



**COMMISSION ON
PEACE OFFICER STANDARDS AND TRAINING**

Assembly Bill No. 332
Peace Officers: Training

March 2021



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Bakersfield Law Enforcement Training Academy	Sacramento Police Department
Butte College Public Safety Training Center	San Bernardino County Sheriff's Department
California Highway Patrol	San Diego Regional Public Safety Training Institute
California State Parks	San Francisco Police Department
Contra Costa County Sheriff's Department	Santa Clara County Sheriff's Department
Golden West College Regional Criminal Justice Training Center	Santa Rosa Junior College Public Safety Training Center
Kern County Sheriff's Department	South Bay Regional Public Safety Training Consortium
Long Beach Police Department	State Center Regional Training Facility-Fresno City College
Los Angeles County Sheriff's Department	Ventura County Criminal Justice Training Center
Los Angeles Police Department	

INTRODUCTION

The Commission on Peace Officer Standards and Training (POST) was established by the Legislature in 1959 to set minimum selection and training standards for California law enforcement. POST consists of 135 staff members and functions under the direction of an Executive Director appointed by the Commission.

Participation in the POST Program is voluntary and incentive based. Participating agencies agree to abide by the standards established by POST. More than 600 agencies participate in the POST Program and are eligible to receive the Commission's services and benefits which include, but are not limited to:

- job-related assessment tools
- research into improved officer selection standards
- management counseling services
- the development of new training courses
- reimbursement for training
- leadership training programs
- professional certificates to recognize peace officer and public safety dispatcher achievement and proficiency, and
- compliance and audits by POST staff for adherence to requirements and mandates

The vision of POST is to be the leading organization in establishing professional standards, assuring top-quality training, and providing effective services to develop and support the world's finest peace officers, dispatchers, and law enforcement organizations.

The mission of POST is to continually enhance the professionalism of California's law enforcement in serving its communities.

EXECUTIVE SUMMARY

Existing law requires the Commission on Peace Officer Standards and Training, among other duties, to adopt rules establishing minimum standards relating to physical, mental, and moral fitness that govern the recruitment of specified peace officers, including city police officers, peace officer members of a county sheriff's office, and marshals or deputy marshals. Existing law also provides that a local agency is not prohibited from establishing selection and training standards that exceed the minimum standards established by the commission.

Effective August 30, 2019, Assembly Bill (AB) 332 mandated POST to collect data on academic testing, remedial training, and retest practices in the intensive Regular Basic Course (RBC). The bill required the collection of comprehensive data to address the various mandated information in AB 332, which includes, but is not limited to the gender and race of each student in relation to the success rate of the RBC academy.

Data on academy-related testing were collected from July 2019 to July 2020. 2,590 academy students from 23 intensive RBC academies participated in the data collection process. The following results are based on all data collected from the 23 academy submittals. However, any students with missing data in their records were omitted from the overall calculation of the outcome of the academy (i.e. success and failure rates). Missing data are incomplete sections within the data that were collected by the academies. Generally, missing data is mostly due to clerical error during data entry or intent/unintended omissions of the data.

POST collected and analyzed data on 2,590 academy students from 23 intensive RBC academies. 1,877 students successfully completed the academy class. 495 students did not successfully complete the academy class. Overall, of the 1,877 (72%) students who successfully completed the RBC academy, 1,538 (59%) students were male, 336 (12%) students were female, 2 (<1%) students did not respond, and 1 (<1%) student preferred not to say. The following ethnic groups are listed in descending order of predominance: 809 (31%) students were Hispanic or Latino/Latina, 677 (26%) students were White, 123 (4%) students were Asian, 108 (4%) students were of more than one race, 98 (3%) students were African American, 33 (1%) students were Filipino, 13 (<1%) students were Pacific Islander, 11 (<1%) students did not respond, and 5 (<1%) students were American Indian or Alaska Native.

Results indicated that 263 (11%) students withdrew from an academy for personal reasons, 136 (5%) students were dismissed as a result of failing required test(s), and 88 (3%) students were dismissed from an academy for non-testing related reasons.

A total of 2,090 students completed Emergency Vehicle Operations Course (EVOC) testing. 1,708 (81%) students successfully passed all of the EVOC tests during the initial phase of testing, 365 (17%) students failed the test in the initial testing phase and passed during the retest, and 17 (< 1%) students failed both the initial and retest phases.

2,091 students completed firearms testing. 1,723 (82%) students successfully passed all of the firearms tests during the initial phase of testing, 327 (15%) students failed the test in the initial testing phase and passed during the retest, and 41 (1%) students failed both the initial and retest phases.

2,058 students completed both vehicle operations and firearms testing combined. 1,412 (68%) students successfully passed all of the vehicle operation and firearms tests during the initial phase of testing, 596 (28%) students failed the test in the initial testing phase and passed during the retest, and 50 (2%) students failed both the initial and retest phases.

Students who failed the initial tests in any of the RBC academy-required tests were provided additional remedial training. The hours of remedial trainings varied from one student to another based on the needs of the individual. Results indicated that 2,320 male students completed a retest with 2,230 (96.1%) successfully passing the retest. 797 female students completed a retest with 750 (94.1%) successfully passing the retest. One student, who did not respond to gender, completed and successfully passed the retest. Two students, who preferred not to provide a gender, completed and successfully passed the retest. Some students may have been counted more than once if they had more than one initial test failure.

In addition to gender, remediation outcomes were also aggregated by race. The following ethnic groups are listed in descending order of predominance: 1,314 Hispanic or Latino/Latina students completed a retest with 1,252 (95.3%) successfully passing the retest; 1,076 White students completed a retest with 1,044 (97%) successfully passing the retest; 221 Asian students completed a retest with 208 (94.1%) successfully passing the retest; 201 African American students completed a retest with 186 (92.5%) successfully passing the retest; 183 students with more than one race completed a retest with 173 (94.5%) successfully passing the retest; 76 Filipino students

completed a retest with 71 (93.4%) successfully passing the retest; 19 American Indian or Alaska Native students completed a retest with all 19 (100%) successfully passing the retest; 17 students who did not provide a response of race completed a retest with all 17 (100%) successfully passing the retest; and 13 Pacific Islander students completed a retest with all 13 (100%) successfully passing the retest.

Overall, the results of this correlational study show that female students have a retest pass rate of 94% while male students have a retest pass rate of 96%. All race and ethnicity groups have a retest pass rate of over 90%.

It is not recommended at this time that minimum standards for an appropriate level of remedial training be established. Diverse representation in the academy classes is small. Because of the small sample sizes within the minority groups, inferences should not be incorrectly made about any particular group regarding successes and failures in the academy. This is important because we run a greater risk of assuming there is a significant result when in fact it may be due to other extraneous factors.

It is important to note that training in the academy is reflective of the daily tasks, knowledges, and competencies of California peace officers. POST's most recent Peace Officer Job Task Analysis completed in 2016 and subsequent Linkage Project in 2019 confirm that learning activities taught in the academy are directly aligned with job tasks performed.

A comprehensive study of the variances in students' performance within the law enforcement basic training, along with further research with controlled variables and baseline data could be explored and included in future research studies. In addition, longitudinal research will allow a more comprehensive understanding of students' performance from basic training to field training, and eventually to on-the-job training as students become peace officers.

METHODS

This correlational study originated from Assembly Bill (AB) 332, requiring POST to review current academy practices relating to students' completion of training at intensive Regular Basic Course (RBC) academies for peace officers and the availability of remedial training. AB 332 required data to address the question of how many students received one or more opportunities for remedial training for a learning domain, a review of academies' practices regarding remedial training, and whether minimum standards for remedial training should be established.

Data on academy-related testing were collected from July 2019 to July 2020. Twenty-three (23) intensive RBC academies and 2,590 students participated in the study. To maintain consistency in data collection, POST developed a spreadsheet with predetermined variables for participating academies to use during the entire data collection process. On June 26, 2019, POST hosted a recorded webinar to provide training on the use of the spreadsheet for all participating academies. Academies were instructed to send the completed spreadsheet back to POST as soon as their academy class concluded.

On September 26th & 27th, 2019, POST conducted a linkage workshop with Subject Matter Experts (SMEs) to compare 278 Job Task Statements from the 2016 Peace Officer Job Task Analysis to the Basic Course curricula. This content validation strategy verified that every job task statement is aligned with the Training and Testing Specifications (TTS) for each learning domain in the academy.

Data clean-up was performed after an academy submitted their academy class spreadsheet. Each of the predetermined variables collected as a part of this project were transformed into ordinal numeric variables to permit their use in statistical analyses. The Pearson Product-Moment correlation analysis was used to explore the relationships between the collected variables and whether a specific group of students tends to pass or fail the academy.

The data collection tool used in this project was made available for academies to continue collecting data on their students' performance. They can further use this spreadsheet to address training needs within their academies.

RESULTS

The following results are based on all data collected from the 23 intensive RBC academy submittals. A total of 2,590 students attended in a POST-certified academy from July 2019 to July 2020. Figure 1 and Figure 2 represent the overall pass and fail results of all available data. The results indicate that 1,877 (72%) students successfully completed an academy class, 495 (19%) students failed to complete an academy class, and 218 (8%) students had missing data.

Figure 1

Overall Academy Attendance and Pass/Fail Rates (All Available Data)

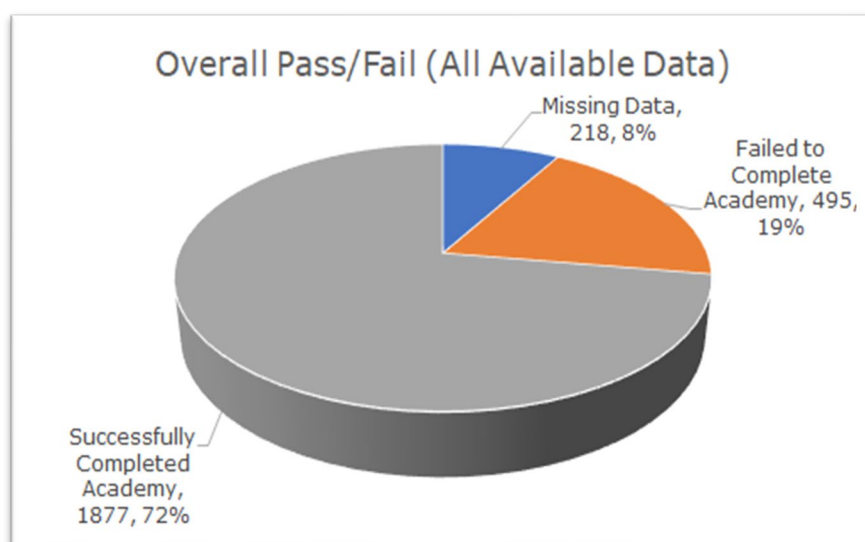
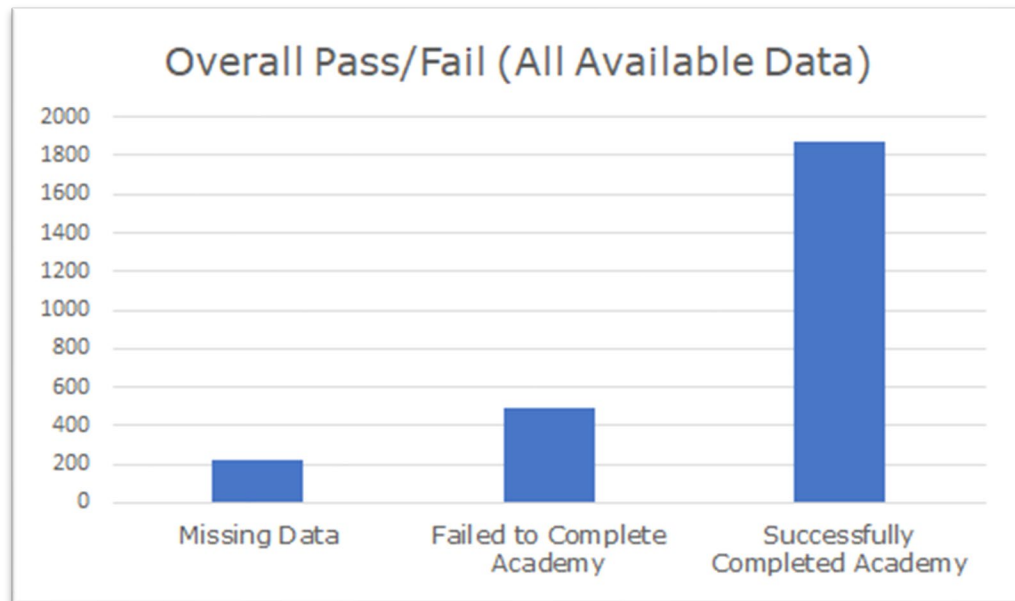


Figure 2
Overall Academy Attendance and Pass/Fail Rates (All Available Data)



Missing data are incomplete sections within the data that were collected by the academies. Generally, missing data is mostly due to clerical error during data entry or intent/unintended omissions of the data. Any students with missing data in their records were omitted from the overall calculation of the outcome of the academy (i.e. success and failure rates). Therefore, Figure 3 and Figure 4 represent the overall pass and fail results, but with all missing data excluded. The results indicate that 1,877 (80%) students successfully completed an academy class, and 495 (19%) students failed to complete an academy class.

Figure 3

Overall Academy Attendance and Pass/Fail Rates (Excluding Missing Data)

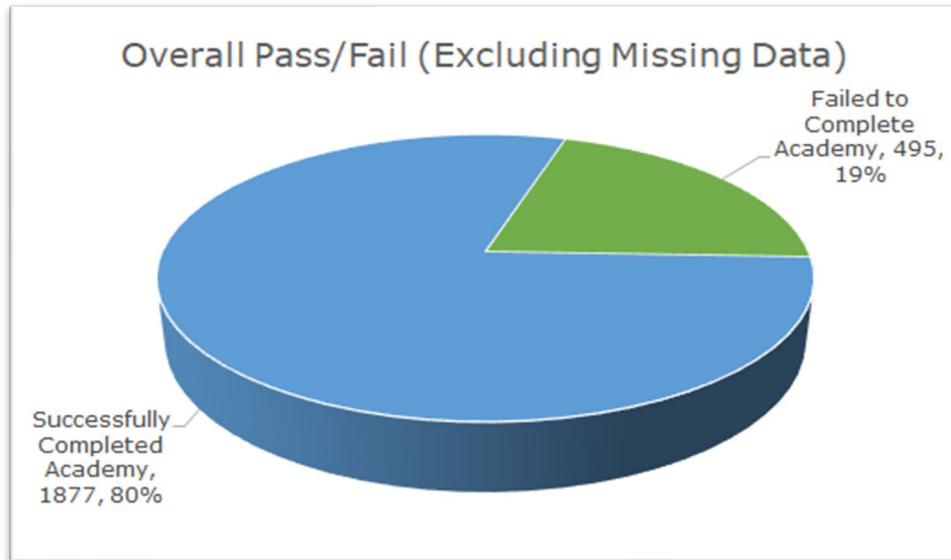
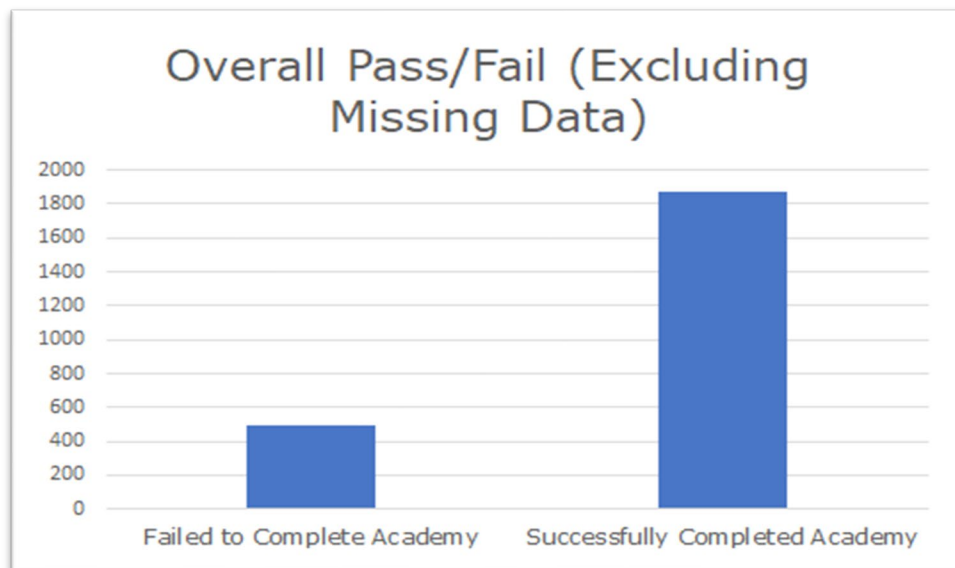


Figure 4

Overall Academy Attendance and Pass/Fail Rates (Excluding Missing Data)



AB 332 (1) (A) (i)

Table 1 shows that of the 2,590 students who attended a POST-certified intensive RBC academy from July 2019 to July 2020, 2,088 (80%) students identified as male, 495 (19%) students identified as female, and 7 (1%) students did not provide a response or selected, "Prefer not to say." The following ethnic groups are listed in descending order of predominance: 1,117 (43%) students identified as Hispanic or Latino/Latina, 896 (34%) students identified as White, 178 (6%) students identified as Asian, 159 (6%) students identified as more than one race, 145 (5%) students identified as African American, and 53 (2%) students identified as Filipino.

Table 1**Students who attended an academy aggregated by race and gender**

Student Counts		Gender								Ethnicity Total Count	Ethnicity Total Percent
		Female		Male		No Response		Prefer not to say			
		Count	Percent	Count	Percent	Count	Percent	Count	Percent		
Ethnic Group	Ethnicity										
Majority	White, not Hispanic	160	6%	734	28%	1	0%	1	0%	896	34%
Minority	African American, not Hispanic	24	0%	121	4%	145	5%
	American Indian or Alaska Native	.	.	9	0%	9	0%
	Asian	15	0%	163	6%	178	6%
	Filipino	5	0%	48	1%	53	2%
	Hispanic or Latino	251	9%	862	33%	3	0%	1	0%	1117	43%
	More than one race	34	1%	125	4%	159	6%
	Pacific Islander	1	0%	14	0%	15	0%
Not prov	Not provided	5	0%	12	0%	1	0%	.	.	18	0%
Total		495	19%	2088	80%	5	0%	2	0%	2590	100%

Table 2 shows that of the 1,877 (72%) students who successfully completed an intensive RBC academy class, 1,538 (59%) students were male and 336 (12%) students were female. The following ethnic groups are listed in descending order of predominance: 809 (31%) students were Hispanic or Latino/Latina, 677 (26%) students were White, 123 (4%) students were Asian, 108 (4%) students were of more than one race, 98 (3%) students were African American, and 33 (1%) students were Filipino.

Table 2

Students who successfully completed an academy aggregated by race and gender

Student Counts		Gender								Ethnicity Total Count	Ethnicity Total Percent
		Female		Male		No Response		Prefer not to say			
		Count	Percent	Count	Percent	Count	Percent	Count	Percent		
Ethnic Group	Ethnicity										
Majority	White, not Hispanic	113	4%	562	21%	1	0%	1	0%	677	26%
Minority	African American, not Hispanic	16	0%	82	3%	98	3%
	American Indian or Alaska Native	.	.	5	0%	5	0%
	Asian	9	0%	114	4%	123	4%
	Filipino	3	0%	30	1%	33	1%
	Hispanic or Latino	169	6%	639	24%	1	0%	.	.	809	31%
	More than one race	22	0%	86	3%	108	4%
	Pacific Islander	1	0%	12	0%	13	0%
	Not prov	Not provided	3	0%	8	0%	1	0%	.	.	11
Total		336	12%	1538	59%	2	0%	1	0%	1877	72%

Table 3 shows that of the 495 (19%) students who failed to successfully complete an academy class, 375 (14%) students were male and 118 (4%) students were female. The following ethnic groups are listed in descending order of predominance: 214 (8%) students were Hispanic or Latino/Latina, 144 (5%) students were White, 41 (1%) students were Asian, 37 (1%) students were African American, and 36 (1%) students were of more than one race.

Table 3

Students who failed to successfully complete an academy aggregated by race and gender

Student Counts		Gender						Total N Students in Class	Percent of Students in Class
		Female		Male		No Response			
		Count	Percent	Count	Percent	Count	Percent		
Ethnic Group	Ethnicity								
Majority	White, not Hispanic	34	1%	110	4%	.	.	144	5%
Minority	African American, not Hispanic	8	0%	29	1%	.	.	37	1%
	American Indian or Alaska Native	.	.	3	0%	.	.	3	0%
	Asian	3	0%	38	1%	.	.	41	1%
	Filipino	2	0%	11	0%	.	.	13	0%
	Hispanic or Latino	58	2%	155	5%	1	0%	214	8%
	More than one race	11	0%	25	0%	.	.	36	1%
Not prov	Not provided	2	0%	4	0%	1	0%	7	0%
Total		118	4%	375	14%	2	0%	495	19%

AB 332 (1) (A) (ii)

Academy dismissal falls into two categories: (1) academy dismissal – students were dismissed from an academy because they failed one or more of the academy’s required tests, violated the rules of the academy, or sustained injuries; (2) self-dismissal – students voluntarily recused themselves from an academy for personal reasons.

Figure 5, Figure 6, and Table 4 represents the overall counts for self and academy dismissals. Excluding missing data, of the 2,350 students, 1,863 (79%) students had successfully completed an intensive RBC academy, while 263 (11%) students withdrew from an academy for personal reasons, 136 (5%) students were dismissed as a result of failing required test(s), and 88 (3%) students were dismissed from an academy for non-testing related reasons. Non-testing related reasons could be due to injury or having violated the rules of the academy.

Figure 5
Overall Self and Academy Dismissals (Excluding Missing Data)

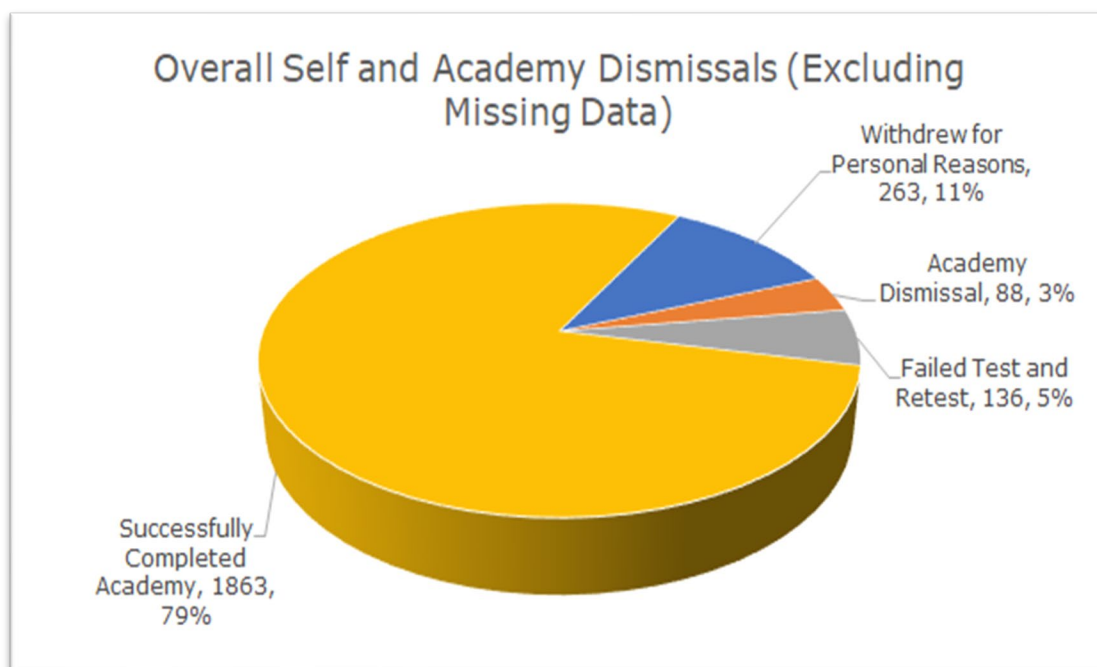


Figure 6
Overall Self and Academy Dismissals (Excluding Missing Data)

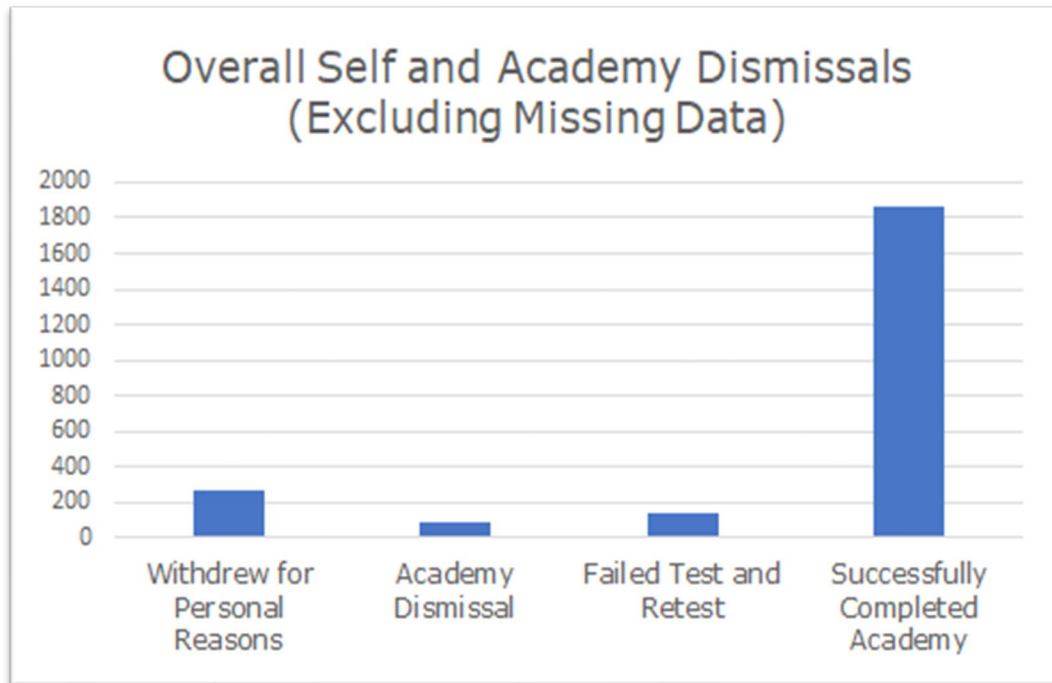


Table 4
Overall Self and Academy Dismissals (Excluding Missing Data)

Overall Counts	Count	Percent
Withdrew for personal reasons	263	11%
Academy Dismissal	88	3%
Failed Test and Retest	136	5%
Successfully Completed Academy	1863	79%
Total	2350	100%

For students that self-dismissed out of an academy, Table 5 shows that 204 (11%) students were male and 49 (11%) students were female. The following ethnic groups are listed in descending order of predominance: 105 (10%) students were Hispanic or Latino/Latina, 95 (11%) students were White, 23 (14%) students were Asian, 17 (11%) students were of more than one race, and 13 (9%) students were African American.

For students who were dismissed from an academy for non-testing related reasons, Table 5 shows that 68 (3%) students were male and 19 (4%) students were female. The following ethnic groups are listed in descending order of predominance: 47 (4%) students were Hispanic or Latino/Latina, 17 (2%) students were White, 9 (6%) students were African American, 9 (6%) students were of more than one race, and 5 (3%) students were Asian.

For students who did not successfully complete an academy class because they failed to successfully complete one or more learning domains, Table 5 shows that 85 (4%) students were male and 46 (10%) students were female. The following ethnic groups are listed in descending order of predominance: 61 (5%) students were Hispanic or Latino/Latina, 32 (3%) students were White, 15 (11%) students were African American, 13 (7%) students were Asian, and 10 (6%) students were of more than one race.

Table 5

Overall Pass, Fail, Withdrawal, and Dismissals by Gender and Ethnicity for Groups with at least 5% of the Total Number of Students

Student Counts by Ethnicity and Gender			Withdrew for personal reasons	Academy Dismissal	Failed Test and Retest	Successfully Completed Academy
African American, not Hispanic	Female	Count	1	1	6	16
		Row Percent	4%	4%	25%	66%
	Male	Count	12	8	9	82
		Row Percent	10%	7%	8%	73%
	Total	Count	13	9	15	98
		Row Percent	9%	6%	11%	72%
Asian	Female	Count	1	.	2	9
		Row Percent	8%	.	16%	75%
	Male	Count	22	5	11	114
		Row Percent	14%	3%	7%	75%
	Total	Count	23	5	13	123
		Row Percent	14%	3%	7%	75%
Hispanic or Latino	Female	Count	25	12	21	169
		Row Percent	11%	5%	9%	74%
	Male	Count	80	35	40	639
		Row Percent	10%	4%	5%	80%
	Total	Count	105	47	61	808
		Row Percent	10%	4%	5%	79%
More than one race	Female	Count	5	1	5	22
		Row Percent	15%	3%	15%	66%
	Male	Count	12	8	5	86
		Row Percent	10%	7%	4%	77%
	Total	Count	17	9	10	108
		Row Percent	11%	6%	6%	75%
White, not Hispanic	Female	Count	17	5	12	113
		Row Percent	11%	3%	8%	76%
	Male	Count	78	12	20	562
		Row Percent	11%	1%	2%	83%
	Total	Count	95	17	32	675
		Row Percent	11%	2%	3%	82%
Total	Female	Count	49	19	46	329
		Row Percent	11%	4%	10%	74%
	Male	Count	204	68	85	1483
		Row Percent	11%	3%	4%	80%
	Total	Count	253	87	131	1812
		Row Percent	11%	3%	5%	79%

Note: Percentages were based on the total number of students within each race.

AB 332 (1) (A) (iii)

A total of 2,090 students completed Emergency Vehicle Operations Course (EVOC) testing. Students were assessed based on various EVOC skill tests. Each student must pass all EVOC tests to be considered successful in the EVOC skill test. Table 6 shows that 1,708 (81%) students successfully passed all of the EVOC tests during the initial phase of testing, 365 (17%) students failed the test in the initial testing phase and passed during the retest, and 17 (< 1%) students failed both the initial and retest phases.

Table 6 shows that 1,423 (83%) male students and 285 (72%) female students passed all the initial EVOC tests. The following ethnic groups are listed in descending order of predominance: 784 (83%) students were Hispanic or Latino/Latina, 624 (81%) students were White, 110 (85%) students were of more than one race, 106 (76%) students were Asian, and 84 (72%) students were African American.

Of those who failed the EVOC test(s) in the initial testing phase and passed during the retest phase, Table 6 shows that 263 (15%) students were male and 102 (26%) students were female. The following ethnic groups are listed in descending order of predominance: 153 (16%) students were Hispanic or Latino/Latina, 137 (17%) students were White, 31 (26%) students were African American, 28 (20%) students were Asian, and 16 (12%) students were of more than one race.

For students who failed both the initial and retest of the EVOC test(s), Table 6 shows that 12 students were male, and 5 students were female. The following ethnic groups are listed in descending order of predominance: 5 students were Asian, 4 students were White, 4 students were Hispanic or Latino/Latina, 3 students were of more than one race, and 1 student was African American. It should be noted that since some of the results yielded 0% in the overall calculation due to significantly low sample size, the raw numbers were reported here without percentages.

Table 6
EVOC Testing Pass/Fail Data

EVOC Test Pass/Fail Counts by Gender and Ethnicity (Each Grouping greater than 5% of Total) (Excluding N/A and Missing Data)						
Student Counts by Ethnicity and Gender			Passed all	Failed, Passed	Failed, Failed	Total
African American, not Hispanic	Female	Count	16	3	.	19
		Row Percent	84%	15%	.	100%
	Male	Count	68	28	1	97
		Row Percent	70%	28%	1%	100%
	Total	Count	84	31	1	116
		Row Percent	72%	26%	0%	100%
Asian	Female	Count	6	4	.	10
		Row Percent	60%	40%	.	100%
	Male	Count	100	24	5	129
		Row Percent	77%	18%	3%	100%
	Total	Count	106	28	5	139
		Row Percent	76%	20%	3%	100%
Hispanic or Latino	Female	Count	143	59	3	205
		Row Percent	69%	28%	1%	100%
	Male	Count	641	94	1	736
		Row Percent	87%	12%	0%	100%
	Total	Count	784	153	4	941
		Row Percent	83%	16%	0%	100%
More than one race	Female	Count	19	5	1	25
		Row Percent	76%	20%	4%	100%
	Male	Count	91	11	2	104
		Row Percent	87%	10%	1%	100%
	Total	Count	110	16	3	129
		Row Percent	85%	12%	2%	100%
White, not Hispanic	Female	Count	101	31	1	133
		Row Percent	75%	23%	0%	100%
	Male	Count	523	106	3	632
		Row Percent	82%	16%	0%	100%
	Total	Count	624	137	4	765
		Row Percent	81%	17%	0%	100%
Total	Female	Count	285	102	5	392
		Row Percent	72%	26%	1%	100%
	Male	Count	1423	263	12	1698
		Row Percent	83%	15%	0%	100%
	Total	Count	1708	365	17	2090
		Row Percent	81%	17%	0%	100%

Note: Percentages were based on the total number of students within each race.

A total of 2,091 students completed firearms testing. Students were assessed based on various firearms tests. Each student must pass all firearm tests to be considered successful in the firearm skill tests. Table 7 shows that 1,723 (82%) students successfully passed all of the firearms tests during the initial phase of testing, 327 (15%) students failed the test in the initial testing phase and passed during the retest, and 41 (1%) students failed both the initial and retest phases.

Table 7 shows that 1,454 (85%) male students and 269 (67%) female students passed all the initial firearms test(s). The following ethnic groups are listed in descending order of predominance: 760 (80%) students were Hispanic or Latino/Latina, 654 (85%) students were White, 117 (85%) students were Asian, 102 (80%) students were of more than one race, and 90 (76%) students were African American.

Of those who failed the firearms test(s) in the initial testing phase and passed during the retest phase, Table 7 shows that 214 (12%) students were male and 113 (28%) students were female. The following ethnic groups are listed in descending order of predominance: 164 (17%) students were Hispanic or Latino/Latina, 100 (13%) students were White, 25 (21%) students were African American, 23 (18%) students were of more than one race, and 15 (10%) students were Asian.

For students who failed both the initial and retest of the firearms test(s), Table 7 shows that 24 (1%) students were male and 17 (4%) students were female. The following ethnic groups are listed in descending order of predominance: 23 (2%) students were Hispanic or Latino/Latina, 9 (1%) students were White, 5 (3%) students were Asian, 2 (1%) students were of more than one race, and 2 (1%) students were African American.

Table 7
Firearms Testing Pass/Fail Data

Firearms Test Pass/Fail Counts by Gender and Ethnicity (Each Grouping Greater than 5% of Total) (Excluding Missing Data)						
Student Counts by Ethnicity and Gender			Passed all	Failed, Passed	Failed, Failed	Total
African American, not Hispanic	Female	Count	13	6	.	19
		Row Percent	68%	31%	.	100%
	Male	Count	77	19	2	98
		Row Percent	78%	19%	2%	100%
	Total	Count	90	25	2	117
		Row Percent	76%	21%	1%	100%
Asian	Female	Count	7	3	2	12
		Row Percent	58%	25%	16%	100%
	Male	Count	110	12	3	125
		Row Percent	88%	9%	2%	100%
	Total	Count	117	15	5	137
		Row Percent	85%	10%	3%	100%
Hispanic or Latino	Female	Count	139	60	10	209
		Row Percent	66%	28%	4%	100%
	Male	Count	621	104	13	738
		Row Percent	84%	14%	1%	100%
	Total	Count	760	164	23	947
		Row Percent	80%	17%	2%	100%
More than one race	Female	Count	17	6	2	25
		Row Percent	68%	24%	8%	100%
	Male	Count	85	17	.	102
		Row Percent	83%	16%	.	100%
	Total	Count	102	23	2	127
		Row Percent	80%	18%	1%	100%
White, not Hispanic	Female	Count	93	38	3	134
		Row Percent	69%	28%	2%	100%
	Male	Count	561	62	6	629
		Row Percent	89%	9%	0%	100%
	Total	Count	654	100	9	763
		Row Percent	85%	13%	1%	100%
Total	Female	Count	269	113	17	399
		Row Percent	67%	28%	4%	100%
	Male	Count	1454	214	24	1692
		Row Percent	85%	12%	1%	100%
	Total	Count	1723	327	41	2091
		Row Percent	82%	15%	1%	100%

Note: Percentages were based on the total number of students within each race.

2,058 students completed both vehicle operations and firearms testing. Results from this section were from aggregated pass/fail data on all the EVOC and Firearms skill tests. Each student must pass all skill tests to be considered successful in the academy. Table 8 shows that 1,412 (68%) students successfully passed all of the vehicle operation and firearms tests during the initial phase of testing, 596 (28%) students failed the test in the initial testing phase and passed during the retest, and 50 (2%) students failed both the initial and retest phases.

Table 8 shows that 1,220 (73%) male students and 192 (48%) female students passed all the initial learning domains relating to vehicle operations and firearms proficiency combined. The following ethnic groups are listed in descending order of predominance: 636 (68%) students were Hispanic or Latino/Latina, 532 (70%) students were White, 91 (66%) students were Asian, 87 (68%) students were of more than one race, and 66 (58%) students were African American.

Of those who failed the learning domains relating to vehicle operations and firearms proficiency combined in the initial testing phase and passed during the retest phase, Table 8 shows that 416 (24%) students were male and 180 (45%) students were female. The following ethnic groups are listed in descending order of predominance: 271 (29%) students were Hispanic or Latino/Latina, 209 (27%) students were White, 43 (38%) students were African American, 38 (27%) students were Asian, and 35 (27%) students were of more than one race.

For students who failed both the initial and retest of the learning domains relating to vehicle operations and firearms proficiency combined, Table 8 shows that 30 (1%) students were male and 20 (5%) students were female. The following ethnic groups are listed in descending order of predominance: 24 (2%) students were Hispanic or Latino/Latina, 10 (1%) students were White, 8 (5%) students were Asian, 5 (3%) students were of more than one race, and 3 (2%) students were African American.

Table 8
Combined Firearms and EVOC Testing Pass/Fail Data

Firearms and EVOC Test Pass/Fail Counts by Gender and Ethnicity (Each Grouping greater than 5% of Total) (Excluding Missing Data)						
Student Counts by Ethnicity and Gender			Passed all	Failed, Passed	Failed, Failed	Total
African American, not Hispanic	Female	Count	12	7	.	19
		Row Percent	63%	36%	.	100%
	Male	Count	54	36	3	93
		Row Percent	58%	38%	3%	100%
	Total	Count	66	43	3	112
		Row Percent	58%	38%	2%	100%
Asian	Female	Count	3	7	1	11
		Row Percent	27%	63%	9%	100%
	Male	Count	88	31	7	126
		Row Percent	69%	24%	5%	100%
	Total	Count	91	38	8	137
		Row Percent	66%	27%	5%	100%
Hispanic or Latino	Female	Count	97	95	12	204
		Row Percent	47%	46%	5%	100%
	Male	Count	539	176	12	727
		Row Percent	74%	24%	1%	100%
	Total	Count	636	271	24	931
		Row Percent	68%	29%	2%	100%
More than one race	Female	Count	12	11	3	26
		Row Percent	46%	42%	11%	100%
	Male	Count	75	24	2	101
		Row Percent	74%	23%	1%	100%
	Total	Count	87	35	5	127
		Row Percent	68%	27%	3%	100%
White, not Hispanic	Female	Count	68	60	4	132
		Row Percent	51%	45%	3%	100%
	Male	Count	464	149	6	619
		Row Percent	74%	24%	0%	100%
	Total	Count	532	209	10	751
		Row Percent	70%	27%	1%	100%
Total	Female	Count	192	180	20	392
		Row Percent	48%	45%	5%	100%
	Male	Count	1220	416	30	1666
		Row Percent	73%	24%	1%	100%
	Total	Count	1412	596	50	2058
		Row Percent	68%	28%	2%	100%

Note: Percentages were based on the total number of students within each race.

Additional data was also collected for the combined skills tests of Firearms, EVOC, and Arrest and Control; the Cognitive Test; the Scenario Test; Report Writing; and the Work Sample Test Battery. Results for these tests are not summarized here within the content of this report. However, results for these tests can be found in the tables in Appendix A.

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Figure 7, Figure 8, and Table 9 shows that there was a total of 3,120 retests completed. Of the 3,120 retests, 2,983 (95.60%) retests were successfully passed. It should be noted that remedial training can be offered multiple times prior to taking the retest. Therefore, what is reported is the total number of retests completed rather than the number of students who received remedial training.

Figure 7
Overall Remedial Training Counts

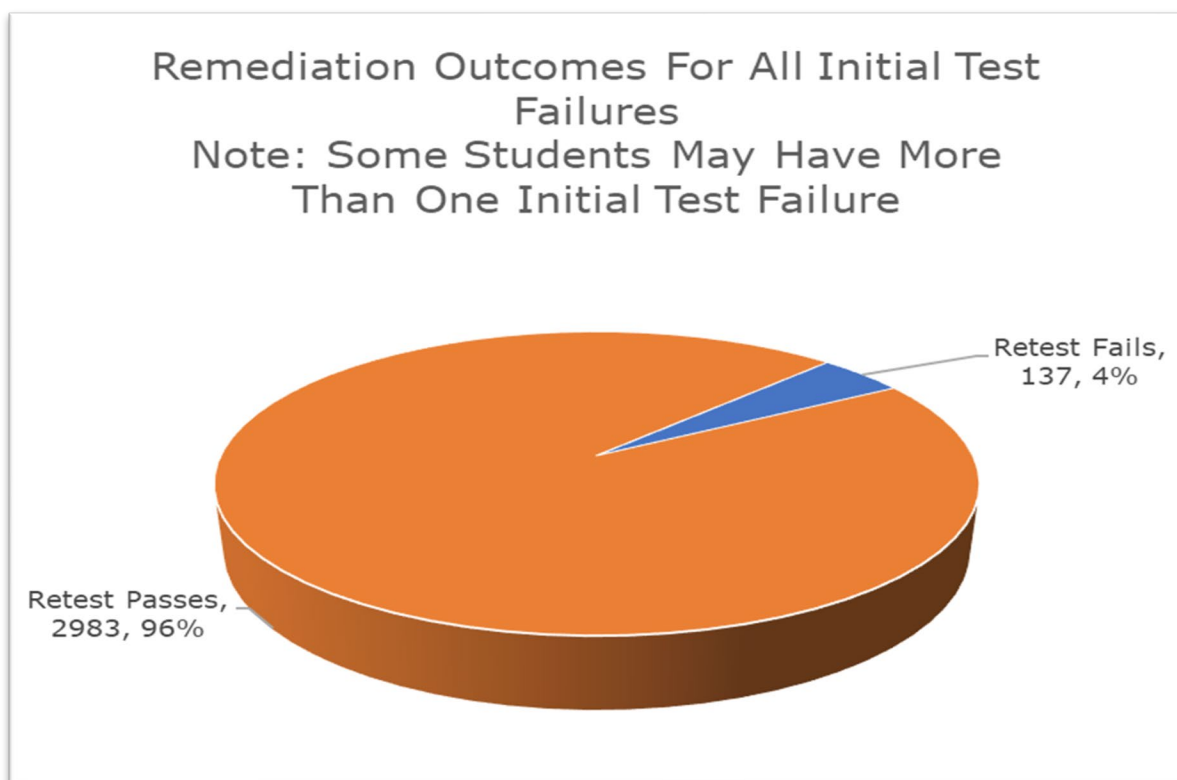


Figure 8
Overall Remedial Training Counts

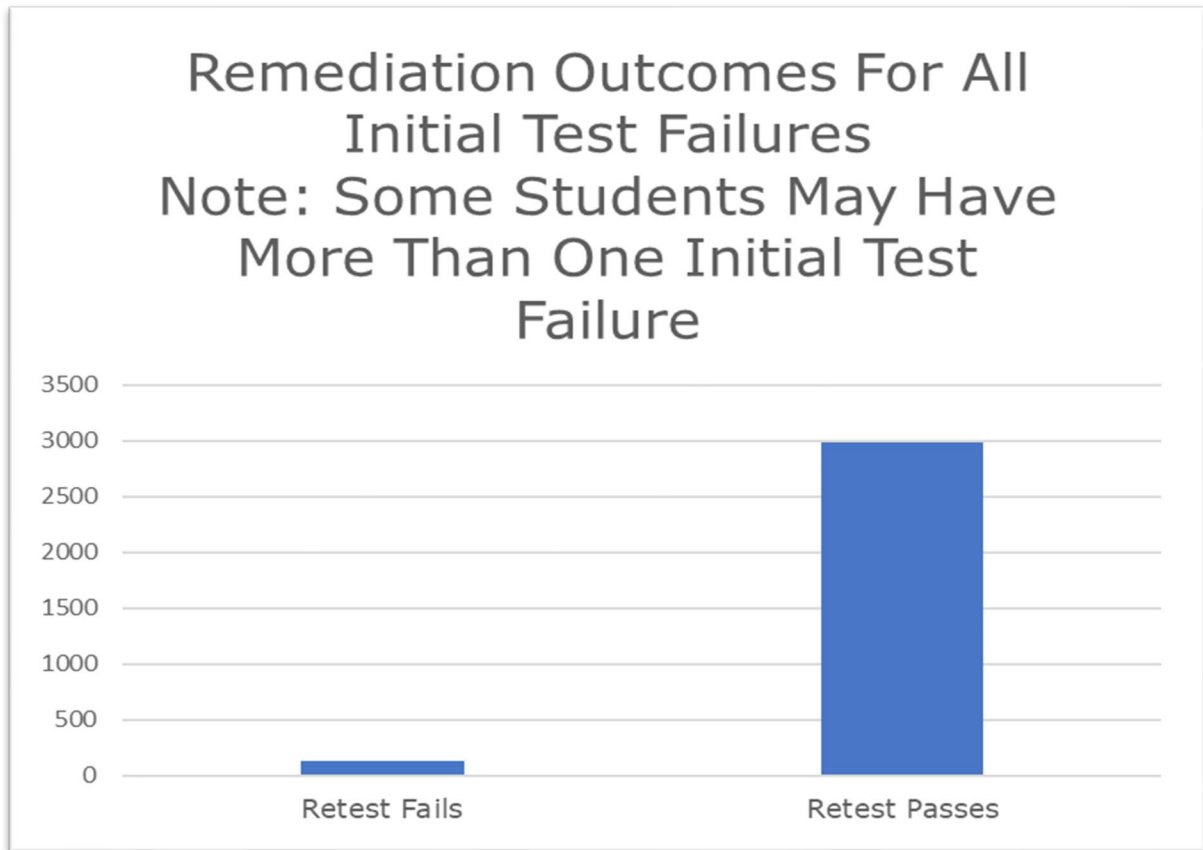


Table 9
Overall Remedial Training Counts

Remediation Outcomes for All Initial Test Failures		
Retest Scores		
Number of Retests	Retest Passes	Passing Percent
3,120	2,983	95.60%

Note: Some Students may have more than one initial test failure.

Figure 9 and Figure 10 shows that 1,133 (79%) students successfully completed remedial training and passed the retest, 136 (9%) students completed remedial training and did not pass the retest, 121 (8%) students had missing data, 19 (1%) students withdrew for personal reasons, 11 (<1%) students were academy dismissals, and 4 (<1%) students had extension of time to complete academy (per requirements outlined in Commission Regulation 1006 – Extension of Time Limit for Course Completion). It should be noted that each student with an initial test failure was counted only once.

Figure 9
Remedial Training Outcomes by Student

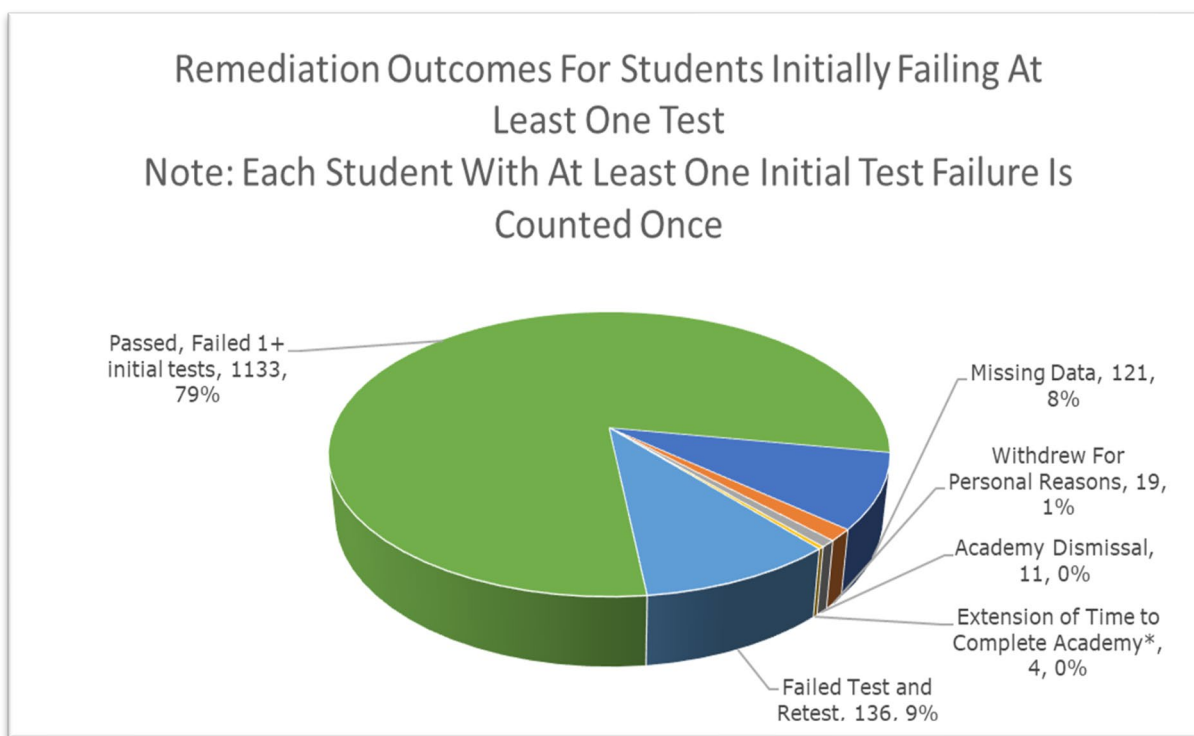


Figure 10
Remedial Training Outcomes by Student

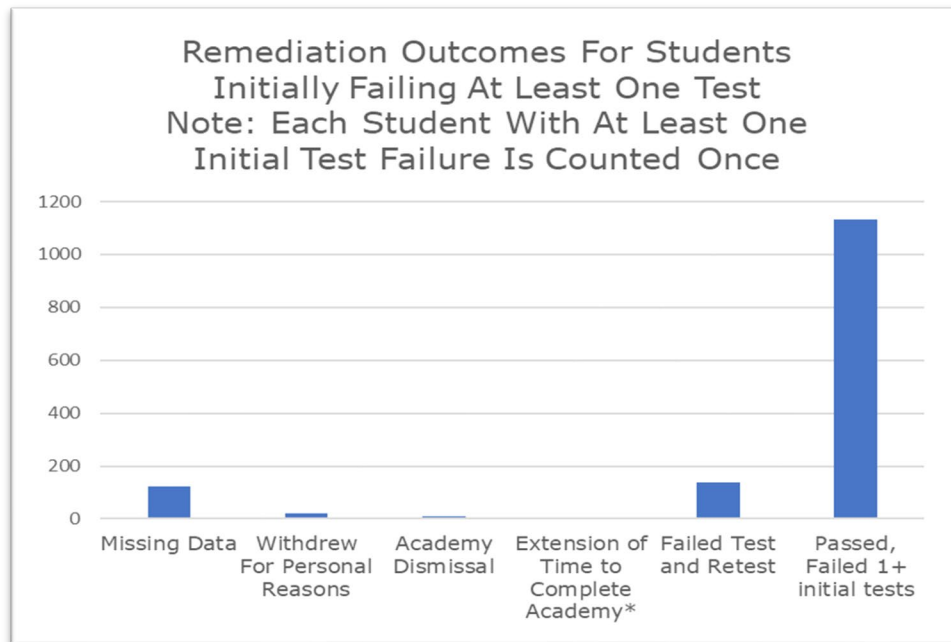


Table 10 shows that 2,320 male students completed a retest with 2,230 (96.1%) successfully passing the retest. 797 female students completed a retest with 750 (94.1%) successfully passing the retest. One student, who did not respond to gender, completed and successfully passed the retest. Two students, who preferred not to provide a gender, completed and successfully passed the retest. It should be noted that some students may have been counted more than once if they had more than one initial test failure.

The following ethnic groups are listed in descending order of predominance: 1,314 Hispanic or Latino/Latina students completed a retest with 1,252 (95.3%) successfully passing the retest; 1,076 White students completed a retest with 1,044 (97%) successfully passing the retest; 221 Asian students completed a retest with 208 (94.1%) successfully passing the retest; 201 African American students completed a retest with 186 (92.5%) successfully passing the retest; 183 students with more than one race completed a retest with 173 (94.5%) successfully passing the retest; 76 Filipino students completed a retest with 71 (93.4%) successfully passing the retest; 19 American Indian or Alaska Native students completed a retest with all 19 (100%) successfully passing the retest; 17 students who did not provide a response of race completed a retest with all 17 (100%) successfully passing the retest; and 13 Pacific Islander students completed a retest with all 13 (100%) successfully passing the retest.

Table 10
Remedial Training Outcomes by Ethnicity and Gender

Overall Remediation Outcomes for Students Initially Failing at Least One Test <i>Note: Some Students may have more than one initial test failure</i>				
Gender and Ethnicity Breakdown		Retest Scores		
		Number of Retests	Retest Passes	Passing Percent
Gender	Ethnicity			
Female	African American, not Hispanic	38	32	84.20%
	Asian	26	24	92.30%
	Filipino	11	10	90.90%
	Hispanic or Latino	404	383	94.80%
	More than one race	42	37	88.10%
	Not provided	6	6	100.00%
	Pacific Islander	1	1	100.00%
	White, not Hispanic	269	257	95.50%
	All	797	750	94.10%
Male	African American, not Hispanic	163	154	94.50%
	American Indian or Alaska Native	19	19	100.00%
	Asian	195	184	94.40%
	Filipino	65	61	93.80%
	Hispanic or Latino	908	867	95.50%
	More than one race	141	136	96.50%
	Not provided	11	11	100.00%
	Pacific Islander	12	12	100.00%
	White, not Hispanic	806	786	97.50%
	All	2320	2230	96.10%
No Response	Hispanic or Latino	1	1	100.00%
	All	1	1	100.00%
Prefer not to say	Hispanic or Latino	1	1	100.00%
	White, not Hispanic	1	1	100.00%
	All	2	2	100.00%
All	African American, not Hispanic	201	186	92.50%
	American Indian or Alaska Native	19	19	100.00%
	Asian	221	208	94.10%
	Filipino	76	71	93.40%
	Hispanic or Latino	1314	1252	95.30%
	More than one race	183	173	94.50%
	Not provided	17	17	100.00%
	Pacific Islander	13	13	100.00%
	White, not Hispanic	1076	1044	97.00%
	All	3120	2983	95.60%

Note: Percentages were based on the total number of students within each race.

DISCUSSION

Results from the data collected offered a general overview of students' performance within the intensive RBC academies. Due to the ongoing needs for curriculum changes because of new regulations, POST continued efforts in curriculum updates throughout the data collection efforts for AB 332. Additionally, most academies had to shut down for weeks due to the COVID-19 pandemic and all data collection efforts were suspended.

The purpose of this study was to explore the relationship between whether a specific group of students tend to pass or fail the academy, specifically looking at EVOC and Firearms. Overall, female students have a retest pass rate of 94% while male students have a retest pass rate of 96%. All race and ethnicity groups have a retest pass rate of over 90% across all tests. Therefore, it is not recommended at this time that minimum standards for an appropriate level of remedial training be established.

Diverse representation in the academy classes is small. Because of the small sample sizes within the minority groups, inferences should not be incorrectly made about any particular group regarding successes and failures in the academy. This is important because we run a greater risk of assuming there's a significant result when in fact it may be due to other extraneous factors.

It is important to note that training in the academy is reflective of the daily tasks, knowledges, and competencies of California peace officers. POST's most recent Peace Officer Job Task Analysis completed in 2016 and subsequent Linkage Project in 2019 confirm that learning activities taught in the academy are directly aligned with job tasks performed.

Results from the AB 332 data collection efforts are for informational purposes only. A comprehensive study of the variances in students' performance within the law enforcement basic training, along with further research with controlled variables and baseline data could be explored and included in future research studies. In addition, longitudinal research will allow a more comprehensive understanding of students' performance from basic training to field training, and eventually to on-the-job training as students become peace officers.

APPENDIX A

Overall Counts: Penal Code Section 13510.05 (a) (1) (A) (i)

Data on the number of students who attended an academy, the number and percentage of students who successfully completed an academy, and the number and percentage of students who failed to successfully complete an academy.

13510.05 (a) (1) (B) Data reported pursuant to this paragraph shall also be aggregated by the race and gender of students.

Overall Academy Attendance and Pass/Fail Rates

Overall Pass/Fail (All Available Data)		
Student Counts	Count	Percent
Missing Data	218	8%
Failed to Complete Academy	495	19%
Successfully Completed Academy	1877	72%
Total	2,590	100%

Overall Pass/Fail (Excluding Missing Data)		
Student Counts	Count	Percent
Failed to Complete Academy	495	19%
Successfully Completed Academy	1877	80%
Total	2,372	100%

Students who attended an academy aggregated by race and gender

Student Counts		Gender								Ethnicity Total Count	Ethnicity Total Percent
		Female		Male		No Response		Prefer not to say			
		Count	Percent	Count	Percent	Count	Percent	Count	Percent		
Ethnic Group	Ethnicity										
Majority	White, not Hispanic	160	6%	734	28%	1	0%	1	0%	896	34%
Minority	African American, not Hispanic	24	0%	121	4%	145	5%
	American Indian or Alaska Native	.	.	9	0%	9	0%
	Asian	15	0%	163	6%	178	6%
	Filipino	5	0%	48	1%	53	2%
	Hispanic or Latino	251	9%	862	33%	3	0%	1	0%	1117	43%
	More than one race	34	1%	125	4%	159	6%
	Pacific Islander	1	0%	14	0%	15	0%
Not prov	Not provided	5	0%	12	0%	1	0%	.	.	18	0%
Total		495	495	19%	2088	80%	5	0%	2	0%	2590

Students who successfully completed an academy aggregated by race and gender

Student Counts		Gender								Ethnicity Total Count	Ethnicity Total Percent
		Female		Male		No Response		Prefer not to say			
		Count	Percent	Count	Percent	Count	Percent	Count	Percent		
Ethnic Group	Ethnicity										
Majority	White, not Hispanic	113	4%	562	21%	1	0%	1	0%	677	26%
Minority	African American, not Hispanic	16	0%	82	3%	98	3%
	American Indian or Alaska Native	.	.	5	0%	5	0%
	Asian	9	0%	114	4%	123	4%
	Filipino	3	0%	30	1%	33	1%
	Hispanic or Latino	169	6%	639	24%	1	0%	.	.	809	31%
	More than one race	22	0%	86	3%	108	4%
	Pacific Islander	1	0%	12	0%	13	0%
Not prov	Not provided	3	0%	8	0%	11	0%
Total		336	12%	1538	59%	2	0%	1	0%	1877	72%

Students who failed to successfully complete an academy aggregated by race and gender

Student Counts		Gender						Total N Students in Class	Percent of Students in Class
		Female		Male		No Response			
		Count	Percent	Count	Percent	Count	Percent		
Ethnic Group	Ethnicity								
Majority	White, not Hispanic	34	1%	110	4%	.	.	144	5%
Minority	African American, not Hispanic	8	0%	29	1%	.	.	37	1%
	American Indian or Alaska Native	.	.	3	0%	.	.	3	0%
	Asian	3	0%	38	1%	.	.	41	1%
	Filipino	2	0%	11	0%	.	.	13	0%
	Hispanic or Latino	58	2%	155	5%	1	0%	214	8%
	More than one race	11	0%	25	0%	.	.	36	1%
	Not prov	Not provided	2	0%	4	0%	1	0%	7
Total		118	4%	375	14%	2	0%	495	19%

Note: These data exclude cases with missing data (see next table).

Students with unknown academy success due to missing data aggregated by race and gender¹

Student Counts		Gender								Total N Students in Class	Percent of Students in Class
		Female		Male		No Response		Prefer not to say			
		Count	Percent	Count	Percent	Count	Percent	Count	Percent		
Ethnic Group	Ethnicity										
Majority	White, not Hispanic	13	0%	62	2%	75	2%
Minority	African American, not Hispanic	.	.	10	0%	10	0%
	American Indian or Alaska Native	.	.	1	0%	1	0%
	Asian	3	0%	11	0%	14	0%
	Filipino	.	.	7	0%	7	0%
	Hispanic or Latino	24	0%	68	2%	1	0%	1	0%	94	3%
	More than one race	1	0%	14	0%	15	0%
	Pacific Islander	.	.	2	0%	2	0%
Total		41	1%	175	6%	1	0%	1	0%	218	8%

¹ Students appeared to have completed the academy but were missing one or more required test scores.

Failing Counts: Penal Code Section 13510.05 (a) (1) (A) (ii)

Students who failed to successfully complete an academy, the number and percentage of students who did not successfully complete an academy because they self-dismissed out of the academy, and the number and percentage of students who did not successfully complete an academy because they failed to successfully complete one or more learning domains.

13510.05 (a) (1) (B) Data reported pursuant to this paragraph shall also be aggregated by the race and gender of students

Overall Self and Academy Dismissals (Excluding Missing Data)

Overall Counts	Count	Percent
Withdrew for personal reasons	263	11%
Academy Dismissal	88	3%
Failed Test and Retest	136	5%
Successfully Completed Academy	1,863	79%
Total	2,350	100%

**Overall Pass, Fail, Withdrawal, and Dismissals by Gender and Ethnicity
for groups with at least 5% of the total number of students**

Student Counts by Ethnicity and Gender			Withdrew for personal reasons	Academy Dismissal	Failed Test and Retest	Successfully Completed Academy
African American, not Hispanic	Female	Count	1	1	6	16
		Row Percent	4%	4%	25%	66%
	Male	Count	12	8	9	82
		Row Percent	10%	7%	8%	73%
	Total	Count	13	9	15	98
		Row Percent	9%	6%	11%	72%
Asian	Female	Count	1	.	2	9
		Row Percent	8%	.	16%	75%
	Male	Count	22	5	11	114
		Row Percent	14%	3%	7%	75%
	Total	Count	23	5	13	123
		Row Percent	14%	3%	7%	75%
Hispanic or Latino	Female	Count	25	12	21	169
		Row Percent	11%	5%	9%	74%
	Male	Count	80	35	40	639
		Row Percent	10%	4%	5%	80%
	Total	Count	105	47	61	808
		Row Percent	10%	4%	5%	79%
More than one race	Female	Count	5	1	5	22
		Row Percent	15%	3%	15%	66%
	Male	Count	12	8	5	86
		Row Percent	10%	7%	4%	77%
	Total	Count	17	9	10	108
		Row Percent	11%	6%	6%	75%
White, not Hispanic	Female	Count	17	5	12	113
		Row Percent	11%	3%	8%	76%
	Male	Count	78	12	20	562
		Row Percent	11%	1%	2%	83%
	Total	Count	95	17	32	675
		Row Percent	11%	2%	3%	82%
Total	Female	Count	49	19	46	329
		Row Percent	11%	4%	10%	74%
	Male	Count	204	68	85	1483
		Row Percent	11%	3%	4%	80%
	Total	Count	253	87	131	1812
		Row Percent	11%	3%	5%	79%

**EVOC and Firearms Failing Counts:
Penal Code Section 13510.05 (a) (1) (A) (iii)**

Students who failed to successfully complete an academy because they failed to successfully complete one or more learning domains, the number and percentage of students who failed to complete the learning domains relating to vehicle operation, firearms proficiency, or both, and may include data on failure to complete other learning domains.

13510.05 (a) (1) (B) Data reported pursuant to this paragraph shall also be aggregated by the race and gender of students

Firearms Testing Pass/Fail Data

Firearms Test Pass/Fail Counts by Gender and Ethnicity (Each Grouping Greater than 5% of Total) (Excluding Missing Data)

Student Counts by Ethnicity and Gender			Passed all	Failed, Passed	Failed, Failed	Total
African American, not Hispanic	Female	Count	13	6	.	19
		Row Percent	68%	31%	.	100%
	Male	Count	77	19	2	98
		Row Percent	78%	19%	2%	100%
	Total	Count	90	25	2	117
		Row Percent	76%	21%	1%	100%
Asian	Female	Count	7	3	2	12
		Row Percent	58%	25%	16%	100%
	Male	Count	110	12	3	125
		Row Percent	88%	9%	2%	100%
	Total	Count	117	15	5	137
		Row Percent	85%	10%	3%	100%
Hispanic or Latino	Female	Count	139	60	10	209
		Row Percent	66%	28%	4%	100%
	Male	Count	621	104	13	738
		Row Percent	84%	14%	1%	100%
	Total	Count	760	164	23	947
		Row Percent	80%	17%	2%	100%
More than one race	Female	Count	17	6	2	25
		Row Percent	68%	24%	8%	100%
	Male	Count	85	17	.	102
		Row Percent	83%	16%	.	100%
	Total	Count	102	23	2	127
		Row Percent	80%	18%	1%	100%
White, not Hispanic	Female	Count	93	38	3	134
		Row Percent	69%	28%	2%	100%
	Male	Count	561	62	6	629
		Row Percent	89%	9%	0%	100%
	Total	Count	654	100	9	763
		Row Percent	85%	13%	1%	100%
Total	Female	Count	269	113	17	399
		Row Percent	67%	28%	4%	100%
	Male	Count	1454	214	24	1692
		Row Percent	85%	12%	1%	100%
	Total	Count	1723	327	41	2091
		Row Percent	82%	15%	1%	100%

EVOC Testing Pass/Fail Data

EVOC Test Pass/Fail Counts by Gender and Ethnicity (Each Grouping greater than 5% of Total) (Excluding N/A and Missing Data)						
Student Counts by Ethnicity and Gender			Passed all	Failed, Passed	Failed, Failed	Total
African American, not Hispanic	Female	Count	16	3	.	19
		Row Percent	84%	15%	.	100%
	Male	Count	68	28	1	97
		Row Percent	70%	28%	1%	100%
	Total	Count	84	31	1	116
		Row Percent	72%	26%	0%	100%
Asian	Female	Count	6	4	.	10
		Row Percent	60%	40%	.	100%
	Male	Count	100	24	5	129
		Row Percent	77%	18%	3%	100%
	Total	Count	106	28	5	139
		Row Percent	76%	20%	3%	100%
Hispanic or Latino	Female	Count	143	59	3	205
		Row Percent	69%	28%	1%	100%
	Male	Count	641	94	1	736
		Row Percent	87%	12%	0%	100%
	Total	Count	784	153	4	941
		Row Percent	83%	16%	0%	100%
More than one race	Female	Count	19	5	1	25
		Row Percent	76%	20%	4%	100%
	Male	Count	91	11	2	104
		Row Percent	87%	10%	1%	100%
	Total	Count	110	16	3	129
		Row Percent	85%	12%	2%	100%
White, not Hispanic	Female	Count	101	31	1	133
		Row Percent	75%	23%	0%	100%
	Male	Count	523	106	3	632
		Row Percent	82%	16%	0%	100%
	Total	Count	624	137	4	765
		Row Percent	81%	17%	0%	100%
Total	Female	Count	285	102	5	392
		Row Percent	72%	26%	1%	100%
	Male	Count	1423	263	12	1698
		Row Percent	83%	15%	0%	100%
	Total	Count	1708	365	17	2090
		Row Percent	81%	17%	0%	100%

Combined Firearms and EVOC Testing Pass/Fail Data

Firearms and EVOC Test Pass/Fail Counts by Gender and Ethnicity (Each Grouping greater than 5% of Total) (Excluding Missing Data)						
Student Counts by Ethnicity and Gender			Passed all	Failed, Passed	Failed, Failed	Total
African American, not Hispanic	Female	Count	12	7	.	19
		Row Percent	63%	36%	.	100%
	Male	Count	54	36	3	93
		Row Percent	58%	38%	3%	100%
	Total	Count	66	43	3	112
		Row Percent	58%	38%	2%	100%
Asian	Female	Count	3	7	1	11
		Row Percent	27%	63%	9%	100%
	Male	Count	88	31	7	126
		Row Percent	69%	24%	5%	100%
	Total	Count	91	38	8	137
		Row Percent	66%	27%	5%	100%
Hispanic or Latino	Female	Count	97	95	12	204
		Row Percent	47%	46%	5%	100%
	Male	Count	539	176	12	727
		Row Percent	74%	24%	1%	100%
	Total	Count	636	271	24	931
		Row Percent	68%	29%	2%	100%
More than one race	Female	Count	12	11	3	26
		Row Percent	46%	42%	11%	100%
	Male	Count	75	24	2	101
		Row Percent	74%	23%	1%	100%
	Total	Count	87	35	5	127
		Row Percent	68%	27%	3%	100%
White, not Hispanic	Female	Count	68	60	4	132
		Row Percent	51%	45%	3%	100%
	Male	Count	464	149	6	619
		Row Percent	74%	24%	0%	100%
	Total	Count	532	209	10	751
		Row Percent	70%	27%	1%	100%
Total	Female	Count	192	180	20	392
		Row Percent	48%	45%	5%	100%
	Male	Count	1220	416	30	1666
		Row Percent	73%	24%	1%	100%
	Total	Count	1412	596	50	2058
		Row Percent	68%	28%	2%	100%

Combined Skills (Firearms, EVOC, Arrest and Control) Testing Pass/Fail Data

Firearms, EVOC, and Arrest and Control Combined Skills Test Pass/Fail Counts by Gender and Ethnicity (Each Grouping greater than 5% of Total) (Excluding N/A and Missing Data)

Student Counts by Ethnicity and Gender			Passed all	Failed, Passed	Failed, Failed	Total
African American, not Hispanic	Female	Count	12	7	.	19
		Row Percent	63%	36%	.	100%
	Male	Count	45	45	3	93
		Row Percent	48%	48%	3%	100%
	Total	Count	57	52	3	112
		Row Percent	50%	46%	2%	100%
Asian	Female	Count	2	9	.	11
		Row Percent	18%	81%	.	100%
	Male	Count	72	45	8	125
		Row Percent	57%	36%	6%	100%
	Total	Count	74	54	8	136
		Row Percent	54%	39%	5%	100%
Hispanic or Latino	Female	Count	82	104	11	197
		Row Percent	41%	52%	5%	100%
	Male	Count	455	250	8	713
		Row Percent	63%	35%	1%	100%
	Total	Count	537	354	19	910
		Row Percent	59%	38%	2%	100%
More than one race	Female	Count	11	12	3	26
		Row Percent	42%	46%	11%	100%
	Male	Count	55	42	1	98
		Row Percent	56%	42%	1%	100%
	Total	Count	66	54	4	124
		Row Percent	53%	43%	3%	100%
White, not Hispanic	Female	Count	52	74	2	128
		Row Percent	40%	57%	1%	100%
	Male	Count	366	235	5	606
		Row Percent	60%	38%	0%	100%
	Total	Count	418	309	7	734
		Row Percent	56%	42%	0%	100%
Total	Female	Count	159	206	16	381
		Row Percent	41%	54%	4%	100%
	Male	Count	993	617	25	1635
		Row Percent	60%	37%	1%	100%
	Total	Count	1152	823	41	2016
		Row Percent	57%	40%	2%	100%

Cognitive Testing Pass/Fail Data

Cognitive Test Pass/Fail Counts by Gender and Ethnicity (Each Grouping greater than 5% of Total) (Excluding N/A and Missing Data)						
Student Counts by Ethnicity and Gender			Passed all	Failed, Passed	Failed, Failed	Total
African American, not Hispanic	Female	Count	15	3	4	22
		Row Percent	68%	13%	18%	100%
	Male	Count	85	9	1	95
		Row Percent	89%	9%	1%	100%
	Total	Count	100	12	5	117
		Row Percent	85%	10%	4%	100%
Asian	Female	Count	8	1	.	9
		Row Percent	88%	11%	.	100%
	Male	Count	124	5	1	130
		Row Percent	95%	3%	0%	100%
	Total	Count	132	6	1	139
		Row Percent	94%	4%	0%	100%
Hispanic or Latino	Female	Count	162	34	3	199
		Row Percent	81%	17%	1%	100%
	Male	Count	644	58	9	711
		Row Percent	90%	8%	1%	100%
	Total	Count	806	92	12	910
		Row Percent	88%	10%	1%	100%
More than one race	Female	Count	23	2	1	26
		Row Percent	88%	7%	3%	100%
	Male	Count	92	8	1	101
		Row Percent	91%	7%	0%	100%
	Total	Count	115	10	2	127
		Row Percent	90%	7%	1%	100%
White, not Hispanic	Female	Count	118	9	2	129
		Row Percent	91%	6%	1%	100%
	Male	Count	581	28	.	609
		Row Percent	95%	4%	.	100%
	Total	Count	699	37	2	738
		Row Percent	94%	5%	0%	100%
Total	Female	Count	326	49	10	385
		Row Percent	84%	12%	2%	100%
	Male	Count	1526	108	12	1646
		Row Percent	92%	6%	0%	100%
	Total	Count	1852	157	22	2031
		Row Percent	91%	7%	1%	100%

Scenario Tests Pass/Fail Data

Scenario Test Pass/Fail Counts by Gender and Ethnicity <i>(Each Grouping greater than 5% of Total) (Excluding N/A and Missing Data)</i>						
Student Counts by Ethnicity and Gender			Passed all	Failed, Passed	Failed, Failed	Total
African American, not Hispanic	Female	Count	9	9	2	20
		Row Percent	45%	45%	10%	100%
	Male	Count	64	32	4	100
		Row Percent	64%	32%	4%	100%
	Total	Count	73	41	6	120
		Row Percent	60%	34%	5%	100%
Asian	Female	Count	3	7	.	10
		Row Percent	30%	70%	.	100%
	Male	Count	73	49	1	123
		Row Percent	59%	39%	0%	100%
	Total	Count	76	56	1	133
		Row Percent	57%	42%	0%	100%
Hispanic or Latino	Female	Count	126	78	3	207
		Row Percent	60%	37%	1%	100%
	Male	Count	497	212	16	725
		Row Percent	68%	29%	2%	100%
	Total	Count	623	290	19	932
		Row Percent	66%	31%	2%	100%
More than one race	Female	Count	16	7	1	24
		Row Percent	66%	29%	4%	100%
	Male	Count	58	40	2	100
		Row Percent	58%	40%	2%	100%
	Total	Count	74	47	3	124
		Row Percent	59%	37%	2%	100%
White, not Hispanic	Female	Count	81	50	6	137
		Row Percent	59%	36%	4%	100%
	Male	Count	417	204	10	631
		Row Percent	66%	32%	1%	100%
	Total	Count	498	254	16	768
		Row Percent	64%	33%	2%	100%
Total	Female	Count	235	151	12	398
		Row Percent	59%	37%	3%	100%
	Male	Count	1109	537	33	1679
		Row Percent	66%	31%	1%	100%
	Total	Count	1344	688	45	2077
		Row Percent	64%	33%	2%	100%

Report Writing Tests Pass/Fail Data

Report Writing Test Pass/Fail Counts by Gender and Ethnicity (Each Grouping greater than 5% of Total) (Excluding N/A and Missing Data)					
Student Counts by Ethnicity and Gender			Passed	Failed, Passed	Total
African American, not Hispanic	Female	Count	19	.	19
		Row Percent	100%	.	100%
	Male	Count	97	3	100
		Row Percent	97%	3%	100%
	Total	Count	116	3	119
		Row Percent	97%	2%	100%
Asian	Female	Count	10	.	10
		Row Percent	100%	.	100%
	Male	Count	117	9	126
		Row Percent	92%	7%	100%
	Total	Count	127	9	136
		Row Percent	93%	6%	100%
Hispanic or Latino	Female	Count	198	2	200
		Row Percent	99%	1%	100%
	Male	Count	716	14	730
		Row Percent	98%	1%	100%
	Total	Count	914	16	930
		Row Percent	98%	1%	100%
More than one race	Female	Count	24	.	24
		Row Percent	100%	.	100%
	Male	Count	96	6	102
		Row Percent	94%	5%	100%
	Total	Count	120	6	126
		Row Percent	95%	4%	100%
White, not Hispanic	Female	Count	133	1	134
		Row Percent	99%	0%	100%
	Male	Count	613	17	630
		Row Percent	97%	2%	100%
	Total	Count	746	18	764
		Row Percent	97%	2%	100%
Total	Female	Count	384	3	387
		Row Percent	99%	0%	100%
	Male	Count	1639	49	1688
		Row Percent	97%	2%	100%
	Total	Count	2023	52	2075
		Row Percent	97%	2%	100%

Work Sample Test Battery Pass/Fail Data

Work Sample Test Battery Pass/Fail Counts by Gender and Ethnicity (Each Grouping greater than 5% of Total) (Excluding N/A and Missing Data)						
Student Counts by Ethnicity and Gender			Passed	Failed, Passed	Failed, Failed	Total
African American, not Hispanic	Female	Count	16	1	.	17
		Row Percent	94%	5%	.	100%
	Male	Count	102	.	.	102
		Row Percent	100%	.	.	100%
	Total	Count	118	1	.	119
		Row Percent	99%	0%	.	100%
Asian	Female	Count	10	.	.	10
		Row Percent	100%	.	.	100%
	Male	Count	123	3	.	126
		Row Percent	97%	2%	.	100%
	Total	Count	133	3	.	136
		Row Percent	97%	2%	.	100%
Hispanic or Latino	Female	Count	193	6	2	201
		Row Percent	96%	2%	0%	100%
	Male	Count	735	5	.	740
		Row Percent	99%	0%	.	100%
	Total	Count	928	11	2	941
		Row Percent	98%	1%	0%	100%
More than one race	Female	Count	24	.	.	24
		Row Percent	100%	.	.	100%
	Male	Count	104	.	.	104
		Row Percent	100%	.	.	100%
	Total	Count	128	.	.	128
		Row Percent	100%	.	.	100%
White, not Hispanic	Female	Count	125	4	.	129
		Row Percent	96%	3%	.	100%
	Male	Count	637	.	.	637
		Row Percent	100%	.	.	100%
	Total	Count	762	4	.	766
		Row Percent	99%	0%	.	100%
Total	Female	Count	368	11	2	381
		Row Percent	96%	2%	0%	100%
	Male	Count	1701	8	.	1709
		Row Percent	99%	0%	.	100%
	Total	Count	2069	19	2	2090
		Row Percent	98%	0%	0%	100%

Remedial Training Counts: Penal Code Section 13510.05 (a) (1) (A) (iv)

Data on the number of students who received one or more opportunities for remedial training for a learning domain included in the report pursuant to clause (iii) and then did, or did not, successfully complete the learning domain after receiving the remedial training.

13510.05 (a) (1) (B) Data reported pursuant to this paragraph shall also be aggregated by the race and gender of students

Overall Remediation Counts (All possible retests. Some Students may have more than one initial test failure.)

Remediation Outcomes for All Initial Test Failures		
Retest Scores		
Number of Retests	Retest Passes	Passing Percent
3,120	2,983	95.60%

Note: Some Students may have more than one initial test failure.

Remediation Outcomes by Student
(Each Student with an initial test failure is counted only once)

Remediation Outcomes for Students Initially Failing at Least One Test		
Gender and Ethnicity Breakdown	Number of Retests	Percent
Retest Scores		
MISSING DATA	121	8%
Withdrew for personal reasons	19	1%
Academy Dismissal	11	0%
Extension of Time to Complete Academy*	4	0%
Failed Test and Retest	136	9%
Passed, Failed 1+ initial tests	1133	79%
All	1,424	100%

Note: Each student with at least one initial test failure is counted once.

*** Refers to requirements outlined in Commission Regulation 1006 – Extension of Time Limit for Course Completion**

Remediation Outcomes by Ethnicity and Gender
(Some Students may be counted more than once if they have more than one initial test failure)

Overall Remediation Outcomes for Students Initially Failing at Least One Test Note: Some Students may have more than one initial test failure				
Gender and Ethnicity Breakdown		Retest Scores		
		Number of Retests	Retest Passes	Passing Percent
Gender	Ethnicity			
Female	African American, not Hispanic	38	32	84.20%
	Asian	26	24	92.30%
	Filipino	11	10	90.90%
	Hispanic or Latino	404	383	94.80%
	More than one race	42	37	88.10%
	Not provided	6	6	100.00%
	Pacific Islander	1	1	100.00%
	White, not Hispanic	269	257	95.50%
	All	797	750	94.10%
Male	African American, not Hispanic	163	154	94.50%
	American Indian or Alaska Native	19	19	100.00%
	Asian	195	184	94.40%
	Filipino	65	61	93.80%
	Hispanic or Latino	908	867	95.50%
	More than one race	141	136	96.50%
	Not provided	11	11	100.00%
	Pacific Islander	12	12	100.00%
	White, not Hispanic	806	786	97.50%
	All	2320	2230	96.10%
No Response	Hispanic or Latino	1	1	100.00%
	All	1	1	100.00%
Prefer not to say	Hispanic or Latino	1	1	100.00%
	White, not Hispanic	1	1	100.00%
	All	2	2	100.00%
All	African American, not Hispanic	201	186	92.50%
	American Indian or Alaska Native	19	19	100.00%
	Asian	221	208	94.10%
	Filipino	76	71	93.40%
	Hispanic or Latino	1314	1252	95.30%
	More than one race	183	173	94.50%
	Not provided	17	17	100.00%
	Pacific Islander	13	13	100.00%
	White, not Hispanic	1076	1044	97.00%
	All	3120	2983	95.60%