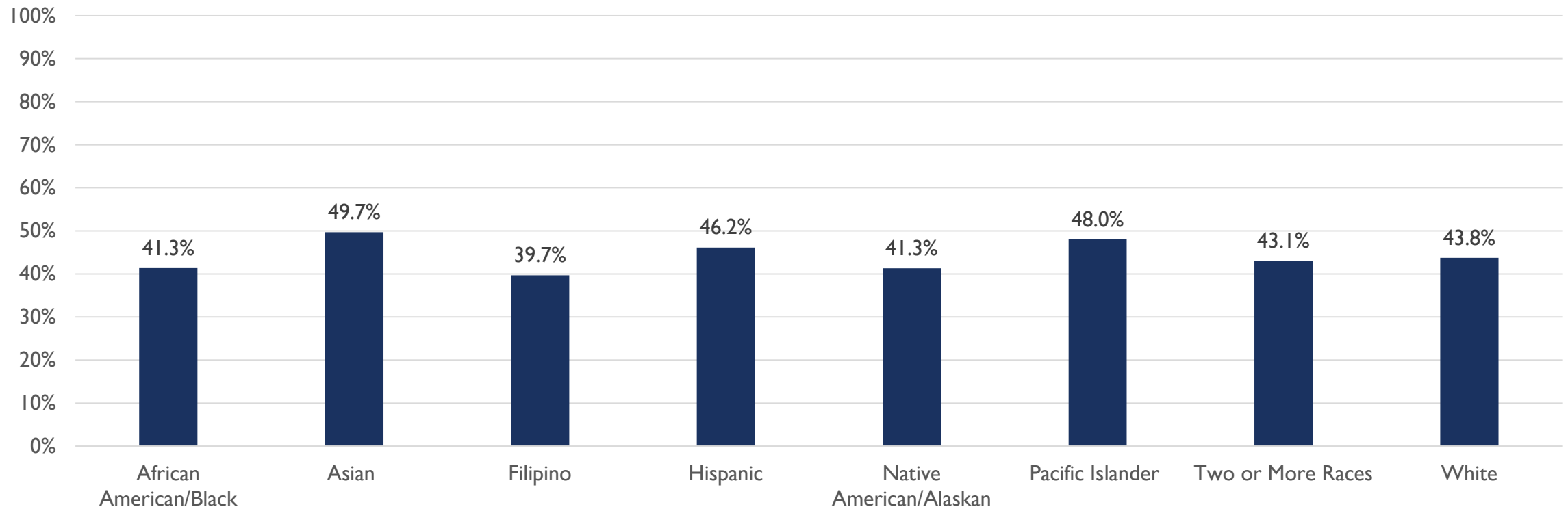
Title: College & Career Readiness Prepared by: Equity & Access Date Source: ATLAS

6/14/2019

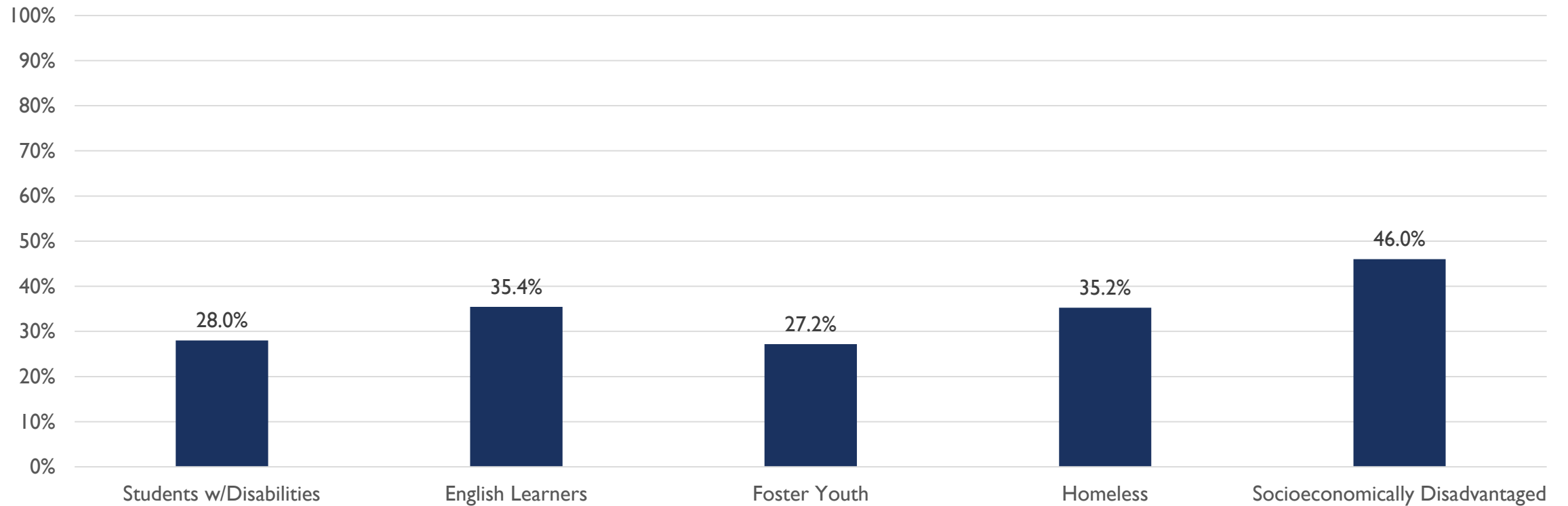
16

* Specialty Region includes Patino and Duncan High Schools. Design Science is excluded because they focus on dual enrollment with Fresno City College and do not offer CTE courses currently

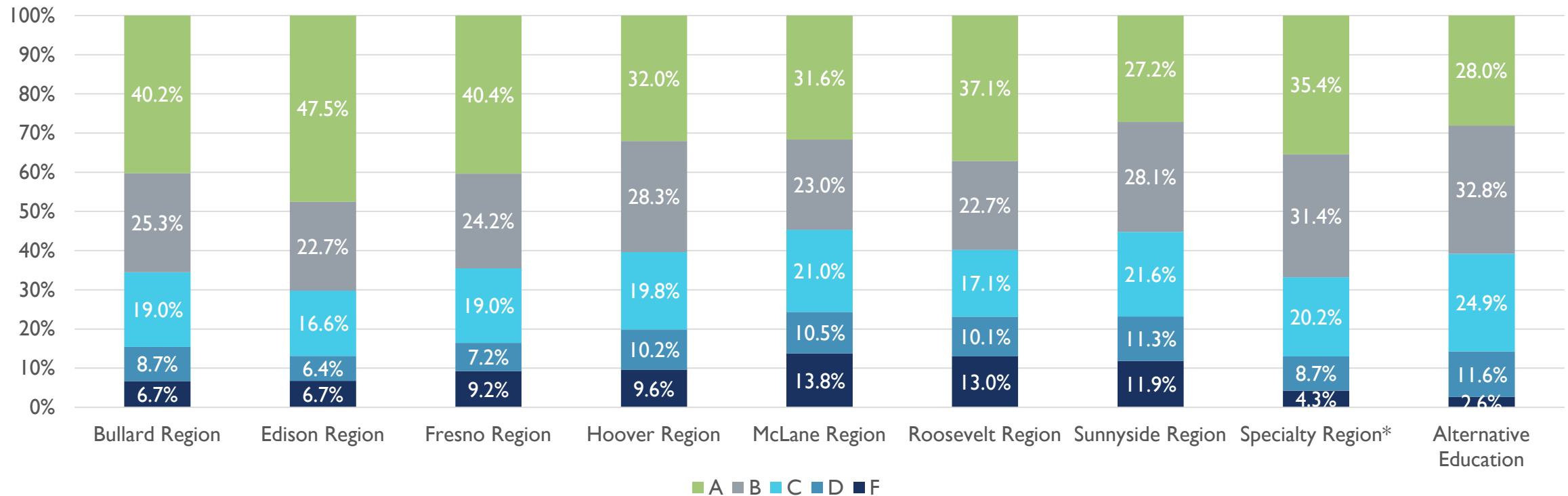
PERCENT OF STUDENTS ENROLLED IN AT LEAST ONE CTE COURSE BY ETHNICITY/RACE, 2018/19



PERCENT OF STUDENTS ENROLLED IN AT LEAST ONE CTE COURSE BY STUDENT GROUP, 2018/19



LETTER GRADE BREAKDOWN FOR CTE COURSES BY REGION, SEMESTER 2, 2018/19



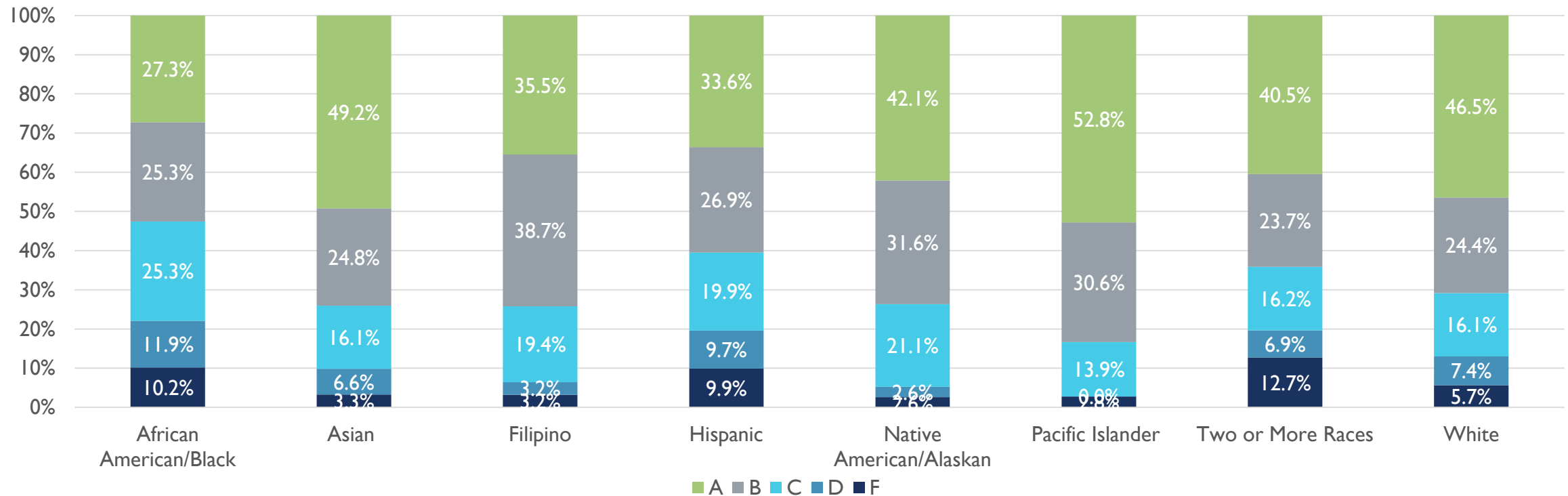
Title: College & Career Readiness Prepared by: Equity & Access Date Source: ATLAS

6/14/2019

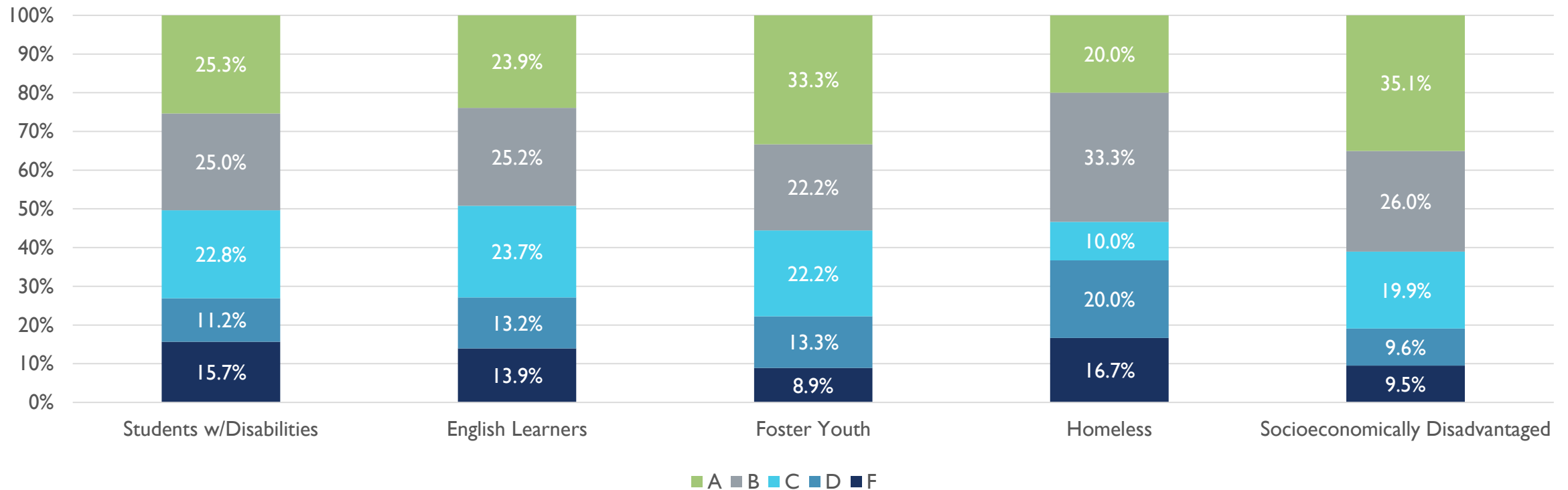
19

* Specialty Region includes Design Science, Patino, and Duncan High Schools.

LETTER GRADE BREAKDOWN FOR CTE COURSES BY ETHNICITY/RACE, SEMESTER 2, 2018/19



LETTER GRADE BREAKDOWN FOR CTE COURSES BY STUDENT GROUP, SEMESTER 2, 2018/19





PRELIMINARY SCHOLASTIC ASSESSMENT TEST (PSAT) RESULTS



PSAT NUMBER OF TEST TAKERS, 2016/17-2018/19

Academic Year	Total Number of Test Takers
2016/17	16,036
2017/18	17,175
2018/19	17,367

AVERAGE OVERALL SCORES AND PERCENTILE FOR PSAT TEST TAKERS BY GRADE LEVEL, 2016/17-2018/19

	2016/17		2017/18		2018/19	
	Overall Average Score	Average NR Percentile	Overall Average Score	Average NR Percentile	Overall Average Score	Average NR Percentile
8 th Grade	723	27	710	25	702	24
9 th Grade	755	25	751	25	750	25
10 th Grade	807	27	802	26	794	25
11 th Grade	859	31	852	30	850	30

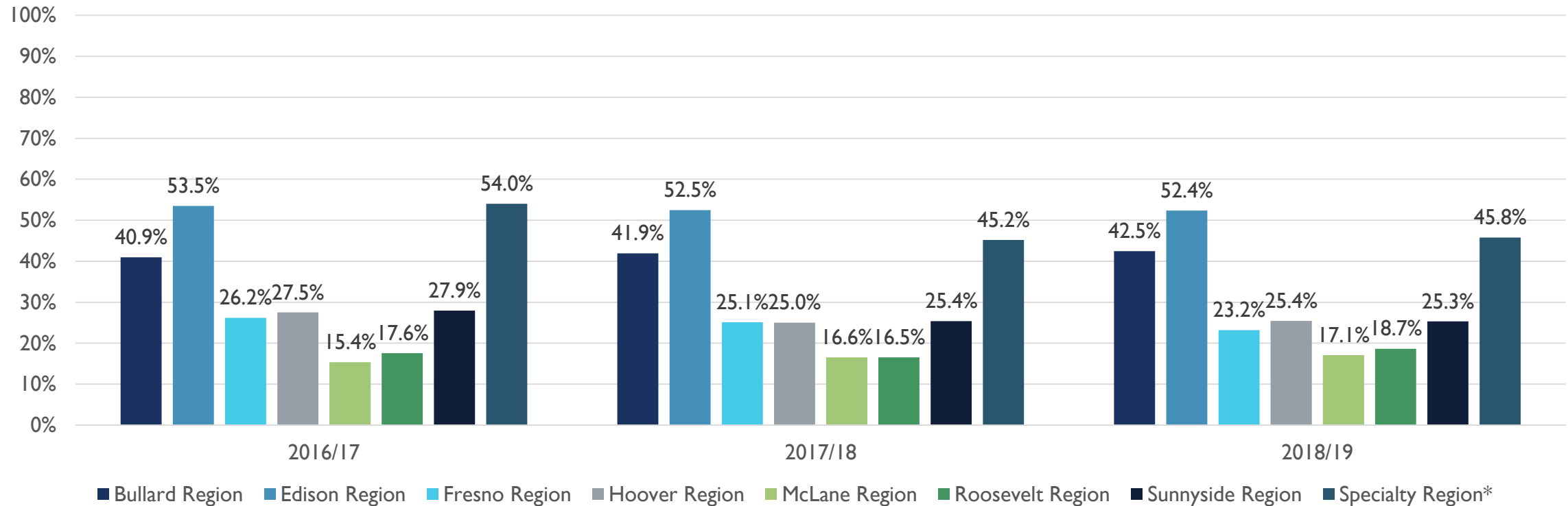
8th and 9th Graders take the PSAT 8/9 with overall scores ranging from 240-1440.

10th and 11th Graders take the PSAT/National Merit Scholarship Qualifying Test (NMSQT) with overall scores ranging from 320-1520.

A student's National Representative (NR) Percentile rank represents how their performance compares to all other U.S. students in a particular grade.

If a student's NR percentile is at 40, then 40% of all other student scored at or below that student's score.

PERCENTAGE OF STUDENTS WHO MET/EXCEEDED GRADE LEVEL BENCHMARKS FOR THE PSAT ON THE EBRW* PORTION BY REGION, 2016/17-2018/19



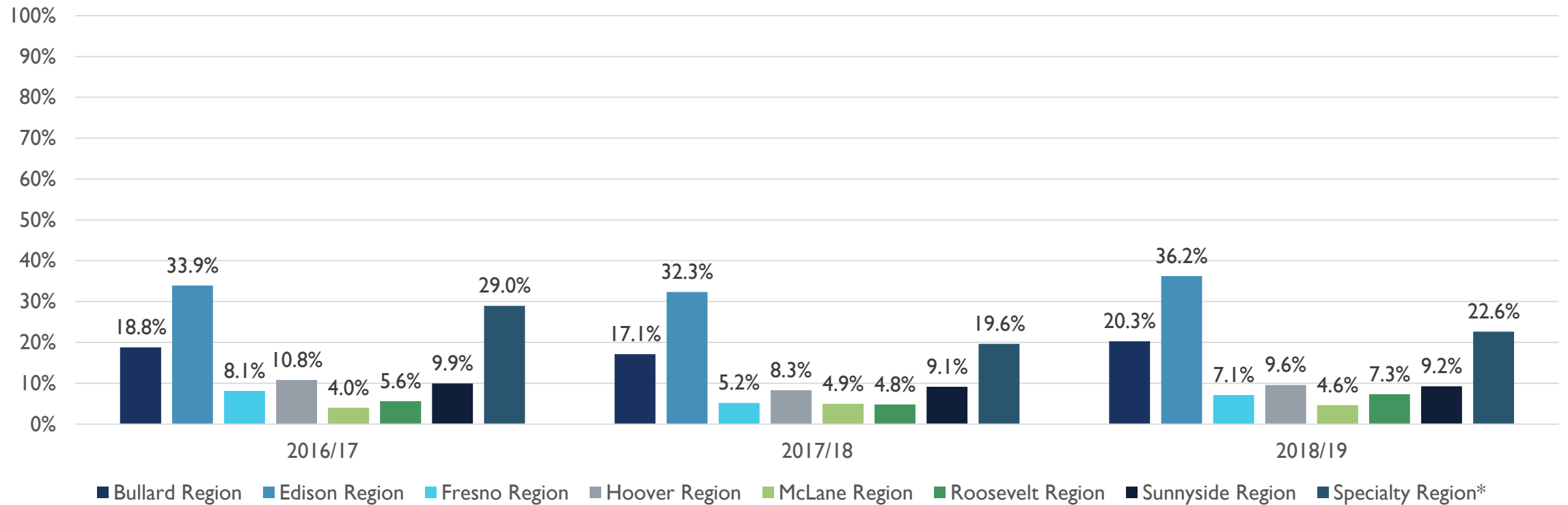
Title: College & Career Readiness Prepared by: Equity & Access Date Source: ATLAS

6/14/2019

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* Specialty Region includes Design Science, Patino, and Duncan High Schools. *EBRW is Evidence-Based Reading and Writing

PERCENTAGE OF STUDENTS WHO MET/EXCEEDED GRADE LEVEL BENCHMARKS FOR THE PSAT ON THE MATH PORTION BY REGION, 2016/17-2018/19



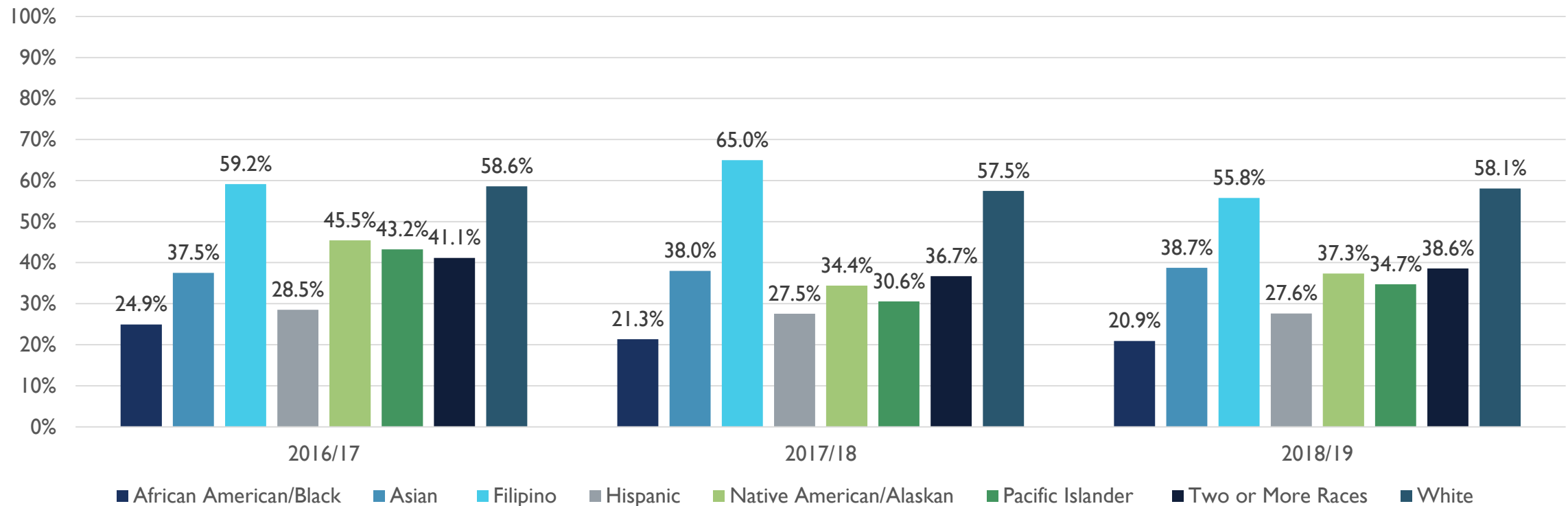
Title: College & Career Readiness Prepared by: Equity & Access Date Source: ATLAS

6/14/2019

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* Specialty Region includes Design Science, Patino, and Duncan High Schools.

PERCENTAGE OF STUDENTS WHO MET/EXCEEDED GRADE LEVEL BENCHMARKS FOR THE PSAT ON THE EBRW* PORTION BY ETHNICITY/RACE, 2016/17-2018/19



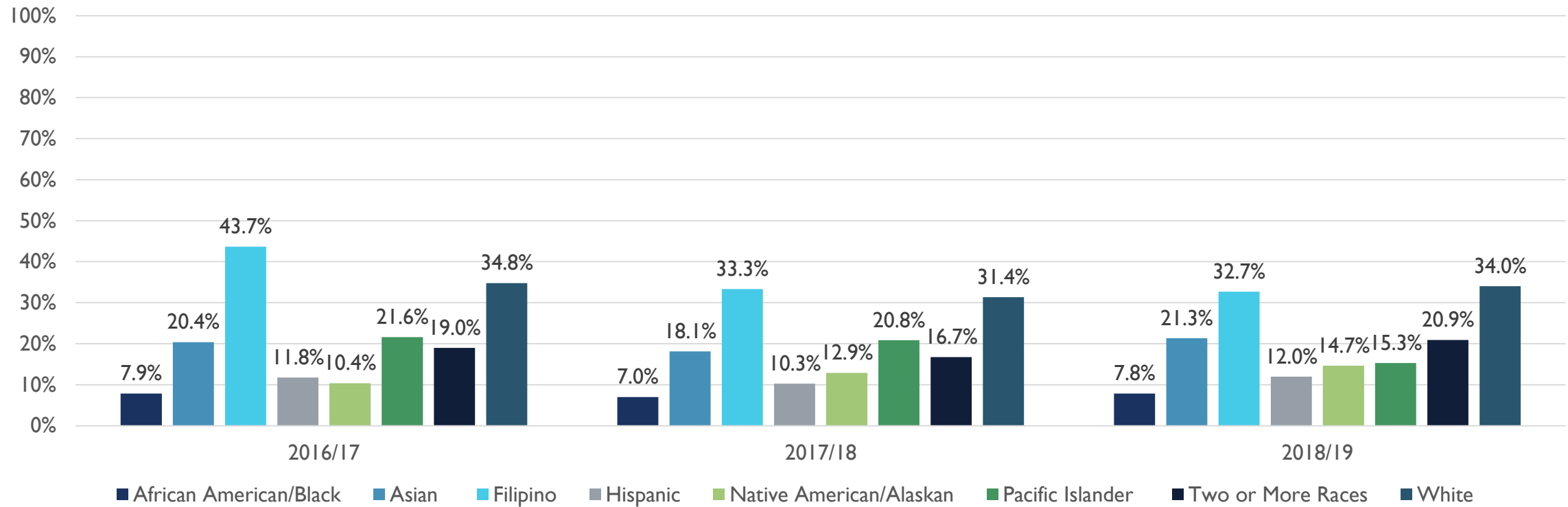
*EBRW is Evidence-Based Reading and Writing

Title: College & Career Readiness Prepared by: Equity & Access Date Source: ATLAS

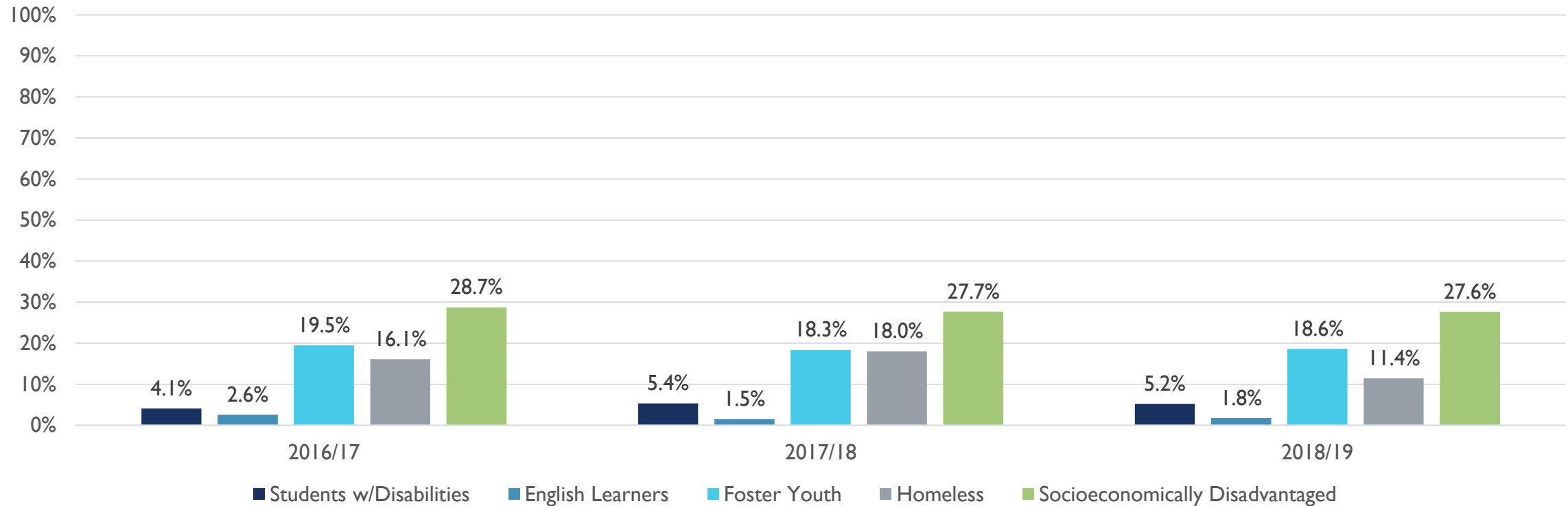
6/14/2019

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PERCENTAGE OF STUDENTS WHO MET/EXCEEDED GRADE LEVEL BENCHMARKS FOR THE PSAT ON THE MATH PORTION BY ETHNICITY/RACE, 2016/17-2018/19



PERCENTAGE OF STUDENTS WHO MET/EXCEEDED GRADE LEVEL BENCHMARKS FOR THE PSAT ON THE EBRW* PORTION BY STUDENT GROUP, 2016/17-2018/19



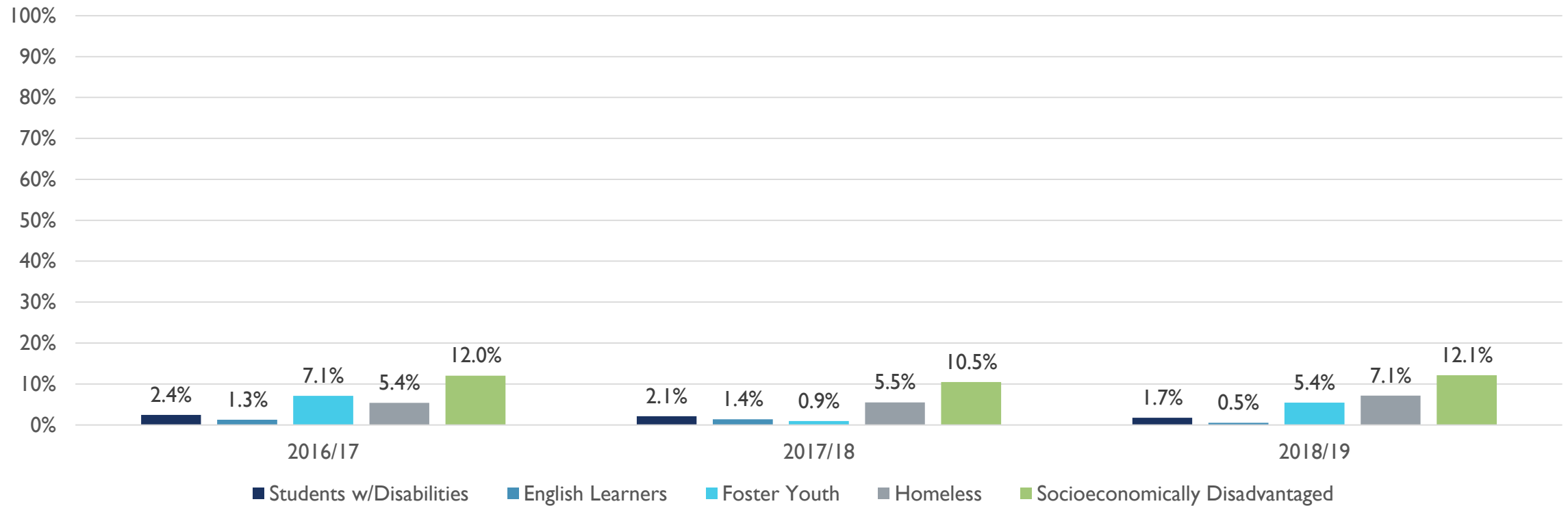
*EBRW is Evidence-Based Reading and Writing

Title: College & Career Readiness Prepared by: Equity & Access Date Source: ATLAS

6/14/2019

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PERCENTAGE OF STUDENTS WHO MET/EXCEEDED GRADE LEVEL BENCHMARKS FOR THE PSAT ON THE MATH PORTION BY STUDENT GROUP, 2016/17-2018/19





SCHOLASTIC ASSESSMENT TEST (SAT) RESULTS



SAT NUMBER OF TEST TAKERS, 2016/17-2018/19

Academic Year	Total Number of Test Takers
2016/17	3,203
2017/18	4,367
2018/19	3,722

AVERAGE SCORES AND PERCENTILE FOR SAT TEST TAKERS

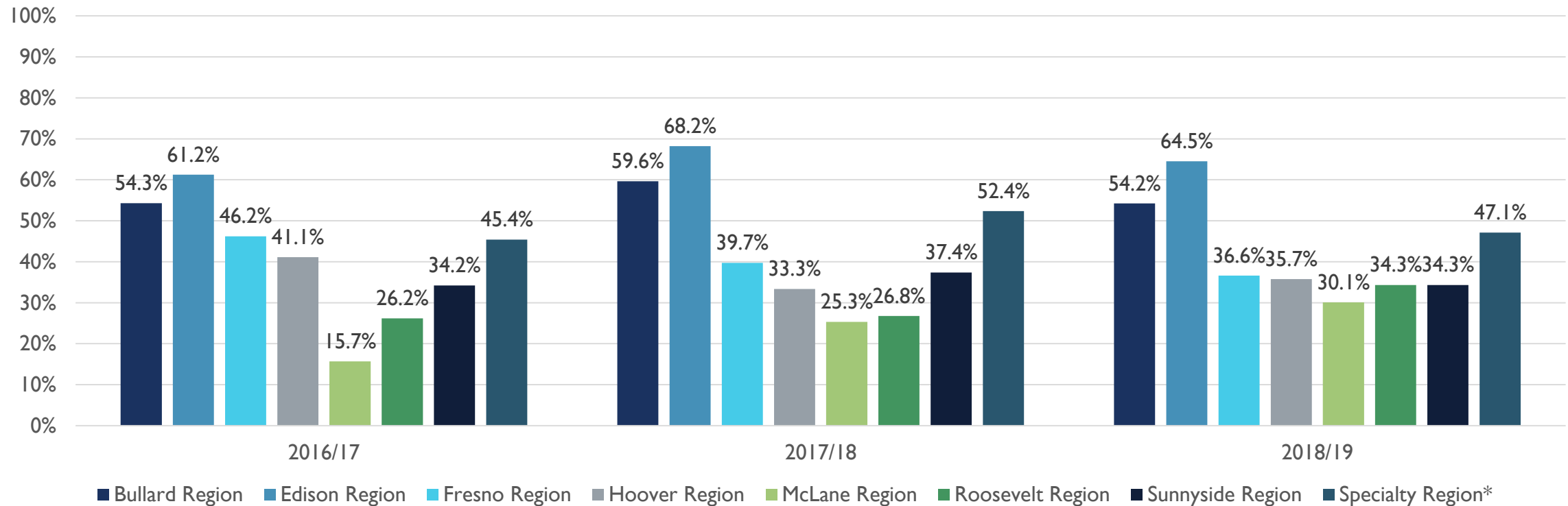
2016/17-2018/19

	2016/17	2017/18	2018/19
NR Percentile Average	34	37	36
Overall Average	923	937	928
EBRW Average	469	478	472
Math Average	454	459	456

Overall SAT scores range from 400-1600.

A student's National Representative (NR) Percentile rank represents how their performance compares to all other U.S. students in a particular grade.
If a student's NR percentile is at 40, then 40% of all other student scored at or below that student's score.

PERCENTAGE OF STUDENTS WHO MET/EXCEEDED GRADE LEVEL BENCHMARKS FOR THE SAT ON THE EBRW* PORTION BY REGION, 2016/17-2018/19



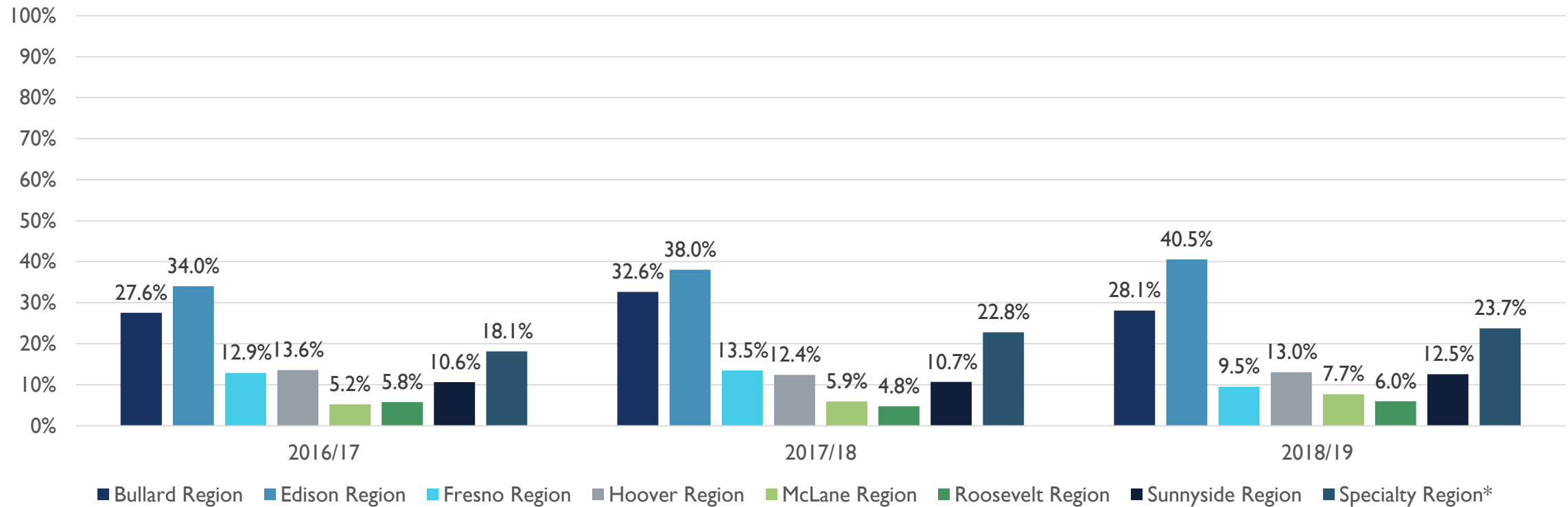
Title: College & Career Readiness Prepared by: Equity & Access Date Source: ATLAS

6/14/2019

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* Specialty Region includes Design Science, Patino, and Duncan High Schools. *EBRW is Evidence-Based Reading and Writing.

PERCENTAGE OF STUDENTS WHO MET/EXCEEDED GRADE LEVEL BENCHMARKS FOR THE SAT ON THE MATH PORTION BY REGION, 2016/17-2018/19



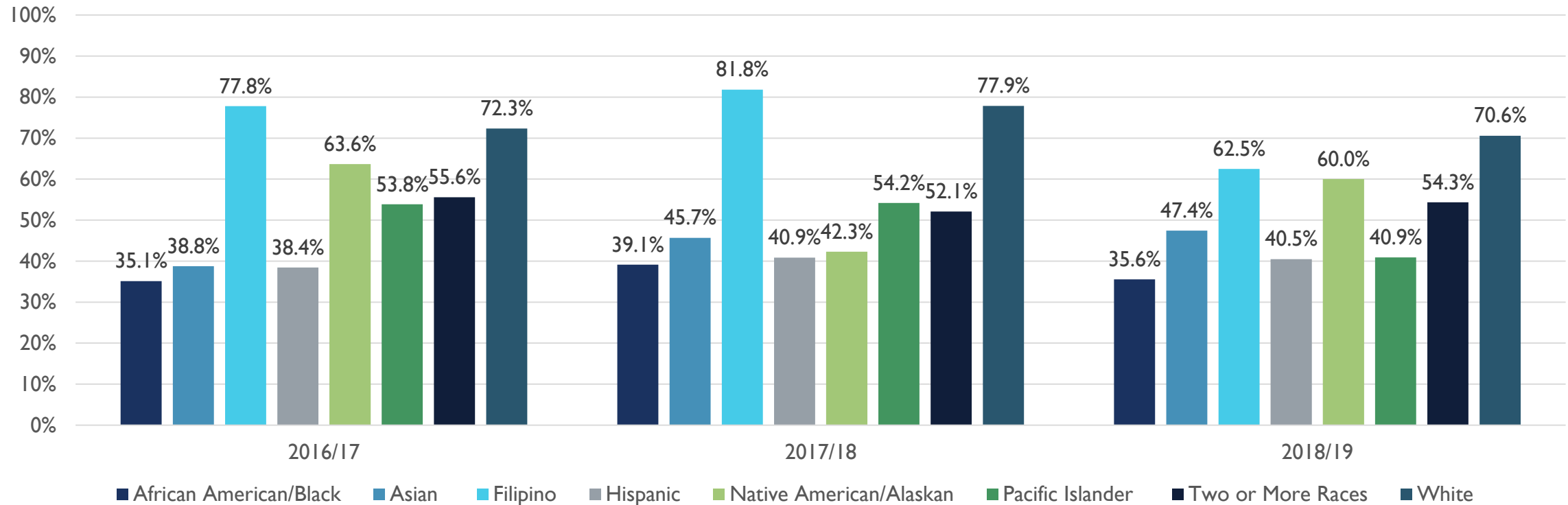
Title: College & Career Readiness Prepared by: Equity & Access Date Source: ATLAS

6/14/2019

35

* Specialty Region includes Design Science, Patino, and Duncan High Schools.

PERCENTAGE OF STUDENTS WHO MET/EXCEEDED GRADE LEVEL BENCHMARKS FOR THE SAT ON THE EBRW* PORTION BY ETHNICITY/RACE, 2016/17-2018/19



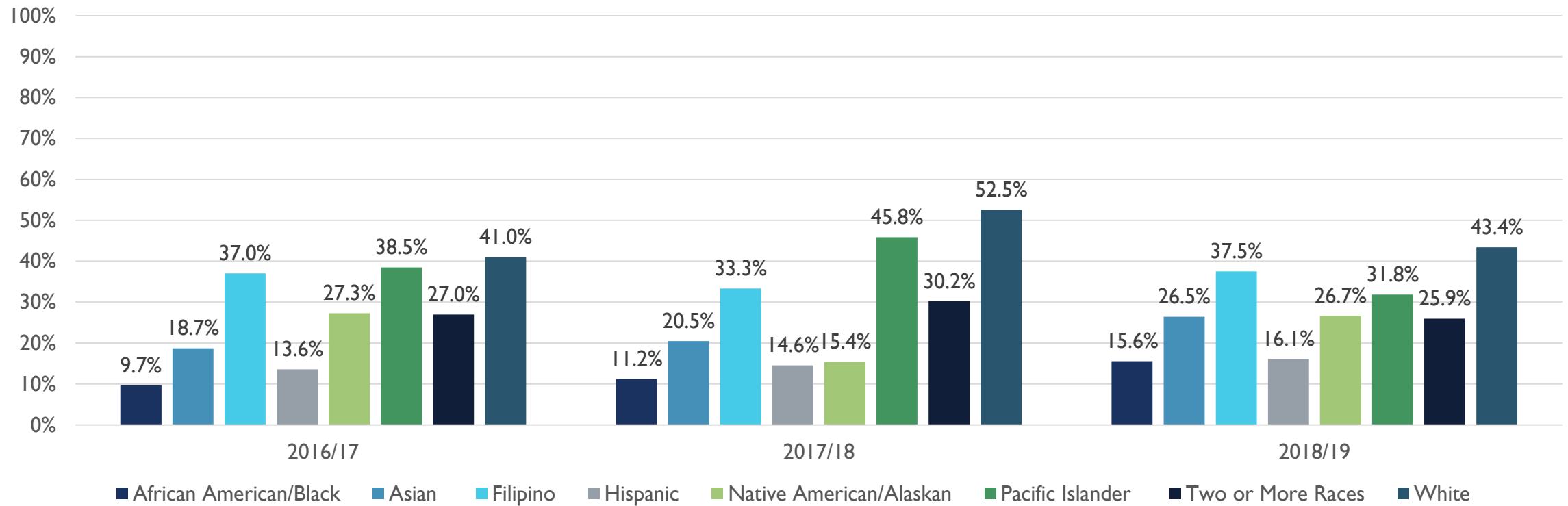
*EBRW is Evidence-Based Reading and Writing

Title: College & Career Readiness Prepared by: Equity & Access Date Source: ATLAS

6/14/2019

36

PERCENTAGE OF STUDENTS WHO MET/EXCEEDED GRADE LEVEL BENCHMARKS FOR THE SAT ON THE MATH PORTION BY ETHNICITY/RACE, 2016/17-2018/19

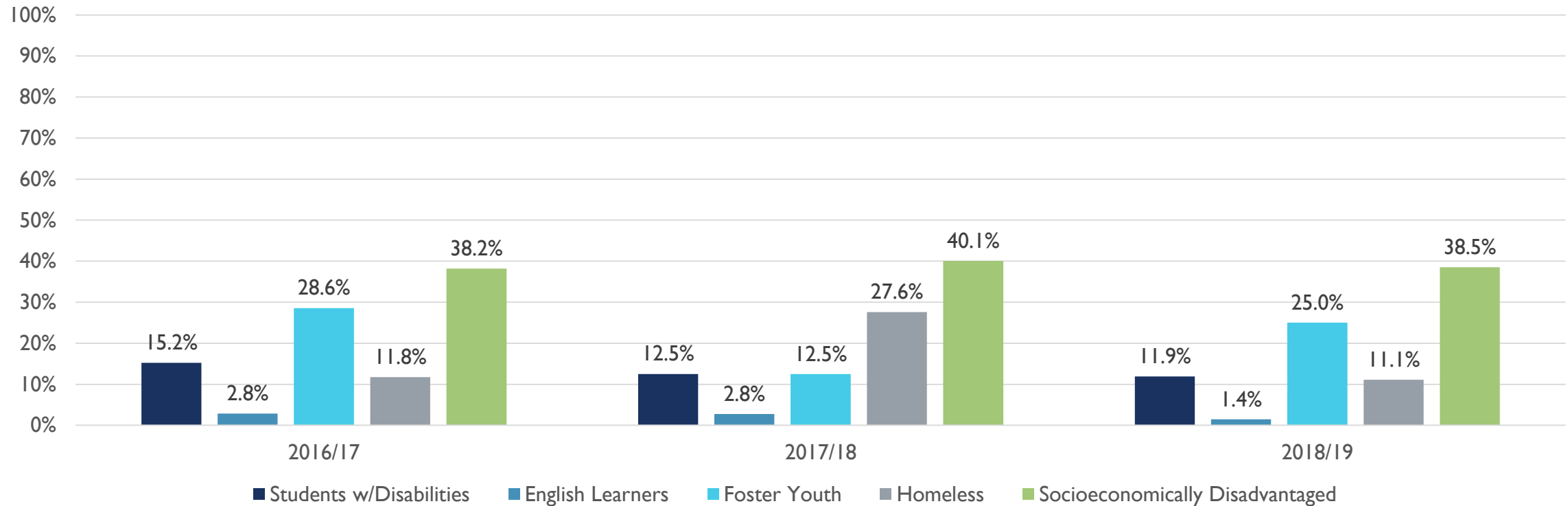


Title: College & Career Readiness Prepared by: Equity & Access Date Source: ATLAS

6/14/2019

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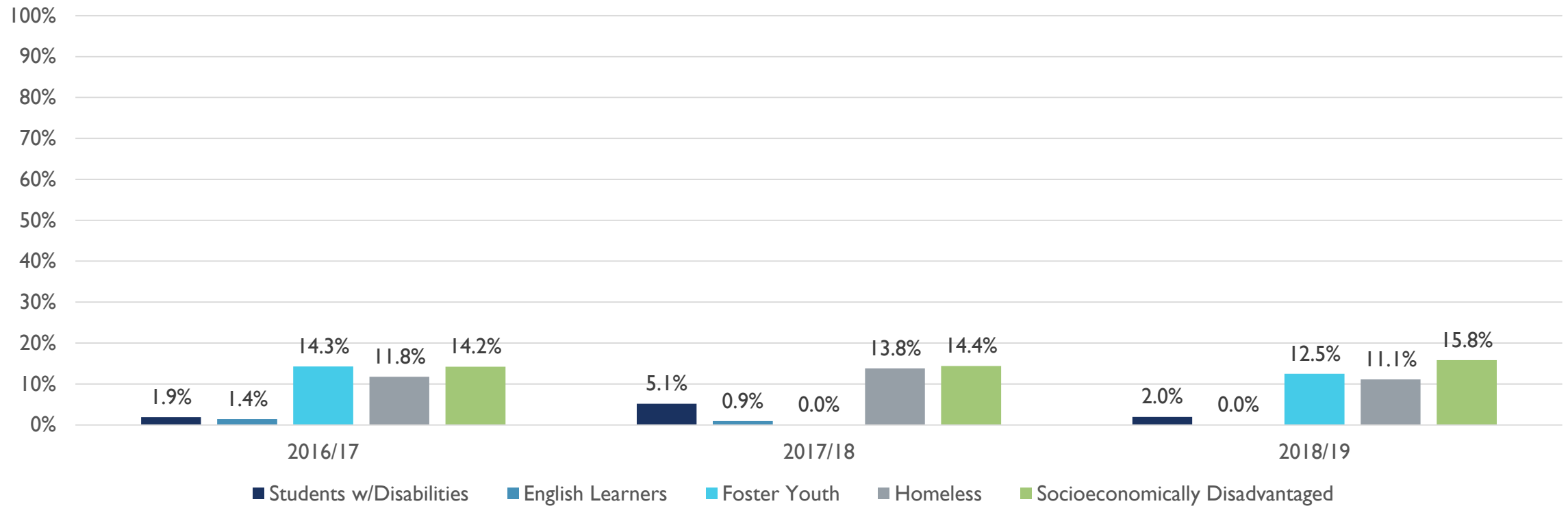
PERCENTAGE OF STUDENTS WHO MET/EXCEEDED GRADE LEVEL BENCHMARKS FOR THE SAT ON THE EBRW* PORTION BY STUDENT GROUP, 2016/17-2018/19



*EBRW is Evidence-Based Reading and Writing

Title: College & Career Readiness Prepared by: Equity & Access Date Source: ATLAS

PERCENTAGE OF STUDENTS WHO MET/EXCEEDED GRADE LEVEL BENCHMARKS FOR THE SAT ON THE MATH PORTION BY STUDENT GROUP, 2016/17-2018/19

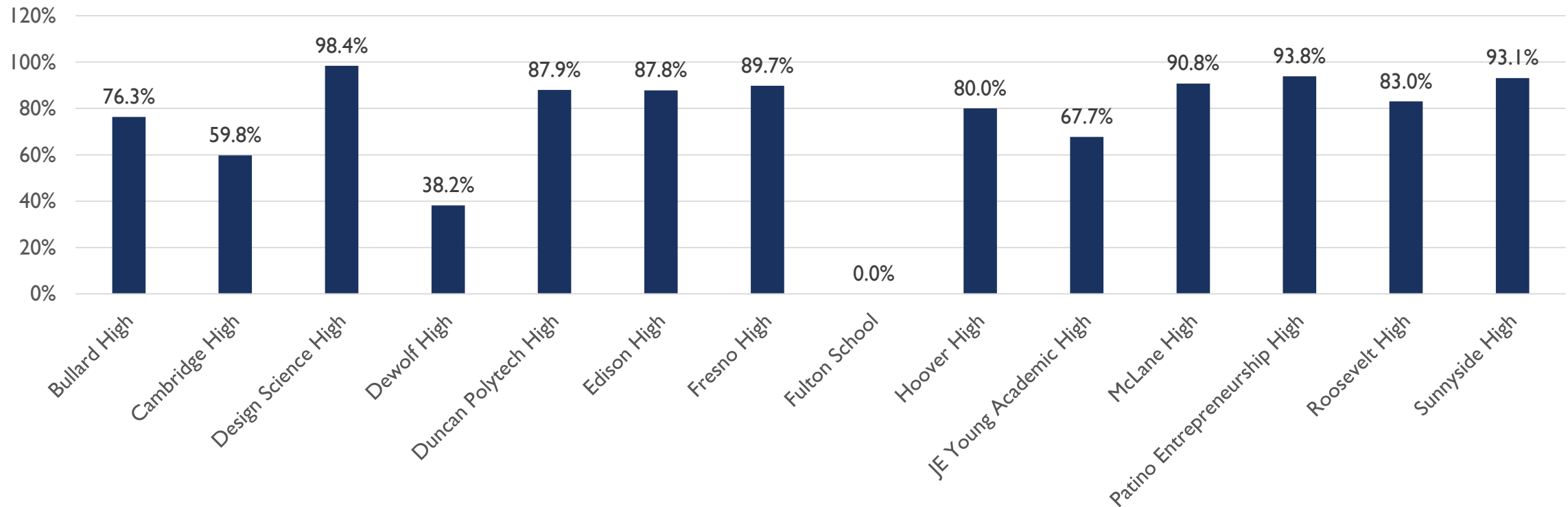




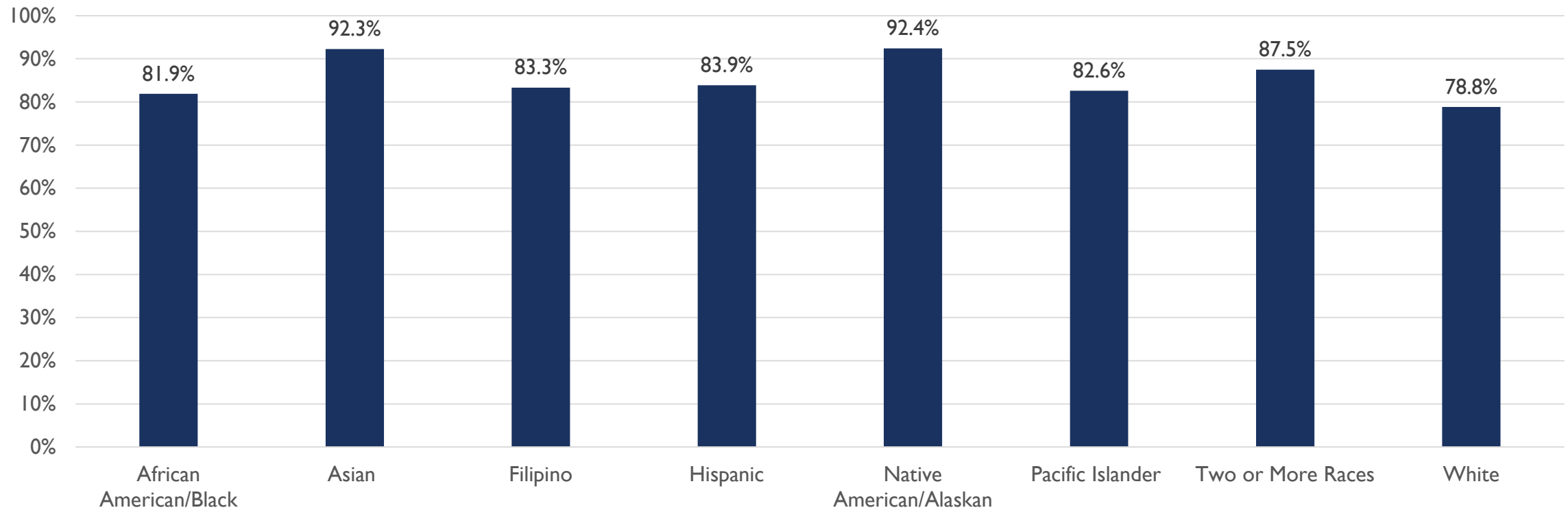
FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA) APPLICATION



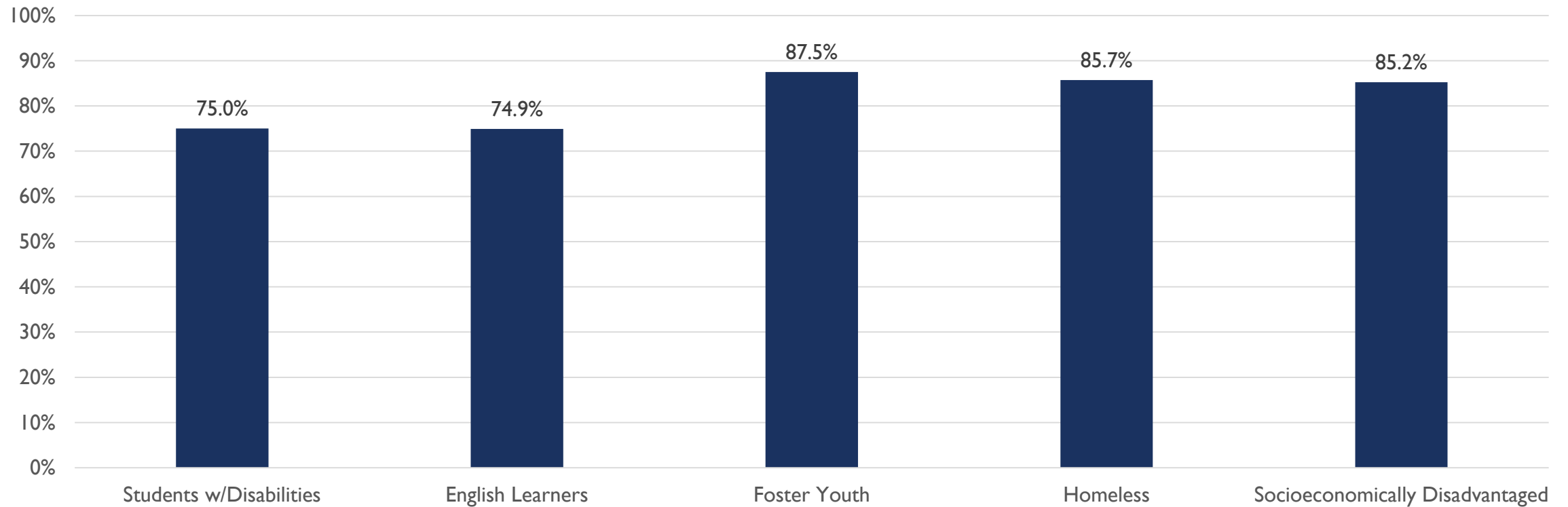
PERCENT OF GRADUATES WHO SUBMITTED A FAFSA APPLICATION BY SCHOOL SITE, 2018/19



PERCENT OF GRADUATES WHO SUBMITTED A FAFSA APPLICATION BY ETHNICITY/RACE, 2018/19



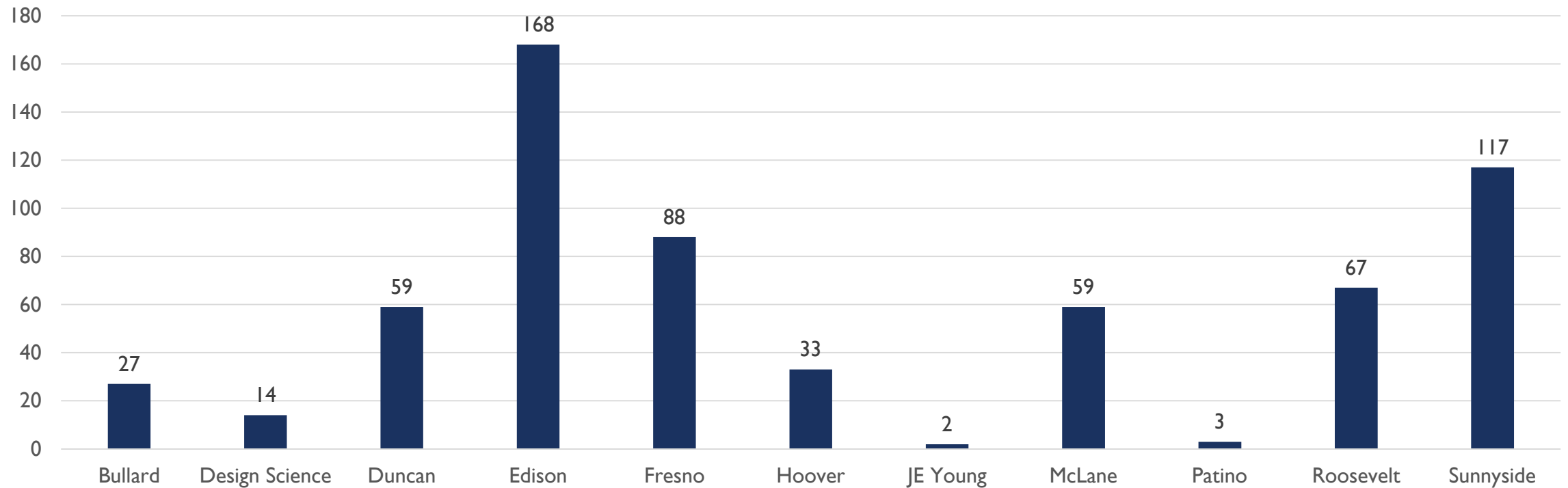
PERCENT OF GRADUATES WHO SUBMITTED A FAFSA APPLICATION BY STUDENT GROUP, 2018/19





SEAL OF BILITERACY

NUMBER OF STUDENTS WHO HAVE RECEIVED A STATE SEAL OF BILITERACY BY HIGH SCHOOL 2018/19*



Title: College & Career Readiness Prepared by: Equity & Access Date Source: ATLAS

6/14/2019

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*This information is projected and the numbers may change when the state releases official Seal of Biliteracy data when it releases graduation rates.