BOARD COMMUNICATIONS – JANUARY 17, 2020

TO: Members of the Board of Education
FROM: Superintendent, Robert G. Nelson, Ed.D.

SUPERINTENDENT – Robert G. Nelson, Ed.D.

S-1   Robert G. Nelson, Ed.D.   Superintendent Calendar Highlights

AFRICAN AMERICAN ACADEMIC ACCELERATION – Wendy McCulley, Executive

AA-1   Wendy McCulley   The Office of African American Academic
                                             Acceleration – Achievement for Males Course
AA-2   Wendy McCulley   The Office of African American Academic
                                             Acceleration Impact Report

ADMINISTRATIVE SERVICES – Ruth F. Quinto, Deputy Superintendent/CFO

AS-1   Kim Kelstrom   School Services Weekly Update Report
                                          for January 09, 2020
AS-2   Kim Kelstrom   January Legislative Committee Meeting
AS-3   Tammy Townsend   Updated Travel Administrative Regulations
AS-4   Ruth F. Quinto   Endeavor Charter School Petition – Fiscal Impact

COMMUNICATIONS – Nikki Henry, Chief Information Officer

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C-2   Maiyer Vang   Parent University 2020 Spring Cohort 1 and 2

EQUITY & ACCESS – Lindsay Sanders, Chief Equity & Access Officer

EA-1   Lindsay Sanders   College and Career Indicator Technical Error
EA-2   Kristi Imberi-Olivares   Academic Quarter 2 Progress Update
EA-3   Kristi Imberi-Olivares   Climate and Culture Quarter 2 Progress Update
EA-4   Kristi Imberi-Olivares   College and Career Progress Update
EA-5   Andrew Scherrer   Dimensions of Equity Update

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer

SL-1   Ambra O'Connor   Update on Saturday Academy
SL-2   Carlos Castillo   Secondary Science Adoption

Fresno Unified School District
Board Communication

BC Number S-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Robert G. Nelson, Superintendent
Cabinet Approval:

Date: January 17, 2020

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

The purpose of this communication is to inform the Board of notable calendar items:

- Site visits at A Street Early Learning Center and King Early Learning Center
- Attended CART Board Meeting
- Spoke at the Armenian Genocide/Holocaust Professional Learning Session
- Held call with Doua Thor, The Sobrato Family Foundation, regarding potential grant funding for Fresno Unified
- Participated in Wallace Foundation visit as part of Principal Pipeline Learning Community
- Attended the CTE Advisory meeting at Edison High School
- Attended Martin Luther King Garlanding Ceremony
- Attended Martin Luther King Awards Ceremony and Community Reception

Approved by Superintendent
Robert G. Nelson Ed.D. _____

Date: 1/17/2020

BC Number AA-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Wendy McCulley, Executive Director *W McCulley*

Date: January 17, 2020

Phone Number: 457-3749

Regarding: The Office of African American Academic Acceleration- Achievement for Males Course

The purpose of this communication is to provide the Board information about the African American Academic Achievement for Males (AAA4M) course at Terronez Middle School, sponsored by the Office of African American Academic Acceleration (A4). The pilot program was approved by the Board in 2018 and has continued to evolve.

The African American Academic Achievement for Males course was established to help close the academic gap between African American (AA) male students and comparable demographics groups. The course is modeled on the work of Oakland Unified School District's African American Male Achievement Department and utilizes their A-G approved Khepera Curriculum. The course is designed to advance an AA male's ability to handle a rigorous academic career. The Khepera Curriculum draws on contemporary youth culture to support AA youth as they explore their identity options, learn how to manage their emotions, channel their personal will, and develop a positive sense of purpose for their lives. Students are exposed to ideas and conceptual frameworks that successful African Americans, historically and contemporary have used to improve themselves and society. The class, which also utilizes AVID, reinforces understanding, critical and analytical concepts through lessons and assessments with heavy promotion of frequent parent engagement and collaboration through classroom visits and phone conferences.

The AAA4M course is taught by Roderick Smith, Teacher on Special Assignment and funded by the A4 Office. In addition to the AAA4M course, Roderick also taught a combined boys and girls pilot.

Student outcomes from 2018/19 as follows:

- 29 AA male students were identified and enrolled in the course. Students saw an average of 96% attendance at the end of the school year; 83% maintained or decreased suspensions; 74% maintained or decreased the number of D/Fs; 78% maintained or increased their GPA.

- 22 AA female students were identified and enrolled in the combined boys and girls course. AA females saw an average of 96% attendance at the end of the school year; 86% maintained or decreased suspensions; 71% maintained or decreased the number of D/Fs; 79% maintained or increased their GPA.

Roderick also works with AA students at three feeder schools – Storey and Aynesworth weekly and Ayers bi-weekly to help AA prepare academically for middle school.

Talking Points:

1. The African American Academic Achievement for Males (AAA4M) at Terronez Middle School launched in August of 2018 and is sponsored by the A4 Office.

2. The course was created to help close the academic gap between African American male students and comparable demographic groups. The intended result of the course is to advance our student's ability to handle a rigorous academic career.

If you have further questions or require additional information, please contact Wendy McCulley at 457-3749.

Approved by Superintendent
Robert G. Nelson Ed.D. _____   Date:__1/17/2020_____

Fresno Unified School District
Board Communication

BC Number AA-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Wendy McCulley, Executive Director

Date: January 9, 2020

Phone Number: 457-3749

Regarding: The Office of African American Academic Acceleration Impact Report

The purpose of this communication is to provide the Board information about the release of the 2019 Impact Report identifying the efforts of the Office of African American Academic Acceleration (A4) through the academic years 2017-2020. A4 focuses on emergent practices directed at changing the narrative and improving academic outcomes for African American students.

The Impact Report provides historical data and information on why A4 was established and who we serve, while providing an overview of our programs and accomplishments. The Impact Report will be used to share information about the good and vital work of the Office of African American Academic Acceleration, and to underscore the urgency of continuing and amplifying this work.

The Impact Report will be distributed to the Board, school sites, parents, educators and community members.

If you have further questions or require additional information, please contact Wendy McCulley at 457-3749.

Approved by Superintendent
Robert G. Nelson Ed.D. _____

Date: 1/17/2020

FRESNO UNIFIED SCHOOL DISTRICT

AFRICAN AMERICAN
ACADEMIC ACCELERATION INITIATIVE

Fresno Unified
School District

CONTENTS

66 THIS WORK REQUIRES ALLIES THAT ARE WILLING TO MOVE, TO ACT AND TO PUT TIME AND RESOURCES BEHIND AN EFFORT TO CLOSE A GAP. FOR BLACK STUDENTS, WE'RE NOT MEETING THE BAR. WE NEED TO DECLARE THAT PUBLICLY AND DO BETTER. 99

DR. ROBERT G. NELSON, SUPERINTENDENT, FRESNO UNIFIED SCHOOL DISTRICT

FRESNO UNIFIED SCHOOL DISTRICT

LETTER FROM THE EXECUTIVE DIRECTOR

Beloved community,

I'm writing this letter not only as the Executive Director of the Office of African American Academic Acceleration (A4), but also as a person who sees herself reflected in the group of students at the center of our work. As an African American student who grew up in an under-resourced school district, I'm deeply familiar with the dynamics at play relative to African American students enrolled in Fresno Unified, and I also know the powerful potential of system change to better serve African American children.

The A4 team shares this impact report with two primary goals: first, to share information about the good and vital work we've been up to, and second, to underscore the urgency of continuing and amplifying this work. Over the course of the past two years, we have worked to identify and illuminate the root causes for the gap in academic experiences and outcomes between our African American student population and their peers, and we have also launched efforts and interventions to begin to close this gap by better serving these students and being stronger partners to their families. Thank you to the Board of Education for their continued support. While the need for the work continues, we are proud of the progress made to date.

We hope the content enclosed will be utilized to increase understanding of the ways society has failed to show up for our African American student population and also that it will inspire broader commitment across the Fresno community as it has in Fresno Unified to support our African American students to thrive as we know they can.

WENDY MCCULLEY
EXECUTIVE DIRECTOR, SCHOOL LEADERSHIP
OFFICE OF AFRICAN AMERICAN ACADEMIC ACCELERATION
FRESNO UNIFIED SCHOOL DISTRICT

> **" THIS IS VERY PERSONAL FOR ME, BECAUSE I'M ONE OF OUR KIDS. I GREW UP IN ONE OF THE POOREST ZIP CODES, AND BECAUSE OF THE POWER OF EDUCATION, I STAND BEFORE YOU NOW WITH IVY LEAGUE DEGREES, BECAUSE OF WHAT WAS POURED INTO ME BY MY TEACHERS, MY FAMILY AND MY COMMUNITY. "**

SYSTEM LEVEL CHANGE CURRENTLY BEING WORKED THROUGH WITHIN FUSD:

Establishing:

- Trusting partnerships between African American families and the District, including school site staff
- Asset-based approaches to working with African American students and families
- Robust content in African American history and experience told from an African American perspective
- Celebration of the cultural differences and contributions of African American children and staff to the culture and climate of our schools and District

OUR STORY & WHO WE SERVE

In September 2017, Fresno Unified School District (FUSD) launched the Office of African American Academic Acceleration (A4) in order to identify and address the fundamental causes for the discrepancy in academic outcomes between African American students and other demographic groups.

While experiencing overall increases in student graduation rates, Advanced Placement course enrollment and the number of college and university applications completed, FUSD recognized our African American students—who make up 8.2% of the District's student body—were not experiencing these positive trends at the same rate. Furthermore, African American students represent a disproportionately high number of suspensions which equates to an equally disproportionate number of days missing school. Having made these observations, FUSD identified an underlying need to accelerate its efforts and invest further in an aggressive approach to justly serve kindergarten through 12th grade African American students throughout each school in the District.

> ❝ MY GRADES IMPROVED BECAUSE I KNEW I HAD HELP. SOMETIMES I WOULD FORGET SOME ASSIGNMENTS AND MY ADVISOR WOULD HELP ME. MY ADVISOR TAUGHT ME HOW TO BE RESPONSIBLE. ❞
>
> – DEAVION FIELDS, 8TH GRADE STUDENT AT TEHIPITE MIDDLE SCHOOL, ACADEMIC ADVISOR PROGRAM

> ❝ THE PROGRAM GOT ME READY FOR HIGH SCHOOL. THE CONFIDENCE AND SUPPORT I GOT FROM COACH ALFA ALLOWED ME TO REALIZE MY WORTH. ❞
>
> – TA'SHEENA GOODWIN, FORMER STUDENT AT TEHIPITE MIDDLE SCHOOL AND CURRENT FRESHMAN AT FRESNO HIGH SCHOOL, ACADEMIC ADVISOR PROGRAM

DATA & OUTCOMES

As a community and as a District of educators and administrators, it is imperative that we take responsibility for the data and outcomes of all of our students. Our results are a direct reflection of our District's values. When African American students are not positively impacted by District growth trends, we must question the effectiveness of our approach to educating the whole child.

> **AFRICAN-AMERICAN CHILDREN ARE OUR WEALTH, OUR JOY AND OUR FUTURE. THEIR ACADEMIC AND CULTURAL SURVIVAL IS IN OUR HANDS.**
>
> – KEHINDE SOLWAZI, PRESIDENT, UNITED BLACK MEN

OUTCOMES REFLECTIVE OF PERSISTENT OPPORTUNITY GAP – WHY WE ARE HERE

SBAC ELA (ENGLISH LANGUAGE ARTS)
PERCENTAGES OF STUDENTS AT OR EXCEEDING GRADE LEVEL

	2014-15	2015-16	2016-17	2017-18
DISTRICT - SUBGROUP WITH SIMILAR # OF STUDENTS	47%	51%	53%	54%
DISTRICT - AFRICAN AMERICAN	17%	19%	21%	24%
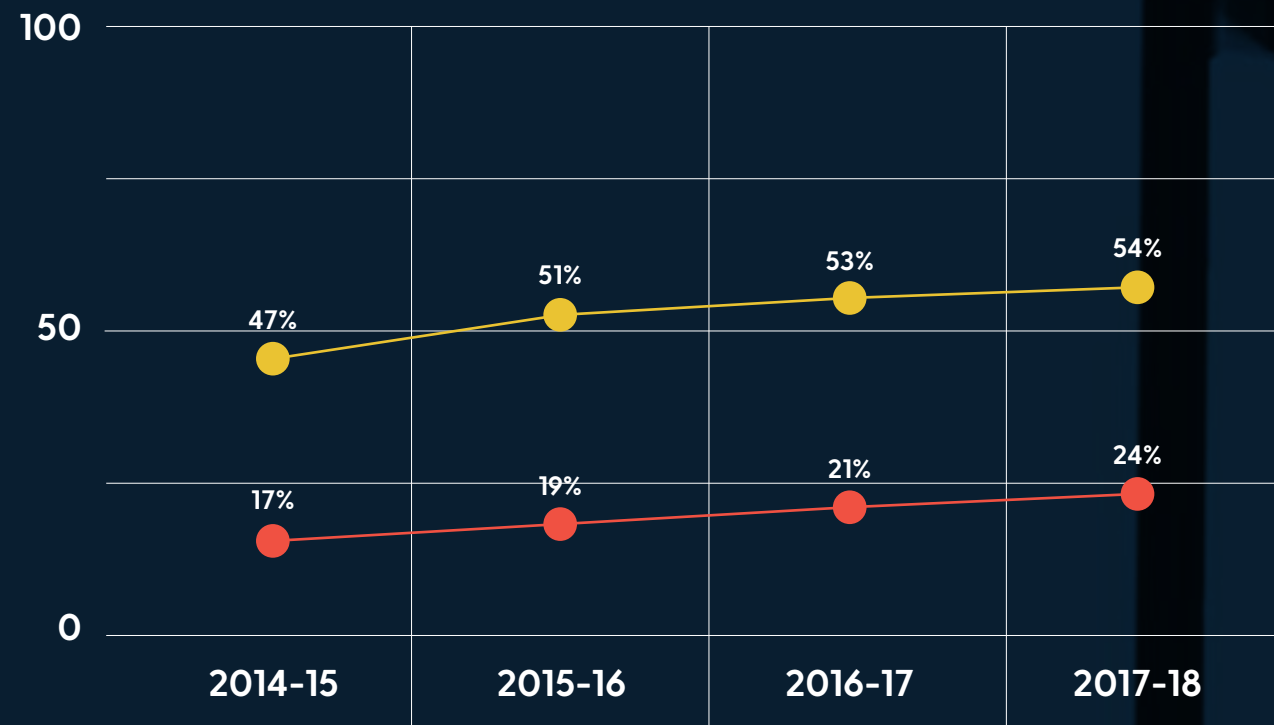
- ● DISTRICT - AFRICAN AMERICAN
- ● DISTRICT - SUBGROUP WITH SIMILAR # OF STUDENTS

SBAC MATH
PERCENTAGES OF STUDENTS AT OR EXCEEDING GRADE LEVEL

	2014-15	2015-16	2016-17	2017-18
DISTRICT - SUBGROUP WITH SIMILAR # OF STUDENTS	47%	42%	42%	44%
DISTRICT - AFRICAN AMERICAN	17%	19%	21%	15%
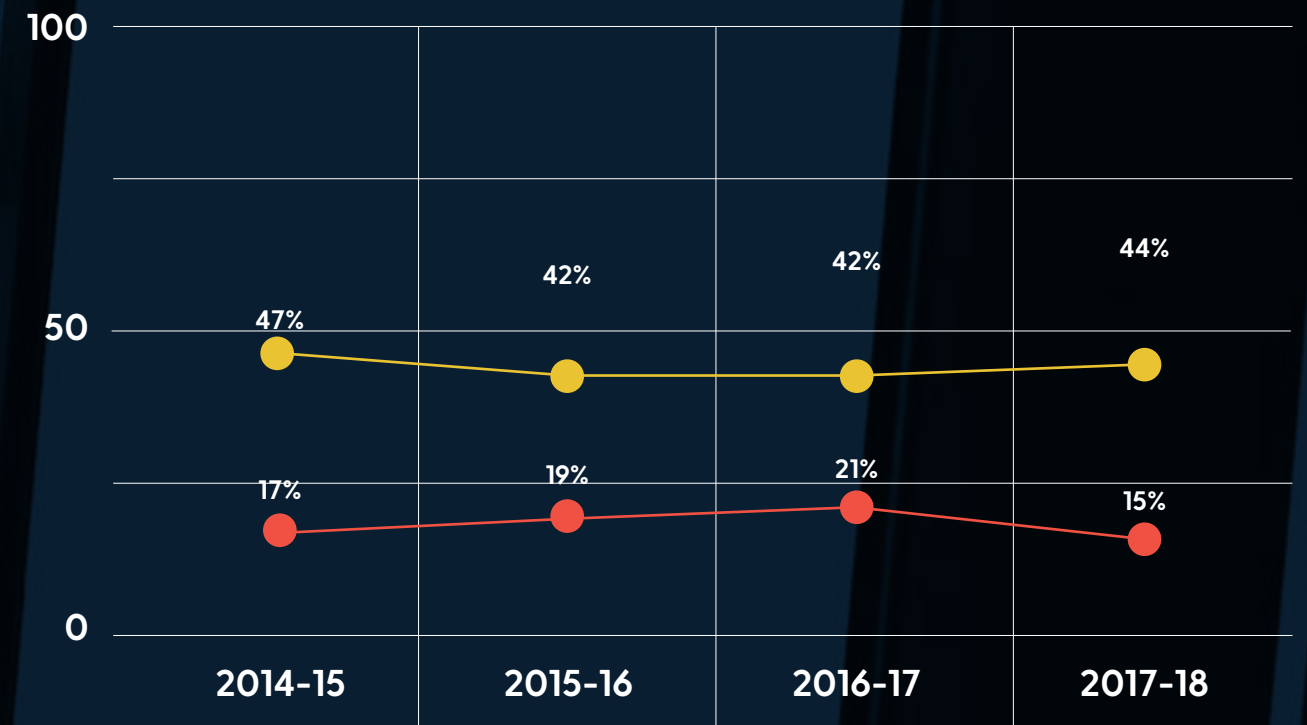
- ● DISTRICT - AFRICAN AMERICAN
- ● DISTRICT - SUBGROUP WITH SIMILAR # OF STUDENTS

SOURCE: CDE, California Assessment of Student Performance and Progress (CAASPP). Smarter Balanced Assessment Consortium (SBAC) is a public agency that collaborates with thousands of educators to create Common Core State Standards-aligned assessment systems. SBAC tests are designed to provide the most accurate and meaningful information about what students are learning by adapting to each student's ability. White students are used as comparison group due to similar number of white students and African American students enrolled in the District.

DATA & OUTCOMES (CONTINUED)

> **TRANSPARENCY NECESSITATES THAT WE CALL OUT SOME OF OUR SHORTCOMINGS IN ADDITION TO OUR GREAT WINS... WE'D BE WELL SERVED TO ACKNOWLEDGE THAT OUR OUTCOMES FOR AFRICAN AMERICAN YOUTH HAVE ALWAYS BEEN HIGHLY DISPROPORTIONAL AND TO SOME DEGREE WE HAVE NORMALIZED THAT...IT HAS BEEN EXPECTED OR EVEN ACCEPTED, UNCOMFORTABLY SO, AND THAT IS THE CULTURE THAT [WE ARE] ATTEMPTING TO CHANGE.**

– DR. ROBERT G. NELSON, SUPERINTENDENT, FRESNO UNIFIED SCHOOL DISTRICT

RESULTS FOR AFRICAN AMERICAN STUDENTS WITHIN CURRENT EDUCATIONAL CONDITIONS

AA ACADEMIC STATS

PERCENTAGES OF STUDENTS AT OR EXCEEDING GRADE LEVEL (ELA)

3RD GRADE:
2017-18	27%
2014-15	14%

5TH GRADE:
2017-18	21%
2014-15	17%

8TH GRADE:
2017-18	20%
2014-15	20%

11TH GRADE:
2017-18	29%
2014-15	25%

PERCENTAGES OF STUDENTS AT OR EXCEEDING GRADE LEVEL (MATH)

3RD GRADE:
2017-18	23%
2014-15	13%

5TH GRADE:
2017-18	12%
2014-15	7%

8TH GRADE:
2017-18	11%
2014-15	7%

11TH GRADE:
2017-18	9%
2014-15	5%
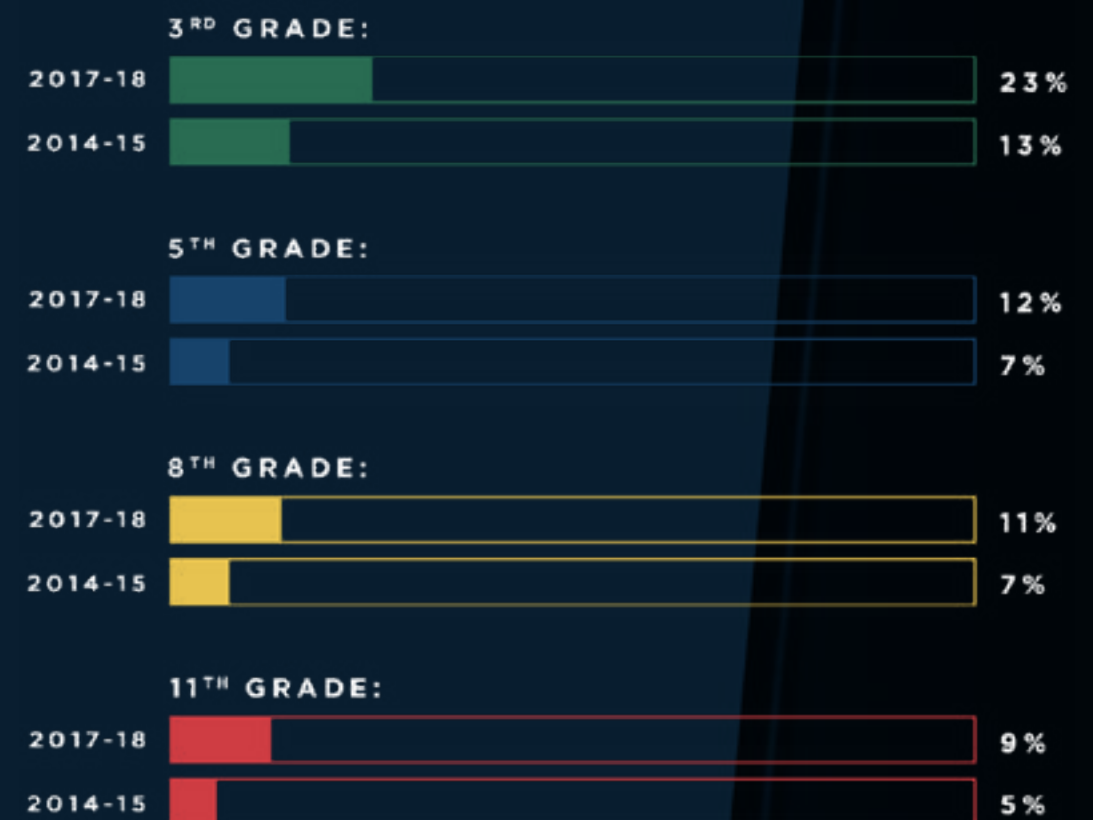
SOURCE: CDE, California Assessment of Student Performance and Progress (CAASPP)

DATA & OUTCOMES (CONTINUED)

GRADUATION RATE
YEAR: 2017-18

DISTRICT	86%
AA	83%
AA MALE	79%
AA FEMALE	87%

SUSPENSION RATE
YEAR: 2017-18

AFRICAN AMERICAN   WHITE

	AFRICAN AMERICAN	WHITE
# OF TOTAL STUDENTS	6441	6943
# OF SUSPENDED STUDENTS	1098	527
% OF SUSPENSIONS	17%	7.6%
# OF TOTAL SUSPENSIONS	2328	1150

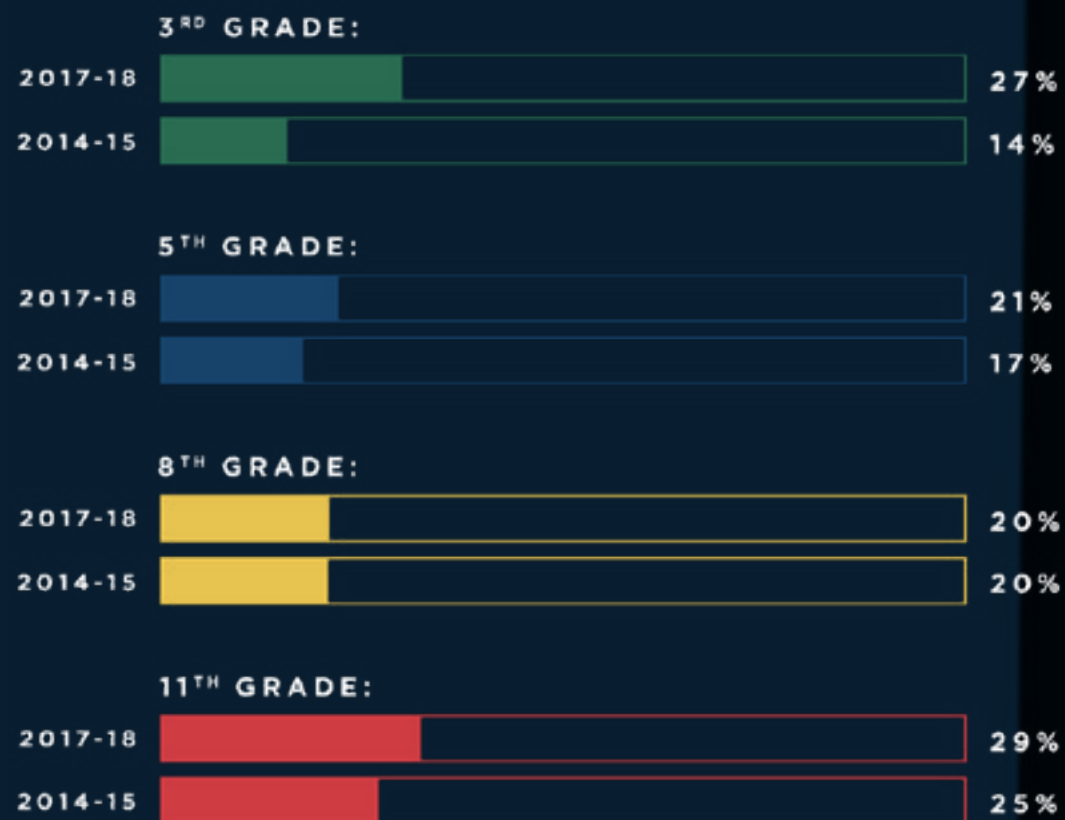*White students are used as comparison group due to similar number of white students and African American students enrolled in the District. SOURCE: California Dept. of Education (CDE)*
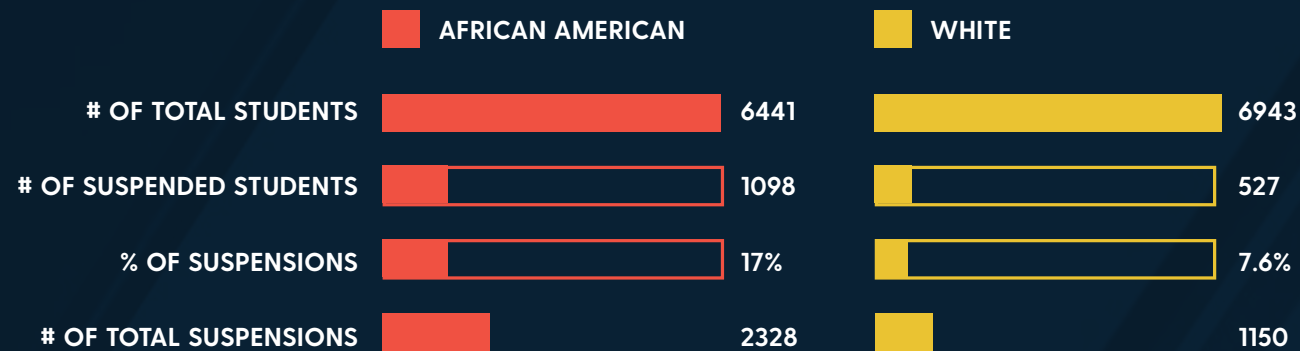
> " INCLUSIVE PRACTICES AND EMPOWERING THE COMMUNITY TO BE A TRUE PARTNER IN THE WORK IS VITAL AND NECESSARY TO CHANGE THE DIRECTION OF HISTORICAL TRENDS AND INSTITUTIONAL APATHY. OUR STUDENTS ARE MORE ACTIVE AND BRING URGENCY TO THIS WORK THROUGH THEIR OWN AWARENESS THAT IT MUST BE DONE; THEIR VOICES AND INVOLVEMENT GIVE ME HOPE AND JOY. "

– KRISTIE LEYBA, TEACHER AT EDISON HIGH SCHOOL AND A4 TASK FORCE MEMBER

GOALS

Through coordinated and collaborative efforts grounded in well-researched and District-adaptive **best** emergent practices, we are committed to providing a rigorous and responsive academic learning environment focused on educating the whole student. We believe such an environment will help achieve the following outcomes:

- All students reading at or above grade level

- Rise in student performance on math and science examinations

- Increased high school graduation rates and post-secondary and career readiness

African American students, parents, community members and employees shared input with the task force that highlighted the urgency of the following qualitative goals:

- Strengthen relationships between the District and the African American community

- Build trusting partnerships between educators and African American families at school sites

- Train educators in cultural responsiveness and implicit bias to encourage an asset-based approach and increase understanding of African American families' experiences in Fresno Unified

- Instill institutional pride in and respect for African Americans and our cultural heritage

- Increase the number of African American teachers and provide targeted support to retain them

For a complete list of Task Force recommendations, visit http://fresnounified.org/dept/A4.

" I AM HOPEFUL BECAUSE FUSD IS SUPPORTING THE RECOMMENDATIONS FROM THE [A4] TASKFORCE. I AM ALSO HOPEFUL BECAUSE WE HAVE LEADERSHIP IN PLACE THAT IS WILLING TO HAVE THE HARD AND UNCOMFORTABLE CONVERSATIONS WITH ALL STAKEHOLDERS INVOLVED. THE ABILITY TO BE VERY CANDID ABOUT THE STATE OF THE BLACK COMMUNITY IS A NECESSITY TO BRING ABOUT ANY WORTHWHILE CHANGE. "

– TEACHER AT FRESNO UNIFIED HIGH SCHOOL AND A4 TASKFORCE MEMBER

PROGRAMS

Our current and past programming targeted at improving experiences and outcomes for African American students

ELEMENTARY PROGRAMS

The Office of African American Academic Acceleration believes that literacy – the ability to read, write and comprehend – is a civil right of every student and is the gateway to a successful academic future, career and livelihood. We recognize literacy is a fundamental building block of learning and academic growth so we ensure it is an integral part of each of our programs. A4 has been at the forefront of providing literacy programs with proven results to close the academic achievement gap for African American students within Fresno Unified School District. Three of our programs for elementary students are the Summer Literacy Program, the Afterschool Literacy Program and a Saturday Academy focused on literacy.

Summer Literacy Program
In partnership with Springboard Collaborative, A4 implemented an intense five-week literacy program for elementary students for the past two years focused on accelerating those who are below their reading grade level to proficiency and beyond. The Summer Literacy Program was comprised of daily reading instruction and workshops to coach parents on how to teach reading at home.

Afterschool 2020
In the 2020 school year, the Afterschool Literacy Program, a 10-week long extension of the Summer Literacy Program, will be implemented in 10 elementary schools. This program consists of similar aspects of the Summer Literacy Program including one-on-one literacy mentoring.

Saturday Academy
In collaboration with Baird Middle School, A4 administered a six-week "Saturday Academy" literacy program for students who attended the 2018 Summer Literacy Program. Saturday Academy provided continuous literacy instruction and acceleration.

SECONDARY PROGRAMS

African American Achievement for Males
African American Achievement for Males was established in 2018 at Terronez Middle School as a course to help close the academic gap between African American male students and their peers. The purpose of this course is to advance our students' ability to handle a rigorous academic career. A4 also piloted a combined boys and girls course in its first year.

Academic Center for Suspended Students
The Academic Center for Suspended Students will offer academic support for students who are suspended from school for non-mandatory expulsion offenses. It aims at preventing an academic slide for these students and assists in accelerating them to grade level. In addition to core curriculum, the Center will have an academic focus on African American history and literature. This program will be located at the West Fresno Family Resource Center.

Academic Advisors
A4 Academic Advisors provide more in depth, consistent and rigorous monitoring of academics for African American middle and high school students who would benefit and excel even more with heightened support. Academic advisors are available at participating middle and high schools.

Summer Literacy Program
Over the past two summers, we conducted a three-week Summer Literacy Program for middle school students. In addition to reading acceleration workshops and lessons, this program also included activities focusing on STEM (Science, Technology, Engineering, Math).

College Mentoring Program
In partnership with community members, the College Mentoring Program provides high school students with mentoring from their junior year of high school through their first year of college. Building on the success of Fresno Unified's College and Career Readiness Department, this program was established to increase African American student enrollment (matriculation) in college and completion of their studies.

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i-Ready
i-Ready is an assessment piloted for all African American students to better identify English and Math academic gaps.

Father's Day
The A4 Father's Day event was designed to increase the visibility of African American parents and guardians at school sites and their involvement with their students academically, with the intent of changing the erroneous narrative that black males are not deeply involved in their childrens' schooling. During the 2018-19 school years, over 1,000 fathers of all ethnicities attended at 18 elementary and 10 middle schools.

Historically Black Colleges and Universities (HBCU) Expo
The A4 Office organized a HBCU Expo for high school juniors and seniors at Fresno High School during the 2017/18 school year. Twenty-five HBCU colleges and universities were showcased to the 400 plus students who attended, leading to over 200 on-site admission offers and over one million dollars in scholarships awarded.

SUMMER LITERACY PROGRAM

A4 understands literacy is the foundational building block for student success in the educational system and beyond, which is why the Summer Literacy Program in partnership with Springboard Collaborative has been a signature program for our African American students for the past two summers. This intense five-week program for elementary school students was established to replace the typical three-month reading loss during the summer months and accelerate our students that are below grade level. The program consisted of daily reading instruction and activities; workshops that coached parents on how to teach reading at home; an incentive structure that rewarded students who experienced reading gains; and a rigorous coaching cycle for teachers so they were fully equipped to facilitate fast track literacy advancement.

Our results since the start of the program in 2018 have surpassed the national average growth and expectations for Springboard school districts. In the first year, Fresno Unified students experienced an average of 4.9 months of reading growth in only five weeks. Our students in the program ranked #1 in the nation with literacy growth, outpacing districts in New York, Baltimore, D.C., Oakland, amongst others. Parents and guardians supported their children's success throughout the program showing a participation rate of 87% – the highest in parent engagement throughout all participating districts.

In addition to the literacy program for elementary students, we innovated a three-week middle school program for the past two summers. This program included reading acceleration workshops and lessons, and activities focusing on STEM (Science, Technology, Engineering, Math). During the 2019 program, 83% of students exceeded their academic goals and 80% of parents participated in the school workshops.

Over this two year period, we served approximately 1,000 elementary and middle school students and their families. From the incentive program, students received educational items for meeting and exceeding their reading goals. Our elementary and middle school students were awarded 6,464 books, 318 backpacks with school supplies and 535 tablets.

A4 continues to research methods to close the literacy achievement gap and expects to grow these programs to reach more African American students. One example is our Afterschool Literacy Program, a 10-week long extension of the Summer Literacy Program being implemented at 10 elementary schools in the 2020 academic year.

Visit http://fresnounified.org/dept/A4 for summer 2019 results.
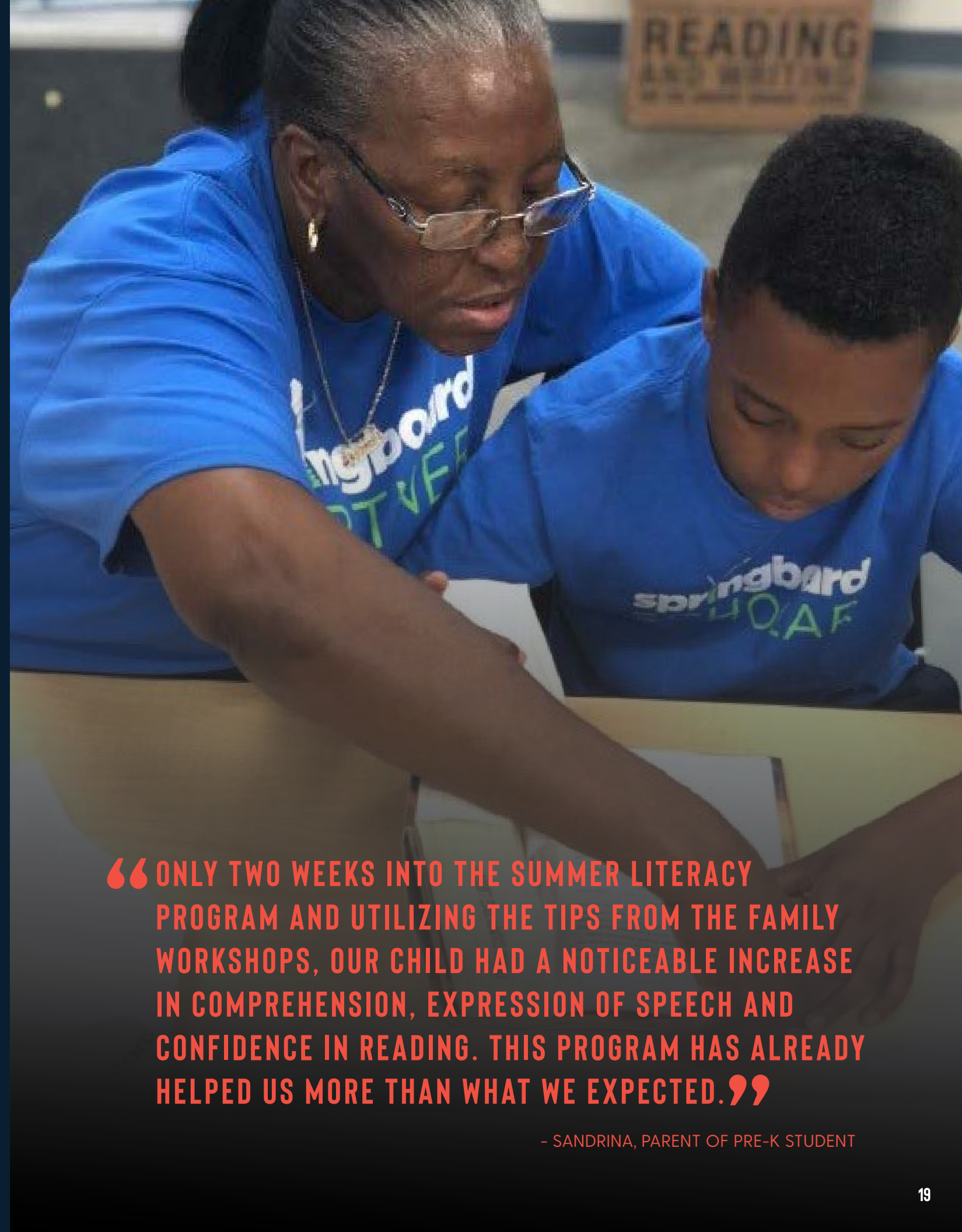
" ONLY TWO WEEKS INTO THE SUMMER LITERACY PROGRAM AND UTILIZING THE TIPS FROM THE FAMILY WORKSHOPS, OUR CHILD HAD A NOTICEABLE INCREASE IN COMPREHENSION, EXPRESSION OF SPEECH AND CONFIDENCE IN READING. THIS PROGRAM HAS ALREADY HELPED US MORE THAN WHAT WE EXPECTED. "

– SANDRINA, PARENT OF PRE-K STUDENT

i-READY

Fresno Unified School District has long seen academic indicators that we are not meeting the needs of many of our students, and African Americans have been the most impacted group. As A4 began its work, it became clear that data would be needed in order to identify specific barriers to success. The A4 team advocated for and was awarded funding to assess all African American students. Our goal is to provide data-driven academic interventions and programming that will lead to improved outcomes for African American students.

> " YOU CAN'T CLOSE A GAP THAT YOU CANNOT MEASURE. "
> – WENDY MCCULLEY, EXECUTIVE DIRECTOR, SCHOOL LEADERSHIP,
> OFFICE OF AFRICAN AMERICAN ACADEMIC ACCELERATION,
> FRESNO UNIFIED SCHOOL DISTRICT

WHAT IS i-READY? IN A SINGLE PROGRAM, i-READY:

- Integrates powerful assessment and rich insight with effective and engaging instruction in reading and mathematics, in order to provide information that can help address students' individual needs

- Empowers teachers to make more informed instructional decisions on a daily basis

- Motivates students by engaging them in the design of their own personalized path to growth

FOR STUDENTS

i-Ready supports a student's academic acceleration at home and in school. By identifying individual strengths and specific areas that require more support, the tool illuminates the information needed for individualized instruction. Content that is tailored specifically for each student provides an appropriate level of challenge and ensures that learning happens in an encouraging and engaging way.

FOR PARENTS

i-Ready is designed to help determine a student's strengths and areas for growth, personalize their learning and monitor their progress throughout the school year. i-Ready allows teachers to meet students at their academic ability level and provides the data to inform instruction. Interactive lesson plans are tailored specifically for each student, providing strategic support to keep them engaged as they learn. i-Ready offers resources to encourage family involvement.

DISTRICTWIDE IMPACT

Following A4's innovative approach, FUSD adopted the i-Ready diagnostic tool across the District, ultimately solving a systemwide challenge. As a result of the dedication and emergent work of A4, i-Ready is now the assessment choice for FUSD.

> " I-READY IS AMAZING! MY DAUGHTER BOOSTED HER READING LEVEL THREE GRADES IN ONE SUMMER. THE PROGRAM LET ME KNOW HER STRENGTHS AND WEAKNESSES, AND EXACTLY WHAT SHE NEEDED TO LEARN. "
> – SASHA MCINTRYE, PARENT

> ❝ [THIS CLASS] MAKES ME FEEL LIKE I WON'T GIVE UP. I HAVE THE WISDOM, LEADERSHIP AND KNOWLEDGE. IT MAKES ME FEEL LIKE I WILL SUCCEED. MR. SMITH IS A HERO TO SOME KIDS, EVEN ME. HE HELPS US. IT'S LIKE THROWING HOPE AND POWER AND KNOWLEDGE IN THE SAME POT. ❞
>
> – EMORION H., FORMER STUDENT AT TERRONEZ MIDDLE SCHOOL AND CURRENT FRESHMAN AT SUNNYSIDE HIGH SCHOOL, AFRICAN AMERICAN ACHIEVEMENT FOR MALES

AFRICAN AMERICAN ACHIEVEMENT FOR MALES

A4 piloted the African American Achievement for Males course in August of 2018 at Terronez Middle School to remove the academic disparity between African American male students and their peers. The goal of this course was to advance our students' ability to handle a rigorous academic career while at the same time increasing their understanding of what it means and what it has meant to be an African American male in American society. This course implemented curriculum with proven results used by schools in Oakland, San Francisco, Seattle, Bakersfield and a number of other districts.

POLICY: TASK FORCE

The A4 Task Force is made up of stakeholders from FUSD and the surrounding community who are working to come to a consensus and establish direction for programmatic, policy and practice solutions to accelerate academic improvements for African American students. The Task Force agreed on a set of recommendations to present to FUSD in order to achieve the vision of academic excellence for African American youth in Fresno Unified.

BASED ON ITS FINDINGS FROM SIX MONTHS OF WORK TOGETHER, THE A4 TASK FORCE DECLARED:

- · A State of Emergency
- · An Urgent Call to Action
- · That Community and District Collaboration is Essential
- · Targeted Priority Areas: Board Recommendations

TASK FORCE RECOMMENDATION AREAS:

- · Attitudes, Beliefs and Mindsets of FUSD Employees
- · Access to African American Teachers
- · Rigorous Instruction and High Expectations
- · Early Learning
- · Family Engagement
- · Pride In and Respect for AA Cultural Heritage

> ❝ WE'VE BEEN STUDYING THE ACHIEVEMENT GAP FOR 40 YEARS AND FINALLY SOMEONE IS SERIOUS ABOUT CLOSING IT. WENDY HAS CONVINCED THE TASKFORCE THAT OUR WORK WILL NOT BE IN VAIN AND COMPREHENSIVE STEPS WILL BE TAKEN TO ADDRESS THE STUBBORN PROBLEM. SHE HAS ALSO PUT TOGETHER A COALITION OF ALL PARTNERS TO MAKE IT HAPPEN. ❞
>
> – ANONYMOUS

For a complete list of Task Force recommendations, visit http://fresnounified.org/dept/A4.

> **I AM HOPEFUL BECAUSE OF WHAT THE A4 DEPARTMENT HAS BEEN ABLE TO ACCOMPLISH IN THIS SHORT AMOUNT OF TIME. THE SUMMER LITERACY PROGRAM SHOWED GROWTH THAT HAS NEVER BEEN SEEN BEFORE.**
>
> – CAL JOHNSON, FORMER FRESNO UNIFIED SCHOOL BOARD TRUSTEE AND A4 TASK FORCE MEMBER

ACCOMPLISHMENTS

ACADEMIC ADVISORS
Served over 1,000 6th- through 12th-grade African American students

ACADEMIC CENTER FOR SUSPENDED STUDENTS
First center dedicated to assisting suspended students academically in the Central Valley. An academic focus will be African American history and literature

AFRICAN AMERICAN ACADEMIC ACHIEVEMENT COURSE FOR MALES
93% attendance rate and a 50% decrease in suspensions from the 29 students who participated in the course with notable increase in overall student GPA

COLLEGE MENTORING PROGRAM
First ever college mentoring program focused on African American student college enrollment and persistence for 11th and 12th grade students. 95% of mentors are African American

EARLY LEARNING 1ST GRADE TRANSITION PROGRAM
First ever program centered on assisting African American first graders with a smooth transition into their new school year. Emphasis on literacy and school readiness

FATHER'S DAY
1,000 fathers of all ethnicities in attendance at 18 elementary and 10 middle schools

HBCU EXPO
Over 200 offers of admission and nearly $1 million in scholarships awarded at Fresno Unified's Black College Expo

I-READY
A4's emergent work with the i-Ready tool for African American students laid the groundwork for a District wide adoption initiative

SATURDAY ACADEMY
Extending the success of the Summer Literacy Program, the first Saturday Academy to focus on literacy instruction for African American students

SUMMER LITERACY PROGRAM
Ranked #1 in the nation out of all districts participating in the program with students experiencing an average of 4.9 months of reading growth in five weeks

CONTINUED ASSESSMENT AND REFINEMENT

With plans for expansion, we are continuing to implement and support the further development of personalized academic programming and staffing resources that are needed for African American students to flourish.

Into the future, we clearly see a school system that values all students and families—a system where African American children, specifically, are engaged in learning.

" I AM HOPEFUL THAT THE A4 DEPARTMENT WILL GROW AND CONTINUE TO MOVE OUR AFRICAN AMERICAN STUDENTS TO AND ABOVE GRADE LEVEL. WE MUST CLOSE THE EQUITY GAPS THAT BLACK STUDENTS ARE FACING EACH DAY. "

– KEVIN TATUM, JR., GUIDANCE LEARNING ADVISOR AT TENAYA MIDDLE SCHOOL AND TEACHER, A4 SUMMER LITERACY PROGRAM

CALL TO ACTION

• Join the Parent's Council at your child's school

• Become a college mentor for our African American students

• Participate in Fresno Unified School District Board meetings

• Contact the Office of African American Academic Acceleration to become a supporter of our program and students.

" WENDY MCCULLEY IS WORKING EXTREMELY HARD TO ACHIEVE WHAT OTHERS HAVE NOT EVEN ATTEMPTED TO DO. I KNOW IF WE GIVE IT OUR BEST EFFORT TO WORK TOGETHER AND TRUST EACH OTHER'S EXPERTISE AND IDEAS, WE ARE STRONGER TOGETHER AS A TEAM THAN WORKING ALONE. I AM HOPEFUL THAT WE CAN WORK TOGETHER AS PARTNERS BECAUSE IT IS NECESSARY RIGHT NOW AND TIME IS RUNNING OUT. "

– MONA TATUM, TEACHER AT KING ELEMENTARY SCHOOL AND A4 SUMMER LITERACY PROGRAM

COMMUNITY PARTNERS

West Fresno Christian Coalition

West Fresno Family Resource Center

WestEd

United Black Men

PJS Consultants, LLC

Springboard Collaborative

Dr. Tameka McGlawn

Margit Birge

Lucca Petrucci

Alisha Wilson

Alysa Palma

Thank you to our key and critical District partners, principals and teachers who have innovated with us.

We have successfully enlisted both locally-based and nationally-recognized instruction and curriculum experts, service providers and community stakeholders, each with a unique perspective and subject matter expertise, to inform our strategies for improving student and parent engagement and program participation.

FRESNO UNIFIED SCHOOL DISTRICT

AFRICAN AMERICAN ACADEMIC ACCELERATION (A4)
2309 TULARE - FRESNO, CALIFORNIA - 93721
PHONE: (559) 457-3728
HTTPS://FRESNOUNIFIED.ORG/DEPT/A4

Fresno Unified School District
Board Communication

BC Number AS-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kim Kelstrom, Executive Officer *Kim Kelst*
Cabinet Approval: *(signature)*

Date: January 17, 2020

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for January 09, 2020

The purpose of this communication is to provide the Board a copy of School Services of California's (SSC) Weekly Update. Each week SSC provides an update and commentary on different educational fiscal issues. In addition, they include different articles related to education issues.

The following SSC Weekly Update for January 09, 2020 is attached.

If you have any questions or require further information, please contact Kim Kelstrom at 457-3907. Thank you.

Approved by Superintendent
Robert G. Nelson Ed.D. _____ *(signature)* _____   Date: 1/17/2020

DATE: January 9, 2020

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

2020–21 State Budget Proposal

While there were some rumors that Governor Gavin Newsom would release his 2020–21 State Budget (Budget) proposal before the January 10 constitutional deadline, it is a near certainty that Governor Newsom will not submit his Budget proposal until Friday morning. Some of the education issues that we will be looking for when the Governor officially releases his Budget blueprint include:

- **Local Control Funding Formula (LCFF)**—Will the Governor propose anything in response to the LCFF audit findings released last fall, particularly around the tracking of supplemental and concentration dollars?

- **Special Education**—Will the Newsom Administration look to make any significant modifications to the state's special education program, particularly any statutory changes designed to improve the academic outcomes of students with disabilities?

- **Early Childhood Education (ECE)**—ECE investments will continue to be one of the Governor's top education priorities, and we will likely see additional funding provided to ECE programs for the 2020–21 fiscal year.

- **Pensions**—Will the Governor use some of the approximately $7 billion surplus (as estimated by the Legislative Analyst's Office) to provide more relief to the California State Public Employees' Retirement System and the California State Teachers' Retirement System employer rates as he did in the enacted 2019–20 Budget?

- **Paid Family Leave**—The enacted 2019–20 State Budget expanded paid family leave from six to eight weeks, and the Governor has signaled that he would like to provide more protections for workers in his 2020–21 Budget proposal.

We will provide more information about what is in the Governor's 2020–21 Budget proposal in subsequent *Sacramento Updates* over the next several weeks and will provide updates on the proposals as they are vetted by legislative budget subcommittees.

Legislature Kicks off the 2020 Legislative Session

On Monday, January 6, 2020, the California State Legislature officially reconvened for the second year of the 2019–20 Legislative Session.

Assembly Republicans start the year down one member as over the recess Assemblymember Chad Mayes of Yucca Valley officially changed his party affiliation from Republican to No Party Preference (NPP). It is unknown if Mayes will continue to caucus with the Republicans during the 2020 session, and it is unlikely that he will caucus with the Democrats.

The Democrats go into the 2020 legislative year with supermajorities in both houses with 61 Democrats to 18 Republicans (and one NPP) in the 80-seat Assembly, and 29 Democrats to 10 Republicans (and one vacant seat) in the 40-seat Senate.

Despite the comfortable supermajority, there are several significant issues this year that may divide the Democratic caucus especially for the following high-profile issues:

- **Independent Contractors**—There will likely be legislative attempts to add exemptions to one of last year's most contentious bills, Assembly Bill (AB) 5 (Chapter 296/2019), which codifies into law the California Supreme Court decision in *Dynamex Operations West Inc. v. Superior Court*, and makes other changes to how independent contractors are defined

- **Housing**—Senate Bill (SB) 50 (Weiner, D-San Francisco), last year's most contentious housing bill that was held in the Senate Appropriations Committee, which aims to force cities to approve taller, denser housing near public transportation and job centers, is headed for another tense legislative showdown despite recent amendments to make the bill more palatable for local governments

- **Flavored Tobacco Sales**—Legislative attempts to ban flavored tobacco statewide stalled last year, but the issue will again be at the forefront with the introduction of SB 793 (Hill, D-San Mateo)

On the education side, all eyes will be on how the Legislature will respond to the LCFF audit that was released by the State Auditor's Office last fall. Assemblymember Weber (D-San Diego) has already introduced two bills on Monday in direct response to the audit's findings.

The first bill, AB 1834, would require the California Department of Education (CDE) to develop a tracking mechanism so that local educational agencies (LEAs) are able to report on how they are spending their supplemental and concentration dollars on services for the targeted student populations that generate those funds.

The second bill, AB 1835, would require LEAs to identify their unspent supplemental and concentration dollars by annually reconciling and reporting to the CDE its estimated and actual spending of those dollars. The bill would also require LEAs to use those unspent funds to provide services to its unduplicated pupils.

These two bills and any other subsequent measures introduced related to the LCFF audit will evolve over time as they are scrutinized by education stakeholders and considered by policy and fiscal legislative committees.

The Legislature has until Friday, February 21, 2020, to introduce legislation for the 2020 session. We will continue to provide updates on significant bills that have implications for the education community as they are introduced and move through the legislative process.

Leilani Aguinaldo
Robert Miyashiro

Note: AB 1834 and AB 1835 by Assemblymember Weber will aim to add more transparency to how supplemental and concentration dollars are spent and will be two of the most followed bills by the education community in 2020.

Follow the money: Are changes coming for California's school funding law?

By Ricardo Cano
CalMatters
January 8, 2020

Galvanized by a state audit that criticized California's lax oversight of school spending, legislators are ringing in the new decade with proposals that would require the state to follow the money that districts get to educate disadvantaged kids.

Assembly Bills 1834 and 1835, introduced this week, mark the latest effort by lawmakers to bolster transparency under the so-called Local Control Funding Formula, the landmark 2013 law that overhauled how the state funds public schools.

The bills by Democratic Assemblywomen Shirley Weber of San Diego and Sharon Quirk-Silva of Fullerton focus on the formula's central tenet — that more money should go to students who face higher hurdles. And they take up the central complaint of the November audit: that it's too hard to tell whether especially challenged districts are spending their money the way they're supposed to.

If passed by the Legislature and signed by Gov. Gavin Newsom, the bills would make two key changes recommended by the audit.

The state Department of Education would be required to track how schools spend "supplemental" and "concentration" dollars meant for programs and services that benefit foster youth, English learners or economically disadvantaged students. Districts also would have to report unspent dollars earmarked for disadvantaged students and use them for their original purpose, even if they roll over into the following year.

Weber said the state audit's findings clearly spell out the need to tweak the funding formula, telling reporters Wednesday that "state officials cannot continue to fail California's neediest students."

"This is not an effort to micromanage and tell (schools) how they have to use the dollars," Weber said. "But they should let us know how much money the schools are receiving, what programs are planned to put in place to help these particular students so that we can eventually close the achievement gap."

The funding formula, commonly known as LCFF, aimed to close the state's chronic achievement gap by steering additional dollars toward school districts with higher concentrations of disadvantaged kids. It also gives local boards and administrators more authority than in the past over school spending, and is widely viewed by educators, experts and advocates as an improvement over California's previous school finance system. Supporters credit the law with helping to boost the state's graduation rate and student test scores.

But in the seven years since Gov. Jerry Brown signed the law, the debate over transparency has been ongoing.

Brown resisted efforts to change the formula and cautioned patience in its implementation, but critics worried that money for disadvantaged kids might too easily end up being spent on basic across-the-board expenses, such as teacher salaries and growing pension obligations. Auditors found such examples in the districts they studied, and local officials indicated that the state doesn't give schools enough in base funds to cover general expenses, increasing pressure to use supplemental and concentration funds to cover gaps.

Supporters of stronger oversight have long questioned whether the law could effectively close the achievement gap, as intended, without monitoring how districts use their supplemental and concentration money. The state's incremental growth in test scores among Black, Hispanic and low-income students and other disadvantaged student groups demonstrates the need for more scrutiny, they say.

A spokeswoman for the State Board of Education said the board does not take positions on pending legislation. But in response to the LCFF audit, Karen Stapf Walters, the state board's executive director, noted ongoing efforts to improve transparency.

On Wednesday, for example, the board passed revisions to the rules governing Local Control Accountability Plans, aimed at making them easier to digest. Districts are required to update these strategic plans every year, and while they're intended to give parents information on school spending and student outcomes, the documents have garnered criticism for being too dense and not user-friendly.

State Superintendent of Public Instruction Tony Thurmond also has put together an informal group of experts and educators to study ways to improve spending transparency following the audit's publication.

Kindra Britt, director of communications for the state Department of Education, said in an email Wednesday that while the department did not yet have a stance on the two bills, "we agree with (Assemblywoman) Weber that we need to ensure that funds are going to our most vulnerable students, as was the intent of the LCFF."

Weber and Quirk-Silva's bills take specific aim at one of the audit's findings: Because of the way the state implemented the funding law, supplemental and concentration dollars that go unspent by schools lose their designation the following year and essentially roll over to districts' base funds the following school year.

As a result, auditors identified $320 million among the three large school districts they studied that should have been targeted toward disadvantaged students but were instead earmarked as general funds for basic expenses.

"Because we have failed to act, we have given school districts a perverse incentive to ignore the needs of our most disadvantaged students and appropriate those funds for other purposes," Weber said.
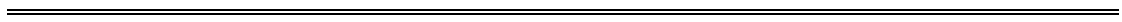
Note: The enacted 2019–20 Budget provides approximately 31,600 more slots for low-income children to enroll in state-subsidized child care centers and preschools.

Big Promises For Little Kids: Has California Governor Delivered on Early Education?

By Zaidee Stavely
EdSource
January 7, 2020

As he was campaigning for governor, Gavin Newsom made some enormous promises for the youngest Californians and their families — universal preschool, affordable, high-quality child care, six months of paid family leave. And he's delivered — on the first few steps.

Once he took office in January 2019, Newsom moved forward significantly on many of his big early education campaign promises. With the help of the Legislature, he expanded family leave from six weeks to eight weeks, with a promise to extend it further later this year. He increased home nurse visits for infants and toddlers and medical screenings to catch developmental delays and trauma early. He invested in grants to build more child care centers and help train more early childhood educators.

The 2019-20 budget will allow about 31,600 more low-income children to enroll in state-subsidized child care centers and preschools. And as of Jan. 1, all 4-year-olds living in low-income neighborhoods are eligible to attend state-subsidized preschool, regardless of their own family's incomes, an effort that attempts to reach children from middle-income families who make too much money to qualify for subsidized preschool but cannot afford a private preschool.

Perhaps most importantly, Newsom invested in planning. He appointed a team of researchers and experts that has already begun meeting to come up with a Master Plan for Early Learning and Care, which is meant to be a guide for improving the quality of and access to child care. It will also address how to fulfill another of his campaign promises — universal pre-K, making state-subsidized preschool or transitional kindergarten available to all 4-year-olds, regardless of income.

Newsom's total spending for child care and preschool during his first year in office is an unprecedented $5.5 billion. That's not nearly enough to provide affordable, quality education for all the young children who need it. California has more young children than any other state, and more than half of them are low-income. In addition, years of cuts and lack of investment in early education has left the state lagging behind others in quality of care and access. Hundreds of thousands of children are still not enrolled in subsidized early education programs, even though they meet the income requirement — currently $80,623 or less for a family of four.

For parents of young children and some advocates, the wait for widely available and affordable high-quality child care or preschool can be frustrating. But experts say it's smart to proceed slowly. Early childhood researchers and advocates largely applaud Newsom's efforts in 2019 and say the steps he took will lay the groundwork needed for building a more comprehensive early education system.

"Even in other, much smaller states, this has been a multi-year process. In California, it's complex and large, so I think it's right to take the time to get everyone on board, and to make sure the decisions that are made

are informed by research," said Hanna Melnick, research analyst and policy adviser at the Learning Policy Institute, a nonprofit research organization based in Palo Alto.

Early learning researchers say the funding set aside this year to build more child care facilities and train early childhood educators, for example, are both essential to allow more children to access high-quality early childhood education.

"I think the governor is right to think about this holistically," said Stanford University professor Deborah Stipek, whose research focuses on early education. "You could double the number of slots that the state would pay for, but you wouldn't double the number of children that were in those slots, because the programs wouldn't be able to find staff." Stipek is part of the team working on the master plan.

The early childhood workforce is one area where some experts believe Newsom and the Legislature have fallen short. Several bills introduced in the Legislature in 2019 to address wages and training for preschool teachers, aides and other child care providers stalled and never became law. The exception was a law passed that allows child care providers to unionize and collectively bargain for better conditions.

"The jobs for educators have not been propped up to deliver on the promise of high quality education," said Lea Austin, director of the Center for the Study of Child Care Employment based at UC Berkeley. "If you're working full-time caring for and educating children on a daily basis, you should be able to provide for your own family. And that's not the case in California. And it's particularly not the case for educators of color in California."

The Center for the Study of Child Care Employment recently published a study that found that African-American and Latina early educators earn less than their white counterparts.

The 2019-20 budget set aside funding for training, but Austin said providing more education will not automatically increase early childhood educators' wages. About a third of teachers at California child care centers and preschools already have a bachelor's degree, and another third already have an associate's degree, according to a separate study by the center.

"Simply saying that if people have higher education, it will drive the wages, hasn't worked. It hasn't worked in California, or in other states," Austin said.

Austin said Newsom and legislators should consider implementing policies such as those implemented by other states, including Oklahoma, New Jersey, North Carolina and New York City, among others, that require public preschool teachers to be paid or receive benefits on the same scale as elementary school teachers.

Some advocates are also pushing for Newsom and the Legislature to consider more funding for programs serving children who speak a language other than English at home and those who experience trauma, such as living in communities ravaged by wildfire or gun violence. Such a system would be similar to the state's K-12 funding formula, which provides more dollars to school districts serving large numbers of English Learners, foster children, homeless children and low-income children.

"When Gov. Newsom ran for office, he talked about a California for all," said Karla Pleitéz Howell, managing director of policies and programs for the nonprofit organization Advancement Project California, a civil rights organization that advocates for equal opportunities in education. "All means all. Yet when we

look at the data, and the opportunities that exist, we consistently find that our youngest black, Latinx and Native American children and families are the most likely to face community conditions that really shut down the opportunities for high quality early learning experiences."

Currently, California reimburses child care centers and family child care homes for each low-income child approved for a subsidy. The state also has temporary subsidies specifically for foster children and some funding for training child care providers to teach children who speak a language other than English at home, or who are in foster care. In addition, the state has grant programs to help build child care centers and to train early childhood educators.

Pleitéz Howell said the Master Plan for Early Learning and Care is a chance to reconsider how the funding for various programs is distributed.

New Laws for 2020

By SSC Governmental Relations Team
School Services of California Inc.'s Fiscal Report
January 7, 2020

Over the fall, School Services of California Inc. highlighted the most important bills signed by Governor Gavin Newsom in his first year of office that will affect education in 2020 and beyond. As a refresher as we enter into the new year, here are some of the most significant bills affecting education operations:

- Assembly Bill (AB) 218 extends the statute of limitations for commencement of legal action for childhood sexual assault to forty years of age, or five years from discovery of the injury; provides enhanced damages for a cover up, as defined, of the assault; and provides a three-year window in which expired claims could be revived (see "AB 218 and Its Fiscal Impact on Schools," in the December 20, 2019, *Fiscal Report*).

- AB 1353 reduces the probationary period for school district classified employees from one year to six months in non-merit school districts (see "Governor Newsom Signs AB 1353 Into Law—Shortening the Classified Employee Probationary Period," in the October 18, 2019, *Fiscal Report*).

- AB 1505 makes various changes relating to charter school authorizations, appeals, and renewals; clarifies the teacher credentialing requirements of charter school's teachers; and places a two-year moratorium on nonclassroom-based charter schools starting January 1, 2020 (see "Governor Newsom Signs Sweeping Charter School Reform Bills Into Law," in the October 4, 2019, *Fiscal Report*).

- Senate Bill (SB) 142 requires employers to provide a lactation room or a location that includes prescribed features; access to a sink and refrigerator in close proximity to the employee's workspace; and develop and implement a policy that educates employees on these rights (see "*Ask SSC . . . How Will the New Lactation Accommodation Law Affect LEAs?,*" in the December 6, 2019, *Fiscal Report*).

- SB 126 requires charter school governing boards to comply with a variety of the same open meeting, conflict-of-interest, and disclosure laws as traditional school district governing boards (see "Newsom Signs Charter School Transparency Bill—Senate Bill 126," in the March 8, 2019, *Fiscal Report*).

- The education community is still interpreting how AB 5 (see "Governor Newsom Officially Signs AB 5 Into Law" in the October 4, 2019, *Fiscal Report*) will affect certain education functions—like facilities maintenance and special education specialists. AB 5, which is being challenged in court and at the ballot box, codifies the California Supreme Court decision in the *Dynamex Operations West Inc. v. Superior Court* into law, and makes other changes to how independent contractors are defined. Legislative changes are expected to be proposed in 2020.

Some bills did not take effect on January 1, 2020, but local educational agencies (LEAs) would be wise to consider starting to plan for:

- AB 48, if Proposition 13 is approved by voters in March 2020, changes certain aspects of school facilities law, including the ability for districts to levy developer fees in certain circumstances (see "Deal Reached on Statewide School Bond," in the September 20, 2019, *Fiscal Report*).

- AB 1172 creates new oversight for non-public schools serving students with disabilities beginning in 2020–21.

- SB 276 requires the California Department of Public Health (CDPH) to develop a standardized medical exemption certification form which, beginning January 1, 2021, will be the only documentation of a medical exemption that is acceptable, and further requires CDPH to review all medical exemptions from schools or institutions with an immunization rate of less than 95%, physicians who have submitted five or more medical exemptions in a calendar year, and schools or institutions that do not provide reports of vaccination rates to the CDPH (see "Governor Newsom Signs Vaccination and Willful Defiance Bills Into Law," in the September 20, 2019, *Fiscal Report*).

- SB 328 changes the school start time for middle and high schools, but does not take effect until July 1, 2022, or when a district's current collective bargaining agreement expires (see "Late School Start Time Bill [SB 328] FAQs," in the November 1, 2019, *Fiscal Report* and "Guest Article: Considerations for LEAs with Later Start Times," in the November 13, 2019, *Fiscal Report*).

- SB 390 requires school security officers and security guards employed by a school or community college district, commencing July 1, 2021, to complete a specific training course regardless of the number of hours worked per week.

- SB 419 extends the prohibition for the suspension of a pupil in grades 4 and 5 for willful defiance, and for five years prohibits the suspension of a pupil in grades 6 through 8, beginning July 1, 2020 (see "Governor Newsom Signs Vaccination and Willful Defiance Bills Into Law," in the September 20, 2019, *Fiscal Report*).

Finally, some measures take effect immediately upon the Governor's signature. For example SB 265, which requires those LEAs to ensure that a student whose parent or guardian has unpaid school meal fees is not denied a reimbursable meal of the student's choice because of the fact that the student's parent or guardian has unpaid meal fees, and to ensure that the pupil is not shamed or treated differently from other pupils (see

"Do Meal Shaming Bills Disproportionately Impact Districts?," in the December 20, 2019, *Fiscal Report*).
This bill went into effect on October 12, 2019.

The Legislature has returned to Sacramento this week to begin its work anew. We will cover bills as they are proposed and make their way through the legislative process in our "Top Legislative Issues" series.

BC Number AS-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kim Kelstrom, Executive Officer *Kim Kelst*
Cabinet Approval: *(signature)*

Date: January 17, 2020

Phone Number: 457-3907

Regarding: January Legislative Committee Meeting

The purpose of this communication is to provide the Board information shared at the January 10, 2020 Legislative Committee Meeting.

Budget Update – Ms. Leilani Aguinaldo provided an update on the Governor's 2020/21 Proposed State Budget. The Governor's proposal includes nearly $3 billion in additional funding for the Cost-of-Living Adjustment (COLA) and for new or continued categorical programs.

Ms. Aguinaldo provided the following additional details and funding information on the Governor's Proposed Budget:

- The Cost of Living Adjustment (COLA) is proposed to be funded at 2.29% for the Local Control Funding Formula (LCFF), in Special Education and state categorical programs. The Legislative Analyst's Office (LAO) projected 1.79% in December 2019
- Rainy Day Fund proposal includes an additional $2 billion to bring the balance to $18 billion
- Educator Recruitment and Training proposal includes $900 million in one-time grants including professional development, teacher residency support, and stipends for individuals receiving credentials
- Special Education proposal includes maintaining the current year budget of $645 million and an additional $250 million to support 3-to-5 year old special needs students to increase or improve services as well as an increase in Special Education base funding
- Community School proposal includes $300 million in one-time funds for integrated wrap around services including mental health, family training, and expanded learning opportunities
- Opportunity School proposal includes $300 million in one-time funds for school districts in differentiated assistance
- School Nutrition proposal includes $60 million to increase the reimbursement rate for meals
- School Facilities proposal includes conversion of funds from Kindergarten to Preschool facilities

The Governor's 2020/21 Proposed State Budget does not include one-time discretionary funds or pension investments as provided in previous budget cycles and instead proposes new categorical funding.

The next Legislative Committee meeting is scheduled for February 06, 2020.

If you have any questions or require further information, please contact either Kim Kelstrom at 457-3907 or Ruthie Quinto at 457-6226.

Approved by Superintendent
Robert G. Nelson Ed.D. _____*(signature)*_____   Date:___*1/17/2020*___

BC Number AS-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Tammy Townsend, Administrative Analyst
Cabinet Approval: *[signature]*

Date: January 17, 2020

Phone Number: 457-6204

Regarding: Updated Travel Administrative Regulations

The purpose of this communication is to provide the Board information on an updated Administrative Regulation (AR) regarding district travel reimbursement. Although this regulation is singular, its title includes three numbers as follows: Travel Reimbursement 4133.1, 4233.1, and 4333.1. A copy of the updated AR is attached and can also be found on the district's website at:

Fresno Unified Travel Administrative Regulations
https://www.fresnounified.org/sites/board/policies/Documents/4133-1-AR-Travel-Reimbursement.pdf

Last fall, staff began a process to update the district's travel AR. This was last updated in 1999. The language created confusion and did not reflect evolving options and changing best practices for travel.

In updating the AR, the following steps were taken:
- Reviewed the California School Board Association (CSBA) recommended language for consistency
- Reviewed the General Services Administration (GSA) website
  - The GSA is an independent agency of the United States government to assist with managing and supporting the basic functioning of federal agencies
- Consulted a travel agency to understand industry language
- Reviewed travel policies of other school districts and government agencies
- Consulted staff involved with travel arrangements and reconciliation, including Accounts Payable
- Reviewed the draft with several internal groups, including Cabinet
- Reviewed district travel practices and data
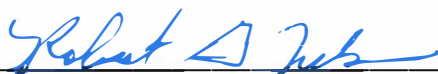
In addition to other updates, the revised regulation addresses utilizing discount online websites as well as clarification regarding air transportation options.

As is district practice, the AR was approved by Cabinet in December.

If you have any questions or require additional information, please call Tammy Townsend at 457-6204.

Approved by Superintendent
Robert G. Nelson Ed.D. _____*[signature]*_____   Date: _1/17/2020_

Fresno Unified Administrative Regulations (AR) 4133.1, 4233.1, 4333.1 Travel Reimbursement

Procedures Governing Travel Expenses and Advances

1. Types of travel claims
   a. When mileage is the only travel expense this expense is to be claimed on a monthly mileage form signed by the employee and their immediate supervisor. In lieu of filing a monthly mileage form, with the approval of their immediate supervisor, an employee may receive a monthly stipend as reimbursement for local travel expenses.
   b. All other travel requires the use of the Travel/Conference Approval and Expense Claim Form (C-1). https://fusd.sharepoint.com/sites/dept_fiscal/Accounting/TravelForm.pdf

2. Approval deadlines and eligibility for reimbursement
   a. When attending conferences and trainings, staff is expected to attend and participate to the fullest extent possible.
   b. Travel expenses limited to mileage and parking do not require approval in advance.
   c. The Travel/Conference Approval and Expense Claim Form, properly completed, shall be submitted for approval no less than 10 days before departure and travel should be booked as early as possible to increase the likelihood of an economical rate (completion of the Travel / Conference Approval and Expense Claim form, it's approval, and bookings are preferred 4 weeks prior to the departure date).
   d. Expenses may be reimbursed only if incurred while the employee is on "travel status," meaning that the travel has been properly approved pursuant to district regulations. Reimbursement may not be claimed for additional expenses that arise from the coordination of employee vacation or sick leave with travel on district business.
   e. For travel paid with grant funds, costs must be reasonable and consistent with the District's travel policy.
   f. It is the responsibility of the approving administrator to monitor the number of out-of- state trips for their staff.

3. Reimbursement of Travel Expenses
   a. Lodging
      i. In all cases, receipts for lodging expenditures are required.
      ii. In all cases, lodging shall be reimbursed at the actual cost for single occupancy.
      iii. In case of conference travel, reimbursable lodging cost shall not exceed the single. occupancy rate offered by the headquarter hotel or motel.
      iv. Reservations and payment for lodging may be made through the purchasing department or individual other lodging reservations may be made through discount online websites.
         1. When utilizing online websites, it is the responsibility of the approving administrator to ensure the employee has obtained two (2) complete lists of available hotel rooms from different websites, indicating the cost. The listings must be attached to the reimbursement request.

b. Meals
   i. Reimbursement for meals is allowable when travel precludes eating at home. In addition, the IRS has ruled that in order for meal-related expenses to be excludable from income, a taxpayer must travel "away from home" (interpreted by the Supreme Court as requiring an overnight stay). IRC Section 162(a)
   ii. No reimbursements will be made for alcoholic beverages, entertainment, laundry, expenses of any family member traveling with an employee, personal losses, or traffic violation fees incurred while on district business.
   iii. Meal reimbursement will include tax and gratuities and shall be limited to the lower of the actual cost or the maximum daily rates allowed by U.S. General Services Administration (GSA). No receipts are necessary if travelers are claiming the per diem rates. Reimbursement rates can be found at https://www.gsa.gov/travel/plan-book/per-diem-rates
   iv. If a meal is included as a formal part of the program of a conference or meeting, any actual cost in excess of the conference fee will be reimbursed. If the cost of the meal is fully covered by the conference fee, no additional reimbursement may be claimed unless the participant is pulled away from the conference or meeting to execute district business.
   v. Travel meal expenses may be claimed if travel begins before or ends after the following times:

   Before 7:00 a.m. 9:00 a.m. -Breakfast
   7:00 a.m. 2:00 p.m. -Breakfast and Lunch
   Before 10:00 a.m. 2:00 p.m. -Lunch
   10:00 a.m. 7:00 p.m. -Lunch and Dinner
   Before 5:00 p.m. 7:00 p.m. -Dinner
   7:00 a.m. 7:00 p.m. -Breakfast, Lunch and Dinner

   vii. If the trip begins or ends outside of the established work hours, travel status will begin or end when the employee departs from or returns to their residence.
   viii. If the trips begin or end during established work hours, travel status will begin or end when the employee departs from or returns to their place of employment.
c. Other Travel Allowances
   i. While traveling on official district business, the following expenses are also reimbursable with receipts at actual cost:
      1. Necessary taxicab, airport shuttles, rideshare services, or public transportation including gratuities
      2. Registration fees
      3. Car storage fees
      4. Rental car charges
      5. Toll bridge fees
      6. Other justifiable expenses may be approved based on a review of special circumstances
      7. Airplane Wi-Fi expenses needed to conduct district business will not be reimbursed unless authorized by the Superintendent or their designee.

d. Transportation
   i. Transportation options should be the most reasonable means available taking into consideration requirements for reimbursement of meals and lodging and employee time devoted to travel at the expense of performance of other duties.
   ii. Air or Train Transportation
      1. Reservations and payment for transportation by common carrier may be made through the purchasing department or individual reservations may be made through discount online websites.
      2. When utilizing online websites, it is the responsibility of the approving supervisor to ensure the employee has obtained two (2) complete lists of available airfares from different websites, indicating the departing and destination cities, as well as the cost of the airline ticket. The listings must be attached to the reimbursement request.
      3. Air Coach will be used for air travel unless otherwise specifically authorized. Air coach, per industry definition, is defined as anything other than business or first class (for example, economy plus qualifies as air coach). Receipts are required for air travel.
      4. In all cases, itinerary, destination, time, routing, etc. changes made while in travel status and other changes incurring an additional expense to the district shall be documented in writing and submitted with the Travel/Conference Approval and Expense Claim Form when requesting reimbursement. Changes not deemed necessary for conducting business will be made at the expense of the employee.
      5. Transportations arrangements should be made as far in advance as possible, to ensure an economical rate (completion of the Travel / Conference Approval and Expense Claim form, it's approval, and bookings are preferred 4 weeks prior to the departure date).
   iii. Travel by Private Vehicle
      1. Authorized travel will be reimbursed at IRS per mile rate in place at the time of the travel.
      2. The cost of authorized travel will not exceed the cost of the air coach fare from Fresno to the destination.
      3. When it has been established that travel by private vehicle is the most appropriate and economical means of transportation, reimbursement for actual mileage traveled by private vehicle will be approved.
      4. Whenever possible, carpooling is encouraged. In such cases, only the employee whose automobile is used shall claim reimbursement.
   iv. Travel by Rental Vehicle
      1. For travelers requiring the use of a rental car, an economy or compact sized car should be requested unless a larger vehicle is required for multiple travelers.
      2. The collision Damage Waiver offered by the car rental companies is to be declined.
e. Fresno Conferences
   i. Registration expenses will be allowed for conferences held in Fresno.

4. Travel Advances
   a. Travel advances may be requested by furnishing the appropriate information at the time of initial approval of the Travel/Conference Approval and Expense Claim Form.
   b. Travel advances will be made upon approval of the administrator authorizing the travel.
   c. Travel advances will be limited to no more than 80% of the expenses anticipated to be borne by the employee.
   d. When an advance is requested, the properly approved Travel/Conference Approval and Expense Claim Form must be submitted to the Accounting Office at least 10 working days before the advance is required.
   e. Responsibility of Persons Drawing Travel Advances
      i. Every person who draws a travel advance will furnish signed receipts and a claim form to account for expenses against the advance.
      ii. Within five business days an individual returning from a trip for which they have drawn, an advance will furnish a Travel/Conference Approval and Expense Claim Form to the Accounting Office.
      iii. If the travel advance exceeds the actual reimbursable travel expenses, a check for the difference must accompany the Travel/Conference Approval and Expense Claim Form when it is returned to the Accounting Office. If funds are due back to the District upon completion of a trip, or if a claim form is not submitted within 60 days of a trip, a payroll deduction may be processed in the amount owed.

5. Promotional Items Received from Official Travel
   a. Transportation for official business shall not be arranged on a carrier solely to obtain points, free tickets or any other amenities or gifts.
   b. Free upgrade to first class, airline mileage or trip accumulation programs, executive club membership and check-cashing privileges may be retained and shall not be turned over to the district. Unsolicited promotional materials of nominal intrinsic value (pens, pencils, note pads, calendars, etc.) may be retained by the officer or employee.
   c. If the receipt of any promotional item received from official travel results in the loss of work/duty time, the employee shall either
      i. report the additional time as vacation, or
      ii. retain use of the promotional item for future official district business by the employee.

6. Authority to Override Limits or Restrictions
   a. Except as provided in b. below, the Superintendent or their designee by their signature on a memo attached to the request form has the authority to override any of the above limits and restrictions when special circumstances justify such action.
   b. For travel by the Superintendent and all members of the Governing Board except the Board President, the Board President shall grant exemptions as set forth in paragraph a. above.
   c. For travel by the Board President the Board Clerk shall grant exemptions as set forth in paragraph a. above.

Fresno Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity, gender expression, genetic information, mental or physical disability, sex, sexual orientation, marital status, pregnancy or parental status, medical information, military veteran status, or association with a person or a group with one or more of these actual or perceived characteristics or any other basis protected by law or regulation, in its educational program(s) or employment.

Regulation FRESNO UNIFIED SCHOOL DISTRICT
approved: June 25, 1992 Fresno, California
revised: August 24, 1995
revised: April 28, 1999
revised: December 10, 2019
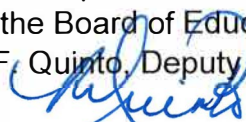
Policy Section: 4000 Personnel

Fresno Unified School District
Board Communication

BC Number AS-4

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Ruth F. Quinto, Deputy Superintendent/CFO
Cabinet Approval:

Date: January 17, 2020

Phone Number: 457-6226

Regarding: Endeavor Charter School Petition – Fiscal Impact

The purpose of this communication is to provide the Board information as requested regarding the fiscal impact for the Endeavor Charter School Petition which reflects only Fresno Unified resident students, approximately 36% of enrollment, in the fiscal impact calculation.

The Endeavor Charter Petition estimates the enrollment of 254 in each of the fiscal years included in the petition and expects that 91 enrolled students will be Fresno Unified residents. Jody Jeffers, the CBO for Western Sierra Charter Schools, initially provided the projections that estimate 36% of Endeavor's student population will be Fresno Unified resident students; staff agrees with this estimate based on enrollment records that have been provided by Western Sierra Charter Schools. The fiscal impact as follows:

	2020/21	2021/22	2022/23	2023/24	2024/25	Total
# of Resident Students	91	91	91	91	91	
Total Estimated ADA	89.18	89.18	89.18	89.18	89.18	
Avg Estimated LCFF Revenue (per ADA)	$ 11,638	$ 11,950	$ 12,259	$ 12,259	$ 12,259	
Total Revenue	$ 1,037,877	$ 1,065,701	$ 1,093,258	$ 1,093,258	$ 1,093,258	$ 5,383,351
Less Avg Teacher Salary	$ 460,000	$ 460,000	$ 460,000	$ 460,000	$ 460,000	$ 2,300,000
Total Fiscal Impact	$ 577,877	$ 605,701	$ 633,258	$ 633,258	$ 633,258	$ 3,083,351

In addition to the fiscal impact calculation as shown above, staff completed a comprehensive financial statement analysis as provided in the Endeavor Charter School Petition. The financial statement analysis included a 5-year revenue and expenditure projection, enrollment assumptions, budget projections, and a 5-year cash flow analysis. As was reported at the January 15, 2020 Board meeting, Endeavor Charter School petitions to operate serving grades TK-12 under the Western Sierra Charter Schools, which currently operates two charter schools authorized by Yosemite Unified School District.

Endeavor Charter School anticipates deficit spending in the first year of operation; however, the cash flow statements project an ending cash balance of $353,844 at the end of 2020/21 due to the planned transfer-in of beginning balances from Mountain Home School Charter and Glacier High School Charter in the amounts of $465,00 and $135,000, respectively. These funds are considered borrowed and are planned to be paid back in $200,000 increments beginning in 2022/23 and ending in 2024/25.

Enrollment fluctuations could have a severe impact on the fiscal health of this charter, particularly lower than anticipated enrollment in its first year of operation. Furthermore, because Mountain Home School Charter and Glacier High School Charter are not under Fresno Unified School District's purview, the current financial health of these charters is difficult to determine. In addition, a large percentage of both charter schools' enrollment was previously made up of students attending the resource center in Fresno

and Endeavor Charter School is projected to make up 47% of all ADA for Western Sierra Charter Schools at the time of inception. Although Endeavor Charter is anticipating an ending cash balance of $353,844 at the end of the first year, if the charter's actual enrollment is merely 30 students less than projected, the charter will experience a negative cash flow balance in the first operating year. This could potentially put a strain on the financial resources on Western Sierra Charter School's other two charter schools particularly given the planned inter-fund transfer into Endeavor Charter School as well as the commitment from the CBO for additional inter-fund transfers in subsequent years if necessary, although this is not presented in the multiyear projections.

Mitigating considerations are:
- The current reserve levels for Mountain Home School Charter and Glacier High School Charter of 28.67% of annual expenditures and 45.74% of annual expenditures, respectively.
- There are no lease or mortgage commitments for the current operating charter schools as Western Sierra Charter owns the property and facilities in which Mountain Home School Charter and Glacier High School Charter currently operate.
- The health of the Western Sierra Charter organization will continue to be monitored by the CBO as well as the oversight of the authorizing district.
- Western Sierra Charter Schools indicated that they will be applying for a Charter School Revolving Loan Program loan, although this is not presented in the multiyear projections.

Endeavor Charter School utilized the latest LCFF calculator to build their revenue estimates and for expenses, Endeavor projects to employ approximately 15 FTE for certificated staff during the first five years of operation which constitutes approximately 45% of all annual expenditures. For classified staff, Endeavor projects an estimated at 3.36 FTE the cost for which constitutes approximately 8% of all annual expenditures. Projected costs for employee benefits appear reasonable at approximately 20% of total expenses.

Fresno Unified recommends that charter schools maintain a minimum ending fund balance of no less than 3%. Endeavor Charter School's 5-year multi-year projections and respective ending balances are projected as follows:

	2020/21 MYP	2021/22 MYP	2022/23 MYP	2023/24 MYP	2024/25 MYP
Total Revenue	$2,512,741	$2,686,875	$2,711,574	$2,790,954	$2,791,054
Total Expense	$2,529,648	$2,525,476	$2,559,095	$2,589,377	$2,624,012
Fund Balance	$0	($16,907)	$144,492	$296,971	$498,548
Net Change to Fund Balance	($16,907)	$161,399	$152,479	$201,577	$167,042
Ending Fund Balance	($16,907)	$144,492	$296,971	$498,548	$665,590
Reserve Level as a Percent	(0.67)%	5.72%	11.60%	19.25%	25.37%

Endeavor Charter School will be required to submit to the district each year a preliminary budget, interim reports, unaudited actuals and an annual financial statement audit report.

If you have any questions or require additional information, please call Ruthie Quinto at 457-6226.

Approved by Superintendent
Robert G. Nelson Ed.D. _____   Date: 1/17/2020

BC Number C-1

From the Office of the Superintendent

Date: January 17, 2020

To the Members of the Board of Education

Prepared by: Maiyer Vang, Interim Executive Director

Phone Number: 457-3390

Cabinet Approval:

Regarding: Fresno Unified Student Scholarship Awards Banquet

The purpose of this communication is to provide the Board information about the fifth annual Student Scholarship Awards Banquet. Parent University and Communications will again coordinate the banquet. The banquet will be held on May 12, 2020, from 6:00 p.m. to 8:00 p.m. at the Hoover Event Center, 5550 N. First Street., Fresno, CA 93710.

The Fresno Unified Scholarship Fund was established in 2009 by district employees who wanted to provide additional resources for students looking to pursue a post-secondary education. The support continues today as employees donate through payroll deductions or make individual donations. Fresno Unified School District has a strong community of employees who care deeply for the students in our district and the awards banquet is one more way that support is shown. In addition, the fund and the awards banquet are supported by community and business donations. Through this district and community effort, we will direct money for college or trade/technical education to the hands of some of our most deserving students.

Please plan to join us this year. The invitation and sponsorship packages are included with this communication.

If you have any questions or require additional information, please contact Maiyer Vang at 559-457-3390.

Approved by Superintendent

Robert G. Nelson Ed.D. _____   Date: ___1/17/2020___

2020

Fresno Unified School District

STUDENT SCHOLARSHIP

& Awards Banquet

Presented by... **PARENT U** UNIVERSITY

Tuesday, May 12, 2020
6:00 p.m. - 8:00 p.m.

Hoover Event Center
5550 N. First St., Fresno, CA 93710

$40 General Admission
RSVP: (559) 457-3390 or via email at
Kimberly.Hendricks-Brown@fresnounified.org

General admission ticket includes dinner

Please make check payable to: Fresno Unified Scholarship Fund

Scholarship Sponsorship Packages

PRESENTING SPONSOR	$20,000 +		SILVER LEVEL	$2,500 +
PLATINUM LEVEL	$10,000 +		BRONZE LEVEL	$1,000 +
GOLD LEVEL	$5,000 +		SUPPORTER LEVEL	$500 +

BC Number C-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Maiyer Vang, Interim Executive Director
Cabinet Approval:

Date: January 17, 2020

Phone Number: 457-3390

Regarding: Parent University 2020 Spring Cohort 1 and 2

The purpose of this communication is to provide the Board information regarding the Parent University 2020 Spring Cohort 1 and 2 courses.

The 2020 Spring Cohort 1 courses will begin with the Local Control and Accountability Plan (LCAP) workshops at various elementary school sites January 14 - 17, 2020. The Spring curriculum Cohort 1 will cover five-weeks of modules (January 21 - February 17, 2020) and Cohort 2 will cover five-weeks of modules (March 3 - April 3, 2020). The schedule is attached. Parent Institute for Quality Education (PIQE) and the Resident Academies dates vary. Spring Cohort 1 and 2 will include matching modules with the omission of "Opening Doors" for Cohort 2 and the addition of SAT for Cohort 2.

Spring Cohort 1 and 2
- Transition to Middle School
- Transition to High School
- Transition to 12th grade
- SPED
- PBS-Ready to Learn
- PIQE
- "Opening Doors" (Cohort 2 is SAT instead of "Opening Doors")
- Neighborhood Revitalization (NRT)
- GO Fresno
- Hispanic Resident's Academy (HRA)
- Hmong Resident's Academy (HmRA)

The courses will be offered at 98 sites in English, Spanish, and Hmong as requested and include a Mixteco session at Hidalgo Elementary. A spring parent recognition ceremony will be held in May 2020.

If you have any questions or require additional information, please contact Maiyer Vang at 559-457-3390.

Approved by Superintendent
Robert G. Nelson Ed.D. _____

Date: 1/17/2020

Date	Course Topic	Region	School	Language	Day	Time	Location
1/14/2020	LCAP	SUNNYSIDE	Burroughs	English	Tuesday	8:30 am-10:30 am	29
1/14/2020	LCAP	SUNNYSIDE	Burroughs	Spanish	Tuesday	8:30 am-10:30 am	29
1/14/2020	LCAP	ROOSEVELT	Calwa	Spanish	Tuesday	8:30 AM-10:30 AM	CBET
1/14/2020	LCAP	MCLANE	Ewing	English	Tuesday	8:00 am-10:00 am	Check Front Office
1/14/2020	LCAP	MCLANE	Ewing	Hmong	Tuesday	8:00 am-10:00 am	Conf Rm
1/14/2020	LCAP	MCLANE	Ewing	Spanish	Tuesday	8:00 am-10:00 am	Cafeteria
1/14/2020	LCAP	BULLARD	Slater	Spanish	Tuesday	8:30 AM-10:30 AM	34
1/14/2020	LCAP	ROOSEVELT	Winchell	Spanish	Tuesday	8:30 AM-10:30 AM	6B
1/14/2020	LCAP	ROOSEVELT	Yokomi	Spanish	Tuesday	9:15 AM-11:00 AM	34
1/14/2020	LCAP	BULLARD	Forkner	English	Tuesday	5:30 PM-7:30PM	Multi-purpose Room
1/15/2020	LCAP	SUNNYSIDE	Ayer	Spanish	Wednesday	8:30 AM-10:30 AM	MPR
1/15/2020	LCAP	HOOVER	Holland	Spanish	Wednesday	8:30 AM-10:30 AM	Parent Center
1/15/2020	LCAP	FRESNO	Homan	English	Wednesday	8:30 AM-10:30 AM	Cafeteria
1/15/2020	LCAP	FRESNO	Homan	Spanish	Wednesday	8:30 AM-10:30 AM	6
1/15/2020	LCAP	EDISON	Lincoln	Spanish	Wednesday	8:30 AM-10:30 AM	Cafeteria
1/15/2020	LCAP	BULLARD	Starr	English	Wednesday	8:30 AM-10:30 AM	A2
1/15/2020	LCAP	BULLARD	Starr	Spanish	Wednesday	8:30 AM-10:30 AM	A2
1/15/2020	LCAP	EDISON	Sunset	English	Wednesday	8:30 AM-10:30 AM	Cafeteria
1/15/2020	LCAP	EDISON	Sunset	Spanish	Wednesday	8:30 AM-10:30 AM	Cafeteria
1/15/2020	LCAP	BULLARD	Figarden	Spanish	Wednesday	5:30 PM-7:30PM	Library
1/15/2020	LCAP	BULLARD	Gibson	English	Wednesday	5:30 PM-7:30PM	Check Front Office
1/15/2020	LCAP	HOOVER	Holland	English	Wednesday	5:30 PM-7:30PM	Parent Center
1/15/2020	LCAP	HOOVER	Viking	English	Wednesday	5:30 PM-7:30PM	21
1/15/2020	LCAP	HOOVER	Viking	Spanish	Wednesday	5:30 PM-7:30PM	21
1/16/2020	LCAP	SUNNYSIDE	Aynesworth	English	Thursday	8:30 AM-10:30 AM	2
1/16/2020	LCAP	SUNNYSIDE	Aynesworth	Spanish	Thursday	8:30 AM-10:30 AM	18

Schedule subject to change

Date	Course Topic	Region	School	Language	Day	Time	Location
1/16/2019	LCAP	MCLANE	Hidalgo	English	Thursday	8:30 AM-10:30 AM	Cafeteria
1/16/2019	LCAP	MCLANE	Hidalgo	Hmong	Thursday	8:30 AM-10:30 AM	Cafeteria
1/16/2019	LCAP	MCLANE	Hidalgo	Spanish	Thursday	8:30 AM-10:30 AM	32
1/16/2020	LCAP	ROOSEVELT	Lane	Spanish	Thursday	8:30 AM-10:30 AM	30
1/16/2020	LCAP	FRESNO	Del Mar	Spanish	Thursday	8:30 AM-10:30 AM	25
1/16/2020	LCAP	HOOVER	Robinson	Spanish	Thursday	8:30 AM-10:30 AM	14
1/16/2020	LCAP	FRESNO	Roeding	Spanish	Thursday	8:30 AM-10:30 AM	Parent Center
1/16/2020	LCAP	FRESNO	Fremont	Spanish	Friday	8:30 AM-10:30 AM	14
1/17/2020	LCAP	FRESNO	Heaton	Spanish	Friday	8:30 AM-10:30 AM	20
1/17/2020	LCAP	EDISON	King	English	Friday	8:30 AM-10:30 AM	Cafeteria
1/17/2020	LCAP	EDISON	King	Hmong	Friday	8:30 AM-10:30 AM	Cafeteria
1/17/2020	LCAP	EDISON	King	Spanish	Friday	8:30 AM-10:30 AM	Cafeteria
1/17/2020	LCAP	MCLANE	Leavenworth	English	Friday	8:30 AM-10:30 AM	Check Front Office
1/17/2020	LCAP	MCLANE	Leavenworth	Hmong	Friday	8:30 AM-10:30 AM	Check Front Office Check Front Office Check Front Office
1/17/2020	LCAP	MCLANE	Leavenworth	Spanish	Friday	8:30 AM-10:30 AM	Check Front Office Check Front Office Check Front Office
1/17/2020	LCAP	BULLARD	Malloch	Spanish	Friday	8:30 AM-10:30 AM	Staff Lounge
1/17/2020	LCAP	HOOVER	Robinson	English	Friday	8:30 AM-10:30 AM	14
1/22/20 2/19/20	SPED	SUNNYSIDE	Ayer	Spanish	Wednesday	8:30 AM-10:30 AM	MPR
1/22/20 2/19/20	SPED	HOOVER	McCardle	English	Wednesday	6:00 PM-8:00 PM	Cafeteria
1/22/20 2/19/20	SPED	HOOVER	McCardle	Spanish	Wednesday	6:00 PM-8:00 PM	29
1/24/20 2/21/20	SPED	FRESNO	Wilson	English	Friday	8:30 AM-10:30 AM	Staff lounge
1/24/20 2/21/20	SPED	FRESNO	Wilson	English	Friday	8:30 AM-10:30 AM	Reflection room

Schedule subject to change

Date	Course Topic	Region	School	Language	Day	Time	Location
1/21/20 2/18/20	Tras to MS	ROOSEVELT	Calwa	Spanish	Tuesday	8:30 AM-10:30 AM	CBET
1/21/20 2/18/20	Tras to MS	MCLANE	Ewing	Hmong	Tuesday	8:00 am-10:00 am	Conf Rm
1/21/20 2/18/20	Tras to MS	MCLANE	Ewing	English	Tuesday	8:00 am-10:00 am	Check Front Office
1/21/20 2/18/20	Tras to MS	MCLANE	Ewing	Spanish	Tuesday	8:00 am-10:00 am	Cafeteria
1/21/20 2/18/20	Tras to MS	BULLARD	Slater	Spanish	Tuesday	8:30 AM-10:30 AM	34
1/21/20 2/18/20	Tras to MS	ROOSEVELT	Winchell	Spanish	Tuesday	8:30 AM-10:30 AM	6B
1/21/20 2/18/20	Tras to MS	BULLARD	Forkner	English	Tuesday	5:30 PM-7:30PM	Multi-purpose Room
1/22/20 2/19/20	Tras to MS	EDISON	Sunset	English	Wednesday	8:30 AM-10:30 AM	Cafeteria
1/22/20 2/19/20	Tras to MS	EDISON	Sunset	Spanish	Wednesday	8:30 AM-10:30 AM	Cafeteria
1/23/20 2/20/20	Tras to MS	SUNNYSIDE	Aynesworth	English	Thursday	8:30 AM-10:30 AM	2
1/23/20 2/20/20	Tras to MS	SUNNYSIDE	Aynesworth	Spanish	Thursday	8:30 AM-10:30 AM	18
1/23/20 2/20/20	Tras to MS	ROOSEVELT	Balderas	English	Thursday	8:30 AM-10:30 AM	5
1/23/20 2/20/20	Tras to MS	ROOSEVELT	Balderas	Hmong	Thursday	8:30 AM-10:30 AM	5
1/23/20 2/20/20	Tras to MS	ROOSEVELT	Balderas	Spanish	Thursday	8:30 AM-10:30 AM	5
1/23/20 2/20/20	Tras to MS	ROOSEVELT	Lane	Spanish	Thursday	8:30 AM-10:30 AM	30
1/23/20 2/20/20	Tras to MS	FRESNO	Del Mar	Spanish	Thursday	8:30 AM-10:30 AM	25
1/23/20 2/20/20	Tras to MS	HOOVER	Robinson	Spanish	Thursday	8:30 AM-10:30 AM	14
1/23/20 2/20/20	Tras to MS	FRESNO	Roeding	Spanish	Thursday	8:30 AM-10:30 AM	Parent Center
1/24/20 2/21/20	Tras to MS	EDISON	King	English	Friday	8:30 AM-10:30 AM	Cafeteria
1/24/20 2/21/20	Tras to MS	EDISON	King	Hmong	Friday	8:30 AM-10:30 AM	Cafeteria
1/24/20 2/21/20	Tras to MS	EDISON	King	Spanish	Friday	8:30 AM-10:30 AM	Cafeteria
1/24/20 2/21/20	Tras to MS	MCLANE	Leavenworth	English	Friday	8:30 AM-10:30 AM	Check Front Office
1/24/20 2/21/20	Tras to MS	MCLANE	Leavenworth	Hmong	Friday	8:30 AM-10:30 AM	Check Front Office
1/24/20 2/21/20	Tras to MS	MCLANE	Leavenworth	Spanish	Friday	8:30 AM-10:30 AM	Check Front Office

Schedule subject to change

Date	Course Topic	Region	School	Language	Day	Time	Location
1/24/20 2/21/20	Tras to MS	BULLARD	Malloch	Spanish	Friday	8:30 AM-10:30 AM	Staff Lounge
1/24/20 2/21/20	Tras to MS	HOOVER	Robinson	English	Friday	8:30 AM-10:30 AM	14
1/21/20 2/18/20	Trans to HS	MCLANE	Scandinavian	English	Tuesday	8:30 AM-10:30 AM	Cafeteria
1/21/20 2/18/20	Trans to HS	MCLANE	Scandinavian	Hmong	Tuesday	8:30 AM-10:30 AM	Cafeteria
1/21/20 2/18/20	Trans to HS	MCLANE	Scandinavian	Spanish	Tuesday	8:30 AM-10:30 AM	Cafeteria
1/21/20 2/18/20	Trans to HS	ROOSEVELT	Tehipite	Spanish	Tuesday	8:30 AM-10:30 AM	Y-1
1/21/20 2/18/20	Trans to HS	EDISON	Gaston	English	Tuesday	5:30 PM-7:30 PM	112
1/21/20 2/18/20	Trans to HS	EDISON	Gaston	Spanish	Tuesday	5:30 PM-7:30 PM	112
1/21/20 2/18/20	Trans to HS	SUNNYSIDE	Terronez	English	Tuesday	5:30 PM-7:30 PM	A103
1/21/20 2/18/20	Trans to HS	SUNNYSIDE	Terronez	Hmong	Tuesday	5:30 PM-7:30 PM	A107
1/22/20 2/19/20	Trans to HS	FRESNO	Hamilton	English	Wednesday	8:30 AM-10:30 AM	Parent Center
1/22/20 2/19/20	Trans to HS	FRESNO	Hamilton	Spanish	Wednesday	8:30 AM-10:30 AM	Parent Center
1/22/20 2/19/20	Trans to HS	HOOVER	Tioga	English	Wednesday	8:30 AM-10:30 AM	61
1/22/20 2/19/20	Trans to HS	HOOVER	Tioga	Spanish	Wednesday	8:30 AM-10:30 AM	35
1/24/20 2/21/20	Trans to HS	SUNNYSIDE	Terronez	Spanish	Friday	8:30 AM-10:30 AM	B114
1/22/20 2/19/20	Trans to 12 grade	MCLANE	McLane	English	Wednesday	8:30 AM-10:30 AM	
1/22/20 2/19/20	Trans to 12 grade	MCLANE	McLane	Hmong	Wednesday	8:30 AM-10:30 AM	M-21
1/22/20 2/19/20	Trans to 12 grade	MCLANE	McLane	Spanish	Wednesday	8:30 AM-10:30 AM	M-22
1/22/20 2/19/20	Trans to 12 grade	FRESNO	Fresno	English	Wednesday	5:30 PM-7:30 PM	11
1/22/20 2/19/20	Trans to 12 grade	FRESNO	Fresno	Hmong	Wednesday	5:30 PM-7:30 PM	11
1/22/20 2/19/20	Trans to 12 grade	FRESNO	Fresno	Spanish	Wednesday	5:30 PM-7:30 PM	13
1/23/20 2/20/20	Trans to 12 grade	BULLARD	Bullard	English	Thursday	5:30 PM-7:30 PM	Library
1/23/20 2/20/20	Trans to 12 grade	BULLARD	Bullard	Spanish	Thursday	5:30 PM-7:30 PM	Computer Lab
1/23/20 2/20/20	Trans to 12 grade	SUNNYSIDE	Sunnyside	English	Thursday	5:30 PM - 7:30 PM	S119
1/23/20 2/20/20	Trans to 12 grade	SUNNYSIDE	Sunnyside	Hmong	Thursday	5:30 PM - 7:30 PM	S118

Schedule subject to change

Date	Course Topic	Region	School	Language	Day	Time	Location
1/23/20 2/20/20	Trans to 12 grade	SUNNYSIDE	Sunnyside	Spanish	Thursday	5:30 PM - 7:30 PM	S118
1/21/20 2/18/20	Opening Doors	ROOSEVELT	Anthony	Spanish	Tuesday	8:30 AM-10:30 AM	31
1/21/20 2/18/20	Opening Doors	SUNNYSIDE	Burroughs	Spanish	Tuesday	8:30 am-10:30 am	29
1/21/20 2/18/20	Opening Doors	SUNNYSIDE	Easterby	Spanish	Tuesday	8:30 am-10:30 am	Cafeteria
1/21/20 2/18/20	Opening Doors	EDISON	Kirk	English	Tuesday	8:30 AM-10:30 AM	Cafeteria
1/21/20 2/18/20	Opening Doors	EDISON	Kirk	Spanish	Tuesday	8:30 AM-10:30 AM	Cafeteria
1/21/20 2/18/20	Opening Doors	MCLANE	Norseman	Spanish	Tuesday	8:30 AM-10:30 AM	8
1/21/20 2/18/20	Opening Doors	SUNNYSIDE	Olmos	Spanish	Tuesday	8:30 AM-10:30 AM	Cafeteria
1/21/20 2/18/20	Opening Doors	MCLANE	Wishon	Spanish	Tuesday	8:30 AM-10:30 AM	Cafeteria
1/21/20 2/18/20	Opening Doors	EDISON	Addams	English	Tuesday	5:30 PM-7:30PM	Library
1/21/20 2/18/20	Opening Doors	EDISON	Addams	Spanish	Tuesday	5:30 PM-7:30PM	12
1/21/20 2/18/20	Opening Doors	HOOVER	Centennial	English	Tuesday	5:30 PM-7:30PM	19
1/21/20 2/18/20	Opening Doors	HOOVER	Centennial	Hmong	Tuesday	5:30 PM-7:30PM	20
1/21/20 2/18/20	Opening Doors	HOOVER	Centennial	Spanish	Tuesday	5:30 PM-7:30PM	21
1/22/20 2/19/20	Opening Doors	MCLANE	Ericson	Spanish	Wednesday	8:30 AM-10:30 AM	36
1/22/20 2/19/20	Opening Doors	HOOVER	Holland	Spanish	Wednesday	8:30 AM-10:30 AM	Parent Center
1/22/20 2/19/20	Opening Doors	FRESNO	Homan	Spanish	Wednesday	8:30 AM-10:30 AM	6
1/22/20 2/19/20	Opening Doors	EDISON	Lincoln	Spanish	Wednesday	8:30 AM-10:30 AM	Cafeteria
1/22/20 2/19/20	Opening Doors	SUNNYSIDE	Storey	English	Wednesday	8:30 AM-10:30 AM	45
1/22/20 2/19/20	Opening Doors	SUNNYSIDE	Storey	Hmong	Wednesday	8:30 AM-10:30 AM	45
1/22/20 2/19/20	Opening Doors	SUNNYSIDE	Storey	Spanish	Wednesday	8:30 AM-10:30 AM	45
1/22/20 2/19/20	Opening Doors	HOOVER	Eaton	English	Wednesday	5:30 PM-7:30PM	Cafeteria
1/22/20 2/19/20	Opening Doors	HOOVER	Eaton	Spanish	Wednesday	5:30 PM-7:30PM	Cafeteria
1/22/20 2/19/20	Opening Doors	HOOVER	Holland	English	Wednesday	5:30 PM-7:30PM	Parent Center
1/22/20 2/19/20	Opening Doors	SUNNYSIDE	Greenberg	Hmong	Wednesday	5:30 PM-7:30PM	4C

Schedule subject to change

Date	Course Topic	Region	School	Language	Day	Time	Location
1/23/20 2/20/20	Opening Doors	EDISON	Columbia	English	Thursday	8:30 AM-10:30 AM	Cafeteria
1/23/20 2/20/20	Opening Doors	EDISON	Columbia	Spanish	Thursday	8:30 AM-10:30 AM	Cafeteria
1/23/20 2/20/20	Opening Doors	SUNNYSIDE	Greenberg	Enlgish	Thursday	8:30 AM-10:30 AM	22
1/23/20 2/20/20	Opening Doors	SUNNYSIDE	Greenberg	Spanish	Thursday	8:30 AM-10:30 AM	4C
1/23/20 2/20/20	Opening Doors	MCLANE	Hidalgo	English	Thursday	8:30 AM-10:30 AM	Cafeteria
1/23/20 2/20/20	Opening Doors	MCLANE	Hidalgo	Hmong	Thursday	8:30 AM-10:30 AM	Cafeteria
1/23/20 2/20/20	Opening Doors	MCLANE	Hidalgo	Spanish	Thursday	8:30 AM-10:30 AM	32
1/23/20 2/20/20	Opening Doors	ROOSEVELT	Jackson	English	Thursday	5:30 PM-7:30PM	Cafeteria
1/24/20 2/21/20	Opening Doors	SUNNYSIDE	Bakman	English	Friday	8:30 AM-10:30 AM	Cafeteria
1/24/20 2/21/20	Opening Doors	SUNNYSIDE	Bakman	Hmong	Friday	8:30 AM-10:30 AM	Cafeteria
1/24/20 2/21/20	Opening Doors	SUNNYSIDE	Bakman	Spanish	Friday	8:30 AM-10:30 AM	Cafeteria
1/24/20 2/21/20	Opening Doors	FRESNO	Fremont	Spanish	Friday	8:30 AM-10:30 AM	14
1/24/20 2/21/20	Opening Doors	FRESNO	Heaton	Spanish	Friday	8:30 AM-10:30 AM	20
1/24/20 2/21/20	Opening Doors	ROOSEVELT	Jackson	Spanish	Friday	8:30 AM-10:30 AM	22
1/24/20 2/21/20	Opening Doors	ROOSEVELT	Jefferson	Spanish	Friday	8:30 AM-10:30 AM	CBET
1/24/20 2/21/20	Opening Doors	MCLANE	HIdalgo	Mixteco	Friday	6:00 PM - 8:00 PM	Cafeteria
1/21/20 2/18/20	Ready to Learn	BULLARD	Powers-Ginsburg	English	Tuesday	8:30 AM-10:30 AM	23
1/21/20 2/18/20	Ready to Learn	BULLARD	Powers-Ginsburg	Spanish	Tuesday	8:30 AM-10:30 AM	23
1/21/20 2/18/20	Ready to Learn	ROOSEVELT	Yokomi	Spanish	Tuesday	9:15 AM-11:00 AM	34
1/22/20 2/19/20	Ready to Learn	HOOVER	Vinland	English	Wednesday	8:30 AM-10:30 AM	21
1/22/20 2/19/20	Ready to Learn	HOOVER	Vinland	Spanish	Wednesday	8:30 AM-10:30 AM	20
1/22/20 2/19/20	Ready to Learn	BULLARD	Starr	English	Wednesday	8:30 AM-10:30 AM	A2
1/22/20 2/19/20	Ready to Learn	BULLARD	Starr	Spanish	Wednesday	8:30 AM-10:30 AM	A2
1/22/20 2/19/20	Ready to Learn	HOOVER	Viking	English	Wednesday	5:30 PM-7:30PM	Check Front Office
1/22/20 2/19/20	Ready to Learn	HOOVER	Viking	Hmong	Wednesday	5:30 PM-7:30PM	Check Front Office

Schedule subject to change

Date	Course Topic	Region	School	Language	Day	Time	Location
1/22/20 2/19/20	Ready to Learn	HOOVER	Viking	Spanish	Wednesday	5:30 PM-7:30PM	21
1/22/20 2/19/20	Ready to Learn	ROOSEVELT	Webster	Spanish	Wednesday	8:30 AM-10:30 AM	15
1/23/20 2/20/20	Ready to Learn	FRESNO	Muir	Spanish	Thursday	8:30 AM-10:30 AM	Cafeteria
1/23/20 2/20/20	Ready to Learn	ROOSEVELT	Vang Pao	English	Thursday	8:30 AM-10:30 AM	Cafeteria
1/23/20 2/20/20	Ready to Learn	ROOSEVELT	Vang Pao	Hmong	Thursday	8:30 AM-10:30 AM	Cafeteria
1/23/20 2/20/20	Ready to Learn	ROOSEVELT	Vang Pao	Spanish	Thursday	8:30 AM-10:30 AM	Cafeteria
1/23/20 2/20/20	Ready to Learn	HOOVER	Thomas	English	Thursday	8:30 AM-10:30 AM	Cafeteria
1/23/20 2/20/20	Ready to Learn	HOOVER	Thomas	Spanish	Thursday	8:30 AM-10:30 AM	Cafeteria
1/24/20 2/21/20	Ready to Learn	BULLARD	Lawless	English	Friday	8:30 AM-10:30 AM	MPR
1/24/20 2/21/20	Ready to Learn	BULLARD	Lawless	Spanish	Friday	8:30 AM-10:30 AM	MPR
1/24/20 2/21/20	Ready to Learn	ROOSEVELT	Lowell	English	Friday	8:30 AM-10:30 AM	15
1/24/20 2/21/20	Ready to Learn	ROOSEVELT	Lowell	Spanish	Friday	8:30 AM-10:30 AM	Library
1/24/20 2/21/20	Ready to Learn	MCLANE	Mayfair	English	Friday	8:30 AM-10:30 AM	Cafeteria
1/24/20 2/21/20	Ready to Learn	MCLANE	Mayfair	Hmong	Friday	8:30 AM-10:30 AM	Cafeteria
1/24/20 2/21/20	Ready to Learn	MCLANE	Mayfair	Spanish	Friday	8:30 AM-10:30 AM	Cafeteria
1/24/20 2/21/20	Ready to Learn	MCLANE	Turner	English	Friday	8:30 AM-10:30 AM	Cafeteria
1/24/20 2/21/20	Ready to Learn	MCLANE	Turner	Hmong	Friday	8:30 AM-10:30 AM	Cafeteria
1/24/20 2/21/20	Ready to Learn	MCLANE	Turner	Spanish	Friday	8:30 AM-10:30 AM	Cafeteria
1/22/20 3/18/20	PIQE	MCLANE	Rowell	Spanish	Wednesday	8:30 AM-10:30 AM	32
1/23/20 3/19	PIQE	MCLANE	Birney	Spanish	Thursday	8:30 AM-10:30 AM	1
1/23/20 3/19	PIQE	MCLANE	Yosemite	English	Friday	8:30 AM-10:30 AM	Cafeteria
1/23/20 3/19	PIQE	MCLANE	Yosemite	Hmong	Friday	8:30 AM-10:30 AM	Cafeteria
1/23/20 3/19	PIQE	MCLANE	Yosemite	Spanish	Friday	8:30 AM-10:30 AM	Cafeteria
3/5/20 5/28/20	HRA	FRESNO	Fresno	Spanish	Wednesday	6:00 PM - 8:00 PM	Cafeteria

Schedule subject to change

Date	Course Topic	Region	School	Language	Day	Time	Location
2/19/20 4/29/20	HmRA	ROOSEVELT	Vang Pao	Hmong	Wednesday	6:00 PM - 8:00 PM	Cafeteria
1/24/20 2/21/20	NRT	HOOVER	Pyle	Spanish	Friday	8:30 AM-10:30 AM	Cafeteria
1/22/20 2/19/20	GO Fresno	FRESNO	Williams	English Spanish	Wednesday	8:30 AM-10:30 AM	Media room Media Room
3/3/20 3/31/20	Trans to MS	SUNNYSIDE	Burroughs	English	Tuesday	8:30 am-10:30 am	29
3/3/20 3/31/20	Trans to MS	SUNNYSIDE	Burroughs	Spanish	Tuesday	8:30 am-10:30 am	29
3/3/20 3/31/20	Trans to MS	SUNNYSIDE	Easterby	English	Tuesday	8:30 am-10:30 am	Cafeteria
3/3/20 3/31/20	Trans to MS	SUNNYSIDE	Easterby	Spanish	Tuesday	8:30 am-10:30 am	Cafeteria
3/4/20 4/1/20	Trans to MS	SUNNYSIDE	Ayer	Spanish	Wednesday	8:30 AM-10:30 AM	MPR
3/4/20 4/1/20	Trans to MS	MCLANE	Ericson	English	Wednesday	8:30 AM-10:30 AM	36
3/4/20 4/1/20	Trans to MS	MCLANE	Ericson	Spanish	Wednesday	8:30 AM-10:30 AM	36
3/4/20 4/1/20	Trans to MS	HOOVER	Holland	Spanish	Wednesday	8:30 AM-10:30 AM	Parent Center
3/4/20 4/1/20	Trans to MS	FRESNO	Homan	English	Wednesday	8:30 AM-10:30 AM	Cafeteria
3/4/20 4/1/20	Trans to MS	FRESNO	Homan	Spanish	Wednesday	8:30 AM-10:30 AM	6
3/4/20 4/1/20	Trans to MS	EDISON	Lincoln	Spanish	Wednesday	8:30 AM-10:30 AM	Cafeteria
3/4/20 4/1/20	Trans to MS	SUNNYSIDE	Greenberg	Hmong	Wednesday	5:30 PM-7:30PM	4C
3/4/20 4/1/20	Trans to MS	BULLARD	Figarden	Spanish	Wednesday	5:30 PM-7:30PM	Library
3/4/20 4/1/20	Trans to MS	HOOVER	Holland	English	Wednesday	5:30 PM-7:30PM	Parent Center
3/5/20 4/2/20	Trans to MS	SUNNYSIDE	Greenberg	English	Thursday	8:30 AM-10:30 AM	22
3/5/20 4/2/20	Trans to MS	SUNNYSIDE	Greenberg	Spanish	Thursday	8:30 AM-10:30 AM	4C
3/5/20 4/2/20	Trans to MS	ROOSEVELT	Jackson	English	Thursday	5:30 PM-7:30PM	Cafeteria
3/5/20 4/2/20	Trans to MS	FRESNO	Muir	Spanish	Thursday	8:30 AM-10:30 AM	Cafeteria
3/5/20 4/2/20	Trans to MS	HOOVER	Thomas	English	Thursday	8:30 AM-10:30 AM	Cafeteria
3/5/20 4/2/20	Trans to MS	HOOVER	Thomas	Spanish	Thursday	8:30 AM-10:30 AM	Cafeteria
3/5/20 4/2/20	Trans to MS	ROOSEVELT	Vang Pao	English	Thursday	8:30 AM-10:30 AM	Cafeteria
3/5/20 4/2/20	Trans to MS	ROOSEVELT	Vang Pao	Hmong	Thursday	8:30 AM-10:30 AM	Cafeteria
3/5/20 4/2/20	Trans to MS	ROOSEVELT	Vang Pao	Spanish	Thursday	8:30 AM-10:30 AM	Cafeteria
3/6/20 4/3/20	Trans to MS	FRESNO	Fremont	Spanish	Friday	8:30 AM-10:30 AM	14

Schedule subject to change

Date	Course Topic	Region	School	Language	Day	Time	Location
3/6/20 4/3/20	Trans to MS	FRESNO	Heaton	Spanish	Friday	8:30 AM-10:30 AM	20
3/6/20 4/3/20	Trans to MS	ROOSEVELT	Jackson	Spanish	Friday	8:30 AM-10:30 AM	22
3/6/20 4/3/20	Trans to MS	ROOSEVELT	Lowell	English	Friday	8:30 AM-10:30 AM	15
3/6/20 4/3/20	Trans to MS	ROOSEVELT	Lowell	Spanish	Friday	8:30 AM-10:30 AM	Library
3/6/20 4/3/20	Trans to MS	BULLARD	Malloch	Spanish	Friday	8:30 AM-10:30 AM	Staff Lounge
3/6/20 4/3/20	Trans to MS	HOOVER	Pyle	Spanish	Friday	8:30 AM-10:30 AM	Cafeteria
3/6/20 4/3/20	Trans to MS	MCLANE	Turner	English	Friday	8:30 AM-10:30 AM	Cafeteria
3/6/20 4/3/20	Trans to MS	MCLANE	Turner	Hmong	Friday	8:30 AM-10:30 AM	Cafeteria
3/6/20 4/3/20	Trans to MS	MCLANE	Turner	Spanish	Friday	8:30 AM-10:30 AM	Cafeteria
3/3/20 3/31/20	TtoHS	FRESNO	Cooper	English	Tuesday	8:30 AM-10:30 AM	9
3/3/20 3/31/20	TtoHS	FRESNO	Cooper	Spanish	Tuesday	8:30 AM-10:30 AM	8
3/4/20 4/1/18	TtoHS	FRESNO	Fort Miller	English	Wednesday	8:30 AM-10:30 AM	25
3/4/20 4/1/19	TtoHS	FRESNO	Fort Miller	Spanish	Wednesday	8:30 AM-10:30 AM	25
3/4/20 4/1/20	TtoHS	ROOSEVELT	Sequoia	English	Wednesday	8:30 AM-10:30 AM	Cafeteria
3/4/20 4/1/20	TtoHS	ROOSEVELT	Sequoia	Spanish	Wednesday	8:30 AM-10:30 AM	Academic B
3/4/20 4/1/20	TtoHS	BULLARD	Wawona	English	Wednesday	8:30 AM-10:30 AM	32
3/4/20 4/1/20	TtoHS	BULLARD	Wawona	Spanish	Wednesday	8:30 AM-10:30 AM	80
3/4/20 4/1/20	TtoHS	HOOVER	Ahwahnee	English	Wednesday	5:30 PM-7:30 PM	H6
3/4/20 4/1/20	TtoHS	HOOVER	Ahwahnee	Spanish	Wednesday	5:30 PM-7:30 PM	H3
3/5/20 4/2/20	TtoHS	SUNNYSIDE	Kings Canyon	English	Thursday	8:30 AM-10:30 AM	MPR
3/5/20 4/2/20	TtoHS	SUNNYSIDE	Kings Canyon	Hmong	Thursday	8:30 AM-10:30 AM	MPR
3/5/20 4/2/20	TtoHS	SUNNYSIDE	Kings Canyon	Spanish	Thursday	8:30 AM-10:30 AM	MPR
3/5/20 4/2/20	TtoHS	BULLARD	Tenaya	English Spanish	Thursday	5:30 PM-7:30 PM	Brave Cave
3/3/20 3/31/20	Trans to 12 grade	HOOVER	Hoover	Spanish	Tuesday	8:30 AM-10:30 AM	Room 11
3/3/20 3/31/20	Trans to 12 grade	ROOSEVELT	JE Young	English	Tuesday	8:30 AM-10:30 AM	MPR
3/3/20 3/31/20	Trans to 12 grade	ROOSEVELT	JE Young	Hmong	Tuesday	8:30 AM-10:30 AM	MPR
3/3/20 3/31/20	Trans to 12 grade	ROOSEVELT	JE Young	Spanish	Tuesday	8:30 AM-10:30 AM	MPR

Schedule subject to change

Date	Course Topic	Region	School	Language	Day	Time	Location
3/3/20 3/31/20	Trans to 12 grade	ROOSEVELT	Roosevelt	English	Tuesday	8:30 AM-10:30 AM	Parent Center
3/3/20 3/31/20	Trans to 12 grade	ROOSEVELT	Roosevelt	Hmong	Tuesday	8:30 AM-10:30 AM	Computer Lab
3/3/20 3/31/20	Trans to 12 grade	ROOSEVELT	Roosevelt	Spanish	Tuesday	8:30 AM-10:30 AM	Library
3/3/20 3/31/20	Trans to 12 grade	HOOVER	Hoover	English	Tuesday	5:30 PM-7:30 PM	Room 11
3/4/20 4/1/20	Trans to 12 grade	EDISON	Edison	Spanish	Wednesday	9:00 AM-11:00 AM	Cafeteria
3/4/20 4/1/20	Trans to 12 grade	EDISON	Edison	English	Wednesday	5:30 PM-7:30 PM	Computer lab
3/5/20 4/2/20	Trans to 12 grade	MCLANE	Duncan	English	Thursday	5:30 PM-7:30 PM	7D
3/5/20 4/2/20	Trans to 12 grade	MCLANE	Duncan	Hmong	Thursday	5:30 PM-7:30 PM	7B
3/5/20 4/2/20	Trans to 12 grade	MCLANE	Duncan	Spanish	Thursday	5:30 PM-7:30 PM	7C
3/3/20 3/31/20	Opening Doors	ROOSEVELT	Calwa	Spanish	Tuesday	8:30 AM-10:30 AM	CBET
3/3/20 3/31/20	Opening Doors	MCLANE	Ewing	English	Tuesday	8:00 am-10:00 am	Check Front Office
3/3/20 3/31/20	Opening Doors	MCLANE	Ewing	Hmong	Tuesday	8:00 am-10:00 am	Conf Rm
3/3/20 3/31/20	Opening Doors	MCLANE	Ewing	Spanish	Tuesday	8:00 am-10:00 am	Cafeteria
3/3/20 3/31/20	Opening Doors	BULLARD	Powers-Ginsburg	English	Tuesday	8:30 AM-10:30 AM	23
3/3/20 3/31/20	Opening Doors	BULLARD	Powers-Ginsburg	Spanish	Tuesday	8:30 AM-10:30 AM	23
3/3/20 3/31/20	Opening Doors	BULLARD	Slater	Spanish	Tuesday	8:30 AM-10:30 AM	34
3/3/20 3/31/20	Opening Doors	ROOSEVELT	Winchell	Spanish	Tuesday	8:30 AM-10:30 AM	6B
3/3/20 3/31/20	Opening Doors	ROOSEVELT	Yokomi	Spanish	Tuesday	9:15 AM-11:00 AM	34
3/3/20 3/31/20	Opening Doors	BULLARD	Forkner	English	Tuesday	5:30 PM-7:30PM	Multi-purpose Room
3/4/20 4/1/20	Opening Doors	EDISON	Sunset	English	Wednesday	8:30 AM-10:30 AM	Cafeteria
3/4/20 4/1/20	Opening Doors	EDISON	Sunset	Spanish	Wednesday	8:30 AM-10:30 AM	Cafeteria
3/4/20 4/1/20	Opening Doors	BULLARD	Starr	English	Wednesday	8:30 AM-10:30 AM	A2
3/4/20 4/1/20	Opening Doors	BULLARD	Starr	Spanish	Wednesday	8:30 AM-10:30 AM	A2
3/4/20 4/1/20	Opening Doors	HOOVER	Vinland	English	Wednesday	8:30 AM-10:30 AM	21
3/4/20 4/1/20	Opening Doors	HOOVER	Vinland	Spanish	Wednesday	8:30 AM-10:30 AM	20
3/4/20 4/1/20	Opening Doors	ROOSEVELT	Webster	Spanish	Wednesday	8:30 AM-10:30 AM	15

Schedule subject to change
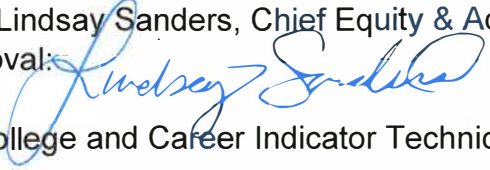
Date	Course Topic	Region	School	Language	Day	Time	Location
3/4/20 4/1/20	Opening Doors	BULLARD	Gibson	English	Wednesday	5:30 PM-7:30PM	Check Front Office
3/4/20 4/1/20	Opening Doors	HOOVER	McCardle	English	Wednesday	6:00 PM-8:00 PM	Cafeteria
3/4/20 4/1/20	Opening Doors	HOOVER	McCardle	Spanish	Wednesday	6:00 PM-8:00 PM	29
3/4/20 4/1/20	Opening Doors	HOOVER	Viking	English	Wednesday	5:30 PM-7:30PM	Check Front Office
3/4/20 4/1/20	Opening Doors	HOOVER	Viking	Hmong	Wednesday	5:30 PM-7:30PM	Check Front Office
3/4/20 4/1/20	Opening Doors	HOOVER	Viking	Spanish	Wednesday	5:30 PM-7:30PM	21
3/5/20 4/2/20	Opening Doors	SUNNYSIDE	Aynesworth	English	Thursday	8:30 AM-10:30 AM	2
3/5/20 4/2/20	Opening Doors	SUNNYSIDE	Aynesworth	Spanish	Thursday	8:30 AM-10:30 AM	18
3/5/20 4/2/20	Opening Doors	ROOSEVELT	Balderas	English	Thursday	8:30 AM-10:30 AM	5
3/5/20 4/2/20	Opening Doors	ROOSEVELT	Balderas	Hmong	Thursday	8:30 AM-10:30 AM	5
3/5/20 4/2/20	Opening Doors	ROOSEVELT	Balderas	Spanish	Thursday	8:30 AM-10:30 AM	5
3/5/20 4/2/20	Opening Doors	FRESNO	Del Mar	Spanish	Thursday	8:30 AM-10:30 AM	25
3/5/20 4/2/20	Opening Doors	ROOSEVELT	Lane	Spanish	Thursday	8:30 AM-10:30 AM	30
3/5/20 4/2/20	Opening Doors	HOOVER	Robinson	Spanish	Thursday	8:30 AM-10:30 AM	14
3/5/20 4/2/20	Opening Doors	FRESNO	Roeding	Spanish	Thursday	8:30 AM-10:30 AM	Parent Center
3/6/20 4/3/20	Opening Doors	EDISON	King	English	Friday	8:30 AM-10:30 AM	Cafeteria
3/6/20 4/3/20	Opening Doors	EDISON	King	Hmong	Friday	8:30 AM-10:30 AM	Cafeteria
3/6/20 4/3/20	Opening Doors	EDISON	King	Spanish	Friday	8:30 AM-10:30 AM	Cafeteria
3/6/20 4/3/20	Opening Doors	BULLARD	Lawless	English	Friday	8:30 AM-10:30 AM	Check Front Office
3/6/20 4/3/20	Opening Doors	BULLARD	Lawless	Spanish	Friday	8:30 AM-10:30 AM	Check Front Office
3/6/20 4/3/20	Opening Doors	MCLANE	Leavenworth	English	Friday	8:30 AM-10:30 AM	Check Front Office
3/6/20 4/3/20	Opening Doors	MCLANE	Leavenworth	Hmong	Friday	8:30 AM-10:30 AM	Check Front Office
3/6/20 4/3/20	Opening Doors	MCLANE	Leavenworth	Spanish	Friday	8:30 AM-10:30 AM	Check Front Office
3/6/20 4/3/20	Opening Doors	MCLANE	Mayfair	English	Friday	8:30 AM-10:30 AM	Cafeteria

Schedule subject to change

Date	Course Topic	Region	School	Language	Day	Time	Location
3/6/20 4/3/20	Opening Doors	MCLANE	Mayfair	Hmong	Friday	8:30 AM-10:30 AM	Cafeteria
3/6/20 4/3/20	Opening Doors	MCLANE	Mayfair	Spanish	Friday	8:30 AM-10:30 AM	Cafeteria
3/6/20 4/3/20	Opening Doors	HOOVER	Robinson	English	Friday	8:30 AM-10:30 AM	14
3/6/20 4/3/20	Opening Doors	FRESNO	Wilson	English	Friday	8:30 AM-10:30 AM	Staff lounge
3/6/20 4/3/20	Opening Doors	FRESNO	Wilson	Spanish	Friday	8:30 AM-10:30 AM	Reflection room
3/3/20 3/31/20	Ready to Learn	ROOSEVELT	Anthony	English	Tuesday	8:30 AM-10:30 AM	27
3/3/20 3/31/20	Ready to Learn	ROOSEVELT	Anthony	Spanish	Tuesday	8:30 AM-10:30 AM	31
3/3/20 3/31/20	Ready to Learn	HOOVER	Centennial	English	Tuesday	5:30 PM-7:30PM	19
3/3/20 3/31/20	Ready to Learn	HOOVER	Centennial	Hmong	Tuesday	5:30 PM-7:30PM	20
3/3/20 3/31/20	Ready to Learn	HOOVER	Centennial	Spanish	Tuesday	5:30 PM-7:30PM	21
3/3/20 3/31/20	Ready to Learn	MCLANE	Norseman	English	Tuesday	8:30 AM-10:30 AM	8
3/3/20 3/31/20	Ready to Learn	MCLANE	Norseman	Spanish	Tuesday	8:30 AM-10:30 AM	7
3/3/20 3/31/20	Ready to Learn	ROOSEVELT	Winchell	Spanish	Tuesday	8:30 AM-10:30 AM	6B
3/3/20 3/31/20	Ready to Learn	EDISON	Addams	English	Tuesday	5:30 PM-7:30PM	Library
3/3/20 3/31/20	Ready to Learn	EDISON	Addams	Spanish	Tuesday	5:30 PM-7:30PM	12
3/4/20 4/1/20	Ready to Learn	SUNNYSIDE	Storey	English	Wednesday	8:30 AM-10:30 AM	45
3/4/20 4/1/20	Ready to Learn	SUNNYSIDE	Storey	Hmong	Wednesday	8:30 AM-10:30 AM	45
3/4/20 4/1/20	Ready to Learn	SUNNYSIDE	Storey	Spanish	Wednesday	8:30 AM-10:30 AM	45
3/4/20 4/1/20	Ready to Learn	FRESNO	Williams	English	Wednesday	8:30 AM-10:30 AM	Media Room
3/4/20 4/1/20	Ready to Learn	FRESNO	Williams	Spanish	Wednesday	8:30 AM-10:30 AM	Media Room
3/4/20 4/1/20	Ready to Learn	HOOVER	Eaton	English	Wednesday	5:30 PM-7:30PM	Cafeteria
3/4/20 4/1/20	Ready to Learn	HOOVER	Eaton	Spanish	Wednesday	5:30 PM-7:30PM	Cafeteria
3/5/20 4/2/20	Ready to Learn	EDISON	Columbia	English	Thursday	8:30 AM-10:30 AM	Cafeteria
3/5/20 4/2/20	Ready to Learn	EDISON	Columbia	Spanish	Thursday	8:30 AM-10:30 AM	Library
3/5/20 4/2/20	Ready to Learn	MCLANE	Hidalgo	English	Thursday	8:30 AM-10:30 AM	['PP;]IL

Schedule subject to change

Date	Course Topic	Region	School	Language	Day	Time	Location
3/5/20 4/2/20	Ready to Learn	MCLANE	Hidalgo	Hmong	Thursday	8:30 AM-10:30 AM	['PP;]IL
3/5/20 4/2/20	Ready to Learn	MCLANE	Hidalgo	Spanish	Thursday	8:30 AM-10:30 AM	['PP;]IL
3/5/20 4/2/20	Ready to Learn	HOOVER	Robinson	Spanish	Thursday	8:30 AM-10:30 AM	14
3/6/20 4/3/20	Ready to Learn	SUNNYSIDE	Bakman	English	Friday	8:30 AM-10:30 AM	Cafeteria
3/6/20 4/3/20	Ready to Learn	SUNNYSIDE	Bakman	Hmong	Friday	8:30 AM-10:30 AM	Cafeteria
3/6/20 4/3/20	Ready to Learn	SUNNYSIDE	Bakman	Spanish	Friday	8:30 AM-10:30 AM	Cafeteria
3/6/20 4/3/21	Ready to Learn	ROOSEVELT	Jefferson	Spanish	Friday	8:30 AM-10:30 AM	CBET
3/6/20 4/3/22	Ready to Learn	HOOVER	Robinson	English	Friday	8:30 AM-10:30 AM	14
3/4/20 4/1/20	PIQUE	MCLANE	Rowell	Spanish	Wednesday	8:30 AM-10:30 AM	32
3/5/20 4/2/20	PIQUE	MCLANE	Birney	Spanish	Thursday	8:30 AM-10:30 AM	1
3/6/20 4/3/20	PIQUE	MCLANE	Yosemite	English	Friday	8:30 AM-10:30 AM	Cafeteria
3/6/20 4/3/20	PIQUE	MCLANE	Yosemite	Hmong	Friday	8:30 AM-10:30 AM	Cafeteria
3/6/20 4/3/20	PIQUE	MCLANE	Yosemite	Spanish	Friday	8:30 AM-10:30 AM	Cafeteria
3/6/20 4/3/19	SAT	SUNNYSIDE	Olmos	Spanish	Tuesday	8:30 AM-10:30 AM	Cafeteria
3/6/20 4/3/20	SAT	FRESNO	Wilson	English	Friday	8:30 AM-10:30 AM	Staff Lounge
3/6/20 4/3/20	SAT	FRESNO	Wilson	Spanish	Friday	8:30 AM-10:30 AM	Reflection Rm
3/3/20 3/31/20	GoFresno	FRESNO	Fort Miller	English	Wednesday	8:30 AM-10:30 AM	25 25
3/3/20 3/31/20	GoFresno	FRESNO	Fort Miller	Spanish	Wednesday	8:30 AM-10:30 AM	25 25

Schedule subject to change

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Lindsay Sanders, Chief Equity & Access
Cabinet approval:

Date: January 17, 2020

Phone Number: 457-3896

Regarding: College and Career Indicator Technical Error

The purpose of this communication is to provide the Board information regarding the impact of the technical error made when district data was reported to the state for use in calculating the College and Career Indicator on the California School Dashboard. The College and Career Indicator includes eight measures of college or career readiness and readiness rates are determined by using different combinations of these eight measures. The technical error involved under-reporting the number of students who completed a Career Technical Education (CTE) capstone course, which is one of the measures used in combination with other measures to calculate readiness rates.
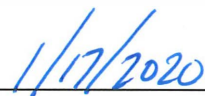
We determined that the technical error resulted in 188 students not being counted as college or career ready who should have been counted as ready. The district's College or Career Readiness Indicator decreased 4.6% when it would have decreased 0.1% if all students who completed a CTE capstone course had been accurately reported. At the student group level, the error impacted rates for Asian, Hispanic, White, two or more races, English learners, and socioeconomically disadvantaged students. At the school level, this error impacted rates at Bullard, Duncan, Hoover, McLane, Roosevelt, and Sunnyside. The error did not result in any student groups or schools being identified for Differentiated Assistance that should not have been. While the error impacts the accuracy of information available on the California School Dashboard about rates of college or career readiness, it did not impact students directly in any way.

If you have further questions or require additional information, please contact Lindsay Sanders at (559) 457-3471.

Approved by Superintendent
Robert G. Nelson Ed.D. _____   Date: __1/17/2020__

Fresno Unified School District
Board Communication

BC Number EA-2

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

Date: January 17, 2020

Phone Number: 457-3896

Regarding: Academic Quarter 2 Progress Update

The purpose of this communication is to provide the Board information regarding academic metrics for Fresno Unified.

The metrics included in this presentation are:
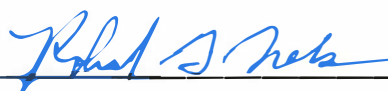
- Quarter 2 2018/19 and 2019/20 academic grades
- i-Ready Diagnostic 1 and 2 performance results, including average performance grade level placement.
    - Please note, any student one grade level behind is considered on track for Diagnostic 1 since this diagnostic was given at the beginning of the year. For example, a student starting in fourth grade would be expected to be at the third-grade level at the start of the year.
    - For Diagnostic 2, only students who are on or above grade level are on track.

Additionally, i-Ready Diagnostic 2 reports for region, site, and student groups are provided.

Please note, Cycle 2 2019/20 English Learner redesignation rates will be reported out in the Academic Quarter 3 Progress Update board communication due to a change in timeline for cycle 2 redesignation.

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: ___1/17/2020___

ACADEMIC PROGRESS UPDATE

JANUARY 17, 2020

PREPARED BY EQUITY AND ACCESS

Fresno Unified School District

ACADEMIC GRADES
SEMESTER 1/ QUARTER 2 2018/19 - 2019/20

SEMESTER 1/ QUARTER 2 LETTER GRADES IN ELA AND MATH COURSES: PERCENT BREAKDOWN A–F BY GRADE SEGMENT, 2018/19 - 2019-20
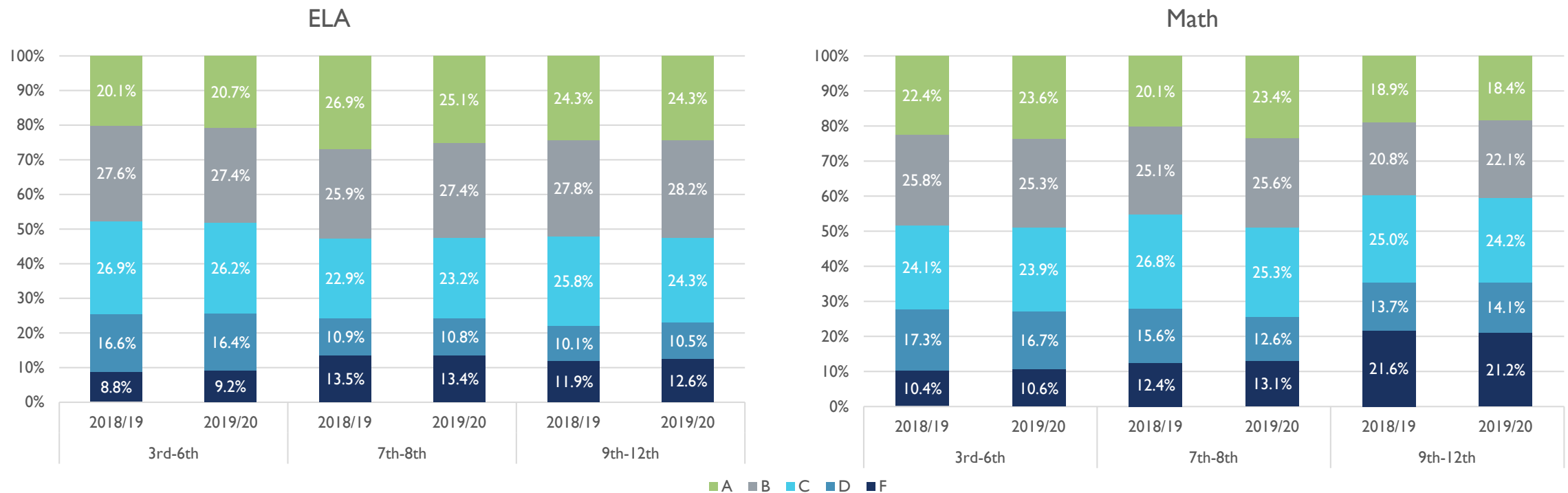
ELA

Math

Letter grade breakdowns are calculated by looking at all earned grades within Semester 1/ Quarter 2 for that subject. If a student had multiple grades in ELA, each grade is accounted for in this breakdown. Therefore, students can be calculated multiple times. Grades are only given to students from 3rd-12th in the 1st semester of the school year. 2nd grade student begin to receive letter grades in the 2nd semester.

Title: Academic Progress   Prepared by: Equity & Access   Data Source: ATLAS

SEMESTER 1/ QUARTER 2 LETTER GRADES IN ELA COURSES: PERCENT BREAKDOWN A–F BY ETHNICITY/RACE, 2018/19 – 2019/20
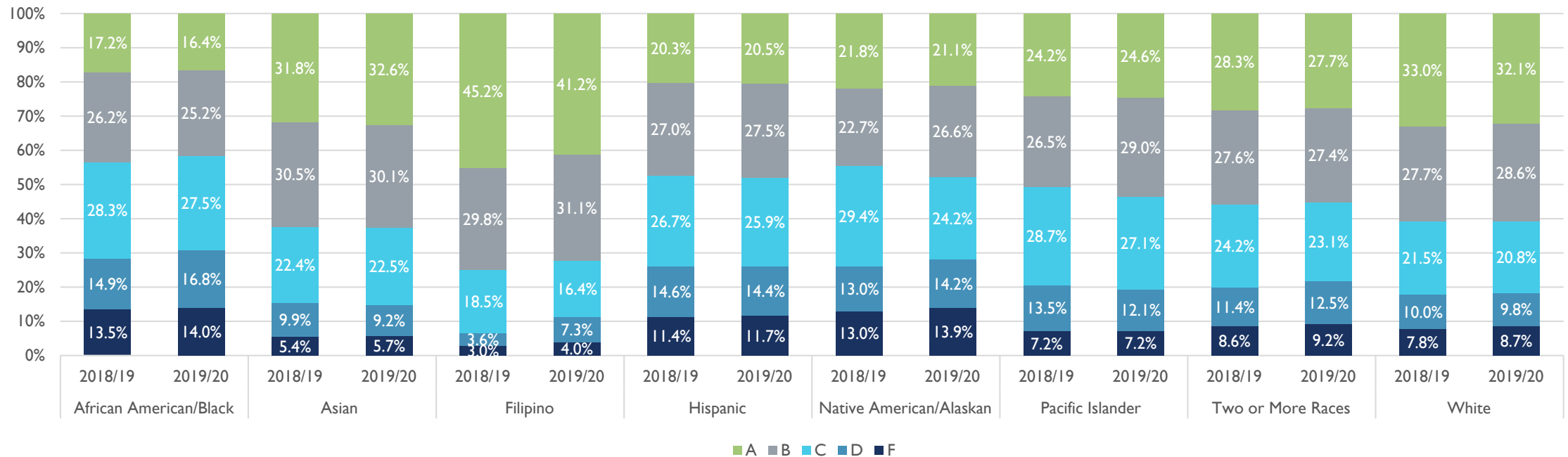
Letter grade breakdowns are calculated by looking at all earned grades within Semester 1/ Quarter 2 for that subject. If a student had multiple grades in ELA, each grade is accounted for in this breakdown. Therefore, students can be calculated multiple times. Grades are only given to students from 3rd-12th in the 1st semester of the school year. 2nd grade student begin to receive letter grades in the 2nd semester.

Title: Academic Progress   Prepared by: Equity & Access   Data Source: ATLAS

SEMESTER 1/ QUARTER 2 LETTER GRADES IN MATH COURSES: PERCENT BREAKDOWN A–F BY ETHNICITY/RACE, 2018/19 – 2019/20
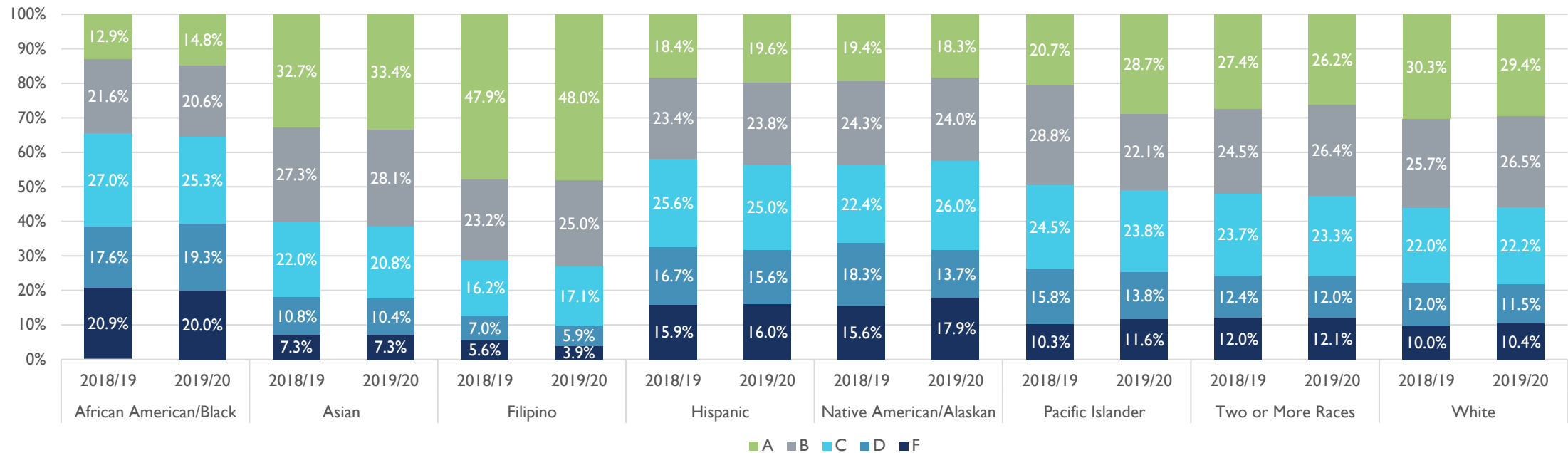
Letter grade breakdowns are calculated by looking at all earned grades within Semester 1/ Quarter 2 for that subject. If a student had multiple grades in ELA, each grade is accounted for in this breakdown. Therefore, students can be calculated multiple times. Grades are only given to students from 3rd-12th in the 1st semester of the school year. 2nd grade student begin to receive letter grades in the 2nd semester.

Title: Academic Progress   Prepared by: Equity & Access   Data Source: ATLAS

January 17, 2020   5

SEMESTER 1/ QUARTER 2 LETTER GRADES IN ELA AND MATH COURSES: PERCENT BREAKDOWN A–F BY ENGLISH LEARNER STATUS, 2018/19 - 2019-20
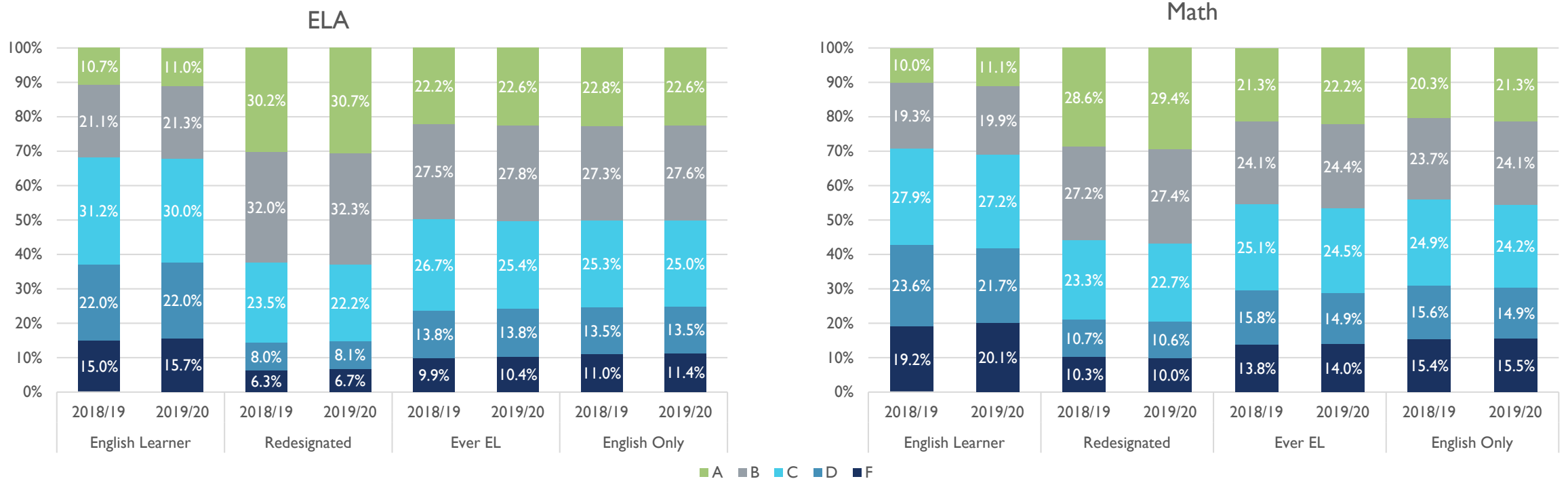
Letter grade breakdowns are calculated by looking at all earned grades within Semester 1/ Quarter 2 for that subject. If a student had multiple grades in ELA, each grade is accounted for in this breakdown. Therefore, students can be calculated multiple times. Grades are only given to students from 3rd-12th in the 1st semester of the school year. 2nd grade student begin to receive letter grades in the 2nd semester.

Title: Academic Progress   Prepared by: Equity & Access   Data Source: ATLAS

January 17, 2020   6

SEMESTER 1/ QUARTER 2 LETTER GRADES IN ELA AND MATH COURSES: PERCENT BREAKDOWN A–F BY SPECIAL EDUCATION PROGRAM, 2018/19 - 2019-20
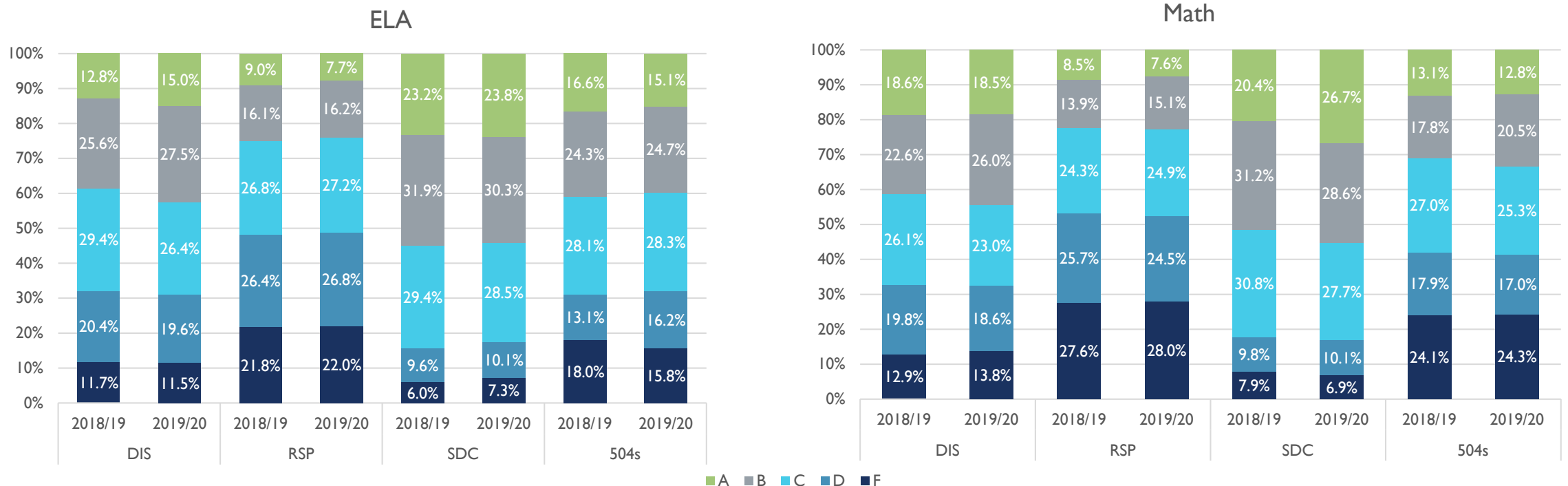
ELA

	DIS		RSP		SDC		504s	
	2018/19	2019/20	2018/19	2019/20	2018/19	2019/20	2018/19	2019/20
A	12.8%	15.0%	9.0%	7.7%	23.2%	23.8%	16.6%	15.1%
B	25.6%	27.5%	16.1%	16.2%	—	—	24.3%	24.7%
C	29.4%	26.4%	26.8%	27.2%	31.9%	30.3%	28.1%	28.3%
D	20.4%	19.6%	26.4%	26.8%	29.4%	28.5%	13.1%	16.2%
F	11.7%	11.5%	21.8%	22.0%	9.6% / 6.0%	10.1% / 7.3%	18.0%	15.8%

Math

	DIS		RSP		SDC		504s	
	2018/19	2019/20	2018/19	2019/20	2018/19	2019/20	2018/19	2019/20
A	18.6%	18.5%	8.5%	7.6%	20.4%	26.7%	13.1%	12.8%
B	22.6%	26.0%	13.9%	15.1%	31.2%	28.6%	17.8%	20.5%
C	26.1%	23.0%	24.3%	24.9%	30.8%	27.7%	27.0%	25.3%
D	19.8%	18.6%	25.7%	24.5%	9.8%	10.1%	17.9%	17.0%
F	12.9%	13.8%	27.6%	28.0%	7.9%	6.9%	24.1%	24.3%

Legend: A, B, C, D, F

Letter grade breakdowns are calculated by looking at all earned grades within Semester 1/ Quarter 2 for that subject. If a student had multiple grades in ELA, each grade is accounted for in this breakdown. Therefore, students can be calculated multiple times. Grades are only given to students from 3rd-12th in the 1st semester of the school year. 2nd grade student begin to receive letter grades in the 2nd semester.

Title: Academic Progress   Prepared by: Equity & Access   Data Source: ATLAS

SEMESTER 1/ QUARTER 2 LETTER GRADES IN ELA AND MATH COURSES: PERCENT BREAKDOWN A–F BY STUDENT GROUP, 2018/19 AND 2019/20
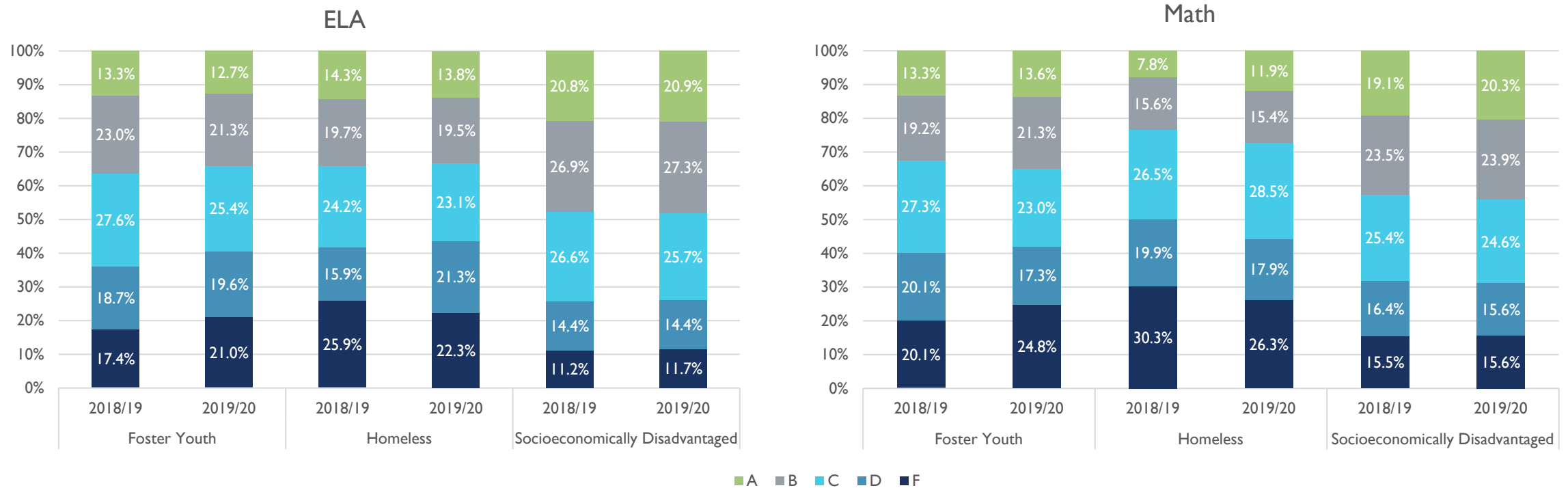
ELA

Math

Letter grade breakdowns are calculated by looking at all earned grades within Semester 1/ Quarter 2 for that subject. If a student had multiple grades in ELA, each grade is accounted for in this breakdown. Therefore, students can be calculated multiple times. Grades are only given to students from 3rd-12th in the 1st semester of the school year. 2nd grade student begin to receive letter grades in the 2nd semester.

Title: Academic Progress   Prepared by: Equity & Access   Data Source: ATLAS

I-READY DIAGNOSTIC #2

BREAKDOWN OF I-READY READING AND MATH RESULTS, DISTRICT-WIDE: 2019/20, DIAGNOSTIC #1 & #2
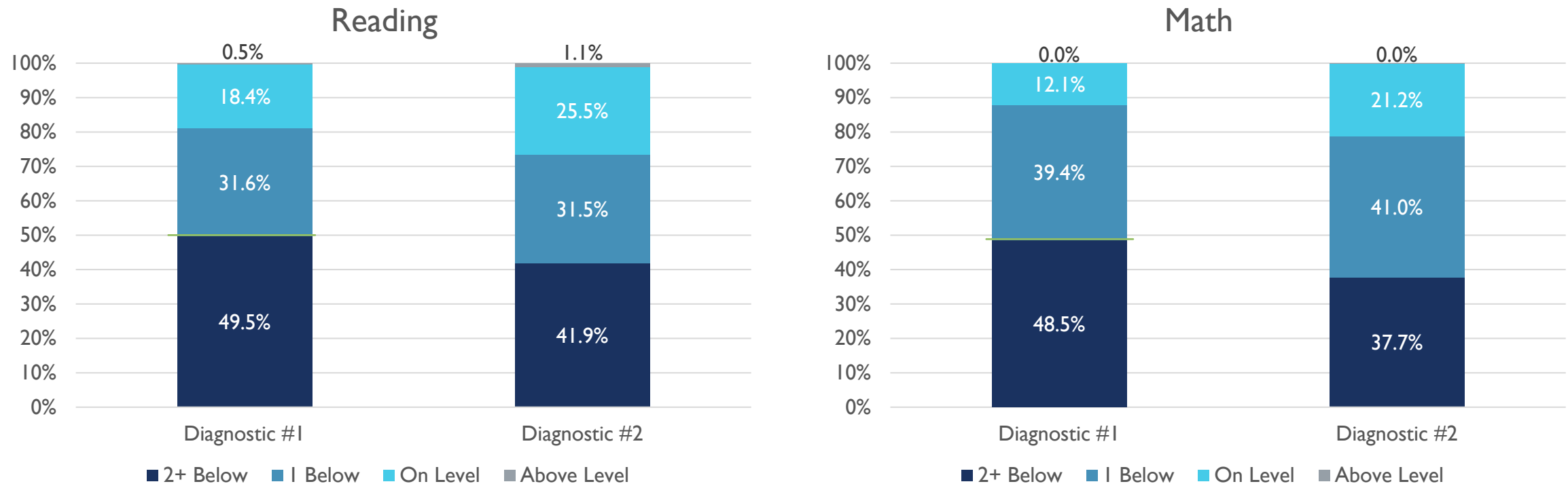
Reading

	Diagnostic #1	Diagnostic #2
Above Level	0.5%	1.1%
On Level	18.4%	25.5%
1 Below	31.6%	31.5%
2+ Below	49.5%	41.9%

Math

	Diagnostic #1	Diagnostic #2
Above Level	0.0%	0.0%
On Level	12.1%	21.2%
1 Below	39.4%	41.0%
2+ Below	48.5%	37.7%

Legend: ■ 2+ Below ■ 1 Below ■ On Level ■ Above Level

Note: Kindergarten, 11th, and 12th grades were not required to take i-Ready. 11th Grade students are included in Math because of enrollment in Algebra 2.
*Please note that this is using the standard view. **For diagnostic #1 ONLY,** any student that is one grade level behind is considered on track since it is the beginning of the year.*

Title: Academic Progress   Prepared by: Equity & Access   Data Source: ATLAS

BREAKDOWN OF I-READY READING AND MATH RESULTS BY GRADE SEGMENT: 2019/20, DIAGNOSTIC #1 & #2
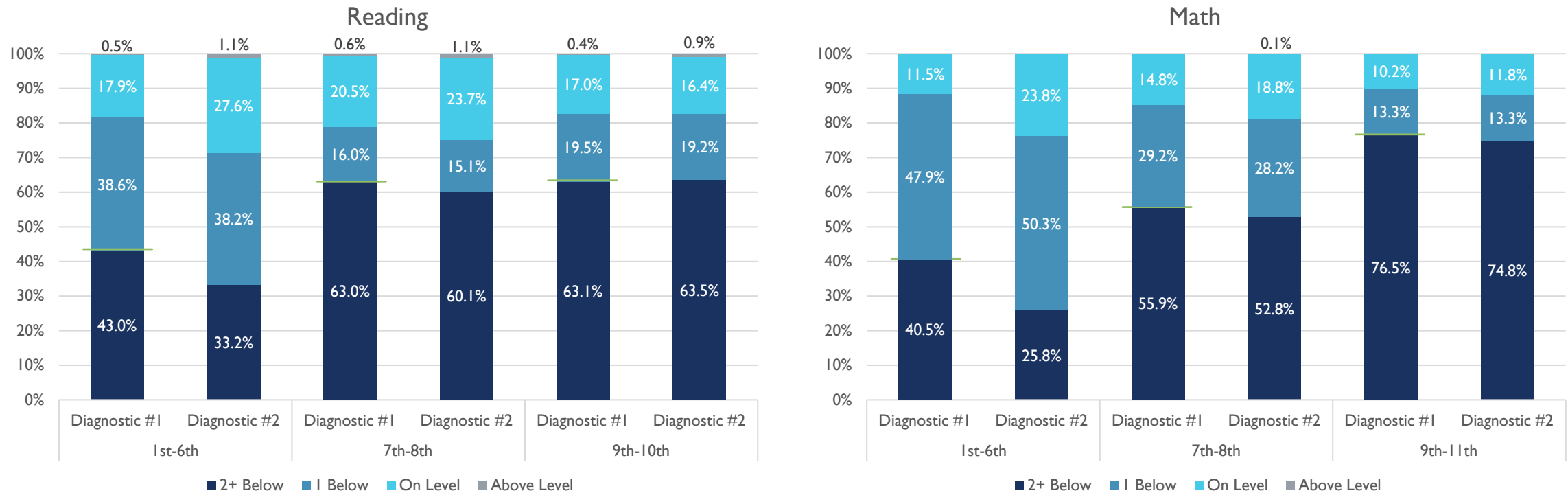
Reading

	Diagnostic #1	Diagnostic #2	Diagnostic #1	Diagnostic #2	Diagnostic #1	Diagnostic #2
Above Level	0.5%	1.1%	0.6%	1.1%	0.4%	0.9%
On Level	17.9%	27.6%	20.5%	23.7%	17.0%	16.4%
1 Below	38.6%	38.2%	16.0%	15.1%	19.5%	19.2%
2+ Below	43.0%	33.2%	63.0%	60.1%	63.1%	63.5%
	1st-6th		7th-8th		9th-10th	

Legend: ■ 2+ Below ■ 1 Below ■ On Level ■ Above Level

Math

	Diagnostic #1	Diagnostic #2	Diagnostic #1	Diagnostic #2	Diagnostic #1	Diagnostic #2
Above Level				0.1%		
On Level	11.5%	23.8%	14.8%	18.8%	10.2%	11.8%
1 Below	47.9%	50.3%	29.2%	28.2%	13.3%	13.3%
2+ Below	40.5%	25.8%	55.9%	52.8%	76.5%	74.8%
	1st-6th		7th-8th		9th-11th	

Legend: ■ 2+ Below ■ 1 Below ■ On Level ■ Above Level

Note: Kindergarten, 11th, and 12th grades were not required to take i-Ready. 11th Grade students are included in Math because of enrollment in Algebra 2.
*Please note that this is using the standard view. **For diagnostic #1 ONLY,** any student that is one grade level behind is considered on track since it is the beginning of the year.*

Title: Academic Progress   Prepared by: Equity & Access   Data Source: ATLAS

BREAKDOWN OF I-READY READING RESULTS BY ETHNICITY/RACE: 2019/20, DIAGNOSTIC #1 & #2

Note: Kindergarten, 11th, and 12th grades were not required to take i-Ready. 11th Grade students are included in Math because of enrollment in Algebra 2.
Please note that this is using the standard view. For diagnostic #1, any student that is one grade level behind is considered on track since it is the beginning of the year. For diagnostic #2, students who are on or above grade level are on track..

Title: Academic Progress   Prepared by: Equity & Access   Data Source: ATLAS

BREAKDOWN OF I-READY READING RESULTS BY ETHNICITY/RACE: 2019/20, DIAGNOSTIC #1 & #2, CONT.

Note: Kindergarten, 11th, and 12th grades were not required to take i-Ready. 11th Grade students are included in Math because of enrollment in Algebra 2.
Please note that this is using the standard view. For diagnostic #1, any student that is one grade level behind is considered on track since it is the beginning of the year. For diagnostic #2, students who are on or above grade level are on track..

Title: Academic Progress   Prepared by: Equity & Access   Data Source: ATLAS

January 17, 2020   13

BREAKDOWN OF I-READY MATH RESULTS BY ETHNICITY/RACE: 2019/20, DIAGNOSTIC #1 & #2, CONT.

Note: Kindergarten, 11th, and 12th grades were not required to take i-Ready. 11th Grade students are included in Math because of enrollment in Algebra 2.

Please note that this is using the standard view. For diagnostic #1, any student that is one grade level behind is considered on track since it is the beginning of the year. For diagnostic #2, students who are on or above grade level are on track..

Title: Academic Progress   Prepared by: Equity & Access   Data Source: ATLAS

BREAKDOWN OF I-READY MATH/READING RESULTS BY ENGLISH LEARNER STATUS: 2019/20, DIAGNOSTIC #1 & #2
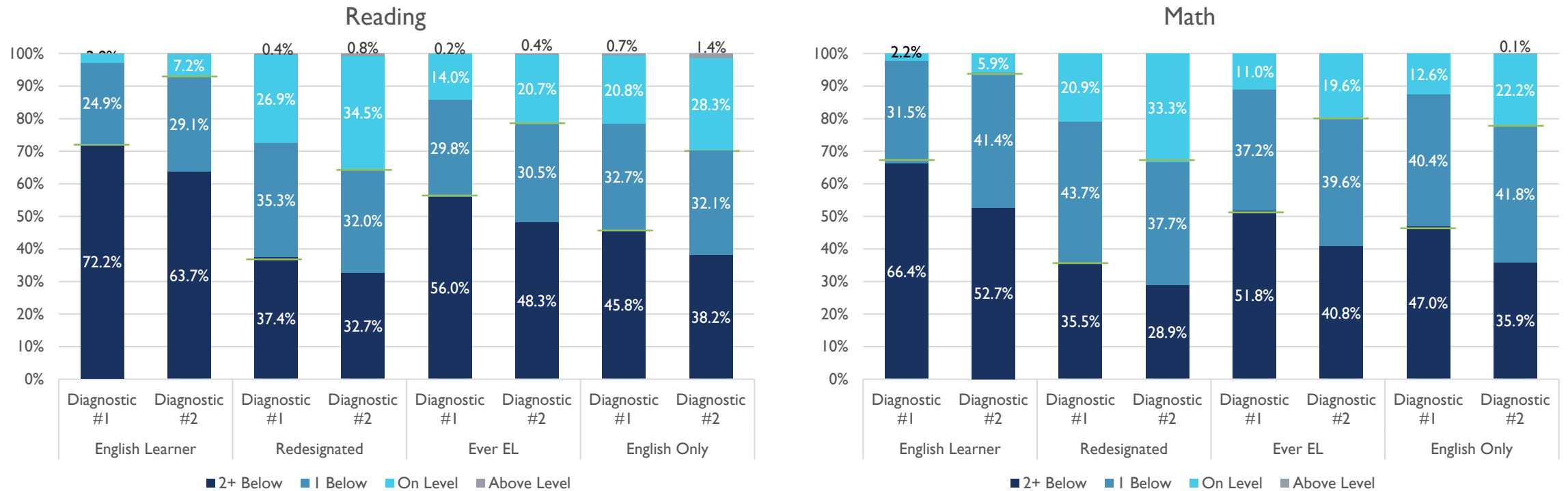
Reading

	Diagnostic #1	Diagnostic #2	Diagnostic #1	Diagnostic #2	Diagnostic #1	Diagnostic #2	Diagnostic #1	Diagnostic #2
Above Level	2.9%	7.2%	0.4%	0.8%	0.2%	0.4%	0.7%	1.4%
On Level	24.9%	29.1%	26.9%	34.5%	14.0%	20.7%	20.8%	28.3%
1 Below			35.3%	32.0%	29.8%	30.5%	32.7%	32.1%
2+ Below	72.2%	63.7%	37.4%	32.7%	56.0%	48.3%	45.8%	38.2%
	English Learner		Redesignated		Ever EL		English Only	

Math

	Diagnostic #1	Diagnostic #2	Diagnostic #1	Diagnostic #2	Diagnostic #1	Diagnostic #2	Diagnostic #1	Diagnostic #2
Above Level	2.2%	5.9%			11.0%	19.6%		0.1%
On Level	31.5%	41.4%	20.9%	33.3%	37.2%	39.6%	12.6%	22.2%
1 Below			43.7%	37.7%			40.4%	41.8%
2+ Below	66.4%	52.7%	35.5%	28.9%	51.8%	40.8%	47.0%	35.9%
	English Learner		Redesignated		Ever EL		English Only	

Legend: ■ 2+ Below ■ 1 Below ■ On Level ■ Above Level

Note: Kindergarten, 11th, and 12th grades were not required to take i-Ready. 11th Grade students are included in Math because of enrollment in Algebra 2.
Please note that this is using the standard view. For diagnostic #1, any student that is one grade level behind is considered on track since it is the beginning of the year.

Title: Academic Progress   Prepared by: Equity & Access   Data Source: ATLAS

BREAKDOWN OF I-READY MATH/READING RESULTS BY SPECIAL EDUCATION PROGRAM: 2019/20, DIAGNOSTIC #1 & #2

Reading

	2+ Below	1 Below	On Level	Above Level
DIS Diagnostic #1	52.3%	35.8%	11.4%	0.5%
DIS Diagnostic #2	39.7%	40.4%	19.5%	0.5%
RSP Diagnostic #1	90.1%	6.8%	2.9%	0.1%
RSP Diagnostic #2	85.1%	10.2%	4.7%	0.1%
SDC Diagnostic #1	96.6%	2.8%	0.6%	
SDC Diagnostic #2	94.5%	4.7%	0.8%	
504s Diagnostic #1	56.0%	24.6%	18.4%	1.1%
504s Diagnostic #2	47.5%	25.6%	24.7%	2.2%

Math

	2+ Below	1 Below	On Level	Above Level
DIS Diagnostic #1	50.4%	41.7%	7.9%	
DIS Diagnostic #2	30.5%	52.4%	17.1%	
RSP Diagnostic #1	86.2%	12.0%	1.8%	
RSP Diagnostic #2	75.8%	20.4%	3.8%	
SDC Diagnostic #1	97.3%	2.6%	0.2%	
SDC Diagnostic #2	94.8%	4.5%	0.7%	
504s Diagnostic #1	56.4%	31.5%	12.1%	
504s Diagnostic #2	49.6%	32.7%	17.7%	

Legend: ■ 2+ Below ■ 1 Below ■ On Level ■ Above Level

Note: Kindergarten, 11th, and 12th grades were not required to take i-Ready. 11th Grade students are included in Math because of enrollment in Algebra 2.

Please note that this is using the standard view. For diagnostic #1, any student that is one grade level behind is considered on track since it is the beginning of the year. For diagnostic #2, students who are on or above grade level are on track..

Title: Academic Progress   Prepared by: Equity & Access   Data Source: ATLAS

BREAKDOWN OF I-READY MATH/READING RESULTS BY POPULATION GROUP: 2019/20, DIAGNOSTIC #1 & #2
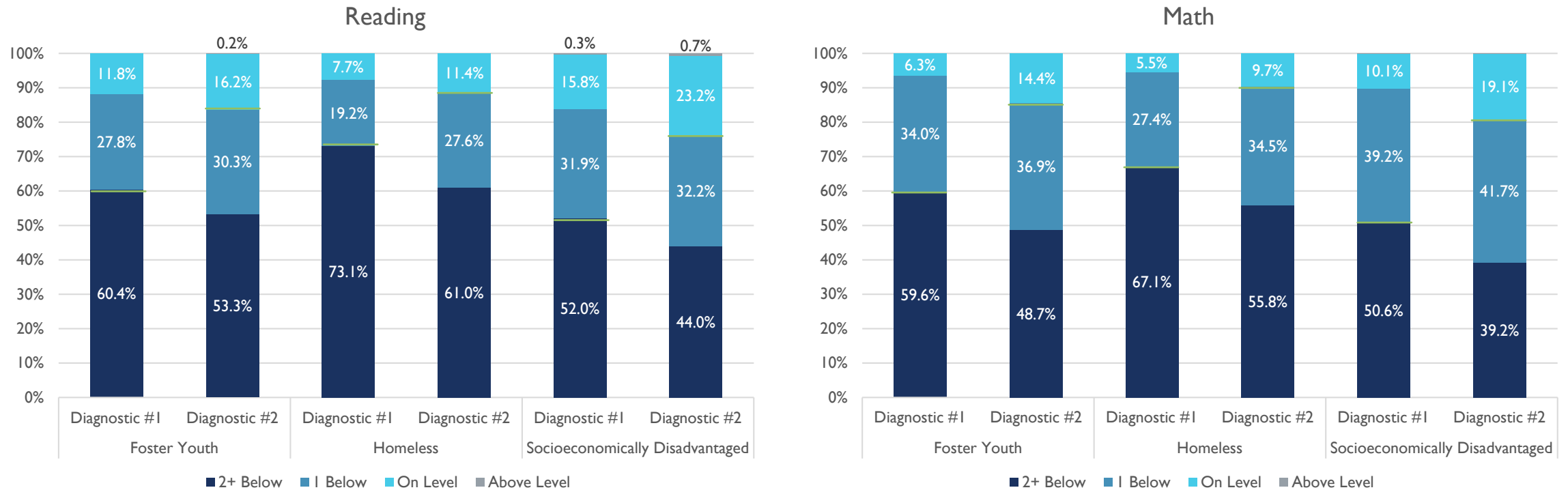
Reading

Math

Note: Kindergarten, 11th, and 12th grades were not required to take i-Ready. 11th Grade students are included in Math because of enrollment in Algebra 2.

Please note that this is using the standard view. For diagnostic #1, any student that is one grade level behind is considered on track since it is the beginning of the year. For diagnostic #2, students who are on or above grade level are on track..

Title: Academic Progress   Prepared by: Equity & Access   Data Source: ATLAS

DISPROPORTIONALITY FOR I-READY IN READING AND MATH: BY RACE/ETHNICITY, 2019/20 DIAGNOSTIC #1 & #2

Disproportionality	Reading: Above/On Grade Level		Math: Above/On Grade Level	
	Diagnostic #1	Diagnostic #2	Diagnostic #1	Diagnostic #2
African American/Black	0.68	0.68	0.44	0.56
Asian	1.12	1.18	1.4	1.34
Filipino	2.45	1.88	2.33	2.23
Hispanic	0.70	0.76	0.67	0.74
Native American/Alaskan	0.93	0.86	0.7	0.88
Pacific Islander	1.06	1.08	1.43	1.18
Two or More Races	1.38	1.33	1.4	1.22
White	2.11	1.79	2.17	1.84

Note: Kindergarten, 11th, and 12th grades were not required to take i-Ready. 11th Grade students are included in Math because of enrollment in Algebra 2.
*Please note that this is using the standard view. **For diagnostic #1 ONLY,** any student that is one grade level behind is considered on track since it is the beginning of the year.*

Title: Academic Progress   Prepared by: Equity & Access   Data Source: ATLAS

DISPROPORTIONALITY FOR I-READY IN READING AND MATH: BY STUDENT GROUP, 2019/20 DIAGNOSTIC #1 & #2

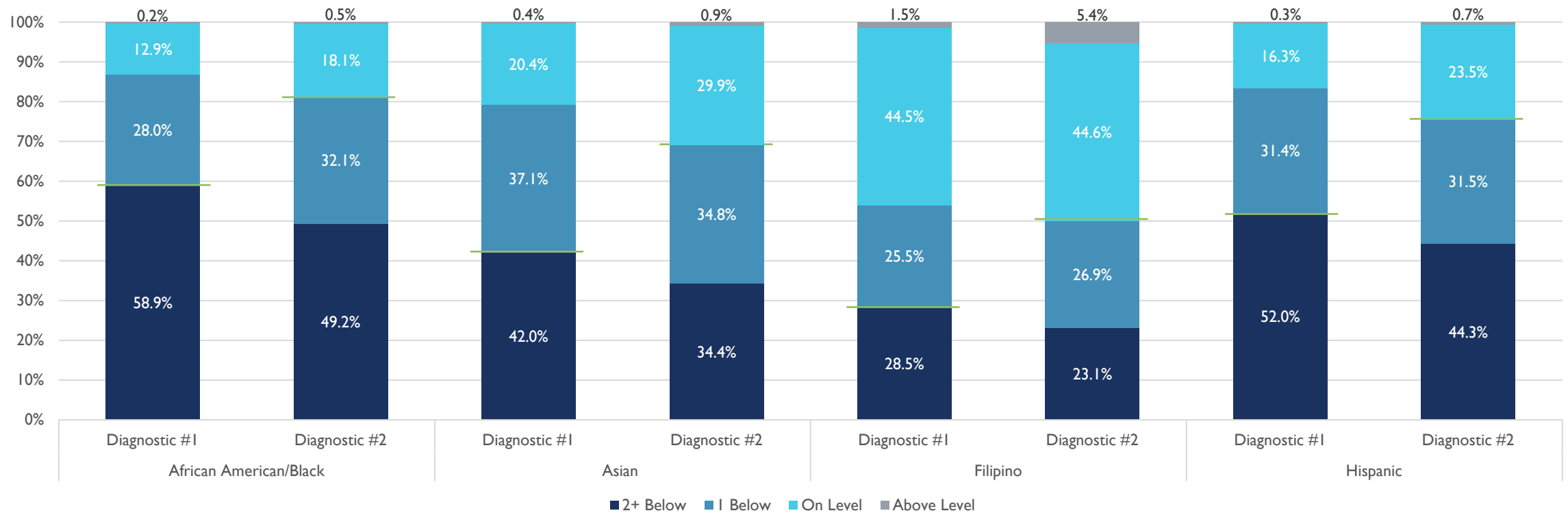| Disproportionality	Reading: Above/On Grade Level		Math: Above/On Grade Level	
	Diagnostic #1	Diagnostic #2	Diagnostic #1	Diagnostic #2
English Learner	0.12	0.23	0.15	0.24
Foster Youth	0.62	0.61	0.53	0.67
Homeless	0.41	0.43	0.45	0.44
Socioeconomically Disadvantaged	0.44	0.48	0.42	0.48
Student w/ Disability	0.22	0.25	0.21	0.26

Note: Kindergarten, 11th, and 12th grades were not required to take i-Ready. 11th Grade students are included in Math because of enrollment in Algebra 2.
*Please note that this is using the standard view. **For diagnostic #1 ONLY,** any student that is one grade level behind is considered on track since it is the beginning of the year.*
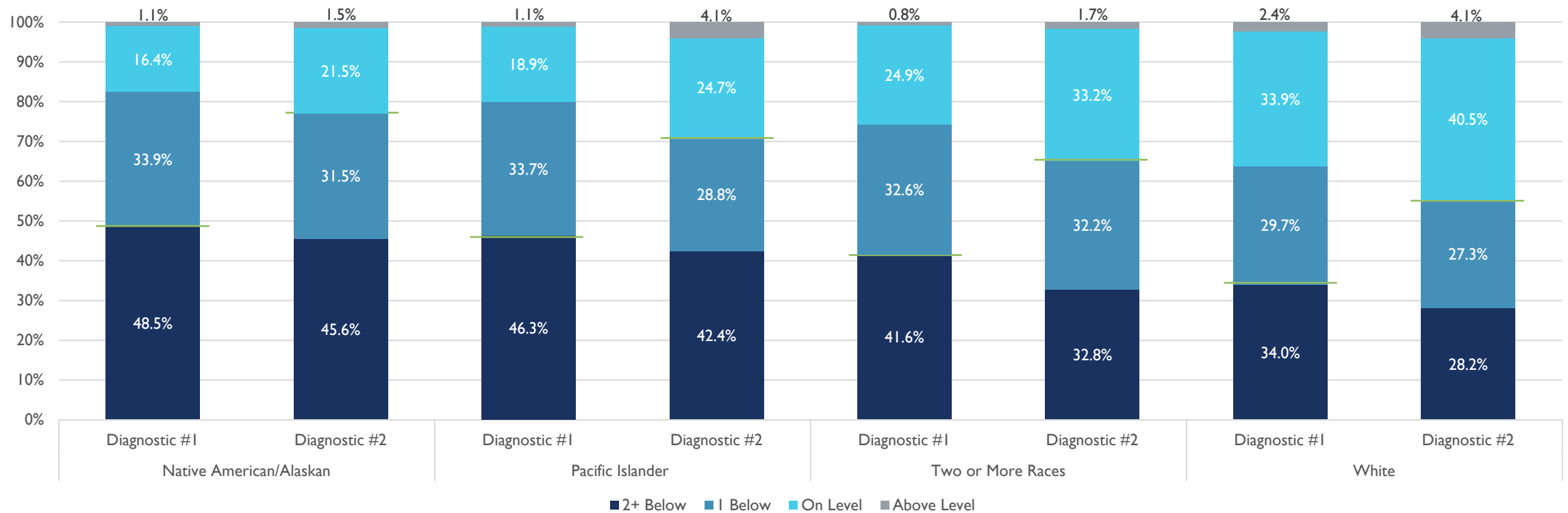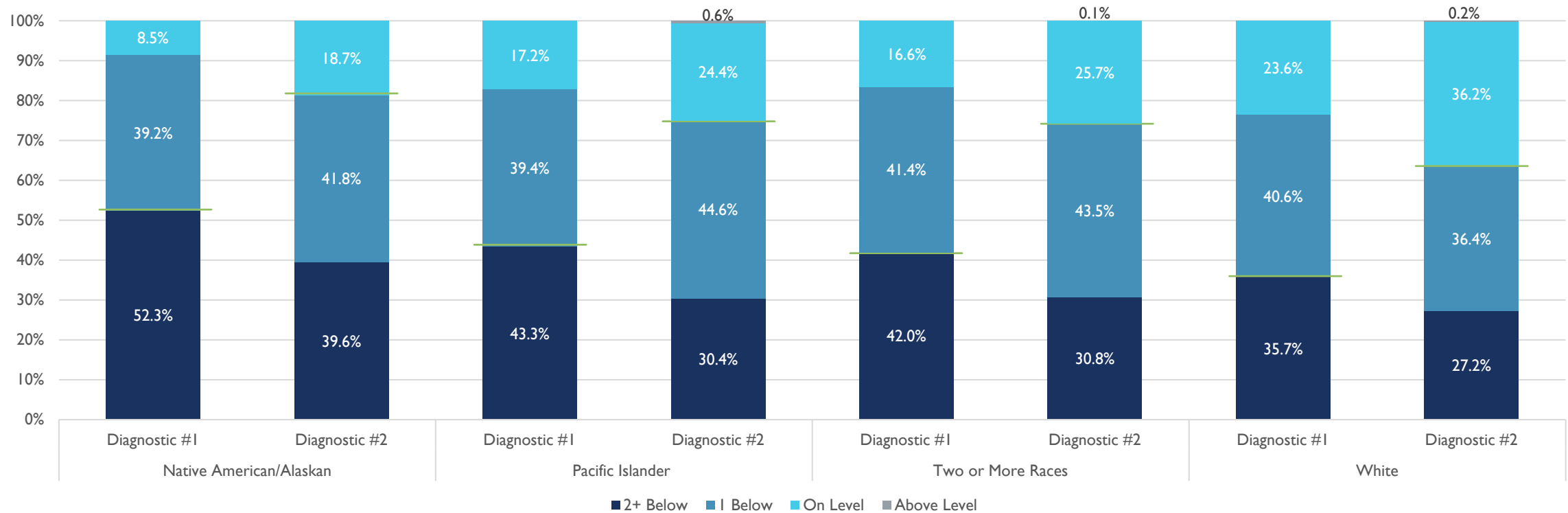
Title: Academic Progress   Prepared by: Equity & Access   Data Source: ATLAS

I-READY READING DIAGNOSTIC 2 PERFORMANCE DISTRIBUTION BY GRADE LEVEL: READING

Grade Level	Tests Taker Counts	i-Ready Performance Grade Level Placement														On Track Total
		Level PreK	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	
Grade 1	5,243	8.9% (-14.1%) 469	68.4% (-1.6%) 3586	22.4% (15.6%) 1177	0.2% (0.2%) 11											22.7% (15.8%) 1188
Grade 2	5,462		25.3% (-13.7%) 1382	44.2% (-2.2%) 2416	29.0% (14.8%) 1583	1.4% (1.1%) 78	0.1% (0.0%) 3									30.5% (16.0%) 1664
Grade 3	5,735		11.6% (-3.3%) 665	21.4% (-6.5%) 1230	22.2% (-1.2%) 1275	44.0% (10.6%) 2524	0.7% (0.4%) 40	0.0% (0.0%) 1								44.7% (11.1%) 2565
Grade 4	5,724		5.7% (-1.5%) 324	15.4% (-3.6%) 879	10.6% (-1.4%) 606	42.7% (-0.4%) 2447	25.1% (6.6%) 1438	0.3% (0.1%) 18	0.1% (0.1%) 8	0.1% (0.1%) 4						25.6% (6.8%) 1468
Grade 5	5,235		3.6% (0.0%) 187	9.0% (-2.5%) 471	7.4% (-1.8%) 385	27.2% (-3.4%) 1422	29.8% (1.7%) 1558	21.6% (5.3%) 1132	0.8% (0.3%) 43	0.4% (0.1%) 21	0.3% (0.3%) 16					23.2% (5.9%) 1212
Grade 6	5,566		2.3% (0.0%) 128	6.2% (-0.5%) 346	4.8% (-1.5%) 268	21.8% (-3.9%) 1216	17.2% (-1.4%) 956	23.5% (1.6%) 1308	22.1% (5.0%) 1229	1.5% (0.5%) 82	0.5% (0.2%) 26	0.1% (0.1%) 7				24.1% (5.7%) 1344
Grade 7	4,615		2.9% (1.3%) 133	6.6% (-0.2%) 306	5.2% (0.1%) 239	20.5% (-1.0%) 944	14.2% (-2.4%) 654	11.1% (-0.8%) 513	15.2% (-0.5%) 703	22.9% (2.7%) 1056	1.0% (0.4%) 45	0.4% (0.2%) 18	0.1% (0.1%) 4			24.3% (3.5%) 1123
Grade 8	4,698		2.7% (1.1%) 128	5.8% (0.9%) 273	4.5% (0.4%) 213	16.7% (-1.6%) 783	13.1% (-0.6%) 616	10.0% (-2.1%) 472	6.9% (-0.8%) 323	14.9% (-1.3%) 701	24.6% (3.8%) 1155	0.6% (0.2%) 27	0.1% (0.0%) 6	0.0% (0.0%) 1		25.3% (4.0%) 1189
Grade 9	2,870		1.9% (0.1%) 55	5.3% (0.7%) 151	3.2% (-0.8%) 93	13.4% (0.3%) 384	13.4% (0.7%) 385	10.6% (0.1%) 303	6.5% (-0.7%) 187	6.6% (0.3%) 190	21.3% (-0.8%) 612	16.5% (-0.5%) 474	1.0% (0.5%) 28	0.3% (0.2%) 8	0.0% (-0.1%) 0	17.8% (0.1%) 510
Grade 10	2,599		2.1% (1.1%) 54	4.3% (0.6%) 113	3.3% (1.0%) 86	12.0% (-0.7%) 312	10.4% (-0.4%) 271	9.5% (0.5%) 247	6.3% (-0.3%) 165	6.7% (0.6%) 173	11.7% (-2.0%) 304	16.8% (0.0%) 436	16.3% (-0.6%) 423	0.2% (0.2%) 6	0.3% (0.2%) 9	16.9% (-0.2%) 438

Using Standard View, the green cells in this table are the target of being on or above grade level. The yellow cells represent a placement of 1 grade level below. The pink cells represent placements of 2 or more grade levels below.
Note: Kindergarten, 11th, and 12th grades were not required to take i-Ready.

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Title: Academic Progress   Prepared by: Equity & Access   Data Source: ATLAS

I-READY READING DIAGNOSTIC 2 PERFORMANCE DISTRIBUTION BY GRADE LEVEL: MATH

Grade Level	Tests Taker Counts	i-Ready Performance Grade Level Placement														On Track Total
		Level PreK	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	
Grade 1	5,068	12.1% (-20.9%) 612	71.5% (7.7%) 3624	16.4% (13.2%) 832												16.4% (13.2%) 832
Grade 2	5,290		22.3% (-20.4%) 1179	60.2% (8.1%) 3187	17.5% (12.3%) 924											17.5% (12.3%) 924
Grade 3	5,429		9.1% (-5.4%) 493	15.3% (-11.7%) 830	51.4% (1.9%) 2792	24.2% (15.2%) 1313		0.0% (0.0%) 1								24.2% (15.2%) 1314
Grade 4	5,440		4.7% (-1.4%) 253	8.4% (-4.0%) 456	15.7% (-4.7%) 853	44.1% (-2.5%) 2397	27.2% (12.4%) 1478	0.1% (0.1%) 3	0.0% (0.0%) 0							27.2% (12.4%) 1481
Grade 5	4,986		2.2% (-0.7%) 112	5.5% (-1.5%) 272	9.3% (-3.0%) 464	14.5% (-2.7%) 724	40.6% (-2.3%) 2023	27.8% (10.1%) 1388	0.1% (0.1%) 3							27.9% (10.2%) 1391
Grade 6	5,300		1.6% (-0.3%) 87	3.4% (-1.2%) 181	6.7% (-1.8%) 353	11.1% (-2.3%) 589	12.7% (-4.8%) 671	34.8% (0.5%) 1843	29.7% (9.9%) 1575	0.0% (0.0%) 1						29.7% (9.9%) 1576
Grade 7	4,469		2.1% (0.7%) 93	4.5% (1.2%) 202	7.4% (-0.3%) 329	11.4% (-0.5%) 511	11.8% (-1.5%) 526	11.4% (-1.3%) 511	30.1% (-3.9%) 1347	21.2% (5.5%) 948	0.0% (0.0%) 2					21.3% (5.6%) 950
Grade 8	4,704		2.0% (0.7%) 93	4.0% (0.3%) 189	6.1% (-0.4%) 287	9.1% (-1.2%) 430	10.7% (-2.3%) 502	11.7% (-0.4%) 552	13.2% (-1.2%) 622	26.4% (1.8%) 1243	16.5% (2.6%) 778	0.1% (0.1%) 5	0.0% (0.0%) 1	0.0% (0.0%) 2		16.7% (2.6%) 786
Grade 9	2,671		2.0% (1.0%) 54	2.8% (-0.1%) 74	5.9% (0.5%) 158	8.0% (-1.0%) 213	10.6% (-0.6%) 282	10.9% (0.5%) 290	12.5% (-3.0%) 335	11.6% (-0.9%) 309	10.5% (1.1%) 281	25.2% (2.5%) 672	0.1% (0.1%) 3			25.3% (2.6%) 675
Grade 10	2,087		1.1% (0.5%) 22	3.2% (0.7%) 66	5.4% (1.1%) 113	8.7% (1.0%) 181	11.0% (-1.0%) 230	9.2% (-0.3%) 193	12.4% (-1.5%) 259	11.7% (-0.4%) 245	10.3% (-0.4%) 216	12.1% (0.4%) 253	14.8% (-0.1%) 309			14.8% (-0.1%) 309
Grade 11	1,634		0.9% (0.5%) 15	2.5% (1.5%) 41	4.4% (0.4%) 72	8.0% (0.1%) 130	11.0% (1.2%) 179	9.1% (0.8%) 149	14.1% (1.2%) 230	12.7% (-0.2%) 208	11.6% (-1.7%) 190	20.2% (-3.0%) 330	4.6% (-0.7%) 75	0.9% (-0.1%) 15		0.9% (-0.1%) 15

Using Standard View, the green cells in this table are the target of being on or above grade level. The yellow cells represent a placement of 1 grade level below. The pink cells represent placements of 2 or more grade levels below.

22

Note: Kindergarten, 11th and 12th grades were not required to take i-Ready. However, 11th Grade students are included in Math because of enrollment in Algebra 2
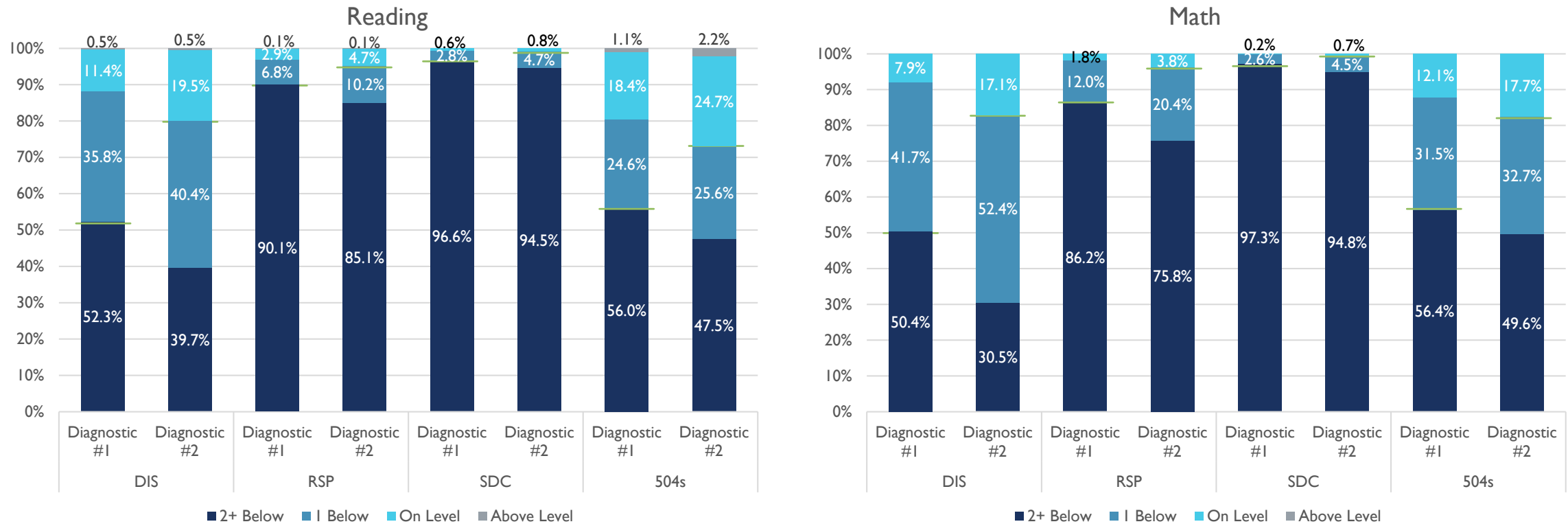
Title: Academic Progress   Prepared by: Equity & Access   Data Source: ATLAS

i-Ready Diagnostic 2 Standard View Performance Results*
with Domains
2019-20 Summary

School	Test Taker Counts	Overall Performance Percentage of Students			Percentage of Students on or Above Grade Level in Reading Domains					
		2 or More Grade Levels Below	1 Grade Level Below	On or Above Grade Level	Phon. Awareness	Phonics	High Frequency Words	Vocabulary	Literature	Information. Text
Fresno Unified	47,792	41.9% (-7.6%) 20,026	31.5% (-0.1%) 15,047	26.6% (7.7%) 12,719	90.3% (3.8%) 43,174	64.2% (5.2%) 30,685	85.3% (4.2%) 40,743	24.4% (7.2%) 11,677	30.4% (7.0%) 14,536	26.6% (6.3%) 12,714
Bullard Region	6,326	36.1% (-7.1%) 2,285	31.5% (-2.1%) 1,991	32.4% (9.2%) 2,050	92.8% (4.5%) 5,870	72.7% (5.9%) 4,598	89.1% (4.9%) 5,638	30.9% (9.1%) 1,954	35.8% (7.9%) 2,265	31.2% (6.9%) 1,975
Figarden Elementary	460	23.5% (-10.7%) 108	38.0% (-1.9%) 175	38.5% (12.7%) 177	86.5% (9.3%) 398	59.3% (8.6%) 273	80.9% (9.6%) 372	32.8% (10.5%) 151	41.5% (11.3%) 191	42.8% (15.0%) 197
Forkner Elementary	419	12.4% (-9.4%) 52	32.9% (-9.2%) 138	54.7% (18.6%) 229	92.8% (6.6%) 389	77.3% (12.9%) 324	90.0% (6.4%) 377	47.5% (14.8%) 199	58.7% (21.2%) 246	49.4% (12.1%) 207
Gibson Elementary	358	17.6% (-6.6%) 63	38.3% (-7.4%) 137	44.1% (14.1%) 158	91.3% (6.1%) 327	67.0% (8.5%) 240	87.4% (6.4%) 313	36.6% (10.7%) 131	49.2% (16.0%) 176	38.8% (7.9%) 139
Kratt Elementary	447	24.4% (-8.6%) 109	41.4% (-1.7%) 185	34.2% (10.2%) 153	90.2% (7.4%) 403	60.6% (7.9%) 271	85.5% (9.7%) 382	32.7% (9.6%) 146	41.2% (11.1%) 184	35.3% (10.2%) 158
Lawless Elementary	498	26.5% (-13.9%) 132	35.9% (-3.0%) 179	37.6% (16.9%) 187	91.0% (13.8%) 453	59.8% (17.2%) 298	84.5% (14.6%) 421	30.3% (12.7%) 151	37.1% (12.9%) 185	34.9% (15.1%) 174
Malloch Elementary	362	15.5% (-5.6%) 56	39.2% (-6.1%) 142	45.3% (11.7%) 164	88.4% (5.9%) 320	67.4% (11.4%) 244	81.8% (8.0%) 296	41.7% (11.9%) 151	48.3% (13.1%) 175	42.8% (7.0%) 155
Powers Elementary	403	30.8% (-7.2%) 124	37.5% (-8.3%) 151	31.8% (15.5%) 128	90.3% (6.4%) 364	57.3% (12.3%) 231	84.4% (6.8%) 340	28.0% (11.5%) 113	34.2% (7.7%) 138	26.6% (8.8%) 107
Slater Elementary	512	35.7% (-12.4%) 183	41.4% (2.8%) 212	22.9% (9.5%) 117	80.5% (5.5%) 412	49.0% (11.1%) 251	75.2% (7.8%) 385	19.9% (9.6%) 102	28.9% (9.0%) 148	21.7% (4.8%) 111
Starr Elementary	305	15.4% (-7.2%) 47	41.6% (-5.5%) 127	43.0% (12.6%) 131	90.5% (6.3%) 276	69.8% (14.7%) 213	88.9% (7.2%) 271	40.0% (11.3%) 122	48.5% (12.7%) 148	40.7% (9.7%) 124
Tenaya Middle	861	51.1% (-2.9%) 440	18.0% (-1.3%) 155	30.9% (4.2%) 266	100.0% (0.0%) 861	89.8% (-0.9%) 773	98.5% (-0.3%) 848	31.8% (6.7%) 274	33.1% (3.2%) 285	28.8% (3.2%) 248
Wawona K-8	516	60.7% (-4.1%) 313	21.3% (-0.2%) 110	18.0% (4.4%) 93	93.4% (3.1%) 482	74.6% (0.8%) 385	86.8% (2.0%) 448	19.4% (5.9%) 100	22.1% (2.2%) 114	19.0% (5.1%) 98
Bullard High	1,185	55.5% (-2.0%) 658	23.6% (1.1%) 280	20.8% (0.9%) 247	100.0% (0.0%) 1,185	92.4% (-1.2%) 1,095	100.0% (0.0%) 1,185	26.5% (5.0%) 314	23.2% (-1.6%) 275	21.7% (-0.3%) 257

Notes:
Domain percent on or above grade level includes scores of "Tested Out" and "Max Score"
Report is based on student results for grades 1-10.
Fresno and Sunnyside High did not participate in i-Ready Diagnostics in 2019-20.

* Cell Value Key:
Diagnostic 2 Percent of Test Takers in Placement Level Category
(Percent Change in Placement Category from Diagnostic 1)
Diagnostic 2 Count of Test Takers in Placement Category

i-Ready Diagnostic 2 Standard View Performance Results*
with Domains
2019-20 Summary

School	Test Taker Counts	Overall Performance Percentage of Students			Percentage of Students on or Above Grade Level in Reading Domains					
		2 or More Grade Levels Below	1 Grade Level Below	On or Above Grade Level	Phon. Awareness	Phonics	High Frequency Words	Vocabulary	Literature	Information. Text
Fresno Unified	47,792	41.9% (-7.6%) 20,026	31.5% (-0.1%) 15,047	26.6% (7.7%) 12,719	90.3% (3.8%) 43,174	64.2% (5.2%) 30,685	85.3% (4.2%) 40,743	24.4% (7.2%) 11,677	30.4% (7.0%) 14,536	26.6% (6.3%) 12,714
Edison Region	5,949	39.1% (-4.8%) 2,328	25.1% (0.5%) 1,494	35.8% (4.3%) 2,127	92.5% (2.1%) 5,502	69.7% (2.4%) 4,146	87.1% (2.3%) 5,181	34.3% (6.3%) 2,039	37.1% (2.7%) 2,208	34.5% (2.6%) 2,052
Addams Elementary	684	46.8% (-9.6%) 320	36.7% (2.9%) 251	16.5% (6.6%) 113	81.4% (5.9%) 557	41.7% (6.4%) 285	69.7% (4.5%) 477	16.5% (7.4%) 113	18.9% (5.3%) 129	17.0% (6.6%) 116
Columbia Elementary	455	47.9% (-13.9%) 218	36.7% (8.0%) 167	15.4% (5.9%) 70	81.1% (5.0%) 369	39.8% (7.0%) 181	67.5% (3.2%) 307	13.4% (5.4%) 61	22.9% (8.6%) 104	17.4% (7.0%) 79
King Elementary	517	46.6% (-9.8%) 241	40.0% (4.1%) 207	13.3% (5.7%) 69	80.9% (4.6%) 418	36.6% (7.5%) 189	67.5% (6.5%) 349	15.1% (7.1%) 78	16.6% (7.6%) 86	12.0% (2.8%) 62
Kirk Elementary	287	43.2% (-13.4%) 124	41.5% (6.9%) 119	15.3% (6.4%) 44	77.0% (6.5%) 221	44.9% (10.1%) 129	70.0% (7.8%) 201	13.9% (6.5%) 40	18.5% (4.6%) 53	14.6% (4.0%) 42
Lincoln Elementary	480	36.0% (-9.9%) 173	37.1% (-1.5%) 178	26.9% (11.4%) 129	85.8% (5.8%) 412	52.9% (11.7%) 254	76.0% (6.1%) 365	18.3% (4.4%) 88	29.8% (8.5%) 143	28.3% (9.9%) 136
Manchester Gate	688	0.9% (-1.4%) 6	8.9% (-6.3%) 61	90.3% (7.7%) 621	100.0% (0.1%) 688	98.5% (1.2%) 678	99.9% (0.8%) 687	86.8% (12.2%) 597	90.3% (6.3%) 621	83.0% (5.5%) 571
Sunset Elementary	171	26.9% (-9.4%) 46	38.0% (-5.0%) 65	35.1% (14.5%) 60	99.4% (5.2%) 170	70.8% (22.3%) 121	95.9% (16.1%) 164	31.0% (14.0%) 53	39.8% (13.3%) 68	35.7% (12.8%) 61
Computech Middle	812	13.2% (-0.3%) 107	18.2% (0.1%) 148	68.6% (0.2%) 557	100.0% (0.0%) 812	99.6% (-0.4%) 809	100.0% (0.0%) 812	68.1% (7.6%) 553	65.4% (-4.9%) 531	62.9% (-3.3%) 511
Gaston Middle	763	72.7% (-1.9%) 555	9.7% (-1.9%) 74	17.6% (3.8%) 134	100.0% (0.0%) 763	73.1% (-5.0%) 558	95.3% (-0.8%) 727	16.5% (4.1%) 126	16.6% (0.0%) 127	16.6% (2.1%) 127
Edison High	1,092	49.3% (3.0%) 538	20.5% (-0.3%) 224	30.2% (-2.7%) 330	100.0% (0.0%) 1,092	86.3% (-3.2%) 942	100.0% (0.0%) 1,092	30.2% (1.8%) 330	31.7% (-3.6%) 346	31.8% (-4.3%) 347

Notes:
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		2 or More Grade Levels Below	1 Grade Level Below	On or Above Grade Level	Phon. Awareness	Phonics	High Frequency Words	Vocabulary	Literature	Information. Text
Fresno Unified	47,792	41.9% (-7.6%) 20,026	31.5% (-0.1%) 15,047	26.6% (7.7%) 12,719	90.3% (3.8%) 43,174	64.2% (5.2%) 30,685	85.3% (4.2%) 40,743	24.4% (7.2%) 11,677	30.4% (7.0%) 14,536	26.6% (6.3%) 12,714
Fresno Region	5,753	46.1% (-7.7%) 2,652	33.3% (1.1%) 1,913	20.7% (6.6%) 1,188	88.0% (4.4%) 5,065	54.4% (4.2%) 3,132	80.6% (4.4%) 4,636	19.9% (6.5%) 1,142	25.1% (6.6%) 1,444	21.0% (6.3%) 1,208
Del Mar Elementary	486	37.2% (-9.3%) 181	37.4% (-1.0%) 182	25.3% (10.4%) 123	84.2% (8.1%) 409	49.4% (9.4%) 240	74.7% (7.6%) 363	20.0% (7.4%) 97	32.5% (13.3%) 158	24.7% (8.2%) 120
Fremont Elementary	394	41.4% (-7.5%) 163	35.5% (-1.5%) 140	23.1% (9.0%) 91	89.1% (2.7%) 351	48.2% (9.0%) 190	82.7% (6.7%) 326	21.8% (11.0%) 86	23.4% (4.3%) 92	19.0% (4.5%) 75
Hamilton K-8	713	45.0% (-9.1%) 321	29.2% (-0.1%) 208	25.8% (9.2%) 184	93.5% (4.6%) 667	68.4% (8.6%) 488	88.6% (3.6%) 632	25.1% (8.0%) 179	29.5% (8.2%) 210	26.1% (9.4%) 186
Heaton Elementary	463	45.6% (-6.7%) 211	36.7% (1.0%) 170	17.7% (5.7%) 82	83.8% (6.3%) 388	40.8% (0.8%) 189	72.6% (4.5%) 336	18.6% (5.5%) 86	21.4% (5.5%) 99	18.4% (6.4%) 85
Homan Elementary	501	37.9% (-11.1%) 190	37.9% (-0.6%) 190	24.2% (11.7%) 121	85.4% (7.5%) 428	47.5% (10.0%) 238	77.6% (9.4%) 389	20.8% (6.9%) 104	29.3% (11.3%) 147	24.4% (10.1%) 122
Muir Elementary	441	42.4% (-8.2%) 187	39.0% (0.0%) 172	18.6% (8.2%) 82	79.8% (2.9%) 352	44.7% (6.3%) 197	75.5% (6.5%) 333	18.6% (10.0%) 82	24.9% (9.9%) 110	18.8% (6.3%) 83
Roeding Elementary	489	41.9% (-11.2%) 205	36.4% (2.4%) 178	21.7% (8.8%) 106	86.1% (1.8%) 421	47.6% (4.4%) 233	77.9% (5.9%) 381	21.1% (7.9%) 103	27.0% (9.8%) 132	20.7% (6.2%) 101
Williams Elementary	569	41.8% (-7.5%) 238	39.9% (-0.1%) 227	18.3% (7.6%) 104	80.3% (8.2%) 457	41.3% (5.3%) 235	66.3% (6.6%) 377	18.5% (8.7%) 105	22.8% (6.5%) 130	19.0% (7.2%) 108
Wilson Elementary	577	38.5% (-14.8%) 222	46.4% (10.6%) 268	15.1% (4.3%) 87	81.8% (7.1%) 472	42.5% (6.9%) 245	74.4% (4.4%) 429	13.5% (2.9%) 78	20.6% (6.2%) 119	18.9% (7.6%) 109
Cooper Middle	543	46.0% (-3.3%) 250	23.2% (1.2%) 126	30.8% (2.1%) 167	100.0% (0.0%) 543	94.5% (-1.1%) 513	99.3% (-0.6%) 539	29.5% (3.9%) 160	36.1% (3.2%) 196	34.1% (5.6%) 185
Fort Miller Middle	577	83.9% (3.8%) 484	9.0% (-2.2%) 52	7.1% (-1.7%) 41	100.0% (0.0%) 577	63.1% (-9.5%) 364	92.0% (-1.9%) 531	10.7% (2.0%) 62	8.8% (-4.1%) 51	5.9% (-2.5%) 34

Notes:

Domain percent on or above grade level includes scores of "Tested Out" and "Max Score"

Report is based on student results for grades 1-10.

Fresno and Sunnyside High did not participate in i-Ready Diagnostics in 2019-20.

* Cell Value Key:

Diagnostic 2 Percent of Test Takers in Placement Level Category

(Percent Change in Placement Category from Diagnostic 1)

Diagnostic 2 Count of Test Takers in Placement Category

i-Ready Diagnostic 2 Standard View Performance Results*
with Domains
2019-20 Summary

School	Test Taker Counts	Overall Performance Percentage of Students			Percentage of Students on or Above Grade Level in Reading Domains					
		2 or More Grade Levels Below	1 Grade Level Below	On or Above Grade Level	Phon. Awareness	Phonics	High Frequency Words	Vocabulary	Literature	Information. Text
Fresno Unified	47,792	41.9% (-7.6%) 20,026	31.5% (-0.1%) 15,047	26.6% (7.7%) 12,719	90.3% (3.8%) 43,174	64.2% (5.2%) 30,685	85.3% (4.2%) 40,743	24.4% (7.2%) 11,677	30.4% (7.0%) 14,536	26.6% (6.3%) 12,714
Hoover Region	6,788	42.6% (-7.8%) 2,890	32.4% (-0.5%) 2,196	25.1% (8.3%) 1,702	89.5% (4.0%) 6,075	63.9% (5.7%) 4,340	85.6% (5.2%) 5,810	22.5% (7.0%) 1,526	29.2% (7.7%) 1,981	25.3% (7.2%) 1,714
Centennial Elementary	595	40.5% (-11.3%) 241	37.8% (3.9%) 225	21.7% (7.4%) 129	86.9% (5.7%) 517	49.9% (7.1%) 297	81.3% (8.0%) 484	20.3% (6.7%) 121	25.4% (5.2%) 151	20.0% (7.7%) 119
Eaton Elementary	355	19.2% (-7.7%) 68	35.5% (-6.7%) 126	45.4% (14.3%) 161	88.7% (5.5%) 315	67.0% (9.5%) 238	86.5% (6.0%) 307	42.3% (12.4%) 150	46.5% (10.2%) 165	39.4% (11.2%) 140
Holland Elementary	338	36.7% (-12.6%) 124	35.2% (-1.5%) 119	28.1% (14.1%) 95	87.3% (5.8%) 295	51.2% (9.1%) 173	82.0% (7.9%) 277	25.1% (12.3%) 85	34.3% (14.9%) 116	26.9% (11.4%) 91
McCardle Elementary	409	27.6% (-5.9%) 113	40.8% (-1.6%) 167	31.5% (7.5%) 129	80.0% (6.2%) 327	55.7% (6.7%) 228	76.5% (6.9%) 313	26.9% (5.1%) 110	36.9% (7.6%) 151	33.5% (7.3%) 137
Pyle Elementary	626	43.5% (-5.7%) 272	35.1% (-0.9%) 220	21.4% (6.6%) 134	83.2% (4.9%) 521	45.4% (4.6%) 284	73.8% (3.8%) 462	20.3% (7.0%) 127	27.6% (7.6%) 173	20.6% (2.6%) 129
Robinson Elementary	385	27.5% (-13.5%) 106	42.6% (-0.8%) 164	29.9% (14.3%) 115	86.5% (4.7%) 333	55.6% (10.9%) 214	84.7% (8.8%) 326	26.2% (9.9%) 101	34.5% (13.8%) 133	29.6% (14.5%) 114
Thomas Elementary	699	33.6% (-10.3%) 235	38.1% (-1.6%) 266	28.3% (11.9%) 198	83.7% (6.3%) 585	51.9% (6.3%) 363	76.1% (6.4%) 532	25.3% (11.0%) 177	31.6% (9.2%) 221	29.2% (10.9%) 204
Viking Elementary	592	24.2% (-12.0%) 143	42.7% (-1.0%) 253	33.1% (13.1%) 196	88.7% (7.5%) 525	64.9% (14.2%) 384	86.0% (8.9%) 509	27.9% (10.9%) 165	40.2% (17.8%) 238	33.6% (12.2%) 199
Vinland Elementary	434	33.6% (-11.7%) 146	41.2% (1.2%) 179	25.1% (10.5%) 109	80.9% (7.2%) 351	52.5% (11.3%) 228	77.0% (12.0%) 334	24.4% (12.3%) 106	28.3% (9.1%) 123	23.7% (8.9%) 103
Wolters Elementary	339	28.6% (-11.7%) 97	41.9% (2.1%) 142	29.5% (9.6%) 100	88.8% (7.8%) 301	61.1% (13.2%) 207	85.5% (11.6%) 290	23.6% (9.3%) 80	33.9% (8.4%) 115	29.8% (8.8%) 101
Ahwahnee Middle	617	64.0% (-0.2%) 395	18.2% (-0.5%) 112	17.8% (0.8%) 110	98.2% (-1.5%) 606	84.6% (-4.1%) 522	97.7% (-1.1%) 603	18.0% (-0.1%) 111	21.4% (0.9%) 132	20.4% (1.3%) 126
Tioga Middle	592	63.7% (-5.1%) 377	12.8% (-2.4%) 76	23.5% (7.6%) 139	100.0% (0.0%) 592	80.7% (2.0%) 478	95.6% (1.3%) 566	17.4% (1.2%) 103	24.8% (4.4%) 147	23.1% (6.9%) 137
Hoover High	807	71.0% (0.1%) 573	18.2% (-0.9%) 147	10.8% (0.9%) 87	100.0% (0.0%) 807	89.7% (0.7%) 724	100.0% (0.0%) 807	11.2% (1.8%) 90	14.4% (0.5%) 116	14.1% (-0.6%) 114

Notes:
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i-Ready Diagnostic 2 Standard View Performance Results*
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2019-20 Summary

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Fresno Unified	47,792	41.9% (-7.6%) 20,026	31.5% (-0.1%) 15,047	26.6% (7.7%) 12,719	90.3% (3.8%) 43,174	64.2% (5.2%) 30,685	85.3% (4.2%) 40,743	24.4% (7.2%) 11,677	30.4% (7.0%) 14,536	26.6% (6.3%) 12,714
McLane Region	7,459	45.9% (-8.3%) 3,426	31.6% (-0.4%) 2,354	22.5% (8.7%) 1,679	89.1% (4.4%) 6,648	58.6% (7.0%) 4,374	82.7% (5.1%) 6,171	19.6% (7.7%) 1,463	26.8% (8.4%) 1,997	22.7% (6.8%) 1,690
Birney Elementary	687	35.4% (-12.2%) 243	37.4% (1.3%) 257	27.2% (10.8%) 187	85.4% (6.4%) 587	53.3% (12.3%) 366	75.3% (6.6%) 517	21.0% (8.0%) 144	33.9% (14.2%) 233	27.2% (9.1%) 187
Ericson Elementary	565	32.2% (-12.2%) 182	37.9% (-3.9%) 214	29.9% (16.1%) 169	85.3% (6.7%) 482	53.6% (12.4%) 303	80.4% (6.8%) 454	21.6% (8.5%) 122	35.8% (16.1%) 202	29.9% (13.4%) 169
Ewing Elementary	579	30.7% (-11.7%) 178	42.8% (2.9%) 248	26.4% (8.8%) 153	89.3% (6.3%) 517	58.2% (11.2%) 337	83.9% (6.0%) 486	22.5% (10.1%) 130	29.5% (5.4%) 171	25.0% (6.8%) 145
Hidalgo Elementary	503	51.7% (-9.6%) 260	34.0% (2.7%) 171	14.3% (6.9%) 72	79.9% (5.1%) 402	39.2% (8.8%) 197	70.4% (5.7%) 354	11.7% (5.7%) 59	18.1% (6.3%) 91	13.3% (3.9%) 67
Leavenworth Elementary	621	30.6% (-12.2%) 190	39.5% (2.8%) 245	30.0% (9.4%) 186	87.0% (4.6%) 540	57.0% (7.8%) 354	80.8% (8.4%) 502	25.9% (8.7%) 161	34.6% (11.1%) 215	30.1% (6.6%) 187
Mayfair Elementary	542	35.2% (-8.1%) 191	37.5% (-4.0%) 203	27.3% (12.1%) 148	87.5% (5.2%) 474	51.8% (6.4%) 281	81.2% (6.0%) 440	23.6% (10.9%) 128	31.0% (9.3%) 168	28.2% (10.3%) 153
Norseman Elementary	622	42.9% (-12.3%) 267	37.8% (3.1%) 235	19.3% (9.3%) 120	82.5% (7.0%) 513	44.2% (10.0%) 275	73.2% (8.8%) 455	16.2% (7.3%) 101	24.3% (10.1%) 151	19.6% (8.0%) 122
Rowell Elementary	448	46.2% (-5.3%) 207	32.4% (-4.0%) 145	21.4% (9.2%) 96	87.1% (4.1%) 390	46.7% (5.3%) 209	78.6% (5.5%) 352	19.4% (7.5%) 87	24.8% (8.7%) 111	20.1% (5.6%) 90
Turner Elementary	508	33.7% (-10.7%) 171	41.9% (1.4%) 213	24.4% (9.4%) 124	81.9% (4.9%) 416	50.2% (11.4%) 255	74.6% (7.0%) 379	17.9% (6.3%) 91	30.1% (8.9%) 153	29.7% (11.0%) 151
Wishon Elementary	429	25.4% (-12.4%) 109	40.8% (-3.0%) 175	33.8% (15.5%) 145	86.7% (10.6%) 372	62.0% (15.4%) 266	81.6% (11.2%) 350	30.1% (14.0%) 129	36.8% (15.3%) 158	33.8% (12.7%) 145
Scandinavian Middle	741	63.3% (-4.9%) 469	14.7% (-1.4%) 109	22.0% (6.3%) 163	100.0% (0.0%) 741	82.1% (-1.9%) 608	94.6% (-1.5%) 701	21.6% (6.2%) 160	25.6% (6.6%) 190	20.9% (4.7%) 155
Yosemite Middle	621	72.9% (-3.8%) 453	12.9% (-0.6%) 80	14.2% (4.4%) 88	100.0% (0.0%) 621	75.8% (0.8%) 471	94.7% (-0.9%) 588	16.9% (7.7%) 105	18.2% (2.8%) 113	14.0% (2.4%) 87
McLane High	593	85.3% (4.6%) 506	9.9% (-3.4%) 59	4.7% (-1.2%) 28	100.0% (0.0%) 593	76.2% (-3.8%) 452	100.0% (0.0%) 593	7.8% (1.0%) 46	6.9% (-3.3%) 41	5.4% (-2.9%) 32

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Reading

i-Ready Diagnostic 2 Standard View Performance Results*
with Domains
2019-20 Summary

School	Test Taker Counts	Overall Performance Percentage of Students			Percentage of Students on or Above Grade Level in Reading Domains					
		2 or More Grade Levels Below	1 Grade Level Below	On or Above Grade Level	Phon. Awareness	Phonics	High Frequency Words	Vocabulary	Literature	Information. Text
Fresno Unified	47,792	41.9% (-7.6%) 20,026	31.5% (-0.1%) 15,047	26.6% (7.7%) 12,719	90.3% (3.8%) 43,174	64.2% (5.2%) 30,685	85.3% (4.2%) 40,743	24.4% (7.2%) 11,677	30.4% (7.0%) 14,536	26.6% (6.3%) 12,714
Roosevelt Region	7,626	46.4% (-7.8%) 3,541	31.7% (0.4%) 2,421	21.8% (7.4%) 1,664	90.0% (4.3%) 6,862	61.1% (6.5%) 4,657	84.0% (4.4%) 6,408	19.5% (6.5%) 1,484	25.9% (7.0%) 1,973	23.0% (7.0%) 1,757
Anthony Elementary	384	39.1% (-13.7%) 150	37.0% (2.0%) 142	24.0% (11.8%) 92	81.3% (8.9%) 312	49.0% (15.5%) 188	73.7% (12.0%) 283	20.8% (10.9%) 80	27.6% (10.9%) 106	24.7% (9.8%) 95
Balderas Elementary	542	33.9% (-11.1%) 184	42.3% (1.2%) 229	23.8% (9.9%) 129	83.9% (5.6%) 455	52.2% (7.4%) 283	78.0% (6.6%) 423	19.2% (6.7%) 104	29.2% (10.9%) 158	25.8% (10.3%) 140
Calwa Elementary	549	44.4% (-9.0%) 244	33.5% (-1.0%) 184	22.0% (10.1%) 121	87.1% (6.4%) 478	49.7% (8.0%) 273	78.7% (4.1%) 432	18.2% (7.9%) 100	26.0% (11.7%) 143	23.1% (10.4%) 127
Jackson Elementary	369	33.1% (-12.6%) 122	40.1% (3.2%) 148	26.8% (9.3%) 99	84.0% (5.6%) 310	53.7% (9.9%) 198	76.4% (5.1%) 282	22.2% (8.6%) 82	33.6% (11.2%) 124	28.2% (8.2%) 104
Jefferson Elementary	378	31.7% (-11.6%) 120	44.2% (1.6%) 167	24.1% (10.0%) 91	84.1% (8.1%) 318	51.6% (9.8%) 195	76.7% (5.4%) 290	19.0% (6.5%) 72	29.9% (10.1%) 113	28.0% (13.2%) 106
Lane Elementary	463	40.4% (-10.4%) 187	35.6% (-2.2%) 165	24.0% (12.5%) 111	91.4% (6.9%) 423	55.5% (12.1%) 257	82.7% (6.7%) 383	21.2% (10.4%) 98	29.4% (11.2%) 136	20.5% (7.8%) 95
Lowell Elementary	356	43.0% (-6.2%) 153	37.4% (-2.2%) 133	19.7% (8.4%) 70	82.3% (4.6%) 293	47.2% (9.0%) 168	76.4% (8.5%) 272	15.4% (6.2%) 55	26.7% (7.0%) 95	19.9% (9.0%) 71
Vang Pao Elementary	738	34.6% (-11.1%) 255	40.9% (1.5%) 302	24.5% (9.7%) 181	86.6% (5.4%) 639	55.6% (12.2%) 410	80.5% (7.8%) 594	20.7% (6.4%) 153	27.9% (9.0%) 206	27.5% (10.3%) 203
Webster Elementary	294	32.3% (-14.8%) 95	44.2% (6.4%) 130	23.5% (8.4%) 69	88.8% (8.3%) 261	53.7% (12.7%) 158	79.9% (9.4%) 235	20.1% (7.9%) 59	34.4% (13.8%) 101	27.9% (9.6%) 82
Winchell Elementary	632	36.7% (-11.5%) 232	41.8% (2.7%) 264	21.5% (8.8%) 136	84.5% (5.3%) 534	48.7% (10.3%) 308	75.3% (6.3%) 476	17.1% (6.9%) 108	27.4% (9.4%) 173	25.3% (11.2%) 160
Yokomi Elementary	688	22.5% (-4.5%) 155	35.6% (-4.7%) 245	41.9% (9.2%) 288	88.1% (4.8%) 606	66.4% (6.8%) 457	85.3% (4.8%) 587	37.4% (8.1%) 257	44.0% (8.1%) 303	41.7% (7.6%) 287
Sequoia Middle	838	73.5% (0.0%) 616	12.9% (-1.1%) 108	13.6% (1.1%) 114	100.0% (0.0%) 838	75.1% (-4.1%) 629	94.4% (-1.9%) 791	15.2% (3.6%) 127	15.0% (-3.0%) 126	14.2% (-1.2%) 119
Tehipite Middle	457	70.5% (-7.2%) 322	13.1% (2.4%) 60	16.4% (4.8%) 75	100.0% (0.0%) 457	76.1% (0.2%) 348	94.1% (-1.3%) 430	16.8% (8.5%) 77	16.6% (2.2%) 76	15.8% (4.2%) 72
Roosevelt High	938	75.3% (-0.1%) 706	15.4% (0.1%) 144	9.4% (0.1%) 88	100.0% (0.0%) 938	83.7% (-0.8%) 785	99.1% (0.2%) 930	11.9% (0.4%) 112	12.0% (0.0%) 113	10.2% (-0.8%) 96

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2019-20 Summary

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		2 or More Grade Levels Below	1 Grade Level Below	On or Above Grade Level	Phon. Awareness	Phonics	High Frequency Words	Vocabulary	Literature	Information. Text
Fresno Unified	47,792	41.9% (-7.6%) 20,026	31.5% (-0.1%) 15,047	26.6% (7.7%) 12,719	90.3% (3.8%) 43,174	64.2% (5.2%) 30,685	85.3% (4.2%) 40,743	24.4% (7.2%) 11,677	30.4% (7.0%) 14,536	26.6% (6.3%) 12,714
Specialty Region	2,229	34.9% (-5.7%) 778	27.1% (-1.1%) 603	38.0% (6.8%) 848	98.7% (1.1%) 2,201	92.3% (1.7%) 2,057	97.8% (1.1%) 2,181	38.0% (6.8%) 847	41.7% (4.7%) 929	37.6% (6.5%) 839
Bullard Talent K-8	695	14.2% (-6.0%) 99	29.9% (-6.4%) 208	55.8% (12.4%) 388	97.4% (4.4%) 677	87.2% (6.1%) 606	96.4% (4.7%) 670	51.9% (9.9%) 361	60.0% (11.7%) 417	52.2% (10.4%) 363
Phoenix Elementary	60	50.0% (-35.7%) 30	43.3% (29.0%) 26	6.7% (6.7%) 4	83.3% (0.5%) 50	38.3% (12.6%) 23	63.3% (3.3%) 38	13.3% (4.8%) 8	15.0% (12.1%) 9	8.3% (8.3%) 5
Baird Middle	588	24.1% (-4.9%) 142	28.7% (-0.1%) 169	47.1% (4.9%) 277	100.0% (0.0%) 588	98.0% (1.5%) 576	99.8% (0.2%) 587	46.9% (4.8%) 276	52.6% (3.1%) 309	44.7% (5.9%) 263
Design Science Middle College High	135	26.7% (-1.6%) 36	25.2% (0.0%) 34	48.1% (1.6%) 65	100.0% (0.0%) 135	100.0% (0.0%) 135	100.0% (0.0%) 135	48.9% (10.7%) 66	46.7% (-6.8%) 63	47.4% (-5.3%) 64
Duncan Polytechnical High	559	64.9% (-4.2%) 363	20.8% (0.7%) 116	14.3% (3.5%) 80	100.0% (0.0%) 559	96.1% (1.5%) 537	100.0% (0.0%) 559	17.2% (4.2%) 96	16.5% (0.3%) 92	19.0% (5.3%) 106
Patino School of Entrepreneurship	140	47.9% (-0.4%) 67	32.1% (0.2%) 45	20.0% (0.3%) 28	100.0% (0.0%) 140	95.7% (-3.6%) 134	100.0% (0.0%) 140	25.7% (3.9%) 36	23.6% (-0.9%) 33	22.1% (1.7%) 31
Cambridge Continuation	13	100.0% (0.0%) 13	0.0% (0.0%) 0	0.0% (0.0%) 0	100.0% (0.0%) 13	76.9% (-23.1%) 10	100.0% (0.0%) 13	0.0% (0.0%) 0	0.0% (0.0%) 0	0.0% (0.0%) 0
DeWolf Continuation	2	100.0% (33.3%) 2	0.0% (0.0%) 0	0.0% (-33.3%) 0	100.0% (0.0%) 2	100.0% (0.0%) 2	100.0% (0.0%) 2	0.0% (-33.3%) 0	0.0% (-33.3%) 0	0.0% (-33.3%) 0
Phoenix Secondary	0	#Type!	#Type!	#Type!	#Type!	#Type!	#Type!	#Type!	#Type!	#Type!
Young Academy	37	70.3% (-0.5%) 26	13.5% (-6.0%) 5	16.2% (6.5%) 6	100.0% (0.0%) 37	91.9% (-3.2%) 34	100.0% (0.0%) 37	10.8% (3.5%) 4	16.2% (4.0%) 6	18.9% (6.7%) 7

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School	Test Taker Counts	Overall Performance Percentage of Students			Percentage of Students on or Above Grade Level in Reading Domains					
		2 or More Grade Levels Below	1 Grade Level Below	On or Above Grade Level	Phon. Awareness	Phonics	High Frequency Words	Vocabulary	Literature	Information. Text
Fresno Unified	47,792	41.9% (-7.6%) 20,026	31.5% (-0.1%) 15,047	26.6% (7.7%) 12,719	90.3% (3.8%) 43,174	64.2% (5.2%) 30,685	85.3% (4.2%) 40,743	24.4% (7.2%) 11,677	30.4% (7.0%) 14,536	26.6% (6.3%) 12,714
Sunnyside Region	5,662	37.5% (-11.0%) 2,126	36.6% (1.2%) 2,075	25.8% (9.8%) 1,461	87.4% (3.4%) 4,951	59.7% (4.7%) 3,381	83.3% (3.8%) 4,718	21.6% (7.9%) 1,222	30.7% (9.4%) 1,739	26.1% (7.5%) 1,479
Ayer Elementary	594	38.4% (-3.4%) 228	36.9% (-5.8%) 219	24.7% (9.3%) 147	79.0% (1.0%) 469	47.1% (3.4%) 280	73.4% (1.9%) 436	20.4% (6.3%) 121	27.4% (6.8%) 163	25.1% (5.9%) 149
Aynesworth Elementary	535	34.6% (-12.2%) 185	43.7% (4.4%) 234	21.7% (7.8%) 116	86.0% (8.2%) 460	50.1% (9.9%) 268	80.2% (7.5%) 429	15.5% (4.0%) 83	28.4% (9.9%) 152	23.2% (7.8%) 124
Bakman Elementary	634	37.1% (-8.7%) 235	39.3% (-2.3%) 249	23.7% (11.0%) 150	84.7% (5.2%) 537	54.3% (12.6%) 344	81.1% (7.9%) 514	19.6% (8.7%) 124	27.6% (8.6%) 175	23.5% (5.7%) 149
Burroughs Elementary	597	36.3% (-11.5%) 217	38.7% (-1.5%) 231	25.0% (13.0%) 149	86.8% (10.0%) 518	57.0% (14.9%) 340	81.9% (12.7%) 489	24.1% (11.4%) 144	30.3% (11.2%) 181	23.5% (10.3%) 140
Easterby Elementary	582	32.5% (-11.0%) 189	42.6% (1.3%) 248	24.9% (9.7%) 145	80.8% (6.1%) 470	52.9% (9.6%) 308	75.9% (5.4%) 442	22.2% (9.0%) 129	33.0% (11.2%) 192	27.5% (9.9%) 160
Greenberg Elementary	470	28.7% (-8.2%) 135	37.9% (-5.5%) 178	33.4% (13.7%) 157	87.0% (8.0%) 409	57.7% (11.2%) 271	84.7% (9.7%) 398	26.2% (10.0%) 123	35.1% (11.1%) 165	28.1% (6.1%) 132
Olmos Elementary	606	35.5% (-13.4%) 215	45.7% (5.6%) 277	18.8% (7.8%) 114	86.1% (6.9%) 522	47.4% (9.1%) 287	77.9% (8.2%) 472	15.0% (6.2%) 91	24.1% (10.3%) 146	23.4% (10.0%) 142
Storey Elementary	782	20.7% (-7.9%) 162	37.6% (-5.9%) 294	41.7% (13.8%) 326	90.0% (6.2%) 704	68.8% (10.5%) 538	89.1% (7.5%) 697	35.3% (13.3%) 276	48.0% (15.3%) 375	40.0% (10.5%) 313
Kings Canyon Middle	859	64.8% (-3.7%) 557	16.9% (0.7%) 145	18.3% (3.1%) 157	100.0% (0.0%) 859	86.6% (0.8%) 744	97.7% (-1.1%) 839	15.3% (1.8%) 131	22.1% (1.7%) 190	19.8% (1.9%) 170
Terronez Middle	3	100.0% (32.8%) 3	0.0% (-17.6%) 0	0.0% (-15.2%) 0	100.0% (0.0%) 3	33.3% (-53.7%) 1	66.7% (-32.4%) 2	0.0% (-12.3%) 0	0.0% (-20.7%) 0	0.0% (-17.4%) 0

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School	Test Taker Counts	Overall Performance Percentage of Students			Percentage of Students on or Above Grade Level in Math Domains			
		2 or More Grade Levels Below	1 Grade Level Below	On or Above Grade Level	Number & Operations	Algebra	Measurement & Data	Geometry
Fresno Unified	48,068	37.4% (-11.3%) 17,993	41.3% (2.0%) 19,838	21.3% (9.3%) 10,237	35.3% (10.6%) 16,952	31.3% (12.7%) 15,044	31.0% (5.4%) 14,900	21.9% (7.2%) 10,506
Bullard Region	6,471	35.6% (-8.7%) 2,304	40.2% (-1.8%) 2,600	24.2% (10.5%) 1,567	42.4% (10.4%) 2,741	33.9% (12.7%) 2,191	39.0% (5.4%) 2,522	25.4% (7.8%) 1,642
Figarden Elementary	459	21.6% (-13.5%) 99	51.4% (-1.4%) 236	27.0% (14.8%) 124	32.0% (14.5%) 147	41.4% (19.7%) 190	33.3% (11.2%) 153	27.5% (13.5%) 126
Forkner Elementary	420	8.3% (-9.1%) 35	47.4% (-10.8%) 199	44.3% (19.9%) 186	49.3% (16.2%) 207	56.2% (19.5%) 236	48.3% (15.7%) 203	38.8% (13.0%) 163
Gibson Elementary	358	14.0% (-7.1%) 50	52.0% (-9.2%) 186	34.1% (16.3%) 122	42.7% (15.5%) 153	54.5% (23.6%) 195	34.6% (8.0%) 124	32.1% (10.5%) 115
Kratt Elementary	440	21.1% (-9.3%) 93	50.7% (-4.1%) 223	28.2% (13.4%) 124	38.4% (16.8%) 169	42.3% (11.6%) 186	30.5% (8.6%) 134	26.6% (7.0%) 117
Lawless Elementary	498	18.9% (-18.2%) 94	50.8% (-1.2%) 253	30.3% (19.4%) 151	38.2% (25.5%) 190	46.2% (29.7%) 230	29.3% (10.4%) 146	30.3% (17.0%) 151
Malloch Elementary	365	11.2% (-14.2%) 41	50.1% (-3.6%) 183	38.6% (17.8%) 141	45.2% (20.5%) 165	52.1% (21.9%) 190	40.0% (10.1%) 146	37.0% (9.3%) 135
Powers Elementary	401	21.7% (-15.8%) 87	55.9% (3.4%) 224	22.4% (12.4%) 90	30.2% (14.0%) 121	35.2% (16.5%) 141	24.4% (8.3%) 98	21.7% (8.2%) 87
Slater Elementary	508	28.3% (-14.1%) 144	52.2% (3.0%) 265	19.5% (11.2%) 99	30.9% (14.1%) 157	35.0% (16.5%) 178	20.3% (7.0%) 103	20.9% (10.4%) 106
Starr Elementary	305	12.8% (-9.3%) 39	54.8% (-8.4%) 167	32.5% (17.7%) 99	41.6% (23.2%) 127	48.2% (23.5%) 147	39.3% (13.4%) 120	31.8% (12.4%) 97
Tenaya Middle	830	46.9% (-2.6%) 389	32.4% (-0.5%) 269	20.7% (3.1%) 172	27.8% (4.4%) 231	23.6% (-0.1%) 196	27.6% (0.8%) 229	18.7% (2.2%) 155
Wawona K-8	484	54.5% (-6.8%) 264	34.9% (2.4%) 169	10.5% (4.4%) 51	19.0% (8.4%) 92	18.0% (5.7%) 87	17.4% (5.3%) 84	13.2% (5.4%) 64
Bullard High	1,403	69.1% (-1.4%) 969	16.1% (-1.3%) 226	14.8% (2.7%) 208	70.0% (-5.1%) 982	15.3% (2.4%) 215	70.0% (-5.1%) 982	23.2% (2.0%) 326

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School	Test Taker Counts	Overall Performance Percentage of Students			Percentage of Students on or Above Grade Level in Math Domains			
		2 or More Grade Levels Below	1 Grade Level Below	On or Above Grade Level	Number & Operations	Algebra	Measurement & Data	Geometry
Fresno Unified	48,068	37.4% (-11.3%) 17,993	41.3% (2.0%) 19,838	21.3% (9.3%) 10,237	35.3% (10.6%) 16,952	31.3% (12.7%) 15,044	31.0% (5.4%) 14,900	21.9% (7.2%) 10,506
Edison Region	5,634	35.8% (-9.8%) 2,018	31.9% (2.5%) 1,799	32.3% (7.3%) 1,817	43.8% (3.6%) 2,466	38.4% (9.3%) 2,163	40.7% (0.0%) 2,291	31.0% (5.5%) 1,748
Addams Elementary	683	37.2% (-15.3%) 254	49.9% (9.0%) 341	12.9% (6.3%) 88	20.2% (9.9%) 138	24.0% (12.7%) 164	16.7% (5.5%) 114	15.8% (6.1%) 108
Columbia Elementary	458	40.0% (-16.3%) 183	46.1% (7.3%) 211	14.0% (9.0%) 64	21.8% (12.9%) 100	21.6% (10.7%) 99	16.8% (6.4%) 77	18.6% (9.2%) 85
King Elementary	512	38.9% (-17.8%) 199	50.8% (11.7%) 260	10.4% (6.1%) 53	19.1% (12.2%) 98	22.5% (12.8%) 115	12.5% (4.8%) 64	12.9% (6.1%) 66
Kirk Elementary	289	35.3% (-26.5%) 102	52.6% (17.2%) 152	12.1% (9.3%) 35	20.8% (12.9%) 60	21.5% (11.5%) 62	11.4% (5.0%) 33	13.1% (6.4%) 38
Lincoln Elementary	476	27.1% (-14.4%) 129	49.8% (4.9%) 237	23.1% (9.4%) 110	32.8% (12.9%) 156	36.3% (12.8%) 173	23.3% (6.7%) 111	21.2% (6.0%) 101
Manchester Gate	689	0.7% (0.4%) 5	7.5% (-16.2%) 52	91.7% (15.8%) 632	87.8% (13.7%) 605	92.3% (13.0%) 636	86.1% (5.5%) 593	79.8% (13.5%) 550
Sunset Elementary	14	7.1% (7.1%) 1	71.4% (71.4%) 10	21.4% (-78.6%) 3	35.7% (-64.3%) 5	50.0% (-50.0%) 7	28.6% (-71.4%) 4	35.7% (-64.3%) 5
Computech Middle	812	5.3% (2.5%) 43	27.6% (-5.8%) 224	67.1% (3.3%) 545	72.7% (0.9%) 590	72.8% (4.0%) 591	70.2% (1.9%) 570	55.7% (0.9%) 452
Gaston Middle	743	64.1% (-4.7%) 476	25.6% (1.7%) 190	10.4% (3.0%) 77	15.3% (4.6%) 114	13.5% (2.9%) 100	16.8% (4.0%) 125	8.9% (1.4%) 66
Edison High	958	65.3% (-3.3%) 626	12.7% (-1.1%) 122	21.9% (4.4%) 210	62.6% (-10.3%) 600	22.5% (4.5%) 216	62.6% (-10.3%) 600	28.9% (3.5%) 277

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		2 or More Grade Levels Below	1 Grade Level Below	On or Above Grade Level	Number & Operations	Algebra	Measurement & Data	Geometry
Fresno Unified	48,068	37.4% (-11.3%) 17,993	41.3% (2.0%) 19,838	21.3% (9.3%) 10,237	35.3% (10.6%) 16,952	31.3% (12.7%) 15,044	31.0% (5.4%) 14,900	21.9% (7.2%) 10,506
Fresno Region	5,802	40.3% (-12.7%) 2,339	44.3% (4.6%) 2,572	15.4% (8.2%) 891	22.4% (11.1%) 1,300	25.7% (11.2%) 1,494	19.0% (5.5%) 1,105	15.8% (6.0%) 919
Del Mar Elementary	484	32.0% (-18.0%) 155	50.8% (7.6%) 246	17.1% (10.3%) 83	23.1% (14.4%) 112	28.7% (16.4%) 139	21.1% (6.2%) 102	20.2% (10.5%) 98
Fremont Elementary	396	30.8% (-11.1%) 122	52.5% (1.2%) 208	16.7% (10.0%) 66	26.8% (14.1%) 106	32.8% (14.5%) 130	15.4% (3.5%) 61	17.2% (7.2%) 68
Hamilton K-8	729	40.5% (-10.3%) 295	41.6% (1.9%) 303	18.0% (8.4%) 131	25.4% (13.6%) 185	26.3% (9.8%) 192	23.3% (6.4%) 170	19.9% (4.9%) 145
Heaton Elementary	458	46.7% (-11.3%) 214	44.5% (6.0%) 204	8.7% (5.3%) 40	13.5% (8.2%) 62	20.7% (11.3%) 95	14.0% (4.1%) 64	10.9% (4.7%) 50
Homan Elementary	498	30.9% (-20.1%) 154	50.2% (8.7%) 250	18.9% (11.4%) 94	25.7% (14.0%) 128	32.5% (15.9%) 162	21.7% (9.2%) 108	19.9% (8.4%) 99
Muir Elementary	440	39.3% (-15.8%) 173	47.5% (5.3%) 209	13.2% (10.5%) 58	18.9% (12.8%) 83	27.7% (17.5%) 122	14.5% (5.6%) 64	13.4% (6.1%) 59
Roeding Elementary	496	30.4% (-20.1%) 151	49.2% (7.2%) 244	20.4% (12.8%) 101	26.2% (12.2%) 130	32.5% (14.5%) 161	24.0% (9.2%) 119	16.9% (6.7%) 84
Williams Elementary	561	38.9% (-13.8%) 218	47.4% (5.3%) 266	13.7% (8.5%) 77	25.5% (16.2%) 143	26.7% (14.5%) 150	15.5% (4.6%) 87	12.5% (5.2%) 70
Wilson Elementary	578	34.6% (-19.7%) 200	53.6% (11.9%) 310	11.8% (7.8%) 68	19.2% (9.2%) 111	22.8% (11.5%) 132	17.1% (7.3%) 99	14.4% (8.0%) 83
Cooper Middle	544	35.5% (-1.6%) 193	38.2% (-5.3%) 208	26.3% (6.9%) 143	34.4% (8.8%) 187	30.5% (3.9%) 166	32.9% (4.5%) 179	24.1% (6.1%) 131
Fort Miller Middle	618	75.1% (-2.3%) 464	20.1% (1.7%) 124	4.9% (0.6%) 30	8.6% (0.6%) 53	7.3% (-0.7%) 45	8.4% (0.3%) 52	5.2% (0.0%) 32

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		2 or More Grade Levels Below	1 Grade Level Below	On or Above Grade Level	Number & Operations	Algebra	Measurement & Data	Geometry
Fresno Unified	48,068	37.4% (-11.3%) 17,993	41.3% (2.0%) 19,838	21.3% (9.3%) 10,237	35.3% (10.6%) 16,952	31.3% (12.7%) 15,044	31.0% (5.4%) 14,900	21.9% (7.2%) 10,506
Hoover Region	7,047	39.2% (-11.9%) 2,765	42.9% (2.7%) 3,023	17.9% (9.2%) 1,259	32.6% (10.0%) 2,296	29.0% (13.7%) 2,046	29.9% (6.0%) 2,104	19.6% (7.6%) 1,378
Centennial Elementary	598	30.3% (-15.7%) 181	54.7% (8.4%) 327	15.1% (7.3%) 90	22.6% (9.8%) 135	30.3% (11.7%) 181	21.4% (7.9%) 128	16.9% (5.9%) 101
Eaton Elementary	356	12.9% (-13.4%) 46	51.7% (-6.3%) 184	35.4% (19.7%) 126	42.1% (18.6%) 150	50.0% (19.7%) 178	40.2% (15.2%) 143	34.0% (13.3%) 121
Holland Elementary	339	27.1% (-11.6%) 92	49.3% (-2.8%) 167	23.6% (14.4%) 80	29.8% (16.1%) 101	38.3% (18.4%) 130	30.4% (16.1%) 103	22.4% (9.9%) 76
McCardle Elementary	413	23.7% (-12.0%) 98	50.6% (0.5%) 209	25.7% (11.5%) 106	32.7% (15.3%) 135	39.2% (18.4%) 162	25.9% (5.1%) 107	24.7% (7.8%) 102
Pyle Elementary	616	35.4% (-12.4%) 218	48.5% (2.9%) 299	16.1% (9.4%) 99	22.9% (11.6%) 141	30.4% (17.5%) 187	18.7% (6.9%) 115	16.9% (7.6%) 104
Robinson Elementary	386	20.2% (-21.5%) 78	59.6% (9.1%) 230	20.2% (12.4%) 78	30.8% (20.9%) 119	38.1% (23.0%) 147	24.9% (9.0%) 96	22.8% (11.6%) 88
Thomas Elementary	688	30.1% (-16.5%) 207	49.7% (4.0%) 342	20.2% (12.5%) 139	28.3% (15.2%) 195	35.3% (19.4%) 243	23.0% (9.1%) 158	23.3% (13.5%) 160
Viking Elementary	591	18.3% (-15.3%) 108	58.2% (-0.4%) 344	23.5% (15.7%) 139	33.0% (18.0%) 195	39.8% (23.1%) 235	26.6% (12.1%) 157	22.7% (10.7%) 134
Vinland Elementary	437	25.9% (-21.8%) 113	57.7% (12.1%) 252	16.5% (9.7%) 72	27.9% (15.4%) 122	30.2% (16.6%) 132	22.4% (9.5%) 98	16.5% (6.7%) 72
Wolters Elementary	337	23.4% (-12.4%) 79	53.7% (-1.1%) 181	22.8% (13.5%) 77	33.8% (17.6%) 114	39.2% (19.0%) 132	22.3% (2.9%) 75	27.6% (13.4%) 93
Ahwahnee Middle	580	56.7% (0.3%) 329	30.3% (-3.0%) 176	12.9% (2.7%) 75	19.0% (2.1%) 110	17.9% (2.6%) 104	20.5% (1.5%) 119	12.9% (1.2%) 75
Tioga Middle	602	58.6% (-6.7%) 353	27.7% (1.9%) 167	13.6% (4.8%) 82	17.6% (5.0%) 106	18.3% (7.2%) 110	21.9% (7.4%) 132	13.5% (3.4%) 81
Hoover High	1,104	78.2% (-4.2%) 863	13.1% (2.3%) 145	8.7% (1.9%) 96	61.0% (-5.4%) 673	9.5% (2.1%) 105	61.0% (-5.4%) 673	15.5% (3.4%) 171

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		2 or More Grade Levels Below	1 Grade Level Below	On or Above Grade Level	Number & Operations	Algebra	Measurement & Data	Geometry
Fresno Unified	48,068	37.4% (-11.3%) 17,993	41.3% (2.0%) 19,838	21.3% (9.3%) 10,237	35.3% (10.6%) 16,952	31.3% (12.7%) 15,044	31.0% (5.4%) 14,900	21.9% (7.2%) 10,506
McLane Region	7,158	38.6% (-10.9%) 2,761	43.3% (0.8%) 3,099	18.1% (10.1%) 1,298	32.4% (17.4%) 2,322	28.7% (13.5%) 2,056	25.6% (10.1%) 1,834	19.0% (8.0%) 1,362
Birney Elementary	688	25.0% (-19.0%) 172	49.0% (2.7%) 337	26.0% (16.2%) 179	33.9% (20.4%) 233	40.8% (24.3%) 281	25.4% (10.2%) 175	23.7% (9.6%) 163
Ericson Elementary	564	22.9% (-16.1%) 129	50.2% (-2.4%) 283	27.0% (18.4%) 152	39.7% (23.0%) 224	39.7% (22.7%) 224	27.0% (13.2%) 152	27.7% (16.2%) 156
Ewing Elementary	420	18.8% (-19.5%) 79	56.4% (5.1%) 237	24.8% (14.4%) 104	37.6% (20.2%) 158	36.9% (19.7%) 155	25.2% (10.5%) 106	27.1% (14.1%) 114
Hidalgo Elementary	501	36.1% (-18.9%) 181	50.7% (12.3%) 254	13.2% (6.6%) 66	22.4% (10.8%) 112	27.9% (13.8%) 140	15.8% (6.2%) 79	15.2% (7.4%) 76
Leavenworth Elementary	448	25.2% (-14.5%) 113	55.6% (2.6%) 249	19.2% (11.9%) 86	32.8% (17.9%) 147	34.6% (16.5%) 155	23.9% (8.1%) 107	20.3% (12.1%) 91
Mayfair Elementary	545	22.9% (-14.4%) 125	53.4% (0.0%) 291	23.7% (14.4%) 129	36.9% (19.0%) 201	38.9% (21.2%) 212	26.8% (9.8%) 146	23.1% (10.4%) 126
Norseman Elementary	620	30.6% (-20.5%) 190	55.3% (12.5%) 343	14.0% (8.0%) 87	24.5% (13.3%) 152	29.2% (19.0%) 181	17.6% (5.1%) 109	19.7% (8.7%) 122
Rowell Elementary	455	32.1% (-12.8%) 146	49.2% (2.1%) 224	18.7% (10.8%) 85	31.4% (16.3%) 143	29.2% (14.1%) 133	22.0% (7.8%) 100	18.5% (5.6%) 84
Turner Elementary	506	26.3% (-19.9%) 133	54.0% (6.6%) 273	19.8% (13.3%) 100	30.0% (16.9%) 152	33.0% (17.1%) 167	22.7% (11.5%) 115	20.9% (8.6%) 106
Wishon Elementary	428	14.5% (-21.4%) 62	55.8% (1.6%) 239	29.7% (19.8%) 127	40.2% (23.4%) 172	44.6% (24.4%) 191	30.1% (12.7%) 129	28.5% (13.6%) 122
Scandinavian Middle	740	60.8% (0.4%) 450	24.5% (-5.4%) 181	14.7% (5.0%) 109	19.5% (6.3%) 144	16.9% (0.6%) 125	18.8% (1.6%) 139	13.0% (3.3%) 96
Yosemite Middle	540	66.7% (-0.3%) 360	24.8% (-0.5%) 134	8.5% (0.8%) 46	17.0% (6.6%) 92	11.9% (-0.9%) 64	15.7% (1.0%) 85	8.9% (0.4%) 48
McLane High	703	88.3% (-8.0%) 621	7.7% (4.4%) 54	4.0% (3.6%) 28	55.8% (13.5%) 392	4.0% (3.2%) 28	55.8% (13.5%) 392	8.3% (5.4%) 58

Notes:
Domain percent on or above grade level includes scores of "Tested Out" and "Max Score"
 Report is based on student results for grades 1-11.
 Fresno and Sunnyside High did not participate in i-Ready Diagnostics in 2019-20.

* Cell Value Key:
Diagnostic 2 Percent of Test Takers in Placement Level Category
 (Percent Change in Placement Category from Diagnostic 1)
 Diagnostic 2 Count of Test Takers in Placement Category

| School | Test Taker Counts | Overall Performance Percentage of Students | | | Percentage of Students on or Above Grade Level in Math Domains | | | |
		2 or More Grade Levels Below	1 Grade Level Below	On or Above Grade Level	Number & Operations	Algebra	Measurement & Data	Geometry
Fresno Unified	48,068	37.4% (-11.3%) 17,993	41.3% (2.0%) 19,838	21.3% (9.3%) 10,237	35.3% (10.6%) 16,952	31.3% (12.7%) 15,044	31.0% (5.4%) 14,900	21.9% (7.2%) 10,506
Roosevelt Region	7,715	39.8% (-12.0%) 3,071	40.2% (2.1%) 3,099	20.0% (9.8%) 1,545	34.3% (9.8%) 2,648	30.9% (14.0%) 2,381	28.7% (5.5%) 2,213	19.9% (8.0%) 1,536
Anthony Elementary	381	30.7% (-16.0%) 117	46.2% (0.2%) 176	23.1% (15.8%) 88	31.5% (20.1%) 120	38.8% (21.7%) 148	22.0% (12.5%) 84	19.2% (8.6%) 73
Balderas Elementary	546	24.9% (-15.4%) 136	49.8% (0.3%) 272	25.3% (15.1%) 138	33.9% (15.6%) 185	38.3% (20.0%) 209	22.9% (6.8%) 125	22.2% (12.0%) 121
Calwa Elementary	550	35.3% (-13.1%) 194	47.1% (3.6%) 259	17.6% (9.5%) 97	28.0% (14.4%) 154	24.5% (8.7%) 135	24.2% (10.1%) 133	20.9% (8.1%) 115
Jackson Elementary	361	24.4% (-14.6%) 88	54.8% (2.1%) 198	20.8% (12.5%) 75	28.3% (5.9%) 102	38.2% (21.4%) 138	24.7% (9.9%) 89	19.4% (7.1%) 70
Jefferson Elementary	376	25.3% (-17.7%) 95	54.5% (7.3%) 205	20.2% (10.5%) 76	30.1% (18.7%) 113	37.2% (18.8%) 140	23.1% (12.3%) 87	20.2% (11.8%) 76
Lane Elementary	460	27.4% (-12.8%) 126	48.3% (-2.1%) 222	24.3% (14.8%) 112	34.3% (16.9%) 158	38.3% (18.6%) 176	24.3% (9.0%) 112	23.0% (9.7%) 106
Lowell Elementary	352	31.8% (-10.5%) 112	50.0% (2.8%) 176	18.2% (7.7%) 64	26.7% (10.2%) 94	32.1% (13.0%) 113	19.9% (5.4%) 70	18.2% (8.0%) 64
Vang Pao Elementary	729	23.0% (-17.7%) 168	54.6% (4.3%) 398	22.4% (13.4%) 163	33.1% (17.9%) 241	40.2% (22.2%) 293	23.6% (8.5%) 172	21.5% (8.0%) 157
Webster Elementary	293	22.9% (-17.6%) 67	57.0% (6.8%) 167	20.1% (10.8%) 59	31.1% (16.2%) 91	38.2% (20.7%) 112	23.2% (11.2%) 68	21.8% (10.2%) 64
Winchell Elementary	627	25.0% (-15.6%) 157	50.1% (2.1%) 314	24.9% (13.4%) 156	34.3% (18.4%) 215	38.6% (22.0%) 242	26.3% (11.2%) 165	21.5% (11.3%) 135
Yokomi Elementary	686	17.2% (-6.2%) 118	41.3% (-5.9%) 283	41.5% (12.1%) 285	45.8% (11.9%) 314	55.4% (17.5%) 380	37.6% (5.8%) 258	39.2% (12.9%) 269
Sequoia Middle	828	56.4% (-4.1%) 467	28.3% (-1.0%) 234	15.3% (5.1%) 127	23.6% (5.5%) 195	20.2% (2.5%) 167	21.1% (5.8%) 175	14.1% (4.8%) 117
Tehipite Middle	449	73.1% (-0.9%) 328	18.5% (-0.8%) 83	8.5% (1.7%) 38	11.4% (-0.3%) 51	12.0% (1.7%) 54	13.4% (1.3%) 60	8.2% (0.6%) 37
Roosevelt High	1,077	83.4% (-2.3%) 898	10.4% (0.6%) 112	6.2% (1.6%) 67	57.1% (-1.2%) 615	6.9% (1.3%) 74	57.1% (-1.2%) 615	12.3% (3.2%) 132

Notes:
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Diagnostic 2 Count of Test Takers in Placement Category

School	Test Taker Counts	Overall Performance Percentage of Students			Percentage of Students on or Above Grade Level in Math Domains			
		2 or More Grade Levels Below	1 Grade Level Below	On or Above Grade Level	Number & Operations	Algebra	Measurement & Data	Geometry
Fresno Unified	48,068	37.4% (-11.3%) 17,993	41.3% (2.0%) 19,838	21.3% (9.3%) 10,237	35.3% (10.6%) 16,952	31.3% (12.7%) 15,044	31.0% (5.4%) 14,900	21.9% (7.2%) 10,506
Specialty Region	2,556	40.0% (-6.7%) 1,022	30.9% (-3.1%) 791	29.1% (9.9%) 743	58.6% (5.2%) 1,499	33.9% (9.0%) 867	59.4% (2.8%) 1,518	31.8% (7.5%) 813
Bullard Talent K-8	696	9.1% (-7.3%) 63	45.1% (-13.2%) 314	45.8% (20.5%) 319	51.7% (22.6%) 360	59.5% (19.9%) 414	51.3% (16.2%) 357	39.5% (10.4%) 275
Phoenix Elementary	60	60.0% (-20.0%) 36	38.3% (18.3%) 23	1.7% (1.7%) 1	3.3% (3.3%) 2	5.0% (5.0%) 3	8.3% (5.5%) 5	3.3% (3.3%) 2
Baird Middle	579	15.9% (-4.4%) 92	41.1% (-6.5%) 238	43.0% (11.0%) 249	48.2% (11.4%) 279	50.3% (9.8%) 291	51.3% (7.0%) 297	38.5% (6.6%) 223
Design Science Middle College High	136	21.3% (-2.9%) 29	28.7% (-2.9%) 39	50.0% (5.9%) 68	94.1% (-1.5%) 128	36.8% (0.0%) 50	94.1% (-1.5%) 128	75.7% (10.3%) 103
Duncan Polytechnical High	726	70.1% (-6.9%) 509	18.7% (3.4%) 136	11.2% (3.5%) 81	73.4% (-1.3%) 533	10.9% (1.4%) 79	73.4% (-1.3%) 533	22.6% (7.5%) 164
Patino School of Entrepreneurship	171	69.6% (7.3%) 119	18.1% (-5.9%) 31	12.3% (-1.4%) 21	75.4% (-4.3%) 129	12.3% (-1.4%) 21	75.4% (-4.3%) 129	24.6% (0.0%) 42
Cambridge Continuation	81	98.8% (-1.2%) 80	1.2% (1.2%) 1	0.0% (0.0%) 0	34.6% (-9.9%) 28	0.0% (0.0%) 0	34.6% (-9.9%) 28	0.0% (0.0%) 0
DeWolf Continuation	69	100.0% (0.0%) 69	0.0% (0.0%) 0	0.0% (0.0%) 0	36.2% (-26.4%) 25	0.0% (0.0%) 0	36.2% (-26.4%) 25	0.0% (0.0%) 0
Phoenix Secondary	0	#Type!	#Type!	#Type!	#Type!	#Type!	#Type!	#Type!
Young Academy	38	65.8% (-9.2%) 25	23.7% (3.7%) 9	10.5% (5.5%) 4	39.5% (-15.5%) 15	23.7% (16.2%) 9	42.1% (-10.4%) 16	10.5% (3.0%) 4

Notes:
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School	Test Taker Counts	Overall Performance Percentage of Students			Percentage of Students on or Above Grade Level in Math Domains			
		2 or More Grade Levels Below	1 Grade Level Below	On or Above Grade Level	Number & Operations	Algebra	Measurement & Data	Geometry
Fresno Unified	48,068	37.4% (-11.3%) 17,993	41.3% (2.0%) 19,838	21.3% (9.3%) 10,237	35.3% (10.6%) 16,952	31.3% (12.7%) 15,044	31.0% (5.4%) 14,900	21.9% (7.2%) 10,506
Sunnyside Region	5,685	30.1% (-15.8%) 1,713	50.2% (5.7%) 2,855	19.6% (10.1%) 1,117	29.6% (14.3%) 1,680	32.5% (16.2%) 1,846	23.1% (6.8%) 1,313	19.5% (7.6%) 1,108
Ayer Elementary	592	32.8% (-9.9%) 194	49.8% (2.0%) 295	17.4% (7.9%) 103	26.9% (11.1%) 159	27.2% (11.6%) 161	21.6% (6.9%) 128	14.9% (4.6%) 88
Aynesworth Elementary	531	26.9% (-14.2%) 143	57.8% (6.4%) 307	15.3% (7.8%) 81	24.7% (12.3%) 131	30.3% (16.8%) 161	20.3% (7.0%) 108	17.9% (6.5%) 95
Bakman Elementary	634	26.7% (-18.8%) 169	55.4% (7.9%) 351	18.0% (10.9%) 114	26.8% (14.5%) 170	30.3% (16.7%) 192	19.9% (7.7%) 126	21.3% (10.2%) 135
Burroughs Elementary	604	28.1% (-16.6%) 170	48.0% (1.2%) 290	23.8% (15.4%) 144	34.3% (21.8%) 207	37.6% (21.3%) 227	27.2% (11.8%) 164	22.5% (11.9%) 136
Easterby Elementary	576	26.0% (-15.2%) 150	53.1% (3.8%) 306	20.8% (11.4%) 120	34.2% (17.3%) 197	31.1% (15.0%) 179	25.0% (6.4%) 144	23.4% (10.0%) 135
Greenberg Elementary	456	23.2% (-16.4%) 106	54.2% (4.7%) 247	22.6% (11.7%) 103	36.8% (15.9%) 168	43.4% (24.5%) 198	20.2% (4.9%) 92	17.1% (6.0%) 78
Olmos Elementary	603	30.7% (-15.4%) 185	53.2% (5.7%) 321	16.1% (9.7%) 97	26.4% (14.8%) 159	32.2% (16.6%) 194	18.2% (5.2%) 110	16.9% (8.1%) 102
Storey Elementary	779	14.4% (-16.0%) 112	57.0% (2.2%) 444	28.6% (13.9%) 223	38.1% (17.4%) 297	47.9% (26.8%) 373	30.8% (7.5%) 240	27.0% (8.3%) 210
Kings Canyon Middle	909	53.1% (-6.7%) 483	32.3% (2.2%) 294	14.5% (4.5%) 132	21.1% (6.8%) 192	17.7% (2.0%) 161	22.1% (4.4%) 201	14.2% (3.3%) 129
Terronez Middle	1	100.0% (38.4%) 1	0.0% (-28.3%) 0	0.0% (-10.1%) 0	0.0% (-15.1%) 0	0.0% (-15.7%) 0	0.0% (-16.2%) 0	0.0% (-11.1%) 0

Notes:
Domain percent on or above grade level includes scores of "Tested Out" and "Max Score"
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i-Ready Diagnostic 2 Standard View Grade Level Report
2019-20 Summary*

Grade Level	Tests Taker Counts	i-Ready Performance Grade Level Placement														On Track Total
		Level PreK	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	
Grade 1	5,243	8.9% (-14.1%) 469	68.4% (-1.6%) 3586	22.4% (15.6%) 1177	0.2% (0.2%) 11											22.7% (15.8%) 1188
Grade 2	5,462		25.3% (-13.7%) 1382	44.2% (-2.2%) 2416	29.0% (14.8%) 1583	1.4% (1.1%) 78	0.1% (0.0%) 3									30.5% (16.0%) 1664
Grade 3	5,735		11.6% (-3.3%) 665	21.4% (-6.5%) 1230	22.2% (-1.2%) 1275	44.0% (10.6%) 2524	0.7% (0.4%) 40	0.0% (0.0%) 1								44.7% (11.1%) 2565
Grade 4	5,724		5.7% (-1.5%) 324	15.4% (-3.6%) 879	10.6% (-1.4%) 606	42.7% (-0.4%) 2447	25.1% (6.6%) 1438	0.3% (0.1%) 18	0.1% (0.1%) 8	0.1% (0.1%) 4						25.6% (6.8%) 1468
Grade 5	5,235		3.6% (0.0%) 187	9.0% (-2.5%) 471	7.4% (-1.8%) 385	27.2% (-3.4%) 1422	29.8% (1.7%) 1558	21.6% (5.3%) 1132	0.8% (0.3%) 43	0.4% (0.1%) 21	0.3% (0.3%) 16					23.2% (5.9%) 1212
Grade 6	5,566		2.3% (0.0%) 128	6.2% (-0.5%) 346	4.8% (-1.5%) 268	21.8% (-3.9%) 1216	17.2% (-1.4%) 956	23.5% (1.6%) 1308	22.1% (5.0%) 1229	1.5% (0.5%) 82	0.5% (0.2%) 26	0.1% (0.1%) 7				24.1% (5.7%) 1344
Grade 7	4,615		2.9% (1.3%) 133	6.6% (-0.2%) 306	5.2% (0.1%) 239	20.5% (-1.0%) 944	14.2% (-2.4%) 654	11.1% (-0.8%) 513	15.2% (-0.5%) 703	22.9% (2.7%) 1056	1.0% (0.4%) 45	0.4% (0.2%) 18	0.1% (0.1%) 4			24.3% (3.5%) 1123
Grade 8	4,698		2.7% (1.1%) 128	5.8% (0.9%) 273	4.5% (0.4%) 213	16.7% (-1.6%) 783	13.1% (-0.6%) 616	10.0% (-2.1%) 472	6.9% (-0.8%) 323	14.9% (-1.3%) 701	24.6% (3.8%) 1155	0.6% (0.2%) 27	0.1% (0.0%) 6	0.0% (0.0%) 1		25.3% (4.0%) 1189
Grade 9	2,870		1.9% (0.1%) 55	5.3% (0.7%) 151	3.2% (-0.8%) 93	13.4% (0.3%) 384	13.4% (0.7%) 385	10.6% (0.1%) 303	6.5% (-0.7%) 187	6.6% (0.3%) 190	21.3% (-0.8%) 612	16.5% (-0.5%) 474	1.0% (0.5%) 28	0.3% (0.2%) 8	0.0% (-0.1%) 0	17.8% (0.1%) 510
Grade 10	2,599		2.1% (1.1%) 54	4.3% (0.6%) 113	3.3% (1.0%) 86	12.0% (-0.7%) 312	10.4% (-0.4%) 271	9.5% (0.5%) 247	6.3% (-0.3%) 165	6.7% (0.6%) 173	11.7% (-2.0%) 304	16.8% (0.0%) 436	16.3% (-0.6%) 423	0.2% (0.2%) 6	0.3% (0.2%) 9	16.9% (-0.2%) 438

Note: Blank cells in this report indicate that there were no students in the specific placement category.
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Diagnostic 2 Count of Test Takers in Placement Category

Math

Grade Level	Tests Taker Counts	i-Ready Performance Grade Level Placement														
		Level PreK	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	On Track Total
Grade 1	5,068	12.1% (-20.9%) 612	71.5% (7.7%) 3624	16.4% (13.2%) 832												16.4% (13.2%) 832
Grade 2	5,290		22.3% (-20.4%) 1179	60.2% (8.1%) 3187	17.5% (12.3%) 924											17.5% (12.3%) 924
Grade 3	5,429		9.1% (-5.4%) 493	15.3% (-11.7%) 830	51.4% (1.9%) 2792	24.2% (15.2%) 1313		0.0% (0.0%) 1								24.2% (15.2%) 1314
Grade 4	5,440		4.7% (-1.4%) 253	8.4% (-4.0%) 456	15.7% (-4.7%) 853	44.1% (-2.5%) 2397	27.2% (12.4%) 1478	0.1% (0.1%) 3	0.0% (0.0%) 0							27.2% (12.4%) 1481
Grade 5	4,986		2.2% (-0.7%) 112	5.5% (-1.5%) 272	9.3% (-3.0%) 464	14.5% (-2.7%) 724	40.6% (-2.3%) 2023	27.8% (10.1%) 1388	0.1% (0.1%) 3							27.9% (10.2%) 1391
Grade 6	5,300		1.6% (-0.3%) 87	3.4% (-1.2%) 181	6.7% (-1.8%) 353	11.1% (-2.3%) 589	12.7% (-4.8%) 671	34.8% (0.5%) 1843	29.7% (9.9%) 1575	0.0% (0.0%) 1						29.7% (9.9%) 1576
Grade 7	4,469		2.1% (0.7%) 93	4.5% (1.2%) 202	7.4% (-0.3%) 329	11.4% (-0.5%) 511	11.8% (-1.5%) 526	11.4% (-1.3%) 511	30.1% (-3.9%) 1347	21.2% (5.5%) 948	0.0% (0.0%) 2					21.3% (5.6%) 950
Grade 8	4,704		2.0% (0.7%) 93	4.0% (0.3%) 189	6.1% (-0.4%) 287	9.1% (-1.2%) 430	10.7% (-2.3%) 502	11.7% (-0.4%) 552	13.2% (-1.2%) 622	26.4% (1.8%) 1243	16.5% (2.6%) 778	0.1% (0.1%) 5	0.0% (0.0%) 1	0.0% (0.0%) 2		16.7% (2.6%) 786
Grade 9	2,671		2.0% (1.0%) 54	2.8% (-0.1%) 74	5.9% (0.5%) 158	8.0% (-1.0%) 213	10.6% (-0.6%) 282	10.9% (0.5%) 290	12.5% (-3.0%) 335	11.6% (-0.9%) 309	10.5% (1.1%) 281	25.2% (2.5%) 672	0.1% (0.1%) 3			25.3% (2.6%) 675
Grade 10	2,087		1.1% (0.5%) 22	3.2% (0.7%) 66	5.4% (1.1%) 113	8.7% (1.0%) 181	11.0% (-1.0%) 230	9.2% (-0.3%) 193	12.4% (-1.5%) 259	11.7% (-0.4%) 245	10.3% (-0.4%) 216	12.1% (0.4%) 253	14.8% (-0.1%) 309			14.8% (-0.1%) 309
Grade 11	1,634		0.9% (0.5%) 15	2.5% (1.5%) 41	4.4% (0.4%) 72	8.0% (0.1%) 130	11.0% (1.2%) 179	9.1% (0.8%) 149	14.1% (1.2%) 230	12.7% (-0.2%) 208	11.6% (-1.7%) 190	20.2% (-3.0%) 330	4.6% (-0.7%) 75	0.9% (-0.1%) 15		0.9% (-0.1%) 15

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Diagnostic 2 Count of Test Takers in Placement Category

i-Ready Diagnostic 2 Standard View Student Group Reports
2019-20 Summary*

African American

Grade Level	Tests Taker Counts	i-Ready Performance Grade Level Placement															On Track Total
		Level PreK	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	
Grade 1	469	12.4% (-21.0%) 58	71.9% (10.8%) 337	15.6% (10.0%) 73	0.2% (0.2%) 1											15.8% (10.2%) 74
Grade 2	451		28.2% (-16.4%) 127	47.2% (3.1%) 213	23.3% (12.3%) 105	1.1% (0.9%) 5	0.2% (0.0%) 1									24.6% (13.2%) 111
Grade 3	475		16.6% (-4.4%) 79	28.6% (-6.2%) 136	24.4% (2.6%) 116	30.1% (8.0%) 143	0.2% (0.0%) 1									30.3% (8.0%) 144
Grade 4	465		6.0% (-4.3%) 28	21.3% (-0.4%) 99	11.6% (-3.2%) 54	46.0% (4.7%) 214	14.8% (3.0%) 69	0.2% (0.2%) 1								15.1% (3.2%) 70
Grade 5	410		5.4% (0.1%) 22	15.1% (-1.3%) 62	8.3% (-6.2%) 34	29.5% (-2.3%) 121	26.3% (5.2%) 108	14.4% (4.2%) 59	0.2% (0.2%) 1	0.2% (-0.5%) 1	0.5% (0.5%) 2					15.4% (4.4%) 63
Grade 6	443		1.6% (-1.1%) 7	9.9% (0.3%) 44	4.5% (-3.4%) 20	27.3% (1.0%) 121	16.7% (-4.0%) 74	20.3% (1.4%) 90	18.7% (5.3%) 83	0.9% (0.5%) 4						19.6% (5.7%) 87
Grade 7	385		4.2% (0.8%) 16	8.1% (-1.3%) 31	8.1% (0.6%) 31	24.2% (-2.5%) 93	14.5% (-0.1%) 56	8.6% (-3.2%) 33	13.8% (2.5%) 53	18.7% (3.6%) 72	0.0% (-0.5%) 0					18.7% (3.1%) 72
Grade 8	345		4.1% (2.5%) 14	7.8% (1.8%) 27	6.4% (-2.2%) 22	23.2% (-1.6%) 80	13.3% (-0.3%) 46	6.7% (-5.2%) 23	7.0% (0.9%) 24	13.3% (1.2%) 46	17.7% (2.3%) 61	0.6% (0.6%) 2				18.3% (2.9%) 63
Grade 9	227		2.6% (0.6%) 6	8.8% (1.9%) 20	5.7% (0.4%) 13	15.4% (0.0%) 35	15.9% (-2.8%) 36	10.6% (4.1%) 24	5.7% (-3.6%) 13	6.6% (0.9%) 15	18.5% (2.2%) 42	9.3% (-4.6%) 21	0.9% (0.9%) 2			10.1% (-3.7%) 23
Grade 10	201		5.5% (4.2%) 11	9.0% (4.1%) 18	6.0% (1.1%) 12	18.9% (-1.7%) 38	15.9% (-0.3%) 32	6.0% (-3.2%) 12	6.0% (-0.6%) 12	5.5% (1.1%) 11	7.5% (-0.4%) 15	12.4% (-2.5%) 25	7.5% (-1.7%) 15			7.5% (-1.7%) 15

Note: Blank cells in this report indicate that there were no students in the specific placement category.
A percentage of 0.0% reflects a small percentage value between 0.01% and 0.049%.
Cells highlighted in blue indicate percentage of students who are on or above grade level in their i-Ready Performance based on i-Ready's Standard View.

* Cell Value Key:
Diagnostic 2 Percent of Test Takers in Placement Level Category
(Percent Change in Placement Category from Diagnostic 1)
Diagnostic 2 Count of Test Takers in Placement Category

Asian

Grade Level	Tests Taker Counts	i-Ready Performance Grade Level Placement														On Track Total
		Level PreK	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	
Grade 1	623	7.1% (-14.3%) 44	66.0% (-2.8%) 411	27.0% (17.1%) 168												27.0% (17.1%) 168
Grade 2	613		21.5% (-14.0%) 132	44.2% (-5.5%) 271	32.6% (17.8%) 200	1.6% (1.6%) 10										34.3% (19.4%) 210
Grade 3	527		8.9% (-1.3%) 47	15.7% (-11.3%) 83	24.5% (-3.7%) 129	50.3% (15.9%) 265	0.6% (0.4%) 3									50.9% (16.3%) 268
Grade 4	544		4.2% (-1.4%) 23	10.7% (-3.0%) 58	9.7% (-0.8%) 53	47.2% (-4.2%) 257	27.8% (9.6%) 151	0.4% (-0.2%) 2								28.1% (9.4%) 153
Grade 5	516		2.7% (-0.4%) 14	5.4% (-3.3%) 28	6.4% (0.0%) 33	26.4% (-4.5%) 136	35.3% (0.3%) 182	22.1% (7.0%) 114	1.2% (0.8%) 6	0.4% (-0.2%) 2	0.2% (0.2%) 1					23.8% (7.8%) 123
Grade 6	512		2.1% (0.6%) 11	3.5% (0.2%) 18	2.3% (-1.0%) 12	20.5% (-6.1%) 105	17.4% (-2.3%) 89	27.5% (1.5%) 141	24.6% (6.5%) 126	1.4% (0.8%) 7	0.4% (-0.2%) 2	0.2% (0.2%) 1				26.6% (7.2%) 136
Grade 7	387		1.3% (0.6%) 5	5.4% (-0.2%) 21	1.8% (-1.5%) 7	17.3% (1.0%) 67	14.2% (-0.6%) 55	13.4% (1.0%) 52	15.2% (-4.5%) 59	30.5% (3.5%) 118	0.3% (0.0%) 1	0.3% (0.3%) 1	0.3% (0.3%) 1			31.3% (4.1%) 121
Grade 8	425		0.9% (0.1%) 4	3.5% (0.9%) 15	2.6% (1.4%) 11	10.1% (-4.4%) 43	13.2% (2.7%) 56	9.2% (-3.9%) 39	8.0% (0.9%) 34	16.7% (-3.5%) 71	35.3% (5.5%) 150	0.0% (-0.2%) 0	0.5% (0.5%) 2			35.8% (5.7%) 152
Grade 9	267		0.7% (-1.1%) 2	3.0% (1.1%) 8	2.2% (-0.4%) 6	7.9% (-3.0%) 21	15.7% (3.7%) 42	10.9% (1.1%) 29	9.4% (1.9%) 25	6.4% (0.0%) 17	21.7% (-5.2%) 58	21.0% (1.1%) 56	0.7% (0.7%) 2	0.4% (0.0%) 1		22.1% (1.9%) 59
Grade 10	275		0.4% (0.0%) 1	2.2% (-0.3%) 6	2.5% (2.2%) 7	8.4% (-0.1%) 23	8.0% (-2.2%) 22	10.2% (1.7%) 28	6.9% (-1.2%) 19	5.8% (0.9%) 16	16.0% (1.6%) 44	18.9% (-1.5%) 52	20.4% (-1.1%) 56	0.0% (-0.4%) 0	0.4% (0.4%) 1	20.7% (-1.1%) 57

Note: Blank cells in this report indicate that there were no students in the specific placement category.
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　Cells highlighted in blue indicate percentage of students who are on or above grade level in their i-Ready
　Performance based on i-Ready's Standard View.

* Cell Value Key:
Diagnostic 2 Percent of Test Takers in Placement Level Category
(Percent Change in Placement Category from Diagnostic 1)
Diagnostic 2 Count of Test Takers in Placement Category

i-Ready Diagnostic 2 Standard View Student Group Reports
2019-20 Summary*

Filipino

Grade Level	Tests Taker Counts	i-Ready Performance Grade Level Placement														On Track Total
		Level PreK	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	
Grade 1	8		50.0% (-21.4%) 4	50.0% (21.4%) 4												50.0% (21.4%) 4
Grade 2	12		8.3% (-16.7%) 1	50.0% (-8.3%) 6	41.7% (25.0%) 5											41.7% (25.0%) 5
Grade 3	20			5.0% (-9.3%) 1	20.0% (10.5%) 4	65.0% (-11.2%) 13	10.0% (10.0%) 2									75.0% (-1.2%) 15
Grade 4	13			15.4% (-7.7%) 2	7.7% (7.7%) 1	15.4% (-7.7%) 2	53.8% (7.7%) 7	0.0% (-7.7%) 0		7.7% (7.7%) 1						61.5% (7.7%) 8
Grade 5	12		8.3% (0.0%) 1		0.0% (-8.3%) 0	25.0% (16.7%) 3	8.3% (-16.7%) 1	50.0% (8.3%) 6		0.0% (-8.3%) 0	8.3% (8.3%) 1					58.3% (8.3%) 7
Grade 6	19			5.3% (0.0%) 1	5.3% (5.3%) 1	10.5% (-5.3%) 2	10.5% (-5.3%) 2	31.6% (0.0%) 6	36.8% (5.3%) 7							36.8% (5.3%) 7
Grade 7	16					6.3% (-10.4%) 1	12.5% (6.9%) 2		25.0% (8.3%) 4	43.8% (-17.4%) 7	12.5% (12.5%) 2					56.3% (-4.9%) 9
Grade 8	11					0.0% (-15.4%) 0	18.2% (18.2%) 2	0.0% (-7.7%) 0		36.4% (21.0%) 4	45.5% (-16.1%) 5					45.5% (-16.1%) 5
Grade 9	10				10.0% (0.9%) 1	0.0% (-9.1%) 0	20.0% (10.9%) 2	10.0% (-8.2%) 1			40.0% (21.8%) 4	10.0% (-26.4%) 1	10.0% (10.0%) 1			20.0% (-16.4%) 2
Grade 10	9			11.1% (2.0%) 1		0.0% (-9.1%) 0	22.2% (13.1%) 2	11.1% (11.1%) 1	11.1% (2.0%) 1	0.0% (-9.1%) 0	11.1% (-16.2%) 1	0.0% (-18.2%) 0	33.3% (24.2%) 3			33.3% (24.2%) 3

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* Cell Value Key:
Diagnostic 2 Percent of Test Takers in Placement Level Category
(Percent Change in Placement Category from Diagnostic 1)
Diagnostic 2 Count of Test Takers in Placement Category

Hispanic

Grade Level	Tests Taker Counts	i-Ready Performance Grade Level Placement														On Track Total
		Level PreK	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	
Grade 1	3,471	9.3% (-14.3%) 324	70.0% (-1.1%) 2431	20.5% (15.3%) 710	0.2% (0.2%) 6											20.6% (15.4%) 716
Grade 2	3,645		26.7% (-13.4%) 974	44.8% (-2.2%) 1632	27.6% (14.9%) 1007	0.9% (0.7%) 32										28.5% (15.5%) 1039
Grade 3	4,004		12.2% (-3.5%) 489	22.3% (-6.2%) 893	22.6% (-1.3%) 906	42.4% (10.8%) 1699	0.4% (0.2%) 17									42.9% (11.0%) 1716
Grade 4	4,029		5.9% (-1.3%) 237	16.0% (-4.2%) 646	11.0% (-1.4%) 442	43.3% (0.0%) 1743	23.5% (6.6%) 946	0.2% (0.1%) 8	0.1% (0.1%) 5	0.0% (0.0%) 2						23.9% (6.9%) 961
Grade 5	3,662		3.7% (0.1%) 135	9.5% (-2.6%) 349	8.1% (-1.6%) 295	28.1% (-3.2%) 1030	29.7% (1.7%) 1086	19.9% (5.1%) 729	0.7% (0.4%) 25	0.2% (0.1%) 7	0.2% (0.1%) 6					20.9% (5.7%) 767
Grade 6	3,922		2.3% (-0.2%) 92	6.5% (-0.7%) 254	5.5% (-1.5%) 216	22.9% (-3.8%) 898	17.4% (-1.2%) 683	23.7% (2.1%) 929	20.0% (4.8%) 785	1.2% (0.4%) 47	0.4% (0.2%) 14	0.1% (0.0%) 4				21.7% (5.3%) 850
Grade 7	3,269		3.2% (1.6%) 103	7.4% (0.2%) 242	5.4% (0.0%) 178	21.5% (-1.2%) 702	14.8% (-2.7%) 484	11.5% (-0.8%) 376	15.0% (0.0%) 489	20.3% (2.4%) 664	0.7% (0.4%) 22	0.2% (0.2%) 8	0.0% (0.0%) 1			21.3% (3.0%) 695
Grade 8	3,302		3.1% (1.2%) 101	6.4% (1.0%) 211	4.8% (0.3%) 158	18.3% (-0.9%) 603	13.4% (-1.3%) 443	10.8% (-2.1%) 356	6.9% (-1.1%) 228	14.8% (-1.1%) 489	21.1% (3.8%) 698	0.4% (0.2%) 14	0.0% (-0.1%) 0	0.0% (0.0%) 1		21.6% (3.9%) 713
Grade 9	1,913		2.2% (0.2%) 42	5.9% (0.8%) 112	3.2% (-1.3%) 62	15.1% (0.5%) 289	14.2% (1.0%) 271	11.2% (-0.6%) 214	6.7% (-0.6%) 128	6.7% (0.1%) 128	20.9% (-1.2%) 400	13.6% (0.7%) 260	0.4% (0.3%) 7			14.0% (1.0%) 267
Grade 10	1,704		2.2% (1.0%) 38	4.6% (0.7%) 79	3.5% (0.9%) 59	13.1% (-0.3%) 224	11.4% (-0.3%) 194	9.9% (0.2%) 169	6.7% (-0.2%) 115	7.3% (0.6%) 124	11.7% (-2.0%) 200	15.7% (-0.5%) 267	13.6% (-0.3%) 231	0.2% (0.2%) 3	0.1% (0.1%) 1	13.8% (0.0%) 235

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   Performance based on i-Ready's Standard View.

* Cell Value Key:
Diagnostic 2 Percent of Test Takers in Placement Level Category
   (Percent Change in Placement Category from Diagnostic 1)
   Diagnostic 2 Count of Test Takers in Placement Category

i-Ready Diagnostic 2 Standard View Student Group Reports
2019-20 Summary*

Native American

Grade Level	Tests Taker Counts	i-Ready Performance Grade Level Placement														On Track Total
		Level PreK	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	
Grade 1	34	2.9% (-21.4%) 1	85.3% (9.6%) 29	11.8% (11.8%) 4												11.8% (11.8%) 4
Grade 2	38		31.6% (-14.6%) 12	39.5% (-4.1%) 15	28.9% (21.3%) 11	0.0% (-2.6%) 0										28.9% (18.7%) 11
Grade 3	33		9.1% (-6.1%) 3	27.3% (3.0%) 9	18.2% (-12.1%) 6	39.4% (12.1%) 13	6.1% (3.0%) 2									45.5% (15.2%) 15
Grade 4	29		10.3% (-3.0%) 3	13.8% (-9.5%) 4	17.2% (10.6%) 5	34.5% (4.5%) 10	20.7% (-6.0%) 6	3.4% (3.4%) 1								24.1% (-2.5%) 7
Grade 5	24			0.0% (-13.0%) 0	8.3% (4.0%) 2	41.7% (6.9%) 10	20.8% (-0.9%) 5	29.2% (3.1%) 7								29.2% (3.1%) 7
Grade 6	35		2.9% (0.0%) 1	11.4% (2.9%) 4	2.9% (2.9%) 1	17.1% (-17.1%) 6	25.7% (2.9%) 9	22.9% (8.6%) 8	14.3% (0.0%) 5	0.0% (-2.9%) 0	2.9% (2.9%) 1					17.1% (0.0%) 6
Grade 7	26		3.8% (0.0%) 1	19.2% (0.0%) 5	23.1% (15.4%) 6	11.5% (0.0%) 3	3.8% (-15.4%) 1	11.5% (11.5%) 3	11.5% (-15.4%) 3	15.4% (3.8%) 4						15.4% (3.8%) 4
Grade 8	27		3.7% (3.7%) 1	7.4% (1.0%) 2	3.7% (-2.7%) 1	14.8% (-1.3%) 4	18.5% (8.8%) 5	3.7% (-15.7%) 1	11.1% (7.9%) 3	18.5% (5.6%) 5	18.5% (-7.3%) 5					18.5% (-7.3%) 5
Grade 9	9		11.1% (11.1%) 1			22.2% (9.7%) 2	0.0% (-12.5%) 0	11.1% (-1.4%) 1	11.1% (11.1%) 1	11.1% (11.1%) 1	22.2% (-27.8%) 2	11.1% (-1.4%) 1				11.1% (-1.4%) 1
Grade 10	15		6.7% (-1.7%) 1	6.7% (6.7%) 1	6.7% (6.7%) 1	13.3% (-3.3%) 2		20.0% (20.0%) 3		13.3% (5.0%) 2	6.7% (-10.0%) 1	13.3% (-20.0%) 2	13.3% (-3.3%) 2			13.3% (-3.3%) 2

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   Performance based on i-Ready's Standard View.

* Cell Value Key:
Diagnostic 2 Percent of Test Takers in Placement Level Category
(Percent Change in Placement Category from Diagnostic 1)
Diagnostic 2 Count of Test Takers in Placement Category

Pacific Islander

Grade Level	Tests Taker Counts	i-Ready Performance Grade Level Placement														On Track Total
		Level PreK	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	
Grade 1	20	10.0% (-9.0%) 2	65.0% (-11.2%) 13	25.0% (20.2%) 5												25.0% (20.2%) 5
Grade 2	15		26.7% (-16.2%) 4	46.7% (3.8%) 7	20.0% (5.7%) 3	6.7% (6.7%) 1										26.7% (12.4%) 4
Grade 3	17		5.9% (-5.9%) 1	17.6% (5.9%) 3	23.5% (-5.9%) 4	52.9% (5.9%) 9										52.9% (5.9%) 9
Grade 4	14		14.3% (8.0%) 2	21.4% (-16.1%) 3	7.1% (0.9%) 1	42.9% (5.4%) 6	14.3% (1.8%) 2									14.3% (1.8%) 2
Grade 5	29			3.4% (-3.4%) 1	3.4% (3.4%) 1	31.0% (6.9%) 9	24.1% (-10.3%) 7	24.1% (-3.4%) 7	6.9% (0.0%) 2	3.4% (3.4%) 1	3.4% (3.4%) 1					37.9% (3.4%) 11
Grade 6	24		4.2% (-0.2%) 1		4.2% (4.2%) 1	16.7% (-31.2%) 4	37.5% (20.1%) 9	16.7% (8.0%) 4	12.5% (-9.2%) 3	8.3% (8.3%) 2						20.8% (-0.9%) 5
Grade 7	16				0.0% (-6.3%) 0	31.3% (0.0%) 5	6.3% (0.0%) 1	12.5% (0.0%) 2	12.5% (-12.5%) 2	37.5% (18.8%) 6						37.5% (18.8%) 6
Grade 8	10			10.0% (1.7%) 1	10.0% (1.7%) 1	20.0% (3.3%) 2		0.0% (-16.7%) 0	20.0% (11.7%) 2	30.0% (5.0%) 3	10.0% (-6.7%) 1					10.0% (-6.7%) 1
Grade 9	12		0.0% (-7.7%) 0	16.7% (16.7%) 2	16.7% (1.3%) 2	8.3% (-7.1%) 1	8.3% (-7.1%) 1	0.0% (-7.7%) 0	8.3% (8.3%) 1	0.0% (-7.7%) 0		8.3% (-14.7%) 1	33.3% (25.6%) 4			33.3% (25.6%) 4
Grade 10	13		7.7% (7.7%) 1	15.4% (7.7%) 2	0.0% (-7.7%) 0	15.4% (0.0%) 2	7.7% (-7.7%) 1			15.4% (0.0%) 2	7.7% (0.0%) 1	15.4% (-7.7%) 2	15.4% (7.7%) 2			15.4% (7.7%) 2

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   Performance based on i-Ready's Standard View.

* Cell Value Key:
Diagnostic 2 Percent of Test Takers in Placement Level Category
   (Percent Change in Placement Category from Diagnostic 1)
   Diagnostic 2 Count of Test Takers in Placement Category

Two or More Races

Grade Level	Tests Taker Counts	i-Ready Performance Grade Level Placement														
		Level PreK	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	On Track Total
Grade 1	198	7.6% (-10.9%) 15	63.1% (-5.6%) 125	28.8% (16.0%) 57	0.5% (0.5%) 1											29.3% (16.5%) 58
Grade 2	200		20.5% (-17.5%) 41	42.0% (0.5%) 84	32.5% (13.5%) 65	4.5% (3.0%) 9	0.5% (0.5%) 1									37.5% (17.0%) 75
Grade 3	197		11.7% (-1.1%) 23	19.3% (-6.4%) 38	21.3% (3.4%) 42	47.2% (4.1%) 93	0.5% (0.0%) 1									47.7% (4.1%) 94
Grade 4	160		4.4% (-1.3%) 7	13.8% (-1.3%) 22	9.4% (-3.8%) 15	36.3% (-4.4%) 58	36.3% (10.6%) 58									36.3% (10.6%) 58
Grade 5	143		1.4% (1.4%) 2	4.9% (-3.8%) 7	7.0% (1.0%) 10	18.9% (-7.1%) 27	32.2% (0.2%) 46	33.6% (6.9%) 48	2.1% (1.4%) 3							35.7% (8.3%) 51
Grade 6	157		2.5% (1.2%) 4	4.5% (-0.8%) 7	3.2% (-0.1%) 5	13.4% (-10.8%) 21	17.8% (2.8%) 28	24.8% (1.3%) 39	30.6% (5.1%) 48	1.9% (0.0%) 3	0.6% (0.6%) 1	0.6% (0.6%) 1				33.8% (6.3%) 53
Grade 7	133		0.8% (-0.6%) 1	1.5% (-0.6%) 2	3.8% (-0.4%) 5	21.8% (4.6%) 29	9.8% (-6.1%) 13	10.5% (-5.3%) 14	19.5% (0.2%) 26	30.8% (7.4%) 41	0.8% (0.1%) 1	0.8% (0.8%) 1				32.3% (8.2%) 43
Grade 8	128			4.7% (0.0%) 6	7.8% (6.5%) 10	6.3% (-7.1%) 8	14.1% (-1.3%) 18	14.8% (2.8%) 19	4.7% (-4.0%) 6	10.2% (-9.8%) 13	37.5% (13.5%) 48		0.0% (-0.7%) 0			37.5% (12.8%) 48
Grade 9	85		0.0% (-1.1%) 0	4.7% (-1.0%) 4	1.2% (-1.1%) 1	5.9% (0.2%) 5	9.4% (1.5%) 8	11.8% (0.4%) 10	8.2% (0.3%) 7	7.1% (-0.9%) 6	30.6% (12.4%) 26	17.6% (-11.9%) 15	3.5% (1.3%) 3			21.2% (-10.6%) 18
Grade 10	61		0.0% (-1.5%) 0	3.3% (-1.2%) 2	6.6% (3.6%) 4	8.2% (-6.7%) 5	8.2% (6.7%) 5	11.5% (2.5%) 7	6.6% (3.6%) 4	1.6% (-1.3%) 1	13.1% (-4.8%) 8	21.3% (-2.6%) 13	19.7% (1.8%) 12			19.7% (1.8%) 12

Note: Blank cells in this report indicate that there were no students in the specific placement category.
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   Performance based on i-Ready's Standard View.

* Cell Value Key:
Diagnostic 2 Percent of Test Takers in Placement Level Category
(Percent Change in Placement Category from Diagnostic 1)
Diagnostic 2 Count of Test Takers in Placement Category

White

Grade Level	Tests Taker Counts	i-Ready Performance Grade Level Placement														
		Level PreK	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	On Track Total
Grade 1	420	6.0% (-6.1%) 25	56.2% (-15.9%) 236	37.1% (21.5%) 156	0.7% (0.5%) 3											37.9% (22.0%) 159
Grade 2	488		18.6% (-11.9%) 91	38.5% (-4.5%) 188	38.3% (12.7%) 187	4.3% (3.5%) 21	0.2% (0.2%) 1									42.8% (16.4%) 209
Grade 3	462		5.0% (-4.1%) 23	14.5% (-5.7%) 67	14.7% (-3.5%) 68	62.6% (10.9%) 289	3.0% (2.2%) 14	0.2% (0.2%) 1								65.8% (13.3%) 304
Grade 4	470		5.1% (-0.8%) 24	9.6% (-2.0%) 45	7.4% (-0.5%) 35	33.4% (-3.7%) 157	42.3% (6.3%) 199	1.3% (0.0%) 6	0.6% (0.6%) 3	0.2% (0.0%) 1						44.5% (6.9%) 209
Grade 5	439		3.0% (-0.1%) 13	5.5% (-1.2%) 24	2.3% (-2.4%) 10	19.6% (-5.1%) 86	28.0% (2.2%) 123	36.9% (5.8%) 162	1.4% (-1.5%) 6	2.3% (1.4%) 10	1.1% (0.9%) 5					41.7% (6.6%) 183
Grade 6	454		2.6% (1.3%) 12	4.0% (-0.8%) 18	2.6% (-1.3%) 12	13.0% (-2.2%) 59	13.7% (-2.0%) 62	20.0% (-3.4%) 91	37.9% (6.4%) 172	4.2% (1.4%) 19	1.8% (0.5%) 8	0.2% (0.0%) 1				44.1% (8.3%) 200
Grade 7	383		1.8% (0.6%) 7	1.3% (-2.0%) 5	3.1% (1.0%) 12	11.5% (-1.9%) 44	11.0% (-2.4%) 42	8.6% (0.7%) 33	17.5% (-1.8%) 67	37.6% (3.0%) 144	5.0% (1.6%) 19	2.1% (0.7%) 8	0.5% (0.5%) 2			45.2% (5.8%) 173
Grade 8	450		1.8% (0.3%) 8	2.4% (-0.5%) 11	2.2% (0.5%) 10	9.6% (-2.4%) 43	10.2% (0.2%) 46	7.6% (2.2%) 34	5.8% (-1.5%) 26	15.6% (-0.9%) 70	41.6% (1.0%) 187	2.4% (0.7%) 11	0.9% (0.7%) 4	0.0% (-0.2%) 0		44.9% (2.2%) 202
Grade 9	347		1.2% (0.4%) 4	1.4% (-1.2%) 5	2.3% (0.7%) 8	8.9% (2.1%) 31	7.2% (-1.2%) 25	6.9% (0.9%) 24	3.5% (-2.0%) 12	6.6% (1.1%) 23	22.8% (-0.2%) 79	33.4% (-2.3%) 116	3.7% (0.6%) 13	2.0% (1.5%) 7	0.0% (-0.5%) 0	39.2% (-0.8%) 136
Grade 10	321		0.6% (0.6%) 2	1.2% (-1.1%) 4	0.9% (-0.2%) 3	5.6% (-0.3%) 18	4.7% (-0.6%) 15	8.4% (2.3%) 27	4.4% (-0.9%) 14	5.3% (0.0%) 17	10.6% (-5.0%) 34	23.4% (7.2%) 75	31.8% (-3.7%) 102	0.9% (0.6%) 3	2.2% (1.0%) 7	34.9% (-2.1%) 112

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Performance based on i-Ready's Standard View.

*   Cell Value Key:
Diagnostic 2 Percent of Test Takers in Placement Level Category
(Percent Change in Placement Category from Diagnostic 1)
Diagnostic 2 Count of Test Takers in Placement Category

English Learners

Grade Level	Tests Taker Counts	i-Ready Performance Grade Level Placement														On Track Total
		Level PreK	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	
Grade 1	1,354	11.4% (-15.9%) 154	73.4% (5.6%) 994	15.1% (10.3%) 205	0.1% (0.1%) 1											15.2% (10.3%) 206
Grade 2	1,219		37.5% (-17.4%) 457	49.0% (7.7%) 597	13.5% (9.6%) 164	0.1% (0.1%) 1										13.5% (9.7%) 165
Grade 3	1,140		21.8% (-4.5%) 249	36.2% (-6.0%) 413	26.0% (2.7%) 296	16.0% (7.9%) 182										16.0% (7.9%) 182
Grade 4	1,033		12.5% (-2.9%) 129	30.1% (-7.2%) 311	20.3% (1.9%) 210	34.0% (6.0%) 351	3.1% (2.2%) 32									3.1% (2.2%) 32
Grade 5	1,115		8.0% (1.7%) 89	17.0% (-2.1%) 189	15.8% (-0.2%) 176	39.8% (-0.4%) 444	17.8% (1.1%) 198	1.7% (0.0%) 19	0.0% (-0.1%) 0							1.7% (-0.1%) 19
Grade 6	1,004		5.8% (0.7%) 58	14.2% (1.2%) 143	10.4% (-2.8%) 104	40.2% (-2.5%) 404	18.1% (1.3%) 182	9.2% (1.3%) 92	2.1% (0.8%) 21							2.1% (0.8%) 21
Grade 7	731		10.1% (6.7%) 74	17.2% (0.2%) 126	12.3% (2.1%) 90	36.9% (-4.1%) 270	12.4% (-5.2%) 91	6.0% (-0.2%) 44	3.8% (0.4%) 28	1.1% (0.2%) 8						1.1% (0.2%) 8
Grade 8	636		9.4% (3.0%) 60	17.0% (2.6%) 108	11.6% (0.9%) 74	33.8% (-2.8%) 215	15.6% (-1.2%) 99	7.5% (-1.2%) 48	1.9% (-0.9%) 12	2.8% (0.1%) 18	0.3% (-0.3%) 2					0.3% (-0.3%) 2
Grade 9	351		6.6% (-0.8%) 23	19.4% (2.2%) 68	12.0% (-2.8%) 42	31.1% (-0.9%) 109	16.5% (5.2%) 58	8.0% (-1.8%) 28	2.8% (-0.6%) 10	2.3% (1.5%) 8	1.1% (-2.3%) 4	0.3% (0.3%) 1				0.3% (0.3%) 1
Grade 10	288		8.7% (4.5%) 25	17.0% (0.4%) 49	12.2% (3.7%) 35	31.6% (0.8%) 91	13.9% (-6.7%) 40	9.4% (-1.5%) 27	4.2% (-0.1%) 12	1.4% (-0.7%) 4	0.7% (-0.2%) 2	0.7% (-0.5%) 2	0.3% (0.3%) 1			0.3% (0.3%) 1

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*   Cell Value Key:
Diagnostic 2 Percent of Test Takers in Placement Level Category
(Percent Change in Placement Category from Diagnostic 1)
Diagnostic 2 Count of Test Takers in Placement Category

i-Ready Diagnostic 2 Standard View Student Group Reports
2019-20 Summary*

Foster Youth

Grade Level	Tests Taker Counts	i-Ready Performance Grade Level Placement														On Track Total
		Level PreK	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	
Grade 1	65	16.9% (-8.5%) 11	69.2% (-0.9%) 45	13.8% (9.4%) 9												13.8% (9.4%) 9
Grade 2	78		37.2% (-19.1%) 29	42.3% (6.1%) 33	20.5% (13.0%) 16											20.5% (13.0%) 16
Grade 3	69		18.8% (-1.4%) 13	29.0% (-13.0%) 20	23.2% (7.2%) 16	29.0% (7.2%) 20										29.0% (7.2%) 20
Grade 4	75		9.3% (-1.6%) 7	26.7% (-2.1%) 20	13.3% (1.0%) 10	34.7% (-0.9%) 26	16.0% (3.7%) 12									16.0% (3.7%) 12
Grade 5	66		3.0% (1.7%) 2	19.7% (-5.3%) 13	7.6% (-1.6%) 5	27.3% (-0.4%) 18	24.2% (1.9%) 16	16.7% (2.2%) 11		1.5% (1.5%) 1						18.2% (3.7%) 12
Grade 6	45		4.4% (-1.3%) 2	8.9% (-9.7%) 4	17.8% (9.2%) 8	33.3% (-1.0%) 15	20.0% (8.6%) 9	6.7% (-3.3%) 3	8.9% (-1.1%) 4	0.0% (-1.4%) 0						8.9% (-2.5%) 4
Grade 7	47		6.4% (-2.4%) 3	23.4% (11.1%) 11	10.6% (1.9%) 5	12.8% (-8.3%) 6	8.5% (-10.8%) 4	14.9% (4.4%) 7	10.6% (0.1%) 5	12.8% (4.0%) 6						12.8% (4.0%) 6
Grade 8	49		4.1% (4.1%) 2	8.2% (-6.1%) 4	8.2% (-2.0%) 4	22.4% (-6.1%) 11	10.2% (2.0%) 5	8.2% (-2.0%) 4	6.1% (6.1%) 3	22.4% (6.1%) 11	10.2% (-2.0%) 5					10.2% (-2.0%) 5
Grade 9	21		14.3% (7.4%) 3	4.8% (1.3%) 1	14.3% (10.8%) 3	4.8% (-15.9%) 1	9.5% (-11.2%) 2	14.3% (3.9%) 3	9.5% (-0.8%) 2	4.8% (4.8%) 1	19.0% (5.3%) 4	4.8% (-5.6%) 1				4.8% (-5.6%) 1
Grade 10	20		10.0% (0.0%) 2	15.0% (10.0%) 3	15.0% (15.0%) 3	10.0% (-15.0%) 2	5.0% (-5.0%) 1	15.0% (5.0%) 3		5.0% (0.0%) 1	0.0% (-10.0%) 0	15.0% (5.0%) 3	10.0% (-5.0%) 2			10.0% (-5.0%) 2

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Diagnostic 2 Percent of Test Takers in Placement Level Category
  (Percent Change in Placement Category from Diagnostic 1)
  Diagnostic 2 Count of Test Takers in Placement Category

i-Ready Diagnostic 2 Standard View Student Group Reports
2019-20 Summary*

Homeless

Grade Level	Tests Taker Counts	i-Ready Performance Grade Level Placement														On Track Total
		Level PreK	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	
Grade 1	33	15.2% (-27.7%) 5	69.7% (12.6%) 23	15.2% (15.2%) 5												15.2% (15.2%) 5
Grade 2	42		57.1% (-22.0%) 24	38.1% (17.3%) 16	4.8% (4.8%) 2											4.8% (4.8%) 2
Grade 3	45		22.2% (8.9%) 10	40.0% (-13.3%) 18	24.4% (-8.9%) 11	13.3% (13.3%) 6										13.3% (13.3%) 6
Grade 4	49		18.4% (-2.7%) 9	22.4% (1.4%) 11	8.2% (-2.4%) 4	36.7% (-5.4%) 18	14.3% (9.0%) 7									14.3% (9.0%) 7
Grade 5	40		17.5% (7.5%) 7	12.5% (-17.5%) 5	15.0% (5.0%) 6	25.0% (-15.0%) 10	20.0% (15.0%) 8	10.0% (5.0%) 4								10.0% (5.0%) 4
Grade 6	46		13.0% (9.2%) 6	13.0% (1.5%) 6	8.7% (-6.7%) 4	21.7% (-5.2%) 10	17.4% (2.0%) 8	15.2% (-0.2%) 7	10.9% (-0.7%) 5							10.9% (-0.7%) 5
Grade 7	32		6.3% (1.5%) 2	18.8% (-0.3%) 6	6.3% (6.3%) 2	21.9% (-1.9%) 7	12.5% (7.7%) 4	3.1% (-11.2%) 1	15.6% (-3.4%) 5	15.6% (1.3%) 5						15.6% (1.3%) 5
Grade 8	36		2.8% (2.8%) 1	11.1% (5.6%) 4	5.6% (0.0%) 2	16.7% (-27.8%) 6	22.2% (5.6%) 8	16.7% (5.6%) 6	2.8% (2.8%) 1	8.3% (8.3%) 3	13.9% (-2.8%) 5					13.9% (-2.8%) 5
Grade 9	11		9.1% (9.1%) 1	9.1% (0.0%) 1		18.2% (-27.3%) 2	9.1% (9.1%) 1	18.2% (0.0%) 2	9.1% (9.1%) 1		27.3% (9.1%) 3	0.0% (-9.1%) 0				0.0% (-9.1%) 0
Grade 10	7			14.3% (14.3%) 1		28.6% (-4.8%) 2	14.3% (-19.0%) 1			14.3% (14.3%) 1	28.6% (28.6%) 2	0.0% (-33.3%) 0				0.0% (0.0%) 0

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* Cell Value Key:
Diagnostic 2 Percent of Test Takers in Placement Level Category
(Percent Change in Placement Category from Diagnostic 1)
Diagnostic 2 Count of Test Takers in Placement Category

i-Ready Diagnostic 2 Standard View Student Group Reports
2019-20 Summary*

Socioeconomically Disadvantaged

Grade Level	Tests Taker Counts	i-Ready Performance Grade Level Placement														
		Level PreK	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	On Track Total
Grade 1	4,753	9.4% (-14.8%) 449	70.1% (0.1%) 3333	20.3% (14.6%) 965	0.1% (0.1%) 6											20.4% (14.7%) 971
Grade 2	4,973		26.6% (-14.5%) 1323	45.2% (-1.5%) 2247	27.3% (15.2%) 1357	0.9% (0.8%) 46										28.2% (15.9%) 1403
Grade 3	5,176		12.2% (-3.5%) 634	22.6% (-6.8%) 1169	23.2% (-1.0%) 1199	41.5% (11.0%) 2147	0.5% (0.3%) 27									42.0% (11.2%) 2174
Grade 4	5,141		6.1% (-1.5%) 312	16.5% (-3.6%) 848	11.0% (-1.8%) 565	43.8% (0.2%) 2254	22.3% (6.4%) 1145	0.2% (0.1%) 10	0.1% (0.1%) 4	0.1% (0.0%) 3						22.6% (6.6%) 1162
Grade 5	4,732		3.8% (0.0%) 180	9.6% (-2.7%) 453	7.8% (-1.9%) 369	28.6% (-3.2%) 1351	30.2% (2.0%) 1428	19.1% (5.2%) 904	0.6% (0.3%) 29	0.3% (0.1%) 13	0.1% (0.1%) 5					20.1% (5.7%) 951
Grade 6	5,018		2.4% (-0.1%) 119	6.7% (-0.6%) 337	5.2% (-1.5%) 259	23.1% (-4.1%) 1160	17.8% (-1.6%) 891	23.9% (2.1%) 1198	19.7% (5.2%) 990	1.0% (0.4%) 48	0.3% (0.1%) 13	0.1% (0.0%) 3				21.0% (5.8%) 1054
Grade 7	4,089		3.0% (1.3%) 124	7.2% (0.0%) 294	5.7% (0.2%) 233	21.7% (-1.1%) 887	14.8% (-2.3%) 606	11.4% (-0.9%) 465	14.6% (-0.7%) 597	20.6% (3.0%) 844	0.6% (0.3%) 25	0.3% (0.2%) 12	0.0% (0.0%) 2			21.6% (3.5%) 883
Grade 8	4,107		2.9% (1.2%) 118	6.2% (0.8%) 253	5.0% (0.4%) 205	18.0% (-1.2%) 740	13.8% (-0.8%) 565	10.3% (-2.5%) 421	7.0% (-0.5%) 289	14.4% (-1.4%) 591	22.0% (3.8%) 905	0.4% (0.1%) 15	0.1% (0.1%) 4	0.0% (0.0%) 1		22.5% (4.0%) 925
Grade 9	2,379		2.2% (0.1%) 53	5.6% (0.5%) 134	3.7% (-0.7%) 87	14.8% (0.0%) 352	14.6% (0.7%) 347	11.1% (0.0%) 264	7.0% (-0.5%) 166	6.8% (0.3%) 161	20.7% (-0.2%) 493	13.1% (-0.6%) 312	0.4% (0.3%) 10			13.5% (-0.3%) 322
Grade 10	2,107		2.3% (1.2%) 49	4.8% (0.7%) 101	3.7% (1.2%) 79	12.8% (-1.5%) 269	11.5% (-0.5%) 243	10.4% (0.9%) 220	6.4% (-0.7%) 134	7.3% (1.4%) 154	11.6% (-2.1%) 244	15.6% (-0.6%) 328	13.4% (-0.2%) 283	0.0% (0.0%) 1	0.1% (0.1%) 2	13.6% (-0.1%) 286

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  Diagnostic 2 Percent of Test Takers in Placement Level Category
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  Diagnostic 2 Count of Test Takers in Placement Category

i-Ready Diagnostic 2 Standard View Student Group Reports
2019-20 Summary*

Students with Disabilities

Grade Level	Tests Taker Counts	i-Ready Performance Grade Level Placement														On Track Total
		Level PreK	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	
Grade 1	489	29.4% (-19.0%) 144	60.9% (11.2%) 298	9.6% (7.8%) 47												9.6% (7.8%) 47
Grade 2	540		62.0% (-11.4%) 335	30.4% (6.8%) 164	7.2% (4.2%) 39	0.4% (0.4%) 2										7.6% (4.6%) 41
Grade 3	658		43.5% (-8.0%) 286	27.8% (2.2%) 183	11.9% (0.5%) 78	16.7% (5.3%) 110	0.2% (0.0%) 1									16.9% (5.3%) 111
Grade 4	707		29.1% (-5.6%) 206	35.8% (-1.5%) 253	12.0% (1.5%) 85	17.7% (4.0%) 125	5.4% (1.7%) 38									5.4% (1.7%) 38
Grade 5	659		17.9% (-2.3%) 118	30.0% (-4.2%) 198	12.6% (-0.8%) 83	22.8% (4.0%) 150	10.0% (1.4%) 66	6.2% (1.8%) 41	0.2% (0.0%) 1	0.0% (-0.2%) 0	0.3% (0.1%) 2					6.7% (1.8%) 44
Grade 6	662		12.2% (-0.8%) 81	26.6% (-0.6%) 176	12.5% (-1.4%) 83	28.4% (-0.8%) 188	8.8% (1.7%) 58	5.7% (0.5%) 38	5.6% (1.8%) 37	0.2% (-0.3%) 1						5.7% (1.5%) 38
Grade 7	539		11.9% (4.6%) 64	21.5% (-4.8%) 116	13.7% (0.2%) 74	31.7% (0.7%) 171	10.4% (-0.3%) 56	3.3% (-0.4%) 18	3.7% (-0.2%) 20	3.5% (0.3%) 19	0.2% (0.0%) 1					3.7% (0.3%) 20
Grade 8	476		10.9% (2.8%) 52	22.7% (-1.8%) 108	13.4% (-1.0%) 64	28.2% (1.8%) 134	6.9% (-4.4%) 33	5.9% (0.5%) 28	3.2% (0.8%) 15	3.2% (-0.9%) 15	5.7% (2.2%) 27					5.7% (2.2%) 27
Grade 9	296		8.8% (0.5%) 26	25.0% (2.5%) 74	11.8% (-2.9%) 35	25.0% (-0.8%) 74	9.8% (-0.7%) 29	5.4% (-1.4%) 16	2.4% (-0.4%) 7	3.0% (0.6%) 9	6.1% (2.4%) 18	2.7% (0.2%) 8				2.7% (0.2%) 8
Grade 10	212		5.7% (1.4%) 12	22.2% (3.0%) 47	10.4% (1.6%) 22	29.2% (0.5%) 62	9.9% (-3.9%) 21	7.1% (-0.6%) 15	3.8% (1.1%) 8	2.4% (-1.9%) 5	1.4% (-3.6%) 3	4.7% (2.4%) 10	3.3% (-0.1%) 7			3.3% (-0.1%) 7

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Diagnostic 2 Percent of Test Takers in Placement Level Category
(Percent Change in Placement Category from Diagnostic 1)
Diagnostic 2 Count of Test Takers in Placement Category

African American

Grade Level	Tests Taker Counts	i-Ready Performance Grade Level Placement														On Track Total
		Level PreK	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	
Grade 1	460	21.1% (-20.9%) 97	68.0% (12.7%) 313	10.9% (8.2%) 50												10.9% (8.2%) 50
Grade 2	442		32.4% (-22.5%) 143	58.8% (15.6%) 260	8.8% (6.8%) 39											8.8% (6.8%) 39
Grade 3	450		14.2% (-11.8%) 64	24.2% (-7.7%) 109	47.6% (9.1%) 214	14.0% (10.4%) 63										14.0% (10.4%) 63
Grade 4	454		8.4% (-0.6%) 38	10.8% (-7.9%) 49	23.6% (-2.1%) 107	41.0% (0.2%) 186	16.3% (10.4%) 74									16.3% (10.4%) 74
Grade 5	399		5.0% (-1.4%) 20	11.0% (-0.9%) 44	13.5% (-2.0%) 54	18.8% (-3.2%) 75	36.3% (-0.3%) 145	15.0% (7.6%) 60	0.3% (0.3%) 1							15.3% (7.9%) 61
Grade 6	434		1.2% (-0.9%) 5	7.1% (1.1%) 31	7.8% (-3.6%) 34	12.7% (-6.0%) 55	17.1% (-3.8%) 74	35.5% (6.3%) 154	18.7% (7.0%) 81							18.7% (7.0%) 81
Grade 7	372		3.5% (0.4%) 13	5.9% (0.9%) 22	12.6% (3.1%) 47	14.0% (-3.1%) 52	13.7% (-2.7%) 51	12.9% (-2.5%) 48	25.5% (0.1%) 95	11.8% (3.8%) 44						11.8% (3.8%) 44
Grade 8	346		3.5% (1.2%) 12	4.0% (0.0%) 14	9.8% (0.1%) 34	14.2% (0.1%) 49	13.0% (-4.0%) 45	11.0% (-1.8%) 38	12.1% (-1.1%) 42	21.7% (1.4%) 75	10.7% (4.2%) 37					10.7% (4.2%) 37
Grade 9	236		3.4% (1.3%) 8	3.4% (-0.3%) 8	11.4% (2.8%) 27	9.3% (-3.1%) 22	13.6% (2.4%) 32	13.6% (0.3%) 32	10.6% (-7.2%) 25	11.9% (-2.2%) 28	9.3% (4.4%) 22	13.6% (1.6%) 32				13.6% (1.6%) 32
Grade 10	173		1.7% (0.3%) 3	5.8% (1.0%) 10	8.7% (0.6%) 15	16.2% (1.4%) 28	15.0% (1.2%) 26	8.7% (-2.3%) 15	11.0% (-3.8%) 19	12.7% (3.7%) 22	7.5% (2.3%) 13	6.9% (-3.5%) 12	5.8% (-0.9%) 10			5.8% (-0.9%) 10
Grade 11	137		0.7% (0.1%) 1	3.6% (1.1%) 5	10.9% (5.8%) 15	9.5% (-1.4%) 13	13.1% (1.6%) 18	8.8% (-3.4%) 12	18.2% (4.8%) 25	10.2% (-1.3%) 14	10.9% (-3.2%) 15	11.7% (-5.6%) 16	2.2% (1.5%) 3			0.0% (0.0%) 0

Note: Blank cells in this report indicate that there were no students in the specific placement category.
   A percentage of 0.0% reflects a small percentage value between 0.01% and 0.049%.
   Cells highlighted in blue indicate percentage of students who are on or above grade level in their i-Ready
   Performance based on i-Ready's Standard View.

*   Cell Value Key:
Diagnostic 2 Percent of Test Takers in Placement Level Category
   (Percent Change in Placement Category from Diagnostic 1)
   Diagnostic 2 Count of Test Takers in Placement Category

Asian

Grade Level	Tests Taker Counts	i-Ready Performance Grade Level Placement														On Track Total
		Level PreK	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	
Grade 1	592	10.5% (-20.4%) 62	73.3% (7.1%) 434	16.2% (13.3%) 96												16.2% (13.3%) 96
Grade 2	584		18.8% (-20.1%) 110	62.3% (5.5%) 364	18.8% (14.6%) 110											18.8% (14.6%) 110
Grade 3	487		6.2% (-3.3%) 30	11.3% (-12.6%) 55	53.0% (-1.2%) 258	29.6% (17.1%) 144										29.6% (17.1%) 144
Grade 4	521		2.1% (-2.0%) 11	5.8% (-4.5%) 30	14.4% (-2.6%) 75	43.2% (-5.7%) 225	34.5% (14.9%) 180									34.5% (14.9%) 180
Grade 5	476		1.9% (0.0%) 9	2.5% (-2.5%) 12	4.6% (-4.5%) 22	11.6% (-4.7%) 55	41.8% (-2.6%) 199	37.6% (14.2%) 179								37.6% (14.2%) 179
Grade 6	489		1.0% (-0.7%) 5	1.0% (-0.2%) 5	4.3% (-1.2%) 21	7.2% (-0.9%) 35	9.8% (-6.3%) 48	35.4% (-5.8%) 173	41.3% (15.1%) 202							41.3% (15.1%) 202
Grade 7	377		1.3% (0.2%) 5	3.2% (1.2%) 12	3.2% (0.8%) 12	4.8% (-2.0%) 18	9.5% (-0.5%) 36	8.5% (-1.3%) 32	35.8% (-7.7%) 135	33.7% (9.1%) 127						33.7% (9.1%) 127
Grade 8	423		1.7% (1.7%) 7	1.4% (-0.4%) 6	4.0% (-0.2%) 17	4.5% (-2.0%) 19	7.1% (-1.8%) 30	10.9% (0.7%) 46	12.3% (-1.3%) 52	31.2% (-1.9%) 132	26.7% (5.2%) 113	0.2% (0.0%) 1				27.0% (5.2%) 114
Grade 9	232		0.4% (0.0%) 1	1.7% (1.7%) 4	3.0% (-2.1%) 7	5.6% (-0.4%) 13	5.6% (-2.1%) 13	9.5% (5.2%) 22	12.1% (-5.9%) 28	12.9% (-0.7%) 30	12.5% (2.7%) 29	36.6% (1.6%) 85				36.6% (1.6%) 85
Grade 10	208		0.5% (0.5%) 1	0.5% (-1.4%) 1	1.9% (1.0%) 4	5.8% (2.0%) 12	7.7% (-0.8%) 16	4.8% (-1.8%) 10	15.4% (1.6%) 32	13.5% (-3.1%) 28	9.6% (1.1%) 20	15.4% (2.1%) 32	25.0% (-1.1%) 52			25.0% (-1.1%) 52
Grade 11	157	0.0% (-0.6%) 0			0.6% (-1.3%) 1	5.7% (2.5%) 9	8.9% (1.1%) 14	7.6% (1.1%) 12	13.4% (4.3%) 21	11.5% (-2.2%) 18	12.7% (-5.4%) 20	32.5% (3.3%) 51	4.5% (-2.7%) 7	2.5% (0.0%) 4		2.5% (0.0%) 4

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* Cell Value Key:
Diagnostic 2 Percent of Test Takers in Placement Level Category
(Percent Change in Placement Category from Diagnostic 1)
Diagnostic 2 Count of Test Takers in Placement Category

Filipino

Grade Level	Tests Taker Counts	Level PreK	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	On Track Total
Grade 1	7	0.0% (-28.6%) 0	14.3% (-42.9%) 1	85.7% (71.4%) 6												85.7% (71.4%) 6
Grade 2	12		8.3% (-25.0%) 1	75.0% (8.3%) 9	16.7% (16.7%) 2											16.7% (16.7%) 2
Grade 3	20		0.0% (-4.8%) 0	0.0% (-4.8%) 0	45.0% (-26.4%) 9	55.0% (36.0%) 11										55.0% (36.0%) 11
Grade 4	13				7.7% (-7.7%) 1	30.8% (-15.4%) 4	61.5% (23.1%) 8									61.5% (23.1%) 8
Grade 5	12				0.0% (-8.3%) 0	8.3% (-8.3%) 1	33.3% (0.0%) 4	58.3% (16.7%) 7								58.3% (16.7%) 7
Grade 6	19			5.3% (0.0%) 1		0.0% (-5.3%) 0	10.5% (0.0%) 2	42.1% (-10.5%) 8	42.1% (15.8%) 8							42.1% (15.8%) 8
Grade 7	16					0.0% (-5.6%) 0	12.5% (-4.2%) 2	12.5% (12.5%) 2	18.8% (-14.6%) 3	56.3% (11.8%) 9						56.3% (11.8%) 9
Grade 8	11					0.0% (-8.3%) 0	9.1% (9.1%) 1	9.1% (0.8%) 1	0.0% (-8.3%) 0	36.4% (3.0%) 4	36.4% (3.0%) 4	0.0% (-8.3%) 0		9.1% (9.1%) 1		45.5% (3.8%) 5
Grade 9	10				0.0% (-10.0%) 0		10.0% (0.0%) 1	10.0% (10.0%) 1	10.0% (10.0%) 1	0.0% (-10.0%) 0	30.0% (10.0%) 3	40.0% (-10.0%) 4				40.0% (-10.0%) 4
Grade 10	7					14.3% (14.3%) 1	0.0% (-11.1%) 0	28.6% (17.5%) 2	0.0% (-11.1%) 0	0.0% (-11.1%) 0	0.0% (-11.1%) 0	14.3% (3.2%) 1	42.9% (9.5%) 3			42.9% (9.5%) 3
Grade 11	4								25.0% (10.7%) 1	25.0% (10.7%) 1	25.0% (10.7%) 1	0.0% (-42.9%) 0	0.0% (-14.3%) 0	25.0% (25.0%) 1		25.0% (25.0%) 1

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   Performance based on i-Ready's Standard View.

* Cell Value Key:
Diagnostic 2 Percent of Test Takers in Placement Level Category
(Percent Change in Placement Category from Diagnostic 1)
Diagnostic 2 Count of Test Takers in Placement Category

i-Ready Diagnostic 2 Standard View Student Group Reports
2019-20 Summary*

Hispanic

Grade Level	Tests Taker Counts	i-Ready Performance Grade Level Placement														On Track Total
		Level PreK	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	
Grade 1	3,349	11.9% (-22.2%) 400	73.1% (9.5%) 2449	14.9% (12.6%) 500												14.9% (12.6%) 500
Grade 2	3,521		22.3% (-21.2%) 784	62.1% (9.7%) 2186	15.6% (11.5%) 551											15.6% (11.5%) 551
Grade 3	3,783		9.4% (-5.2%) 354	15.8% (-12.2%) 598	52.7% (3.3%) 1994	22.1% (14.0%) 836		0.0% (0.0%) 1								22.1% (14.0%) 837
Grade 4	3,799		4.7% (-1.2%) 179	8.8% (-3.9%) 334	15.6% (-5.3%) 593	45.4% (-1.6%) 1723	25.5% (11.9%) 968	0.1% (0.1%) 2	0.0% (0.0%) 0							25.5% (11.9%) 970
Grade 5	3,474		2.2% (-0.6%) 75	5.6% (-1.5%) 195	9.8% (-3.1%) 341	15.1% (-2.3%) 523	41.3% (-2.2%) 1434	26.1% (9.7%) 906								26.1% (9.7%) 906
Grade 6	3,701		1.7% (-0.3%) 64	3.5% (-1.6%) 128	7.5% (-1.6%) 276	11.9% (-2.3%) 441	13.2% (-4.7%) 487	35.1% (1.3%) 1300	27.2% (9.1%) 1005	0.0% (0.0%) 0						27.2% (9.0%) 1005
Grade 7	3,170		2.2% (0.9%) 69	4.9% (1.3%) 156	7.6% (-0.9%) 240	12.9% (0.1%) 408	12.2% (-1.8%) 387	11.9% (-0.9%) 378	30.1% (-3.7%) 955	18.2% (5.0%) 577						18.2% (5.0%) 577
Grade 8	3,310		2.0% (0.6%) 67	4.7% (0.6%) 154	6.4% (-0.4%) 212	9.7% (-1.3%) 320	11.4% (-2.3%) 378	12.3% (-0.3%) 406	13.9% (-1.1%) 459	25.6% (1.8%) 848	14.0% (2.4%) 463	0.1% (0.1%) 3	0.0% (0.0%) 0			14.1% (2.4%) 466
Grade 9	1,768		2.3% (1.2%) 40	3.1% (-0.3%) 55	6.5% (0.8%) 115	8.9% (-1.4%) 158	11.5% (-0.9%) 204	11.5% (0.2%) 204	13.2% (-2.4%) 233	11.5% (-0.9%) 204	10.0% (0.4%) 177	21.4% (3.4%) 378				21.4% (3.4%) 378
Grade 10	1,409		1.1% (0.6%) 16	3.3% (1.0%) 46	6.0% (1.6%) 84	8.7% (0.4%) 122	11.7% (-1.1%) 165	10.9% (0.2%) 153	13.3% (-1.4%) 187	11.8% (-0.4%) 166	10.5% (-0.9%) 148	11.1% (0.2%) 157	11.7% (-0.2%) 165			11.7% (-0.2%) 165
Grade 11	1,149		1.0% (0.6%) 11	2.7% (1.8%) 31	4.4% (0.2%) 51	8.4% (-0.3%) 96	11.8% (1.3%) 136	10.0% (1.6%) 115	14.5% (0.7%) 167	13.4% (-0.4%) 154	11.1% (-0.9%) 128	18.1% (-3.7%) 208	3.9% (-0.8%) 45	0.6% (0.1%) 7		0.6% (0.1%) 7

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* Cell Value Key:
Diagnostic 2 Percent of Test Takers in Placement Level Category
(Percent Change in Placement Category from Diagnostic 1)
Diagnostic 2 Count of Test Takers in Placement Category

Native American

| Grade Level | Tests Taker Counts | i-Ready Performance Grade Level Placement | | | | | | | | | | | | | | On Track Total |
		Level PreK	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	
Grade 1	33	6.1% (-31.8%) 2	90.9% (28.7%) 30	3.0% (3.0%) 1												3.0% (3.0%) 1
Grade 2	37		32.4% (-21.4%) 12	45.9% (2.4%) 17	21.6% (19.1%) 8											21.6% (19.1%) 8
Grade 3	32		9.4% (-8.8%) 3	12.5% (-14.8%) 4	62.5% (14.0%) 20	15.6% (9.6%) 5										15.6% (9.6%) 5
Grade 4	29		6.9% (-9.8%) 2	13.8% (0.5%) 4	13.8% (7.1%) 4	41.4% (-5.3%) 12	24.1% (7.5%) 7									24.1% (7.5%) 7
Grade 5	21		0.0% (-4.3%) 0	4.8% (4.8%) 1	4.8% (-12.6%) 1	14.3% (-3.1%) 3	33.3% (-10.1%) 7	42.9% (25.5%) 9								42.9% (25.5%) 9
Grade 6	34		2.9% (-2.8%) 1	2.9% (-2.8%) 1	2.9% (2.9%) 1	11.8% (-11.1%) 4	23.5% (3.5%) 8	26.5% (-2.1%) 9	29.4% (12.3%) 10							29.4% (12.3%) 10
Grade 7	24			4.2% (0.5%) 1	12.5% (-9.7%) 3	20.8% (-1.4%) 5	12.5% (1.4%) 3	20.8% (17.1%) 5	8.3% (-21.3%) 2	20.8% (13.4%) 5						20.8% (13.4%) 5
Grade 8	29			3.4% (3.4%) 1	3.4% (-6.2%) 1	6.9% (-9.2%) 2	6.9% (-12.5%) 2	17.2% (7.6%) 5	17.2% (1.1%) 5	37.9% (15.4%) 11	6.9% (0.4%) 2					6.9% (0.4%) 2
Grade 9	8			12.5% (0.0%) 1		0.0% (-25.0%) 0	25.0% (25.0%) 2	12.5% (0.0%) 1		0.0% (-12.5%) 0	12.5% (0.0%) 1	37.5% (12.5%) 3				37.5% (12.5%) 3
Grade 10	13			7.7% (0.0%) 1	7.7% (0.0%) 1		23.1% (7.7%) 3	7.7% (7.7%) 1	0.0% (-7.7%) 0	23.1% (7.7%) 3	7.7% (-7.7%) 1	23.1% (0.0%) 3	0.0% (-7.7%) 0			0.0% (-7.7%) 0
Grade 11	8			12.5% (12.5%) 1	12.5% (12.5%) 1		12.5% (12.5%) 1	12.5% (1.4%) 1	0.0% (-22.2%) 0		25.0% (2.8%) 2	25.0% (-8.3%) 2	0.0% (-11.1%) 0			0.0% (0.0%) 0

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  Performance based on i-Ready's Standard View.

* Cell Value Key:
  Diagnostic 2 Percent of Test Takers in Placement Level Category
  (Percent Change in Placement Category from Diagnostic 1)
  Diagnostic 2 Count of Test Takers in Placement Category

i-Ready Diagnostic 2 Standard View Student Group Reports
2019-20 Summary*

Pacific Islander

Grade Level	Tests Taker Counts	i-Ready Performance Grade Level Placement														On Track Total
		Level PreK	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	
Grade 1	19	10.5% (-8.5%) 2	78.9% (2.8%) 15	10.5% (5.8%) 2												10.5% (5.8%) 2
Grade 2	14		7.1% (-35.7%) 1	78.6% (28.6%) 11	14.3% (7.1%) 2											14.3% (7.1%) 2
Grade 3	16		6.3% (0.4%) 1	6.3% (-23.2%) 1	43.8% (2.6%) 7	43.8% (20.2%) 7										43.8% (20.2%) 7
Grade 4	13		0.0% (-12.5%) 0	15.4% (2.9%) 2	0.0% (-12.5%) 0	61.5% (5.3%) 8	23.1% (16.8%) 3									23.1% (16.8%) 3
Grade 5	29			3.4% (0.0%) 1	6.9% (0.0%) 2	3.4% (-3.4%) 1	44.8% (-6.9%) 13	37.9% (6.9%) 11	3.4% (3.4%) 1							41.4% (10.3%) 12
Grade 6	24			0.0% (-4.2%) 0	0.0% (-8.3%) 0	12.5% (4.2%) 3	20.8% (-8.3%) 5	33.3% (-4.2%) 8	33.3% (20.8%) 8							33.3% (20.8%) 8
Grade 7	15		0.0% (-5.9%) 0	6.7% (6.7%) 1	6.7% (0.8%) 1	6.7% (0.8%) 1	0.0% (-11.8%) 0	13.3% (7.5%) 2	40.0% (10.6%) 6	26.7% (-8.6%) 4						26.7% (-8.6%) 4
Grade 8	11			9.1% (9.1%) 1	9.1% (0.0%) 1	9.1% (9.1%) 1	18.2% (0.0%) 2	9.1% (0.0%) 1	0.0% (-18.2%) 0	27.3% (18.2%) 3	18.2% (-18.2%) 2					18.2% (-18.2%) 2
Grade 9	10				0.0% (-16.7%) 0		20.0% (11.7%) 2	10.0% (-23.3%) 1	30.0% (5.0%) 3	10.0% (10.0%) 1	20.0% (20.0%) 2	10.0% (-6.7%) 1				10.0% (-6.7%) 1
Grade 10	10			10.0% (10.0%) 1	0.0% (-20.0%) 0	0.0% (-10.0%) 0	30.0% (20.0%) 3	20.0% (0.0%) 2	20.0% (20.0%) 2	0.0% (-10.0%) 0	0.0% (-20.0%) 0	10.0% (0.0%) 1	10.0% (10.0%) 1			10.0% (10.0%) 1
Grade 11	7				0.0% (-14.3%) 0	14.3% (14.3%) 1		28.6% (14.3%) 2	14.3% (-14.3%) 1	14.3% (0.0%) 1		14.3% (0.0%) 1	0.0% (-14.3%) 0	14.3% (14.3%) 1		14.3% (14.3%) 1

Note: Blank cells in this report indicate that there were no students in the specific placement category.
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Performance based on i-Ready's Standard View.

* Cell Value Key:
Diagnostic 2 Percent of Test Takers in Placement Level Category
(Percent Change in Placement Category from Diagnostic 1)
Diagnostic 2 Count of Test Takers in Placement Category

i-Ready Diagnostic 2 Standard View Student Group Reports
2019-20 Summary*

Two or More Races

Grade Level	Tests Taker Counts	i-Ready Performance Grade Level Placement															On Track Total
		Level PreK	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	
Grade 1	191	8.9% (-13.8%) 17	72.8% (-0.4%) 139	18.3% (14.2%) 35													18.3% (14.2%) 35
Grade 2	195		23.1% (-16.2%) 45	55.4% (7.6%) 108	21.5% (8.6%) 42											21.5% (8.6%) 42
Grade 3	191		9.9% (-5.4%) 19	14.1% (-12.9%) 27	49.7% (1.3%) 95	26.2% (17.0%) 50										26.2% (17.0%) 50
Grade 4	151		2.6% (-4.8%) 4	9.9% (1.9%) 15	15.9% (-4.6%) 24	39.1% (-6.3%) 59	32.5% (13.8%) 49									32.5% (13.8%) 49
Grade 5	146		2.1% (1.4%) 3	0.7% (-3.3%) 1	8.9% (-0.4%) 13	13.0% (-5.0%) 19	43.2% (-3.5%) 63	32.2% (10.9%) 47								32.2% (10.9%) 47
Grade 6	154		2.6% (0.6%) 4	3.2% (-0.7%) 5	5.2% (-2.7%) 8	5.8% (-6.0%) 9	10.4% (-1.5%) 16	31.8% (1.6%) 49	40.3% (8.0%) 62	0.6% (0.6%) 1						40.9% (8.7%) 63
Grade 7	130		2.3% (1.6%) 3	2.3% (0.9%) 3	6.2% (0.6%) 8	4.6% (-1.6%) 6	11.5% (1.2%) 15	11.5% (-8.5%) 15	32.3% (2.0%) 42	29.2% (3.7%) 38						29.2% (3.7%) 38
Grade 8	134		1.5% (1.5%) 2	3.0% (-1.7%) 4	3.7% (-0.9%) 5	6.7% (-0.6%) 9	11.2% (-6.0%) 15	10.4% (-0.1%) 14	14.9% (-1.0%) 20	31.3% (7.5%) 42	17.2% (1.3%) 23					17.2% (1.3%) 23
Grade 9	75		0.0% (-1.2%) 0	4.0% (1.5%) 3	0.0% (-2.5%) 0	2.7% (0.2%) 2	12.0% (-2.8%) 9	5.3% (0.4%) 4	18.7% (11.3%) 14	9.3% (-8.0%) 7	16.0% (2.4%) 12	32.0% (-1.3%) 24				32.0% (-1.3%) 24
Grade 10	49			4.1% (2.3%) 2	6.1% (2.6%) 3	10.2% (4.9%) 5	8.2% (-4.1%) 4	2.0% (-6.7%) 1	8.2% (-7.6%) 4	14.3% (7.3%) 7	8.2% (-2.4%) 4	18.4% (6.1%) 9	20.4% (-2.4%) 10			20.4% (-2.4%) 10
Grade 11	30				0.0% (-2.8%) 0	6.7% (6.7%) 2	6.7% (-1.7%) 2	10.0% (1.7%) 3	6.7% (-7.2%) 2	16.7% (0.0%) 5	23.3% (6.7%) 7	20.0% (-7.8%) 6	10.0% (7.2%) 3	0.0% (-2.8%) 0		0.0% (-2.8%) 0

Note: Blank cells in this report indicate that there were no students in the specific placement category.
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   Cells highlighted in blue indicate percentage of students who are on or above grade level in their i-Ready
   Performance based on i-Ready's Standard View.

* Cell Value Key:
   Diagnostic 2 Percent of Test Takers in Placement Level Category
   (Percent Change in Placement Category from Diagnostic 1)
   Diagnostic 2 Count of Test Takers in Placement Category

i-Ready Diagnostic 2 Standard View Student Group Reports
2019-20 Summary*

White

Grade Level	Tests Taker Counts	i-Ready Performance Grade Level Placement													
		Level PreK	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	On Track Total
Grade 1	417	7.7% (-14.7%) 32	58.3% (-8.5%) 243	34.1% (23.1%) 142												34.1% (23.1%) 142
Grade 2	485		17.1% (-13.9%) 83	47.8% (-7.5%) 232	35.1% (21.4%) 170											35.1% (21.4%) 170
Grade 3	450		4.9% (-3.0%) 22	8.0% (-10.7%) 36	43.3% (-12.9%) 195	43.8% (26.6%) 197										43.8% (26.6%) 197
Grade 4	460		4.1% (-1.0%) 19	4.8% (-2.5%) 22	10.7% (-4.7%) 49	39.1% (-7.0%) 180	41.1% (15.0%) 189	0.2% (0.2%) 1								41.3% (15.2%) 190
Grade 5	429		1.2% (-1.8%) 5	4.2% (-0.5%) 18	7.2% (-2.2%) 31	11.0% (-2.3%) 47	36.8% (-3.2%) 158	39.4% (9.7%) 169	0.2% (0.2%) 1							39.6% (10.0%) 170
Grade 6	445		1.8% (0.3%) 8	2.2% (-0.8%) 10	2.9% (-2.3%) 13	9.4% (0.9%) 42	7.0% (-6.8%) 31	31.9% (-3.8%) 142	44.7% (12.5%) 199							44.7% (12.5%) 199
Grade 7	365		0.8% (0.1%) 3	1.9% (0.5%) 7	4.9% (0.1%) 18	5.8% (-1.3%) 21	8.8% (-0.2%) 32	7.9% (-3.5%) 29	29.9% (-5.3%) 109	39.5% (9.1%) 144	0.5% (0.5%) 2					40.0% (9.7%) 146
Grade 8	440		1.1% (-0.1%) 5	2.0% (-0.5%) 9	3.9% (-0.4%) 17	6.8% (0.0%) 30	6.6% (0.2%) 29	9.3% (-1.9%) 41	10.0% (-2.1%) 44	29.1% (3.5%) 128	30.5% (1.0%) 134	0.2% (0.2%) 1	0.2% (-0.2%) 1	0.2% (0.2%) 1		31.1% (1.3%) 137
Grade 9	332		1.5% (0.9%) 5	0.9% (-0.8%) 3	2.7% (0.4%) 9	5.4% (2.0%) 18	5.7% (-0.5%) 19	7.5% (-0.1%) 25	9.3% (-5.2%) 31	11.7% (1.8%) 39	10.5% (0.3%) 35	43.7% (0.2%) 145	0.9% (0.9%) 3			44.6% (1.1%) 148
Grade 10	218		0.9% (0.5%) 2	2.3% (-0.1%) 5	2.8% (-0.5%) 6	6.0% (3.5%) 13	6.0% (-2.1%) 13	4.1% (0.1%) 9	6.9% (-1.6%) 15	8.7% (-3.8%) 19	13.8% (1.2%) 30	17.4% (1.6%) 38	31.2% (1.2%) 68			31.2% (1.2%) 68
Grade 11	142		2.1% (2.1%) 3	2.8% (0.9%) 4	2.8% (-0.4%) 4	6.3% (0.5%) 9	5.6% (-0.2%) 8	2.8% (-2.3%) 4	9.2% (2.7%) 13	10.6% (4.8%) 15	12.0% (-4.8%) 17	32.4% (-0.5%) 46	12.0% (-0.3%) 17	1.4% (-2.5%) 2		1.4% (-2.5%) 2

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Performance based on i-Ready's Standard View.

* Cell Value Key:
Diagnostic 2 Percent of Test Takers in Placement Level Category
(Percent Change in Placement Category from Diagnostic 1)
Diagnostic 2 Count of Test Takers in Placement Category

English Learners

Grade Level	Tests Taker Counts	i-Ready Performance Grade Level Placement														On Track Total
		Level PreK	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	
Grade 1	1,289	14.0% (-23.0%) 180	74.8% (14.2%) 964	11.2% (8.9%) 145												11.2% (8.9%) 145
Grade 2	1,164		29.6% (-26.1%) 344	63.9% (20.5%) 744	6.5% (5.6%) 76											6.5% (5.6%) 76
Grade 3	1,055		15.2% (-8.5%) 160	25.0% (-15.5%) 264	53.5% (19.1%) 564	6.4% (5.0%) 67										6.4% (5.0%) 67
Grade 4	962		9.0% (-2.8%) 87	15.8% (-6.2%) 152	25.1% (-3.9%) 241	44.0% (9.1%) 423	6.1% (3.8%) 59									6.1% (3.8%) 59
Grade 5	1,037		4.2% (-0.4%) 44	9.6% (-1.1%) 100	15.4% (-2.4%) 160	23.1% (-2.7%) 240	40.7% (4.8%) 422	6.8% (1.8%) 71								6.8% (1.8%) 71
Grade 6	940		3.5% (-0.3%) 33	6.2% (-0.5%) 58	13.8% (-1.8%) 130	19.8% (-2.5%) 186	19.5% (-4.6%) 183	30.5% (6.0%) 287	6.7% (3.7%) 63							6.7% (3.7%) 63
Grade 7	679		4.9% (1.9%) 33	11.5% (4.1%) 78	12.7% (-3.9%) 86	23.7% (3.0%) 161	15.2% (-4.5%) 103	13.1% (1.1%) 89	16.9% (-1.7%) 115	2.1% (0.0%) 14						2.1% (0.0%) 14
Grade 8	611		5.4% (2.0%) 33	10.3% (-0.6%) 63	15.1% (0.0%) 92	19.5% (-0.8%) 119	16.9% (-3.9%) 103	17.0% (4.7%) 104	7.7% (-2.1%) 47	6.7% (0.4%) 41	1.5% (0.3%) 9					1.5% (0.3%) 9
Grade 9	287		3.8% (2.2%) 11	5.6% (-3.8%) 16	18.8% (3.6%) 54	18.5% (-3.6%) 53	16.7% (2.8%) 48	13.6% (0.9%) 39	12.2% (-1.4%) 35	6.3% (-1.8%) 18	2.4% (0.5%) 7	2.1% (0.8%) 6				2.1% (0.8%) 6
Grade 10	223		2.7% (-0.1%) 6	9.0% (-0.6%) 20	9.4% (0.6%) 21	20.2% (1.8%) 45	20.6% (-3.0%) 46	14.8% (1.6%) 33	9.4% (0.2%) 21	6.3% (-1.3%) 14	2.7% (-0.1%) 6	2.7% (-0.1%) 6	2.2% (1.0%) 5			2.2% (1.0%) 5
Grade 11	167		1.2% (0.1%) 2	3.0% (-0.8%) 5	7.8% (0.2%) 13	18.0% (-2.1%) 30	22.2% (4.8%) 37	14.4% (1.9%) 24	15.6% (-1.8%) 26	7.8% (0.7%) 13	3.0% (-3.5%) 5	6.0% (0.6%) 10	1.2% (0.1%) 2			0.0% (0.0%) 0

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 Diagnostic 2 Count of Test Takers in Placement Category

Foster Youth

Grade Level	Tests Taker Counts	i-Ready Performance Grade Level Placement														
		Level PreK	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	On Track Total
Grade 1	62	9.7% (-31.9%) 6	72.6% (14.1%) 45	17.7% (17.7%) 11												17.7% (17.7%) 11
Grade 2	75		36.0% (-11.5%) 27	46.7% (-3.3%) 35	17.3% (14.8%) 13											17.3% (14.8%) 13
Grade 3	65		16.9% (-13.5%) 11	24.6% (-1.5%) 16	49.2% (5.8%) 32	9.2% (9.2%) 6										9.2% (9.2%) 6
Grade 4	75		6.7% (1.0%) 5	13.3% (-6.7%) 10	26.7% (-7.6%) 20	40.0% (8.6%) 30	13.3% (4.8%) 10									13.3% (4.8%) 10
Grade 5	66		4.5% (-2.2%) 3	7.6% (-0.5%) 5	13.6% (-2.6%) 9	22.7% (2.5%) 15	30.3% (-3.5%) 20	21.2% (6.3%) 14								21.2% (6.3%) 14
Grade 6	45		2.2% (-2.2%) 1	11.1% (-2.1%) 5	11.1% (-0.7%) 5	17.8% (-10.2%) 8	15.6% (8.2%) 7	22.2% (-2.8%) 10	20.0% (9.7%) 9							20.0% (9.7%) 9
Grade 7	41		7.3% (3.7%) 3	12.2% (3.1%) 5	9.8% (-6.6%) 4	14.6% (5.5%) 6	14.6% (-3.5%) 6	14.6% (1.9%) 6	12.2% (-6.0%) 5	14.6% (1.9%) 6						14.6% (1.9%) 6
Grade 8	48		0.0% (-2.1%) 0	8.3% (6.3%) 4	4.2% (-10.4%) 2	22.9% (0.0%) 11	12.5% (-4.2%) 6	18.8% (10.4%) 9	8.3% (-2.1%) 4	18.8% (0.0%) 9	6.3% (2.1%) 3					6.3% (2.1%) 3
Grade 9	19		5.3% (-3.4%) 1	5.3% (0.9%) 1	21.1% (12.4%) 4	5.3% (-12.1%) 1	15.8% (7.1%) 3	0.0% (-4.3%) 0	10.5% (1.8%) 2	10.5% (6.2%) 2	10.5% (-11.2%) 2	15.8% (2.7%) 3				15.8% (2.7%) 3
Grade 10	13		0.0% (-5.6%) 0	23.1% (23.1%) 3	0.0% (-11.1%) 0	15.4% (-1.3%) 2	23.1% (-4.7%) 3	7.7% (-3.4%) 1	0.0% (-5.6%) 0	7.7% (2.1%) 1	7.7% (2.1%) 1	7.7% (2.1%) 1	7.7% (2.1%) 1			7.7% (2.1%) 1
Grade 11	9				11.1% (11.1%) 1	22.2% (-14.1%) 2	44.4% (26.3%) 4		0.0% (-9.1%) 0	11.1% (-7.1%) 1	11.1% (2.0%) 1	0.0% (-9.1%) 0				0.0% (0.0%) 0

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* Cell Value Key:
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   (Percent Change in Placement Category from Diagnostic 1)
   Diagnostic 2 Count of Test Takers in Placement Category

i-Ready Diagnostic 2 Standard View Student Group Reports
2019-20 Summary*

Homeless

Grade Level	Tests Taker Counts	Level PreK	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	On Track Total
Grade 1	30	23.3% (-12.4%) 7	63.3% (-1.0%) 19	13.3% (13.3%) 4												13.3% (13.3%) 4
Grade 2	40		42.5% (-20.0%) 17	50.0% (16.7%) 20	7.5% (3.3%) 3											7.5% (3.3%) 3
Grade 3	42		16.7% (10.4%) 7	28.6% (-8.9%) 12	50.0% (-6.3%) 21	4.8% (4.8%) 2										4.8% (4.8%) 2
Grade 4	45		17.8% (2.0%) 8	8.9% (-1.6%) 4	26.7% (-4.9%) 12	35.6% (-1.3%) 16	11.1% (5.8%) 5									11.1% (5.8%) 5
Grade 5	39		5.1% (-5.4%) 2	17.9% (7.4%) 7	17.9% (-13.6%) 7	20.5% (-0.5%) 8	28.2% (1.9%) 11	10.3% (10.3%) 4								10.3% (10.3%) 4
Grade 6	45		8.9% (8.9%) 4	2.2% (-9.8%) 1	13.3% (1.3%) 6	15.6% (-0.4%) 7	28.9% (0.9%) 13	22.2% (2.2%) 10	8.9% (-3.1%) 4							8.9% (-3.1%) 4
Grade 7	27			7.4% (2.6%) 2	18.5% (13.8%) 5	7.4% (-25.9%) 2	3.7% (-5.8%) 1	22.2% (12.7%) 6	22.2% (-1.6%) 6	18.5% (4.2%) 5						18.5% (4.2%) 5
Grade 8	33		3.0% (3.0%) 1	12.1% (-3.7%) 4	0.0% (-10.5%) 0	15.2% (-0.6%) 5	21.2% (10.7%) 7	12.1% (-14.2%) 4	9.1% (3.8%) 3	15.2% (4.6%) 5	12.1% (6.9%) 4					12.1% (6.9%) 4
Grade 9	8		12.5% (12.5%) 1	0.0% (-14.3%) 0	0.0% (-14.3%) 0		12.5% (-16.1%) 1	25.0% (25.0%) 2	50.0% (35.7%) 4	0.0% (-28.6%) 0						0.0% (0.0%) 0
Grade 10	5					20.0% (20.0%) 1			0.0% (-33.3%) 0	0.0% (-33.3%) 0	40.0% (40.0%) 2	40.0% (6.7%) 2				0.0% (0.0%) 0
Grade 11	5			20.0% (20.0%) 1		0.0% (-12.5%) 0	0.0% (-12.5%) 0	0.0% (-12.5%) 0	20.0% (7.5%) 1	20.0% (7.5%) 1	0.0% (-12.5%) 0	40.0% (15.0%) 2				0.0% (0.0%) 0

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 (Percent Change in Placement Category from Diagnostic 1)
 Diagnostic 2 Count of Test Takers in Placement Category

Socioeconomically Disadvantaged

Grade Level	Tests Taker Counts	i-Ready Performance Grade Level Placement														On Track Total
		Level PreK	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	
Grade 1	4,589	12.7% (-21.7%) 585	72.6% (9.4%) 3332	14.6% (12.3%) 672												14.6% (12.3%) 672
Grade 2	4,808		23.2% (-21.4%) 1116	61.4% (9.9%) 2952	15.4% (11.5%) 740											15.4% (11.5%) 740
Grade 3	4,919		9.5% (-5.8%) 468	16.4% (-12.1%) 806	52.2% (3.6%) 2567	21.9% (14.3%) 1078										21.9% (14.3%) 1078
Grade 4	4,905		5.0% (-1.4%) 243	9.0% (-4.3%) 442	16.4% (-5.0%) 804	44.9% (-1.5%) 2201	24.7% (12.1%) 1213	0.0% (0.0%) 2	0.0% (0.0%) 0							24.8% (12.1%) 1215
Grade 5	4,509		2.4% (-0.7%) 109	5.8% (-1.7%) 260	10.1% (-3.2%) 454	15.2% (-2.6%) 687	40.9% (-1.7%) 1846	25.6% (9.9%) 1153								25.6% (9.9%) 1153
Grade 6	4,790		1.8% (-0.3%) 84	3.6% (-1.2%) 172	7.1% (-2.1%) 338	12.0% (-2.3%) 574	13.1% (-5.0%) 626	35.4% (1.0%) 1695	27.1% (9.8%) 1300	0.0% (0.0%) 1						27.2% (9.9%) 1301
Grade 7	3,965		2.2% (0.7%) 89	4.6% (1.2%) 183	7.8% (-0.3%) 310	12.3% (-0.4%) 487	12.3% (-1.8%) 488	12.0% (-1.2%) 476	30.0% (-3.6%) 1189	18.7% (5.3%) 743						18.7% (5.3%) 743
Grade 8	4,110		2.1% (0.7%) 88	4.3% (0.4%) 176	6.4% (-0.6%) 262	9.7% (-1.3%) 398	11.3% (-2.3%) 466	12.4% (-0.4%) 509	13.8% (-1.1%) 569	25.8% (2.2%) 1060	14.1% (2.3%) 579	0.1% (0.1%) 3	0.0% (0.0%) 0			14.2% (2.4%) 582
Grade 9	2,220		1.9% (0.8%) 43	3.0% (-0.3%) 66	6.4% (0.4%) 143	8.6% (-1.3%) 192	11.6% (-0.6%) 258	11.6% (0.8%) 258	13.2% (-2.6%) 294	12.1% (-0.9%) 269	10.5% (1.1%) 233	20.9% (2.6%) 463	0.0% (0.0%) 1			20.9% (2.7%) 464
Grade 10	1,741		1.1% (0.5%) 20	3.3% (0.7%) 58	6.0% (1.3%) 104	9.5% (0.9%) 165	11.7% (-1.1%) 203	9.6% (-0.3%) 167	13.1% (-1.5%) 228	11.8% (-0.5%) 205	10.1% (-0.1%) 176	11.3% (0.6%) 196	12.6% (-0.5%) 219			12.6% (-0.5%) 219
Grade 11	1,365		0.9% (0.6%) 12	2.6% (1.7%) 36	4.6% (0.4%) 63	8.7% (0.3%) 119	11.8% (1.3%) 161	9.2% (0.3%) 126	14.2% (0.9%) 194	13.2% (-0.5%) 180	11.3% (-1.3%) 154	18.8% (-3.6%) 256	3.9% (-0.4%) 53	0.8% (0.1%) 11		0.8% (0.1%) 11

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(Percent Change in Placement Category from Diagnostic 1)
Diagnostic 2 Count of Test Takers in Placement Category

i-Ready Diagnostic 2 Standard View Student Group Reports
2019-20 Summary*

Students with Disabilities

Grade Level	Tests Taker Counts	i-Ready Performance Grade Level Placement														On Track Total
		Level PreK	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	
Grade 1	462	36.6% (-21.9%) 169	56.7% (16.2%) 262	6.7% (5.7%) 31												6.7% (5.7%) 31
Grade 2	505		55.0% (-18.2%) 278	37.6% (12.6%) 190	7.3% (5.6%) 37											7.3% (5.6%) 37
Grade 3	617		35.7% (-11.6%) 220	20.7% (-4.4%) 128	34.4% (9.4%) 212	9.2% (6.6%) 57										9.2% (6.6%) 57
Grade 4	670		23.9% (-6.8%) 160	21.8% (-3.7%) 146	23.9% (2.8%) 160	23.9% (5.1%) 160	6.6% (2.6%) 44									6.6% (2.6%) 44
Grade 5	621		13.8% (-2.4%) 86	21.7% (-4.3%) 135	20.1% (-3.7%) 125	15.8% (3.3%) 98	20.3% (3.3%) 126	8.2% (3.8%) 51								8.2% (3.8%) 51
Grade 6	624		10.6% (-1.4%) 66	16.8% (-1.6%) 105	19.2% (-3.0%) 120	18.4% (1.3%) 115	11.4% (-1.7%) 71	16.3% (4.0%) 102	7.2% (2.3%) 45							7.2% (2.3%) 45
Grade 7	491		10.4% (1.9%) 51	17.9% (3.9%) 88	19.8% (-3.5%) 97	20.2% (-1.0%) 99	11.8% (-1.5%) 58	6.5% (-1.1%) 32	10.4% (0.6%) 51	3.1% (0.7%) 15						3.1% (0.7%) 15
Grade 8	451		11.1% (4.0%) 50	19.5% (3.9%) 88	18.8% (-1.6%) 85	15.3% (-6.1%) 69	13.3% (-2.5%) 60	5.8% (-0.4%) 26	4.9% (-0.3%) 22	8.6% (2.1%) 39	2.7% (0.9%) 12					2.7% (0.9%) 12
Grade 9	260		6.9% (0.8%) 18	13.1% (-2.4%) 34	21.5% (0.7%) 56	18.5% (1.6%) 48	13.1% (-1.7%) 34	7.3% (0.1%) 19	5.8% (-3.2%) 15	6.2% (2.6%) 16	3.1% (0.9%) 8	4.6% (0.7%) 12				4.6% (0.7%) 12
Grade 10	163		5.5% (3.1%) 9	15.3% (0.7%) 25	16.6% (1.9%) 27	19.6% (2.6%) 32	14.1% (-5.4%) 23	9.8% (-0.9%) 16	4.9% (-4.4%) 8	5.5% (1.6%) 9	0.6% (-0.8%) 1	4.9% (2.5%) 8	3.1% (-0.8%) 5			3.1% (-0.8%) 5
Grade 11	115		3.5% (2.1%) 4	9.6% (2.7%) 11	18.3% (1.7%) 21	23.5% (-2.7%) 27	17.4% (0.8%) 20	11.3% (0.3%) 13	6.1% (-0.8%) 7	5.2% (1.8%) 6	1.7% (-5.2%) 2	3.5% (-0.7%) 4				0.0% (0.0%) 0

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  (Percent Change in Placement Category from Diagnostic 1)
  Diagnostic 2 Count of Test Takers in Placement Category

Fresno Unified School District
Board Communication

BC Number EA-3

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

Date: January 17, 2020

Phone Number: 457-3896

Regarding: Climate and Culture Quarter 2 Progress Update

The purpose of this communication is to provide the Board information regarding climate and culture metrics for Fresno Unified.

The metrics included in this report are:

- Quarter 2 2018/19 and 2019/20 chronic absenteeism rates, including disproportionality among student groups.
- Quarter 2 2018/19 and 2019/20 student misbehaviors, suspension rates, and expulsion rates, including disproportionality among student groups.

Additionally, a district-level climate and culture summary report are included which shows results by region and 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. _____*[signature]*_____   Date: ___1/17/2020___

CLIMATE AND CULTURE PROGRESS

JANUARY 17, 2020

PREPARED BY EQUITY AND ACCESS

Fresno Unified School District

SUSPENSIONS
QUARTER 2/SEMESTER 1 2018/19-2019/20

SUSPENSION RATES BY UNIQUE STUDENTS: BY GRADE SEGMENT, QUARTER 2/ SEMESTER 1 2018/19-2019/20
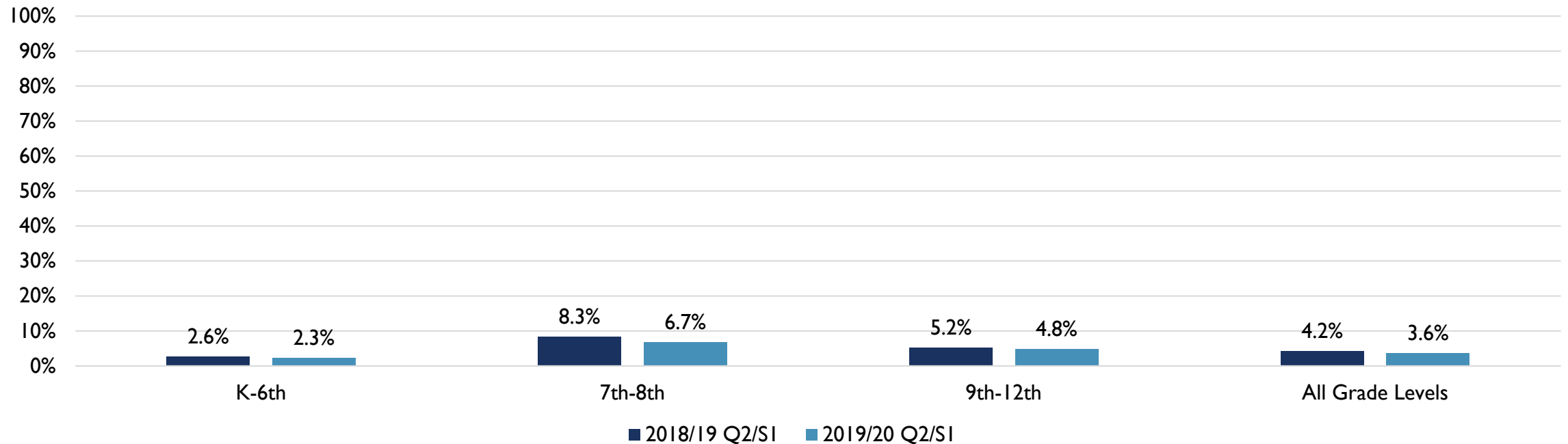
Year	K-6th	7th-8th	9th-12th
2018/19 Q2/S1	1,122	926	1,013
2019/20 Q2/S1	981	750	945

Prepared by Equity & Access   Title: Climate and Culture Progress   Data Source: ATLAS

Note: This includes students who were suspended at least once. Some of these students may have been suspended multiple times.

SUSPENSION RATES BY UNIQUE STUDENTS: BY ETHNICITY/RACE, QUARTER 2/ SEMESTER 1 2018/19-2019/20
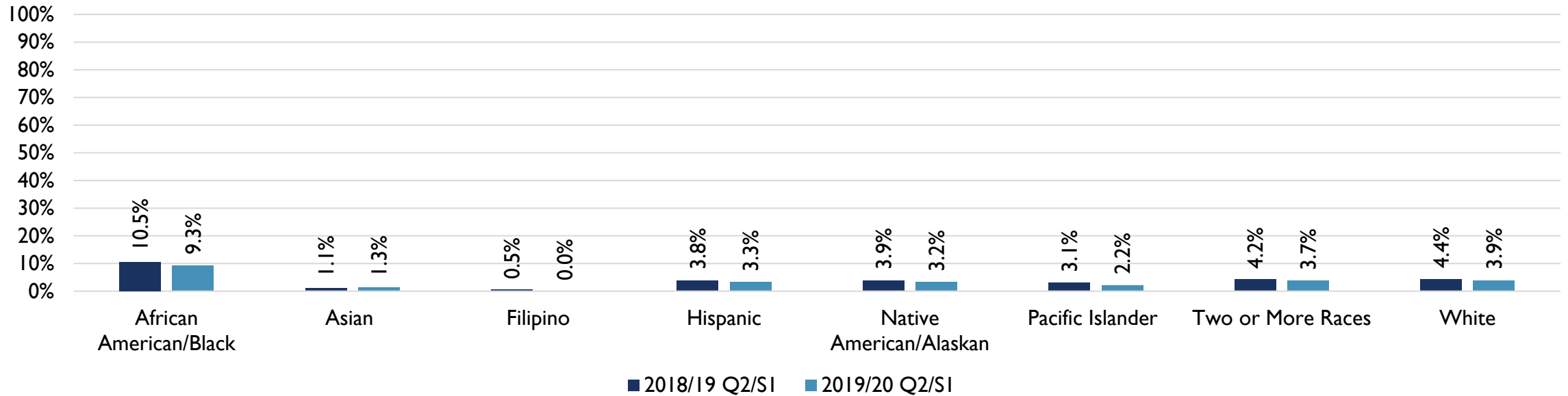
Year	African American	Asian	Filipino	Hispanic	Native American/ Alaskan	Pacific Islander	Two or More Races	White
2018/19 Q2/S1	652	83	1	1,924	16	8	93	284
2019/20 Q2/S1	568	97	0	1,660	13	6	82	250

Prepared by Equity & Access   Title: Climate and Culture Progress   Data Source: ATLAS

January 17, 2020   14

Note: This includes students who were suspended at least once. Some of these students may have been suspended multiple times.

DISPROPORTIONALITY IN SUSPENSION RATES: BY ETHNICITY/RACE, QUARTER 2/ SEMESTER 1 2018/19-2019/20

Ethnicity/Race	Disproportionality 2018/19 Q2/S1	Disproportionality 2019/20 Q2/S1
African American/ Black	2.93	2.97
Asian	0.25	0.34
Filipino	0.13	0.00
Hispanic	0.77	0.74
Native American/ Alaskan	0.93	0.89
Pacific Islander	0.73	0.61
Two or More Races	1.02	1.02
White	1.06	1.07

Prepared by Equity & Access   Title: Climate and Culture Progress   Data Source: ATLAS

January 17, 2020   15

Note: This includes students who were suspended at least once. Some of these students may have been suspended multiple times.

SUSPENSION RATES BY UNIQUE STUDENTS: BY ENGLISH LEARNER STATUS, QUARTER 2/ SEMESTER 1 2018/19-2019/20
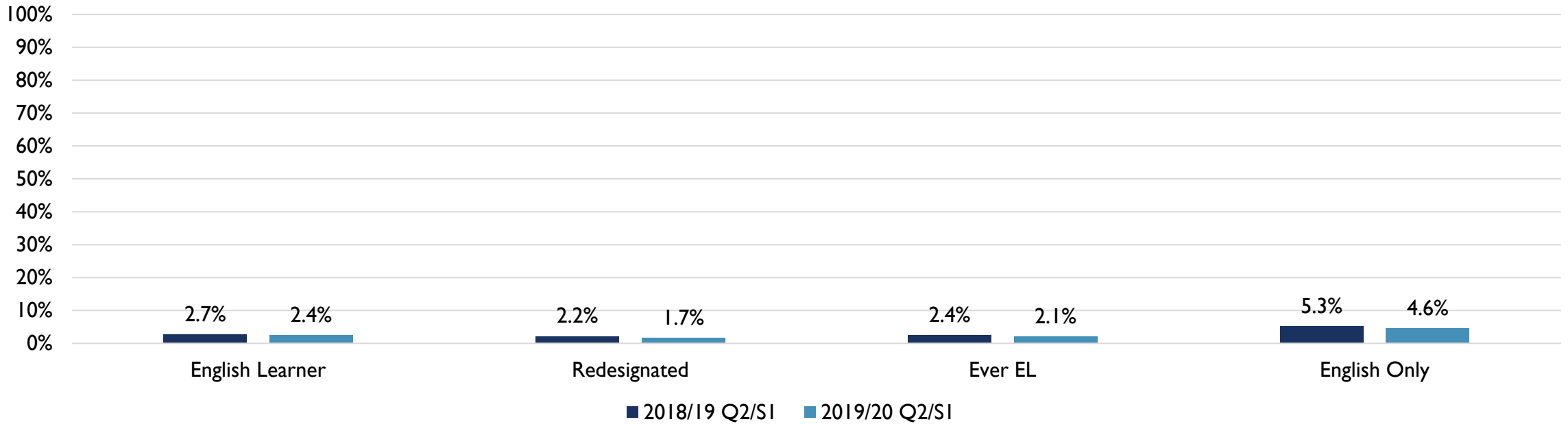
Year	English Leaner	Redesignated	Ever EL	English Only
2018/19 Q2/S1	377	302	679	2,382
2019/20 Q2/S1	325	232	557	2,119

Prepared by Equity & Access   Title: Climate and Culture Progress   Data Source: ATLAS

Note: This includes students who were suspended at least once. Some of these students may have been suspended multiple times.

SUSPENSION RATES BY UNIQUE STUDENTS: BY DISABILITY TYPE, QUARTER 2/ SEMESTER 1 2018/19-2019/20
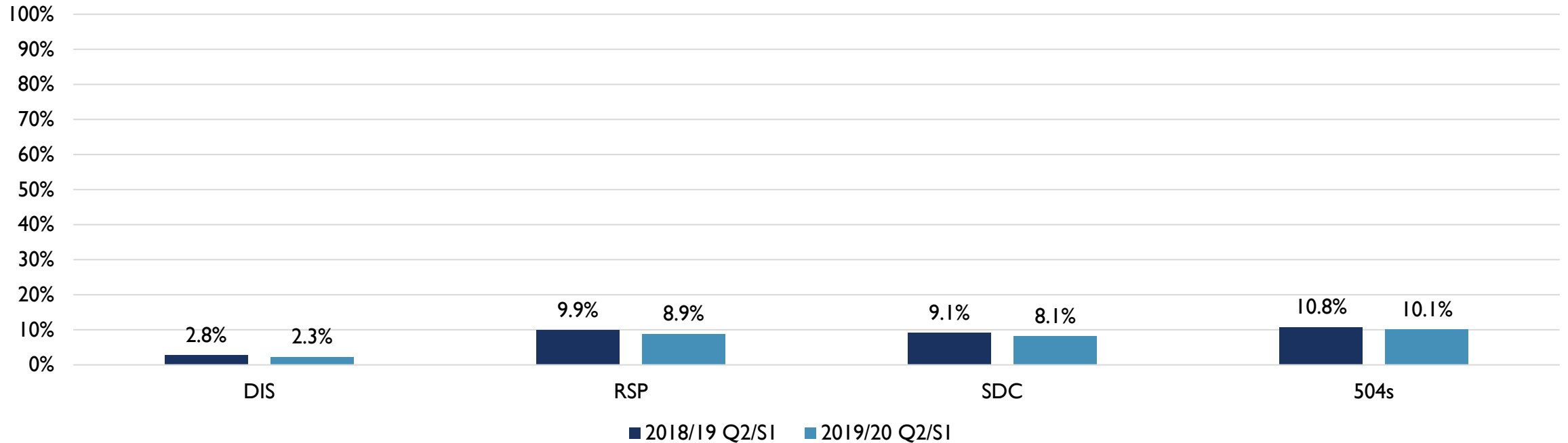
Year	DIS	RSP	SDC	504s
2018/19 Q2/S1	46	332	262	93
2019/20 Q2/S1	41	304	247	99

Prepared by Equity & Access   Title: Climate and Culture Progress   Data Source: ATLAS

Note: This includes students who were suspended at least once. Some of these students may have been suspended multiple times.

SUSPENSION RATES BY UNIQUE STUDENTS: BY STUDENT GROUP, QUARTER 2/ SEMESTER 1 2018/19-2019/20
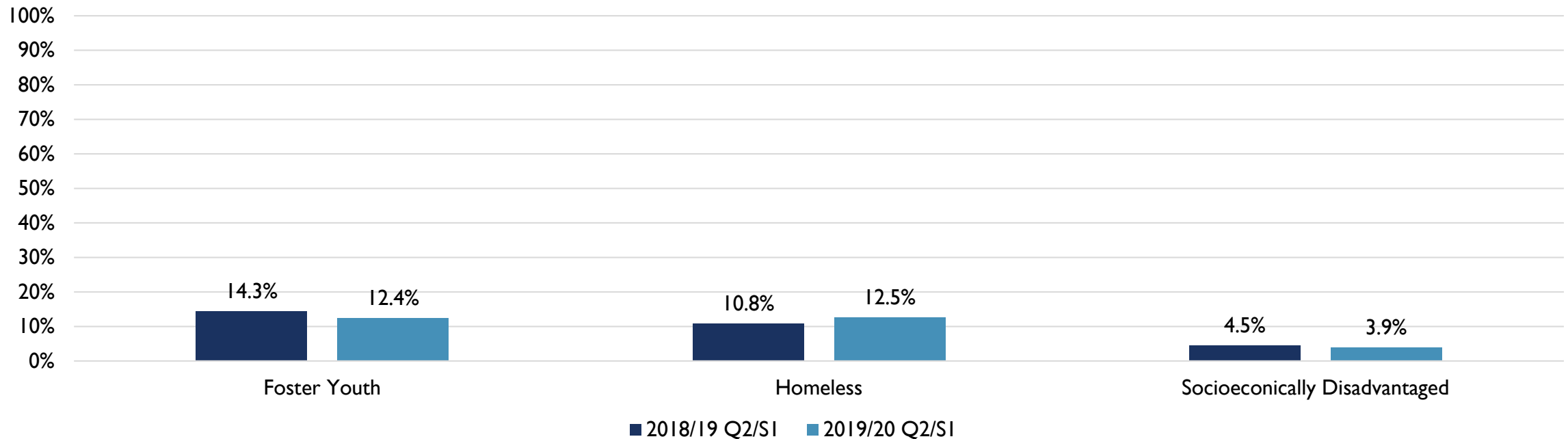
Year	Foster Youth	Homeless	Socioeconomically Disadvantaged
2018/19 Q2/S1	117	51	2,826
2019/20 Q2/S1	103	54	2,498

Prepared by Equity & Access   Title: Climate and Culture Progress   Data Source: ATLAS

Note: This includes students who were suspended at least once. Some of these students may have been suspended multiple times.

DISPROPORTIONALITY IN SUSPENSION RATES: BY STUDENT GROUP, QUARTER 2/ SEMESTER 1 2018/19-2019/20

Ethnicity/Race	Disproportionality 2018/19 Q2/S1	Disproportionality 2019/20 Q2/S1
English Learner	0.61	0.62
Foster Youth	3.50	3.49
Homeless	2.61	3.49
Socioeconomically Disadvantaged	1.84	1.97
Students with Disabilities	2.20	2.24

Prepared by Equity & Access   Title: Climate and Culture Progress   Data Source: ATLAS

January 17, 2020   9

Note: This includes students who were suspended at least once. Some of these students may have been suspended multiple times.

PERCENT OF SUSPENSION INCIDENTS BY SUSPENSION CODE: QUARTER 2/ SEMSTER 1 2018/19-2019/20 (TOP 10)

| Description of Suspension Code	2018/19 Q2/S1	2019/20 Q2/S1
A(1) – Caused, attempted to cause, or threatened to cause physical injury to another person	55.5%	60.2%
A(2) – Used force or violence	16.3%	20.6%
K – Disrupted school activities or defied the valid authority of school personnel	23.2%	19.2%
I – Obscene acts, habitual profanity, and vulgarity	17.4%	17.0%
C – Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of a controlled substance	8.6%	10.3%
F – Damage to school or private property	4.0%	5.0%
4 – Harassed, threatened or intimated school district personnel or pupils	2.1%	3.0%
J – Possessed, offered, arranged, or negotiated sale of drug paraphernalia	1.4%	2.4%
B – Possession, sale, furnishing a firearm, knife, explosives or dangerous object	1.8%	2.3%
2 – Sexual Harassment	1.5%	1.6%

Prepared by Equity & Access   Title: Climate and Culture Progress Data Source: ATLAS

Note: Percentages do not add up to 100% because students can have multiple codes applied to each suspension depending on the incident. This includes both primary and secondary reasons.

EXPULSIONS
QUARTER 2/SEMESTER 1 2018/19-2019/20

PERCENTAGE OF STUDENTS EXPELLED: BY GRADE SEGMENT, QUARTER 2/ SEMESTER 1 2018/19-2019/20
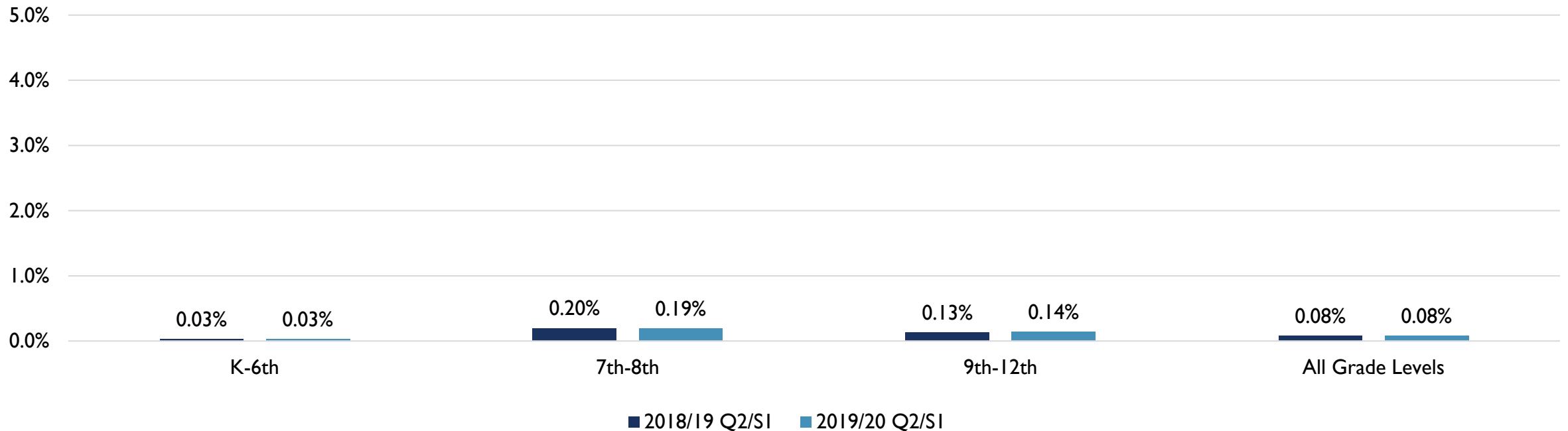
Year	K-6th	7th-8th	9th-12th	District
2018/19 Q2/S1	14	22	26	62
2019/20 Q2/S1	12	21	27	60

PERCENTAGE OF STUDENTS EXPELLED: BY ETHNICITY/RACE, QUARTER 2/ SEMESTER 1 2018/19-2019/20
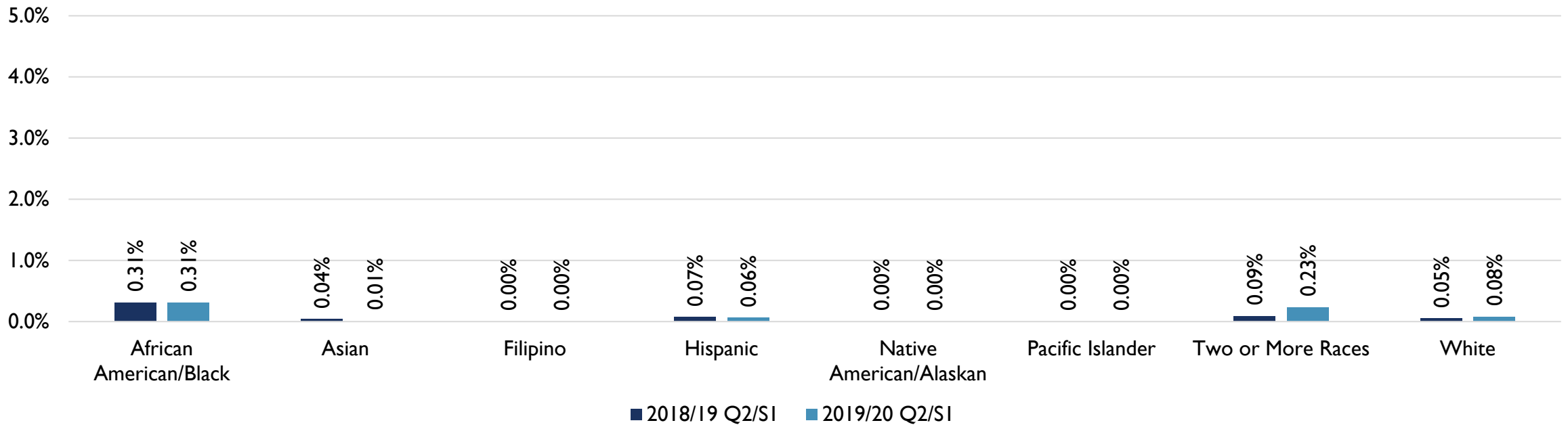
Expulsion	African American	Asian	Filipino	Hispanic	Native American/ Alaskan	Pacific Islander	Two or More Races	White
2018/19 Q2/S1	19	3	0	35	0	0	2	3
2019/20 Q2/S1	19	1	0	30	0	0	5	5

Prepared by Equity & Access   Title: Climate and Culture Progress   Data Source: ATLAS

DISPROPORTIONALITY IN EXPULSION RATES: BY ETHNICITY/RACE, QUARTER 2/ SEMESTER 1 2018/19-2019/20

Ethnicity/Race	Disproportionality 2018/19 Q2/S1	Disproportionality 2019/20 Q2/S1
African American/ Black	4.78	5.11
Asian	0.46	0.15
Filipino	0.00	0.00
Hispanic	0.59	0.45
Native American/ Alaskan	0.00	0.00
Pacific Islander	0.00	0.00
Two or More Races	1.08	2.94
White	0.53	0.95

PERCENTAGE OF STUDENTS EXPELLED: BY ENGLISH LEARNER STATUS, QUARTER 2/ SEMESTER 1 2018/19-2019/20
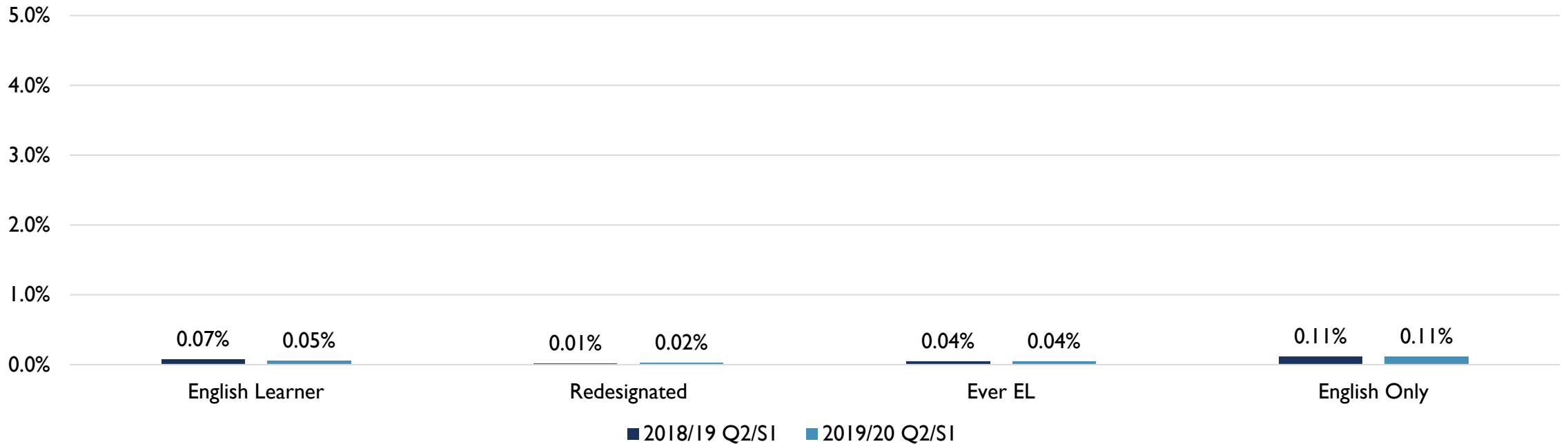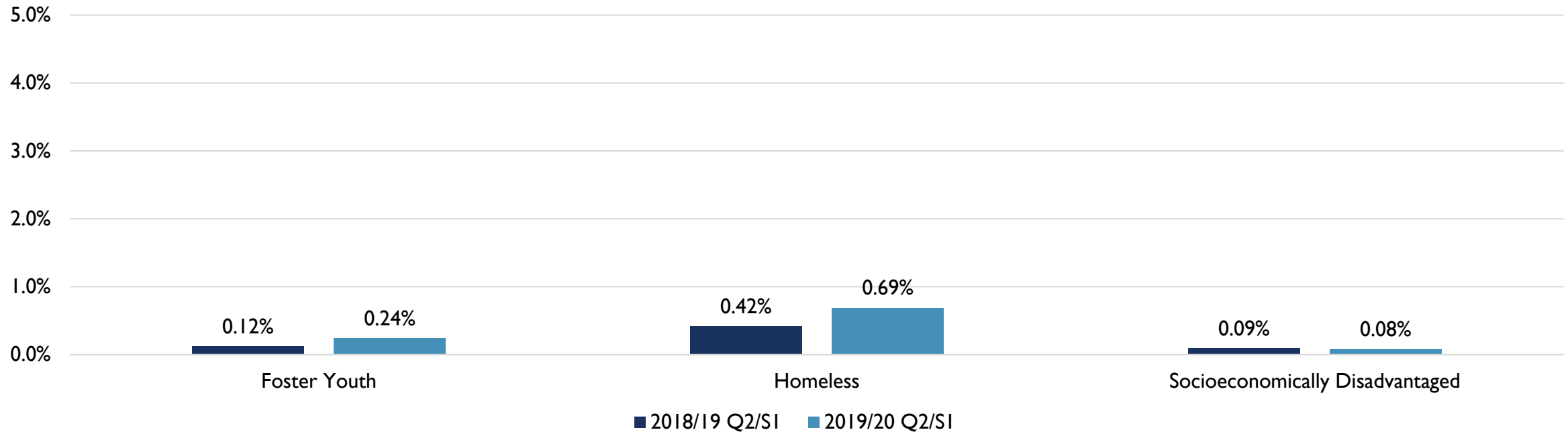
Year	English Learner	Redesignated	Ever ELs	English Only
2018/19 Q2/S1	10	2	12	50
2019/20 Q2/S1	7	3	10	50

Prepared by Equity & Access   Title: Climate and Culture Progress   Data Source: ATLAS

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PERCENTAGE OF STUDENTS EXPELLED: BY DISABILITY TYPE, QUARTER 2/ SEMESTER 1 2018/19-2019/20

Year	DIS	RSP	SDC	504s
2018/19 Q2/S1	0	5	6	4
2019/20 Q2/S1	0	7	4	2

Prepared by Equity & Access   Title: Climate and Culture Progress   Data Source: ATLAS
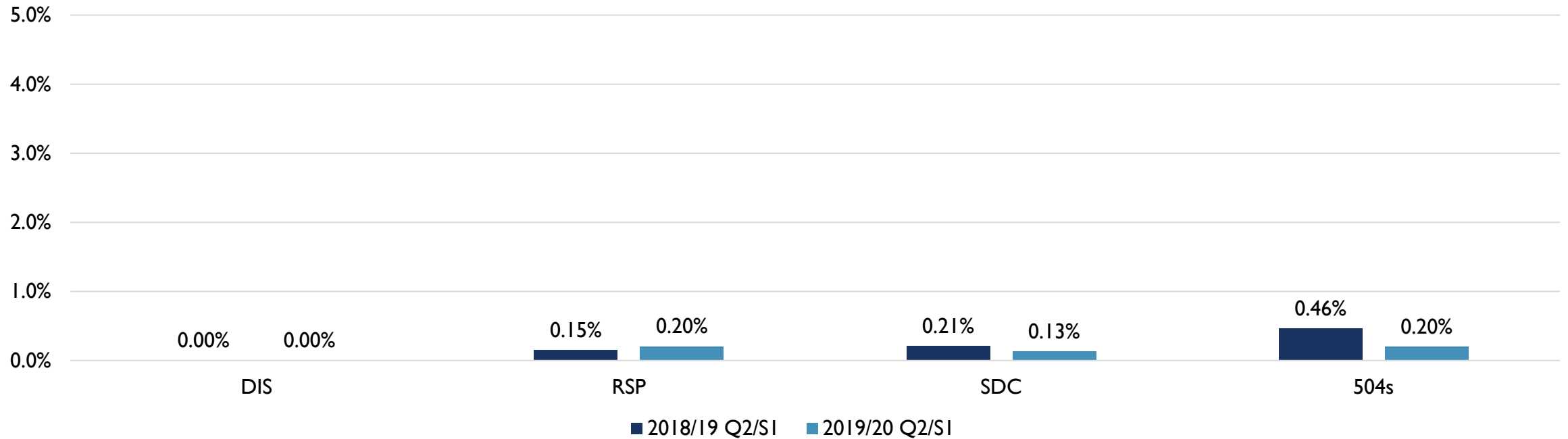
PERCENTAGE OF STUDENTS EXPELLED: BY STUDENT GROUP, QUARTER 2/ SEMESTER 1 2018/19-2019/20

Year	Foster Youth	Homeless	Socioeconomically Disadvantaged
2018/19 Q2/S1	1	2	59
2019/20 Q2/S1	2	3	54

Prepared by Equity & Access   Title: Climate and Culture Progress   Data Source: ATLAS

DISPROPORTIONALITY IN EXPULSION RATES: BY STUDENT GROUP, QUARTER 2/ SEMESTER 1 2018/19-2019/20

Ethnicity/Race	Disproportionality 2018/19 Q2/S1	Disproportionality 2019/20 Q2/S1
English Learner	0.83	0.59
Foster Youth	1.45	3.01
Homeless	5.14	8.92
Socioeconomically Disadvantaged	3.01	1.26
Students with Disabilities	1.79	1.77

PERCENT OF DISTINCT STUDENTS WITH A MISBEHAVIOR BY LEVEL: BY GRADE SEGMENT, QUARTER 2/ SEMESTER 1 2018/19-2019/20

	Misbehavior Level 1		Misbehavior Level 2		Misbehavior Level 3	
	2018/19 Q2/S1	2019/20 Q2/S1	2018/19 Q2/S1	2019/20 Q2/S1	2018/19 Q2/S1	2019/20 Q2/S1
K-6th	5.1%	5.5%	7.7%	7.4%	5.7%	6.0%
7th-8th	25.0%	22.7%	19.7%	19.2%	15.9%	16.4%
9th-12th	19.2%	15.9%	13.1%	12.6%	10.9%	10.3%
District	11.9%	10.9%	10.9%	10.6%	8.6%	8.7%

PERCENT OF DISTINCT STUDENTS WITH A MISBEHAVIOR BY LEVEL: BY RACE/ETHNICITY, QUARTER 2/ SEMESTER 1 2018/19-2019/20

	Misbehavior Level 1		Misbehavior Level 2		Misbehavior Level 3	
	2018/19 Q2/S1	2019/20 Q2/S1	2018/19 Q2/S1	2019/20 Q2/S1	2018/19 Q2/S1	2019/20 Q2/S1
African American/Black	22.5%	20.2%	23.6%	22.4%	20.4%	20.0%
Asian	4.3%	3.5%	3.7%	3.3%	2.9%	3.1%
Filipino	7.9%	3.1%	2.6%	2.6%	3.7%	2.6%
Hispanic	11.6%	10.8%	10.4%	10.3%	8.0%	8.3%
Native American/Alaskan	10.9%	12.7%	12.9%	11.4%	8.5%	9.0%
Pacific Islander	8.5%	8.5%	5.8%	9.2%	8.5%	5.2%
Two or More Races	10.4%	10.2%	11.0%	10.5%	8.5%	8.4%
White	13.1%	11.4%	11.7%	10.7%	8.6%	8.5%

PERCENT OF DISTINCT STUDENTS WITH A MISBEHAVIOR BY LEVEL: BY ENGLISH LEARNER STATUS, QUARTER 2/ SEMESTER 1 2018/19-2019/20

	Misbehavior Level 1		Misbehavior Level 2		Misbehavior Level 3	
	2018/19 Q2/S1	2019/20 Q2/S1	2018/19 Q2/S1	2019/20 Q2/S1	2018/19 Q2/S1	2019/20 Q2/S1
English Learner	8.6%	8.7%	8.6%	8.5%	6.4%	7.1%
Redesigntated	9.5%	8.8%	6.3%	6.7%	5.0%	5.0%
Ever EL	9.1%	8.7%	7.5%	7.6%	5.7%	6.0%
English Only	13.6%	12.2%	13.1%	12.4%	10.4%	10.3%

PERCENT OF DISTINCT STUDENTS WITH A MISBEHAVIOR BY LEVEL: BY DISABILITY TYPE, QUARTER 2/ SEMESTER 1 2018/19-2019/20

	Misbehavior Level 1		Misbehavior Level 2		Misbehavior Level 3	
	2018/19 Q2/S1	2019/20 Q2/S1	2018/19 Q2/S1	2019/20 Q2/S1	2018/19 Q2/S1	2019/20 Q2/S1
DIS	7.1%	6.9%	9.8%	9.0%	7.1%	5.7%
RSP	22.0%	19.6%	21.2%	20.2%	18.0%	17.9%
SDC	13.9%	14.0%	16.7%	15.5%	14.4%	14.9%
504s	11.9%	21.1%	22.1%	22.0%	19.7%	19.1%

PERCENT OF DISTINCT STUDENTS WITH A MISBEHAVIOR BY LEVEL: BY STUDENT GROUP, QUARTER 2/ SEMESTER 1 2018/19-2019/20

|	Misbehavior Level 1		Misbehavior Level 2		Misbehavior Level 3	
	2018/19 Q2/S1	2019/20 Q2/S1	2018/19 Q2/S1	2019/20 Q2/S1	2018/19 Q2/S1	2019/20 Q2/S1
Foster Youth	22.1%	19.9%	25.5%	23.3%	24.5%	23.0%
Homeless	21.0%	20.8%	24.0%	22.9%	20.6%	21.8%
Socioeconomically Disadvantaged	12.1%	11.2%	11.5%	11.1%	9.1%	9.3%

CHRONIC ABSENTEEISM
QUARTER 2/SEMESTER 1 2018/19-2019/20

Prepared by Equity & Access   Title: Climate and Culture Progress Data Source: ATLAS
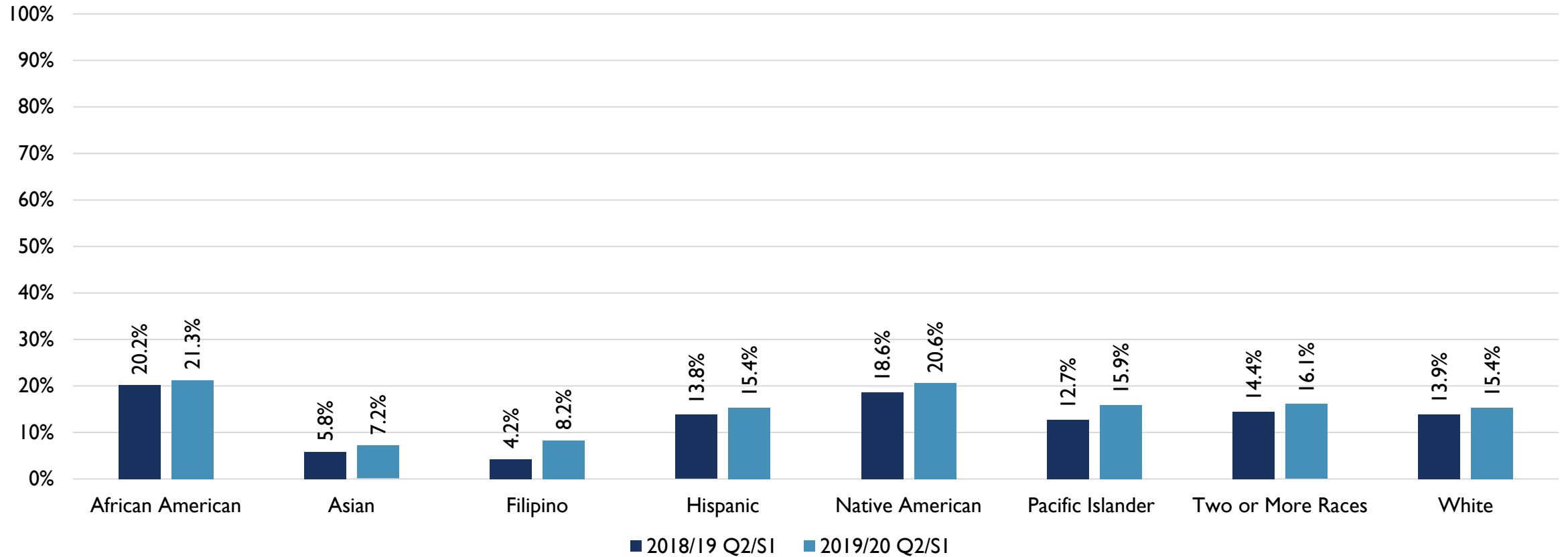
PERCENTAGE OF STUDENTS WHO ARE CHRONICALLY ABSENT: BY GRADE SEGMENT, QUARTER 2/ SEMESTER 1 2018/19-2019/20
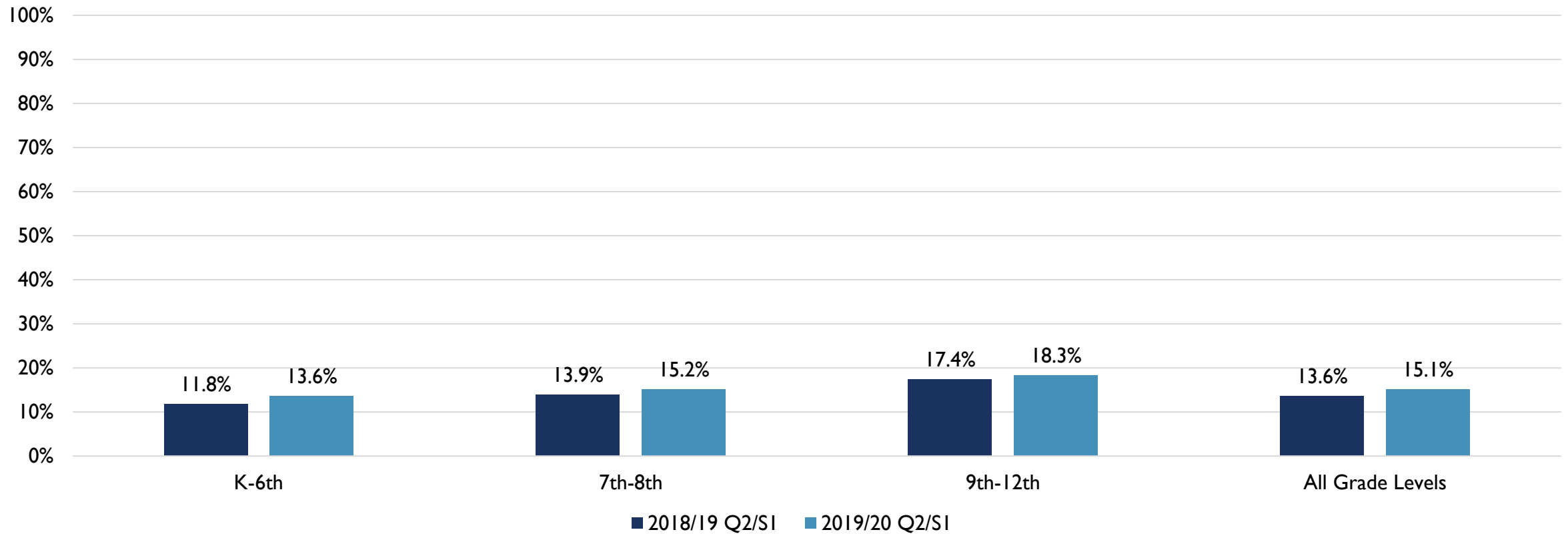
Please note that this does not align with how CDE calculates chronic absenteeism.
This includes students who are enrolled at any point in time and CDE does not include students who have not been enrolled for a minimum of 31 days.

Prepared by Equity & Access   Title: Climate and Culture Progress   Data Source: ATLAS

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PERCENTAGE OF STUDENTS WHO ARE CHRONICALLY ABSENT: BY RACE/ETHNICITY, QUARTER 2/ SEMESTER 1 2018/19-2019/20

|	African American	Asian	Filipino	Hispanic	Native American	Pacific Islander	Two or More Races	White
2018/19 Q2/S1	20.2%	5.8%	4.2%	13.8%	18.6%	12.7%	14.4%	13.9%
2019/20 Q2/S1	21.3%	7.2%	8.2%	15.4%	20.6%	15.9%	16.1%	15.4%

Please note that this does not align with how CDE calculates chronic absenteeism.
This includes students who are enrolled at any point in time and CDE does not include students who have not been enrolled for a minimum of 31 days.

Prepared by Equity & Access   Title: Climate and Culture Progress   Data Source: ATLAS

DISPROPORTIONALITY IN CHRONIC ABSENTEEISM: BY ETHNICITY/RACE, QUARTER 2, SEMESTER 1 2018/19-2019/20

| Ethnicity/Race	Disproportionality 2018/19 Q2/S1	Disproportionality 2019/20 Q2/S1
African American	1.55	1.46
American Indian or Alaskan Native	0.40	0.45
Asian	0.31	0.55
Filipino	1.06	1.07
Hispanic or Latino	1.37	1.37
Pacific Islander	0.94	1.06
Two or More Races	1.06	1.07
White	1.03	1.02
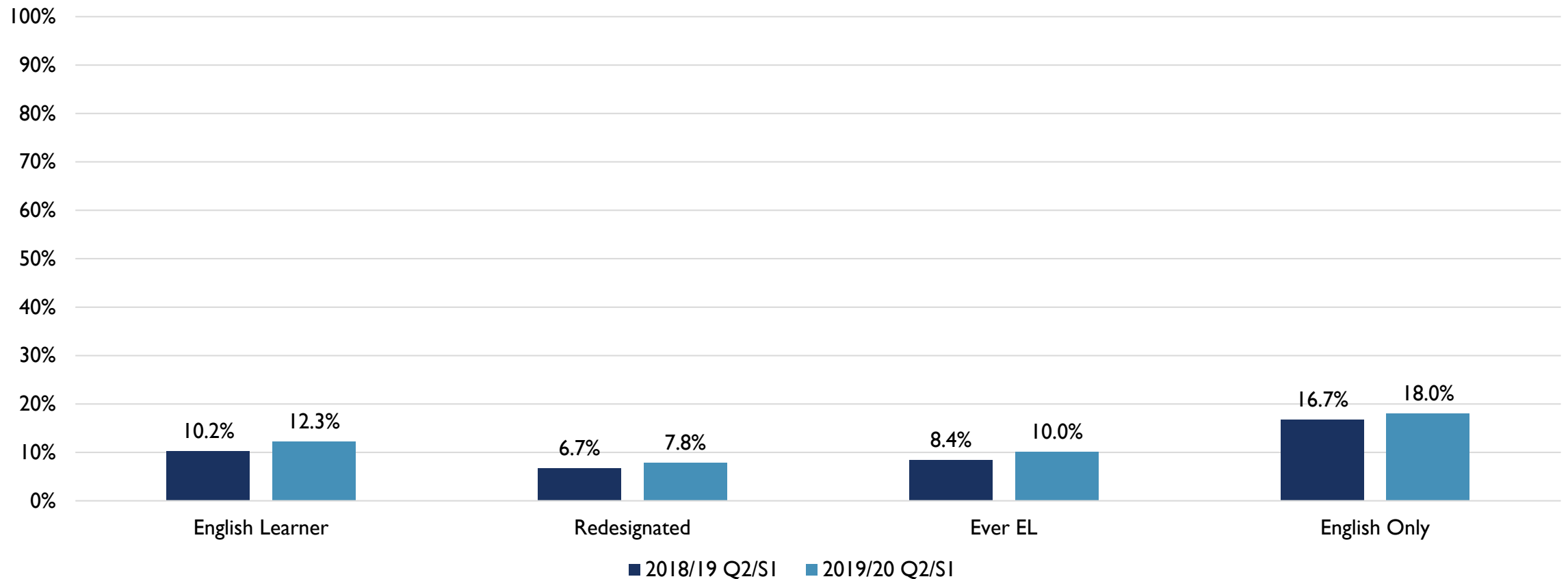
PERCENTAGE OF STUDENTS WHO ARE CHRONICALLY ABSENT: BY DISABILITY TYPE, QUARTER 2/ SEMESTER 1 2018/19-2019/20
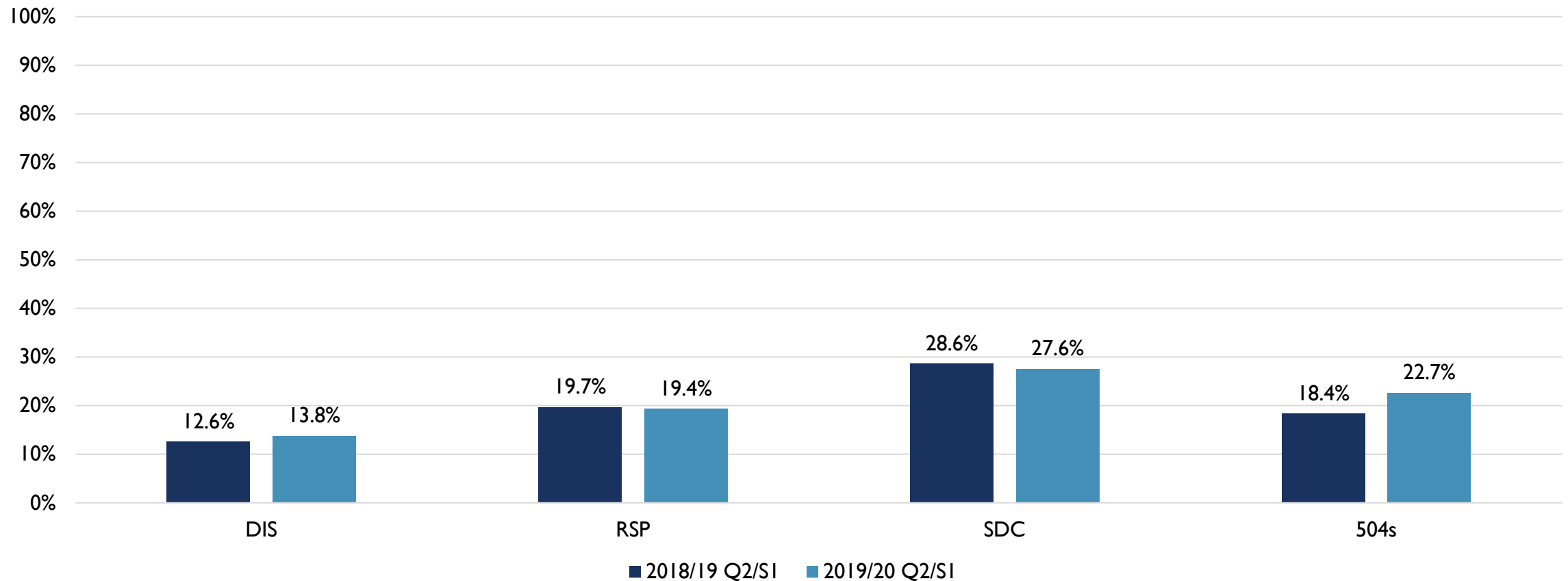
Please note that this does not align with how CDE calculates chronic absenteeism.
This includes students who are enrolled at any point in time and CDE does not include students who have not been enrolled for a minimum of 31 days.

Prepared by Equity & Access   Title: Climate and Culture Progress   Data Source: ATLAS

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PERCENTAGE OF STUDENTS WHO ARE CHRONICALLY ABSENT: BY STUDENT GROUP, QUARTER 2/ SEMESTER 1 2018/19-2019/20

Please note that this does not align with how CDE calculates chronic absenteeism.
This includes students who are enrolled at any point in time and CDE does not include students who have not been enrolled for a minimum of 31 days.
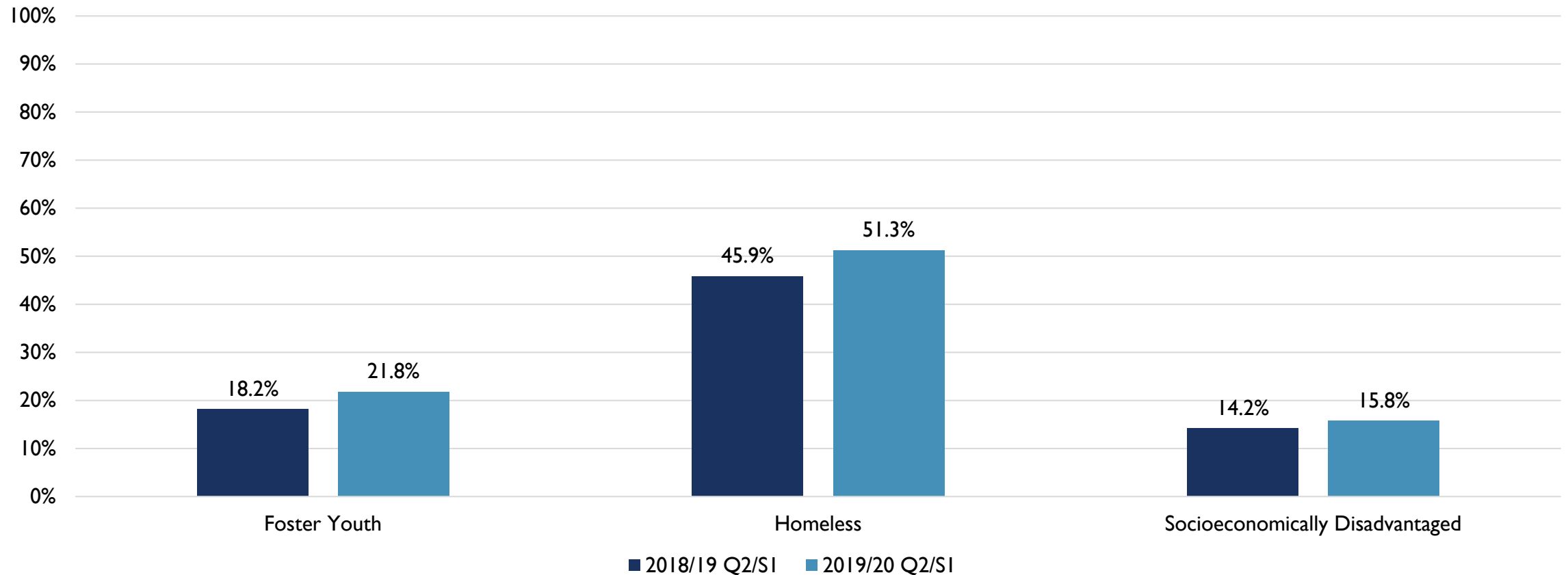Prepared by Equity & Access   Title: Climate and Culture Progress   Data Source: ATLAS

DISPROPORTIONALITY IN CHRONIC ABSENTEEISM: BY STUDENT GROUP, QUARTER 2/ SEMESTER 1 2018/19 - 2019/20

Ethnicity/Race	Disproportionality 2018/19 Q2/ S1	Disproportionality 2019/20 Q2/S1
English Learner	0.71	0.78
Foster Youth	1.35	1.45
Homeless	3.43	3.45
Socioeconomically Disadvantaged	1.49	1.55
Students with Disabilities	1.70	1.48

Climate and Culture Progress BC - Regional & Site Breakdown
Quarter 2, 2018/19-2019/20

School Site	Chronic Absenteeism Rate		Suspension Rate		Expulsion Rate		Misbehavior Level 3 Rate	
	2018/19	2019/20	2018/19	2019/20	2018/19	2019/20	2018/19	2019/20
District Wide	**13.6%**	**15.1%**	**4.2%**	**3.6%**	**0.08%**	**0.08%**	**8.6%**	**8.7%**
Bullard Region	**12.5%**	**13.5%**	**3.9%**	**3.6%**	**0.02%**	**0.12%**	**8.7%**	**8.1%**
Bullard High	13.3%	14.8%	4.8%	5.1%	0.04%	0.22%	13.2%	10.2%
Figarden Elementary	10.5%	12.8%	2.1%	1.7%	0.00%	0.00%	3.0%	4.2%
Forkner Elementary	6.6%	5.7%	1.1%	1.5%	0.00%	0.00%	5.2%	7.2%
Gibson Elementary	6.7%	8.6%	1.2%	0.6%	0.00%	0.00%	1.6%	2.5%
Kratt Elementary	16.2%	10.6%	1.7%	1.5%	0.00%	0.00%	4.2%	2.5%
Lawless Elementary	10.2%	10.6%	0.3%	0.9%	0.00%	0.00%	1.3%	2.6%
Malloch Elementary	7.5%	8.0%	2.7%	0.8%	0.00%	0.00%	7.0%	4.9%
Powers-Ginsburg Elementary	13.6%	12.9%	3.3%	1.4%	0.00%	0.00%	5.3%	4.7%
Slater Elementary	19.9%	21.7%	3.3%	3.9%	0.00%	0.28%	7.1%	7.1%
Starr Elementary	8.3%	8.4%	0.3%	0.0%	0.00%	0.00%	1.5%	0.5%
Tenaya Middle	13.5%	16.5%	9.0%	6.3%	0.10%	0.10%	14.4%	12.5%
Wawona Middle	16.5%	17.9%	8.9%	10.0%	0.00%	0.31%	18.2%	22.4%
Edison Region	**11.5%**	**12.9%**	**4.1%**	**3.3%**	**0.10%**	**0.11%**	**7.1%**	**7.6%**
Addams Elementary	18.9%	25.7%	4.7%	3.0%	0.11%	0.00%	7.8%	8.5%
Columbia Elementary	16.2%	16.0%	2.1%	4.2%	0.00%	0.15%	5.6%	9.2%
Computech Middle	3.3%	4.5%	0.5%	0.8%	0.00%	0.00%	0.6%	2.3%
Edison High	11.7%	12.3%	4.3%	2.6%	0.15%	0.19%	6.2%	5.9%
Gaston Middle	14.8%	17.1%	9.0%	10.2%	0.33%	0.11%	18.9%	21.6%
King Elementary	14.5%	16.1%	9.3%	6.6%	0.00%	0.15%	17.4%	17.7%
Kirk Elementary	11.7%	12.0%	3.1%	1.7%	0.00%	0.00%	6.8%	3.7%
Lincoln Elementary	11.4%	12.5%	2.4%	1.6%	0.16%	0.31%	2.6%	2.3%
Manchester Gate Elementary	1.4%	1.0%	0.7%	0.7%	0.00%	0.00%	1.1%	1.1%
Sunset Elementary	7.0%	5.7%	0.0%	0.2%	0.00%	0.00%	0.3%	0.2%
Fresno Region	**17.8%**	**19.7%**	**5.9%**	**4.8%**	**0.17%**	**0.16%**	**10.6%**	**10.8%**
Cooper Middle	8.8%	9.2%	2.8%	1.8%	0.00%	0.00%	9.0%	13.2%
Del Mar Elementary	15.8%	21.0%	2.6%	1.9%	0.00%	0.00%	7.3%	8.1%
Fort Miller Middle	27.9%	28.1%	15.9%	8.6%	0.55%	0.82%	31.5%	26.4%
Fremont Elementary	14.6%	19.2%	0.5%	0.4%	0.00%	0.00%	6.0%	7.9%
Fresno High	19.8%	21.1%	8.0%	7.2%	0.34%	0.43%	9.5%	9.6%
Hamilton K-8	10.7%	10.8%	7.4%	6.5%	0.00%	0.00%	10.0%	8.2%
Heaton Elementary	17.8%	22.0%	5.7%	4.4%	0.00%	0.00%	10.3%	7.6%
Homan Elementary	16.9%	17.4%	1.7%	1.2%	0.00%	0.00%	6.2%	5.2%
Muir Elementary	19.0%	20.9%	4.4%	2.2%	0.00%	0.00%	12.5%	9.6%
Roeding Elementary	15.1%	17.1%	2.9%	2.2%	0.00%	0.00%	5.0%	4.9%
Williams Elementary	23.4%	26.6%	5.8%	6.6%	0.38%	0.00%	12.7%	20.9%
Wilson Elementary	18.6%	19.1%	5.1%	5.5%	0.24%	0.00%	7.9%	9.3%
Hoover Region	**14.6%**	**16.6%**	**4.3%**	**4.5%**	**0.04%**	**0.18%**	**9.0%**	**10.2%**
Ahwahnee Middle	16.0%	17.5%	8.7%	9.6%	0.12%	0.48%	17.9%	21.6%
Centennial Elementary	14.3%	16.6%	3.6%	4.9%	0.00%	0.00%	4.1%	6.7%
Eaton Elementary	8.7%	9.3%	2.0%	2.4%	0.00%	0.00%	6.9%	7.7%
Holland Elementary	15.6%	17.6%	4.9%	4.8%	0.00%	0.00%	8.0%	12.3%
Hoover High	16.3%	17.8%	6.7%	7.1%	0.10%	0.34%	14.0%	11.9%
McCardle Elementary	13.3%	11.8%	1.5%	2.7%	0.00%	0.00%	2.4%	5.4%
Pyle Elementary	16.6%	19.2%	2.4%	3.3%	0.11%	0.23%	5.4%	7.7%
Robinson Elementary	7.8%	13.8%	1.8%	2.6%	0.00%	0.00%	2.5%	6.0%
Thomas Elementary	12.6%	12.7%	2.0%	1.5%	0.00%	0.00%	5.7%	7.6%
Tioga Middle	17.1%	16.6%	3.9%	3.2%	0.00%	0.58%	15.3%	18.8%
Viking Elementary	14.3%	15.6%	2.1%	2.5%	0.00%	0.00%	3.5%	3.7%
Vinland Elementary	14.6%	25.2%	4.9%	4.4%	0.00%	0.16%	11.6%	11.4%
Wolters Elementary	17.0%	18.3%	5.9%	3.6%	0.00%	0.00%	7.1%	5.6%
McLane Region	**14.6%**	**15.6%**	**4.1%**	**2.8%**	**0.12%**	**0.07%**	**8.2%**	**7.5%**
Birney Elementary	15.3%	15.7%	3.5%	1.5%	0.00%	0.00%	5.1%	4.2%
Ericson Elementary	14.1%	14.3%	1.8%	2.1%	0.00%	0.00%	3.0%	4.8%
Ewing Elementary	7.3%	10.3%	1.2%	0.8%	0.00%	0.00%	5.0%	3.3%

School Site	Chronic Absenteeism Rate		Suspension Rate		Expulsion Rate		Misbehavior Level 3 Rate	
	2018/19	2019/20	2018/19	2019/20	2018/19	2019/20	2018/19	2019/20
Hidalgo Elementary	16.1%	13.0%	2.5%	3.1%	0.15%	0.00%	6.3%	6.4%
Leavenworth Elementary	7.8%	9.3%	0.9%	0.3%	0.00%	0.00%	2.3%	2.2%
Mayfair Elementary	10.7%	13.7%	2.7%	1.2%	0.00%	0.00%	8.4%	5.2%
McLane High	20.8%	20.4%	4.9%	4.1%	0.20%	0.15%	12.0%	11.0%
Norseman Elementary	10.8%	17.3%	2.7%	3.0%	0.00%	0.00%	7.8%	10.3%
Rowell Elementary	12.6%	17.1%	3.0%	1.4%	0.00%	0.00%	5.3%	4.4%
Scandinavian Middle	19.6%	20.4%	12.7%	9.1%	0.61%	0.46%	19.7%	20.7%
Turner Elementary	15.1%	15.4%	1.2%	4.3%	0.00%	0.00%	4.3%	8.2%
Wishon Elementary	13.1%	13.1%	0.0%	0.0%	0.00%	0.00%	1.4%	1.0%
Yosemite Middle	17.7%	15.9%	13.2%	3.0%	0.39%	0.14%	18.4%	9.2%
Roosevelt Region	**15.0%**	**16.5%**	**3.4%**	**3.4%**	**0.05%**	**0.05%**	**8.0%**	**8.2%**
Anthony Elementary	23.2%	19.0%	3.5%	3.8%	0.19%	0.19%	8.2%	7.3%
Balderas Elementary	11.5%	11.9%	4.7%	2.6%	0.00%	0.15%	8.8%	3.8%
Calwa Elementary	8.9%	15.4%	2.4%	1.6%	0.00%	0.00%	4.5%	5.0%
Jackson Elementary	12.5%	10.2%	2.3%	1.8%	0.00%	0.00%	6.1%	6.6%
Jefferson Elementary	13.5%	17.6%	1.4%	2.6%	0.00%	0.00%	2.4%	5.0%
Lane Elementary	13.3%	12.8%	1.2%	2.0%	0.00%	0.00%	5.3%	5.6%
Lowell Elementary	17.5%	19.4%	3.4%	4.4%	0.00%	0.00%	8.4%	9.9%
Roosevelt High	22.3%	19.5%	4.1%	4.6%	0.08%	0.04%	9.6%	8.4%
Sequoia Middle	11.6%	17.9%	3.0%	1.7%	0.00%	0.00%	14.5%	14.8%
Tehipite Middle	21.8%	23.6%	15.0%	17.4%	0.18%	0.19%	20.8%	30.2%
Vang Pao Elementary	10.6%	15.7%	2.0%	1.5%	0.11%	0.10%	3.9%	4.4%
Webster Elementary	14.4%	21.9%	2.9%	2.0%	0.00%	0.00%	7.9%	2.9%
Winchell Elementary	9.6%	14.8%	1.3%	2.7%	0.00%	0.00%	7.6%	9.7%
Yokomi Elementary	8.5%	8.8%	0.8%	0.6%	0.00%	0.00%	1.4%	2.5%
Sunnyside Region	**12.7%**	**13.9%**	**3.5%**	**2.8%**	**0.08%**	**0.04%**	**8.1%**	**8.0%**
Ayer Elementary	12.6%	12.4%	1.6%	1.3%	0.00%	0.00%	3.9%	1.9%
Aynesworth Elementary	10.2%	8.6%	1.0%	1.2%	0.00%	0.30%	10.2%	6.5%
Bakman Elementary	11.5%	10.0%	1.7%	0.6%	0.00%	0.00%	2.3%	1.4%
Burroughs Elementary	11.3%	14.0%	3.2%	0.8%	0.36%	0.00%	5.3%	5.4%
Easterby Elementary	9.9%	11.4%	2.6%	2.0%	0.00%	0.00%	7.2%	6.6%
Greenberg Elementary	17.5%	19.3%	2.1%	1.1%	0.00%	0.00%	2.6%	2.7%
Kings Canyon Middle	14.6%	12.9%	7.6%	3.5%	0.31%	0.20%	14.2%	10.1%
Olmos Elementary	11.0%	14.9%	3.5%	1.9%	0.00%	0.00%	4.6%	4.8%
Storey Elementary	6.2%	10.4%	1.6%	1.0%	0.00%	0.00%	3.6%	2.6%
Sunnyside High	16.4%	17.9%	4.4%	4.5%	0.07%	0.03%	11.3%	13.5%
Terronez Middle	9.6%	9.6%	6.1%	8.3%	0.14%	0.00%	13.5%	16.6%
Specialty Region	**22.4%**	**23.1%**	**3.6%**	**3.3%**	**0.07%**	**0.02%**	**7.5%**	**7.7%**
Addicott School	78.8%	60.5%	0.0%	0.0%	0.00%	0.00%	0.0%	0.0%
Baird Middle	2.5%	3.4%	1.4%	0.8%	0.00%	0.00%	1.3%	1.5%
Bullard Talent K-8	2.3%	4.4%	0.5%	1.8%	0.00%	0.00%	1.6%	3.7%
Cambridge High	67.2%	69.2%	6.9%	4.3%	0.16%	0.00%	15.5%	16.7%
Design Science High	2.6%	2.6%	0.0%	0.0%	0.00%	0.00%	0.7%	0.4%
Dewolf High	51.7%	50.5%	7.6%	10.4%	0.00%	0.00%	38.9%	40.6%
Duncan Polytech High	7.0%	6.6%	2.2%	1.2%	0.00%	0.00%	5.3%	4.9%
Fulton School	81.8%	72.0%	0.0%	4.0%	0.00%	0.00%	0.0%	12.0%
JE Young Academic High	48.0%	47.1%	3.5%	0.9%	0.00%	0.00%	3.8%	0.9%
Patino Entrepreneurship High	11.8%	15.0%	2.6%	3.5%	0.00%	0.00%	7.3%	5.2%
Phoenix Elementary	25.4%	29.4%	3.3%	8.8%	0.00%	0.00%	5.0%	10.3%
Phoenix Secondary	66.0%	64.5%	45.2%	44.2%	1.92%	0.88%	44.2%	44.2%
Rata School	51.5%	46.2%	0.0%	0.0%	0.00%	0.00%	0.0%	0.0%
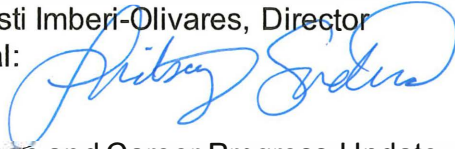
BC Number EA-4

From the Office of the Superintendent

Date: January 17, 2020

To the Members of the Board of Education

Prepared by: Kristi Imberi-Olivares, Director

Phone Number: 457-3896

Cabinet Approval:

Regarding: College and Career Progress 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:

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

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

If you have further questions or require additional information, please contact Lindsay Sanders at (559) 457-3471.

Approved by Superintendent
Robert G. Nelson Ed.D. _____   Date: 1/17/2020

COLLEGE AND CAREER PROGRESS UPDATE

JANUARY 17, 2020

PREPARED BY EQUITY AND ACCESS

Fresno Unified School District

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 11th or 12th 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
    - 1 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
    - 1 semester/2 quarters of college credit courses with grade of C- or better
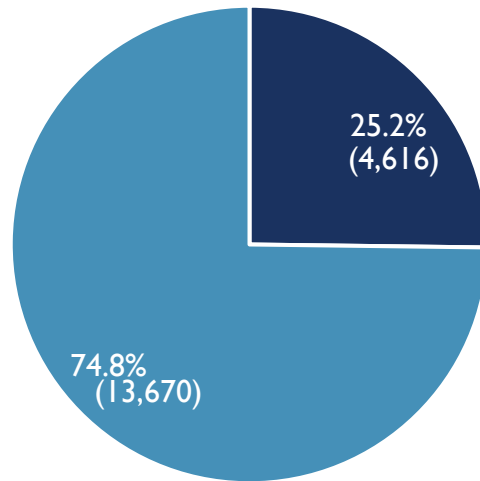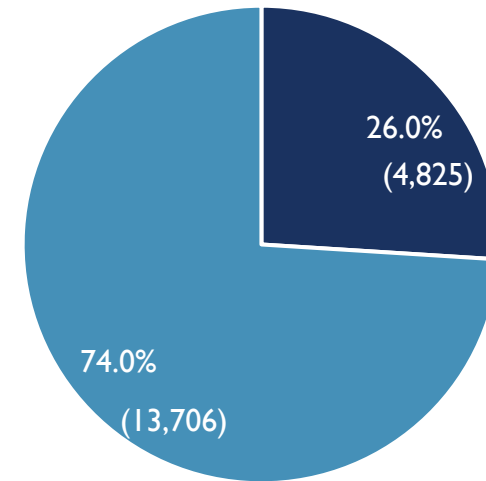
STUDENT PERFORMANCE IN ADVANCED PLACEMENT (AP) COURSES

PERCENT OF 9TH-12TH GRADE STUDENTS ENROLLED IN AT LEAST ONE AP COURSE: SEMESTER 1, 2018/19 - 2019/20

2018/19 Semester 1

25.2%
(4,616)

74.8%
(13,670)

■ Enrolled ■ Not Enrolled

2019/20 Semester 1

26.0%
(4,825)

74.0%
(13,706)

■ Enrolled ■ Not Enrolled

Rates shown are calculated based on any 9th-12th grade students currently enrolled in at least one AP course.

Title: College and Career Progress   Prepared by: Equity & Access   Data Source: ATLAS

DISPROPORTIONALITY FOR STUDENTS ENROLLED IN AN AP COURSE BY ETHNICITY/RACE & STUDENT GROUP: SEMESTER 1, 2018/19 - 2019/20

Ethnicity/Race	2018/19 SEM 1	2019/20 SEM 1
African American/Black	0.48	0.50
Asian	1.60	1.41
Filipino	1.95	1.35
Hispanic	0.81	0.84
Native American/Alaskan	1.06	0.79
Pacific Islander	1.14	0.93
Two or More Races	0.94	1.08
White	1.37	1.47

Student Group	2018/19 SEM 1	2019/20 SEM 1
English Learner	0.25	0.29
Foster Youth	0.20	0.19
Homeless	0.34	0.28
Socioeconomically Disadvantaged	0.67	0.63
Student w/ Disability	0.08	0.08

AP courses are offered to 9th-12th grade students. Ideally, we would want each group to have a disproportionality ratio of 1.0.
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 AP COURSES BY ETHNICITY/RACE: SEMESTER 1, 2018/19 - 2019/20

	African American/ Black		Asian		Filipino		Hispanic		Native American/ Alaskan		Pacific Islander		Two or More Races		White	
	2018/ 2019 SEM 1	2019/ 2020 SEM 1	2018/ 2019 SEM 1	2019/ 2020 SEM 1	2018/ 2019 SEM 1	2019/ 2020 SEM 1	2018/ 2019 SEM 1	2019/ 2020 SEM 1	2018/ 2019 SEM 1	2019/ 2020 SEM 1	2018/ 2019 SEM 1	2019/ 2020 SEM 1	2018/ 2019 SEM 1	2019/ 2020 SEM 1	2018/ 2019 SEM 1	2019/ 2020 SEM 1
A's	21.4% (52)	23.2% (55)	36.7% (355)	37% (313)	46.2% (18)	36.7% (11)	26.5% (958)	26.7% (1037)	27.3% (9)	33.3% (6)	32% (8)	22.7% (5)	41% (50)	32.4% (47)	42.9% (310)	40.8% (339)
B's	32.5% (79)	27% (64)	34.3% (332)	32.2% (273)	28.2% (11)	30% (9)	32.9% (1190)	31.7% (1228)	36.4% (12)	33.3% (6)	32% (8)	36.4% (8)	26.2% (32)	33.1% (48)	32.6% (236)	31.1% (258)
C's	26.3% (64)	27.4% (65)	19.2% (186)	19% (161)	17.9% (7)	23.3% (7)	23.7% (857)	24.9% (966)	21.2% (7)	27.8% (5)	20% (5)	22.7% (5)	16.4% (20)	20.7% (30)	16.6% (120)	18.3% (152)
D's	12.8% (31)	13.9% (33)	6% (58)	7.3% (62)	2.6% (1)	6.7% (2)	10.5% (380)	9.6% (374)	15.2% (5)	0% (0)	8% (2)	9.1% (2)	12.3% (15)	6.2% (9)	4.7% (34)	6.4% (53)
F's	7% (17)	8.4% (20)	3.7% (36)	4.5% (38)	5.1% (2)	3.3% (1)	6.5% (235)	7% (272)	0% (0)	5.6% (1)	8% (2)	9.1% (2)	4.1% (5)	7.6% (11)	3.2% (23)	3.4% (28)

AP courses are offered to 9th-12th grade students.

Title: College and Career Progress   Prepared by: Equity & Access   Data Source: ATLAS

LETTER GRADE BREAKDOWN FOR AP COURSES BY ENGLISH LEARNER STATUS: SEMESTER 1, 2018/19 - 2019/20

	English Learner		Redesignated		Ever EL		English Only	
	2018/19 SEM 1	2019/20 SEM 1	2018/19 SEM 1	2019/20 SEM 1	2018/19 SEM 1	2019/20 SEM 1	2018/19 SEM 1	2019/20 SEM 1
A's	18.9% (35)	22.1% (47)	30.3% (820)	30.1% (819)	29.5% (855)	29.5% (866)	31.5% (905)	30.8% (947)
B's	24.3% (45)	28.6% (61)	34.4% (932)	31.3% (851)	33.7% (977)	31.1% (912)	32.1% (923)	31.9% (982)
C's	28.6% (53)	25.4% (54)	21.5% (584)	22.9% (622)	22% (637)	23.1% (676)	21.9% (629)	23.3% (715)
D's	15.1% (28)	15.5% (33)	8.6% (232)	9.5% (258)	9% (260)	9.9% (291)	9.2% (266)	7.9% (244)
F's	13% (24)	8.5% (18)	5.2% (142)	6.2% (168)	5.7% (166)	6.3% (186)	5.4% (154)	6.1% (187)

AP courses are offered to 9th-12th grade students.

LETTER GRADE BREAKDOWN FOR AP COURSES BY SPECIAL EDUCATION PROGRAM: SEMESETER 1, 2018/19 - 2019/20

	DIS		RSP		SDC		504s	
	2018/19 SEM I	2019/20 SEM I	2018/19 SEM I	2019/20 SEM I	2018/19 SEM I	2019/20 SEM I	2018/19 SEM I	2019/20 SEM I
A's	25% (2)	27.3% (3)	23.8% (10)	14.6% (6)	0% (0)	N/A	30.9% (25)	29.1% (32)
B's	37.5% (3)	45.5% (5)	21.4% (9)	31.7% (13)	0% (0)	N/A	28.4% (23)	33.6% (37)
C's	12.5% (1)	18.2% (2)	21.4% (9)	31.7% (13)	100% (1)	N/A	30.9% (25)	21.8% (24)
D's	25% (2)	9.1% (1)	23.8% (10)	17.1% (7)	0% (0)	N/A	7.4% (6)	7.3% (8)
F's	0% (0)	0% (0)	9.5% (4)	4.9% (2)	0% (0)	N/A	2.5% (2)	8.2% (9)

AP courses are offered to 9th-12th grade students.
Please note that N/A indicate no students from that student group enrolled in an AP course during that quarter.

LETTER GRADE BREAKDOWN FOR AP COURSES BY STUDENT GROUP: SEMESTER 1, 2018/19 - 2019/20

	Foster Youth		Homeless		Socioeconomically Disadvantaged	
	2018/19 SEM 1	2019/20 SEM 1	2018/19 SEM 1	2019/20 SEM 1	2018/19 SEM 1	2019/20 SEM 1
A's	30% (3)	27.3% (3)	33.3% (3)	18.2% (2)	28.3% (1227)	28% (1288)
B's	40% (4)	36.4% (4)	55.6% (5)	18.2% (2)	32.7% (1421)	31.5% (1447)
C's	30% (3)	27.3% (3)	11.1% (1)	45.5% (5)	22.9% (992)	23.5% (1081)
D's	0% (0)	0% (0)	0% (0)	9.1% (1)	9.9% (431)	9.9% (454)
F's	0% (0)	9.1% (1)	0% (0)	9.1% (1)	6.2% (268)	7.1% (324)

AP courses are offered to 9th-12th grade students.

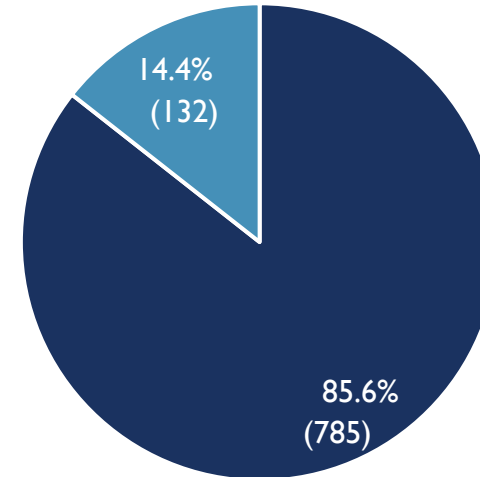# STUDENT PERFORMANCE IN INTERNATIONAL BACCALAUREATE (IB) HIGHER LEVEL COURSES

PERCENT OF STUDENTS ENROLLED IN AT LEAST ONE IB COURSE: SEMESETER 1, 2018/19 - 2019/20

2018/19 Semester 1

12.3%
(112)

87.7%
(795)

■ Enrolled ■ Not Enrolled

2019/20 Semester 1

14.4%
(132)

85.6%
(785)
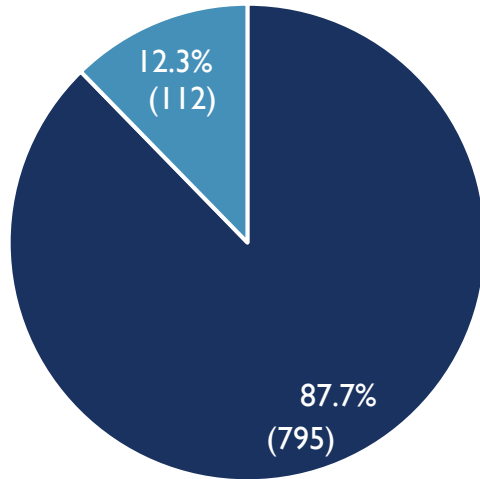
■ Enrolled ■ Not Enrolled

*IB courses are **only** offered to 11th - 12th grade students at Fresno High.*

DISPROPORTIONALITY FOR STUDENTS ENROLLED IN AN IB COURSE BY ETHNICITY/RACE & STUDENT GROUP: SEMSESTER 1, 2018/19 - 2019/20

Ethnicity/Race	2018/19 SEM I	2019/20 SEM I
African American/Black	1.05	1.04
Asian	1.04	0.97
Filipino	1.14	0.97
Hispanic	0.98	1.03
Native American/Alaskan	1.14	0.97
Pacific Islander	1.14	0.97
Two or More Races	0.96	1.04
White	0.95	0.92

Student Group	2018/19 SEM I	2019/20 SEM I
English Learner	0.77	0.67
Foster Youth	0.90	1.17
Homeless	1.04	0.78
Socioeconomically Disadvantaged	0.97	1.08
Student w/ Disability	0.36	0.44

*IB courses are **only** offered to 11th - 12th grade students at Fresno High. Ideally, we would want each group to have a disproportionality ratio of 1.0. This means that the population group is being equally represented in that specific data measure as they are in our total population. The higher the ratio the higher they are being represented. For example, a ratio of 2.0, means that a particular student group is being represented twice as much in the specific data measure as they are in our total population.*

LETTER GRADE BREAKDOWN FOR IB COURSES BY ETHNICITY/RACE: SEMESTER 1, 2018/19 - 2019/20

	African American/ Black		Asian		Filipino		Hispanic		Native American/ Alaskan		Pacific Islander		Two or More Races		White	
	2018/ 2019 SEM 1	2019/ 2020 SEM 1	2018/ 2019 SEM 1	2019/ 2020 SEM 1	2018/ 2019 SEM 1	2019/ 2020 SEM 1	2018/ 2019 SEM 1	2019/ 2020 SEM 1	2018/ 2019 SEM 1	2019/ 2020 SEM 1	2018/ 2019 SEM 1	2019/ 2020 SEM 1	2018/ 2019 SEM 1	2019/ 2020 SEM 1	2018/ 2019 SEM 1	2019/ 2020 SEM 1
A's	21.1% (19)	13.8% (12)	33.8% (24)	19.4% (14)	33.3% (1)	33.3% (2)	22.4% (180)	18.2% (147)	33.3% (2)	14.3% (1)	40% (2)	42.9% (3)	28.6% (4)	18.2% (4)	32.9% (24)	26% (20)
B's	31.1% (28)	28.7% (25)	35.2% (25)	38.9% (28)	33.3% (1)	33.3% (2)	30.6% (246)	29.9% (242)	33.3% (2)	14.3% (1)	40% (2)	42.9% (3)	21.4% (3)	31.8% (7)	19.2% (14)	23.4% (18)
C's	28.9% (26)	26.4% (23)	21.1% (15)	26.4% (19)	33.3% (1)	33.3% (2)	25.7% (207)	28.3% (229)	16.7% (1)	14.3% (1)	0% (0)	14.3% (1)	35.7% (5)	27.3% (6)	21.9% (16)	27.3% (21)
D's	10% (9)	20.7% (18)	5.6% (4)	8.3% (6)	0% (0)	0% (0)	12.5% (101)	15.7% (127)	0% (0)	28.6% (2)	20% (1)	0% (0)	14.3% (2)	4.5% (1)	15.1% (11)	13% (10)
F's	8.9% (8)	10.3% (9)	4.2% (3)	6.9% (5)	0% (0)	0% (0)	8.8% (71)	7.9% (64)	16.7% (1)	28.6% (2)	0% (0)	0% (0)	0% (0)	18.2% (4)	11% (8)	10.4% (8)

*IB courses are **only** offered to 11th - 12th grade students at Fresno High.*

LETTER GRADE BREAKDOWN FOR IB COURSES BY ENGLISH LEARNER STATUS: SEMESTER 1, 2018/19 - 2019/20

	English Learner		Redesignated		Ever EL		English Only	
	2018/19 SEM 1	2019/20 SEM 1	2018/19 SEM 1	2019/20 SEM 1	2018/19 SEM 1	2019/20 SEM 1	2018/19 SEM 1	2019/20 SEM 1
A's	9.5% (8)	8.3% (7)	27.6% (113)	25.6% (97)	24.5% (121)	22.5% (104)	23.6% (135)	15.9% (99)
B's	23.8% (20)	19% (16)	33.2% (136)	33.2% (126)	31.6% (156)	30.7% (142)	28.8% (165)	29.5% (184)
C's	34.5% (29)	36.9% (31)	23.4% (96)	25.9% (98)	25.3% (125)	27.9% (129)	25.5% (146)	27.7% (173)
D's	16.7% (14)	21.4% (18)	9.8% (40)	10.8% (41)	10.9% (54)	12.7% (59)	12.9% (74)	16.8% (105)
F's	15.5% (13)	14.3% (12)	6.1% (25)	4.5% (17)	7.7% (38)	6.3% (29)	9.2% (53)	10.1% (63)

*IB courses are **only** offered to 11th - 12th grade students at Fresno High.*

LETTER GRADE BREAKDOWN FOR IB COURSES BY SPECIAL EDUCATION PROGRAM: SEMSTER 1, 2018/19 - 2019/20

	DIS		RSP		SDC		504s	
	2018/19 SEM 1	2019/20 SEM 1	2018/19 SEM 1	2019/20 SEM 1	2018/19 SEM 1	2019/20 SEM 1	2018/19 SEM 1	2019/20 SEM 1
A's	N/A	0% (0)	17.6% (6)	4.3% (2)	0% (0)	0% (0)	21.4% (3)	20% (3)
B's	N/A	0% (0)	17.6% (6)	12.8% (6)	0% (0)	0% (0)	21.4% (3)	26.7% (4)
C's	N/A	0% (0)	17.6% (6)	36.2% (17)	0% (0)	25% (1)	14.3% (2)	26.7% (4)
D's	N/A	100% (1)	38.2% (13)	25.5% (12)	100% (1)	50% (2)	35.7% (5)	0% (0)
F's	N/A	0% (0)	8.8% (3)	21.3% (10)	0% (0)	25% (1)	7.1% (1)	26.7% (4)

*IB courses are **only** offered to 11th - 12th grade students at Fresno High.*

LETTER GRADE BREAKDOWN FOR IB COURSES BY STUDENT GROUP: SEMESTER 1, 20018/19 - 2019/20

	Foster Youth		Homeless		Socioeconomically Disadvantaged	
	2018/19 SEM 1	2019/20 SEM 1	2018/19 SEM 1	2019/20 SEM 1	2018/19 SEM 1	2019/20 SEM 1
A's	21.4% (3)	16.7% (1)	20% (2)	33.3% (1)	24% (220)	18% (172)
B's	35.7% (5)	16.7% (1)	20% (2)	33.3% (1)	30% (275)	29.9% (286)
C's	28.6% (4)	0% (0)	50% (5)	33.3% (1)	25.7% (235)	28.1% (269)
D's	0% (0)	16.7% (1)	10% (1)	0% (0)	11.9% (109)	15.2% (145)
F's	14.3% (2)	50% (3)	0% (0)	0% (0)	8.4% (77)	8.8% (84)

*IB courses are **only** offered to 11th - 12th grade students at Fresno High.*
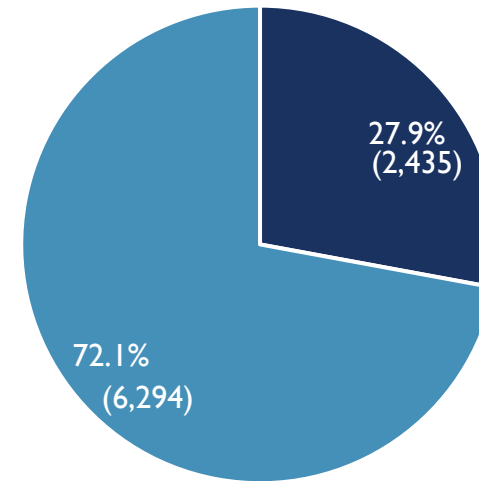
STUDENT PERFORMANCE IN CTE COURSES

PERCENT OF STUDENTS ENROLLED IN AT LEAST ONE CTE CAPSTONE COURSE: SEMESTER 1, 2018/19 - 2019/20

2018/19 Semester 1

27.9%
(2,352)

72.1%
(6,076)

■ Enrolled ■ Not Enrolled

2019/20 Semester 1

27.9%
(2,435)

72.1%
(6,294)
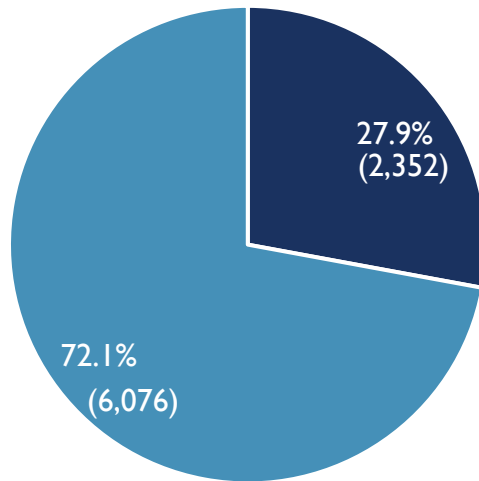
■ Enrolled ■ Not Enrolled

CTE Capstone courses are offered to 11th and 12th grade.

DISPROPORTIONALITY FOR STUDENTS ENROLLED IN CTE CAPSTONE COURSE BY ETHNICITY/RACE & STUDENT GROUP: SEMESTER 1, 2018/19 - 2019/20

Ethnicity/Race	2018/19 SEM 1	2019/20 SEM 1
African American/Black	0.76	0.67
Asian	1.24	1.27
Filipino	1.52	1.33
Hispanic	1.00	1.01
Native American/Alaskan	1.28	0.75
Pacific Islander	0.82	1.47
Two or More Races	0.90	0.89
White	0.93	0.96

Student Group	2018/19 SEM 1	2019/20 SEM 1
English Learner	0.59	0.47
Foster Youth	0.36	0.13
Homeless	0.44	0.49
Socioeconomically Disadvantaged	0.93	0.91
Student w/ Disability	0.42	0.41

CTE Capstone courses are offered to 11th and 12th grade students. Ideally, we would want each group to have a disproportionality ratio of 1.0. 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 CTE CAPSTONE COURSES BY ETHNICITY/RACE: SEMESTER 1, 2018/19 - 2019/20

	African American/ Black		Asian		Filipino		Hispanic		Native American/ Alaskan		Pacific Islander		Two or More Races		White	
	2018/ 2019 SEM 1	2019/ 2020 SEM 1	2018/ 2019 SEM 1	2019/ 2020 SEM 1	2018/ 2019 SEM 1	2019/ 2020 SEM 1	2018/ 2019 SEM 1	2019/ 2020 SEM 1	2018/ 2019 SEM 1	2019/ 2020 SEM 1	2018/ 2019 SEM 1	2019/ 2020 SEM 1	2018/ 2019 SEM 1	2019/ 2020 SEM 1	2018/ 2019 SEM 1	2019/ 2020 SEM 1
A's	35.1% (60)	44.4% (64)	59% (220)	63% (225)	66.7% (10)	57.1% (8)	44.2% (773)	41.9% (754)	35.3% (6)	55.6% (5)	66.7% (6)	57.9% (11)	58.2% (32)	57.4% (27)	54.3% (121)	53.9% (124)
B's	35.7% (61)	25% (36)	28.2% (105)	21% (75)	26.7% (4)	14.3% (2)	30.5% (534)	29.9% (538)	11.8% (2)	33.3% (3)	33.3% (3)	15.8% (3)	30.9% (17)	23.4% (11)	26.5% (59)	27% (62)
C's	19.3% (33)	19.4% (28)	9.9% (37)	10.9% (39)	0% (0)	21.4% (3)	15.4% (270)	18.8% (338)	52.9% (9)	11.1% (1)	0% (0)	21.1% (4)	7.3% (4)	14.9% (7)	13.5% (30)	13.5% (31)
D's	6.4% (11)	5.6% (8)	1.9% (7)	4.2% (15)	0% (0)	7.1% (1)	6% (105)	6.3% (114)	0% (0)	0% (0)	0% (0)	5.3% (1)	0% (0)	4.3% (2)	3.6% (8)	2.6% (6)
F's	3.5% (6)	5.6% (8)	1.1% (4)	0.8% (3)	6.7% (1)	0% (0)	3.8% (66)	3.1% (56)	0% (0)	0% (0)	0% (0)	0% (0)	3.6% (2)	0% (0)	2.2% (5)	3% (7)

CTE Capstone courses are offered to 11th and 12th grade.

LETTER GRADE BREAKDOWN FOR CTE CAPSTONE COURSES BY ENGLISH LEARNER STATUS: SEMESTER 1, 2018/19 - 2019/20

	English Learner		Redesignated		Ever EL		English Only	
	2018/19 SEM 1	2019/20 SEM 1	2018/19 SEM 1	2019/20 SEM 1	2018/19 SEM 1	2019/20 SEM 1	2018/19 SEM 1	2019/20 SEM 1
A's	38.6% (86)	32.1% (54)	49.2% (560)	48.6% (554)	47.4% (646)	46.5% (608)	46.6% (582)	46.5% (610)
B's	30.9% (69)	28.6% (48)	30.9% (352)	27.7% (316)	30.9% (421)	27.8% (364)	29.1% (364)	27.9% (366)
C's	22% (49)	24.4% (41)	11.7% (133)	16.5% (188)	13.4% (182)	17.5% (229)	16.1% (201)	16.9% (222)
D's	5.4% (12)	11.3% (19)	5.3% (60)	4.7% (54)	5.3% (72)	5.6% (73)	4.7% (59)	5.6% (74)
F's	3.1% (7)	3.6% (6)	3% (34)	2.5% (28)	3% (41)	2.6% (34)	3.4% (43)	3% (40)

CTE Capstone courses are offered to 11th and 12th grade.

LETTER GRADE BREAKDOWN FOR CTE CAPSTONE COURSES BY SPECIAL EDUCATION PROGRAM: SEMESTER 1, 2018/19 - 2019/20

	DIS		RSP		SDC		504s	
	2018/19 SEM 1	2019/20 SEM 1	2018/19 SEM 1	2019/20 SEM 1	2018/19 SEM 1	2019/20 SEM 1	2018/19 SEM 1	2019/20 SEM 1
A's	40% (2)	83.3% (5)	38.9% (37)	29.6% (24)	30.8% (4)	12.5% (2)	39.5% (15)	35.3% (24)
B's	60% (3)	16.7% (1)	29.5% (28)	37% (30)	30.8% (4)	12.5% (2)	21.1% (8)	35.3% (24)
C's	0% (0)	0% (0)	21.1% (20)	19.8% (16)	15.4% (2)	43.8% (7)	21.1% (8)	13.2% (9)
D's	0% (0)	0% (0)	6.3% (6)	11.1% (9)	7.7% (1)	25% (4)	10.5% (4)	8.8% (6)
F's	0% (0)	0% (0)	4.2% (4)	2.5% (2)	15.4% (2)	6.3% (1)	7.9% (3)	7.4% (5)

CTE Capstone courses are offered to 11th and 12th grade.

Title: College and Career Progress   Prepared by: Equity & Access   Data Source: ATLAS

LETTER GRADE BREAKDOWN FOR CTE CAPSTONE COURSES BY STUDENT GROUP: SEMESTER 1, 2018/19 - 2019/20

	Foster Youth		Homeless		Socioeconomically Disadvantaged	
	2018/19 SEM 1	2019/20 SEM 1	2018/19 SEM 1	2019/20 SEM 1	2018/19 SEM 1	2019/20 SEM 1
A's	72.7% (8)	16.7% (1)	12.5% (1)	37.5% (3)	46.4% (972)	44.9% (955)
B's	18.2% (2)	16.7% (1)	25% (2)	25% (2)	29.8% (624)	28.5% (607)
C's	9.1% (1)	16.7% (1)	37.5% (3)	12.5% (1)	15% (315)	17.9% (381)
D's	0% (0)	33.3% (2)	12.5% (1)	0% (0)	5.3% (110)	5.6% (120)
F's	0% (0)	16.7% (1)	12.5% (1)	25% (2)	3.5% (73)	3.1% (65)

CTE Capstone courses are offered to 11th and 12th grade.

STUDENT PERFORMANCE IN MILITARY SCIENCE COURSES

PERCENT OF STUDENTS ENROLLED IN AT LEAST ONE MILITARY SCIENCE COURSE: SEMESTER 1, 2018/19 - 2019/20

2018/19 Semester 1

7.4% (366)

92.6% (4,589)

■ Enrolled ■ Not Enrolled

2019/20 Semester 1

7.8% (387)

92.2% (4,552)
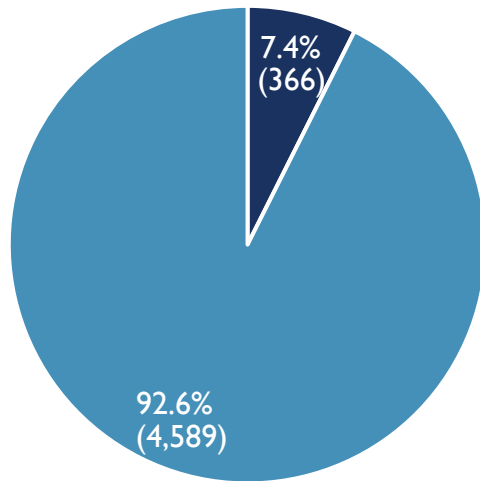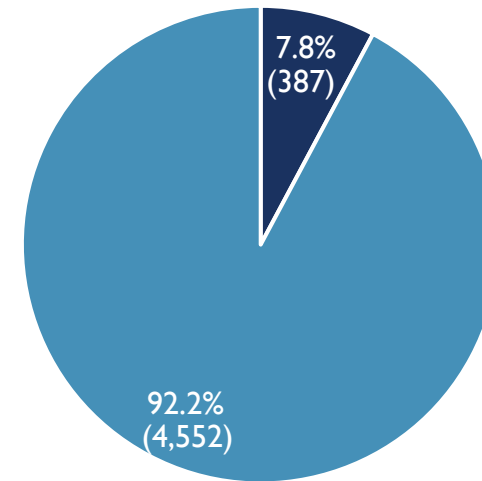
■ Enrolled ■ Not Enrolled

Military Courses are offered to 9th-12th Grade Students at Duncan, Fresno & McLane High School only.

DISPROPORTIONALITY FOR STUDENTS ENROLLED IN A MILITARY SCIENCE COURSE BY ETHNICITY/RACE & STUDENT GROUP: SEMESTER 1, 2018/19 - 2019/20

Ethnicity/Race	2018/19 SEM I	2019/20 SEM I
African American/Black	0.73	0.64
Asian	1.09	1.16
Filipino	0.00	0.00
Hispanic	0.89	1.29
Native American/Alaskan	1.13	2.27
Pacific Islander	0.71	0.68
Two or More Races	0.96	0.99
White	1.61	1.31

Student Group	2018/19 SEM I	2019/20 SEM I
English Learner	0.84	0.95
Foster Youth	1.48	1.83
Homeless	0.35	0.82
Socioeconomically Disadvantaged	0.94	1.27
Student w/ Disability	0.96	1.32

Military Courses are offered to 9th-12th Grade Students at Duncan, Fresno & McLane High School only. Ideally, we would want each group to have a disproportionality ratio of 1.0. 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.

Title: College and Career Progress   Prepared by: Equity & Access   Data Source: ATLAS

LETTER GRADE BREAKDOWN FOR MILITARY SCIENCE COURSES BY ETHNICITY/RACE: SEMESTER 1, 2018/19 - 2019/20

	African American/ Black		Asian		Filipino		Hispanic		Native American/ Alaskan		Pacific Islander		Two or More Races		White	
	2018/ 2019 SEM 1	2019/ 2020 SEM 1	2018/ 2019 SEM 1	2019/ 2020 SEM 1	2018/ 2019 SEM 1	2019/ 2020 SEM 1	2018/ 2019 SEM 1	2019/ 2020 SEM 1	2018/ 2019 SEM 1	2019/ 2020 SEM 1	2018/ 2019 SEM 1	2019/ 2020 SEM 1	2018/ 2019 SEM 1	2019/ 2020 SEM 1	2018 /2019 SEM 1	2019/ 2020 SEM 1
A's	27.8% (5)	7.7% (1)	69.4% (34)	80% (40)	N/A	N/A	46% (128)	51.8% (160)	100% (2)	25% (1)	0% (0)	0% (0)	85.7% (6)	44.1% (15)	50% (7)	44.8% (13)
B's	11.1% (2)	30.8% (4)	22.4% (11)	16% (8)	N/A	N/A	26.3% (73)	21.7% (67)	0% (0)	50% (2)	100% (1)	100% (1)	0% (0)	23.5% (8)	21.4% (3)	34.5% (10)
C's	22.2% (4)	30.8% (4)	6.1% (3)	4% (2)	N/A	N/A	17.3% (48)	14.9% (46)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	20.6% (7)	0% (0)	0% (0)
D's	16.7% (3)	23.1% (3)	0% (0)	0% (0)	N/A	N/A	7.2% (20)	7.8% (24)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	11.8% (4)	28.6% (4)	17.2% (5)
F's	22.2% (4)	7.7% (1)	2% (1)	0% (0)	N/A	N/A	3.2% (9)	3.9% (12)	0% (0)	25% (1)	0% (0)	0% (0)	14.3% (1)	0% (0)	0% (0)	3.4% (1)

Military Courses are offered to 9th-12th Grade Students at Duncan, Fresno & McLane High School only.
Please note that N/A means no students from the specific student group were enrolled in Leadership/Military Science courses during that quarter.

Title: College and Career Progress   Prepared by: Equity & Access   Data Source: ATLAS

LETTER GRADE BREAKDOWN FOR MILITARY SCIENCE COURSES BY ENGLISH LEARNER STATUS: SEMESTER 1, 2018/19 - 2019/20

	English Learner		Redesignated		Ever EL		English Only	
	2018/19 SEM 1	2019/20 SEM 1	2018/19 SEM 1	2019/20 SEM 1	2018/19 SEM 1	2019/20 SEM 1	2018/19 SEM 1	2019/20 SEM 1
A's	34.7% (17)	44.3% (27)	64.9% (85)	73.1% (98)	56.7% (102)	64.1% (125)	42.1% (88)	43.4% (95)
B's	38.8% (19)	27.9% (17)	19.8% (26)	17.9% (24)	25% (45)	21% (41)	23.9% (50)	23.7% (52)
C's	16.3% (8)	14.8% (9)	11.5% (15)	4.5% (6)	12.8% (23)	7.7% (15)	18.7% (39)	16.9% (37)
D's	8.2% (4)	6.6% (4)	2.3% (3)	2.2% (3)	3.9% (7)	3.6% (7)	9.6% (20)	11.9% (26)
F's	2% (1)	6.6% (4)	1.5% (2)	2.2% (3)	1.7% (3)	3.6% (7)	5.7% (12)	4.1% (9)

Military Courses are offered to 9th-12th Grade Students at Duncan, Fresno & McLane High School only.

LETTER GRADE BREAKDOWN FOR MILITARY SCIENCE COURSES BY SPECIAL EDUCATION PROGRAM: SEMESTER 1, 2018/19 - 2019/20

	DIS		RSP		SDC		504s	
	2018/19 SEM 1	2019/20 SEM 1	2018/19 SEM 1	2019/20 SEM 1	2018/19 SEM 1	2019/20 SEM 1	2018/19 SEM 1	2019/20 SEM 1
A's	N/A	N/A	30% (9)	31% (13)	11.1% (1)	5.3% (1)	12.5% (1)	18.2% (2)
B's	N/A	N/A	23.3% (7)	26.2% (11)	22.2% (2)	26.3% (5)	25% (2)	9.1% (1)
C's	N/A	N/A	16.7% (5)	11.9% (5)	22.2% (2)	36.8% (7)	25% (2)	36.4% (4)
D's	N/A	N/A	13.3% (4)	23.8% (10)	33.3% (3)	26.3% (5)	12.5% (1)	18.2% (2)
F's	N/A	N/A	16.7% (5)	7.1% (3)	11.1% (1)	5.3% (1)	25% (2)	18.2% (2)

Military Courses are offered to 9th-12th Grade Students at Duncan, Fresno & McLane High School only.
Please note that N/A means no students from the specific student group were enrolled in Leadership/Military Science courses during that quarter.

LETTER GRADE BREAKDOWN FOR MILITARY SCIENCE COURSES BY STUDENT GROUP: SEMESTER 1, 2018/19 - 2019/20

	Foster Youth		Homeless		Socioeconomically Disadvantaged	
	2018/19 SEM 1	2019/20 SEM 1	2018/19 SEM 1	2019/20 SEM 1	2018/19 SEM 1	2019/20 SEM 1
A's	20% (1)	20% (1)	100% (1)	0% (0)	48.1% (167)	51.8% (200)
B's	20% (1)	20% (1)	0% (0)	0% (0)	24.8% (86)	23.1% (89)
C's	0% (0)	0% (0)	0% (0)	0% (0)	17% (59)	13% (50)
D's	60% (3)	20% (1)	0% (0)	100% (1)	6.3% (22)	8% (31)
F's	0% (0)	40% (2)	0% (0)	0% (0)	3.7% (13)	4.1% (16)

Military Courses are offered to 9th-12th Grade Students at Duncan, Fresno & McLane High School only.

STUDENT PERFORMANCE IN A-G ON TRACK

DISPROPORTIONALITY FOR STUDENTS WHO ARE A-G ON TRACK BY ETHNICITY/RACE & STUDENT GROUP: YTD, 2019/20

Ethnicity/Race	2019/20 YTD
African American/Black	0.75
Asian	1.34
Filipino	1.20
Hispanic	0.87
Native American/Alaskan	0.85
Pacific Islander	1.00
Two or More Races	1.15
White	1.17

Student Group	2019/20 YTD
English Learner	0.50
Foster Youth	0.43
Homeless	0.59
Socioeconomically Disadvantaged	0.83
Student w/ Disability	0.32
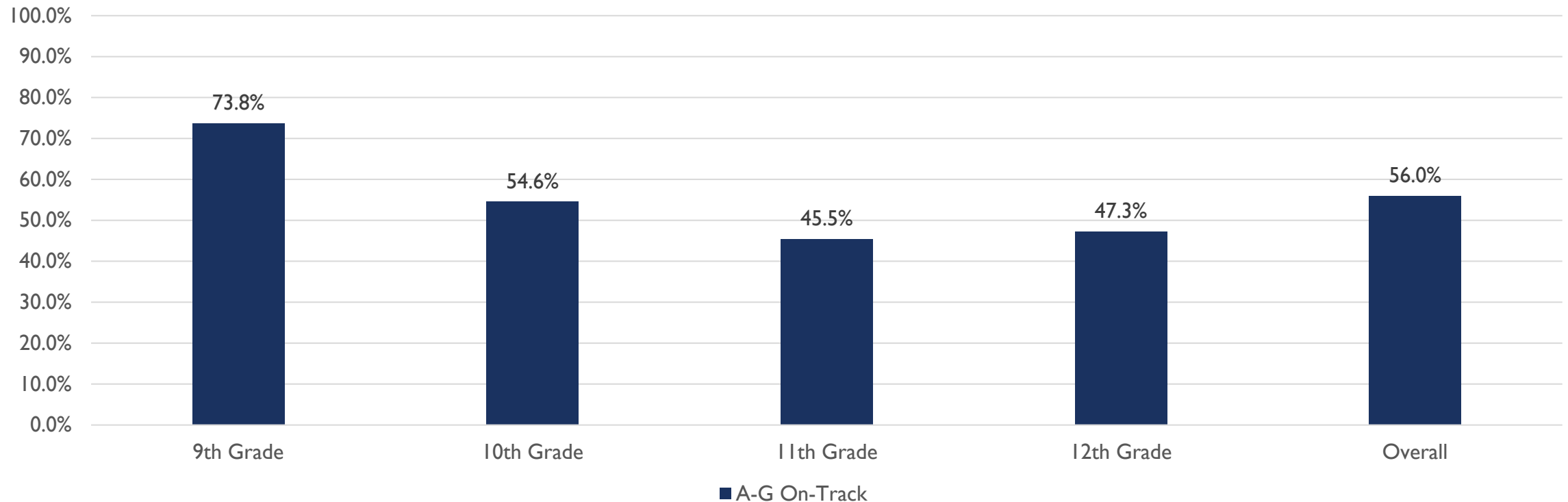
A-G data for Semester 1 of 2018/19 was not available in our database system. Our data collected only looks at current status, but it will be included in the end of the year performance BC with annual comparison. Data shown is as of January 13, 2020.

College and Career Progress: By School Site

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

IB courses are offerd to 11th-12th grade students at Fresno High.

CTE Capstone course are offered to 11th-12th grade students only.

Military Science courses are only offered at Duncan High, Fresno High & McLane High for 9th-12th grade students.

BC Number EA-5

From the Office of the Superintendent   Date: January 17, 2020
To the Members of the Board of Education
Prepared by: Andrew Scherrer, Executive Director of Equity & Access   Phone Number: 457-3842
Cabinet Approval:

Regarding: Dimensions of Equity Update

The purpose of this communication is to provide the Board an update regarding Equity and Access's Dimensions of Equity (DofE) Steering Committee, and outlined actions continuing through the 2019/20 school year and beyond in order to continue an interdepartmental approach to building coherence and ensuring equity is the intentional result of all district-wide decisions.

DofE continues to engage in building an Administrative Regulation (AR) that includes steps to ensure translation of Board Policy 0415 into action. Foundationally, this AR includes the addition of the Diversity and Inclusion NAVEX training module for 700+ site and district leaders throughout the system. To date, 60% of our leaders have completed the module and we are actively working to ensure all have participated in this important step.

The DofE Advisory Team completed Cultural Proficiency Trainer-of-Trainer trainings in September, and have been using this knowledge to facilitate the Steering Committee work and continue the strategic rollout of equity work throughout the district. The remainder of the Steering Committee, as well as individuals from various departments have been participating in this training, as well, and will complete their certification in late February 2020. With these trainers, the system is primed to have co-facilitators during school site implementation in August 2020.

Through an MTSS framework, Tier 1 DofE includes Cultural Proficiency training for all employees. Those classified, certification, and co-administrator employees who expressed interest will be trained during Quarter 4 in another 32-hour training in order to prepare additional champions of this work to the system. Additionally, all site principals are already half-way through their 8-hour foundational training meant to provide the tools necessary to facilitate meaningful discussions and learning beginning in the 20/21 school year alongside trained co-facilitators from various departments and within the DofE Steering Committee. In February, principals will be provided the teacher training module to begin planning their 20/21 site professional learning. Further modules are being developed and will be available later this school year. For anyone else looking for Cultural Proficiency Training, Equity & Access is designing sign-up opportunities in cycles during the 20/21 school year, as well. This model will be used until there is collected evidence that all employees have been provided at least the 8-hour foundational training. For students, Equity and Access has partnered with our Goal 2 team and Steering Committee members to see ACLU recommendations come to light towards forming a new group with the working title "Race and Social Action Student Network" in order to ensure there is consistent student voice around equity in support of BP 0145.

Tier 2 DofE has been another focus of the DofE Steering Committee. The group has been evaluating vendors and resources for alignment to the DofE district framework, and have been adding these to a menu of options to be provided school sites in the next month toward SPSA and budget planning.

This allows a school site to better align their vendors and resources to specific needs at the school site; all built on a foundation of Cultural Proficiency training.

Tier 3 DofE is a continued focus as a Cultural Proficiency response team is developed. In partnership with various entities and departments, including recommendations from the ACLU and our Human Resources team, Equity and Access is mapping out what successful Cultural Proficiency response must include, as well as how this new system would operate during and after the need arises.

The DofE Steering Committee will use monthly meetings to continue the strategic rollout of equity work through the remaining avenues of Classified Staff, Parents/Guardians, Community Members, and Students aside from those above-mentioned groups already scheduled. The committee is committed to engaging all groups with strategic partnership, subcommittees, and interdepartmental partnerships.

Approved by Superintendent
Robert G. Nelson Ed.D. _____ Date: ___1/17/2020___

Fresno Unified School District
Board Communication

BC Number SL-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Ambra O'Connor, Executive Director
Cabinet Approval:

Date: January 17, 2020

Phone Number: 457-3340

Regarding: Update on Saturday Academy

The purpose of this communication is to provide the Board an update regarding the Saturday Academy program. In partnership with Educational Consulting Services (ECS), the district launched Saturday Academy within the Hoover region during the fall of 2017 and expanded districtwide during the 2018/19 school year.

Saturday Academy is operational on 16 Saturdays throughout the year and sites have the option of hosting an additional 12 bonus sessions. During the 2018/19 school year, over 61,000 students (non-unique) attended with over 38,000 absences recovered. The recovered absences reduced the district's end of year chronic absence rate by 1.1%.

The 2019/20 Saturday Academy program launched on September 28 and 11 Saturday sessions have been conducted prior to winter break. Year to date, over 21,000 students from 90 sites have participated in the program, with nearly 12,000 absences eligible for attendance recovery. The program will continue throughout the year and recovered absences will significantly increase, impacting the fall semester attendance and chronic absence rate. It is important to remember that the impact of Saturday Academy on the first semester attendance rate has not yet been fully realized when reviewing the 2018/19 to 2019/20 fall semester comparisons such as those included in the Climate & Culture Board Communication-EA-3.

In addition to attendance recovery, Saturday Academy is an opportunity to engage students, strengthen student relationships, and increase academic and enrichment opportunities for students. The four-hour sessions include lessons about literacy, science, technology, arts, math, health, and other creative topics as determined by the site. The Department of Prevention & Intervention is collaborating with College & Career Readiness to expand Saturday Academy program offerings for the next school year.

If you have any questions or require additional information, please contact Ambra O'Connor at 457-3340.

Approved by Superintendent
Robert G. Nelson Ed.D. _____   Date:____1/17/2020____

BC Number SL-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Carlos Castillo, Instructional Superintendent
Cabinet Approval:

Date: January 17, 2020

Phone Number: 457-3554

Regarding: Secondary Science Adoption

The purpose of this communication is to provide the Board an update regarding the secondary science adoption (grades seven through eight, high school biology, chemistry, and physics). The process uses a state-developed resource, the Next Generation Science Standards Toolkit for Instruction Materials (NGSS TIME), developed by multiple organizations to guide California school districts in the selection of new science materials. At the end of the fall semester all seventh, eighth, biology, chemistry, and physics general and special education teachers were invited to attend a full day of professional learning on material choices, prior to receiving samples to use in the classroom.

We are currently in the Material Review Phase of the five-phase process, with materials in distribution across all secondary school sites. High school biology and chemistry courses are reviewing Houghton Mifflin Harcourt (HMH) and Pearson materials (not all publishers have the new physics materials available yet for review). Middle school is reviewing Discovery Education, HMH, and McGraw-Hill. These materials were the top choices, as identified by teacher teams in the NGSS TIME selection process.

Phase:	**Timeline:**	**Purpose:**
Pre-Screen	July - Sept.	Narrow material choices down to those that meet baseline requirements for review.
Paper Screen	Sept.- Nov.	Fully vet each material choice to further narrow down to the top choices.
Material Review	Nov. - Feb.	All secondary science teachers will have the opportunity to review the top choices and give input. Hold stakeholder presentations and opportunities to provide feedback.
Recommendation	March	Present recommendation to the Board.
Begin Implementation	Apr. - June	Pending Board approval, provide training to all impacted science teachers including implementation plan for Fall 2020 and guiding documents for instruction.

The Board will continue to receive updates throughout this process. If you have any questions or require additional information, please contact Leslie Worton, Science Manager, at 457-3563.

Approved by Superintendent
Robert G. Nelson Ed.D. _____   Date:___1/17/2020____