

Tuesday  
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Race and the San Francisco Schools

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How do low-income students of color who are racially isolated in their communities and schools receive a high-quality education? How do students in underserved communities with high truancies rates and low graduation rates and who are disproportionately disciplined and failed, pushed out of regular classroom settings and overrepresented in special education and student suspensions and separated out from others in the educational system, seldom in an honors or advanced placement class, not become marginalized and disenfranchised and largely invisible to the majority of society?

Our society should set sights high for all its students and provide a rigorous and quality education where each student succeeds and does not fail.

In our San Francisco schools there are students such as those who live in public housing and whose parents are in prison and some of them perform at advanced academic levels, and for them the task of education is clear and distinct, but they are not many. There are also students who leave San Francisco schools to become Nobel Prize winners, supreme court justices, writers, and college presidents. The difference in the lives of San Francisco students and their academic performance have causes such as race, social class, economic conditions, expectations, self-education and other factors which define a gap or clear variation in their academic achievement.

Of the African American students who entered the ninth grade in 2003 in a San Francisco high school, only 31.8 percent received a San Francisco high school diploma four years late in 2007. The percent of Latino students was 43.2 and the district performance was 62.8 percent.

Black and Latino students represent 75% of the students suspended, 80% of the students in the juvenile justice system, 54% of students in Special Education, 68% of truant students, and 75% of the students enrolled in the lowest performing elementary schools.

In contrast they represent 8% of the students enrolled in the highest performing elementary schools, 9% of students taking Advanced Placement examinations, 10% of students attending Lowell High School, and 13% of students in the Gifted program.

## District Profile

Fall 2007 (Student Counts and Student Percents)

	TOTAL	L	OW	AA	C	J	K	AI	F	ONW	DS	ELL
Elem K-5	21,240	5404	2313	2537	6137	238	109	162	1023	2000	1317	7646
Middle Schools	10,131	2292	726	1131	3770	98	54	47	538	1068	407	2473
High Schools	19,051	3999	1661	2337	6833	160	161	94	1212	2034	560	3538
Alt Conflg Schools	4,669	940	612	847	807	37	95	40	453	490	348	932
School Site Total	55,091	12635	5312	6852	17547	533	419	343	3226	5592	2632	14589

	TOTAL	L	OW	AA	C	J	K	AI	F	ONW	DS	ELL
Elem K-5	21,240	25.4	10.9	11.9	28.9	1.1	0.5	0.8	4.8	9.4	6.2	36.0
Middle Schools	10,131	22.6	7.2	11.2	37.2	1.0	0.5	0.5	5.3	10.5	4.0	24.4
High Schools	19,051	21.0	8.7	12.3	35.9	0.8	0.8	0.5	6.4	10.7	2.9	18.6
Alt Conflg Schools	4,669	20.1	13.1	18.1	17.3	0.8	2.0	0.9	9.7	10.5	7.5	20.0
School Site Total	55,091	22.9	9.6	12.4	31.9	1.0	0.8	0.6	5.9	10.2	4.8	26.5

L-Latino, OW-White, AA-African American, C-Chinese, J-Japanese, K-Korean, AI-American Indian, F-Filipino  
ONW-Other Non White, DS-Declined to State, ELL-English Language Learner

## Sustaining Academic Achievement

In San Francisco there have long been serious problems for black and Latino students. However during the Consent Decree implementation of desegregating the schools, six of the lowest performing schools in Hunters Point and the Mission districts demonstrated exemplary academic achievement. Two schools were recognized as California Distinguished Schools and one was recognized by the US Department of Education as one of the outstanding secondary schools in the nation. San Francisco in a court report in 1992 was described as having made **"possible one of the most extensive educational reform efforts that has been carried out in the last generation in an urban school district."** The Consent Decree or San Francisco Desegregation Plan began in 1983 and ended in 2005. The Consent Decree reshaped the educational culture and expectations of the San Francisco School District and benefited not only African American and Latino students, but all of the District's students and schools, and did so against great societal odds and barriers.

Galileo High School  
San Francisco, California

There have been several schools over the years that have initiated, on their own, self-studies of particular subgroups at their schools. In the 2006 and 2007 schools years Galileo looked at school data of its black students. The school's enrollment is currently 2,236 students with 166 black students (7.4%). There are three other high schools in San Francisco with more than 160 black students (Burton, Lincoln, and Washington). Please see Table 1.

During the 2006 school year there were 157 African American students at Galileo. 74 of these students were in Special Education. 54 of the Special Education students were in Special Day Classes (SDC). The year began with 5 African American teachers but this number was reduced to 3 African American teachers during the year, though tremendous energy and effort was made to recruit African American teachers. Ten teachers were identified who worked well with struggling African American students. There were also four teachers who failed a large percentage of their students. These teachers were met with to discuss ways for students to achieve in those classes.

There was an average of 250 students who were tardy everyday. There were 100 students chronically tardy, of those 25 were African American. There was not a large absentee problem with the African American students, but most of the hall walkers were African American. The school devised an administrative, faculty, and security plan to address the situation and significantly reduced this number.

The previous year there had been 674 Dean's and Counseling Referrals for African American students. The school focused on the nature and reasons for these referrals and the next year the number had been reduced to 183 Dean's and Counseling Referrals for African American students. It was determined that most of the referrals previously were made by just two teachers. By giving public attention to the number of referrals being made and questioning the reason for their being made, there was a significant reduction. The school created a spreadsheet and database so it can now track the students who get referrals, who wrote them, and also track the results of the referrals.

The school held four community meetings with African American parents. There were a number of issues raised at these meetings. Several parents expressed that they felt racial and hostile attitudes when visiting the school. The school was open to their concerns and the parents feel they are now greeted with a much friendlier attitude by teachers and staff. Although it remains a problem, many parents feel that there is now better communication between the classroom teacher and the home. Other complaints voiced by the parents included: when they called a counselor or a teacher they would not get a return call; some parents said they were not informed that their child was failing; that they felt that the rules were selectively enforced; and that punishments were uneven.

The school found that every African American student with a Grade Point Average (GPA) above 2.8 was connected to an athletic team or a club. Every student below a 2.0 did not participate on an athletic team or a club. Those who participate in sports improve academically until the season is over.

GPA (African American non Special Education Students)

	October 2006	May 2007
Above 3.0	19 students	19 students
Between 2.9 - 2.0	26 students	43 students
Below 2.0	31 students	21 students
Total	76 students	83 students

Twelve African American students were in the Gifted and Talented Education (GATE) program. Eighteen more students were identified as GATE. At mid semester seven African American students were moved to AVID and honors classes. AVID is an acronym for Advancement Via Individual Determination. AVID places academically average students in advanced classes and levels the playing field for minority, low-income, and other students without a college-going family tradition. In the honors classes one student returned to his original schedule, the other six students were not doing as well academically. They cited such reasons as being the only African American student in the class, it was easier to get a good grade in the other class, and it was difficult getting an understanding on how the class operated. In an interview with African American students attending UC Berkeley from San Francisco schools a statement made all students was that they wished they had taken tougher and more rigorous courses in high school. At Galileo the school is continuously working at identifying and moving ahead, with support, African American students from a self-contained special education class to a regular education class to an honors or an advanced placement class.

**Academic Achievement**

**2006 Adequate Yearly Progress (AYP) Report**

	English Language Arts			Mathematics		
	Galileo	SFUSD	State	Galileo	SFUSD	State
African American	26.5	22.7	31.7	11.8	21.2	30.2
Average	60.9	51.0	44.8	64.9	57.0	48.0

**2007 Adequate Yearly Progress (AYP) Report**

	English Language Arts			Mathematics		
	Galileo	SFUSD	State	Galileo	SFUSD	State
African American	39.5	24.2	32.7	25.0	22.2	31.1
Average	53.5	52.1	45.5	70.1	58.3	48.5

For the 2007-2008 school year Galileo High School is working to see that every student is well educated but with an in depth study of the African American and Latino students.

Balboa High School  
San Francisco, California

The school acknowledges that a student who moves from a regular class to an Advanced Placement class can be set up for failure.

During the 2006-2007 school year the school met with forty-one Latino and African American students as possible candidates for a tenth grade honors class. The meeting was about academic achievement and the students were asked to consider being in an honors class. Thirty-one of the students agreed to try such a class. The classes were Honors English, Math, Modern World History, and Biology. All of the students' parents were notified.

The students were asked why none of them were previously in an honors class. They responded that they had never been asked or even considered the possibility. All of the students in the classes scored at proficient or advanced on the California Standards Tests (CST) except for one student who performed at the basic level. It is reported that this student is currently performing well in the honors class.

In May 2007 there was a parent meeting and dinner. Most of the parents showed up. They were each given a book on which discussed such ideas as self-motivation, personal development and vision.

The students this school year 2007-2008 meet every Monday and have lunch together and there are occasional visitors. There are problems that sometimes need to be resolved such as meeting with a teacher or student attendance problems.

The school is now working with feeder middle schools so that students may be better prepared when entering high school.

**Roots Program**

This is a program that works with students who have incarcerated parents or siblings. An elective class meets four days a week.

**Mentoring Program**

Twenty to thirty students are mentored by the school staff. Cases include students who need academic support as well as counseling help. Some students need help in passing the high school exit exam, some have been incarcerated, some are being raised by elderly grandparents. There is also a lunchtime program that works with students who live in foster care.

### Nutrition Program

The school eliminated vending machines serving junk food five years ago. For three years the school has sponsored the Grab N Go Program. Four items are served daily. They include bread, fruit, juice or milk, and string cheese. All items meet USDA standards and district guidelines. This meal is provided free for everyone. For a year and a half a salad bard has been used during lunch. It is used by 80% of those who eat in the cafeteria.

**Race and the San Francisco Schools - Information Tables**  
**December 1, 2008**



Adequate Yearly Progress Report (AYP) 2008

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Dist	Group	V Score(LA)	#Prof	%Prof	Met AYP	Dist	Group	V Score(Math)	#Prof	%Prof	Met AYP
Oak	White	1533	1244	81.1	Yes	LA	Asian	14634	11869	81.1	Yes
SF	White	2801	2112	75.4	Yes	SF	Asian	13132	10477	79.8	Yes
SD	White	17133	12693	74.1	Yes	Oak	White	1526	1213	79.5	Yes
LB	White	8175	5978	73.1	Yes	LB	White	8198	6077	74.1	Yes
LA	Asian	14620	10648	72.8	Yes	SD	Asian	6185	4586	74.1	Yes
LA	White	33325	22835	68.5	Yes	SF	White	2809	2080	74.0	Yes
LB	Filipino	1757	1194	68.0	Yes	LB	Filipino	1757	1266	72.1	Yes
SD	Asian	6194	4185	67.6	Yes	SD	White	17076	12179	71.3	Yes
SD	Filipino	4617	3103	67.2	Yes	LA	White	33432	23363	69.9	Yes
SF	Asian	13097	8784	67.1	Yes	LA	Filipino	9383	6542	69.7	Yes
LA	Filipino	9384	6136	65.4	Yes	Oak	Asian	3508	2429	69.2	Yes
Sac	White	5783	3701	64.0	Yes	Sac	Filipino	311	214	68.8	Yes
LB	Asian	2984	1900	63.7	Yes	LB	Asian	2984	2054	68.8	Yes
Sac	Filipino	308	196	63.6	Yes	SD	Filipino	4611	3114	67.5	Yes
Fresno	Filipino	172	107	62.2	Yes	Fresno	Filipino	172	116	67.4	Yes
Fresno	White	5594	3268	58.4	Yes	Sac	Asian	5517	3579	64.9	Yes
Oak	Asian	3509	2039	58.1	Yes	Sac	White	5795	3725	64.3	Yes
Fresno	Pac Island	141	78	55.3	Yes	SF	District	29486	17723	60.1	Yes
SF	Filipino	1708	926	54.2	Yes	Fresno	White	5615	3359	59.8	Yes
SD	Amer Ind	364	197	54.1	Yes	Oak	Filipino	199	117	58.8	Yes
SF	District	29363	15749	53.6	Yes	Fresno	Pac Island	141	82	58.2	Yes
LB	Amer Ind	105	55	52.4	Yes	SF	Eng Learner	12984	7373	56.8	Yes
Oak	Filipino	199	104	52.3	Yes	SF	Filipino	1710	970	56.7	Yes
SD	Pac Island	701	364	51.9	Yes	SD	Amer Ind	364	204	56.0	Yes
SD	District	65863	33729	51.2	Yes	SF	Soc Disad	17387	9476	54.5	Yes
Sac	Asian	5508	2782	50.5	Yes	SD	Pac Island	699	378	54.1	Yes
LB	District	40360	19856	49.2	Yes	LB	District	40430	21563	53.3	Yes
Sac	District	25806	11871	46.0	Yes	SD	District	65783	35054	53.3	Yes
SF	Soc Disad	17285	7795	45.1	Yes	LB	Pac Island	705	371	52.6	Yes
LA	Amer Ind	1153	504	43.7	Yes	Sac	District	25855	13444	52.0	Yes
SF	Amer Ind	184	80	43.5	Yes	LB	Amer Ind	105	52	49.5	Yes
LB	Pac Island	706	299	42.4	Yes	Fresno	Asian	5675	2763	48.7	Yes
SF	Eng Learner	12916	5453	42.2	Yes	LA	Pac Island	1203	575	47.8	Yes
Oak	Amer Ind	98	41	41.8	--	Sac	Eng Learner	9086	4246	46.7	Yes
LA	Pac Island	1204	497	41.3	Yes	Sac	Soc Disad	17759	8073	45.5	Yes
Sac	Amer Ind	308	124	40.3	Yes	LA	Amer Ind	1156	526	45.5	Yes
LB	Latino	19320	7578	39.2	Yes	LB	Latino	19352	8770	45.3	Yes
SD	Black	8264	3226	39.0	Yes	SF	Amer Ind	185	82	44.3	Yes
LB	Black	7056	2705	38.3	Yes	Sac	Amer Ind	309	137	44.3	Yes
LB	Soc Disad	25059	9387	37.5	Yes	Sac	Latino	8421	3687	43.8	Yes
LA	District	381855	141696	37.1	Yes	LB	Soc Disad	25107	10981	43.7	Yes
SD	Soc Disad	39246	14543	37.1	Yes	LA	District	383365	165168	43.1	Yes
Sac	Pac Island	386	143	37.0	Yes	Sac	Pac Island	384	165	43.0	Yes
Oak	District	21823	8020	36.8	Yes	Fresno	District	40243	16989	42.2	Yes
Sac	Latino	8407	3067	36.5	Yes	Oak	District	21895	9183	41.9	Yes
Sac	Soc Disad	17731	6470	36.5	Yes	SD	Soc Disad	39241	16452	41.9	Yes
Sac	Black	4814	1697	35.3	Yes	SD	Latino	28581	11426	40.0	Yes
Fresno	Amer Ind	284	100	35.2	Yes	Oak	Amer Ind	98	39	39.8	--
SD	Latino	28579	9957	34.8	Yes	LB	Black	7071	2814	39.8	Yes
Fresno	District	40094	13845	34.5	Yes	LA	Soc Disad	312160	122329	39.2	Yes
LA	Black	38254	12291	32.1	No	Fresno	Soc Disad	35323	13824	39.1	Yes
LA	Soc Disad	310966	99324	31.9	No	SD	Eng Learner	24851	9702	39.0	Yes
Sac	Eng Learner	9070	2873	31.7	No	LA	Latino	284645	110095	38.7	Yes
LA	Latino	283615	88730	31.3	No	LB	Eng Learner	13265	5116	38.6	Yes
Fresno	Asian	5662	1756	31.0	No	Oak	Eng Learner	8968	3457	38.5	Yes
SF	Latino	6548	1989	30.4	No	SD	Black	8257	3164	38.3	Yes

Adequate Yearly Progress Report (AYP) 2008

Dist	Group	V Score(LA)	#Prof	%Prof	Met AYP	Dist	Group	V Score(Math)	#Prof	%Prof	Met AYP
Fresno	Soc Disad	35184	10686	30.4	No	Fresno	Latino	24244	9203	38.0	Yes
Fresno	Latino	24141	7311	30.3	No	Fresno	Amer Ind	283	107	37.8	Yes
Oak	Soc Disad	15400	4620	30.0	No	Oak	Soc Disad	15442	5634	36.5	Yes
Fresno	Black	4095	1225	29.9	No	Fresno	Eng Learner	15369	5615	36.5	Yes
SD	Eng Learner	24849	7421	29.9	No	Sac	Black	4824	1757	36.4	Yes
Oak	Black	7751	2239	28.9	No	Oak	Latino	8039	2809	34.9	Yes
LB	Eng Learner	13243	3638	27.5	No	LA	Eng Learner	207592	69319	33.4	No
SF	Pac Island	373	101	27.1	No	SF	Latino	6585	2185	33.2	No
Oak	Latino	8001	2094	26.2	No	Fresno	Black	4106	1358	33.1	No
SF	Std w Disability	3156	819	26.0	No	SF	Pac Island	381	125	32.8	No
Oak	Eng Learner	8938	2241	25.1	No	Oak	Pac Island	265	84	31.7	No
SD	Std w Disability	10008	2513	25.1	No	LA	Black	38604	12146	31.5	No
SF	Black	3271	818	25.0	No	SF	Std w Disability	3286	953	29.0	No
LA	Eng Learner	206757	48470	23.4	No	Oak	Black	7795	2259	29.0	No
Oak	Pac Island	264	59	22.3	No	SD	Std w Disability	10007	2884	28.8	No
Fresno	Eng Learner	15293	3413	22.3	No	Sac	Std w Disability	2429	658	27.1	Yes
LB	Std w Disability	3432	764	22.3	No	LB	Std w Disability	3551	937	26.4	No
Sac	Std w Disability	2351	521	22.2	No	SF	Black	3299	797	24.2	No
Oak	Std w Disability	1912	335	17.5	No	Fresno	Std w Disability	3651	753	20.6	No
Fresno	Std w Disability	3434	544	15.8	No	Oak	Std w Disability	1995	403	20.2	No
LA	Std w Disability	45935	7046	15.3	No	LA	Std w Disability	47268	9306	19.7	No
Dist	Group	V Score(LA)	#Prof	%Prof	Met AYP	Dist	Group	V Score(Math)	#Prof	%Prof	Met AYP
Dist	District					Dist	District				
Group	District or Subgroup					Group	District or Subgroup				
V Score(LA)	Valid Scores (Language Arts)					V Score(Math)	Valid Scores (Math)				
#Prof	Number at or above Proficient					#Prof	Number at or above Proficient				
%Prof	Percent at or above Proficient					%Prof	Percent at or above Proficient				
Met AYP	Met 2008 AYP					Met AYP	Met 2008 AYP				

San Francisco Unified School District  
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Graduation (Retention) Counts  
Based on a Graduating Class's Actual  
Freshman Year Fall Semester Enrollment

Graduating Class 1998 to 2008  
- As of Jan 31, 2009

Grad. Class	Freshman Year		Graduation Counts by subset (same school or within District)											ELL		
	Semester	Enrolled	All	L	OW	AA	C	J	K	AI	F	ONW	Male	Female	ELL	Enrolled
All High Schools (except Charter schools)																
1998	1994F	5322	3218	526	321	422	1177	40	57	13	273	389	1513	1705	631	1192
1999	1995F	5481	3150	476	389	368	1109	44	59	14	269	422	1534	1616	542	1150
2000	1996F	5393	3281	547	375	426	1169	50	44	22	245	403	1590	1691	627	1235
2001	1997F	5148	3213	487	381	371	1221	37	43	17	236	420	1554	1659	704	1314
2002	1998F	5102	3247	504	326	360	1248	42	35	14	239	479	1576	1671	630	1180
2003	1999F	5133	3370	519	350	385	1337	43	40	9	251	436	1634	1736	669	1207
2004	2000F	5134	3369	500	372	391	1389	29	34	8	254	377	1703	1666	682	1139
2005	2001F	4900	3261	501	292	341	1369	41	28	9	264	362	1577	1684	546	960
2006	2002F	5153	3388	480	334	284	1543	32	39	11	242	382	1665	1723	604	1145
2007	2003F	4878	3209	463	290	275	1475	36	33	14	211	367	1628	1581	532	971
2008	2004F	4889	3155	465	255	228	1439	40	38	15	218	369	1581	1574	507	992

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Graduation (Retention) Rate  
Based on a Graduating Class's Actual  
Freshman Year Enrollment (Fall Semester)

Graduating Class 1998 to 2008  
- As of Jan 31, 2009

Grad. Class	Freshman Year		Percent who graduated within each subset (same school or within District)											ELL	
	Semester	Enrolled	All	L	OW	AA	C	J	K	AI	F	ONW	Male		Female
All High Schools (except Charter schools)															
1998	1994F	5322	60.5	48.9	55.1	43.6	79.8	88.9	70.4	32.5	62.6	62.9	55.7	65.4	52.9
1999	1995F	5481	57.5	43.3	58.5	36.9	79.4	81.5	72.8	42.4	58.6	60.5	53.0	62.5	47.1
2000	1996F	5393	60.8	47.9	60.7	45.2	81.0	84.7	64.7	48.9	61.4	59.7	56.7	65.3	50.8
2001	1997F	5148	62.4	48.5	59.3	47.6	81.2	80.4	68.3	56.7	60.2	61.1	58.1	67.1	53.6
2002	1998F	5102	63.6	53.7	56.9	45.7	80.2	77.8	70.0	37.8	61.6	66.9	58.8	69.0	53.4
2003	1999F	5133	65.7	51.9	59.1	51.2	82.0	87.8	69.0	33.3	68.4	66.3	61.2	70.4	55.4
2004	2000F	5134	65.6	52.0	62.6	48.6	83.8	76.3	63.0	38.1	64.8	64.1	62.0	69.8	59.9
2005	2001F	4900	66.6	53.5	62.8	45.3	83.9	83.7	65.1	36.0	71.4	65.6	62.2	71.3	56.9
2006	2002F	5153	65.7	45.9	67.5	42.1	84.4	84.2	92.9	40.7	62.9	68.1	61.2	70.8	52.8
2007	2003F	4878	65.8	47.5	68.6	37.2	85.5	85.7	75.0	51.9	65.7	70.0	62.4	69.7	54.8
2008	2004F	4889	64.5	46.4	68.2	33.0	84.2	87.0	82.6	42.9	66.5	67.3	60.4	69.3	51.1

Graduation count for a Class is based on those students who were actually enrolled (CBEDS) during the Fall semester of their 9th grade. The school a student was attending in 9th grade is the school from which they are considered to have graduated. Matched Data. This report only identifies students who have graduated within the District, it does not suggest any reason why a student did not graduate. Charter school data is not always complete, check with the Charter school regarding any questions.

<b>SFUSD Semester GPAs (with PE)</b>						
<b>HIGH SCHOOL LEVEL</b>	<b>Fall 2001</b>	<b>Fall 2002</b>	<b>Fall 2003</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>
(AA) African-American	1.9	1.9	1.9	1.9	1.8	1.8
(AI) American Indian	2.0	2.1	2.0	2.1	2.0	1.9
(C) Chinese	2.9	2.9	2.9	2.9	3.0	3.0
(DS) Declined to State	2.8	2.8	2.9	2.9	2.8	2.8
(F) Filipino	2.5	2.5	2.6	2.5	2.5	2.5
(J) Japanese	2.8	3.0	2.9	3.0	3.0	3.0
(K) Korean	2.9	3.0	2.9	2.9	2.9	3.0
(L) Latino	2.1	2.0	2.0	2.1	2.0	2.0
(ON) Other Non-White	2.6	2.5	2.6	2.6	2.5	2.6
(OW) White	2.7	2.7	2.7	2.8	2.8	2.8
(SE) Southeast Asian	2.7	2.7	2.9	3.0	3.0	3.0
<b>MIDDLE SCHOOL LEVEL</b>						
<b>MIDDLE SCHOOL LEVEL</b>	<b>Fall 2001</b>	<b>Fall 2002</b>	<b>Fall 2003</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>
(AA) African-American	2.2	2.2	2.1	2.3	2.2	2.1
(AI) American Indian	2.2	2.3	2.3	2.5	2.5	2.5
(C) Chinese	3.3	3.3	3.3	3.3	3.3	3.3
(DS) Declined to State	2.9	3.2	3.0	2.9	2.8	3.1
(F) Filipino	2.9	3.0	3.0	3.0	3.0	2.9
(J) Japanese	3.2	3.3	3.3	3.4	3.5	3.4
(K) Korean	3.3	3.3	3.3	3.3	3.4	3.4
(L) Latino	2.5	2.5	2.5	2.5	2.5	2.4
(ON) Other Non-White	2.9	2.9	2.9	3.0	3.0	2.9
(OW) White	3.0	3.0	3.1	3.2	3.2	3.2
(SE) Southeast Asian	3.1	3.1	3.1	3.2	3.3	3.3

Advanced Placement Examinations for San Francisco Unified School District (2007)

	Total School	AA	AA Passed with 3,4,or 5
A Lincoln	369	3	2
Balboa	212	1	1
Burton	241	4	
Downtown	1		
Galileo	449	5	4
Gateway	105	6	
G Wash	663	5	1
Independence	1		
ISA	52	3	
J O'Connell	67	3	2
Leadership	60		
Lowell	2778	23	21
Mission	404	13	
R Wallenberg	96	3	
SOTA	394	5	4
T Marshall	182	6	1
	6074	80	36
		1.3%	

AA - African American

San Francisco Unified School District – Total

	1	2	3	4	5	Total	
Ethnic Group							
American Indian	0	0	0	1	5	6	0.10%
African American	22	22	20	8	8	80	1.32%
Mexican American	57	49	38	31	20	195	3.21%
Asian/PI	579	709	844	1,058	1,108	4,298	70.76%
Puerto Rican	2	0	1	3	4	10	0.16%
Hispanic	85	55	61	56	31	288	4.74%
White	47	71	141	169	232	660	10.87%
Other	75	83	115	149	115	537	8.84%
Total	867	989	1,220	1,475	1,523	6,074	
	14.27%	16.28%	20.09%	24.28%	25.07%		



Woodside Learning Center - 2006  
(Juvenile Hall)

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Eth		Fall 06	Sp 06	Sum 06	TOTAL	Percent
A	Asian	5	3	2	10	0.50%
B	Black	522	497	193	1212	60.54%
C	Chinese	30	26	5	61	3.05%
D	Decline to State	7	6		13	0.65%
F	Filipino	11	7	2	20	1.00%
H	Hispanic	215	188	74	477	23.83%
I	American Ind	4		1	5	0.25%
K	Korean	3	2		5	0.25%
L	L			1	1	0.05%
O	Other Nonwhite	8	15	5	28	1.40%
P	Pacific Is	1	1		2	0.10%
S	Samoan	20	19	11	50	2.50%
U	U	1			1	0.05%
V	Vietnamese	5	4	1	10	0.50%
W	White	50	41	14	105	5.24%
Z	Z	1	1		2	0.10%
		883	810	309	2002	1

**San Francisco Unified School District**

**Student Enrollment --- 1967-68 to 2008-09**

01/31/2009

[By: SFUSD/IRPA]

**District and County Total (Grades K-12)**

School Year	Total Enrolled	L %	OW %	AA %	C %	J %	K %	AI %	F %	ONW %	DS %
1967-68	93,710	12.9	41.0	26.5	13.5	1.8	0.1	0.2	2.3	1.6	0.0
1968-69	92,653	13.1	39.9	27.1	13.6	1.8	0.1	0.2	2.6	1.6	0.0
1969-70	90,790	13.7	37.0	27.6	14.6	1.7	0.2	0.3	3.2	1.7	0.0
1970-71	82,757	13.6	35.1	28.1	14.8	1.8	0.3	0.3	4.1	1.9	0.0
1971-72 (1)	80,902	13.8	31.9	30.0	13.9	1.8	0.3	0.3	5.9	2.2	0.0
1972-73	79,042	14.0	29.6	30.1	15.0	1.8	0.4	0.3	6.4	2.5	0.0
1973-74	74,723	14.3	27.0	30.1	16.0	1.7	0.5	0.3	7.4	2.7	0.0
1974-75 (2)	72,443	14.5	25.3	29.8	16.4	1.8	0.6	0.4	8.2	3.0	0.0
1975-76	70,045	13.8	24.4	29.8	16.8	1.3	0.8	0.4	8.3	4.1	0.0
1976-77	67,778	13.9	23.5	29.0	17.4	1.5	0.9	0.4	8.7	4.6	0.0
1977-78	63,872	14.3	22.1	28.6	18.1	1.5	1.0	0.6	8.8	5.0	0.0
1978-79 (3)	60,113	15.3	20.1	27.6	18.8	1.5	1.1	0.6	8.8	5.3	0.0
1979-80	56,862	15.8	19.4	26.6	18.9	1.4	1.1	0.6	9.0	7.2	0.0
1980-81	57,433	16.0	18.0	25.7	19.7	1.3	1.0	0.6	8.6	9.8	0.0
1981-82	59,086	16.7	17.4	23.8	19.3	1.2	1.0	0.6	8.5	11.5	0.0
1982-83	60,476	17.3	17.0	23.2	19.2	1.1	1.0	0.6	8.7	11.8	0.0
1983-84 (4)	61,369	17.3	17.0	22.5	19.9	1.1	1.1	0.6	8.7	11.9	0.0
1984-85	63,215	17.4	16.7	21.9	20.8	1.1	1.1	0.6	8.6	11.9	0.0
1985-86	64,164	17.8	16.1	21.0	21.5	1.0	1.2	0.6	8.9	12.1	0.0
1986-87	64,500	18.3	15.4	20.4	21.9	1.0	1.2	0.6	8.9	12.2	0.0
1987-88	64,263	18.2	14.8	20.0	23.0	1.0	1.3	0.6	9.0	12.2	0.0
1988-89	63,390	18.7	14.7	19.4	23.2	1.0	1.2	0.6	8.8	12.4	0.0
1989-90	62,780	19.3	14.5	18.9	23.7	1.0	1.2	0.7	8.3	12.5	0.0
1990-91 (A)	63,506	19.7	14.3	18.9	23.7	1.0	1.1	0.6	8.1	12.5	0.0
1991-92	63,806	19.6	14.3	18.7	24.3	1.0	1.1	0.6	8.1	12.2	0.0
1992-93	64,422	19.9	14.5	18.5	24.5	1.0	1.1	0.6	7.8	12.1	0.0
1993-94	63,964	20.1	14.3	18.4	25.0	1.0	1.0	0.7	7.6	11.9	0.0
1994-95	63,959	20.4	13.9	18.3	25.5	1.0	1.0	0.7	7.5	11.6	0.0
1995-96	63,961	20.6	13.5	17.9	26.1	1.0	1.1	0.7	7.3	11.6	0.0
1996-97	63,684	21.0	13.1	17.4	26.5	1.0	1.1	0.7	7.4	11.8	0.0
1997-98	63,565	21.3	13.0	16.7	27.0	1.0	1.0	0.7	7.3	12.0	0.0
1998-99	63,925	21.4	12.7	16.6	27.5	1.0	1.0	0.7	7.0	12.2	0.0
1999-00	63,895	21.6	12.3	16.2	28.3	1.0	0.9	0.7	6.8	12.1	0.0
2000-01	62,569	21.8	11.6	16.1	28.7	1.0	0.9	0.6	6.7	11.8	0.7
2001-02 (5)	60,785	21.4	10.8	15.8	29.7	0.9	0.9	0.6	6.6	11.8	1.5
2002-03	59,720	21.4	10.3	15.2	30.3	0.9	0.9	0.6	6.5	11.8	2.1
2003-04	59,450	21.4	9.9	15.0	30.7	0.9	0.9	0.6	6.4	11.7	2.6
2004-05	58,750	21.8	9.6	14.4	31.0	0.9	0.8	0.6	6.1	11.3	3.4
2005-06	57,675	22.0	9.5	13.7	31.6	0.9	0.8	0.6	5.9	11.1	3.9
2006-07	56,936	22.5	9.5	13.4	31.3	0.9	0.8	0.6	5.7	10.6	4.7
2007-08	56,315	23.0	9.8	12.8	31.4	1.0	0.8	0.6	5.8	10.1	4.8
2008-09	56,116	23.2	10.1	12.8	31.3	1.0	0.8	0.6	5.7	9.9	4.7

**SFUSD SCHOOL SITE TOTALS (Teaching sites that meet the definition of a SFUSD school.)**

1994-95 (A)	61,351	20.4	13.3	17.8	26.3	1.0	1.1	0.7	7.7	11.8	0.0
1995-96	61,734	20.5	13.1	17.4	26.7	1.0	1.2	0.7	7.5	11.8	0.0
1996-97	61,198	20.9	12.7	16.8	27.3	1.0	1.1	0.7	7.6	11.9	0.0
1997-98	61,011	21.2	12.5	16.2	27.8	1.0	1.1	0.7	7.4	12.1	0.0
1998-99	61,054	21.3	12.1	16.0	28.4	1.0	1.0	0.7	7.2	12.3	0.0
1999-00	60,936	21.5	11.7	15.6	29.3	1.0	1.0	0.7	6.9	12.3	0.0
2000-01	59,979	21.7	11.0	15.6	29.6	1.0	1.0	0.6	6.9	12.0	0.7
2001-02 (5)	58,566	21.3	10.3	15.2	30.5	1.0	0.9	0.6	6.7	11.9	1.5
2002-03	58,216	21.4	10.0	14.7	31.0	0.9	0.9	0.6	6.6	11.8	2.1
2003-04	57,805	21.4	9.6	14.5	31.3	0.9	0.9	0.6	6.5	11.7	2.6
2004-05	57,144	21.7	9.3	13.9	31.6	0.9	0.8	0.6	6.2	11.4	3.4
2005-06	56,236	22.0	9.3	13.2	32.2	0.9	0.8	0.6	6.0	11.1	3.8
2006-07	55,497	22.4	9.3	13.0	31.9	1.0	0.8	0.6	5.8	10.7	4.6
2007-08	55,091	22.9	9.6	12.4	31.9	1.0	0.8	0.6	5.9	10.2	4.8
2008-09	55,272	23.2	10.1	12.3	31.6	1.0	0.8	0.6	5.8	9.9	4.7

- (1) First year of K-6 Desegregation (Horseshoe Plan)
- (2) First year of 7-12 Desegregation (Operation Integrate)
- (3) First year of Educational Redesign (K-12)
- (4) First year of Consent Decree
- (A) Data from this year forward is from CBEDS Information Day
- (5) Edison ES becomes a State Charter Sch, no longer part of SFUSD

AA = African American  
 AI = American Indian  
 C = Chinese  
 DS = Declines to State  
 F = Filipino

J = Japanese  
 K = Korean  
 L = Latino  
 ONW = Other Non-White  
 OW = Other White