



SDUSD Board of Education LCAP/Vision 2020 Report



Quality Indicator 1:

Broad and Challenging Curriculum

**UC 'a-g' Completion with C or Better,
Honors Classes and GATE Services**

January 27, 2015



Broad and Challenging Curriculum Data Points

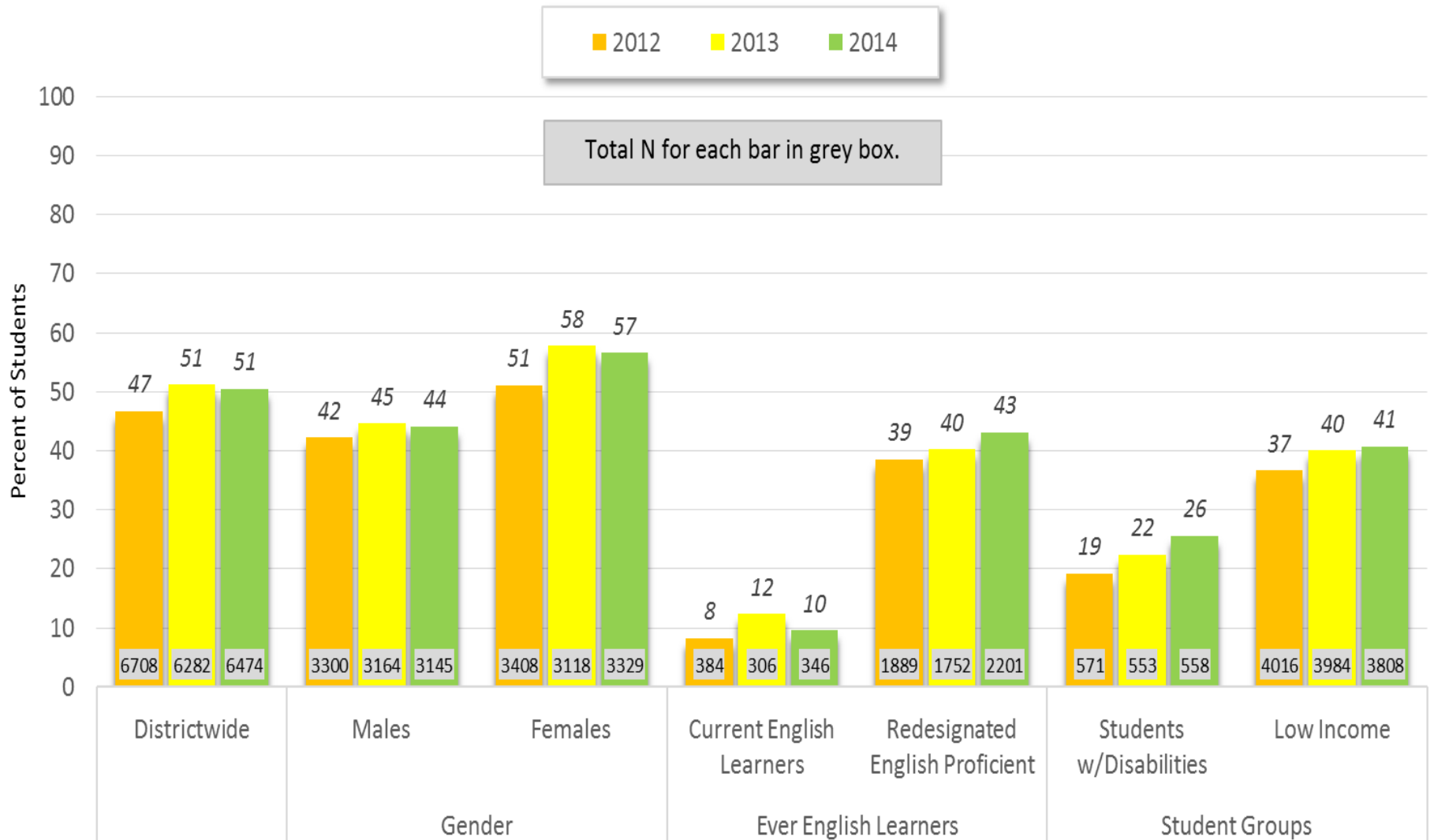
- Graduates Meeting UC a-g Criteria (C or better)
- Weighted Course Enrollment
- GATE Program Enrollment



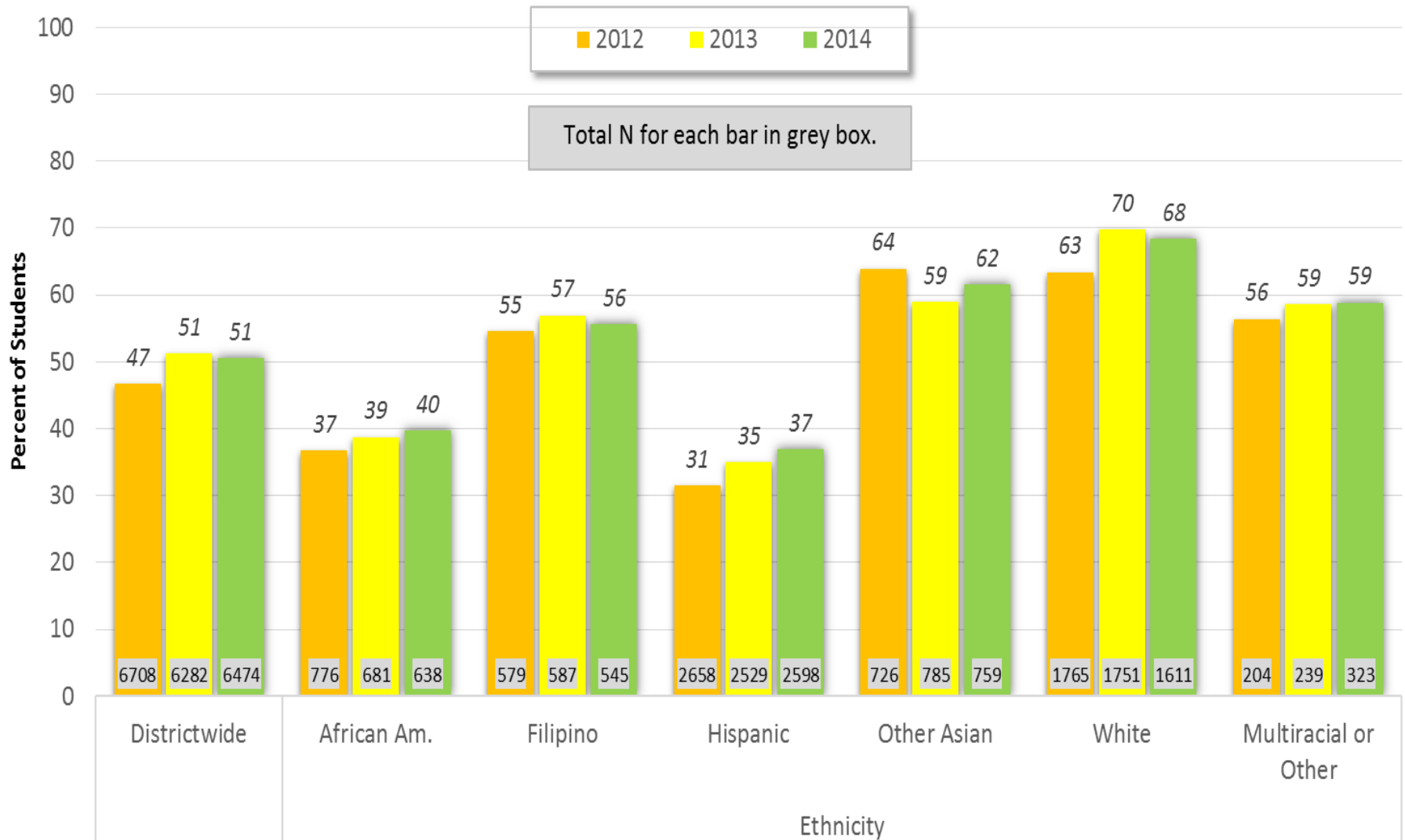
Graduates Meeting UC a-g Criteria (C or better)

- To be considered for admission, you must complete 15 yearlong high school courses with a grade of C or better — at least 11 of them prior to your senior year.
- Keep in mind that taking approved high school ("a-g") courses isn't the only way to satisfy these requirements. You also may meet them by completing college courses or earning certain scores on SAT, Advanced Placement or International Baccalaureate exams (Copied directly from the UC website)

Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Student Group

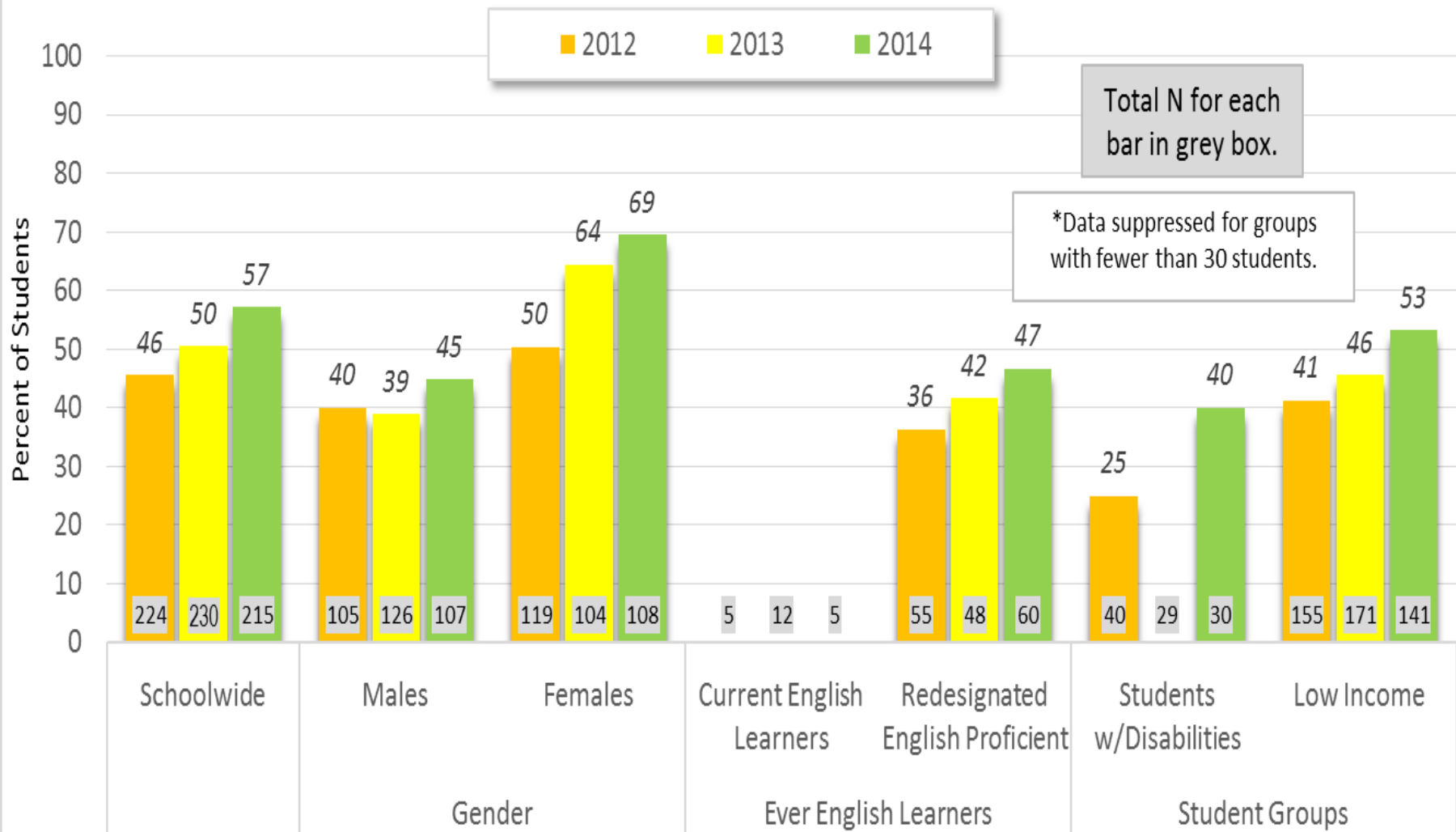


Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Student Ethnicity



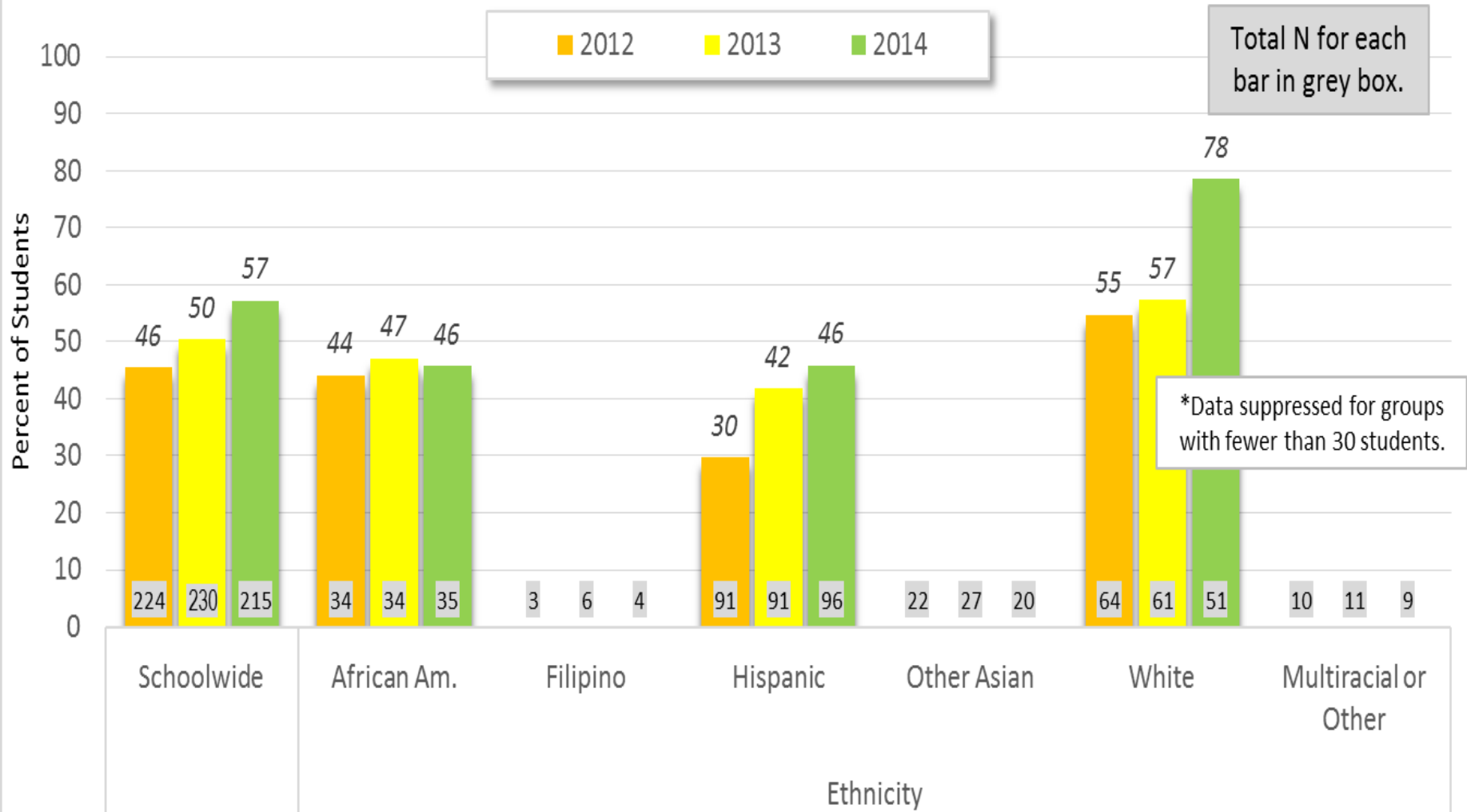
Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Student Group

Madison High



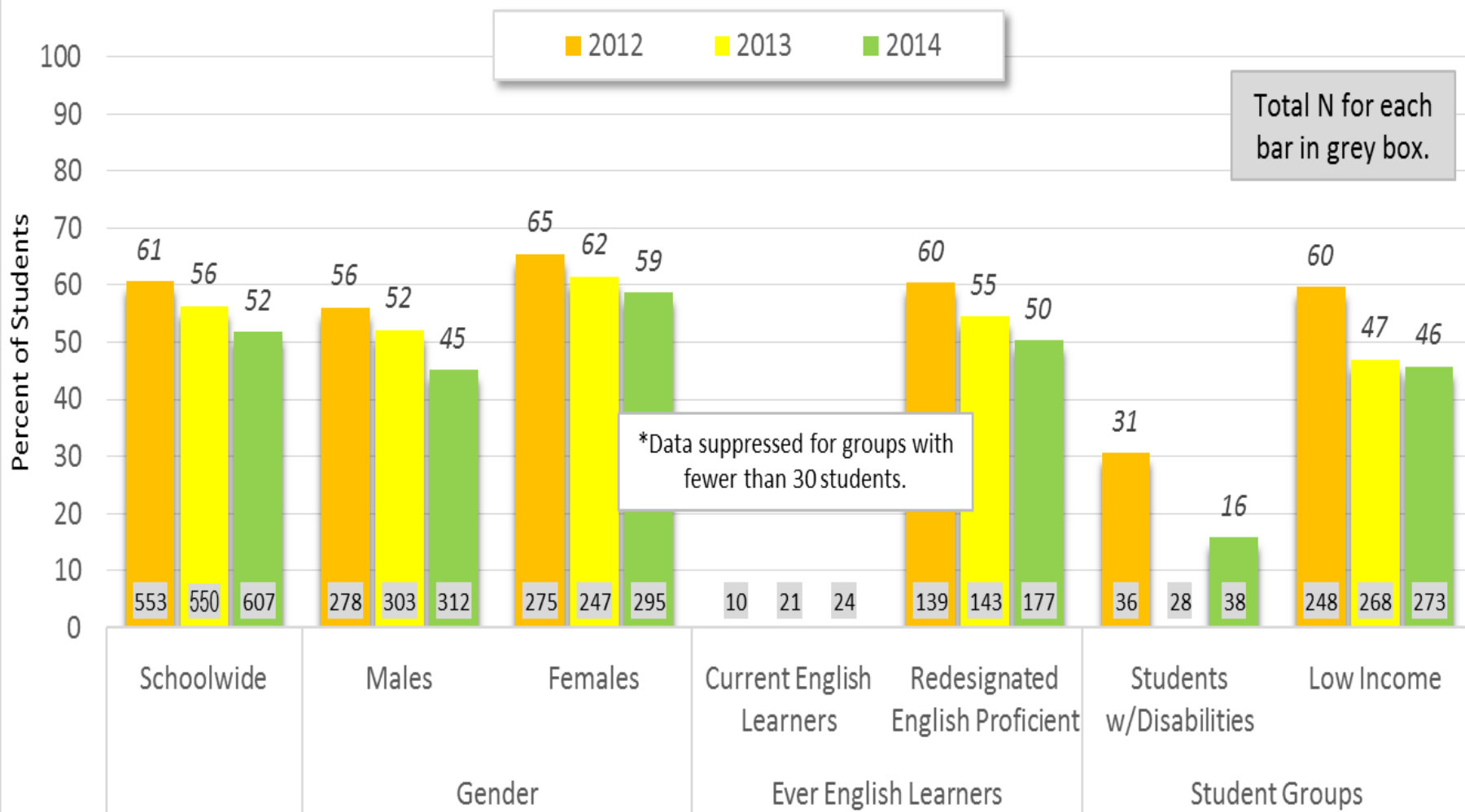
Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Ethnicity

Madison High



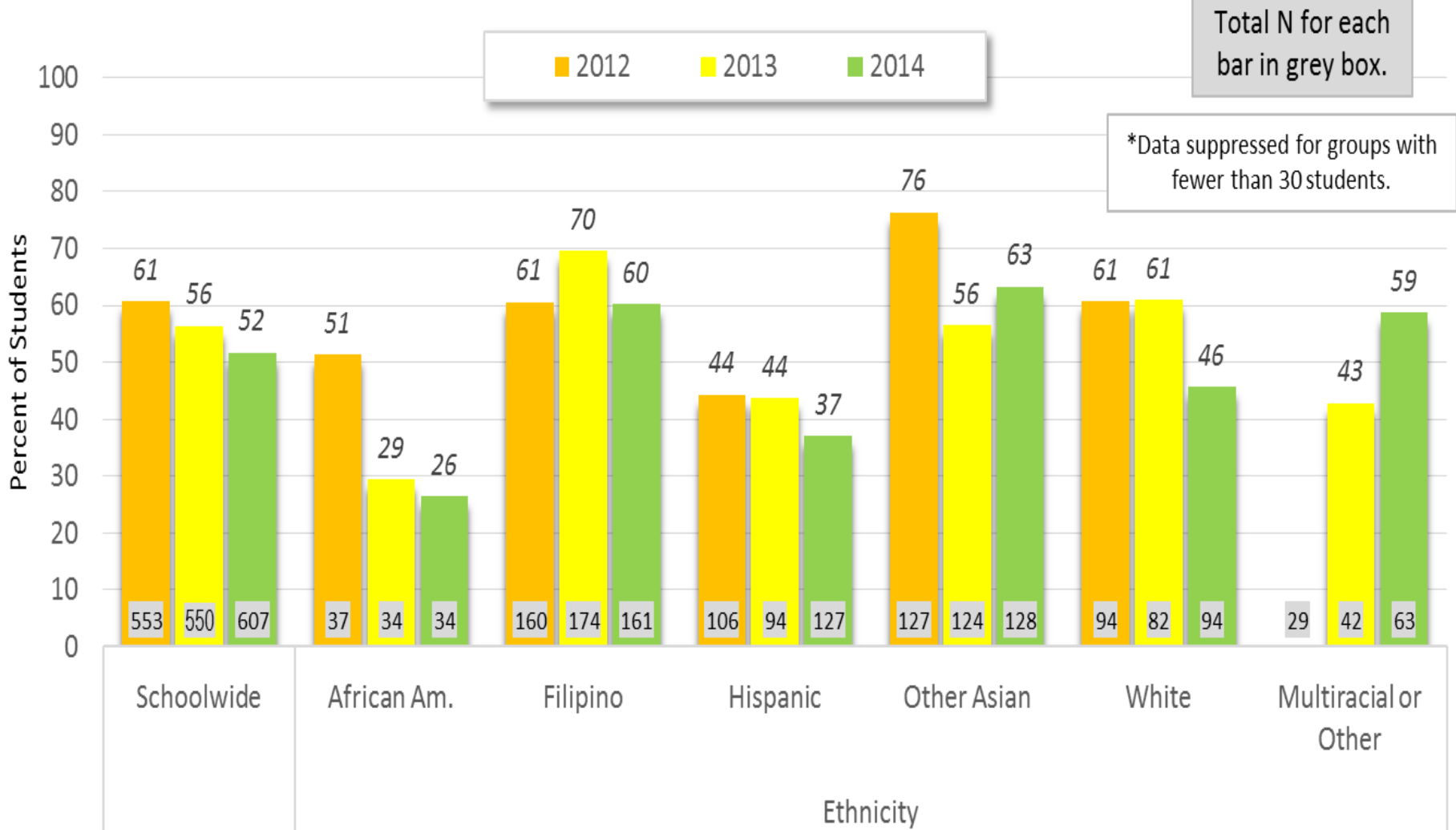
Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Student Group

Mira Mesa High



Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Ethnicity

Mira Mesa High





Overall Data

- Similar subgroup results to UC a-g with a “D” data
- Students with disabilities and English Learners in many cases have below 30 students in the graduating class and therefore do not have data results
- Is the lack of data for ELLs in the graduation classes a sign of redesignation or drop outs?
- Is the lack of data for students with disabilities a sign of low numbers of students with IEPs or drop outs?
- The achievement of Hispanic and African American students was closer to the school wide average in schools with higher levels of poverty
- In many cases, when English Learners are redesignated they perform at or above school wide levels



Next Steps

- Investigate the low numbers of ELL and students with disabilities in terms of graduation numbers. Why are they so low?
- Examine how special education resources are being utilized in our schools currently. Do we have data to show that our efforts are having an affect on graduation rates?
- Ensure that more English Learner students are redesignated
- Provide Long Term English Learner Support that is grounded in data (Repairable Harm Report—Action Items)



Next Steps

- Ensure that interventions that are monitored for effectiveness are implemented for student group performing below grade level each year
- Implement a summer program targeted at newcomer and Long Term English Learners to close achievement gaps and bridge language and literacy



Weighted Courses

- **Weighted grades** are number or letter grades that are assigned a numerical advantage when calculating a grade point average, or GPA.
- In some schools, primarily public high schools, weighted-grade systems give students a numerical advantage for grades earned in higher-level courses or more challenging learning experiences, such as honors courses, Advanced Placement courses, or International Baccalaureate courses.
- In the case of students who have completed courses considered to be more challenging than regular courses, the general purpose of a weighted grade is to give these students a numerical advantage when determining relative academic performance and related honors such as honor roll or class rank.



Weighted Courses

- **AP, Honors, Advanced Courses:** 'A' (5 points); 'B' (4 points); 'C' (3 points); 'D' (1 point); 'F' (0 points)
- **Regular Courses:** 'A' (4 points); 'B' (3 points); 'C' (2 points); 'D' (1 point); 'F' (0 points)
- Thus, a student who got straight 'A's and took nothing but AP classes could have a 5.0 GPA on a 4-point scale. High schools will often use these weighted GPAs for determining class rank -- they don't want students to rank high just because they took easy classes.



Weighted Courses

- Both high schools and colleges use weighted GPA. The former relies on it to develop class rankings that are fair to all students. The latter uses it to make tough admissions decisions when two applicants are thought to be equally qualified. Some college admissions officers will also use it to decide which applicants get scholarships and internships. (From GPA tracker website)



Weighted Course Enrollment Districtwide Spring 2014: ELA

- Advanced Placement (AP) Courses:
 - AP 1656 English Language And Composition: students enrolled: 1441
 - 1654 AP English Literature And Composition: students enrolled: 1556
- Honors Courses:
 - 1590 Honors American Literature: students enrolled:1368
- International Baccalaureate (IB) Courses:
 - 1736 IB English HL: students enrolled: 205
 - 1742 IB English: students enrolled: HL2 182
- Online Course Courses:
 - 1937 ACTV/AP E-LIT (Online) : students enrolled: 13



Weighted Course Enrollment Districtwide Spring 2014: History/Social Science

- Advanced Placement (AP) Courses:
 - 6760 AP European History: students enrolled: 521
 - 6839 AP Government And Politics: United States: students enrolled: 1
 - 6512 AP Human Geography: students enrolled: 233
 - 6842 AP Microeconomics: students enrolled: 105
 - 6835 AP Psychology: students enrolled: 1156
 - 6722 AP United States History: students enrolled: 1236
 - 6640 AP World History: students enrolled: 826



Weighted Course Enrollment Districtwide Spring 2014: History/Social Science

- Honors Courses:
 - 6712 Honors United States History And Geography: students enrolled: 1297
- International Baccalaureate (IB) Courses:
 - 6764 IB Economics SL: students enrolled: 60
 - 6648 IB History Of The Americas HL2: students enrolled: 100
 - 6716 IB Psychology HL2: students enrolled: 13
 - 6714 IB Psychology SL: students enrolled: 56
- Online Course Courses:
 - 6668 ACTV/AP PSYCH (Online) : students enrolled: 31
 - 6628 ACTV/AP US HST (Online) : students enrolled: 1
 - 6833 SCT AP US GOV(HP) (Online) : students enrolled: 2



Weighted Course Enrollment Districtwide Spring 2014: Mathematics

- Advanced Placement (AP) Courses:
 - 4190 AP Calculus AB: students enrolled: 742
 - 4198 AP Calculus BC: students enrolled: 118
 - 4056 AP Statistics: students enrolled: 737
- Honors Courses:
 - 4182 Honors Precalculus: students enrolled: 1119
- International Baccalaureate (IB) Courses:
 - 4174 IB Mathematics HL2: students enrolled: 16
- Online Course Courses:
 - 4211 SCT AP CAL BC(HP) (Online) : students enrolled: 4



Weighted Course Enrollment Districtwide Spring 2014: Science

- Advanced Placement (AP) Courses:
 - 6192 AP Biology: students enrolled: 722
 - 6292 AP Chemistry: students enrolled: 284
 - 8449 AP Environmental Science: students enrolled: 801
 - 6392 AP Physics B: students enrolled: 186
 - 6394 AP Physics C: students enrolled: 174



Weighted Course Enrollment Districtwide Spring 2014: Science

- Honors Courses:
 - 6222 Honors Chemistry: students enrolled: 1530
- International Baccalaureate (IB) Courses:
 - 6196 IB Biology HL2: students enrolled: 74
 - 6298 IB Chemistry HL2: students enrolled: 28
 - 6398 IB Physics HL2: students enrolled: 13
- Online Course Courses:
 - 6326 SCT AP PH B(HP) (Online) : students enrolled: 1



Weighted Course Enrollment Districtwide Spring 2014: World Language

- Advanced Placement (AP) Courses:
 - 2014 AP French Language: students enrolled: 76
 - 2064 AP German Language: students enrolled: 3
 - 2210 AP Latin: Vergil: students enrolled: 19
 - 2334 AP Spanish Language: students enrolled: 496
 - 2340 AP Spanish Literature: students enrolled: 17
- Honors Courses:
 - 2034 Honors French: students enrolled: 28
 - 2178 Honors Japanese: students enrolled: 3
 - 2308 Honors Spanish: students enrolled: 445



Weighted Course Enrollment Districtwide Spring 2014: World Language

- International Baccalaureate (IB) Courses:
 - 2040 IB French HL1: students enrolled: 21
 - 2042 IB French HL2: students enrolled: 6
 - 2038 IB French SL: students enrolled: 24
 - 2430 IB Spanish HL: students enrolled: 93
 - 2432 IB Spanish HL2: students enrolled: 39
 - 2428 IB Spanish SL: students enrolled: 121
- Online Course Courses:
 - 4710 ACTV/AP SPN LG (Online) : students enrolled: 21
 - 2289 K-12 AP FRENCH (Online) : students enrolled: 6



Weighted Course Enrollment Districtwide Spring 2014: Visual Art

- Advanced Placement (AP) Courses:
 - 0382 AP Art History: students enrolled: 320
 - 0368 AP Studio Art, 2-D Design: students enrolled: 136
 - 0370 AP Studio Art, 3-D Design: students enrolled: 7
 - 0378 AP Studio Art, Drawing Portfolio: students enrolled: 68
- International Baccalaureate (IB) Courses:
 - 0395 IB Film HL2: students enrolled: 32
 - 0384 IB Visual Arts HL2: students enrolled: 7
 - 0374 IB Visual Arts SL: students enrolled: 17



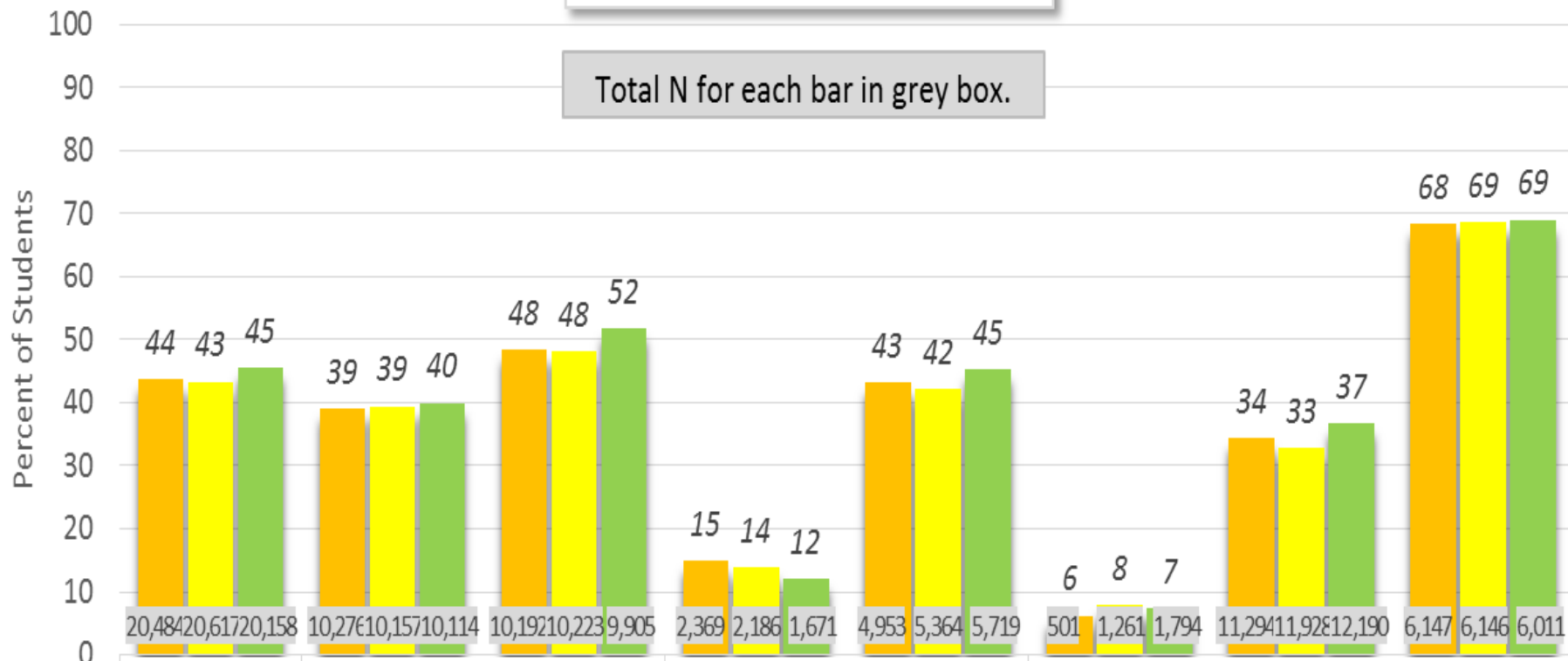
Weighted Course Enrollment Districtwide Spring 2014: Industrial Technology; Music

- Advanced Placement (AP) Courses:
 - 4462 AP Computer Science A: students enrolled: 148
- Advanced Placement (AP) Courses:
 - 5374 AP Music Theory: students enrolled: 72

Percent of Students Taking 1+ Weighted Courses in Spring 2014 Grades 10-12, Disaggregation by Student Group

2012 2013 2014

Total N for each bar in grey box.



Districtwide

Males

Females

Current English Learners

Redesignated English Prof. w/Disabilities

Low Income

GATE

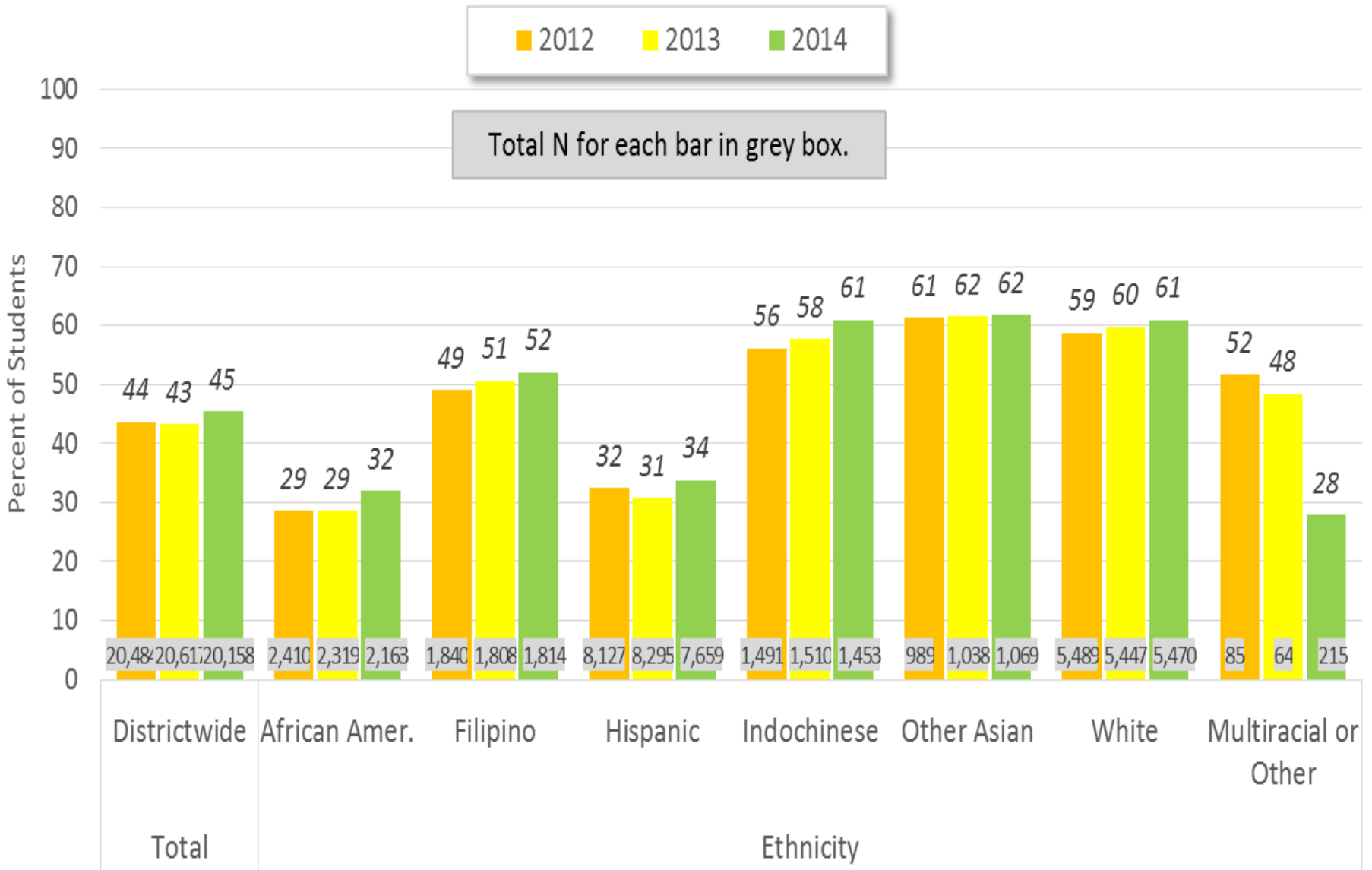
Total

Gender

English Proficiency

Student Groups

Percent of Students Taking 1+ Weighted Courses in Spring 2014 Grades 10-12, Disaggregation by Ethnicity

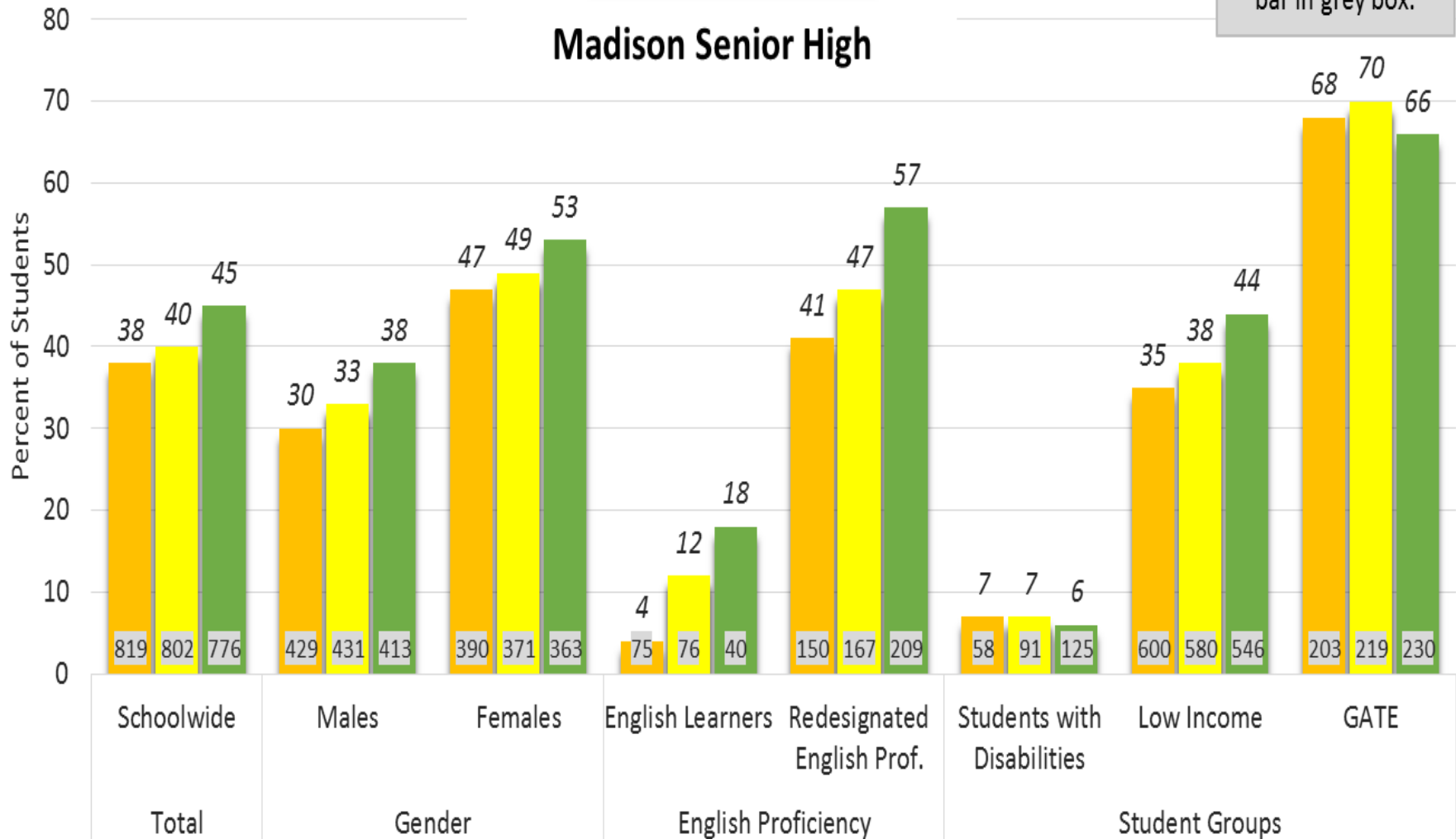


Percent of Students Taking 1+ Weighted Courses in Spring 2014 Grades 10-12, Disaggregation by Student Group

2012 2013 2014

Total N for each bar in grey box.

Madison Senior High

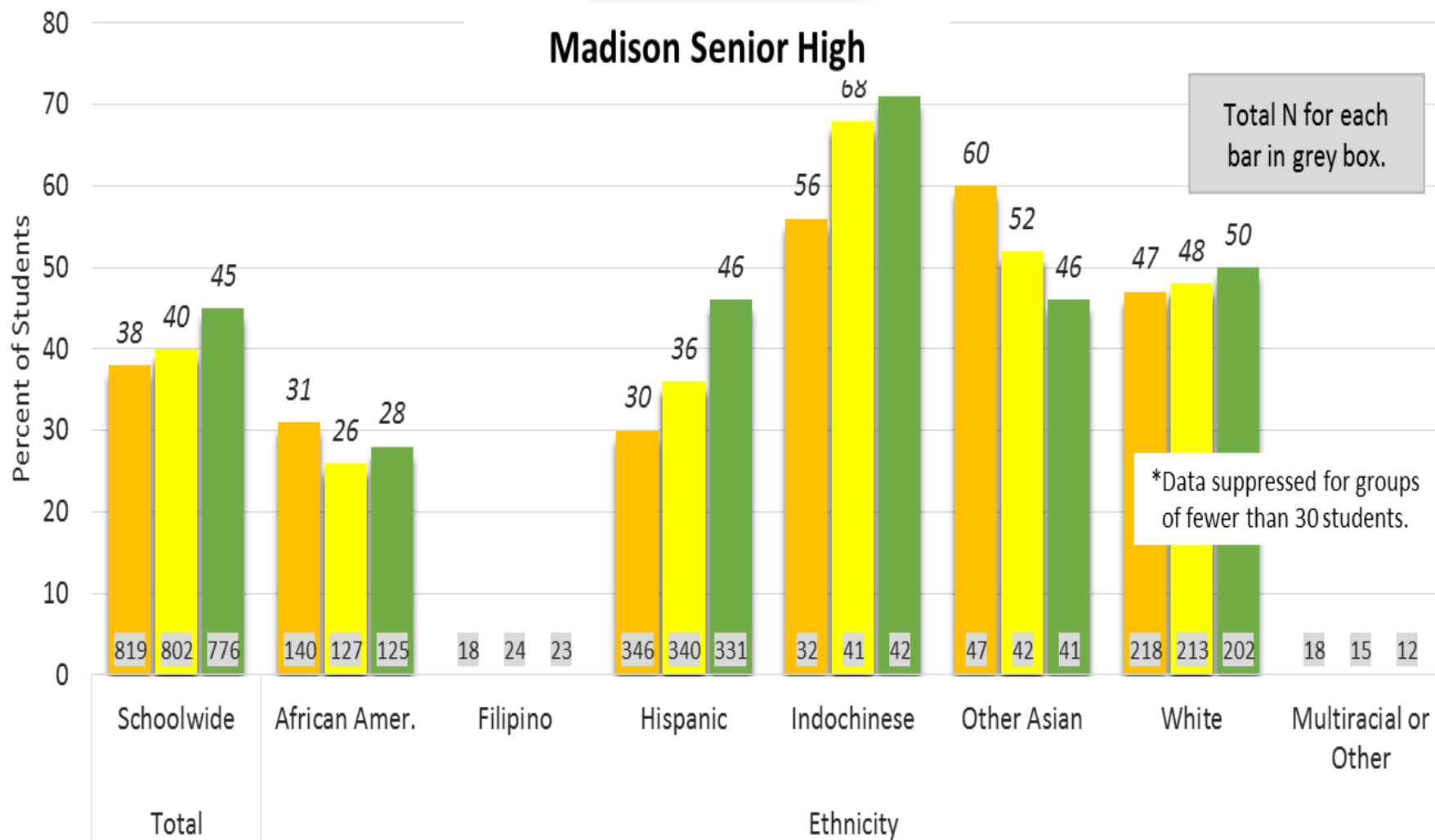


Percent of Students Taking 1+ Weighted Courses in Spring 2014

Grades 10-12, Disaggregation by Ethnicity

2012 2013 2014

Madison Senior High



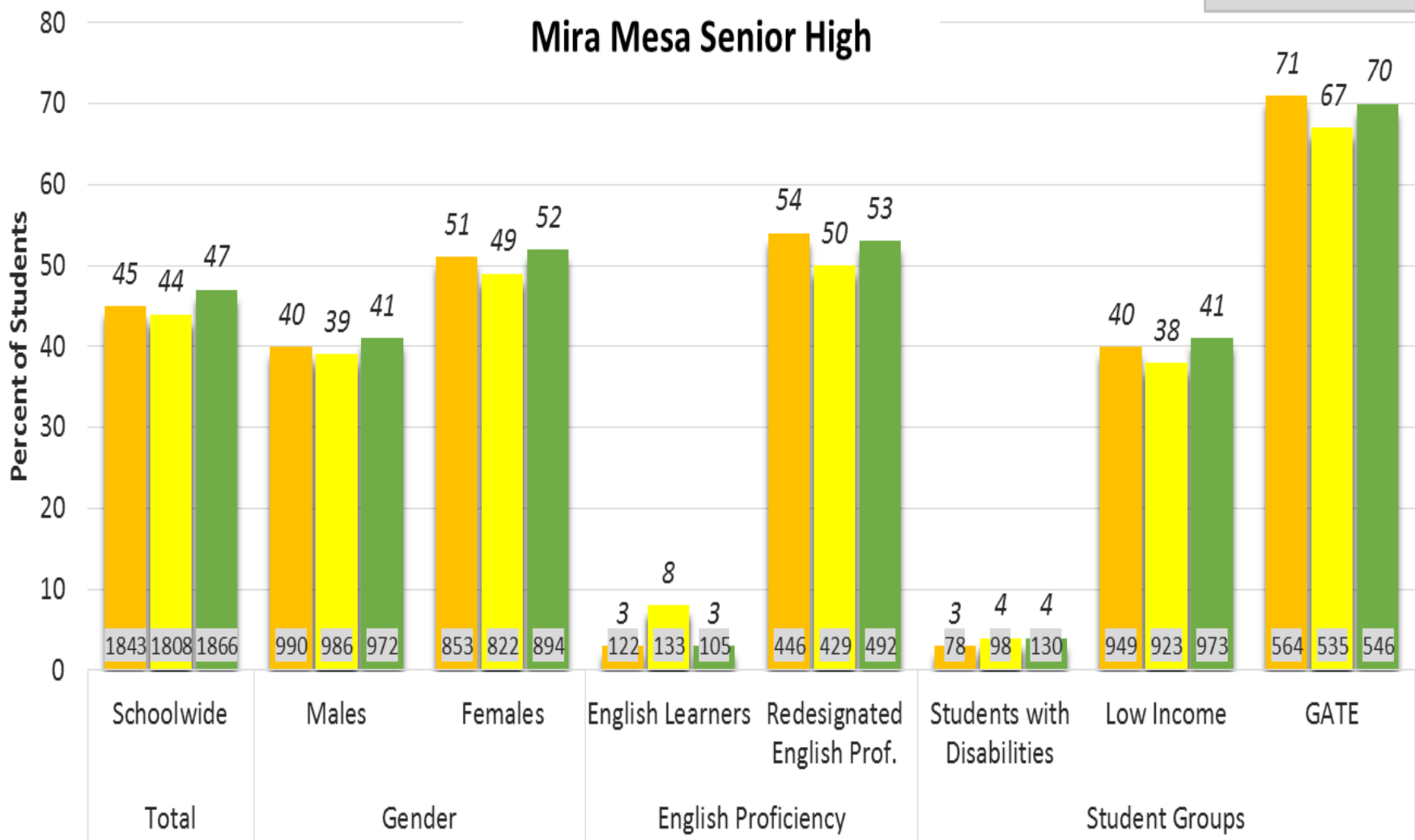
Percent of Students Taking 1+ Weighted Courses in Spring 2014

Grades 10-12, Disaggregation by Student Group

2012 2013 2014

Total N for each bar in grey box. 30

Mira Mesa Senior High



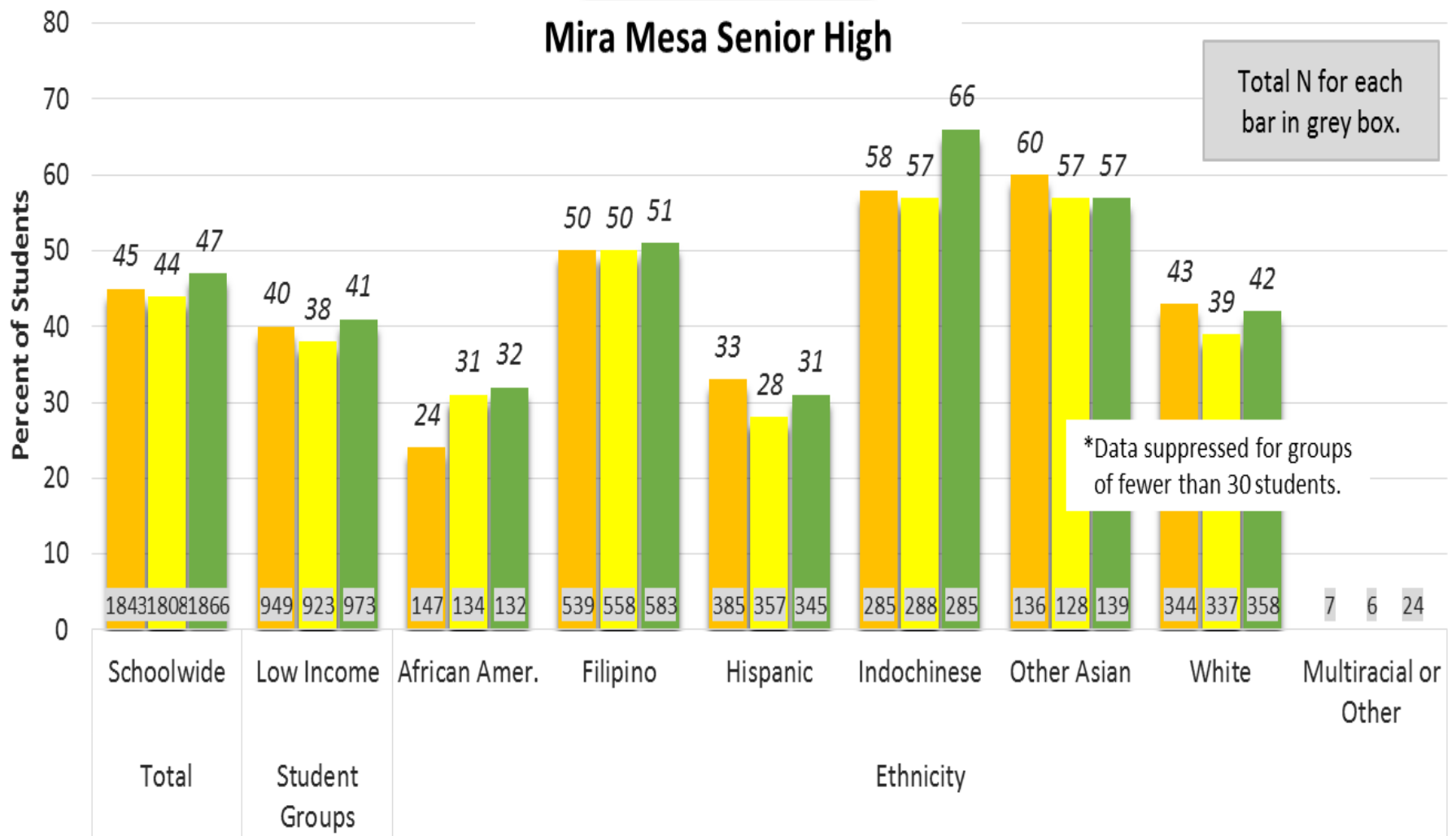
Percent of Students Taking 1+ Weighted Courses in Spring 2014

Grades 10-12, Disaggregation by Ethnicity

2012 2013 2014

Mira Mesa Senior High

Total N for each bar in grey box.





Overall Data

- SDUSD offers a wide variety of weighted options
- English Learners, students with disabilities, Hispanic and African American students are less likely to be enrolled in weighted coursework
- This data is similar to the UC a-g and advanced studies presentations throughout this year



Next Steps

- Work with the College Board and the Council of the Great City Schools on the Pledge for Males of Color—ensure access and achievement
- Ensure that more English Learner students are redesignated
- Provide Long Term English Learner Support that is grounded in data (Repairable Harm Report—Action Items)
- Ensure that interventions that are monitored for effectiveness are implemented for student groups performing below grade level each year



Next Steps

- Implement a summer program targeted at newcomer and Long Term English Learners to close achievement gaps and bridge language and literacy
- Work with sites to create master schedules that use data to identify achievement gaps and align resources to closing those gaps



GATE Services

- The Gifted and Talented Education (GATE) program, authorized by EC sections 52200-52212, provides funding for local educational agencies (LEAs) to develop unique education opportunities for high-achieving and underachieving pupils in California public elementary and secondary schools who have been identified as gifted and talented.

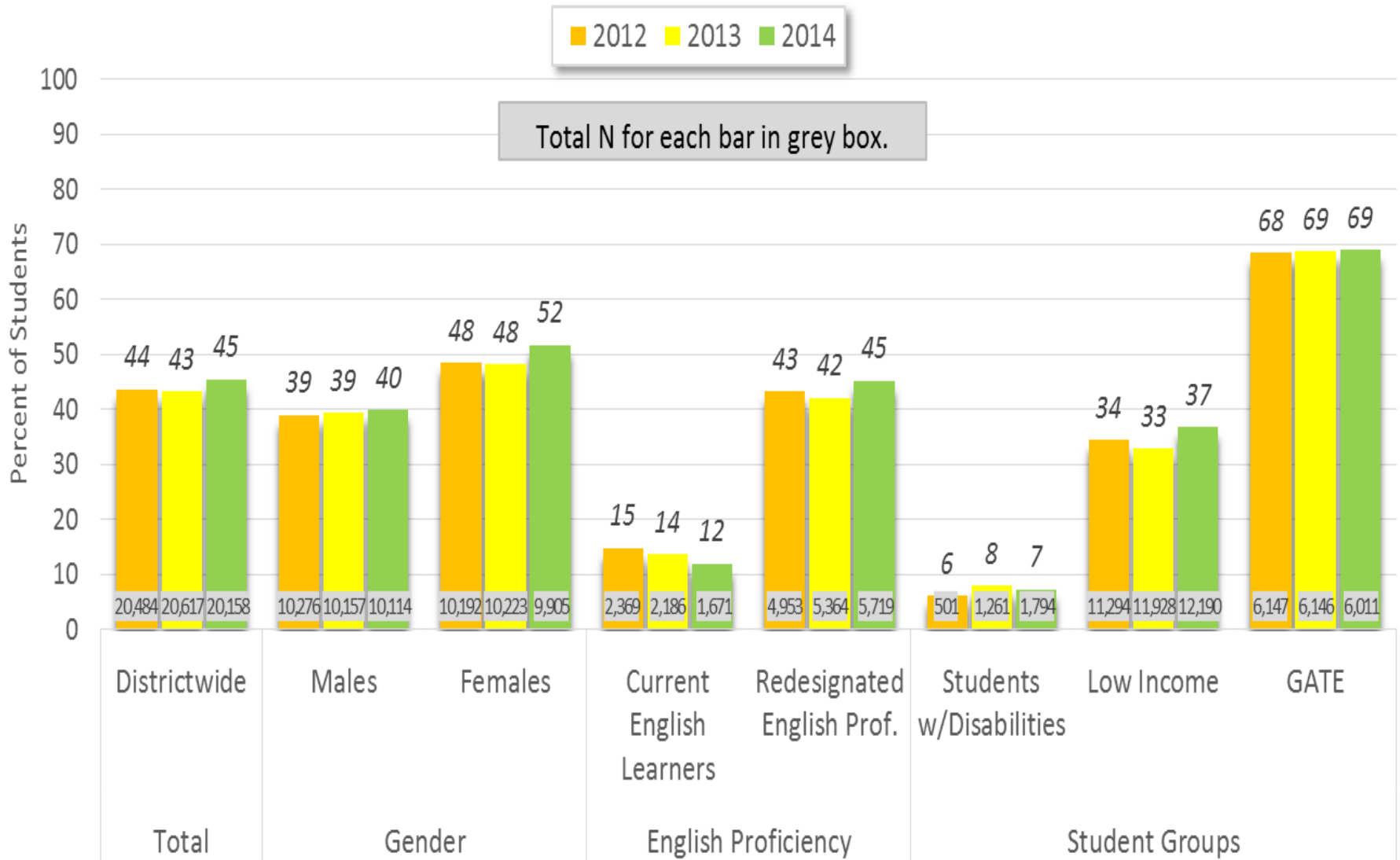


GATE Services

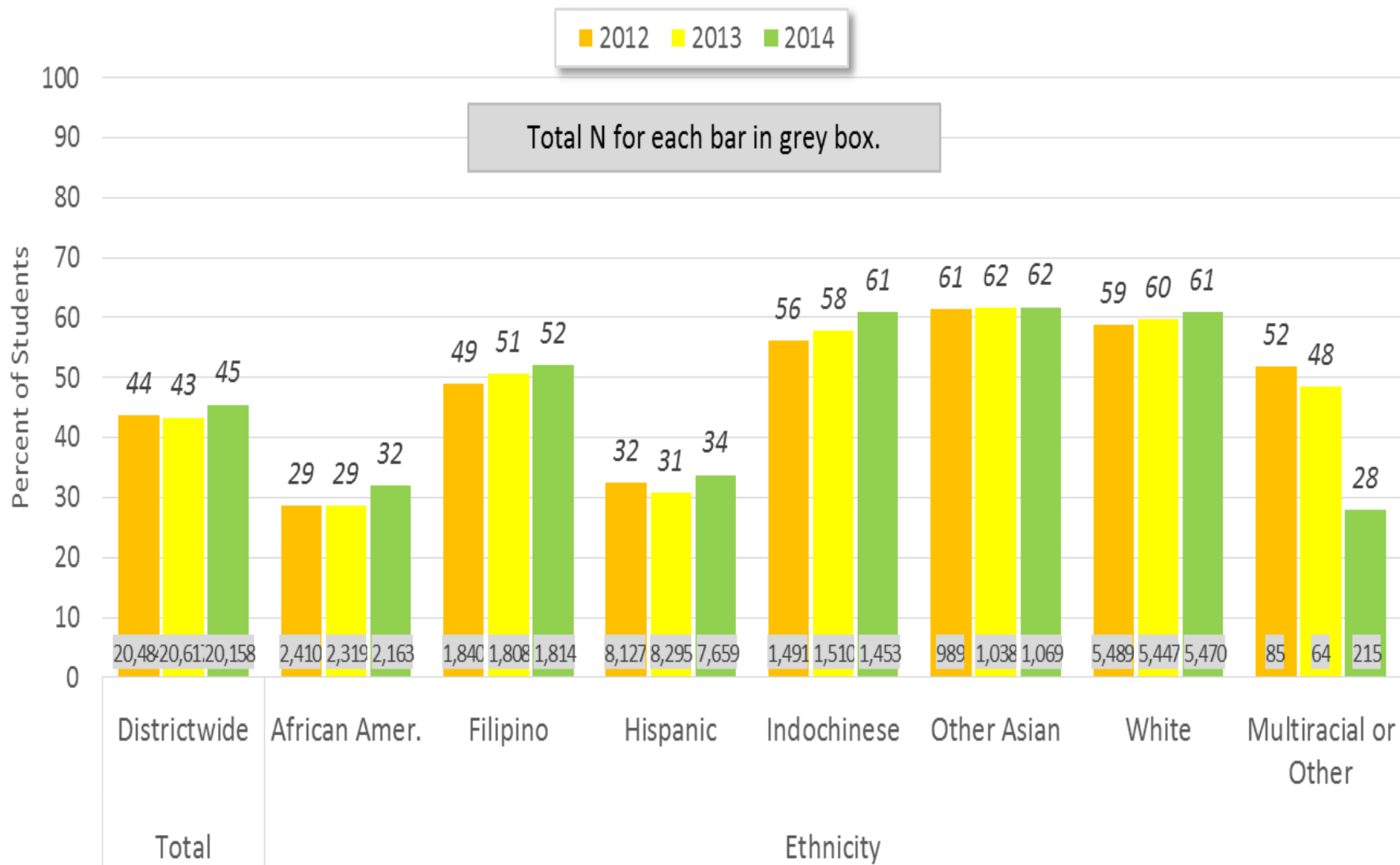
San Diego Unified School District serves specific academic, high-achieving, and intellectually gifted students through two program options:

- The Seminar program for the highly gifted and,
- The Cluster program for gifted students, and high ability students (Grades 6-12 new to the school district).

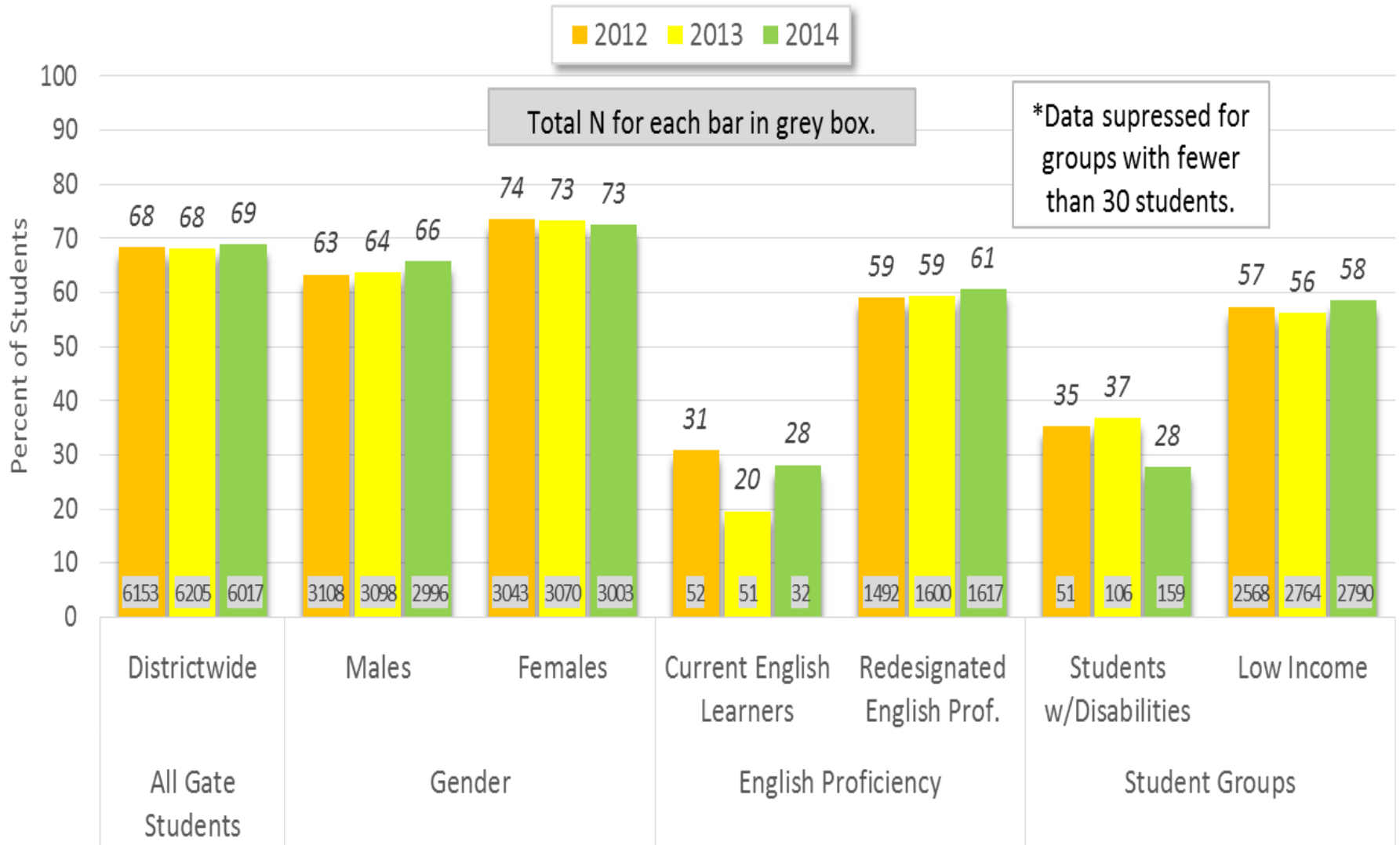
Percent of Students Taking 1+ Weighted Courses in Spring 2014 Grades 10-12, Disaggregation by Student Group



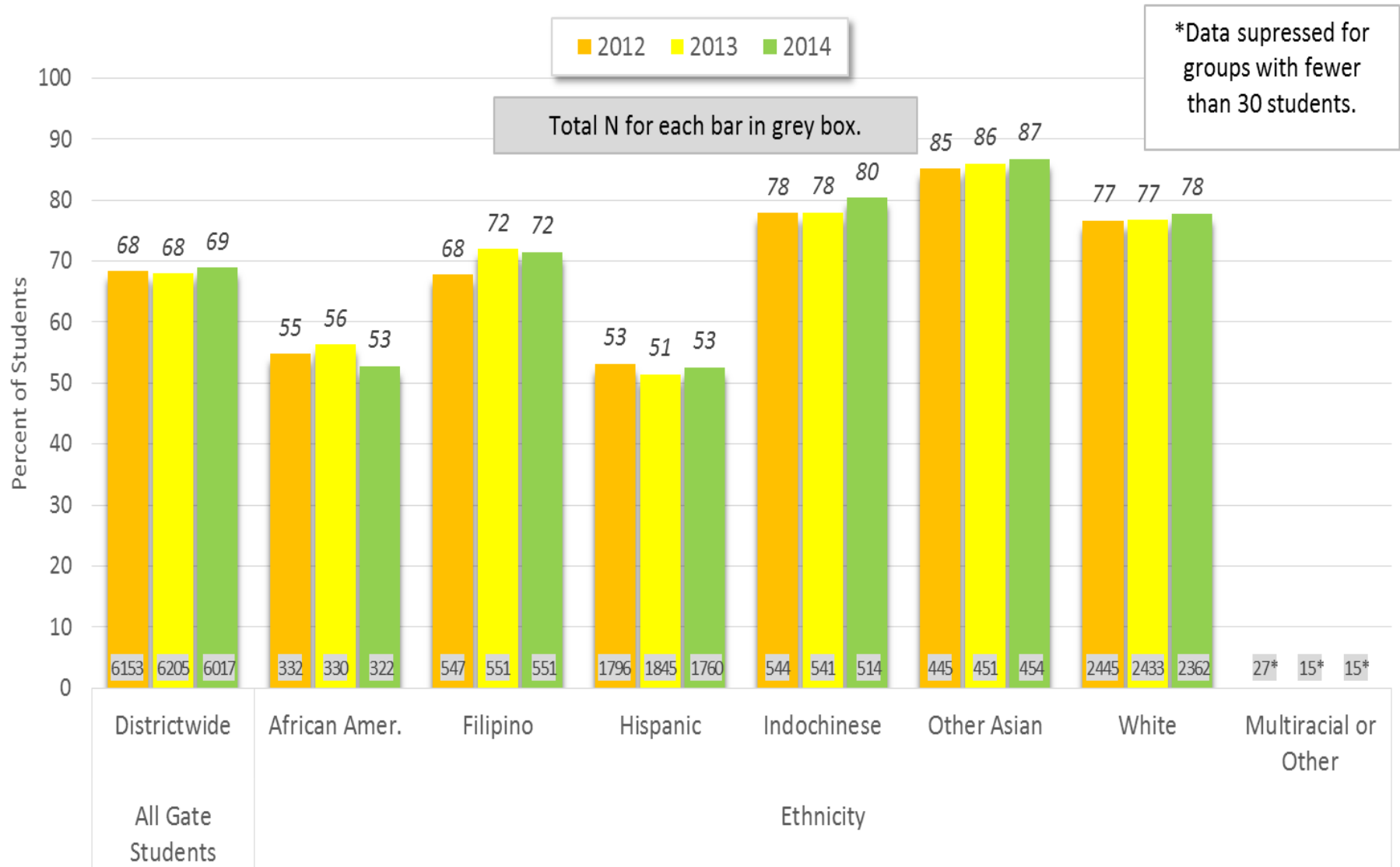
Percent of Students Taking 1+ Weighted Courses in Spring 2014 Grades 10-12, Disaggregation by Ethnicity



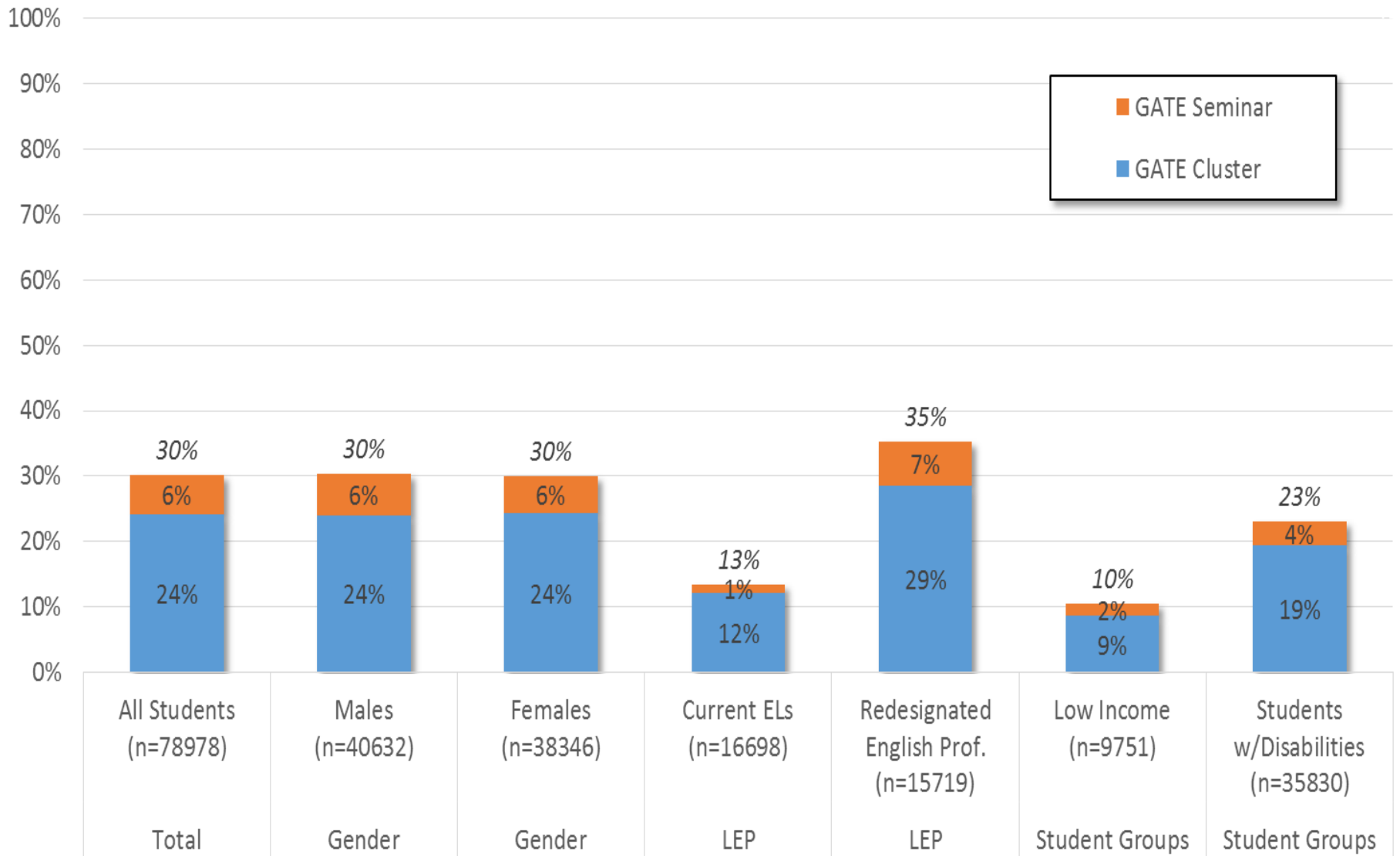
Percent of GATE-Identified Students Taking 1+ Weighted Courses Spring 2014, Grades 10-12, Disaggregation by Student Group



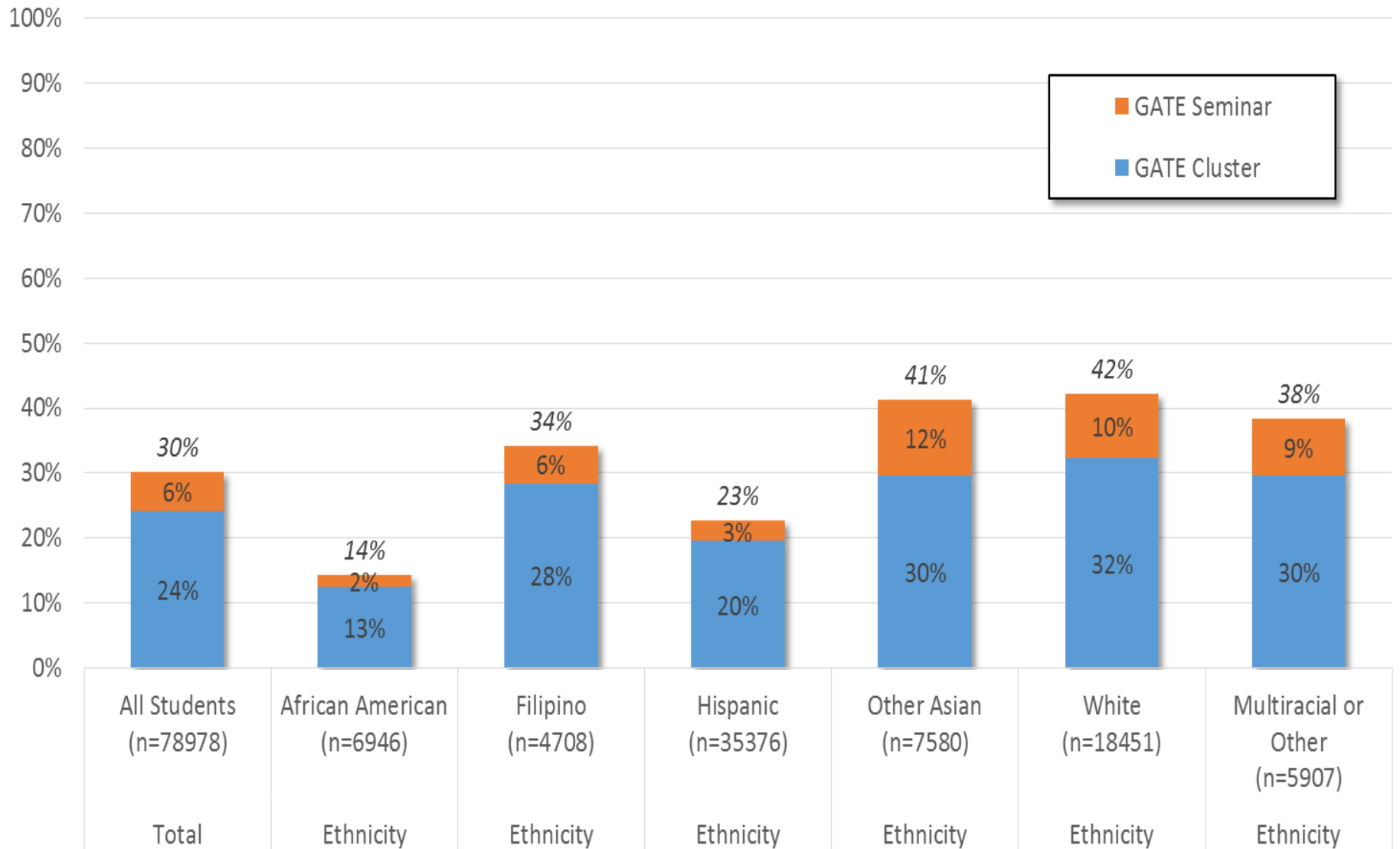
Percent of GATE-Identified Students Taking 1+ Weighted Courses Spring 2014, Grades 10-12, Disaggregation by Ethnicity



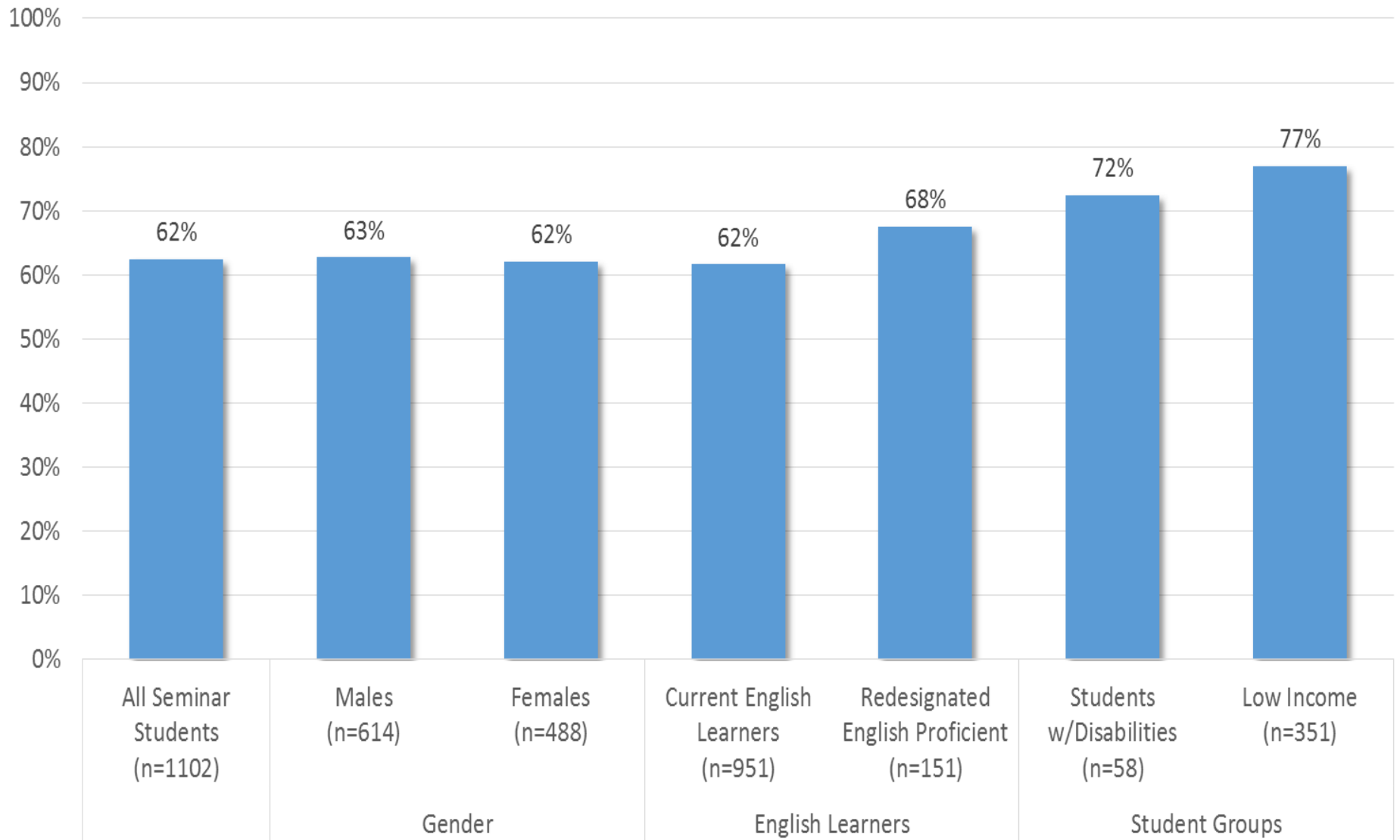
Percent of Current Students in Grades 3-12 Designated as GATE Cluster or GATE Seminar Disaggregated by Student Group



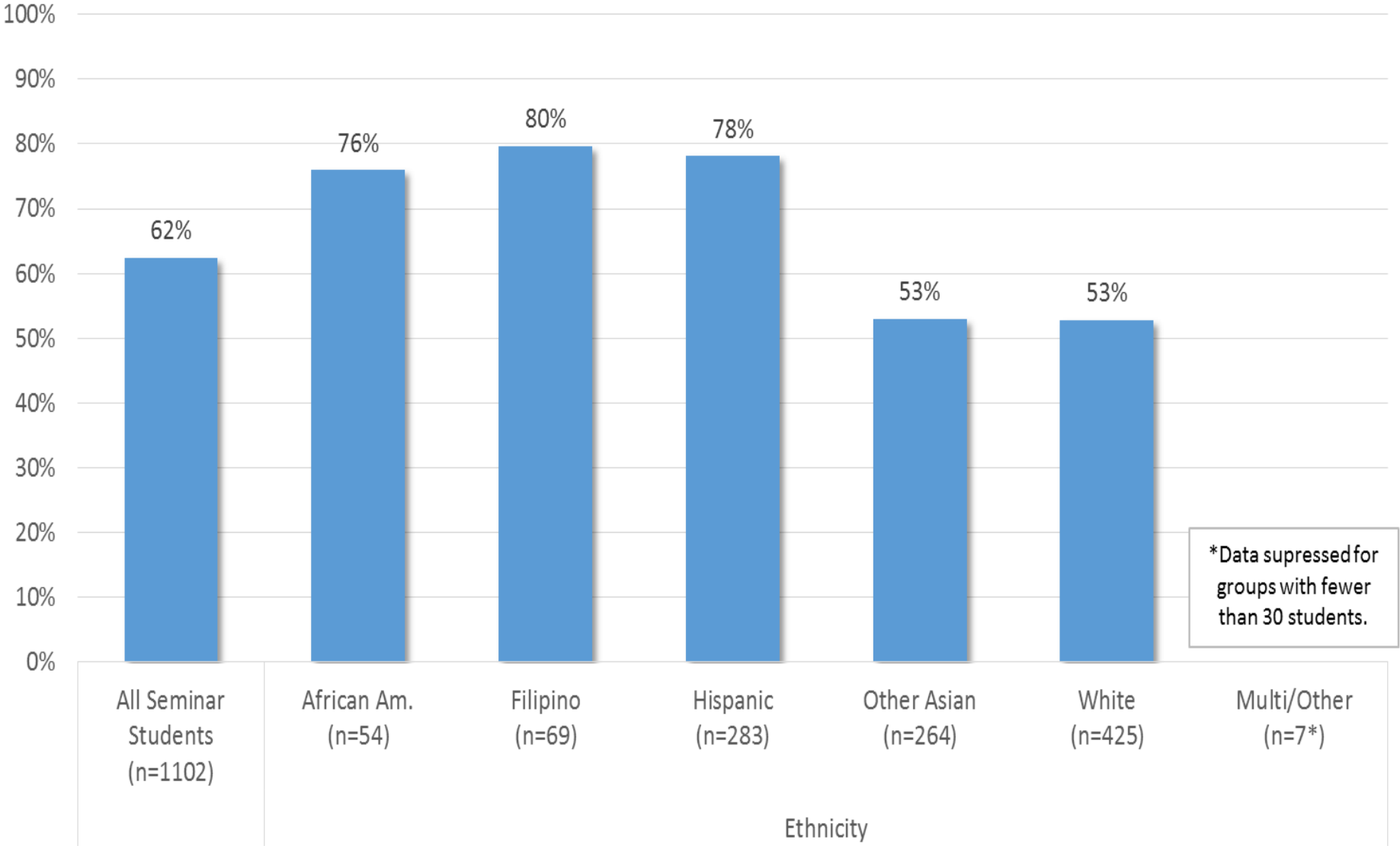
Percent of Current Students in Grades 3-12 Designated as GATE Cluster or GATE Seminar Disaggregated by Ethnicity



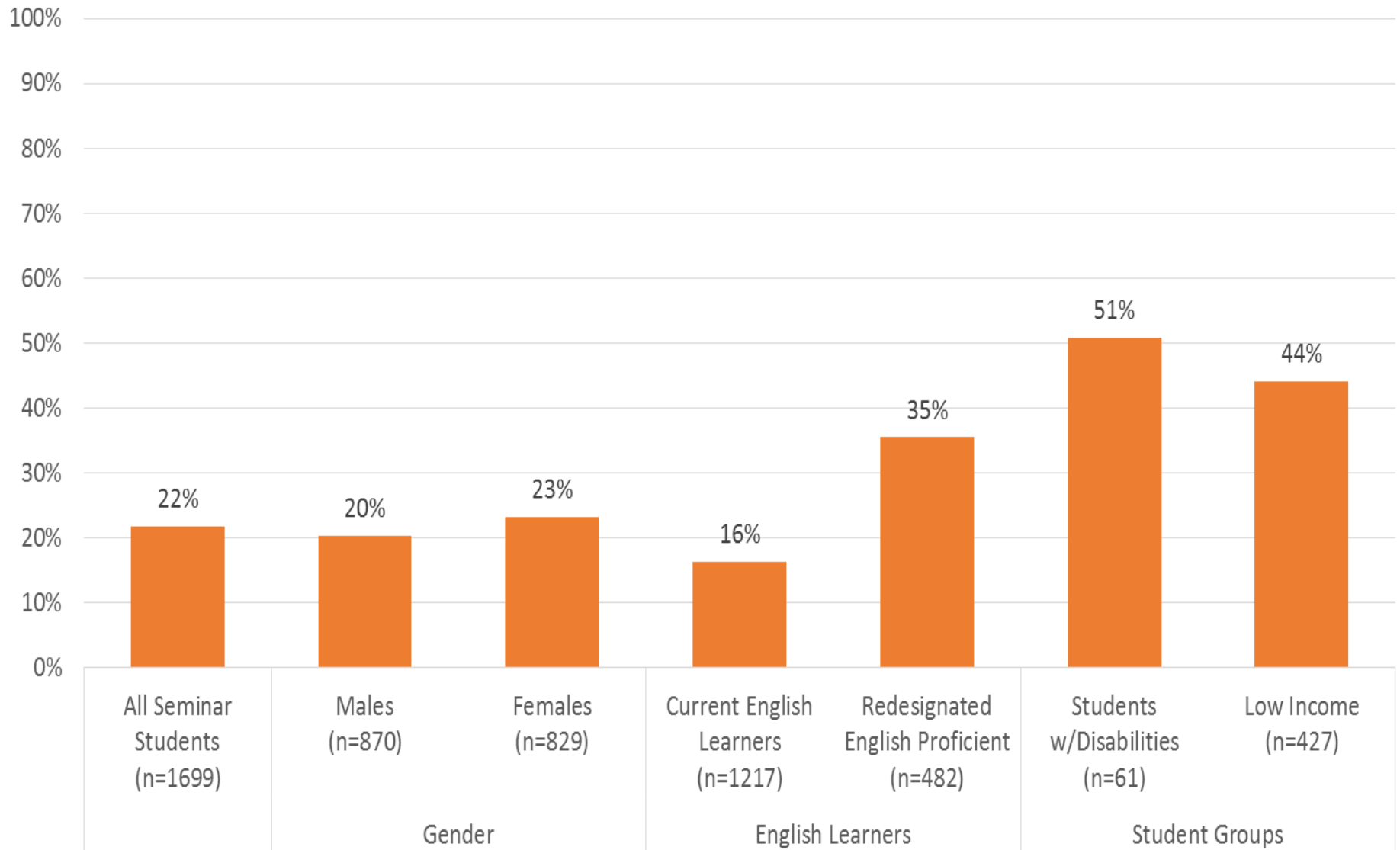
Percent of Seminar-Identified Students in Grades 3-5 Who Are Not Enrolled in a Seminar Class Disaggregation by Student Group



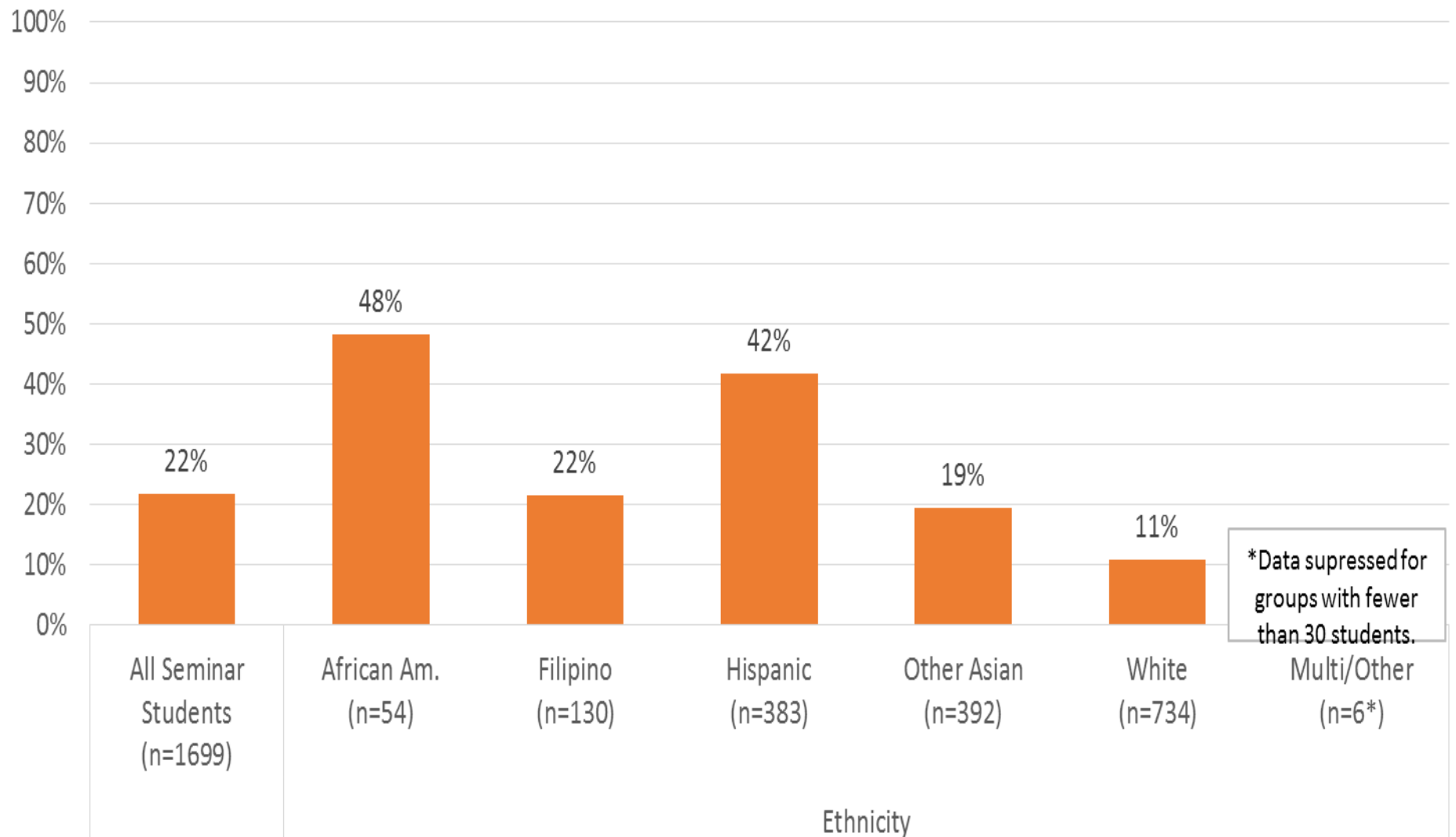
Percent of Seminar-Identified Students in Grades 3-5 Who Are Not Enrolled in a Seminar Class Disaggregation by Ethnicity



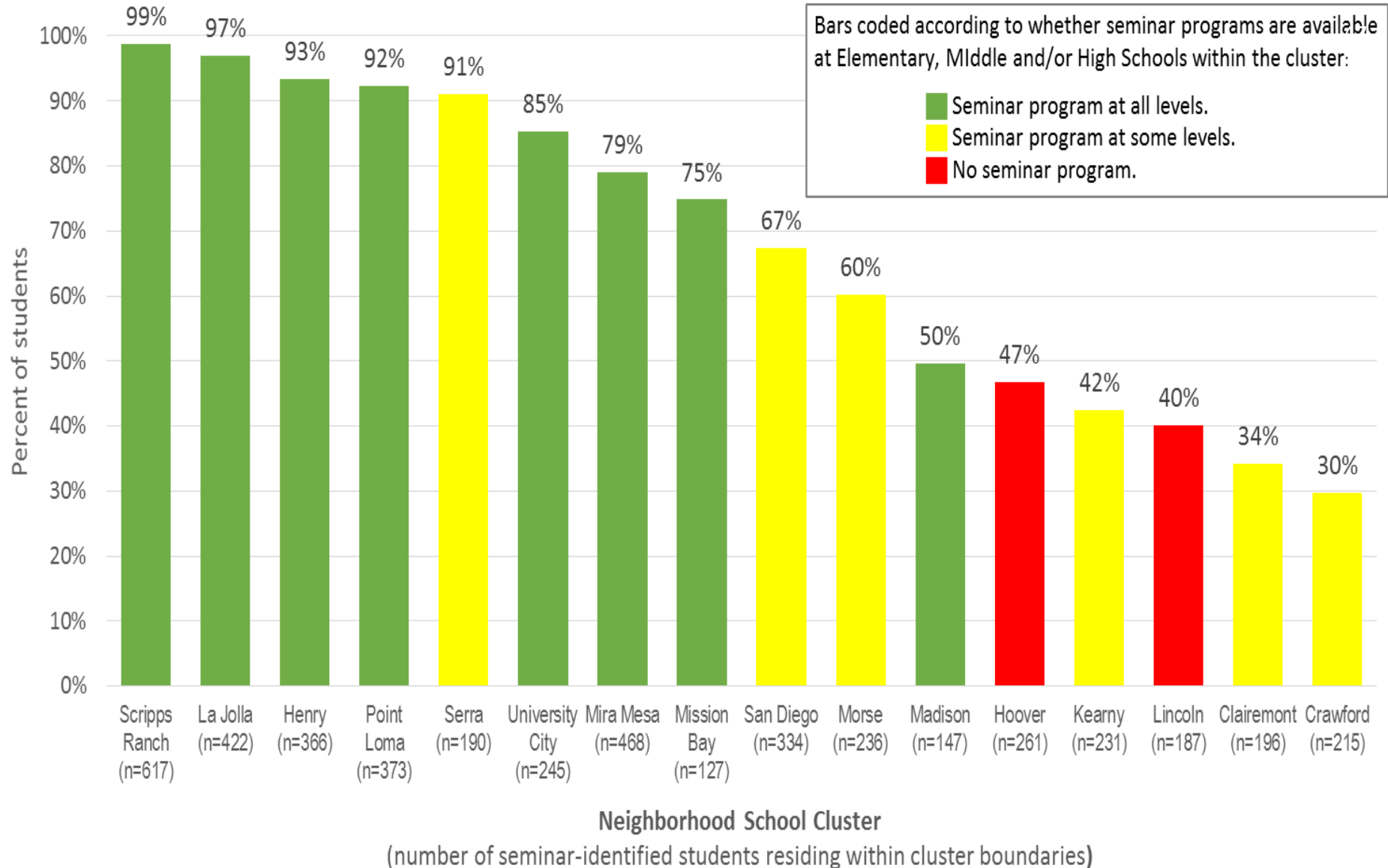
Percent of Seminar-Identified Students in Grades 6-8 Who Are Not Enrolled in a Seminar Class Disaggregation by Student Group



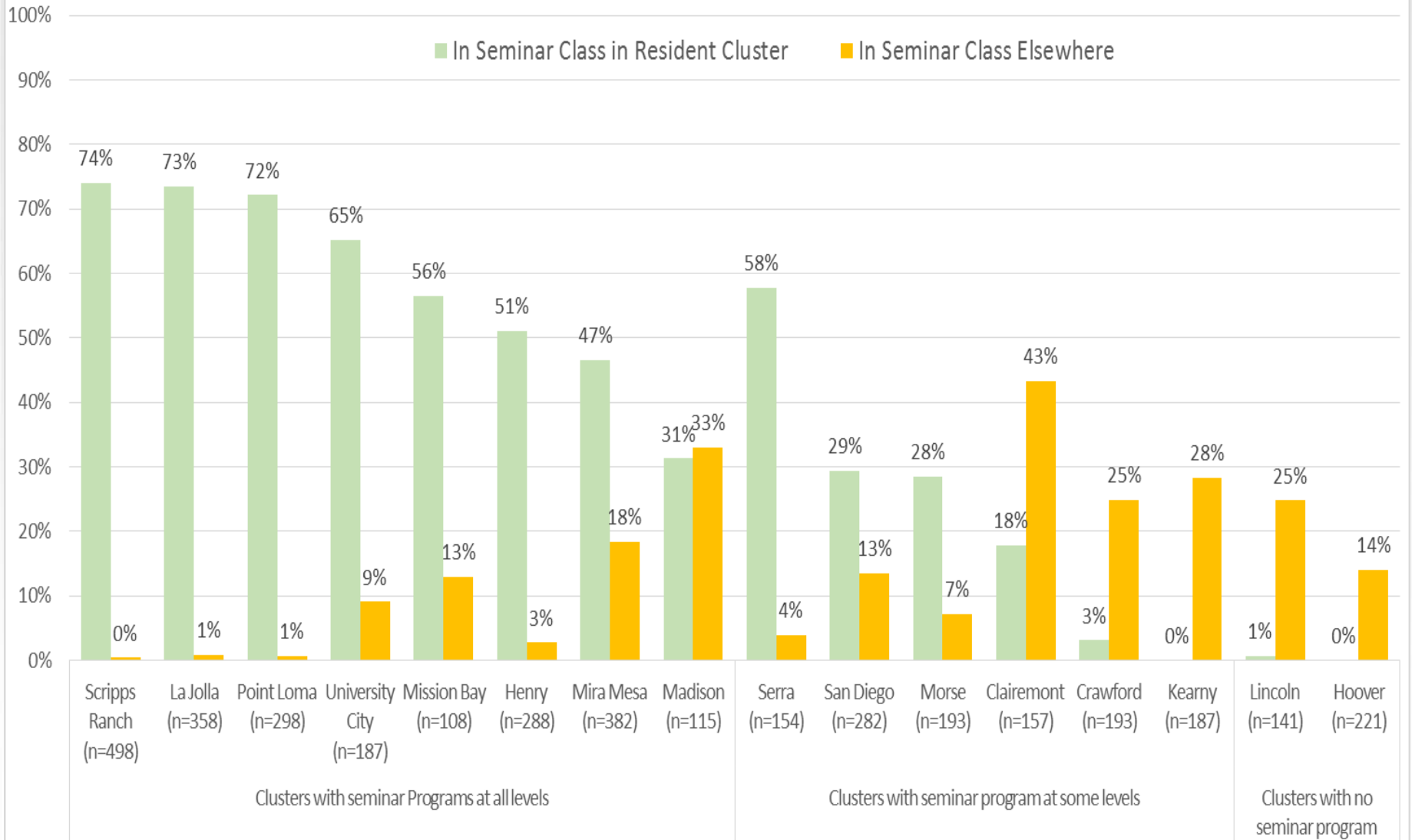
Percent of Seminar-Identified Students in Grades 6-8 Who Are Not Enrolled in a Seminar Class Disaggregation by Ethnicity



Percent of Seminar-Identified Students Attending a School in their Neighborhood Cluster



Percent of Seminar-Identified Students Enrolled in Seminar Classes Grades 3-10, Disaggregated by Students' Resident School Cluster





Overall Data

- Students identified as GATE, regardless of student group/ethnicity, are taking weighted courses at higher rates.
- Students who are identified as African-American or Hispanic are being identified as GATE at lower rates than other student populations.
 - What are the African-American and Hispanic Raven participation rates? Why or why not?
- Students who belong to multiple student populations participate at very low rates in Seminar programming.



Overall Data

- Seminar students have increased participation in Seminar programming when moving to Middle School. However, students belonging to multiple student groups or students who are identified as African-American or Hispanic are still participating at lower rates.
- In general, students identified as seminar will remain in their neighborhood high school feeder patterns if seminar programming is available at all levels – ES/MS/HS.



GATE Services - Next Steps

All students identified as GATE have equitable access to a Seminar or Cluster program in their neighborhood.

- Encourage articulated GATE programming in every high school feeder pattern with a focused effort in aligning ES/MS/HS.

Ensure students who are members of multiple student groups have an opportunity to participate in GATE programming in ES/MS/HS at the same rate as students who are only identified as GATE.

Analyze Raven participation rate of students identified as African-American and Hispanic.



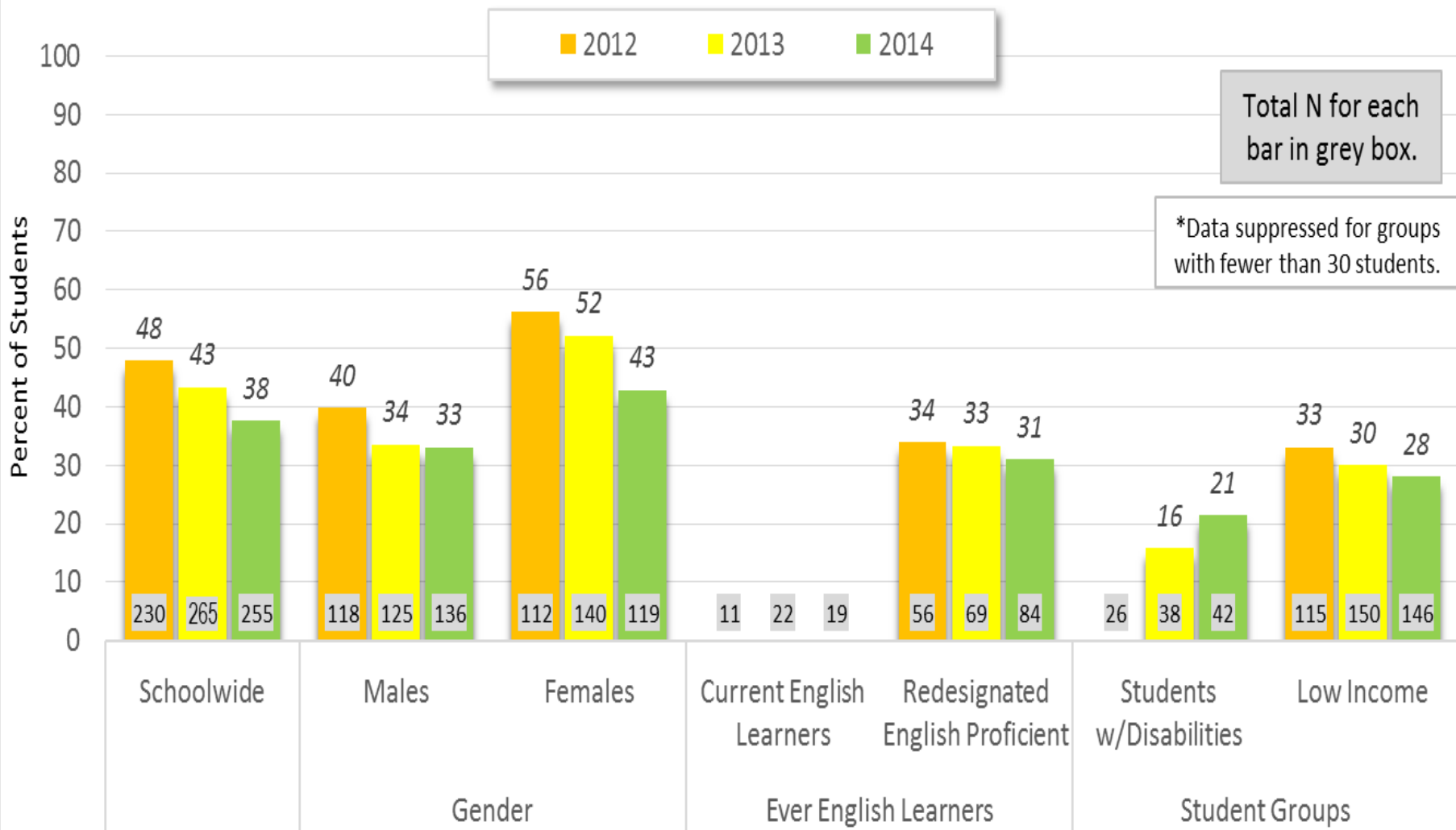
Appendix A

- Site UC a-g Slides

Percent of Graduates Meeting UC A-G Criteria (with C or better)

Disaggregation by Student Group

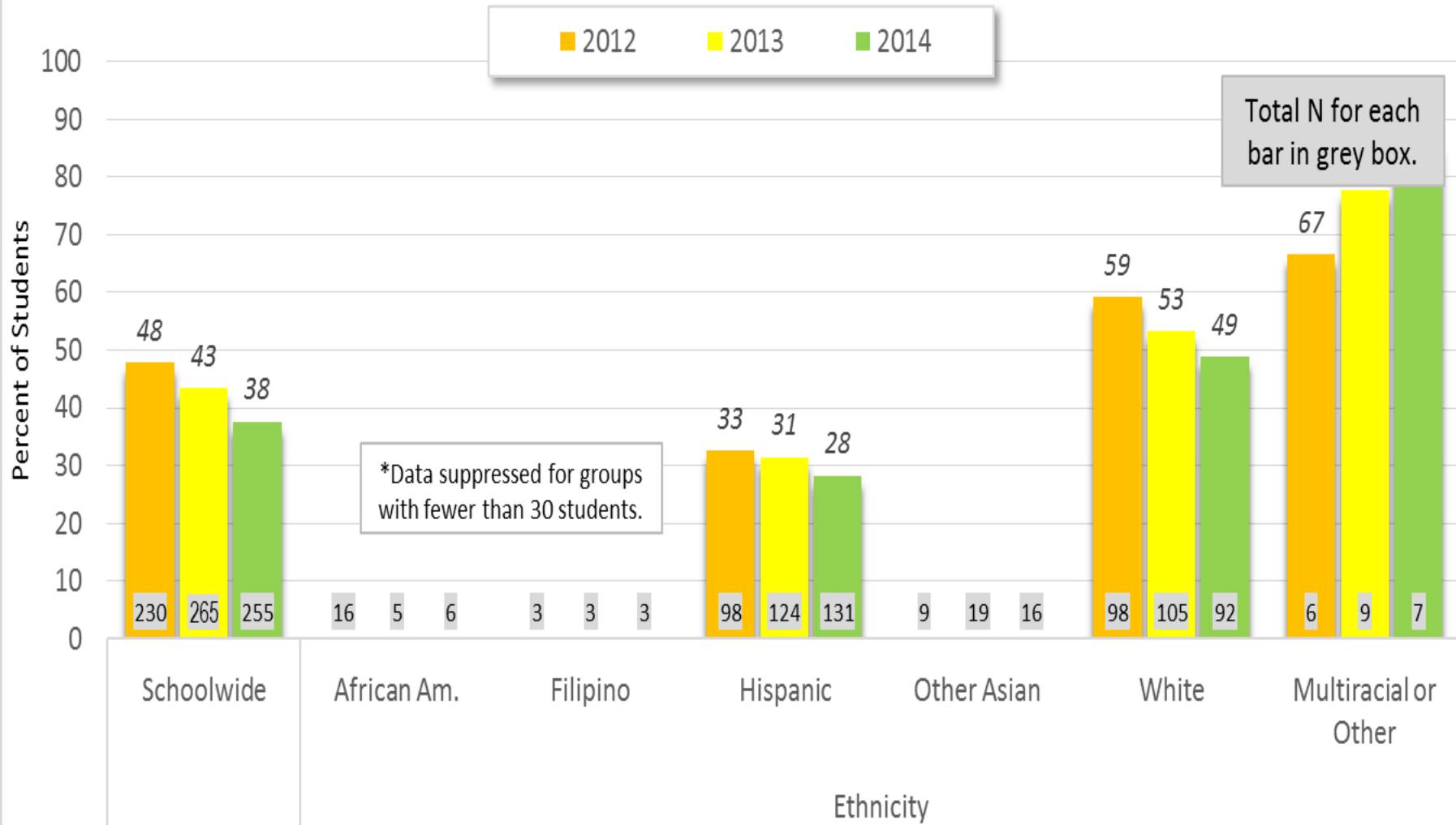
Clairemont High



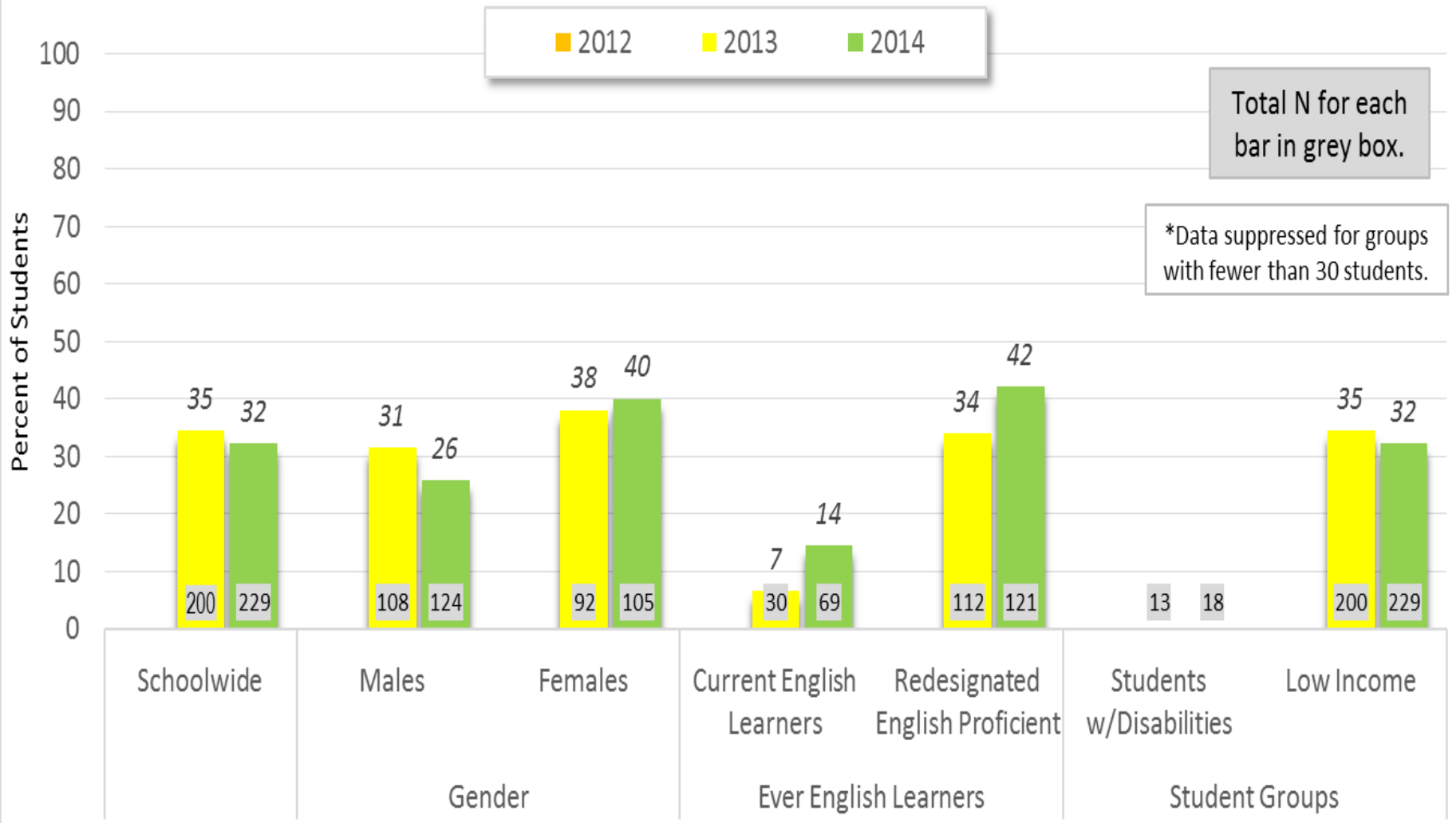
Percent of Graduates Meeting UC A-G Criteria (with C or better)

Disaggregation by Ethnicity

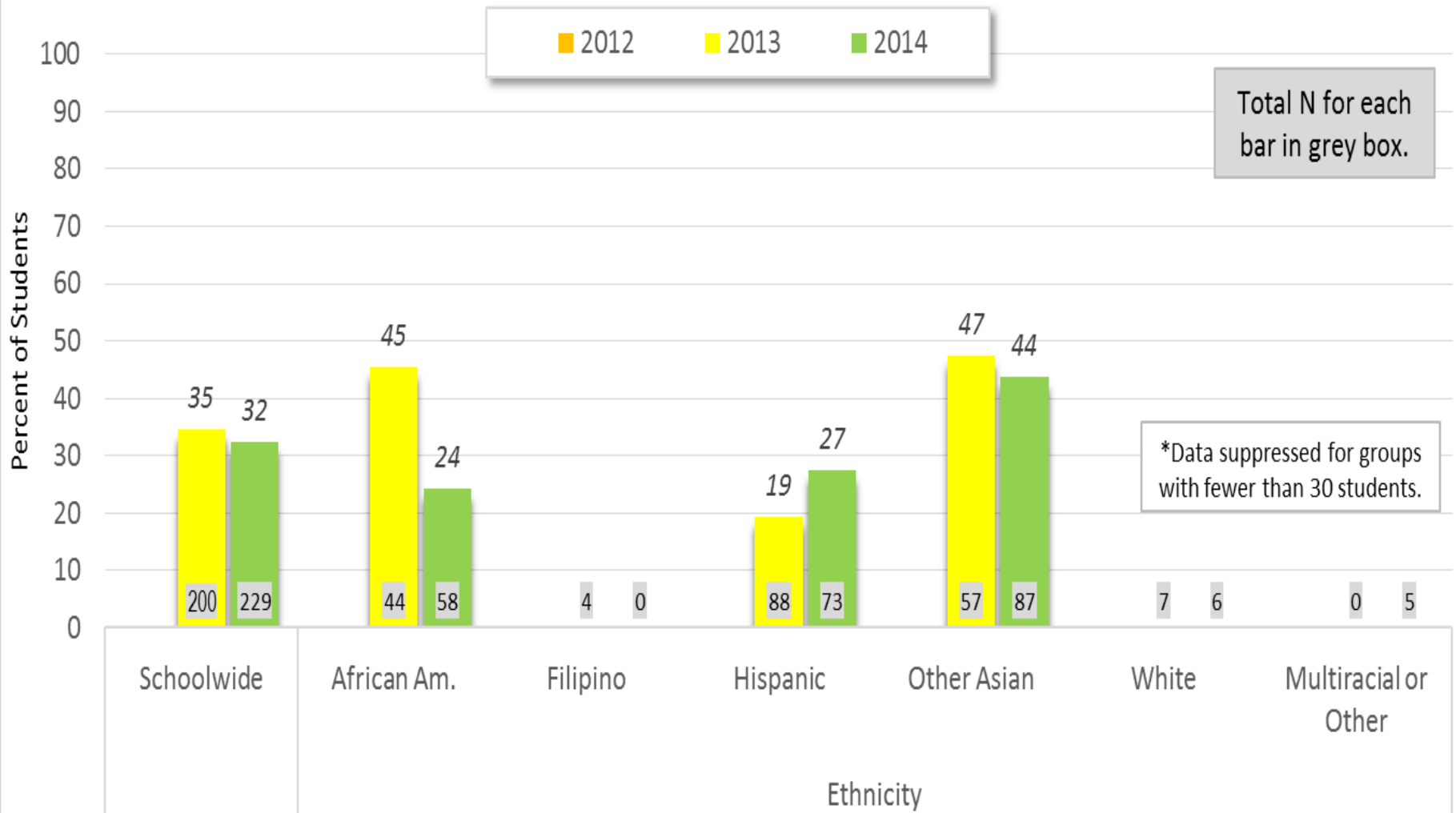
Clairemont High



Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Student Group Crawford High

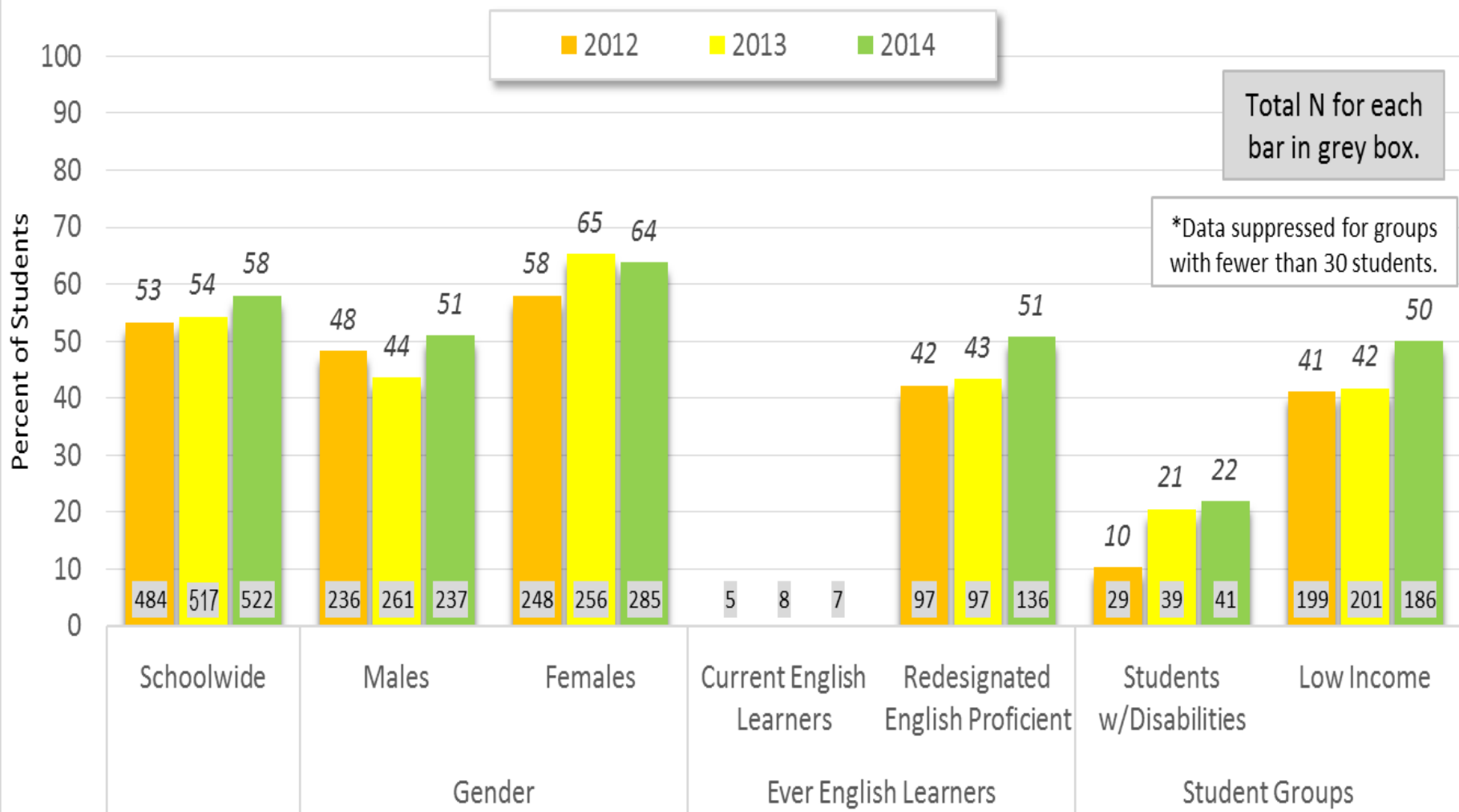


Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Ethnicity Crawford High



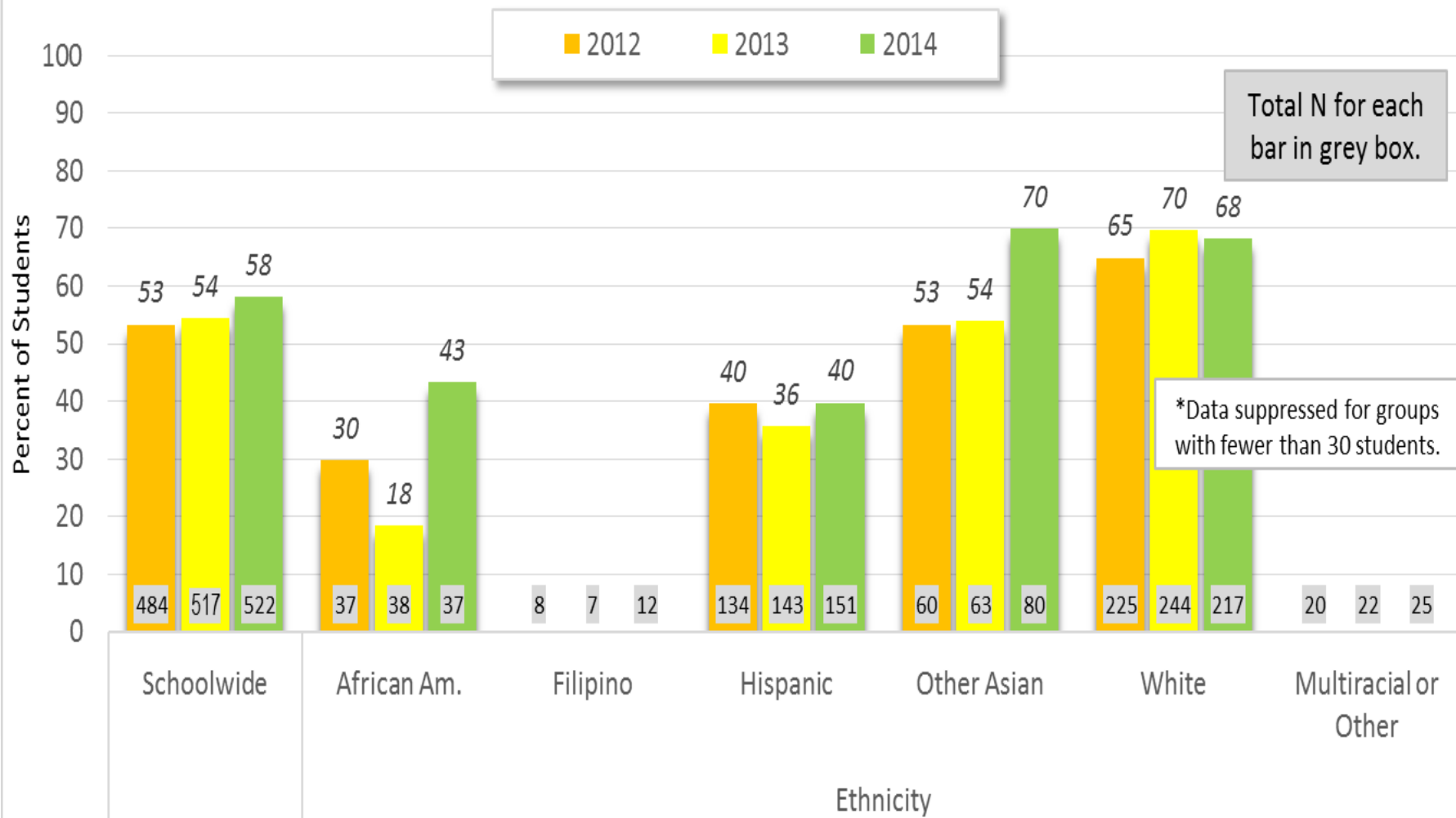
Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Student Group

Henry High



Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Ethnicity

Henry High



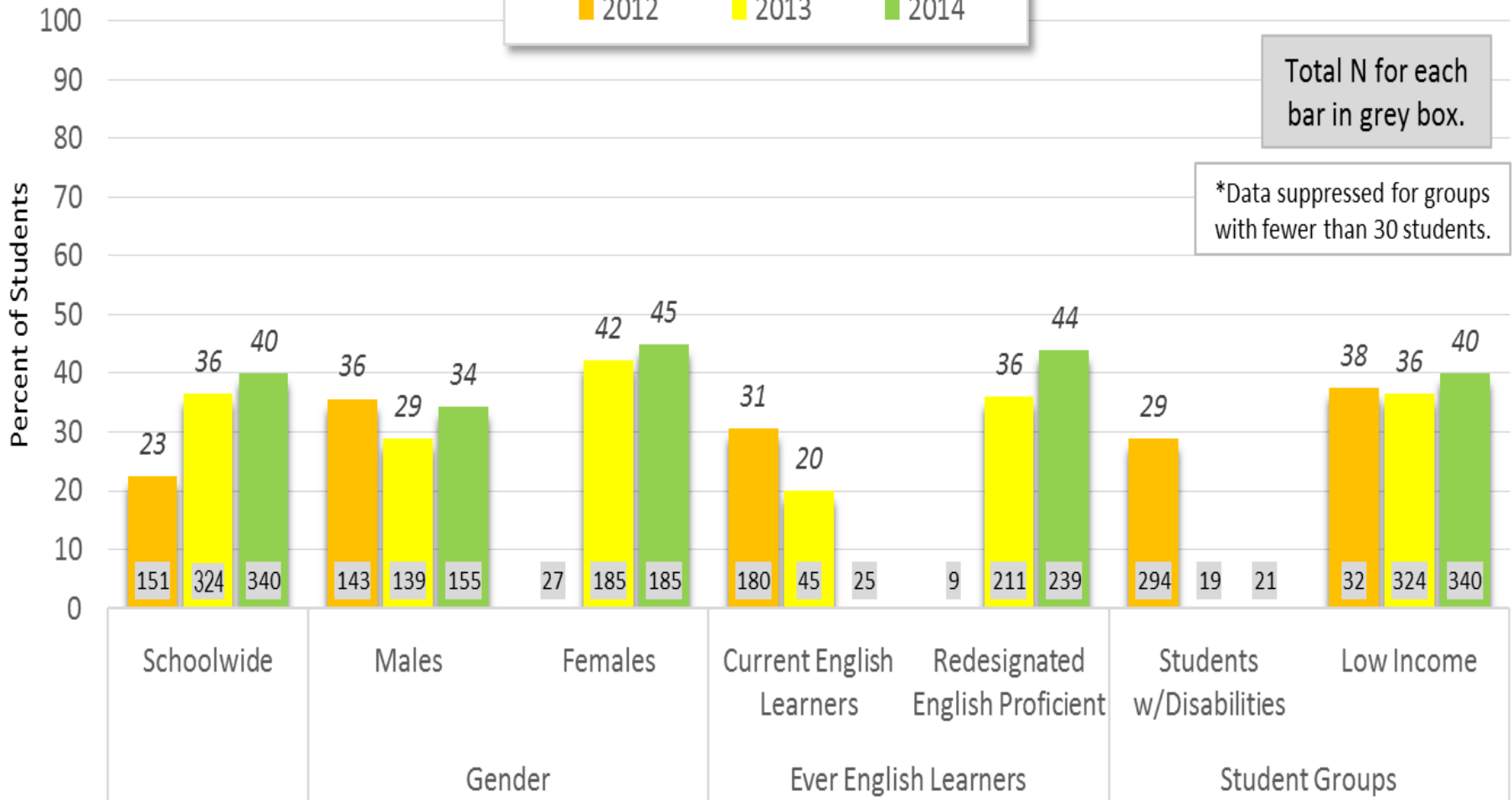
Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Student Group

Hoover High

2012 2013 2014

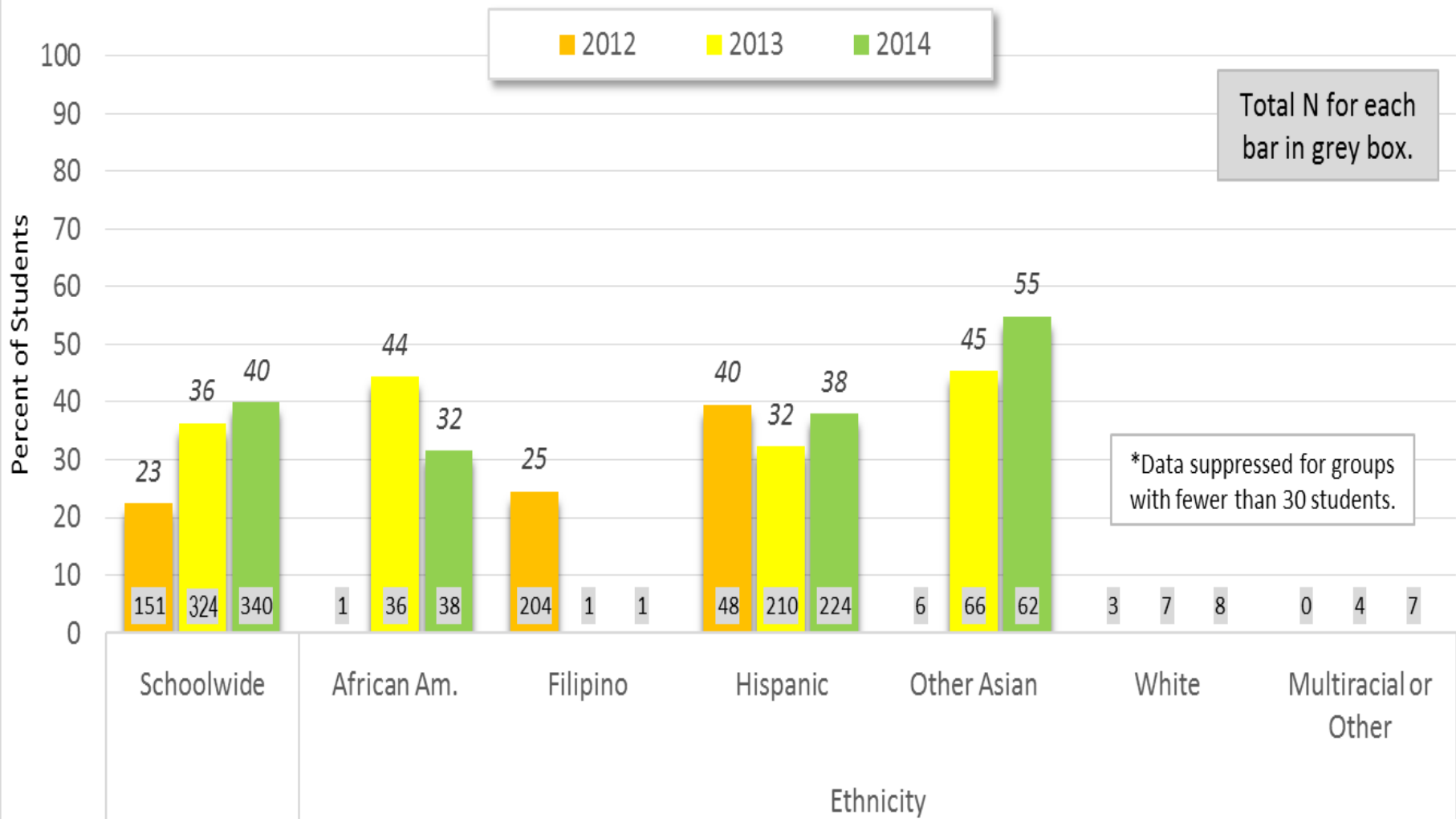
Total N for each bar in grey box.

*Data suppressed for groups with fewer than 30 students.



Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Ethnicity

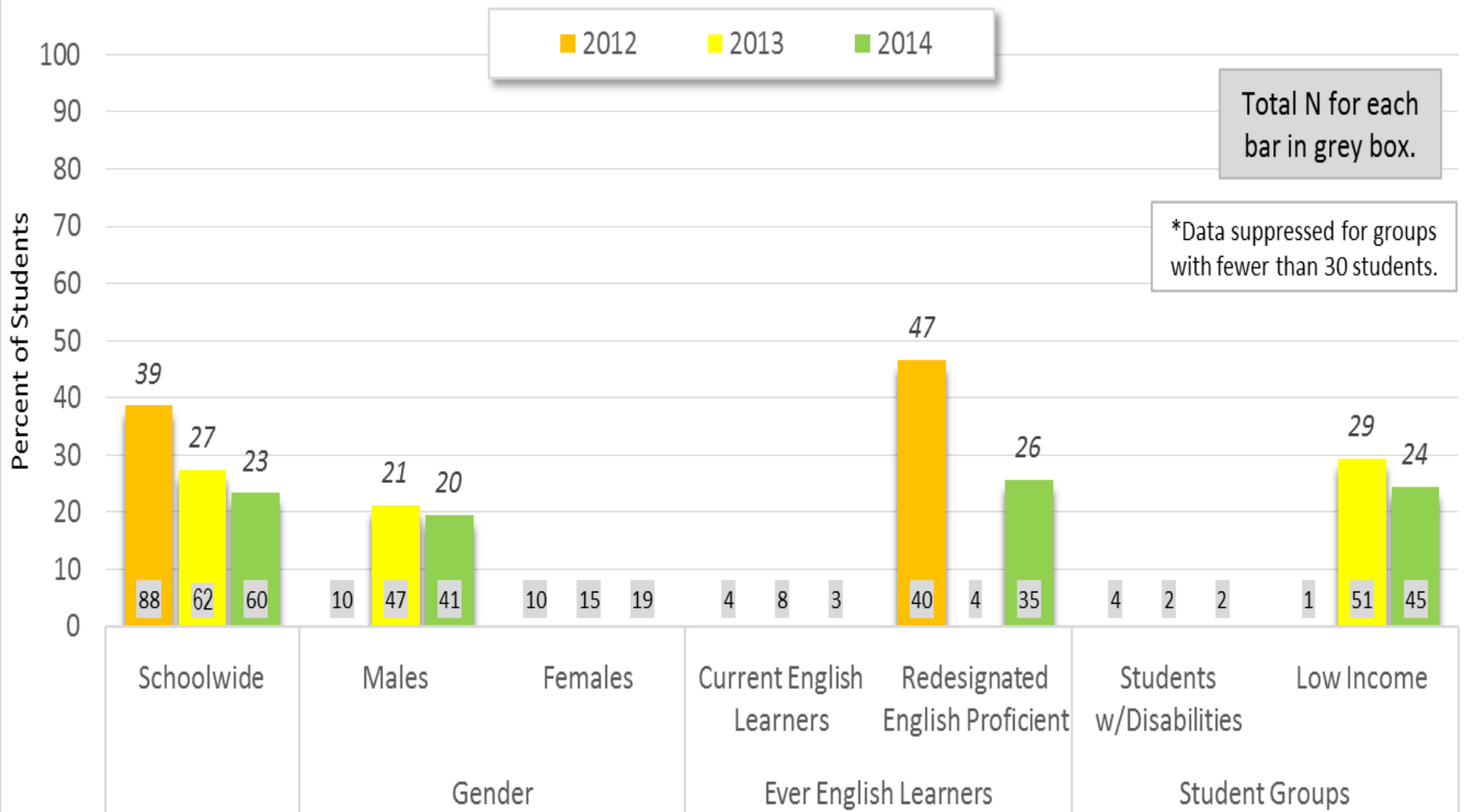
Hoover High



Percent of Graduates Meeting UC A-G Criteria (with C or better)

Disaggregation by Student Group

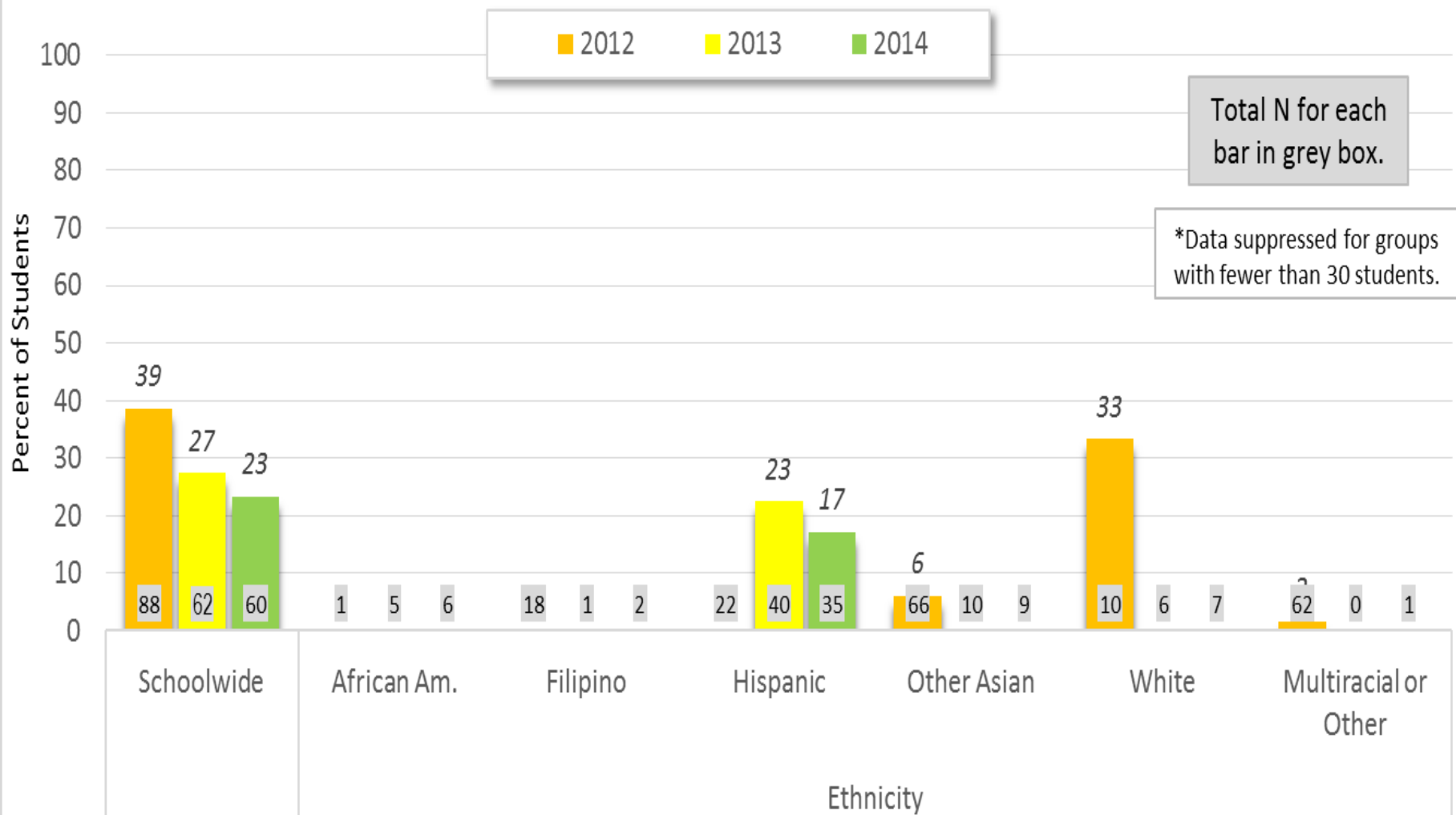
Kearny Construction Tech



Percent of Graduates Meeting UC A-G Criteria (with C or better)

Disaggregation by Ethnicity

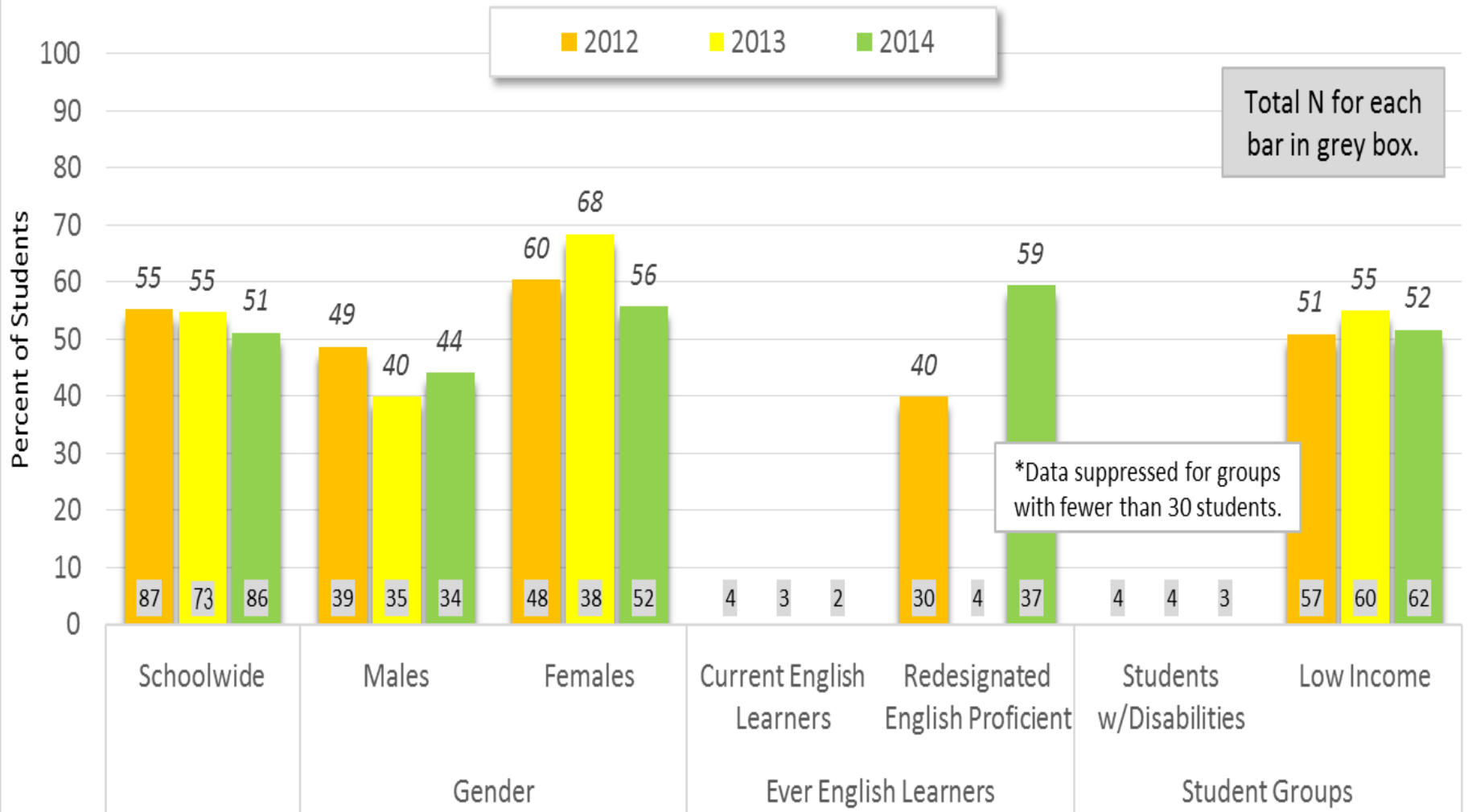
Kearny Construction Tech



Percent of Graduates Meeting UC A-G Criteria (with C or better)

Disaggregation by Student Group

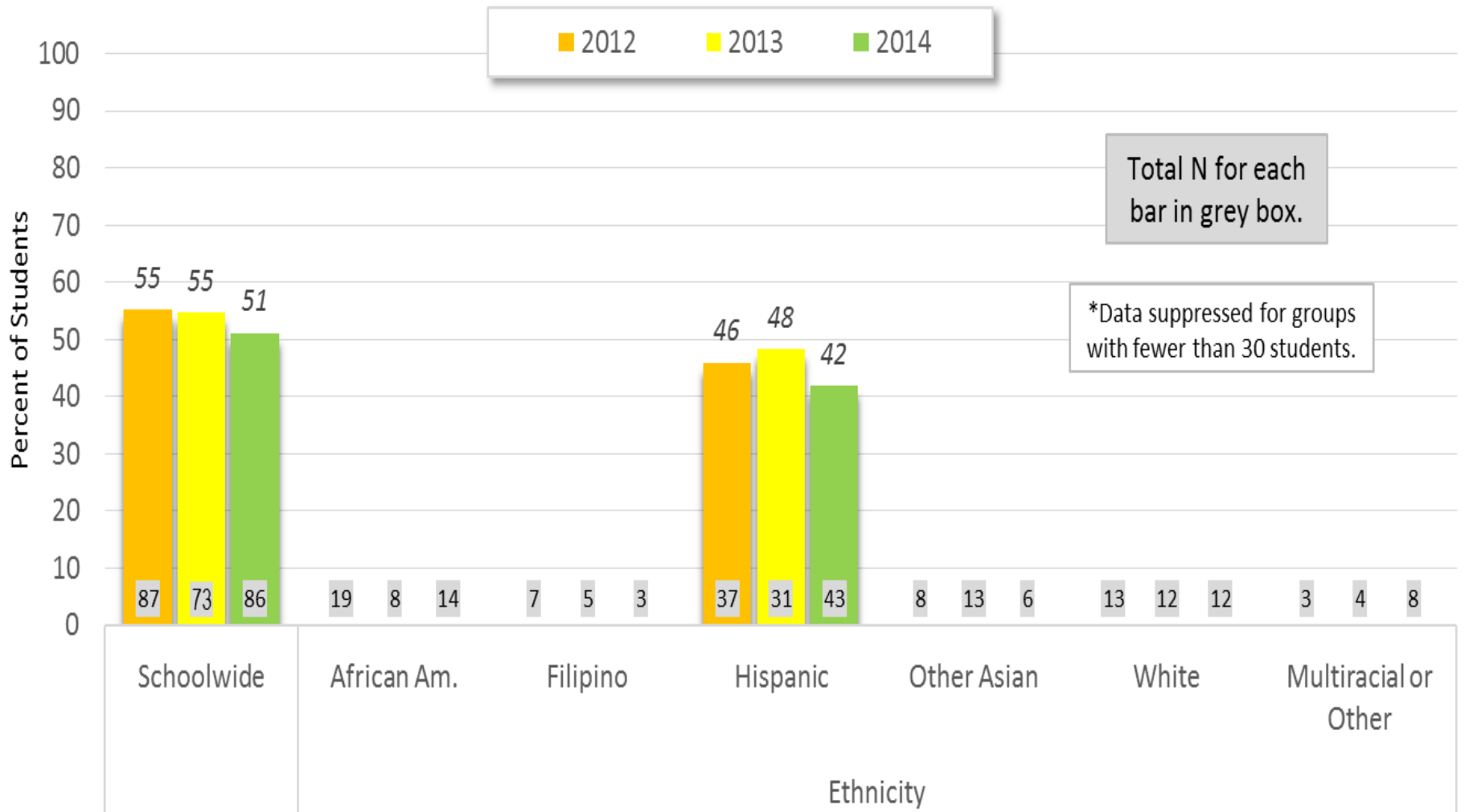
Kearny Digital Media & Design



Percent of Graduates Meeting UC A-G Criteria (with C or better)

Disaggregation by Ethnicity

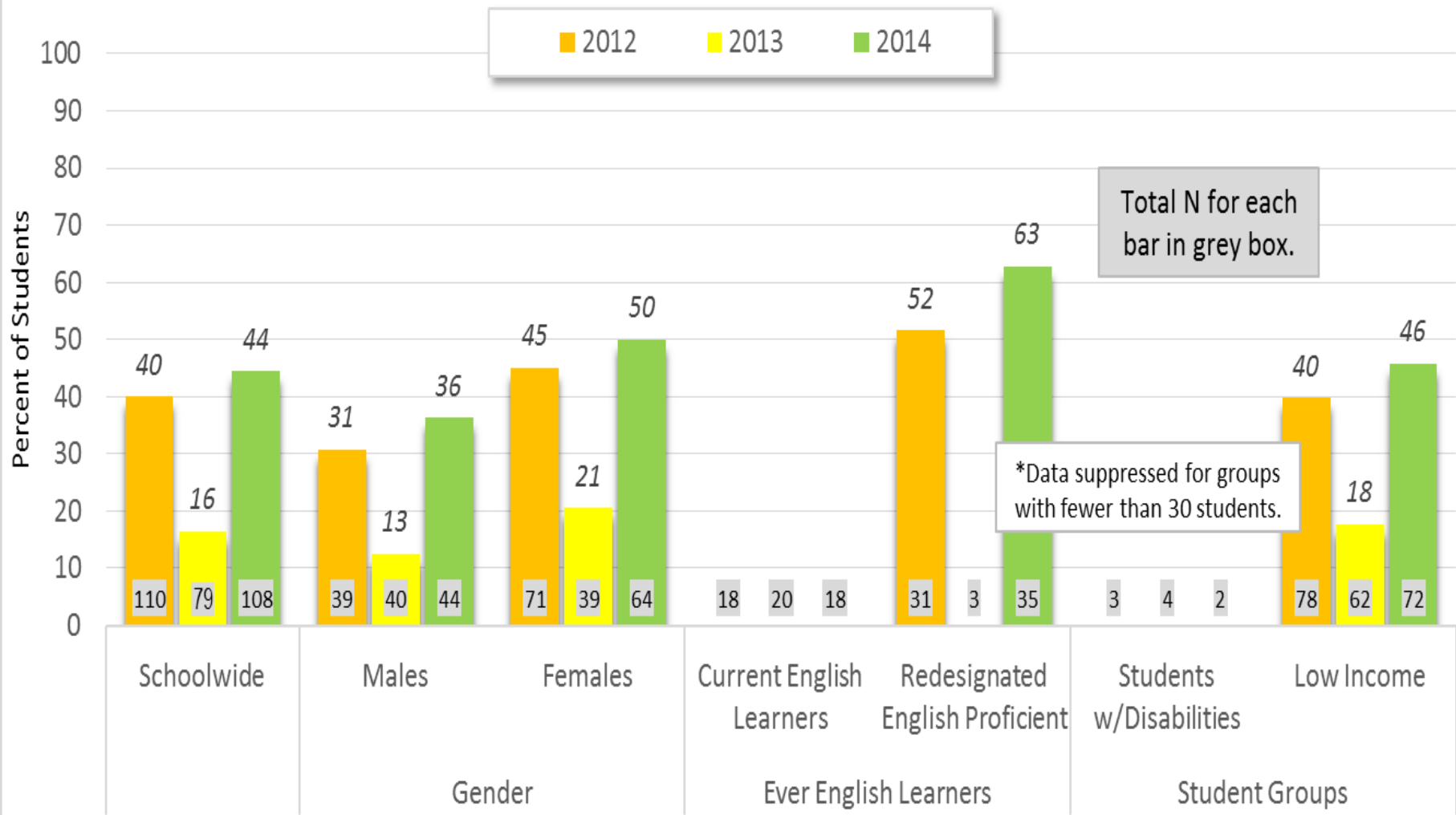
Kearny Digital Media & Design



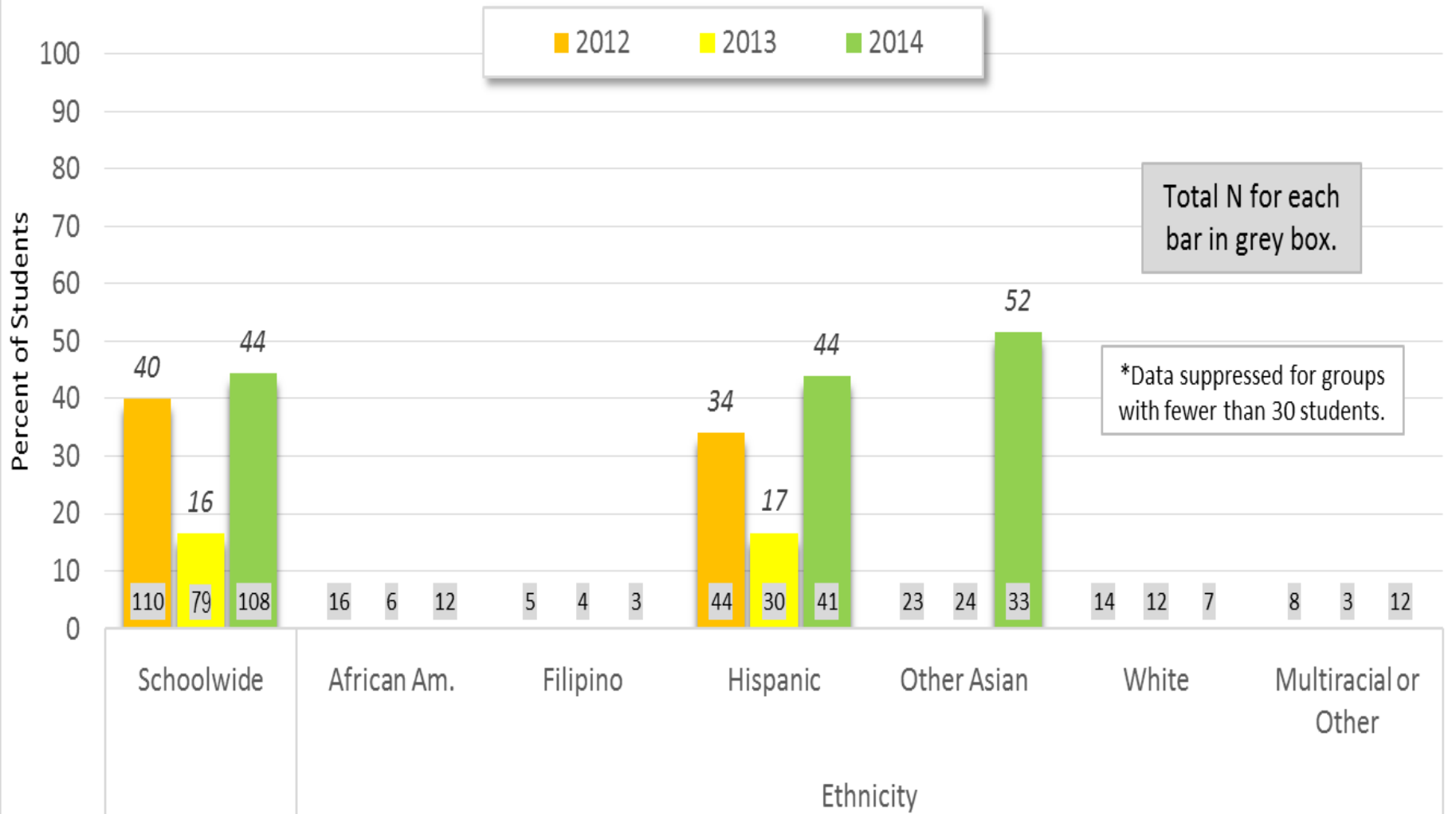
Percent of Graduates Meeting UC A-G Criteria (with C or better)

Disaggregation by Student Group

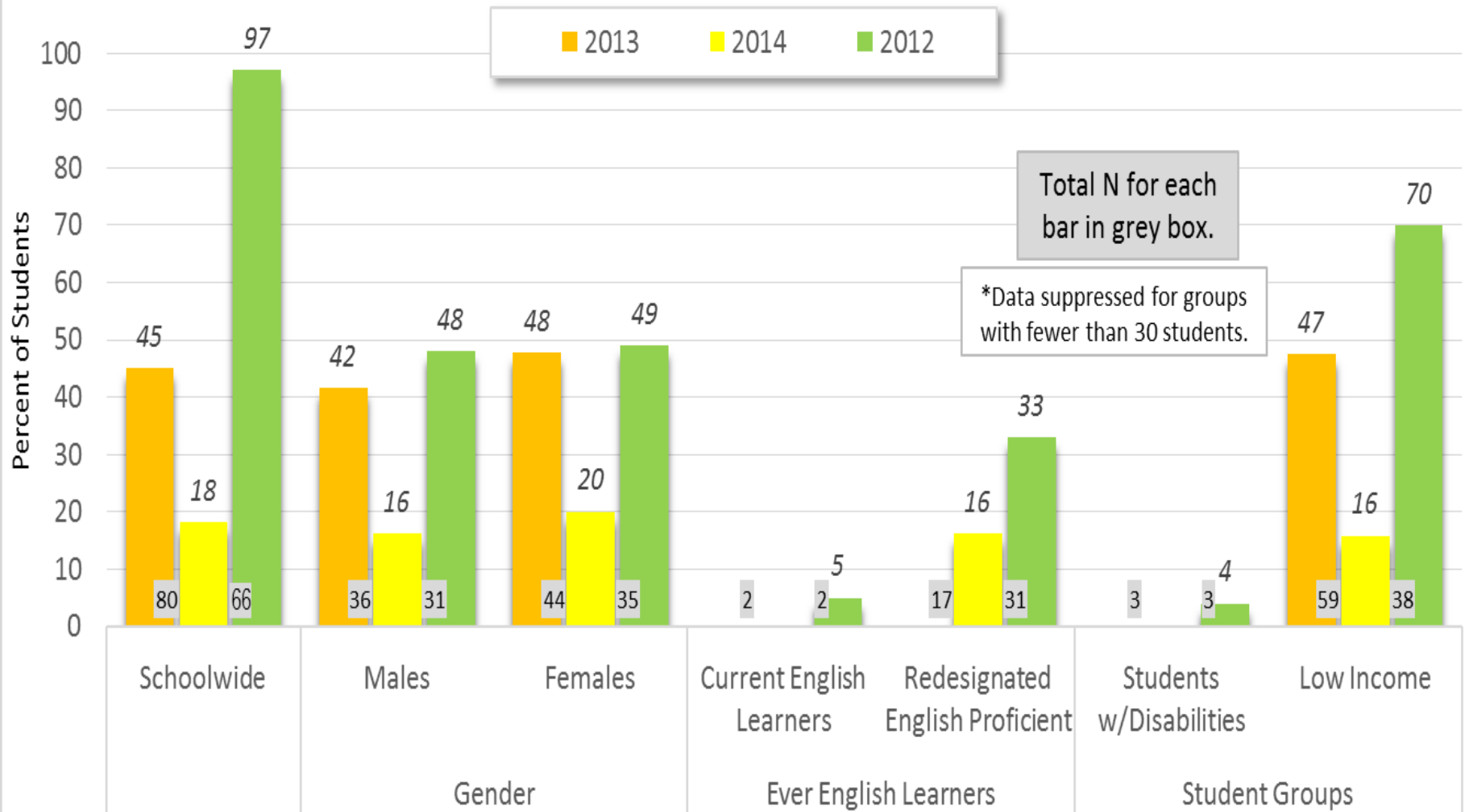
Kearny International Business



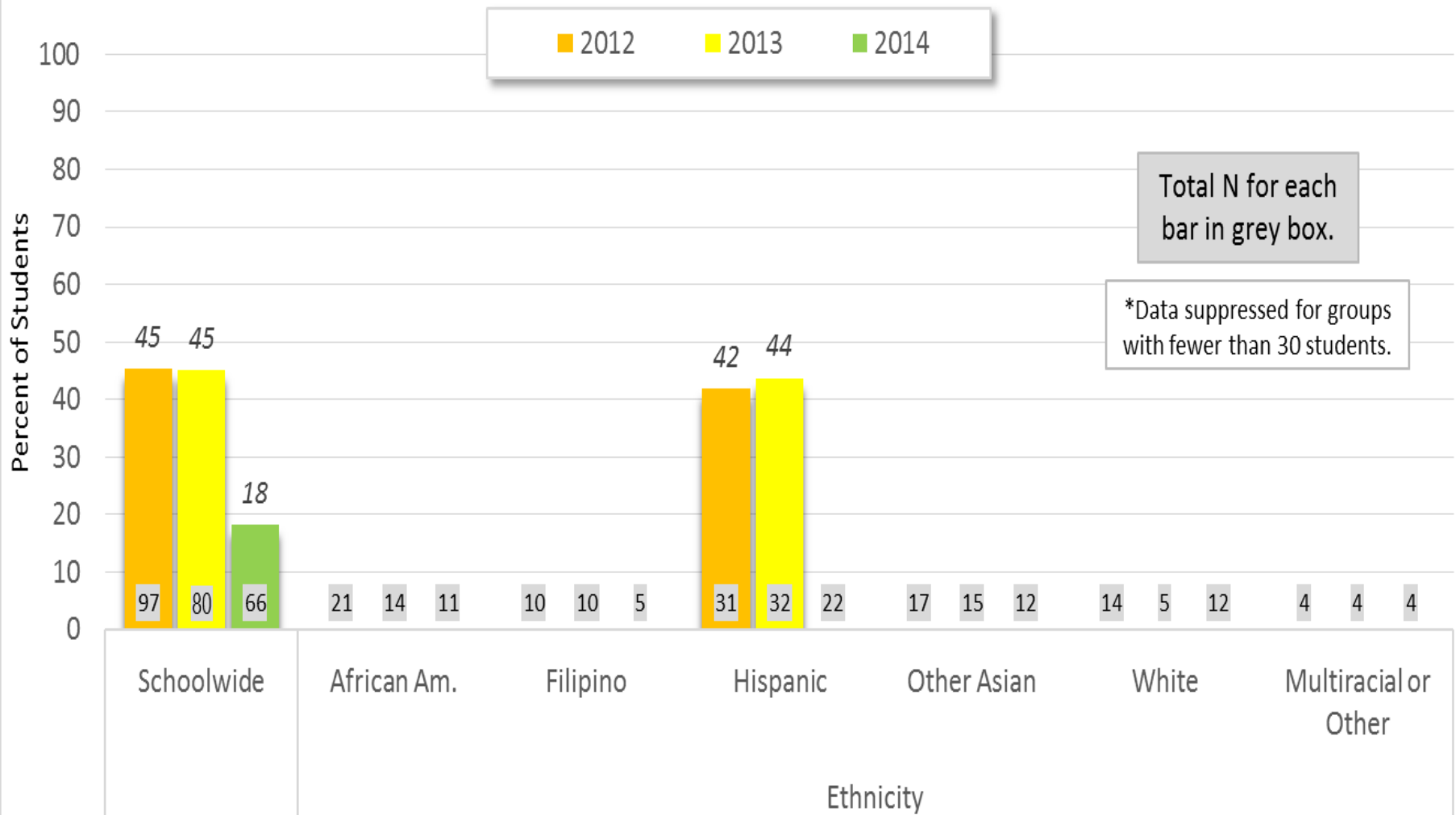
Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Ethnicity Kearny International Business



Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Student Group Kearny SCT

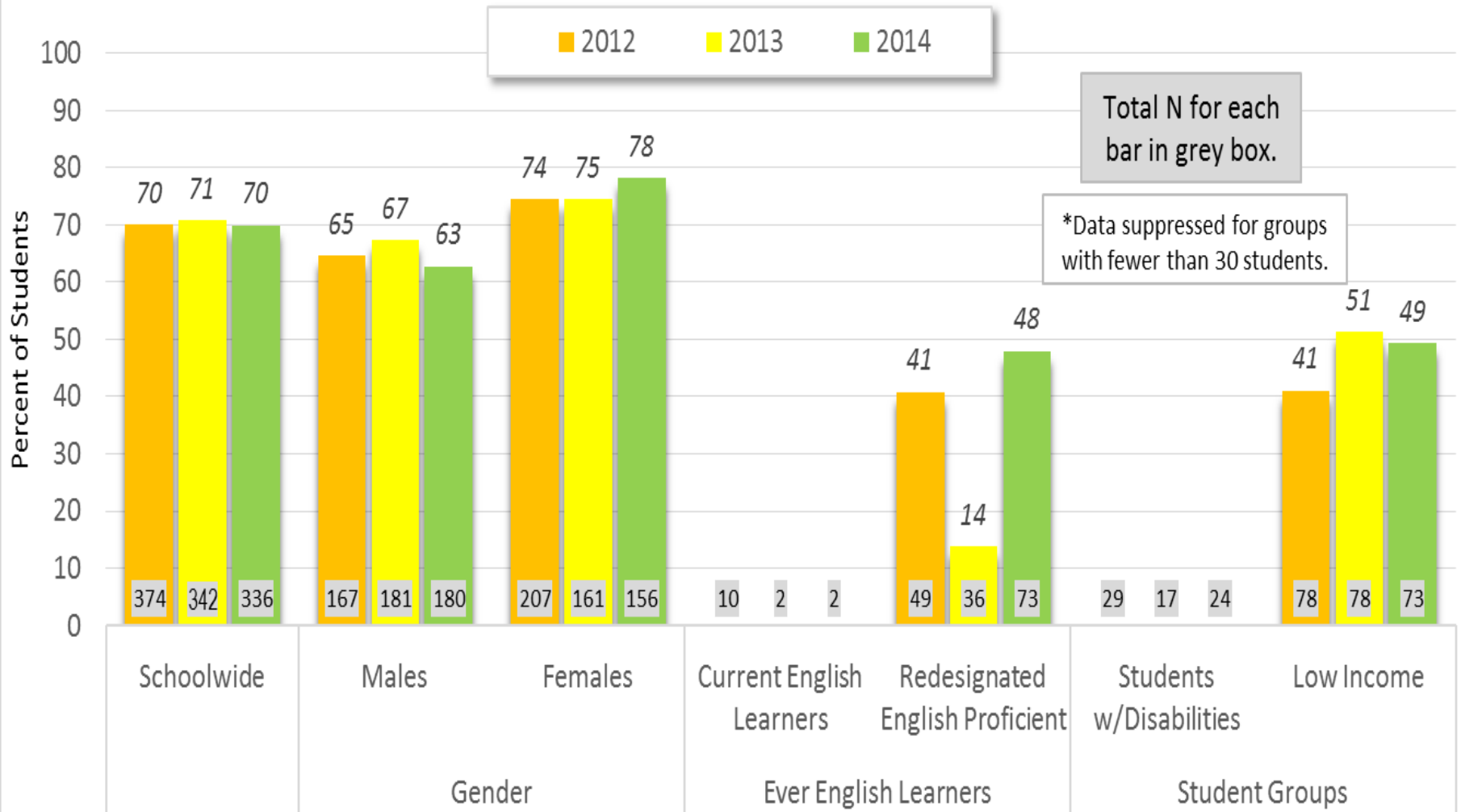


Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Ethnicity Kearny SCT

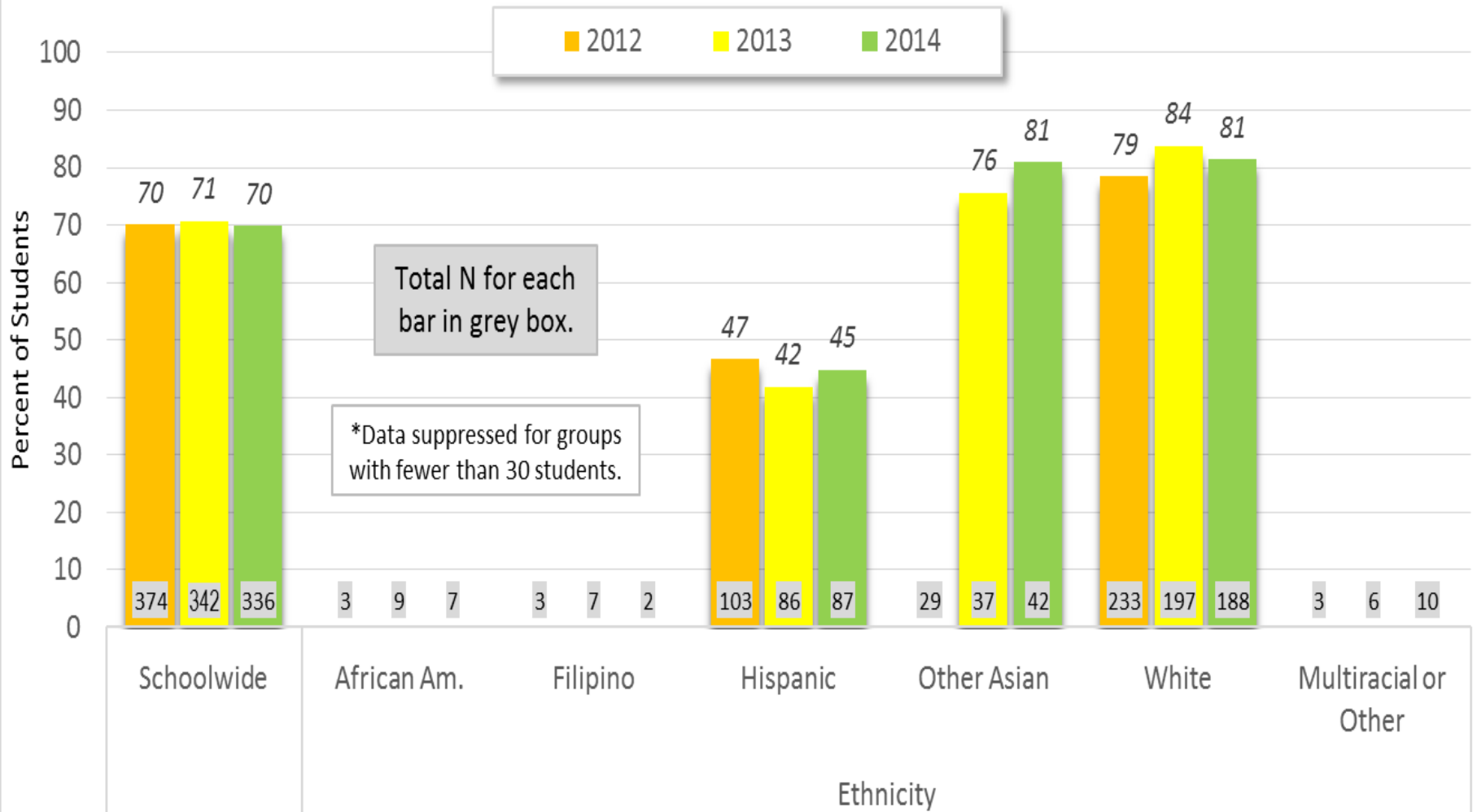


Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Student Group

La Jolla High

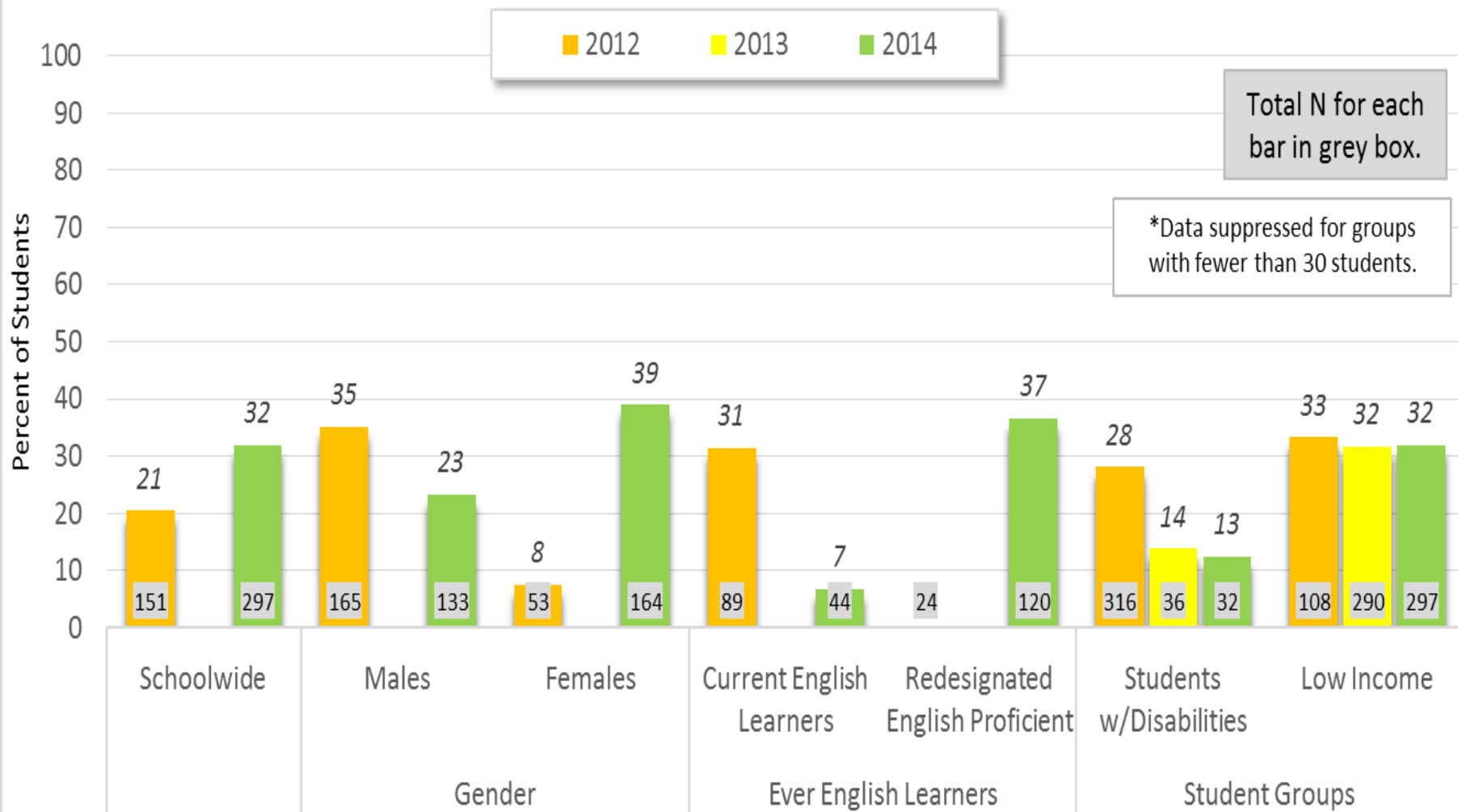


Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Ethnicity La Jolla High



Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Student Group

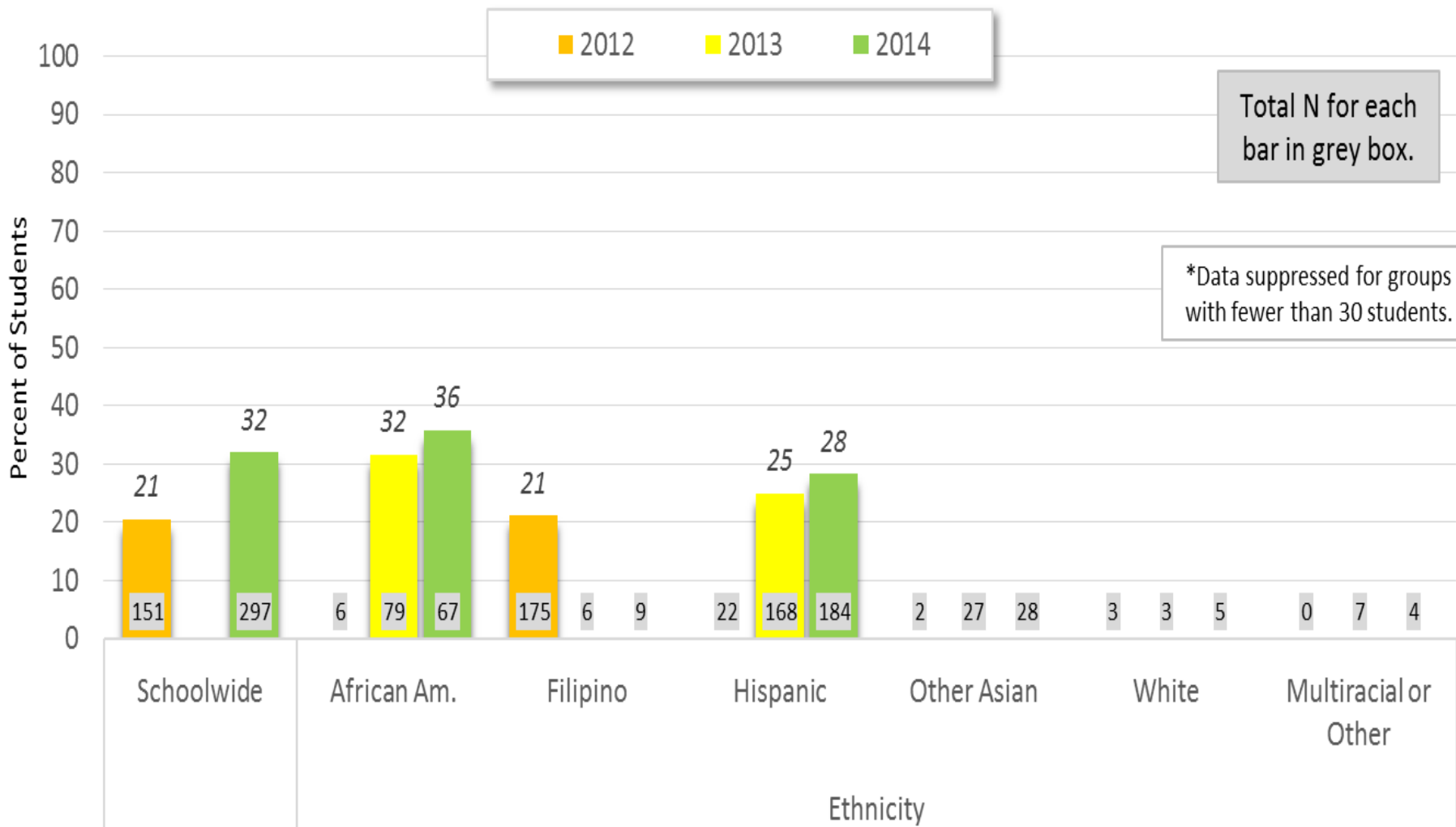
Lincoln High



Percent of Graduates Meeting UC A-G Criteria (with C or better)

Disaggregation by Ethnicity

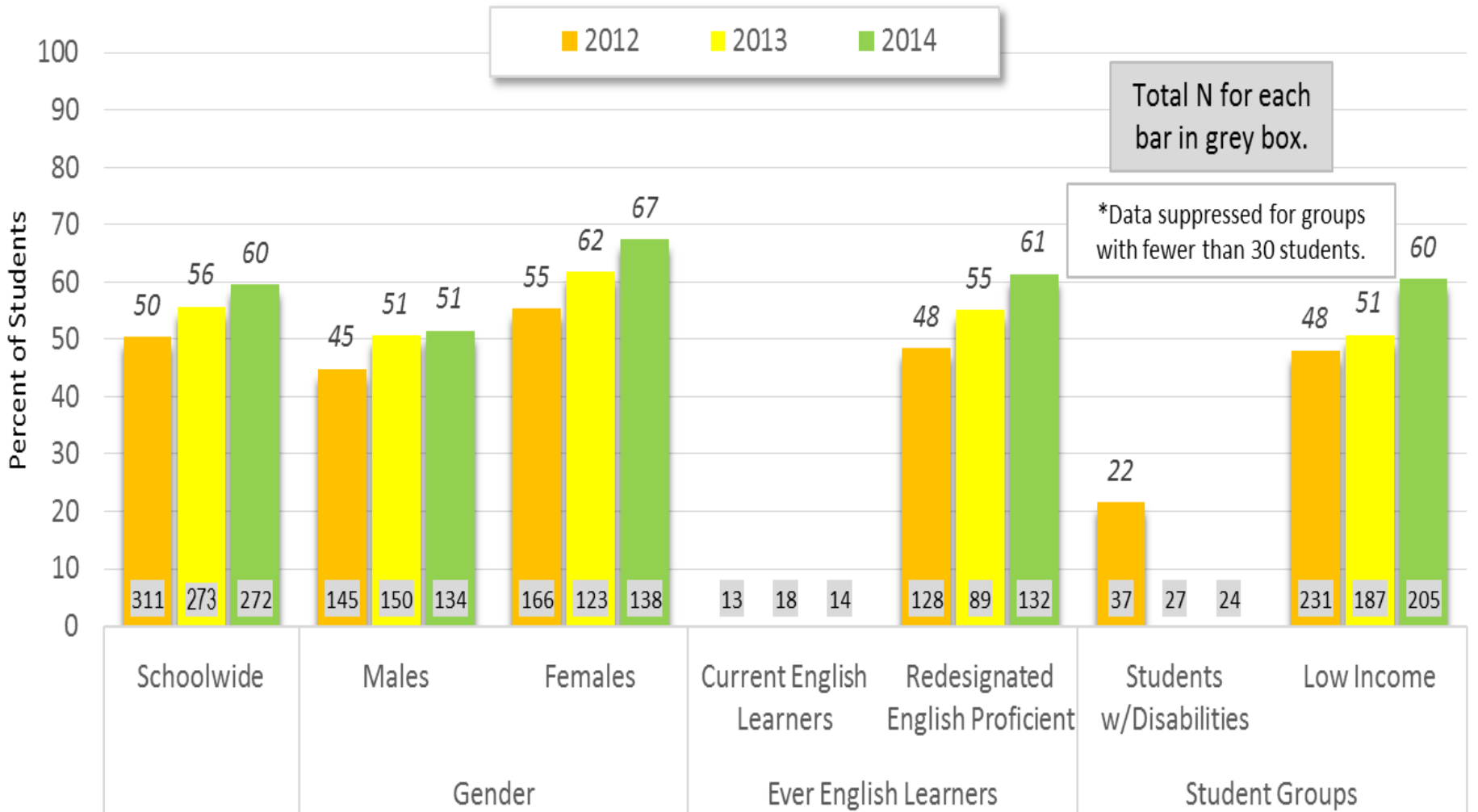
Lincoln High



Percent of Graduates Meeting UC A-G Criteria (with C or better)

Disaggregation by Student Group

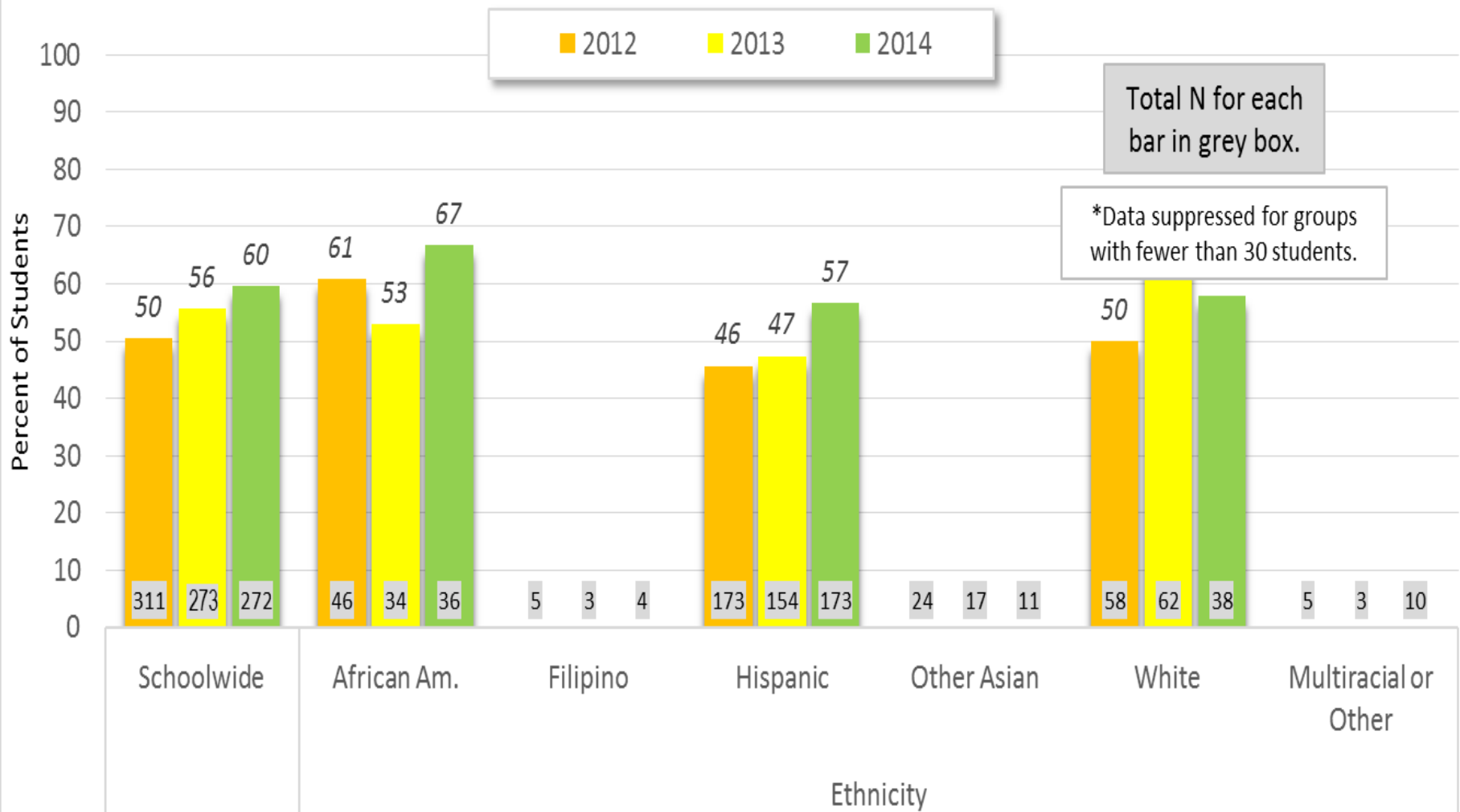
Mission Bay High



Percent of Graduates Meeting UC A-G Criteria (with C or better)

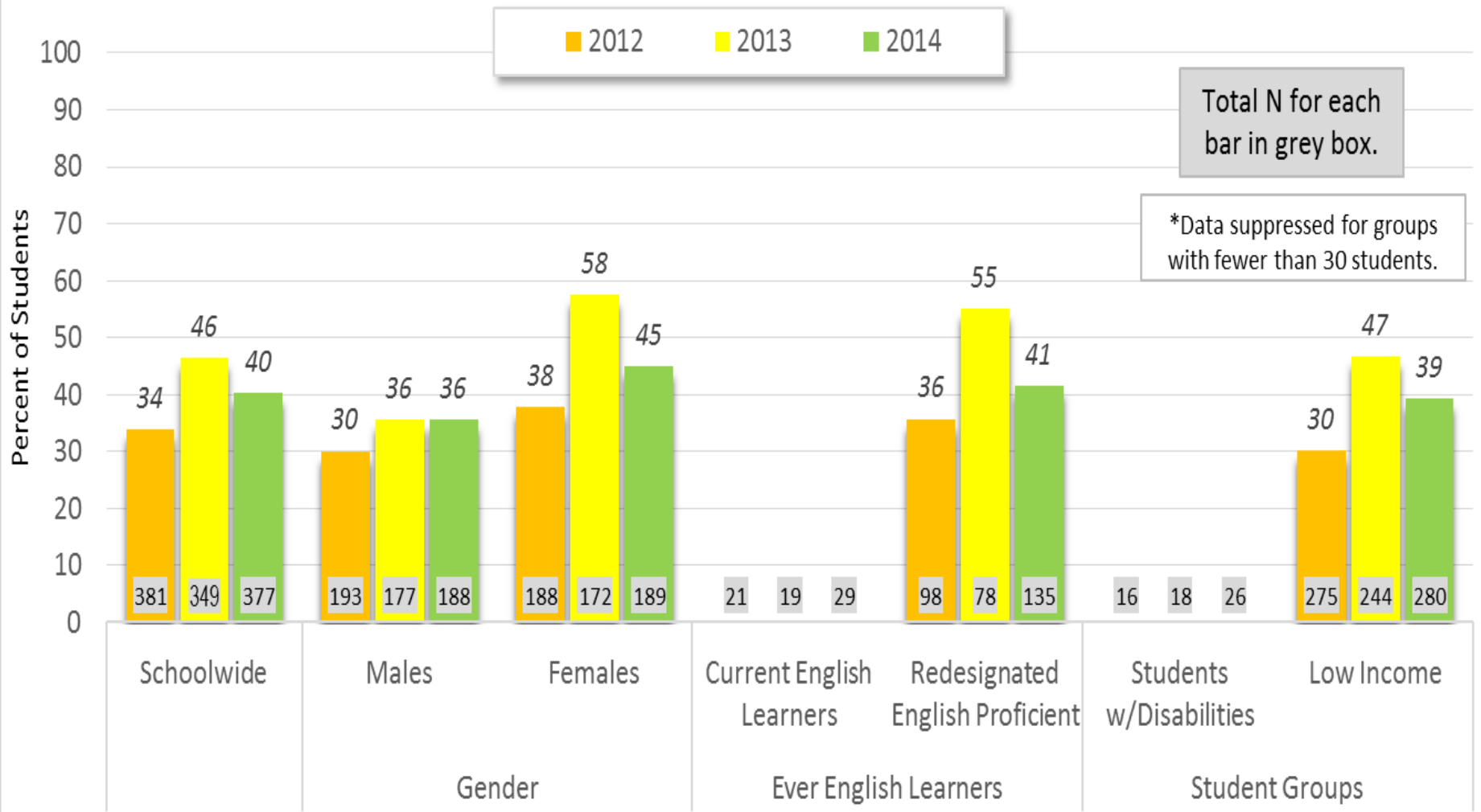
Disaggregation by Ethnicity

Mission Bay High



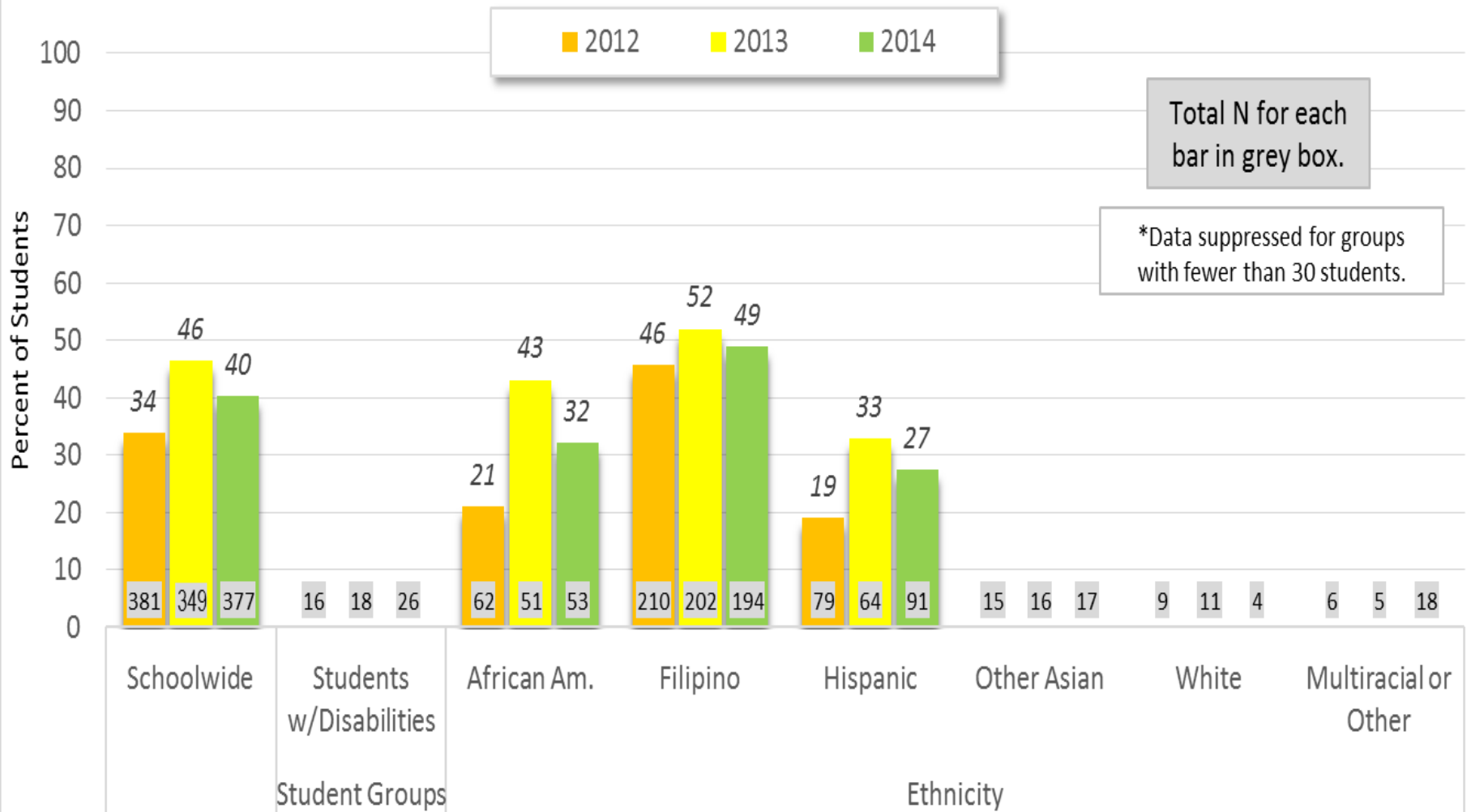
Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Student Group

Morse High



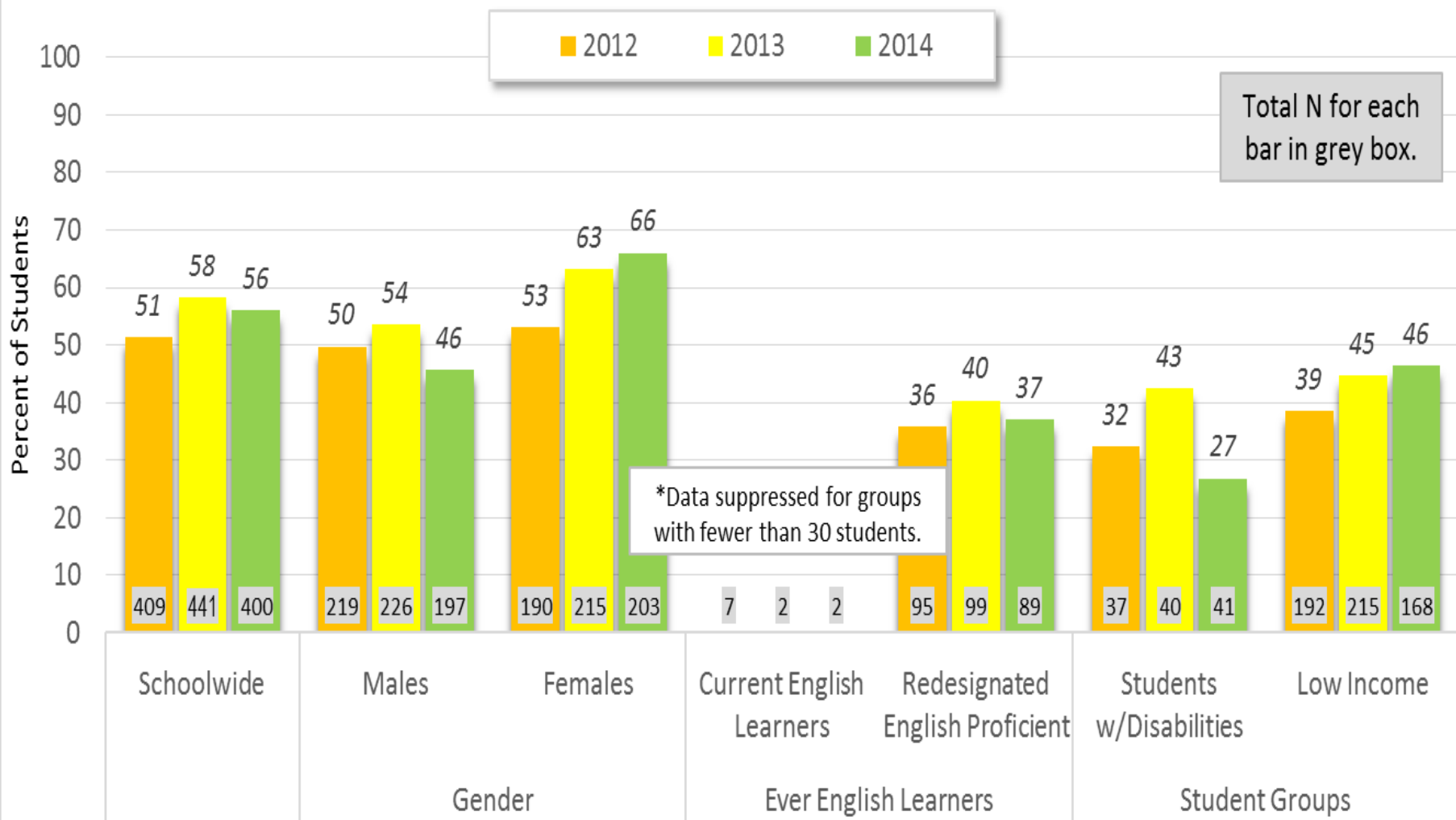
Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Ethnicity

Morse High

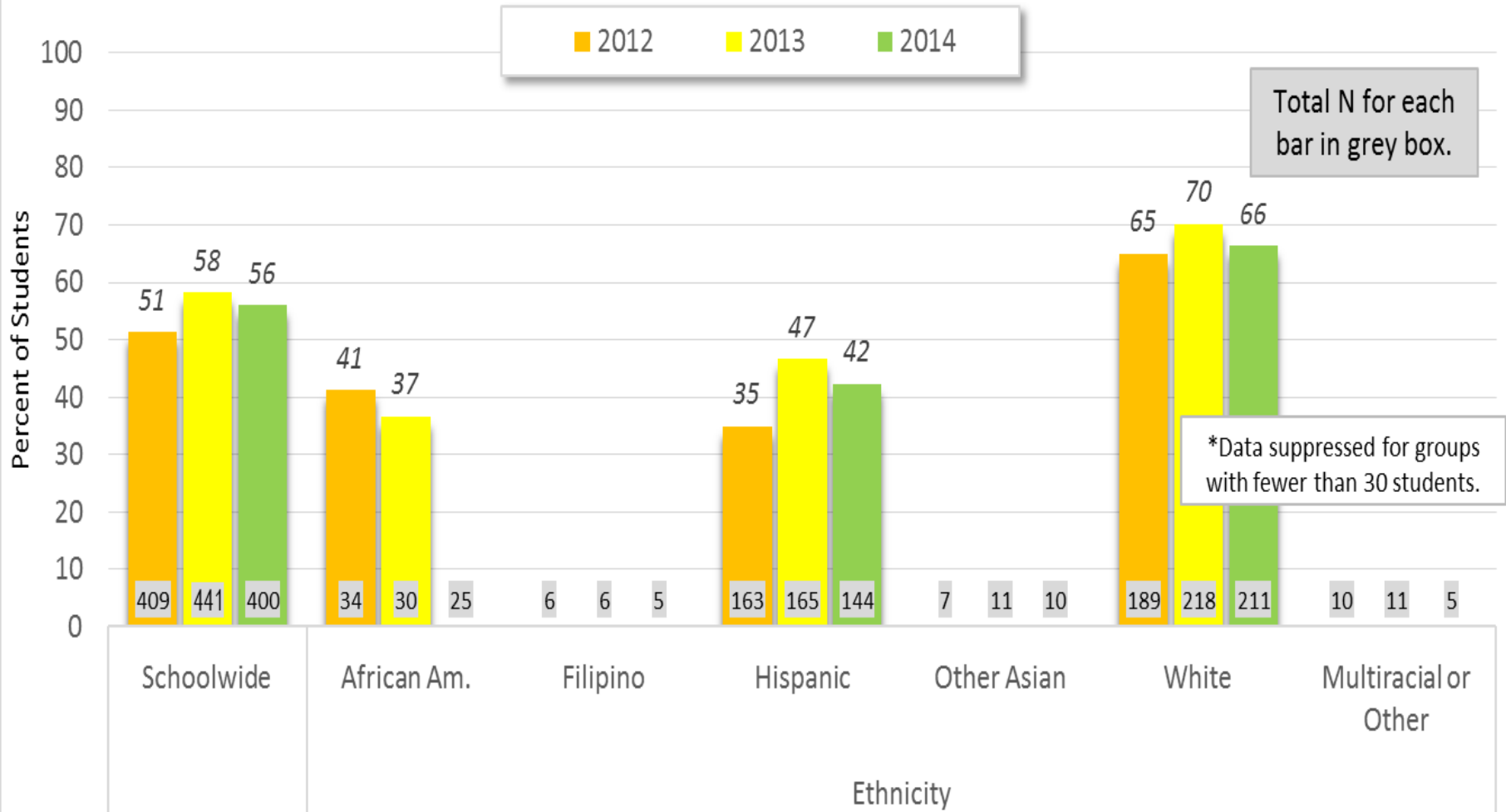


Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Student Group

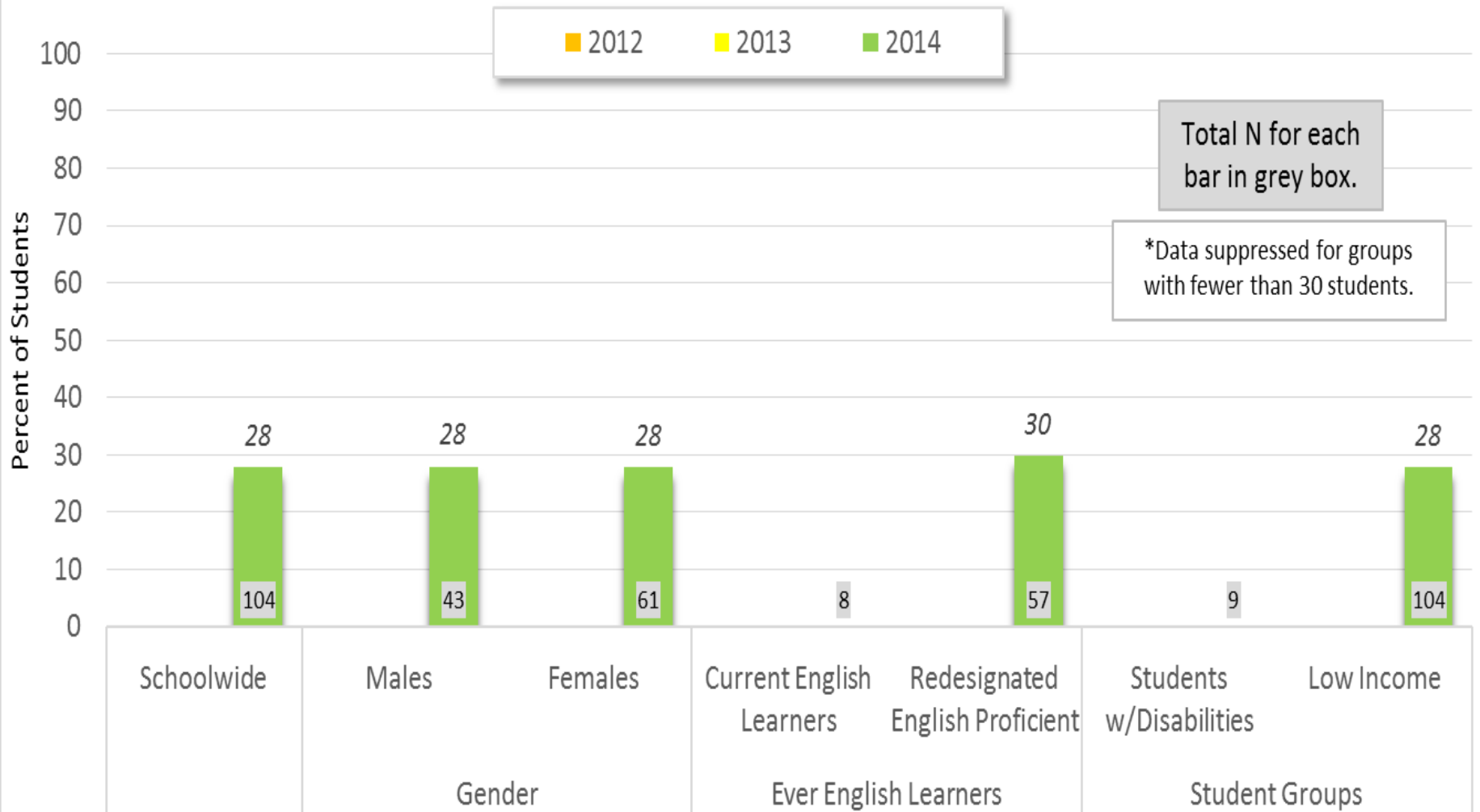
Point Loma High



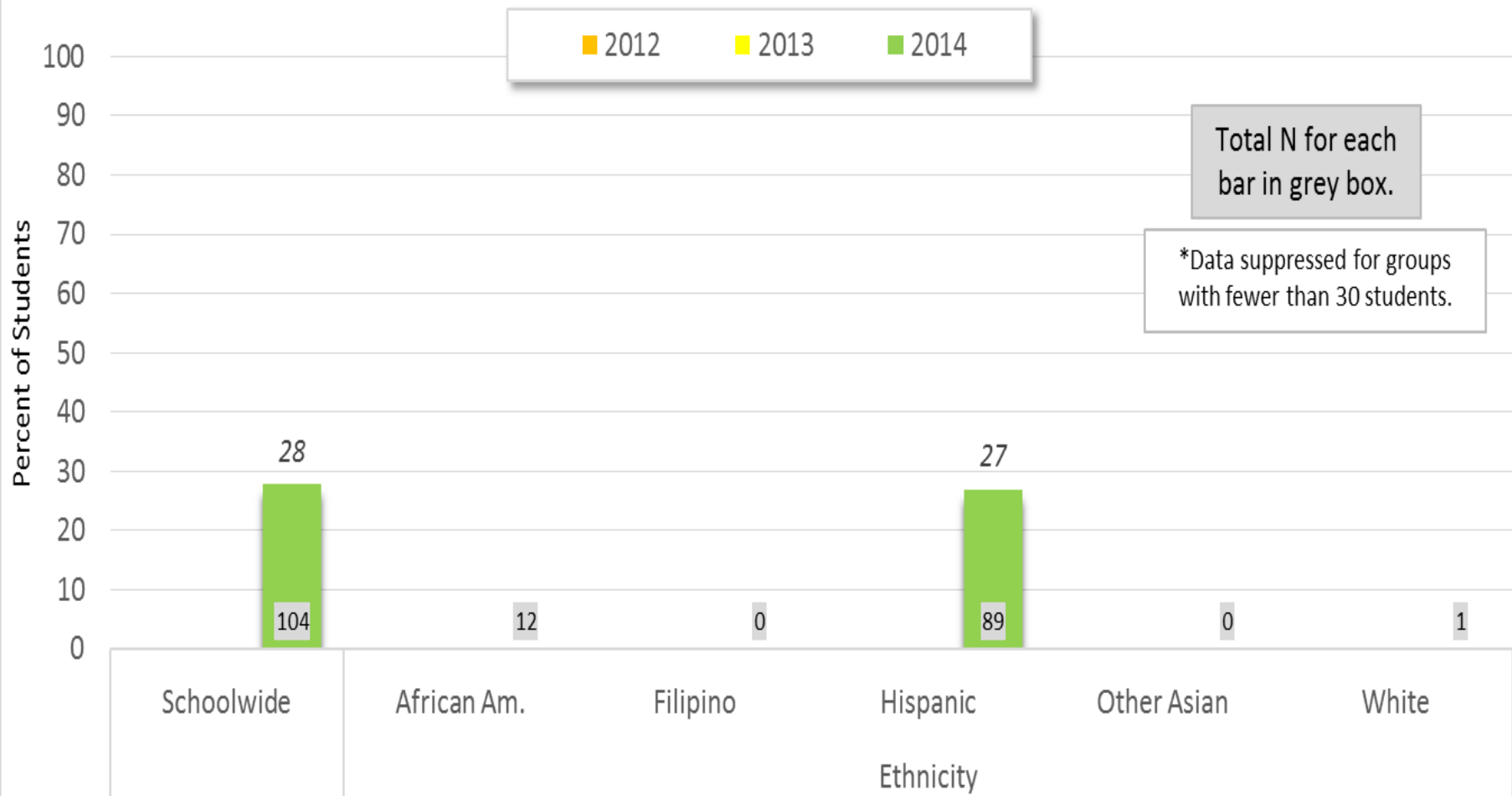
Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Ethnicity Point Loma High



Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Student Group San Diego Business/Leadership



Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Ethnicity San Diego Business/Leadership

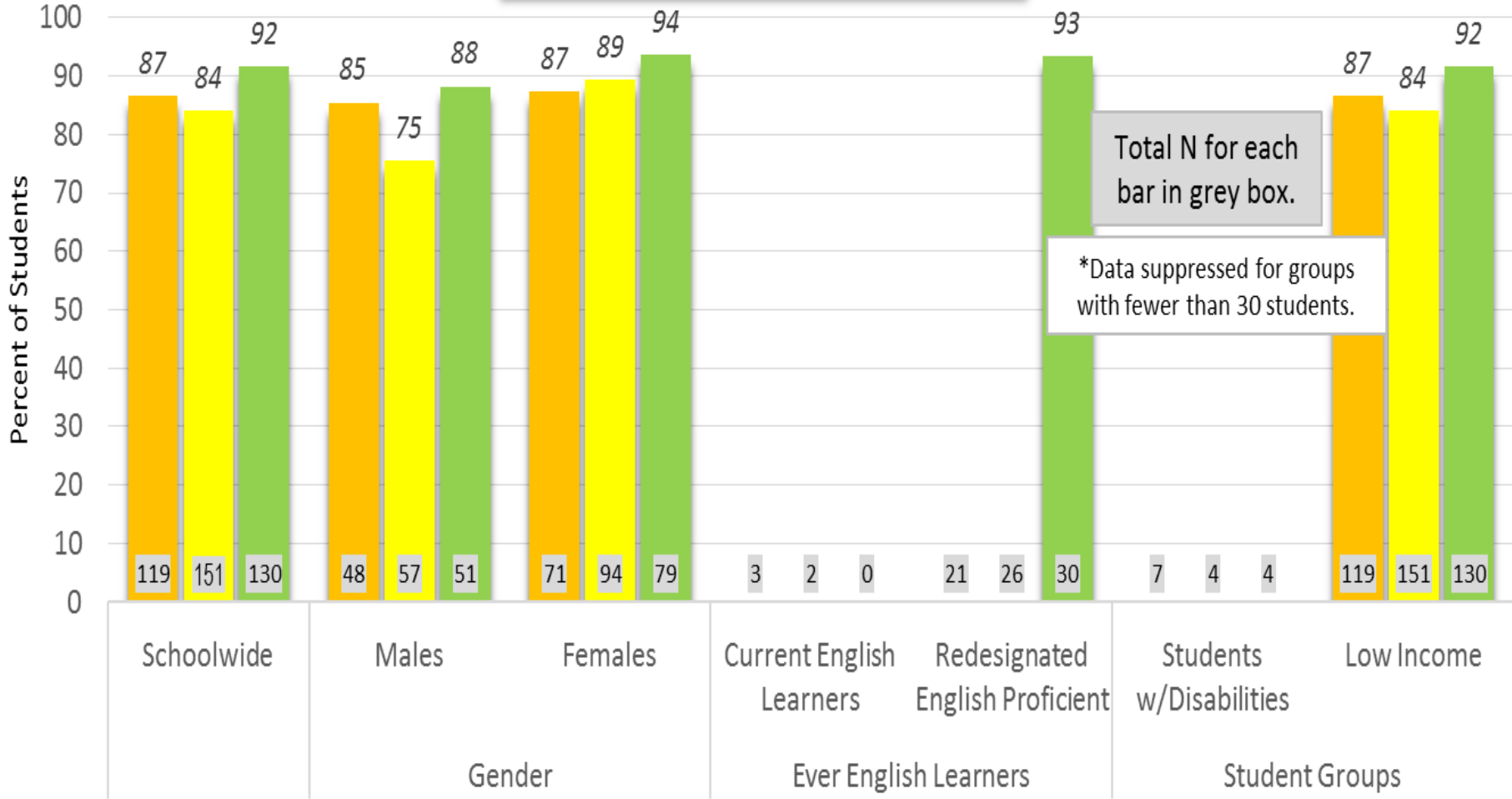


Percent of Graduates Meeting UC A-G Criteria (with C or better)

Disaggregation by Student Group

San Diego Int'l Studies

2012 2013 2014

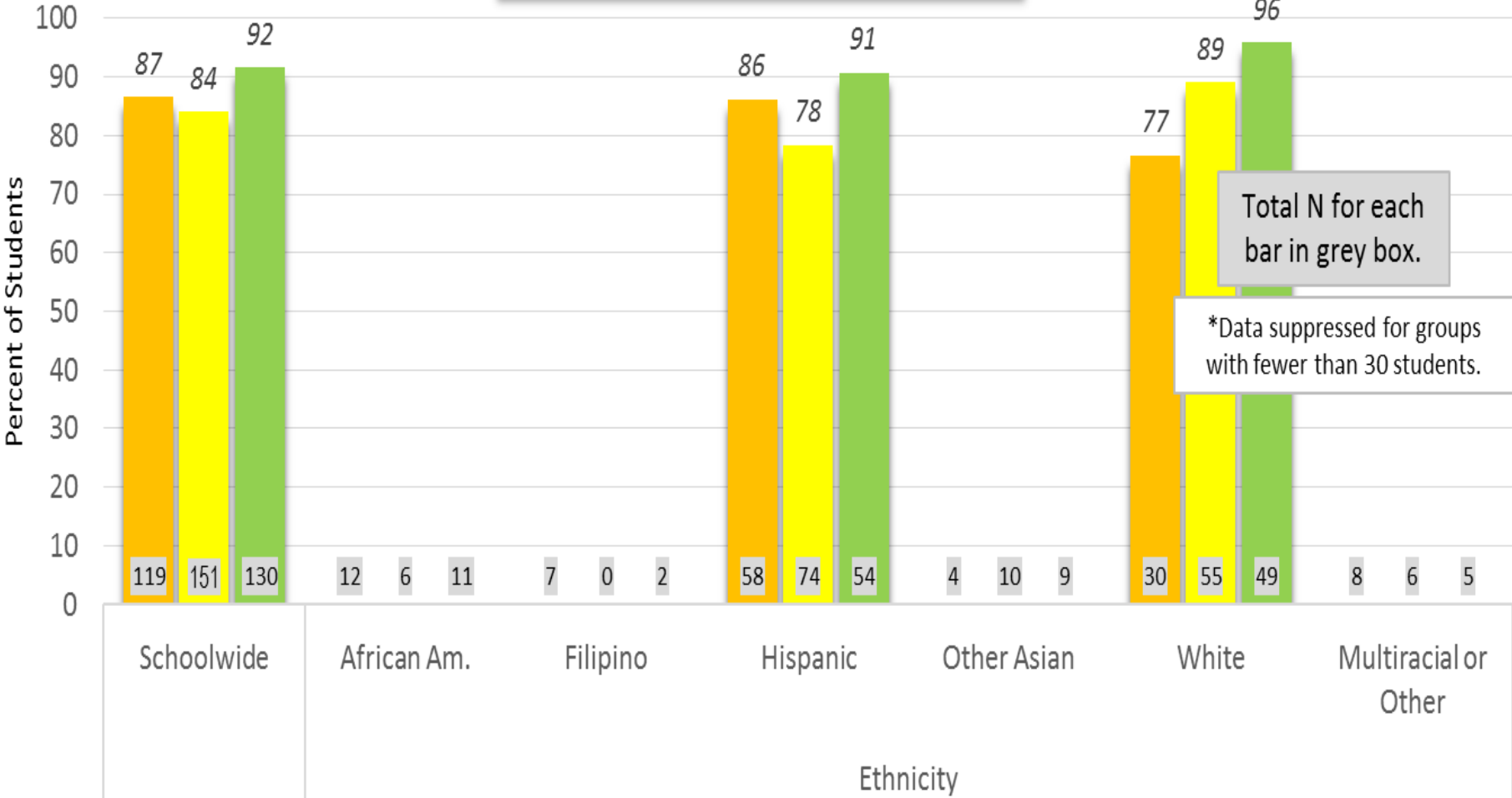


Percent of Graduates Meeting UC A-G Criteria (with C or better)

Disaggregation by Ethnicity

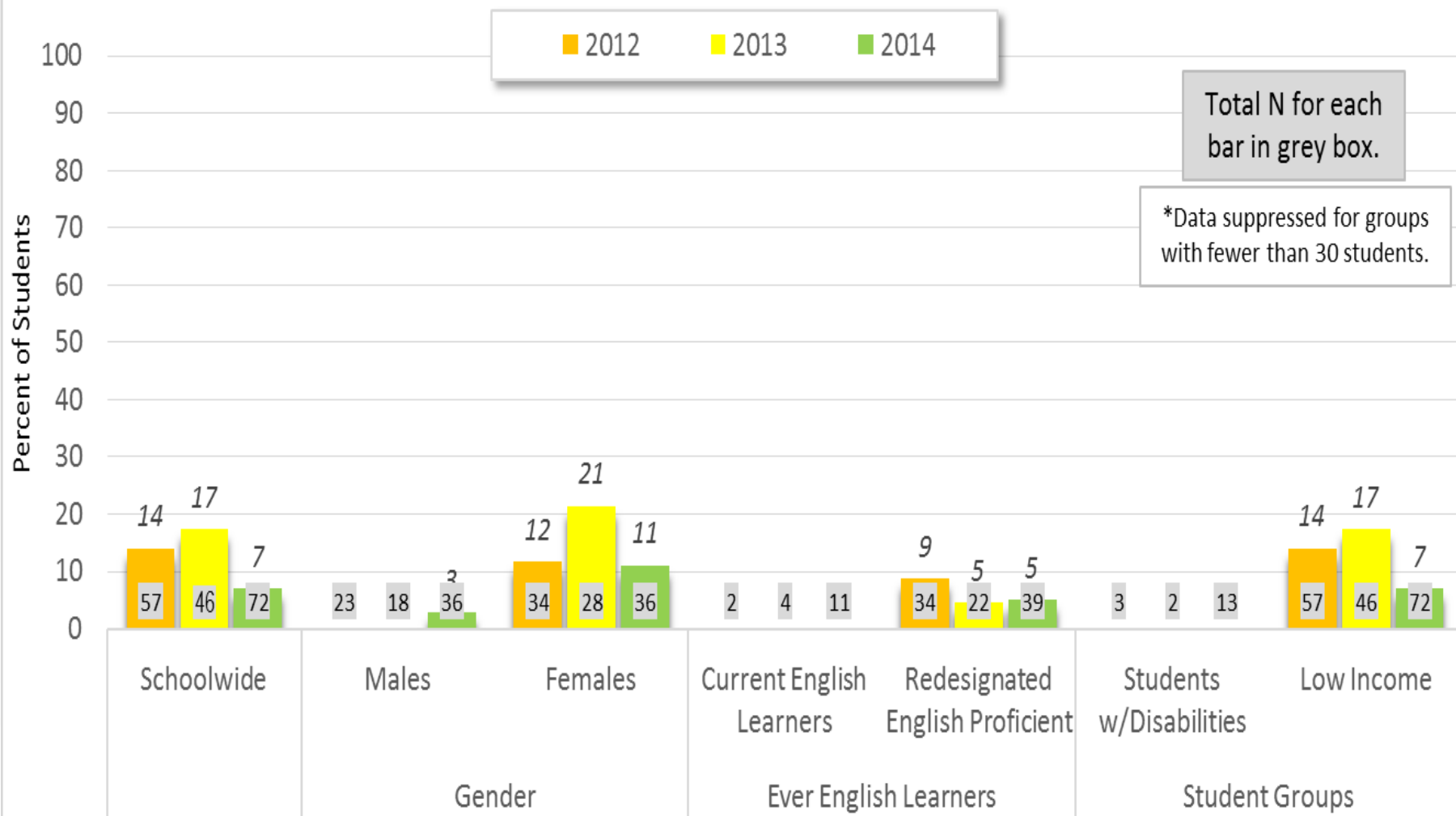
San Diego Int'l Studies

2012 2013 2014

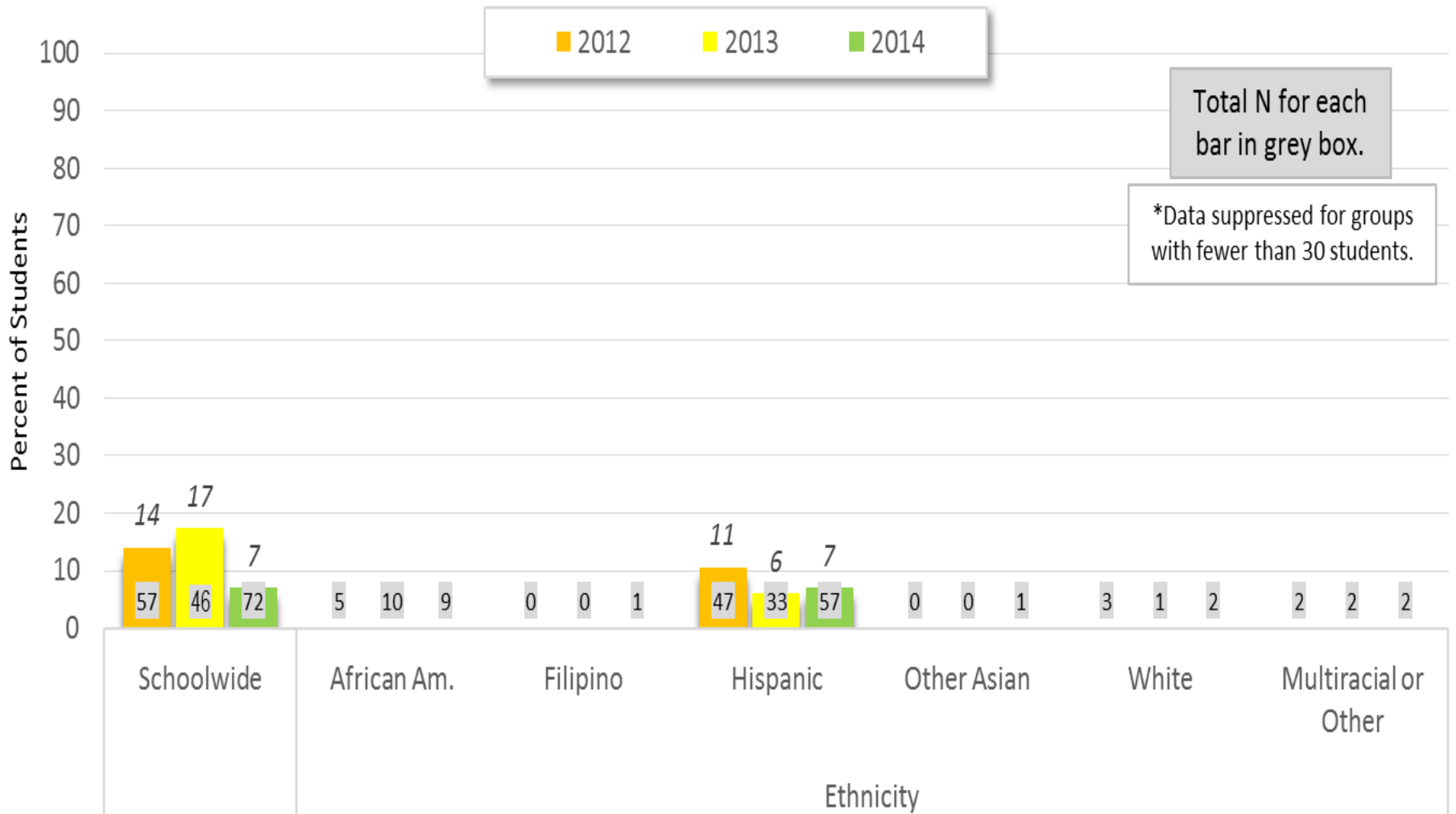


Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Student Group

San Diego MVP Arts



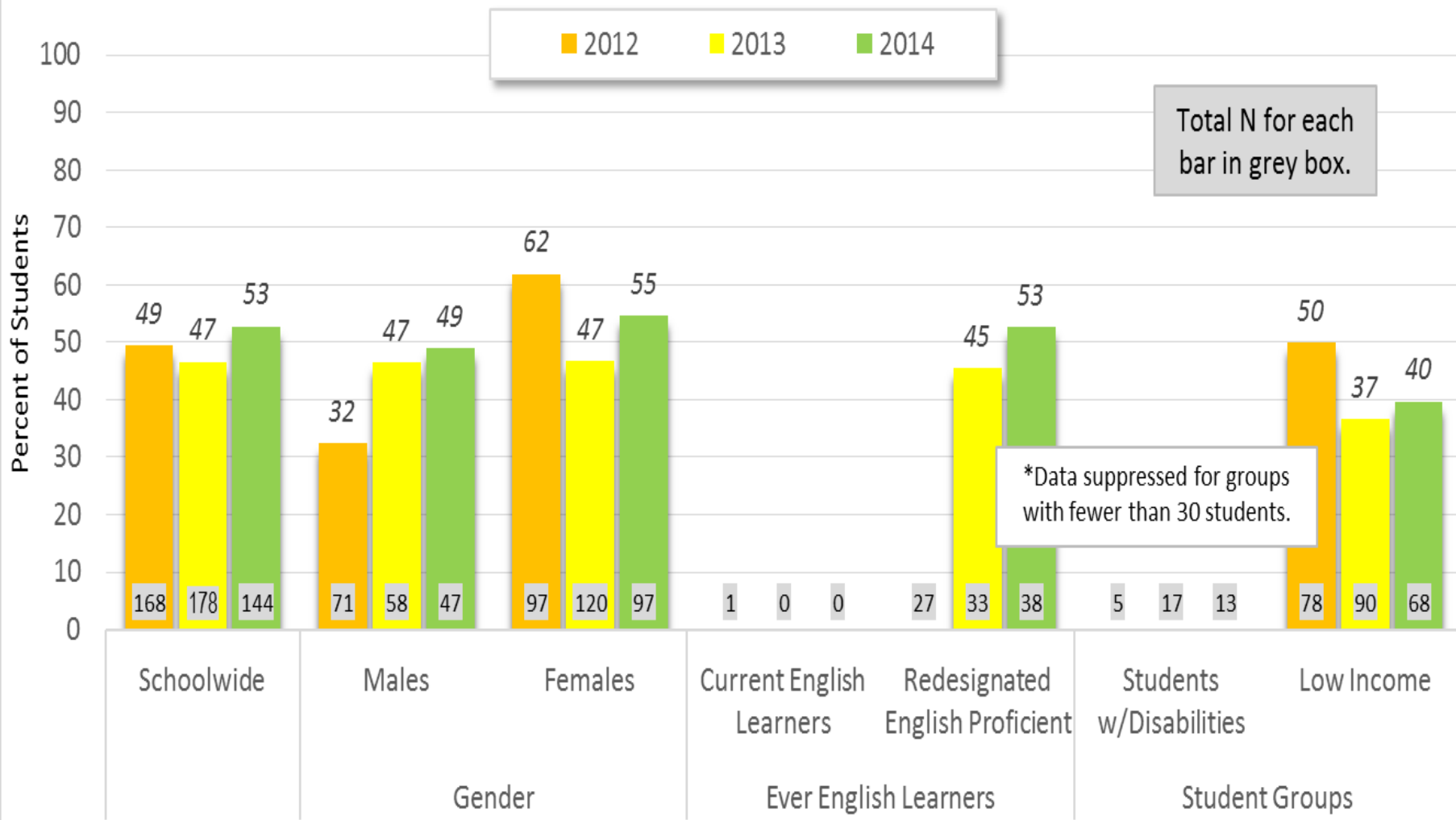
Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Ethnicity San Diego MVP Arts



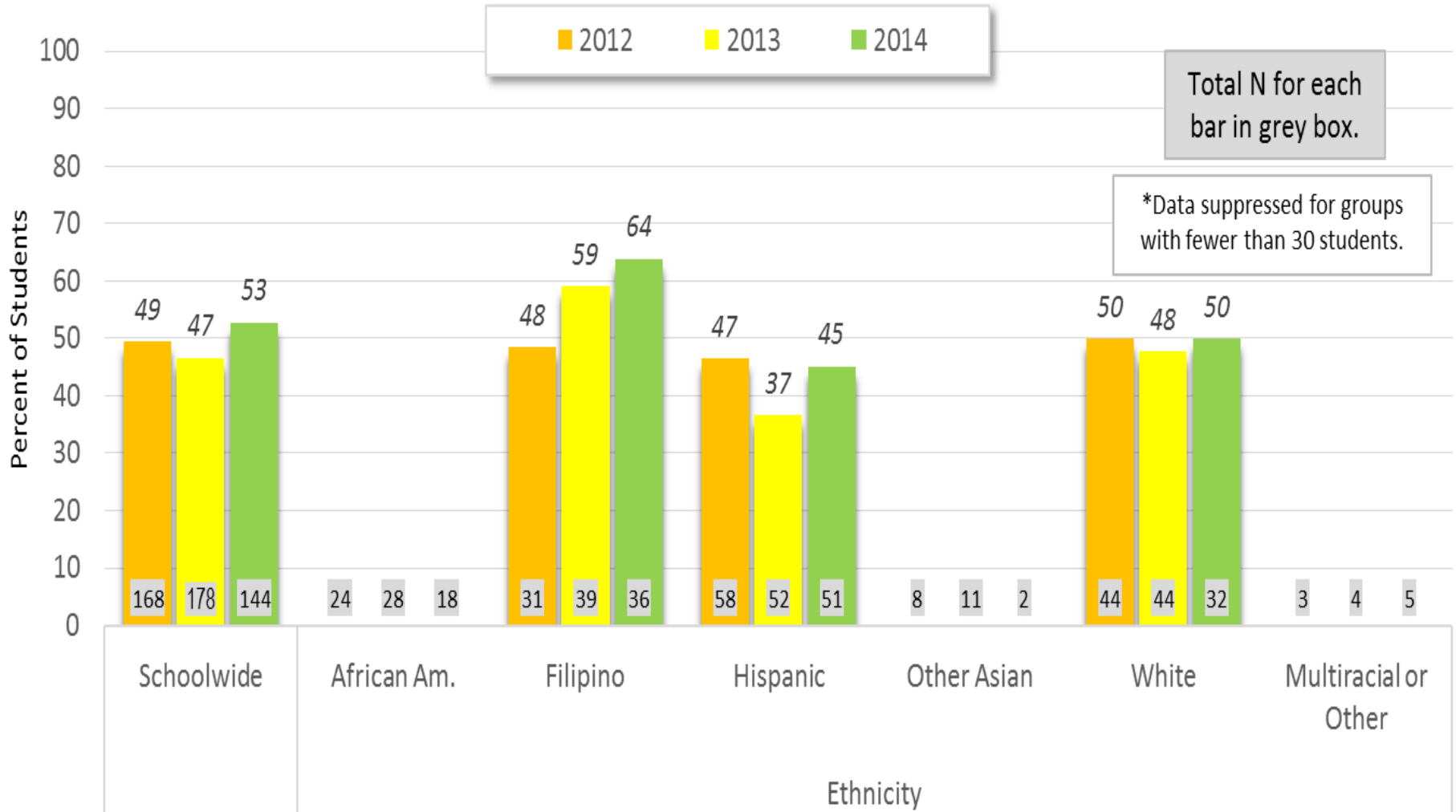
Percent of Graduates Meeting UC A-G Criteria (with C or better)

Disaggregation by Student Group

San Diego SCPA



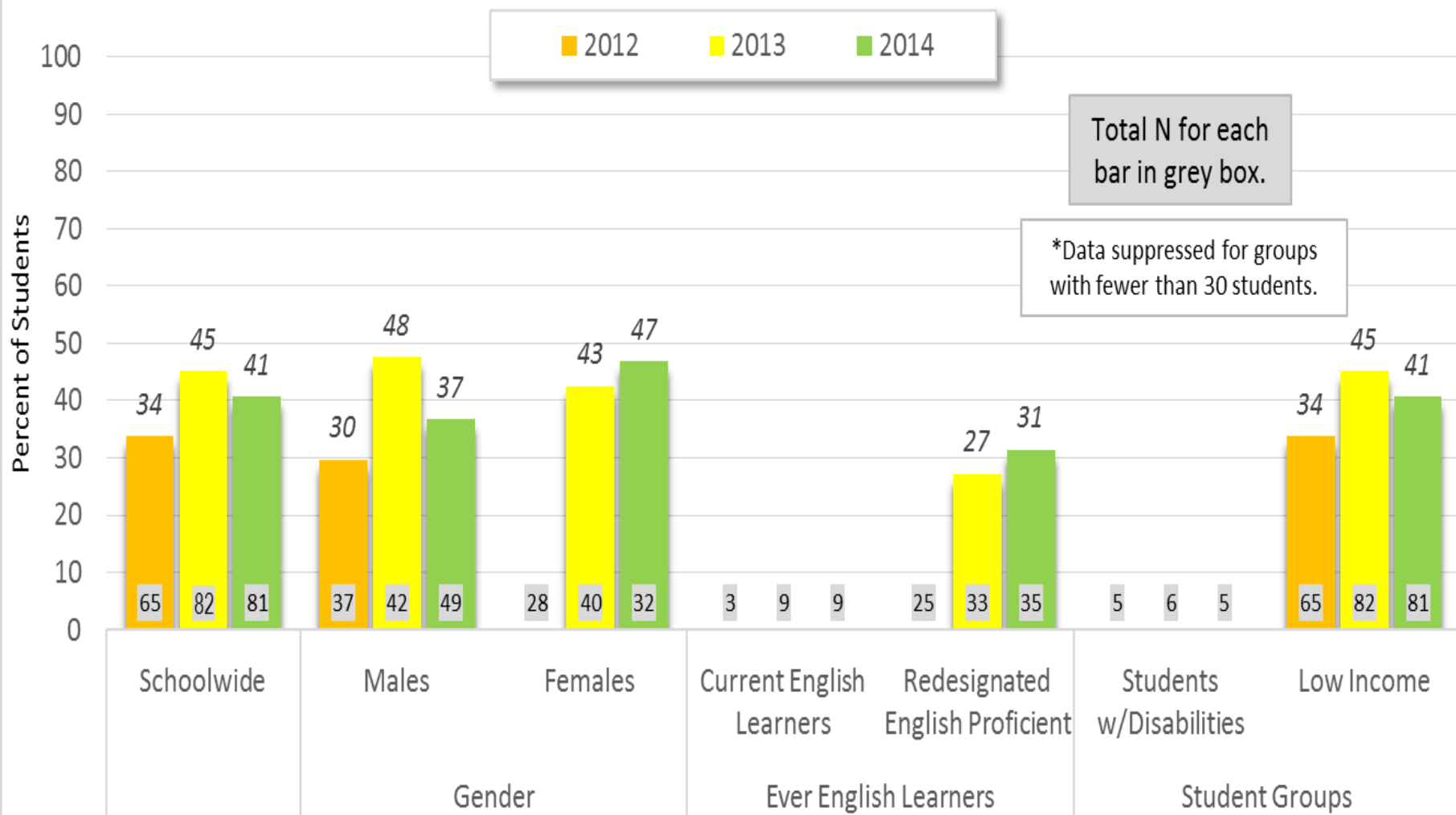
Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Ethnicity San Diego SCPA



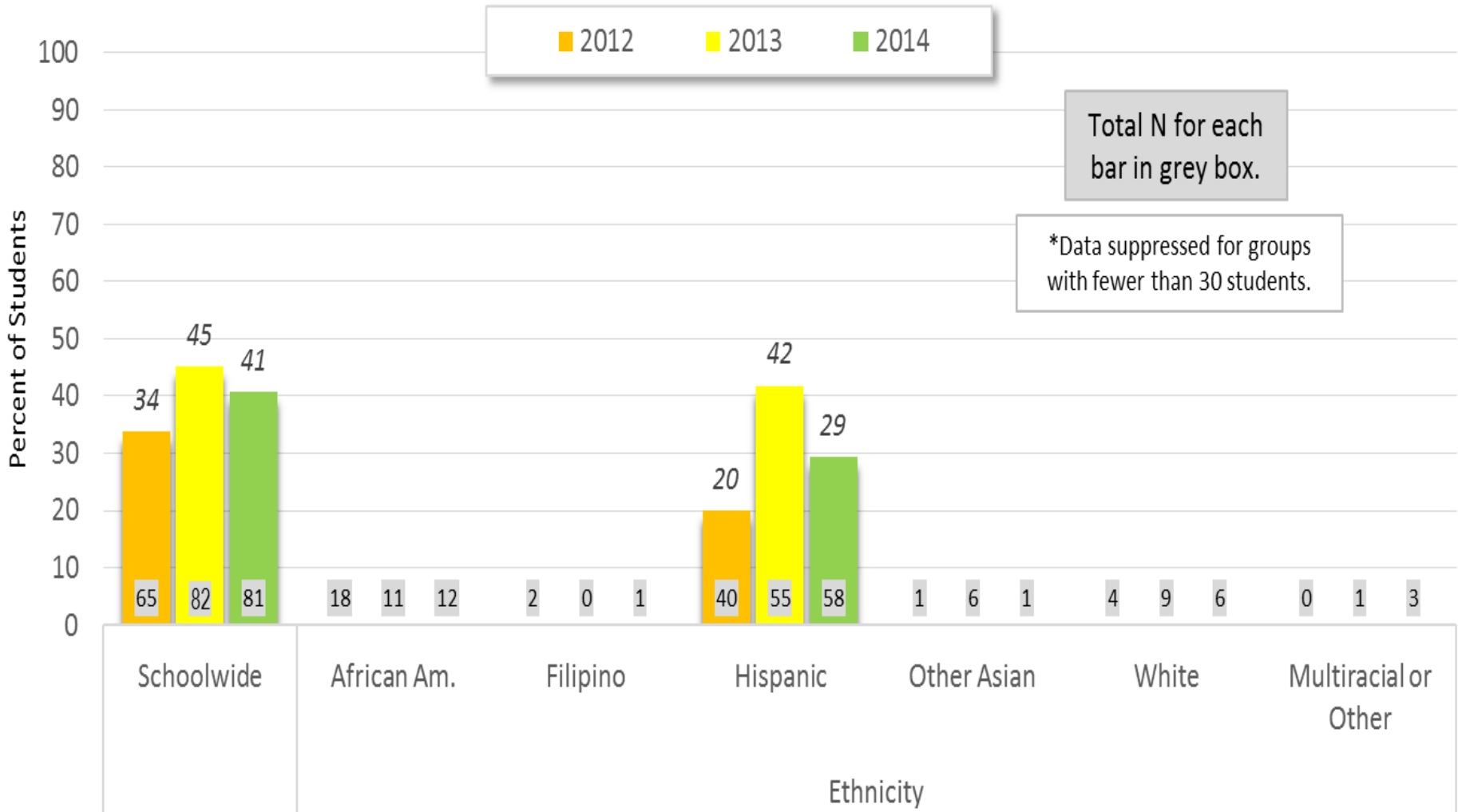
Percent of Graduates Meeting UC A-G Criteria (with C or better)

Disaggregation by Student Group

San Diego Science & Technology

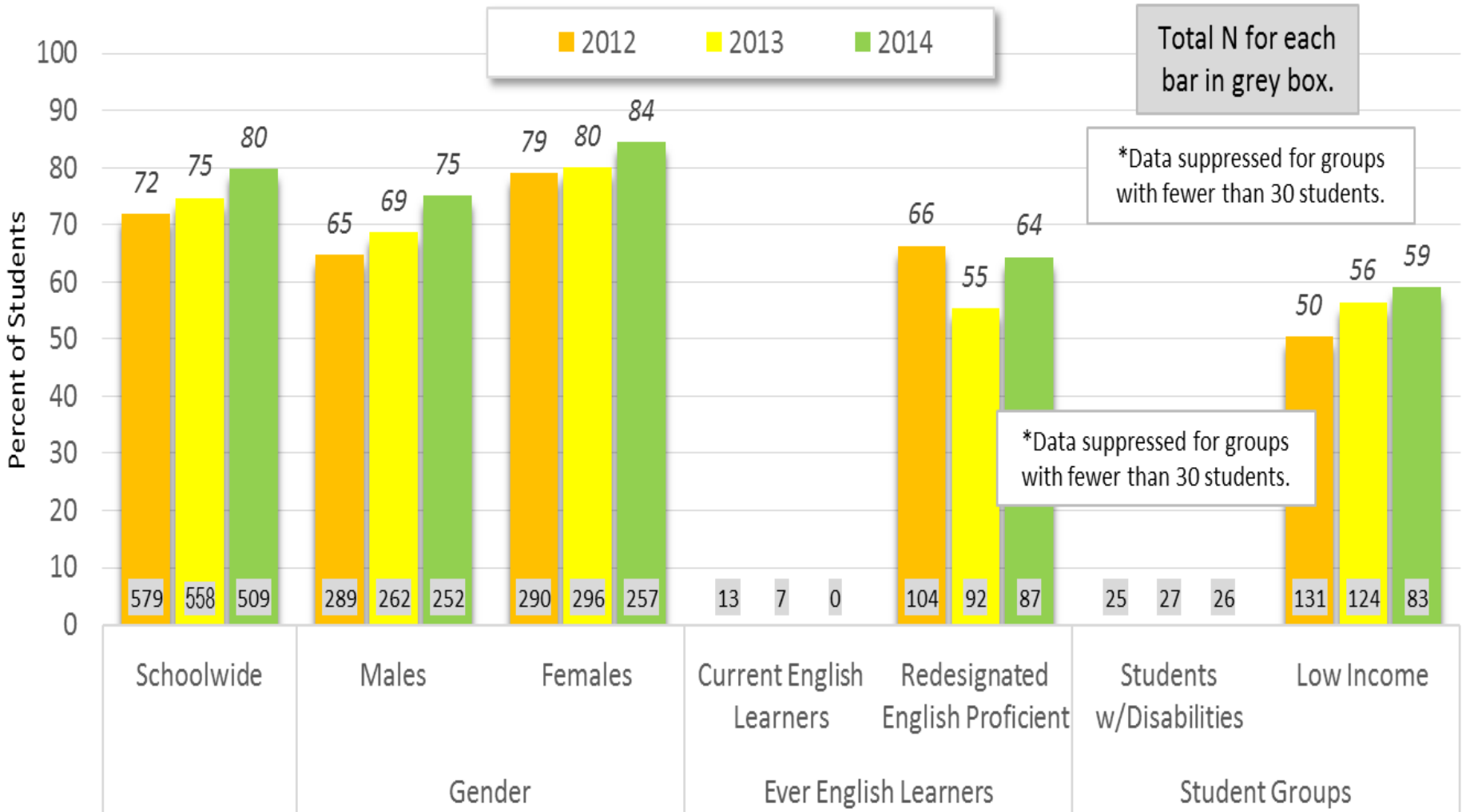


Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Ethnicity San Diego Science & Technology



Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Student Group

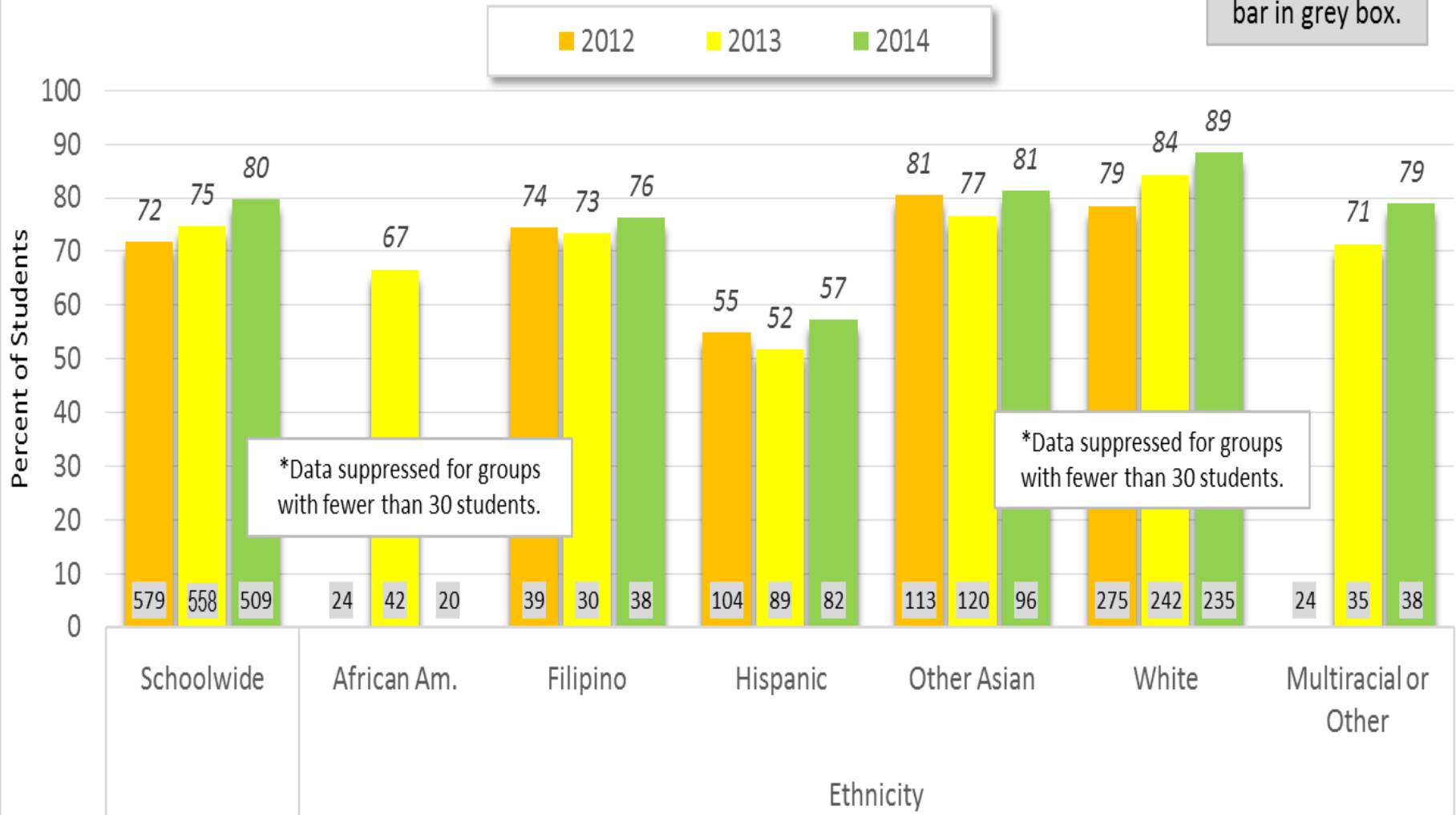
Scripps Ranch High



Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Ethnicity

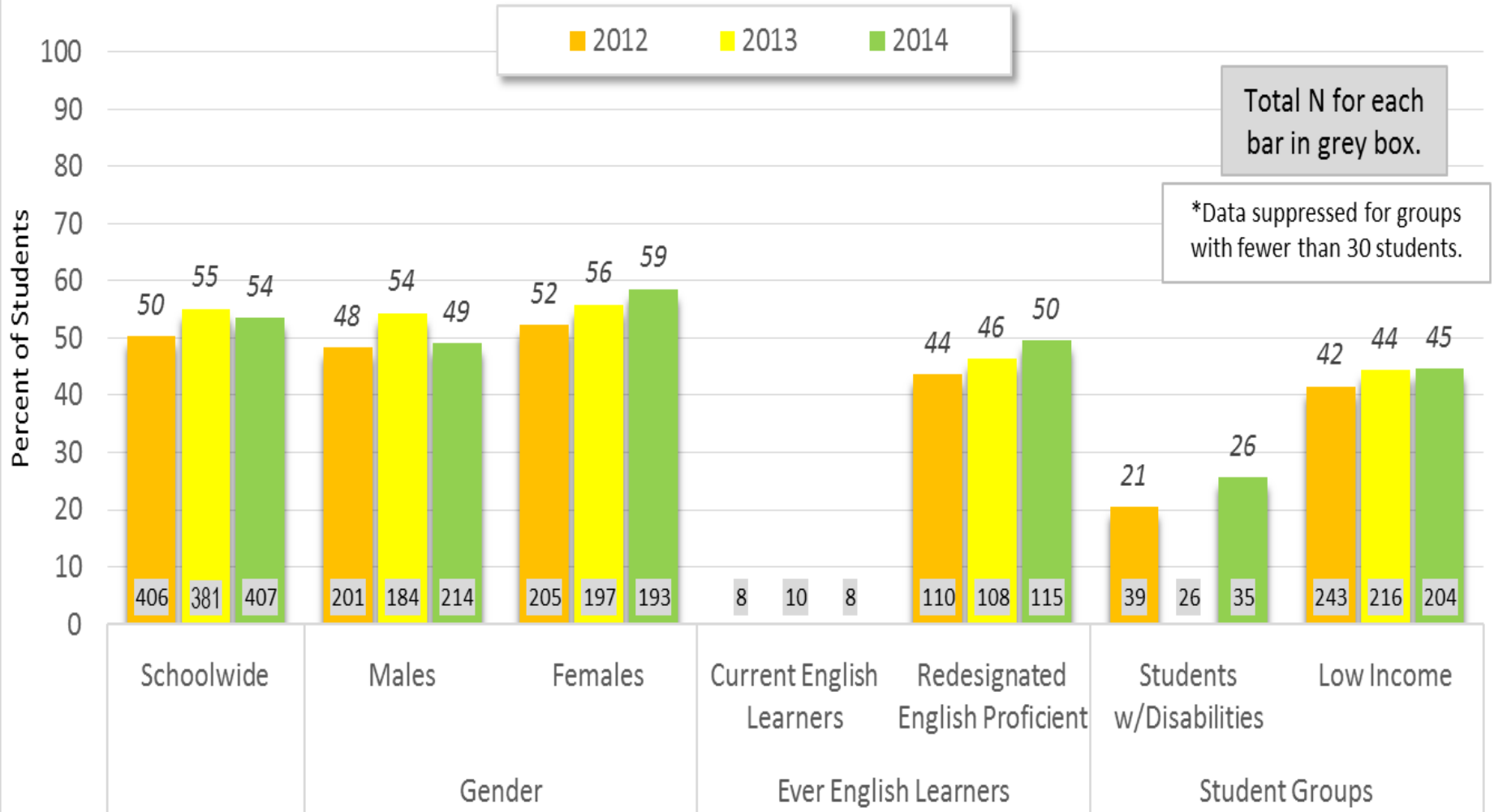
Scripps Ranch High

Total N for each bar in grey box.



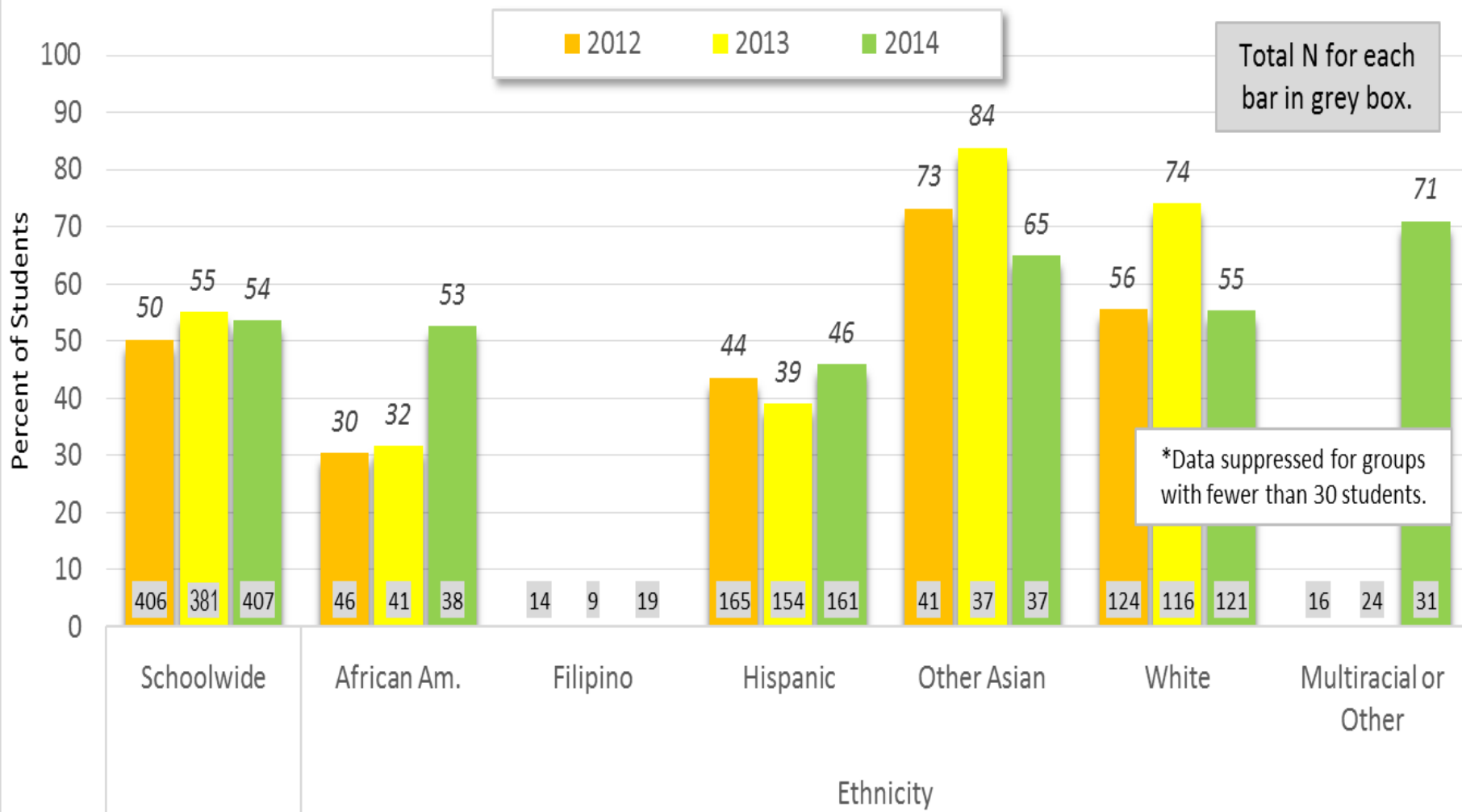
Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Student Group

Serra High



Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Ethnicity

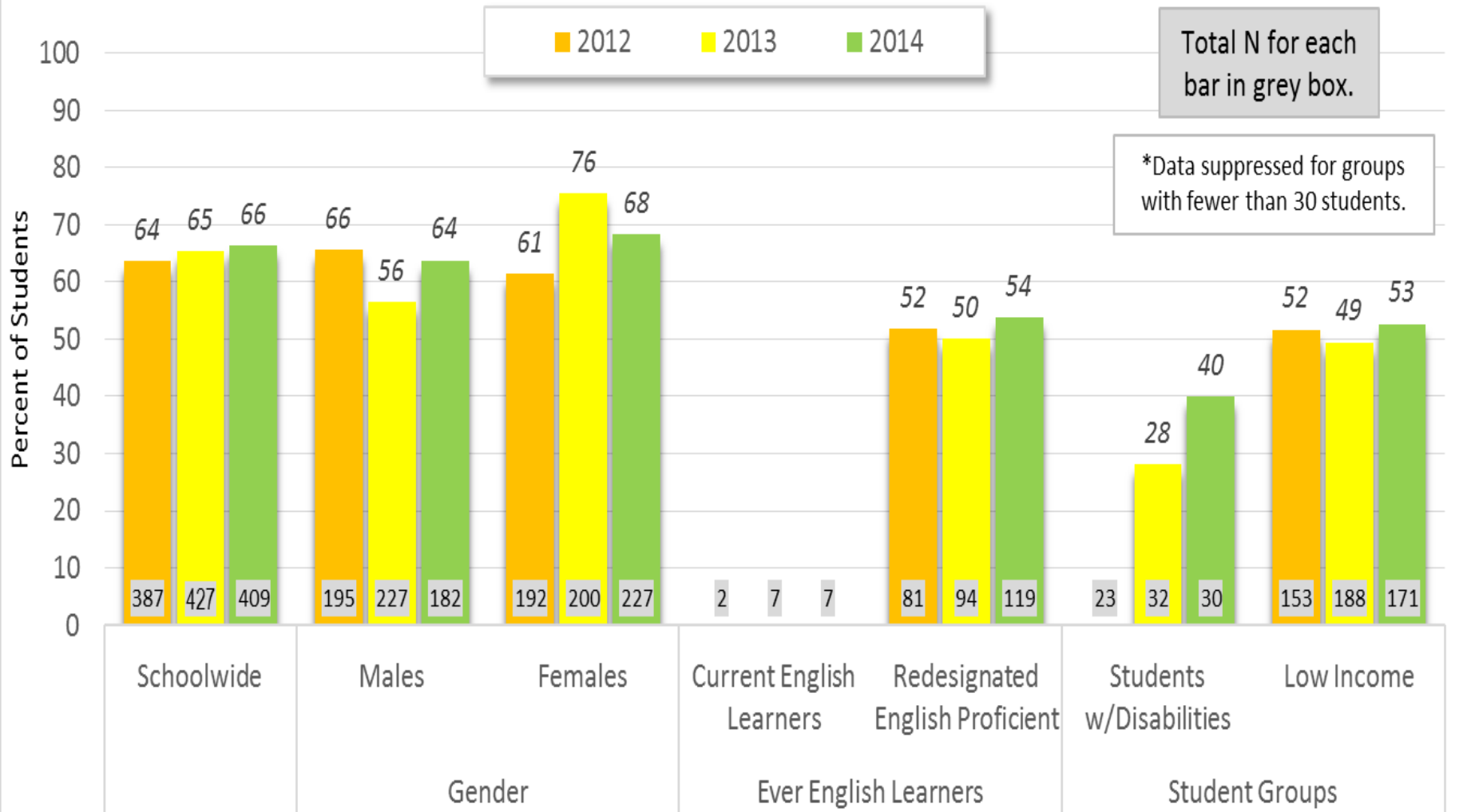
Serra High



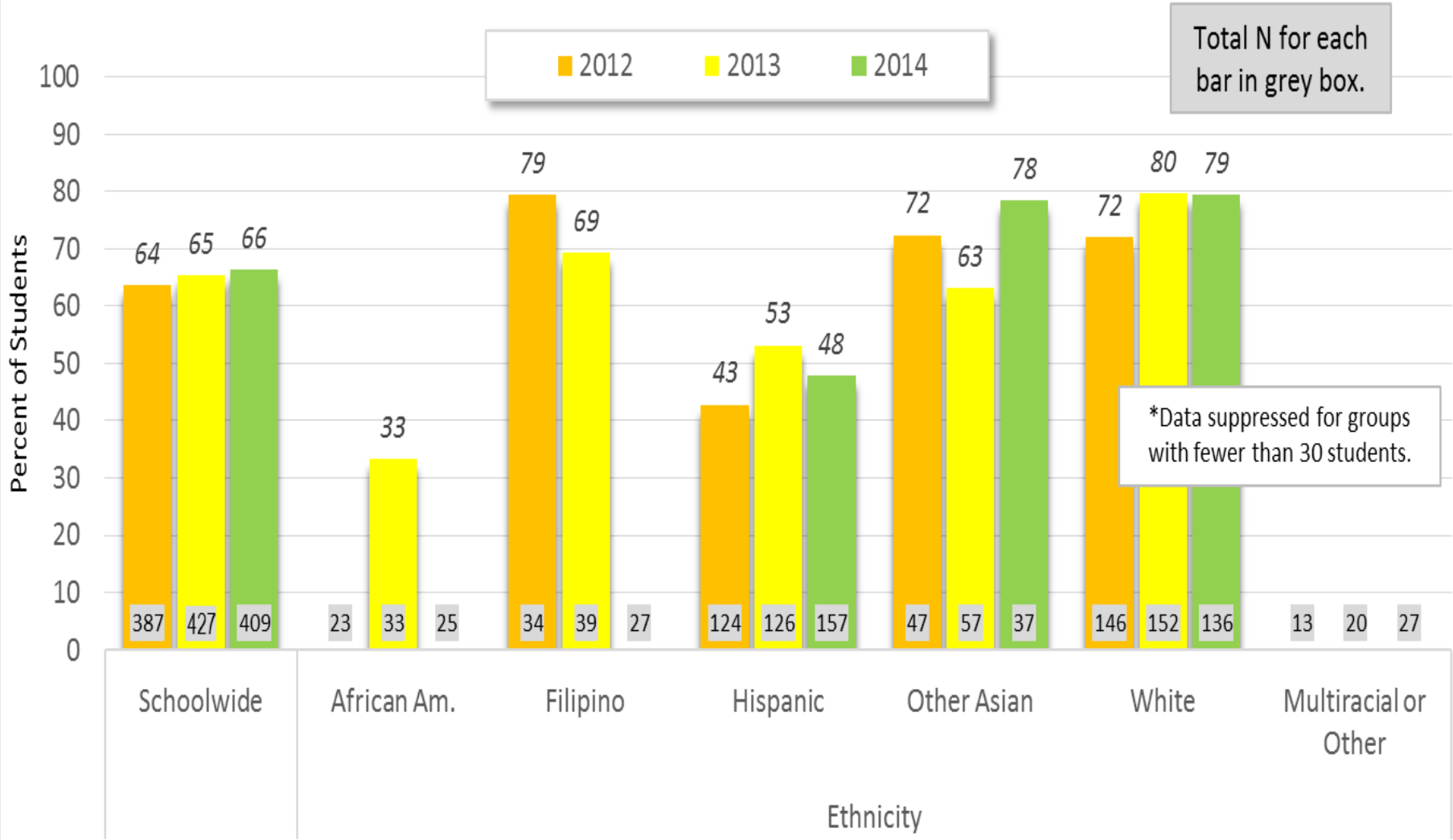
Percent of Graduates Meeting UC A-G Criteria (with C or better)

Disaggregation by Student Group

University City High



Percent of Graduates Meeting UC A-G Criteria (with C or better) Disaggregation by Ethnicity University City High





Appendix B

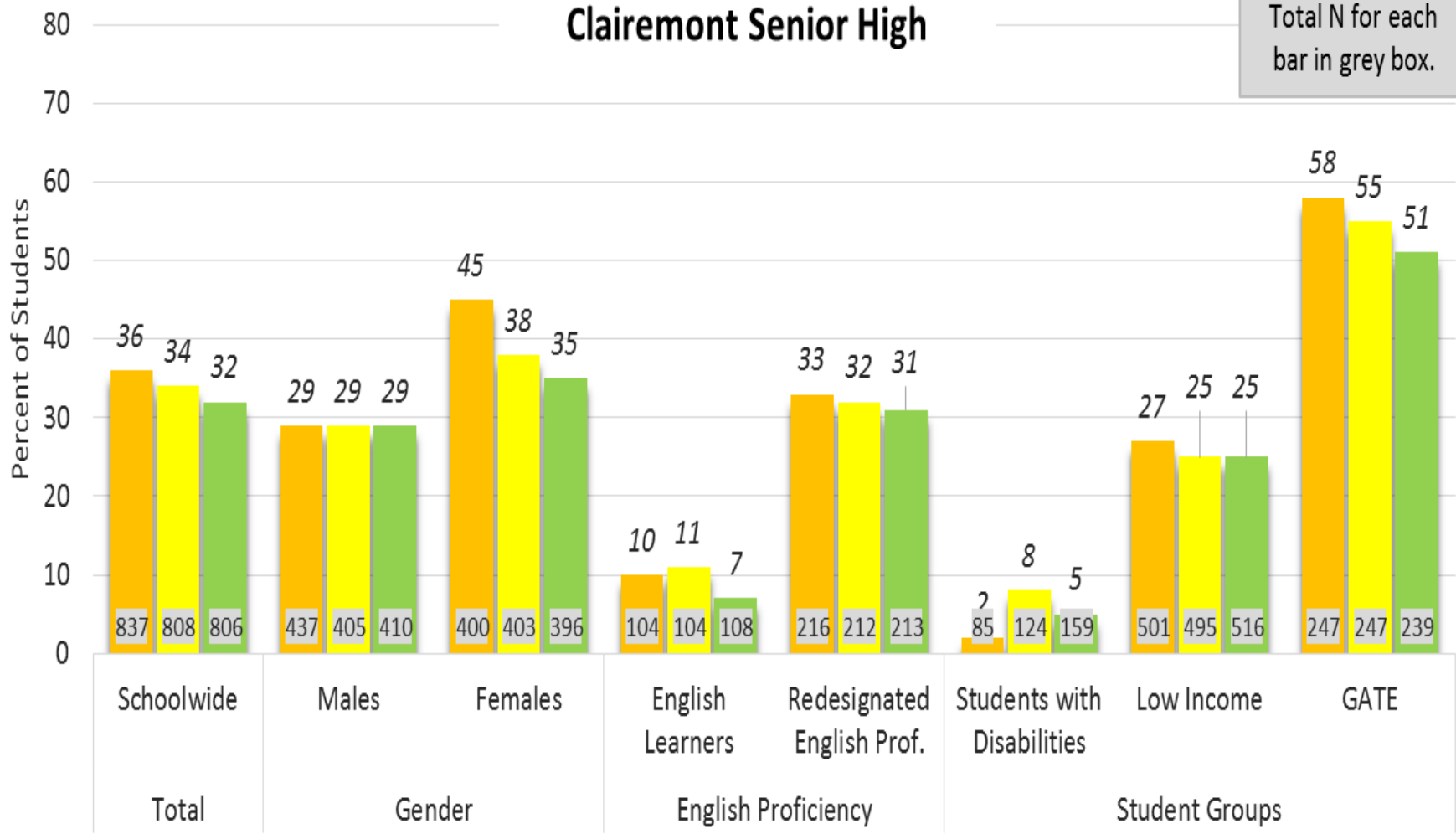
- Site Weighted Coursework Enrollment Slides

Percent of Students Taking 1+ Weighted Courses in Spring 2014 Grades 10-12, Disaggregation by Student Group

2012 2013 2014

Clairemont Senior High

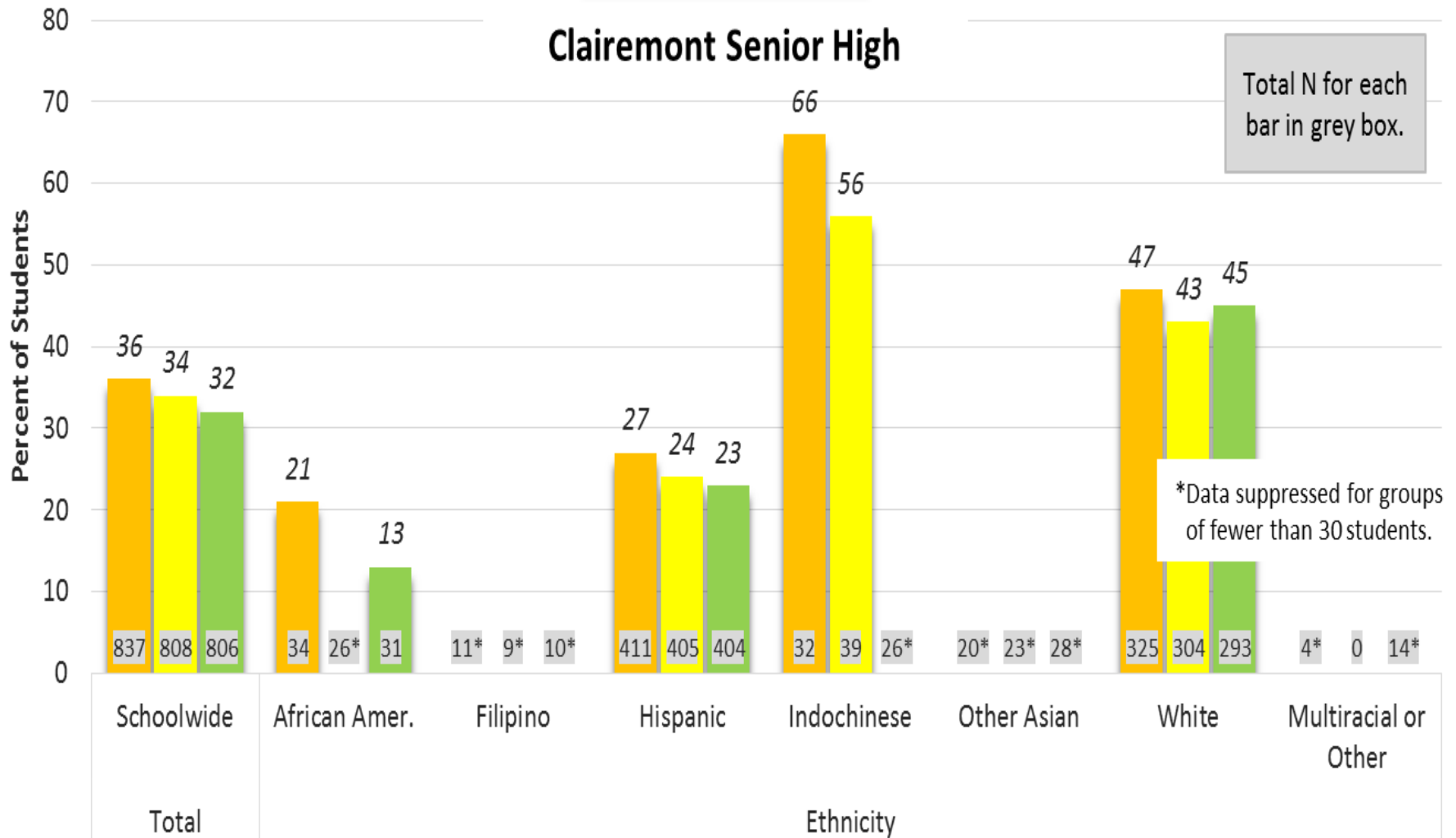
Total N for each bar in grey box.



Percent of Students Taking 1+ Weighted Courses in Spring 2014 Grades 10-12, Disaggregation by Ethnicity

2012 2013 2014

Clairemont Senior High



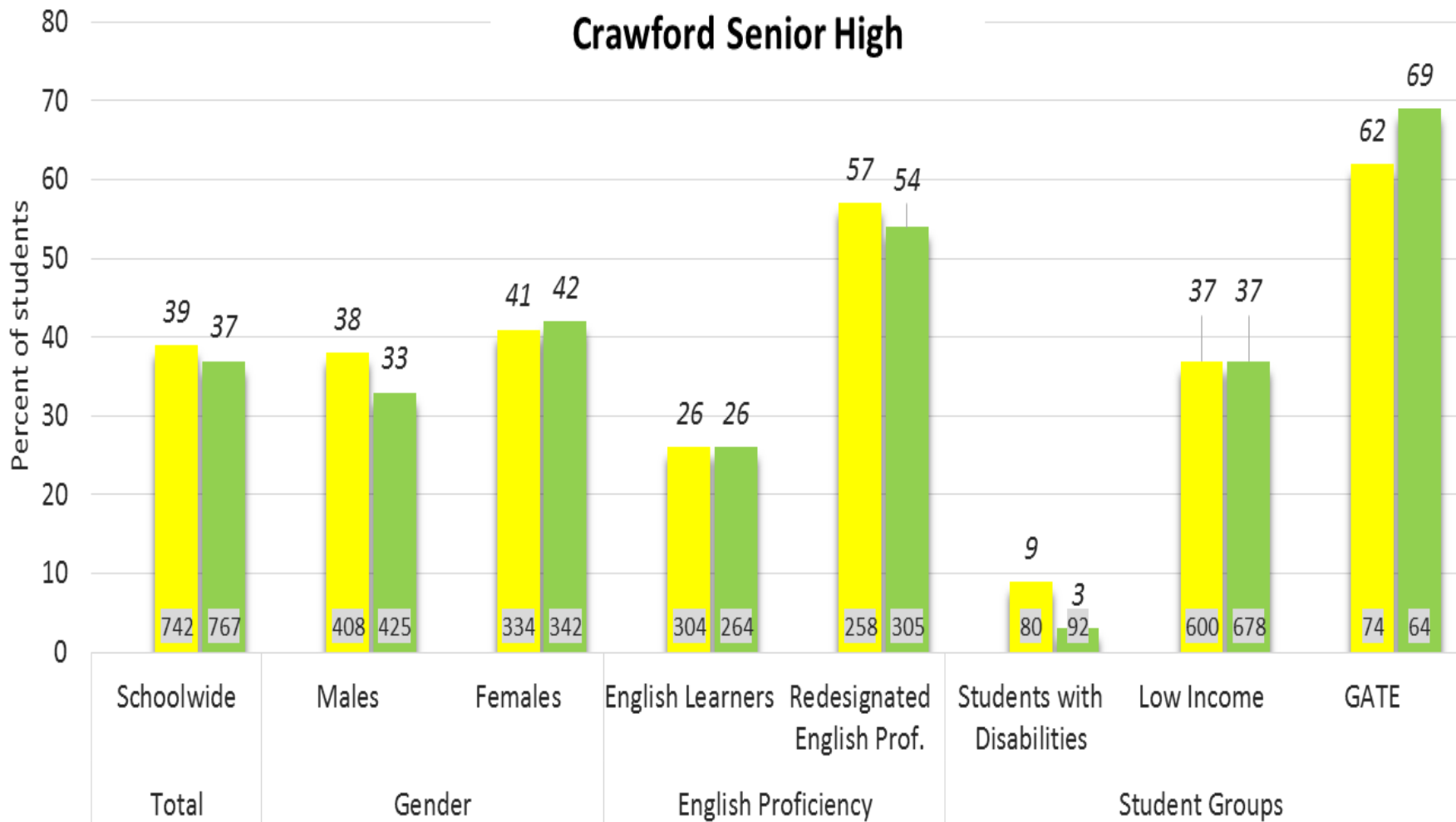
Percent of Students Taking 1+ Weighted Courses in Spring 2014

Grades 10-12, Disaggregation by Student Group

2012 2013 2014

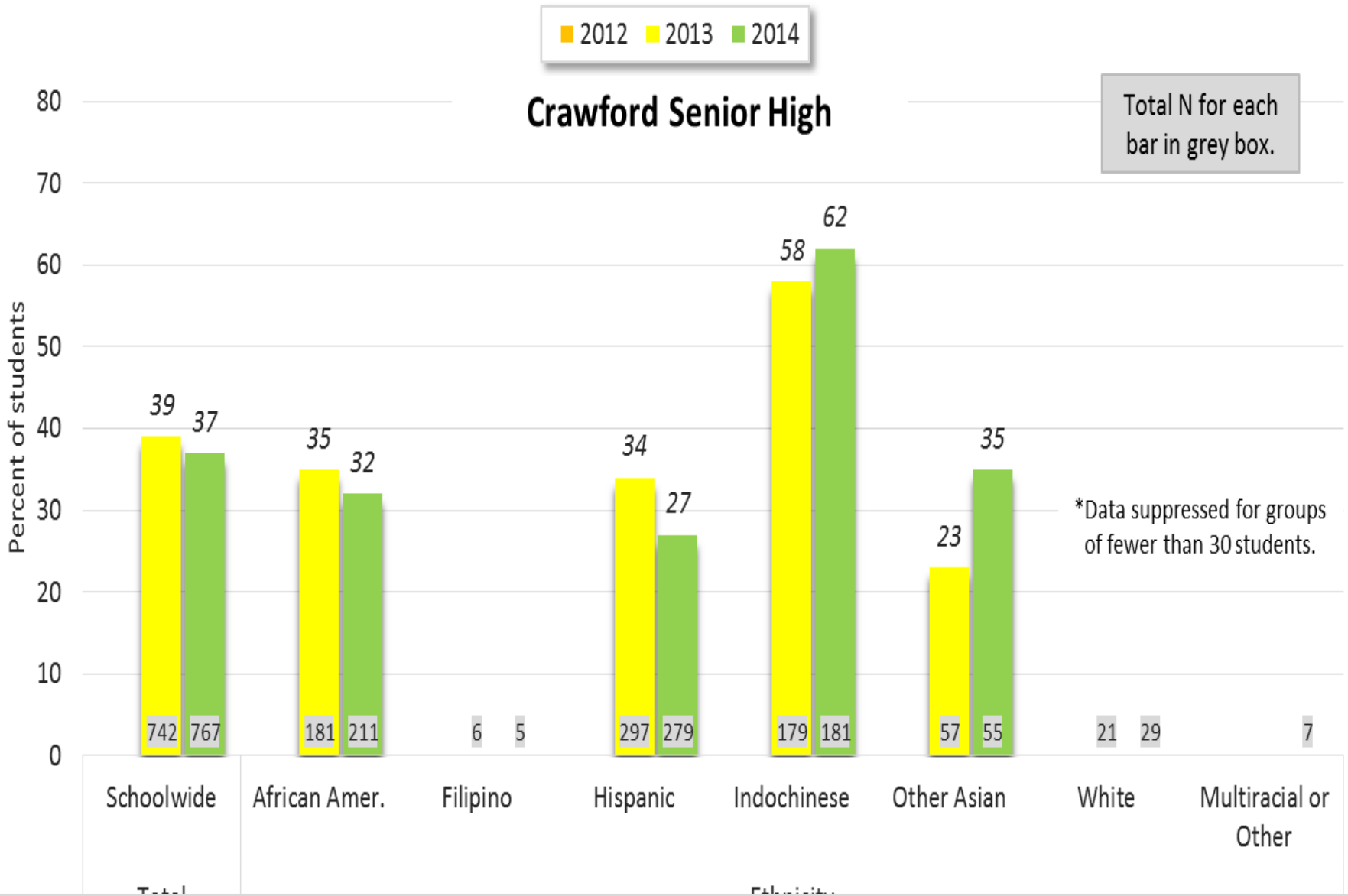
Total N for each bar in grey box.

Crawford Senior High



Percent of Students Taking 1+ Weighted Courses in Spring 2014

Grades 10-12, Disaggregation by Ethnicity



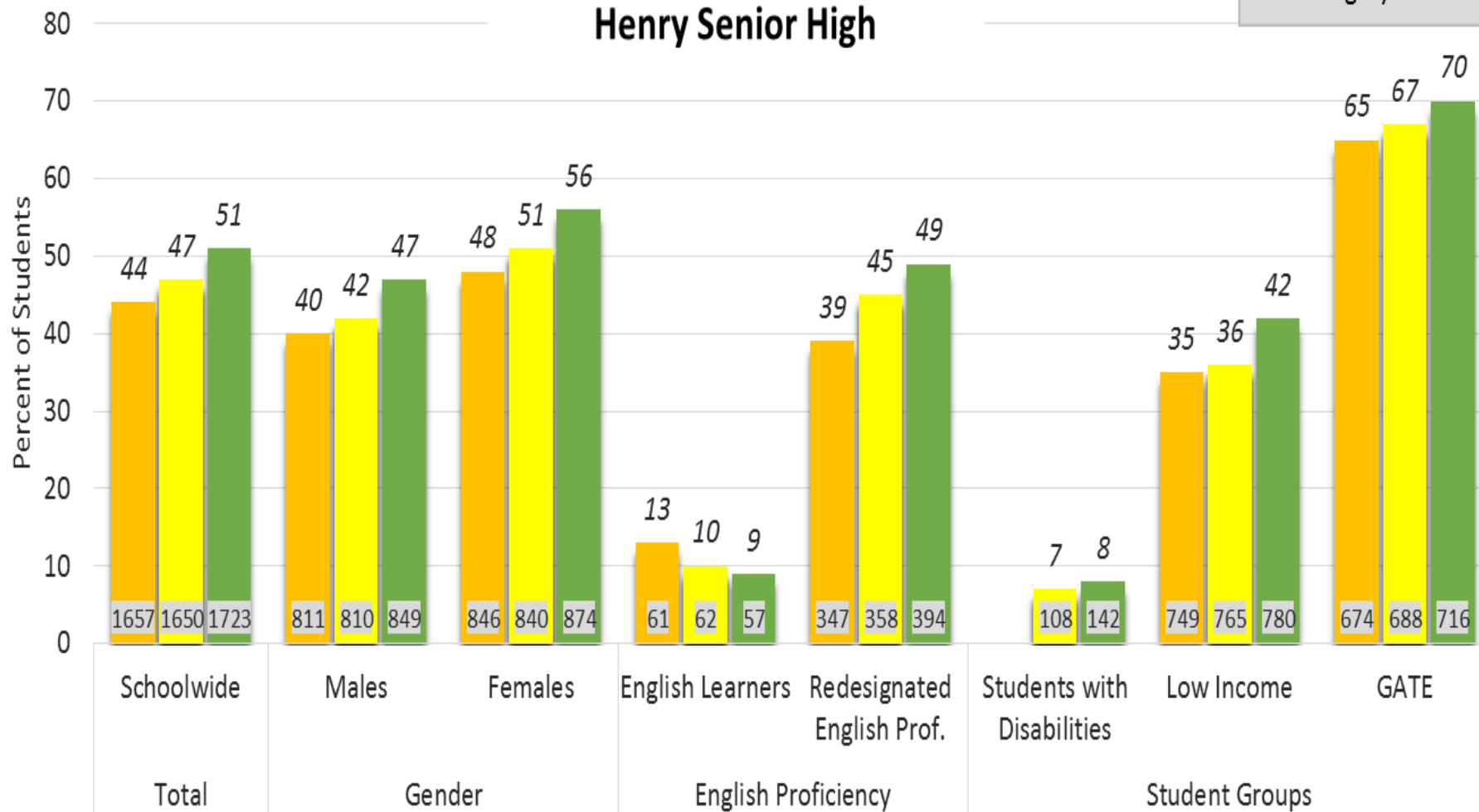
Percent of Students Taking 1+ Weighted Courses in Spring 2014

Grades 10-12, Disaggregation by Student Group

2012 2013 2014

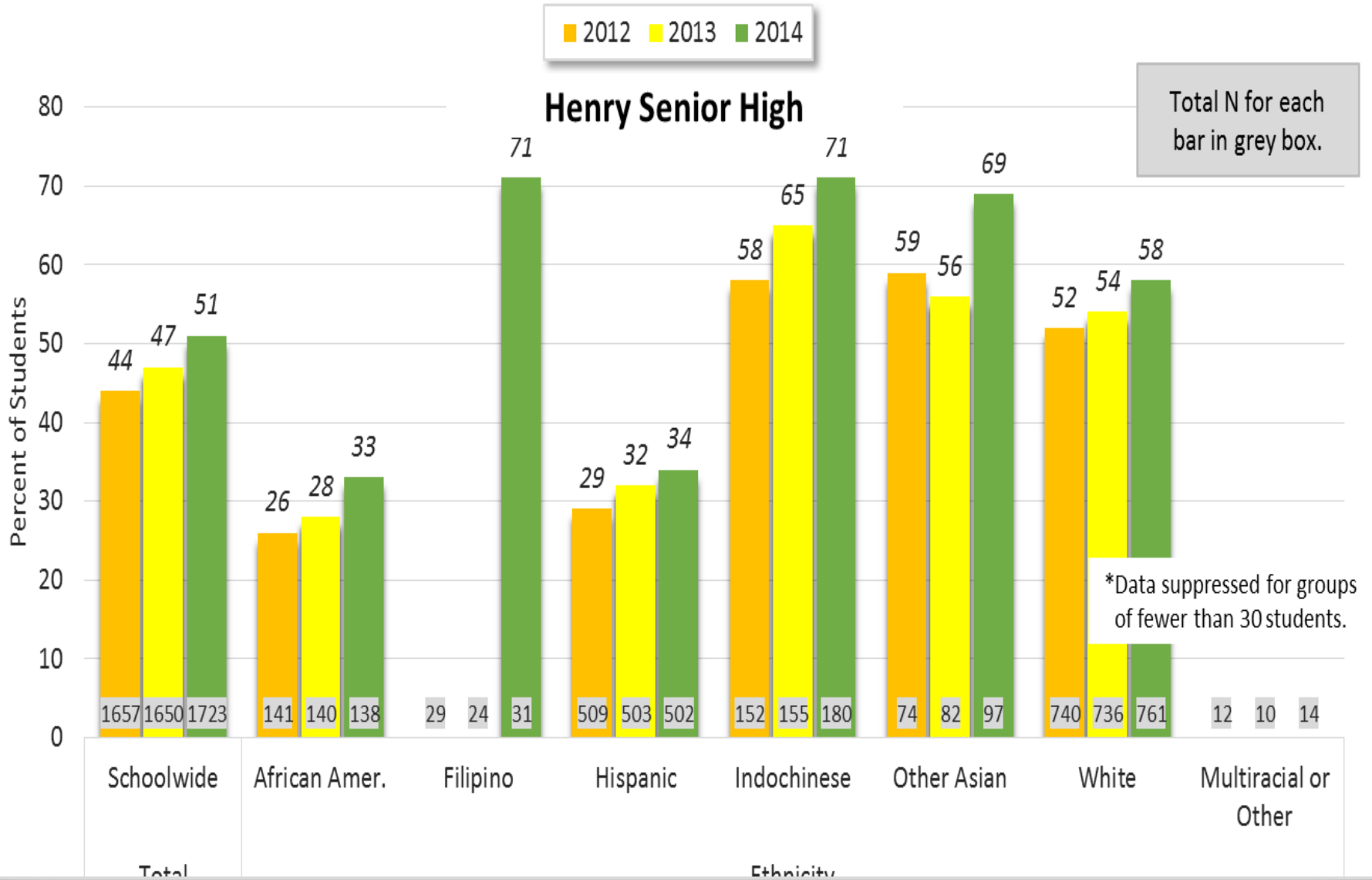
Total N for each bar in grey box.

Henry Senior High



Percent of Students Taking 1+ Weighted Courses in Spring 2014

Grades 10-12, Disaggregation by Ethnicity

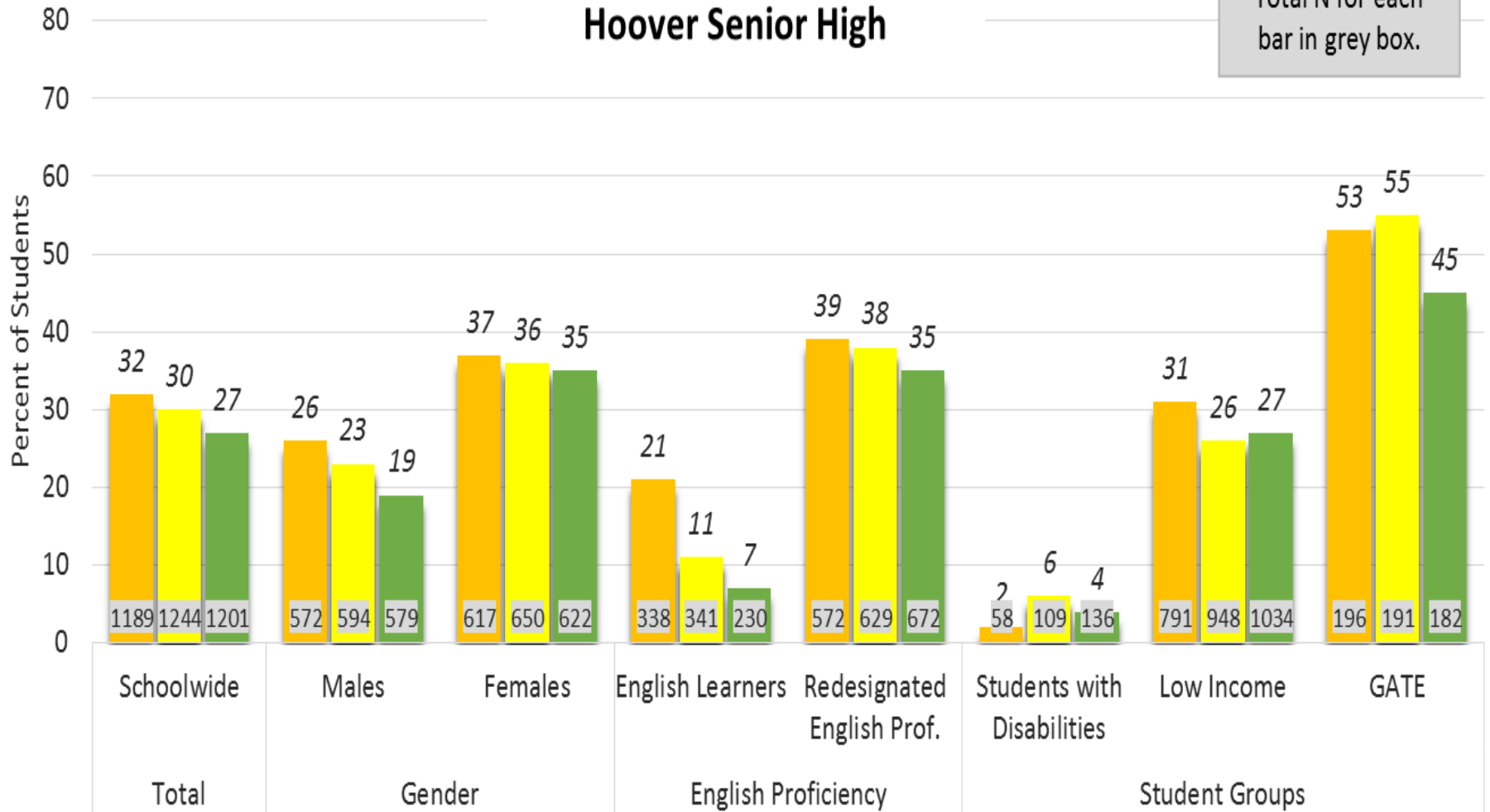


Percent of Students Taking 1+ Weighted Courses in Spring 2014 Grades 10-12, Disaggregation by Student Group

2012 2013 2014

Hoover Senior High

Total N for each bar in grey box.



Percent of Students Taking 1+ Weighted Courses in Spring 2014

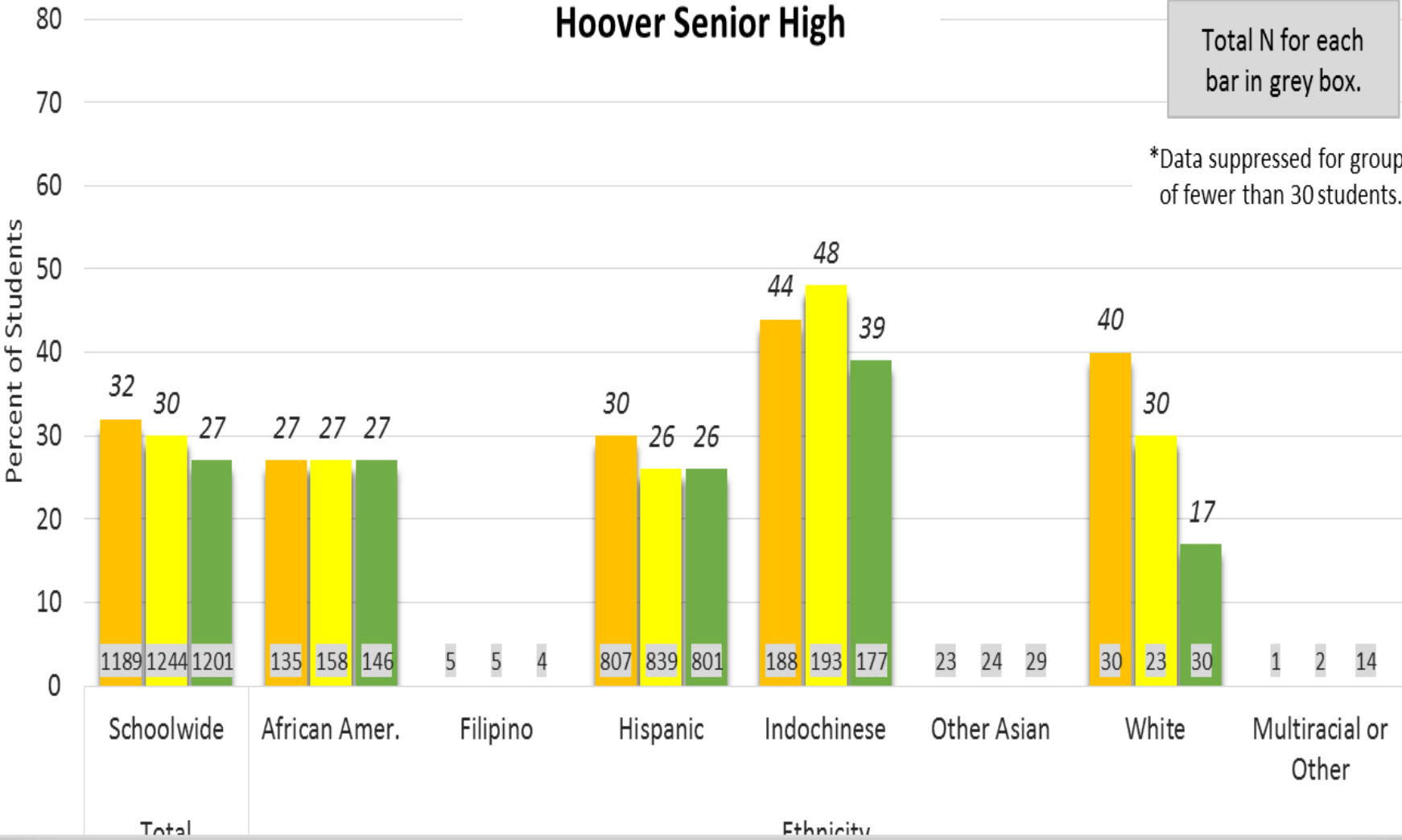
Grades 10-12, Disaggregation by Ethnicity

2012 2013 2014

Hoover Senior High

Total N for each bar in grey box.

*Data suppressed for groups of fewer than 30 students.



Percent of Students Taking 1+ Weighted Courses in Spring 2014

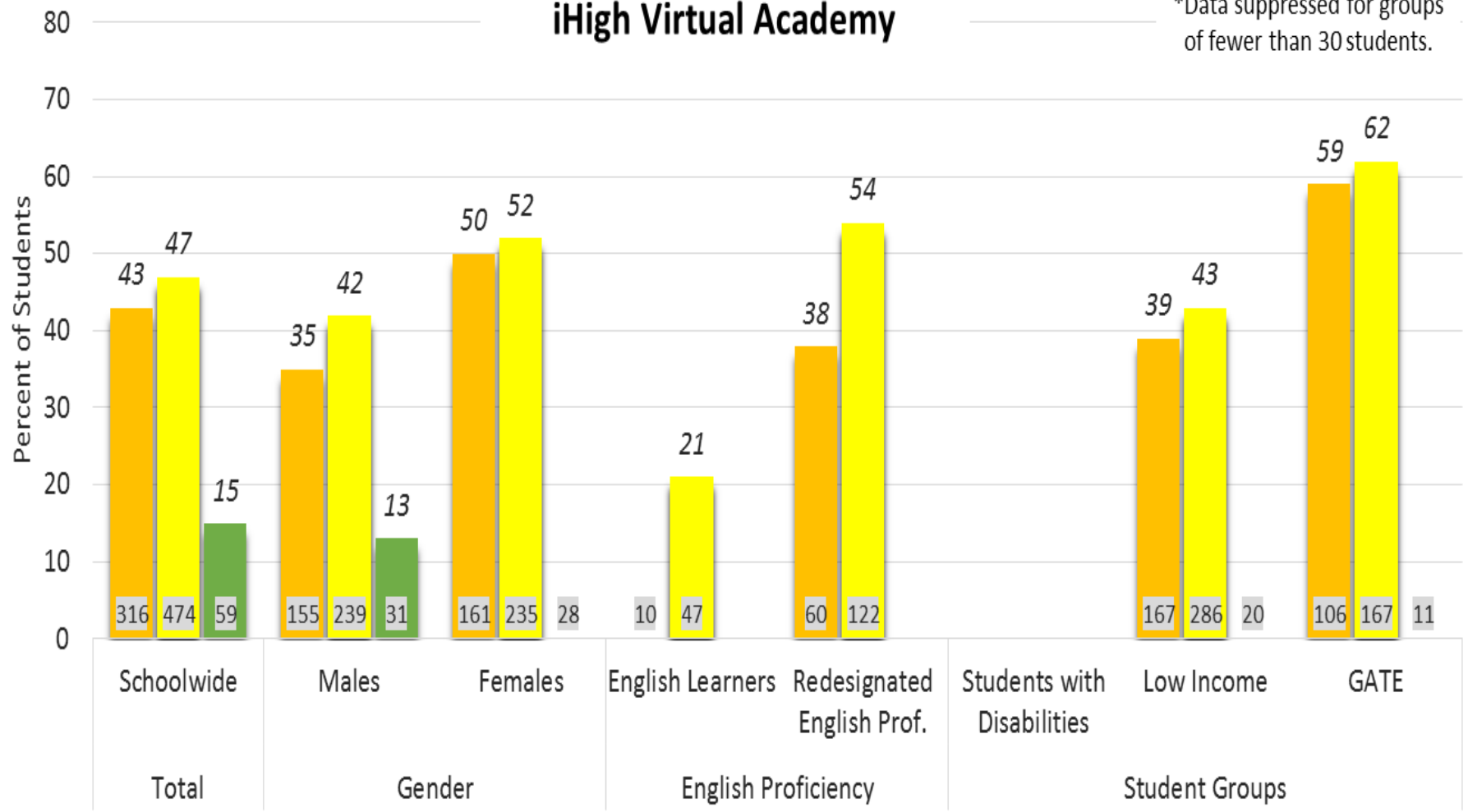
Grades 10-12, Disaggregation by Student Group

2012 2013 2014

Total N for each bar in grey box.

iHigh Virtual Academy

*Data suppressed for groups of fewer than 30 students.

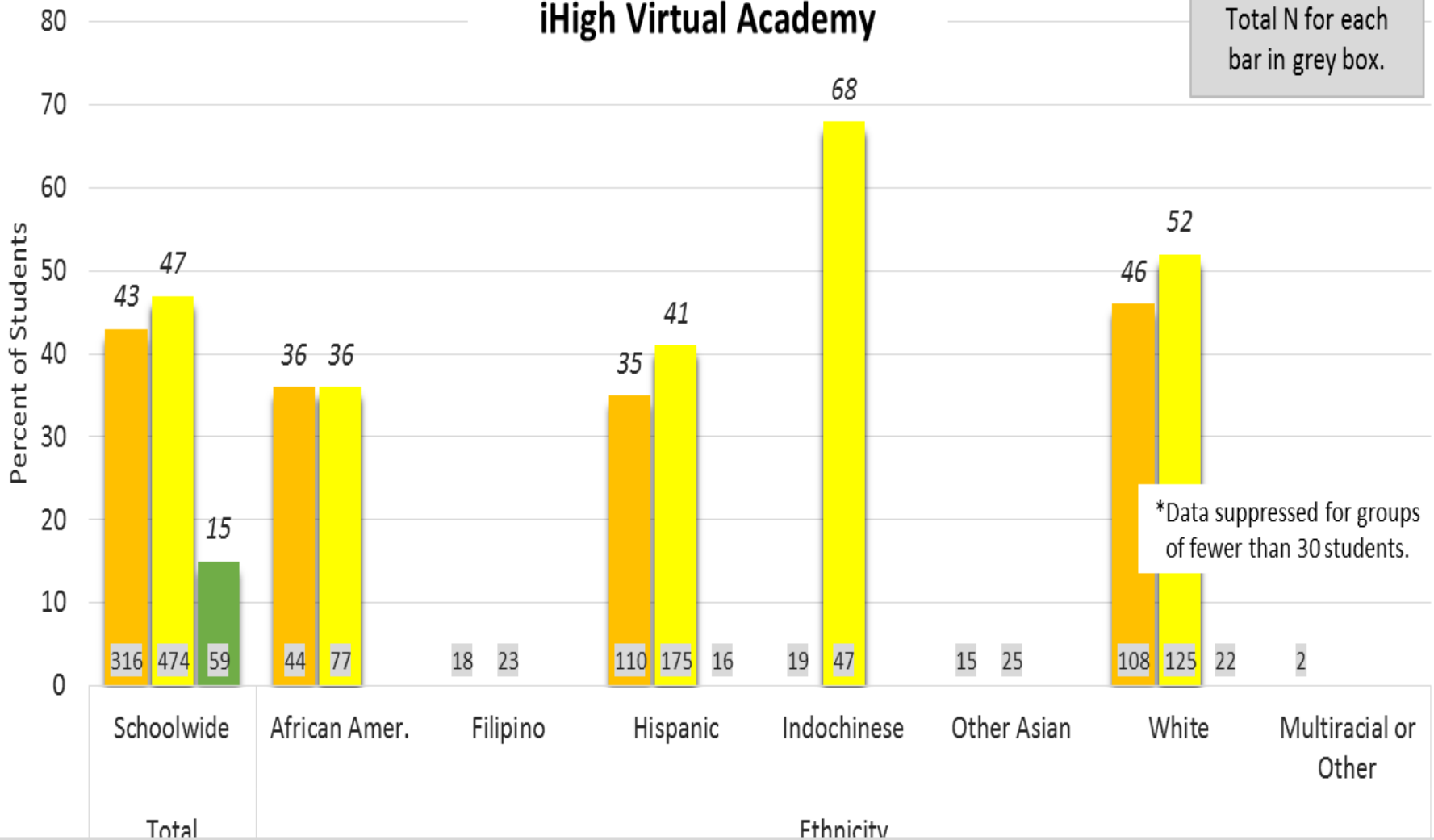


Percent of Students Taking 1+ Weighted Courses in Spring 2014 Grades 10-12, Disaggregation by Ethnicity

2012 2013 2014

iHigh Virtual Academy

Total N for each bar in grey box.



*Data suppressed for groups of fewer than 30 students.

Percent of Students Taking 1+ Weighted Courses in Spring 2014

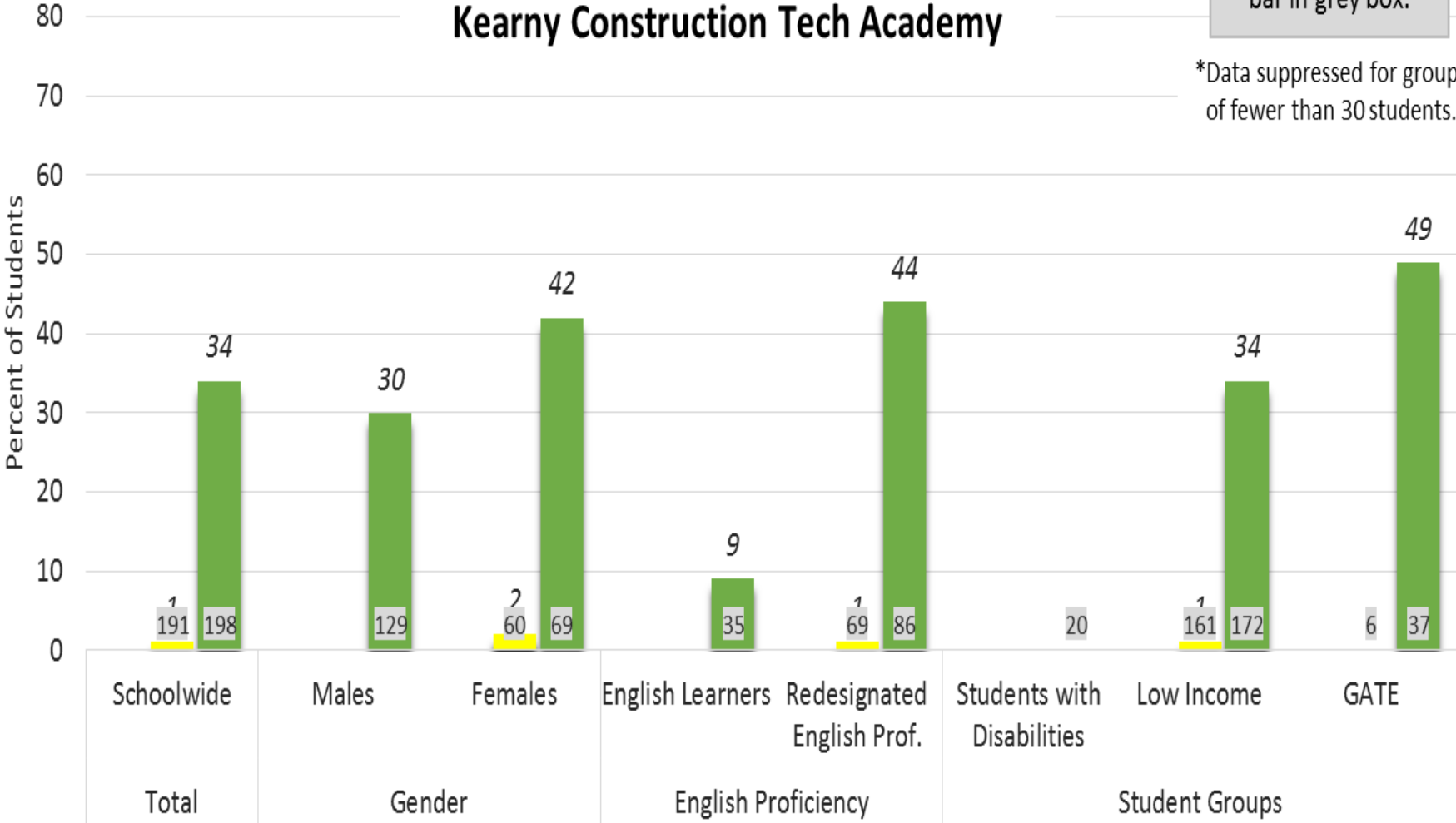
Grades 10-12, Disaggregation by Student Group

2012 2013 2014

Total N for each bar in grey box.

Kearny Construction Tech Academy

*Data suppressed for groups of fewer than 30 students.

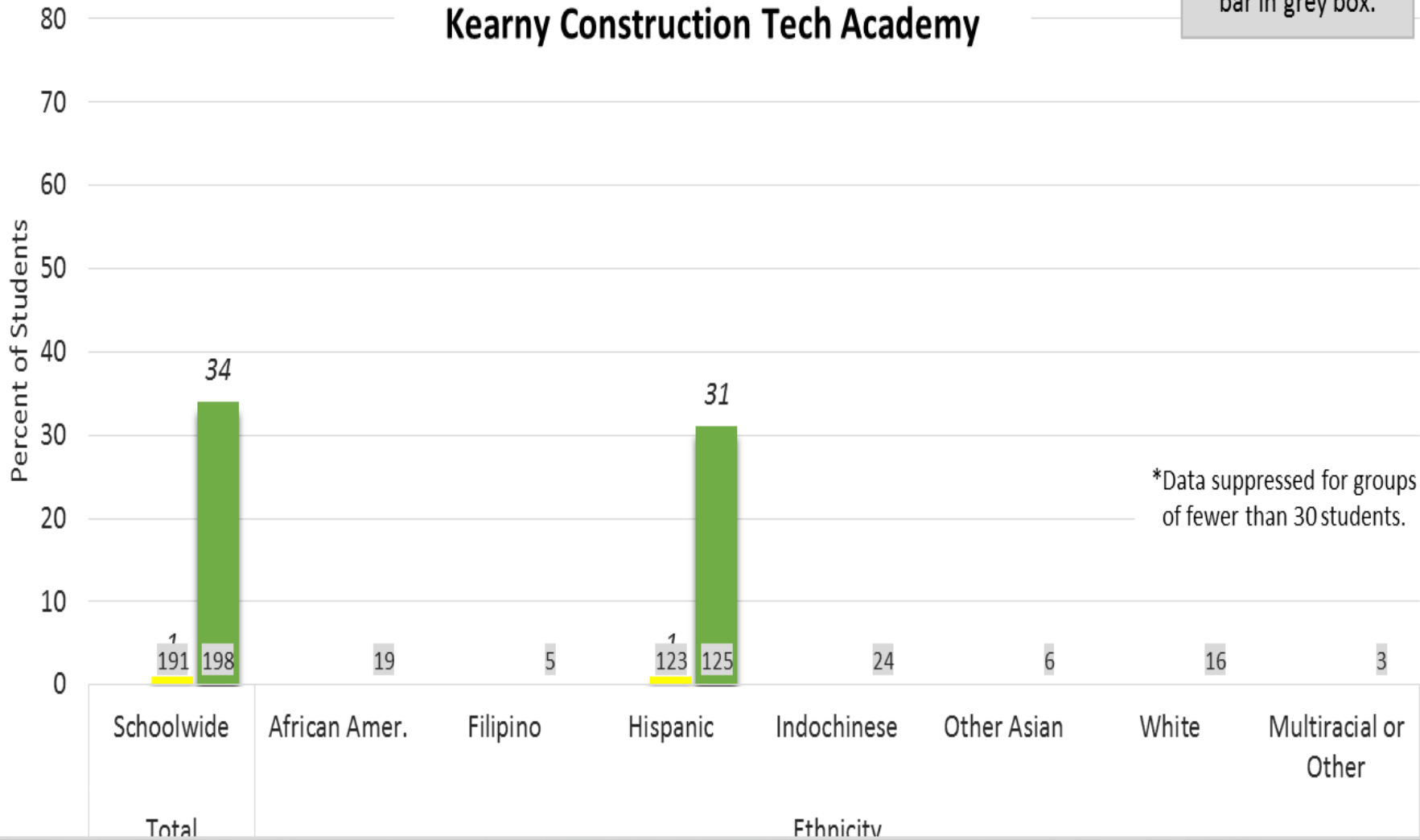


Percent of Students Taking 1+ Weighted Courses in Spring 2014 Grades 10-12, Disaggregation by Ethnicity

2012 2013 2014

Total N for each bar in grey box.

Kearny Construction Tech Academy



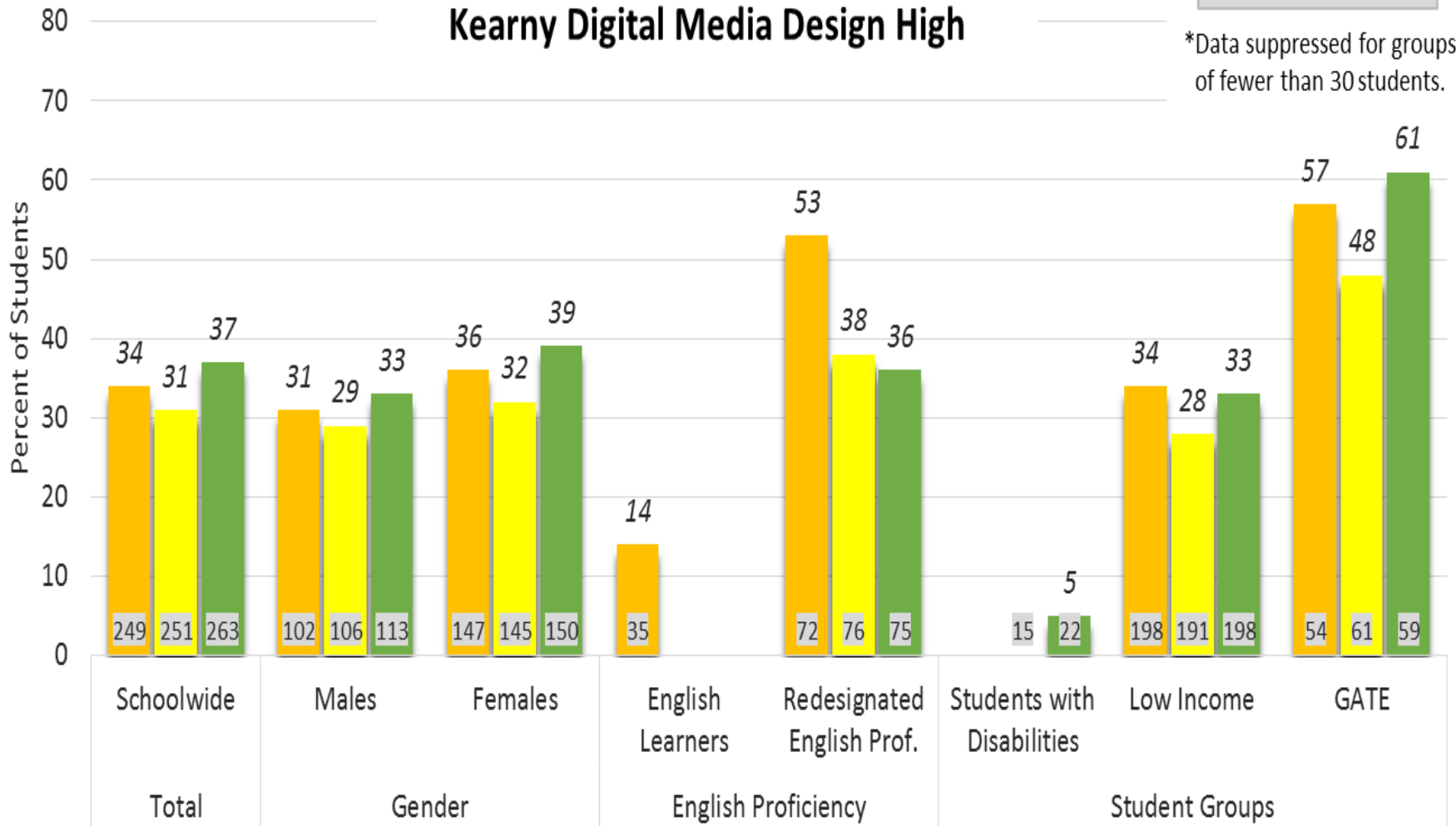
Percent of Students Taking 1+ Weighted Courses in Spring 2014 Grades 10-12, Disaggregation by Student Group

2012 2013 2014

Total N for each bar in grey box.

Kearny Digital Media Design High

*Data suppressed for groups of fewer than 30 students.

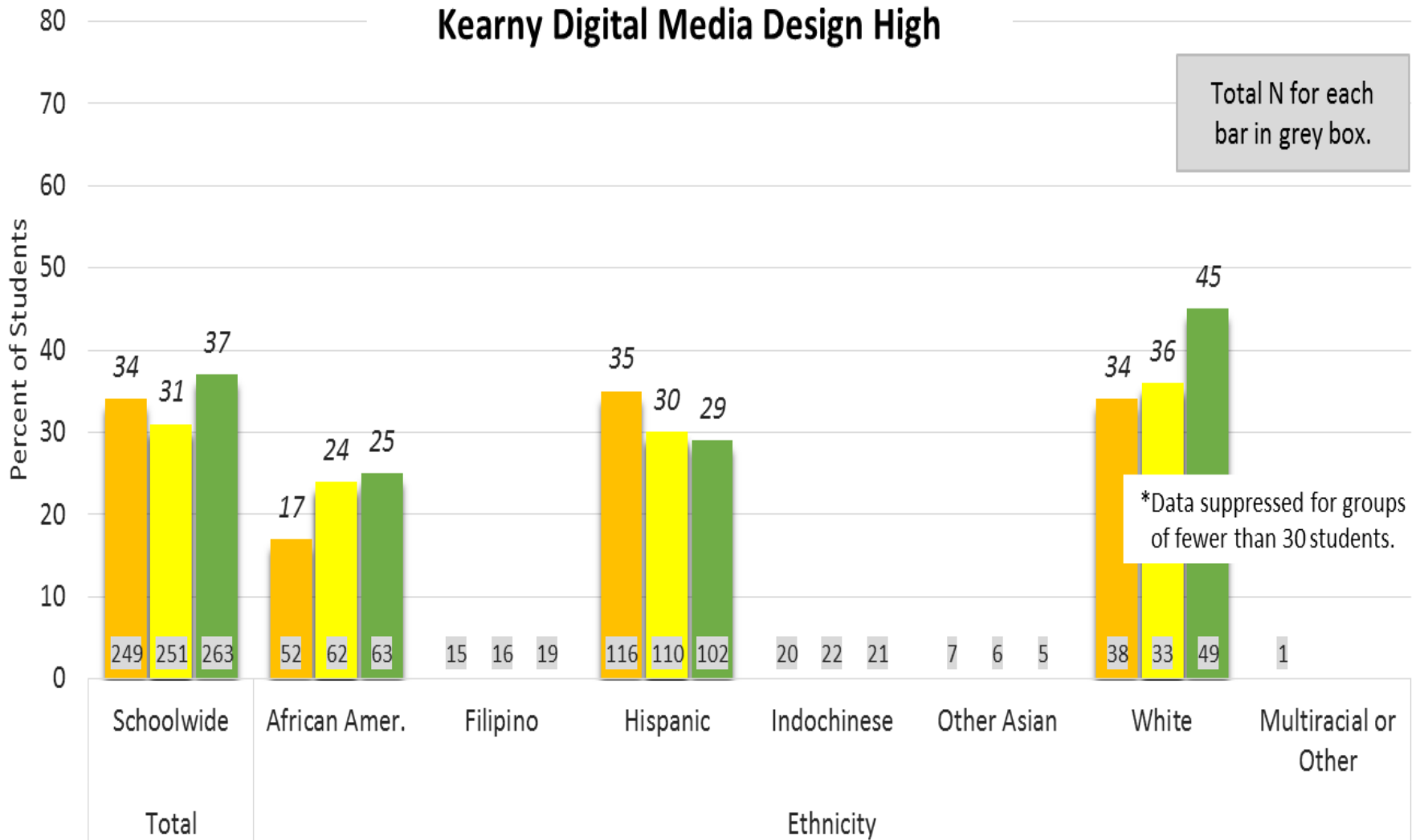


Percent of Students Taking 1+ Weighted Courses in Spring 2014 Grades 10-12, Disaggregation by Ethnicity

2012 2013 2014

Kearny Digital Media Design High

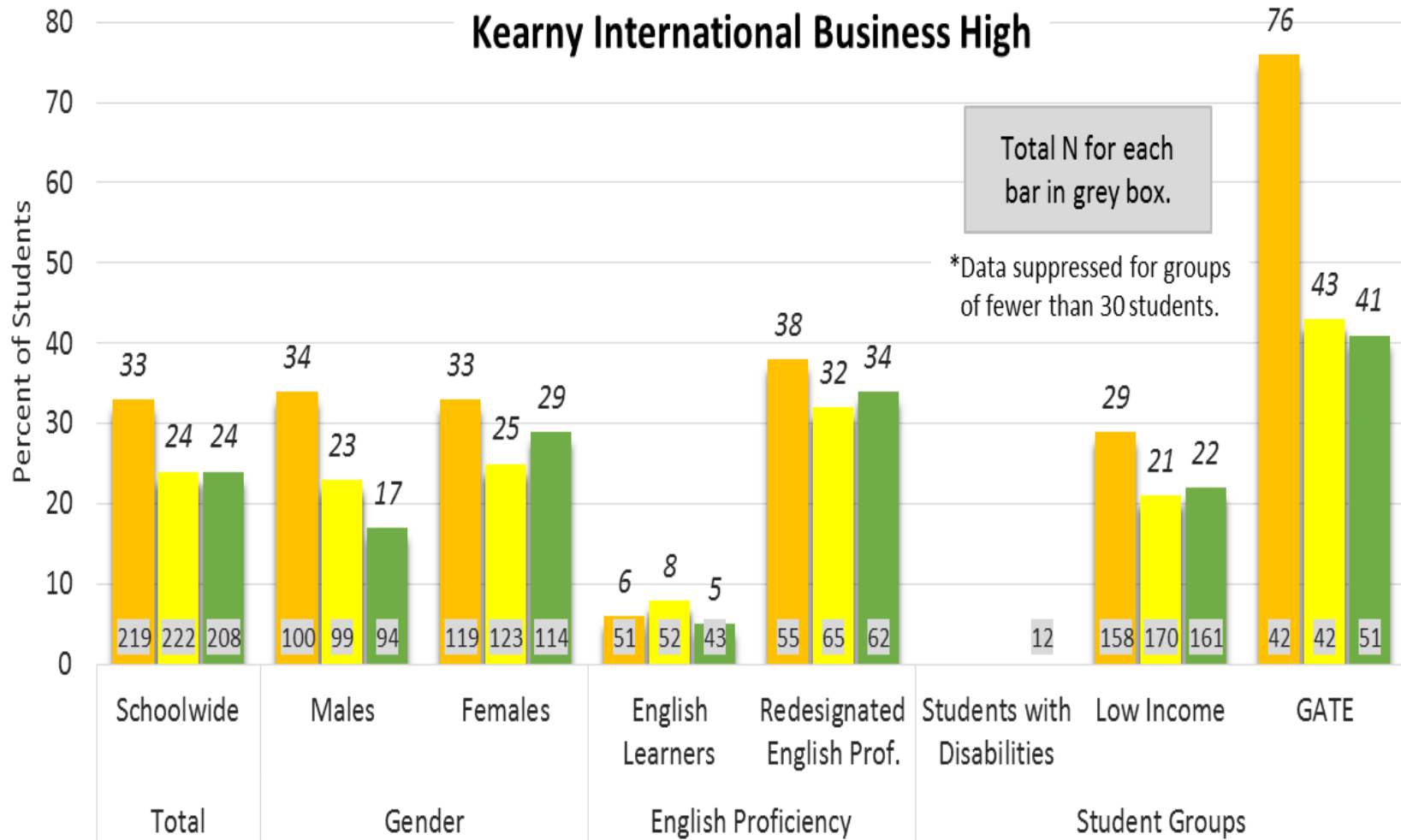
Total N for each bar in grey box.



Percent of Students Taking 1+ Weighted Courses in Spring 2014 Grades 10-12, Disaggregation by Student Group

2012 2013 2014

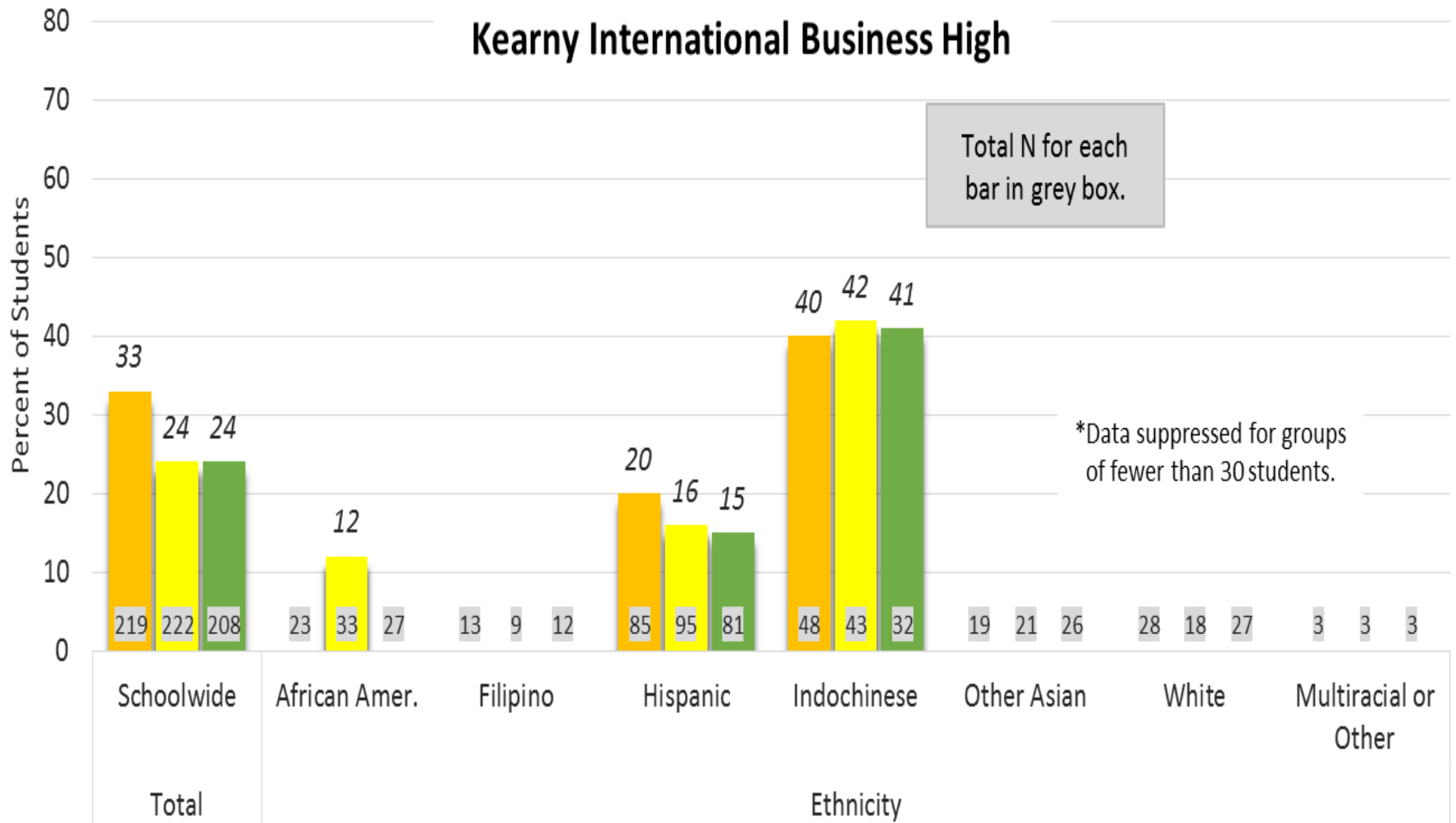
Kearny International Business High



Percent of Students Taking 1+ Weighted Courses in Spring 2014 Grades 10-12, Disaggregation by Ethnicity

2012 2013 2014

Kearny International Business High



Percent of Students Taking 1+ Weighted Courses in Spring 2014

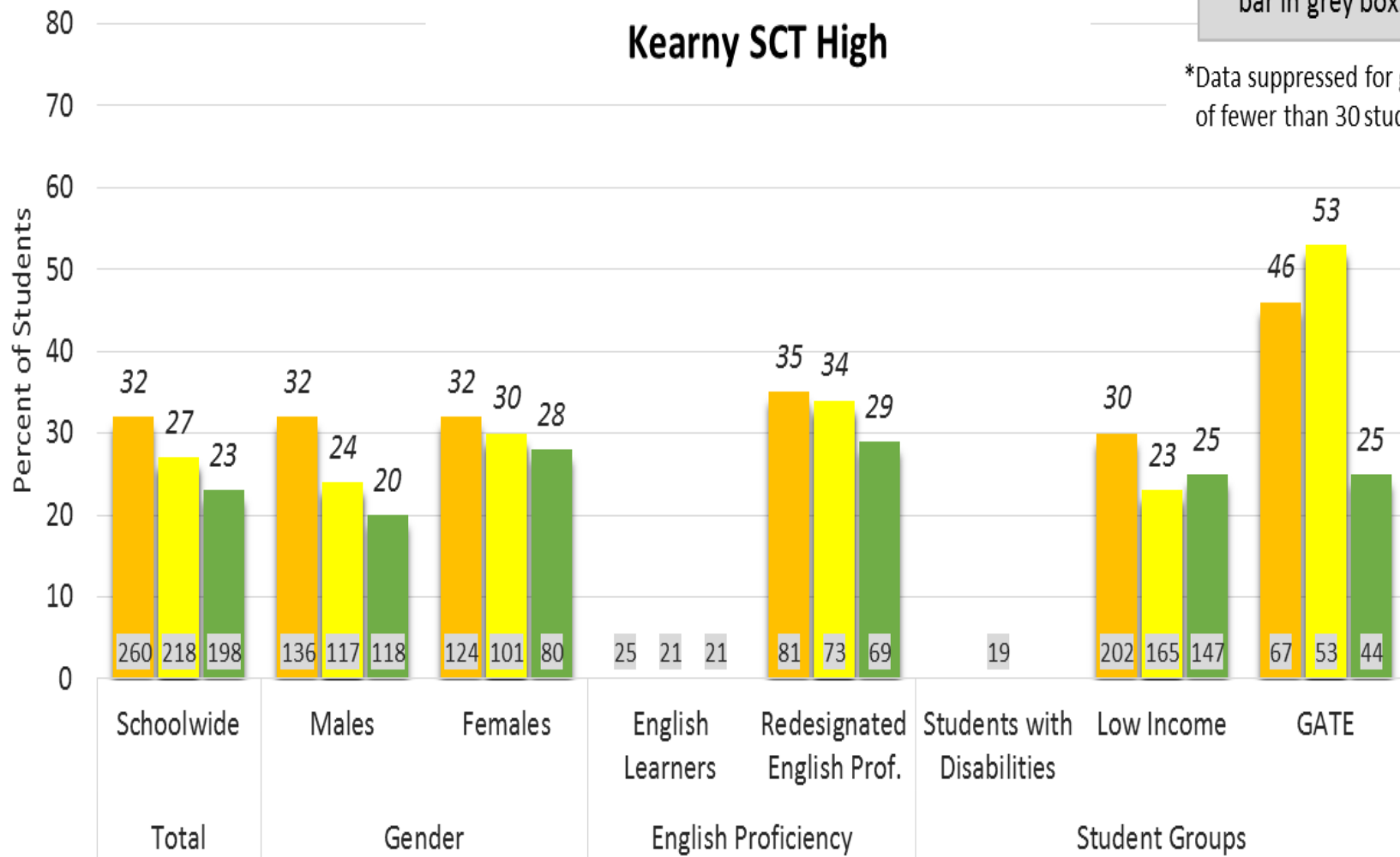
Grades 10-12, Disaggregation by Student Group

2012 2013 2014

Total N for each bar in grey box.

Kearny SCT High

*Data suppressed for groups of fewer than 30 students.



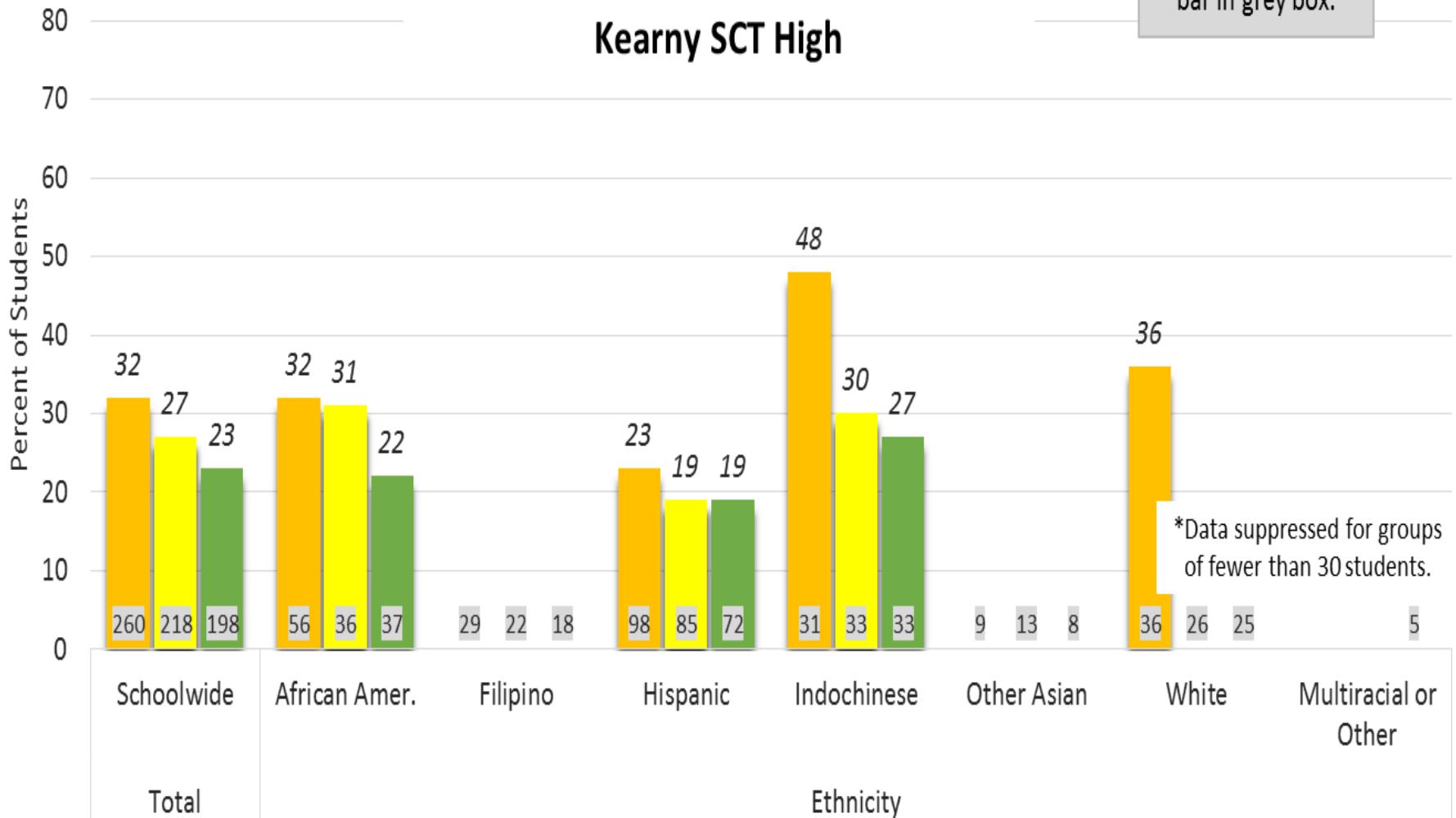
Percent of Students Taking 1+ Weighted Courses in Spring 2014

Grades 10-12, Disaggregation by Ethnicity

2012 2013 2014

Total N for each bar in grey box.

Kearny SCT High



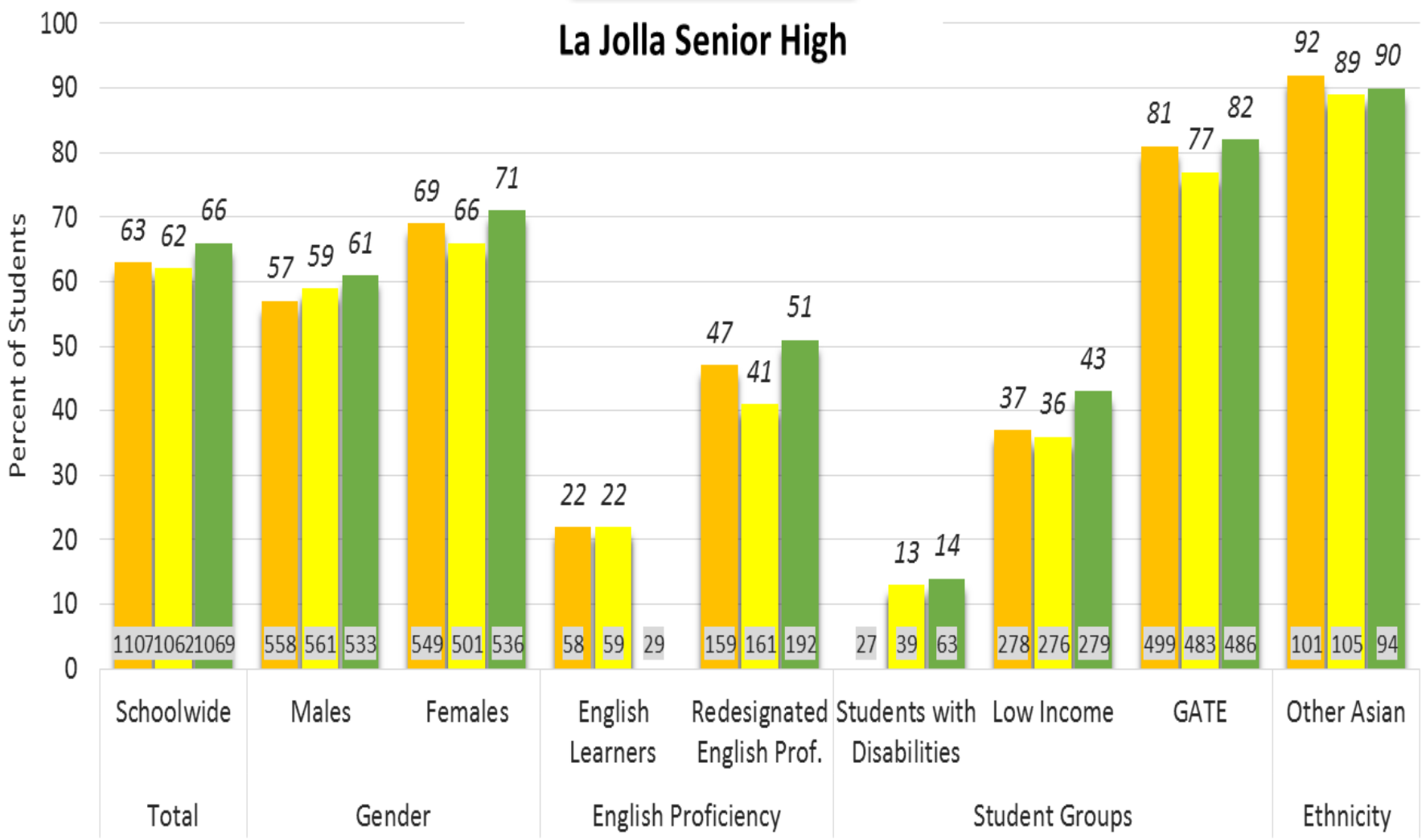
Percent of Students Taking 1+ Weighted Courses in Spring 2014

Grades 10-12, Disaggregation by Student Group

2012 2013 2014

Total N for each bar in grey box. 114

La Jolla Senior High

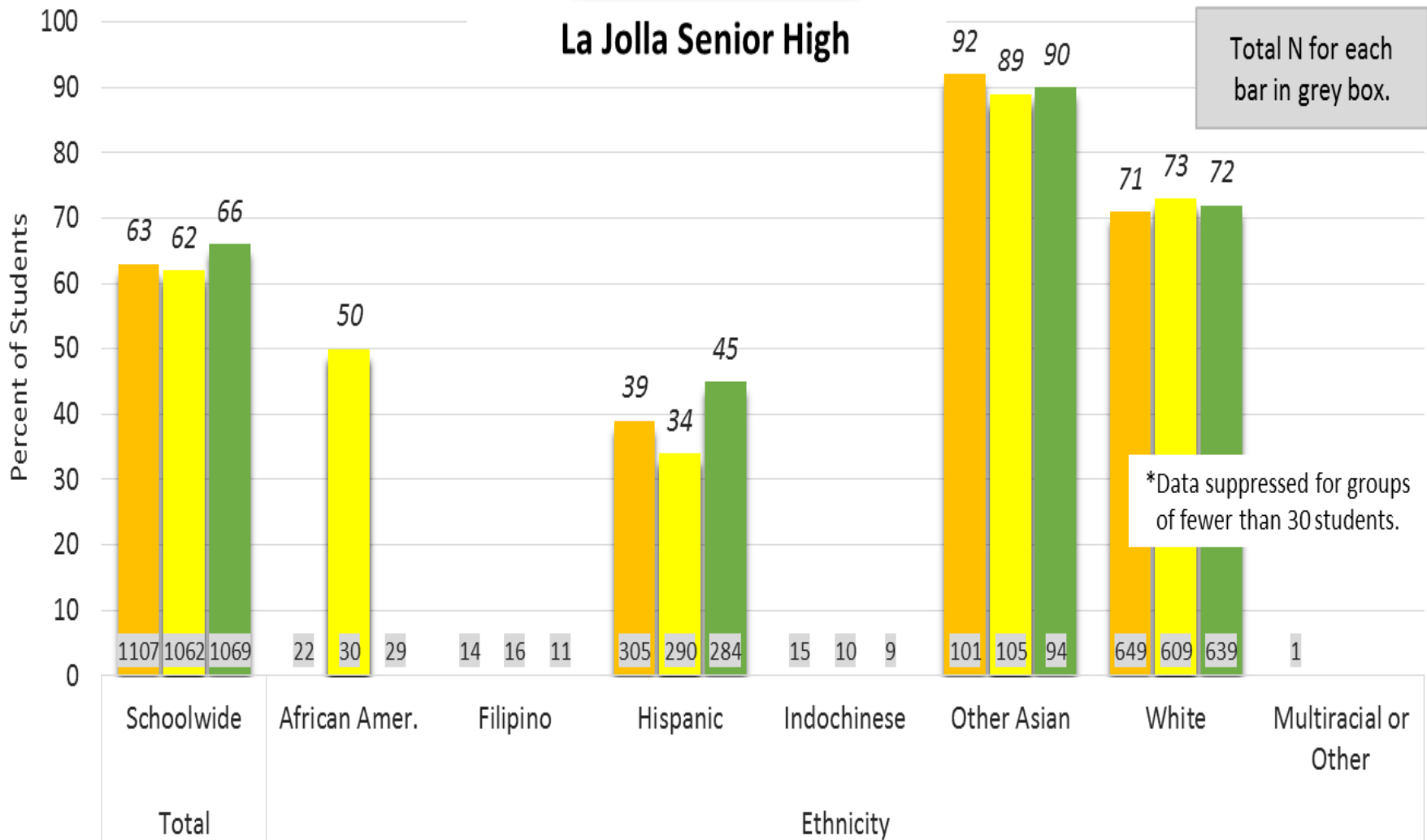


Percent of Students Taking 1+ Weighted Courses in Spring 2014

Grades 10-12, Disaggregation by Ethnicity

2012 2013 2014

La Jolla Senior High



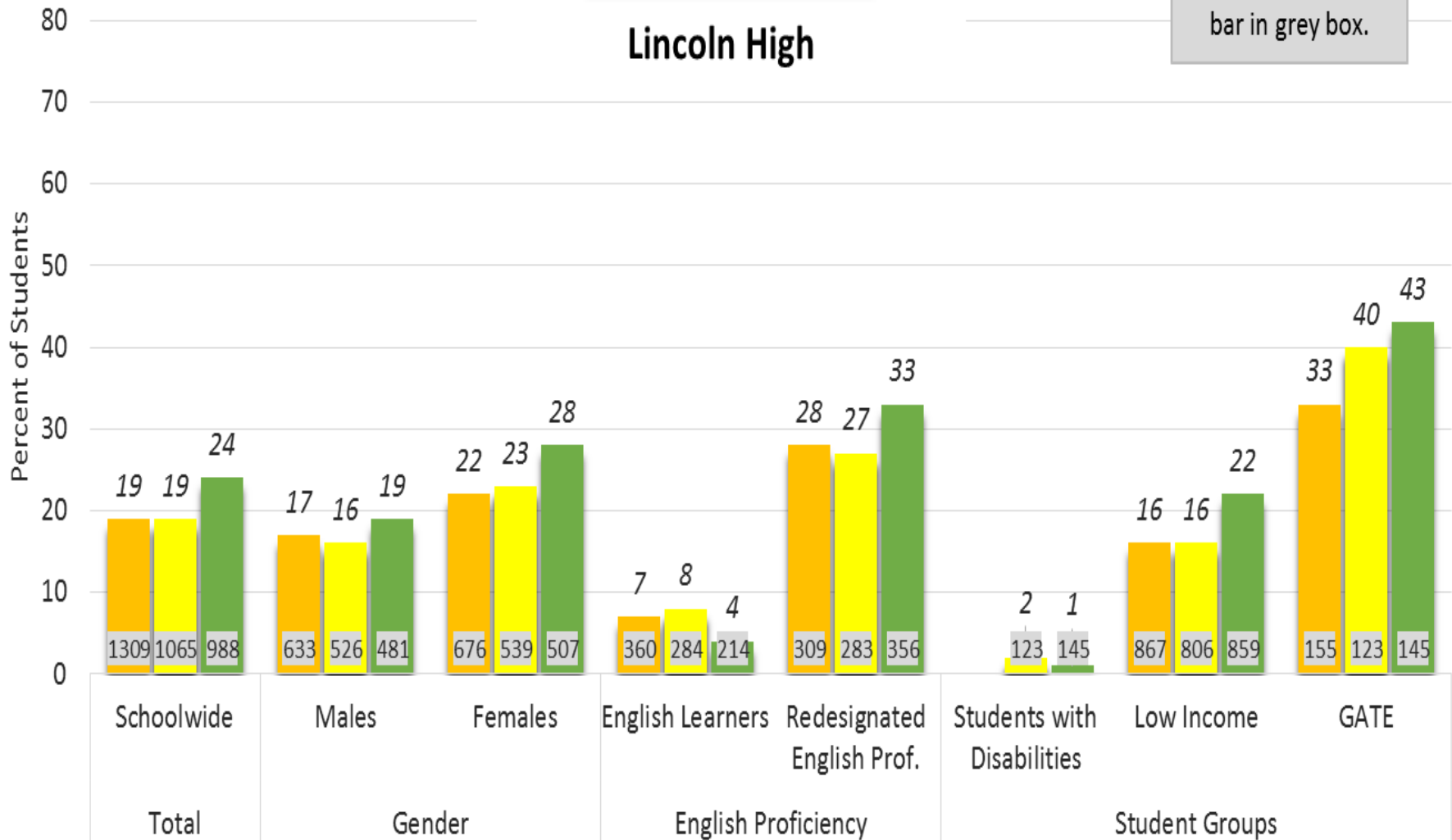
Percent of Students Taking 1+ Weighted Courses in Spring 2014

Grades 10-12, Disaggregation by Student Group

2012 2013 2014

Total N for each bar in grey box.

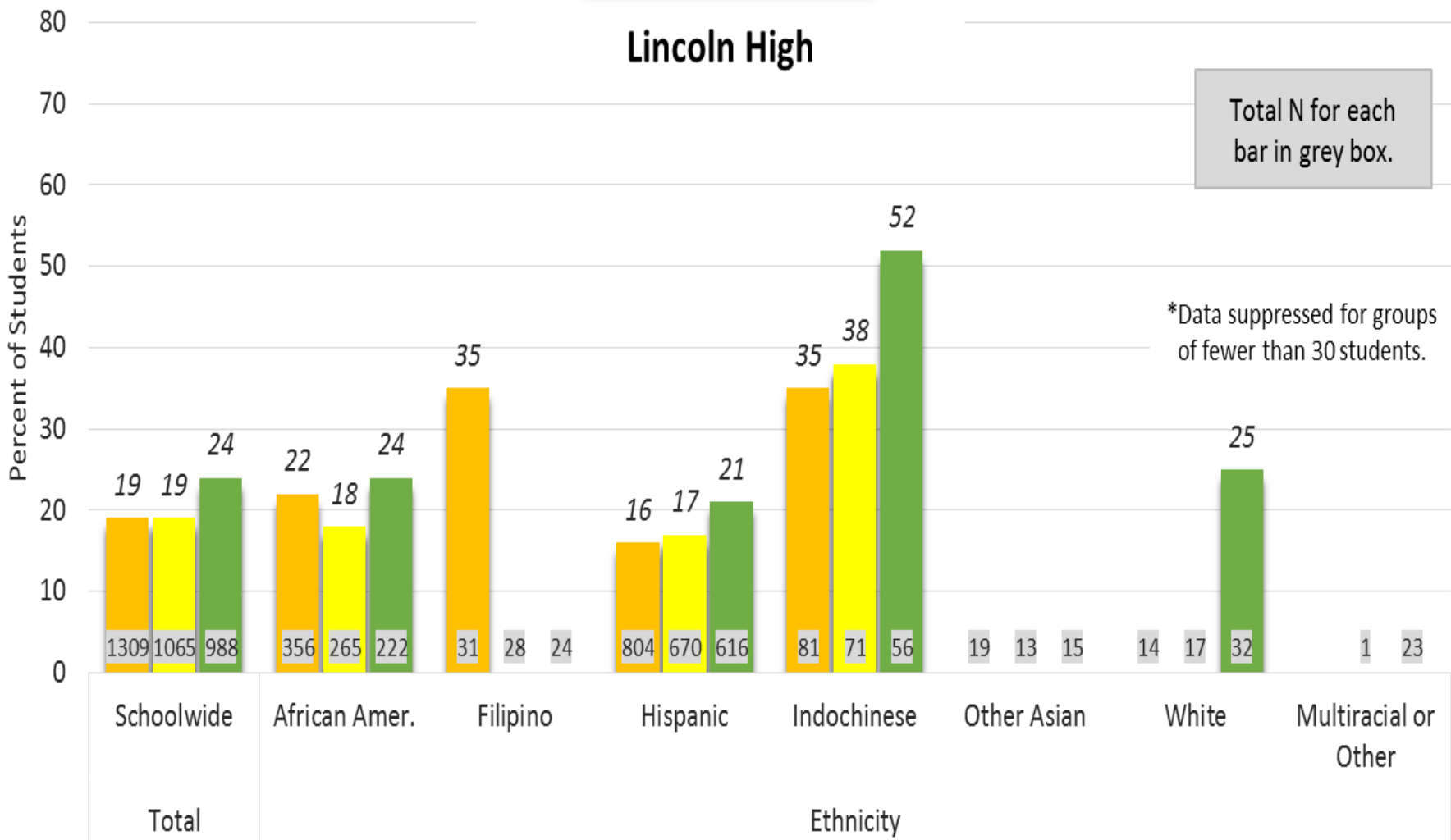
Lincoln High



Percent of Students Taking 1+ Weighted Courses in Spring 2014 Grades 10-12, Disaggregation by Ethnicity

2012 2013 2014

Lincoln High

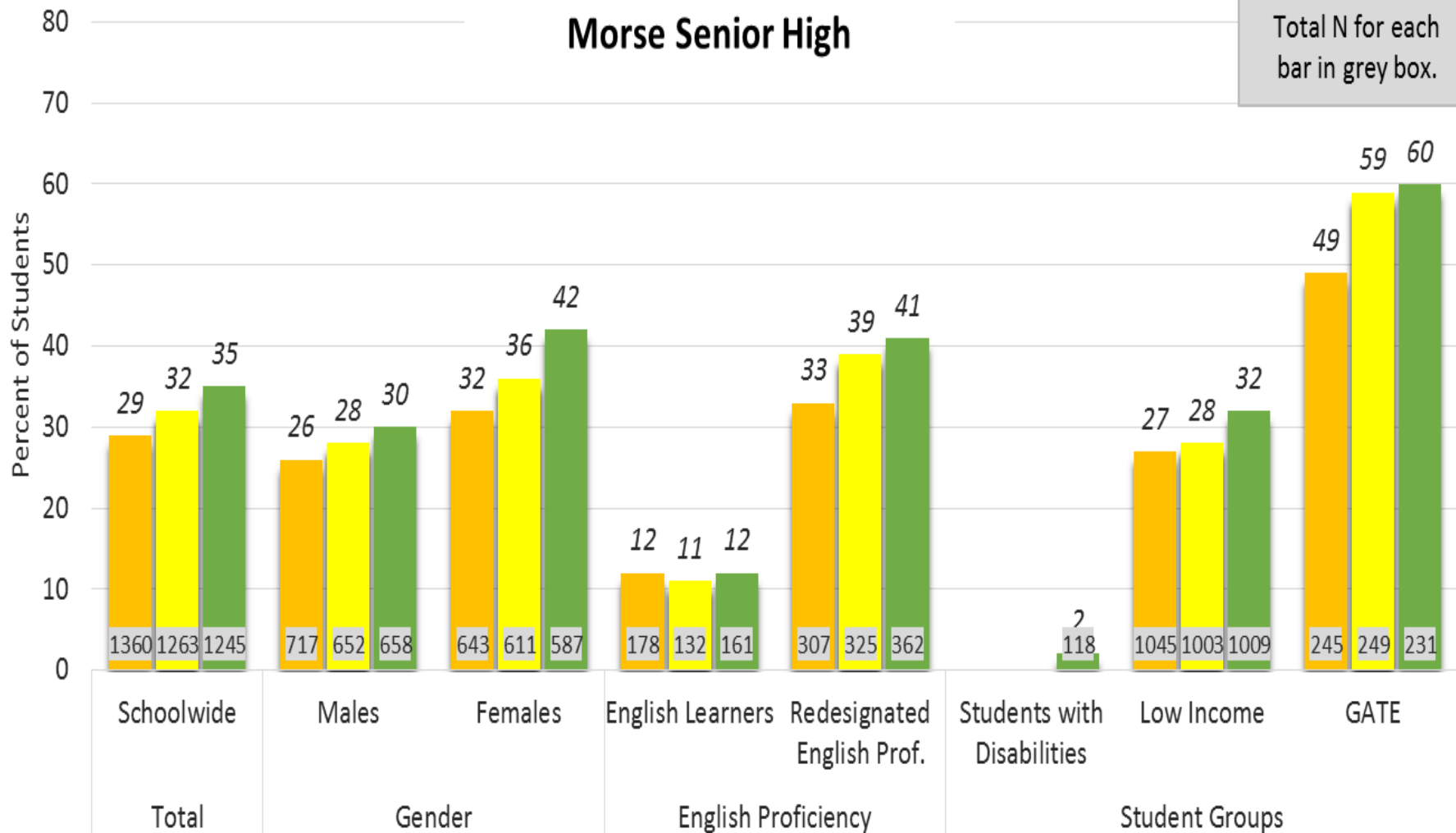


Percent of Students Taking 1+ Weighted Courses in Spring 2014 Grades 10-12, Disaggregation by Student Group

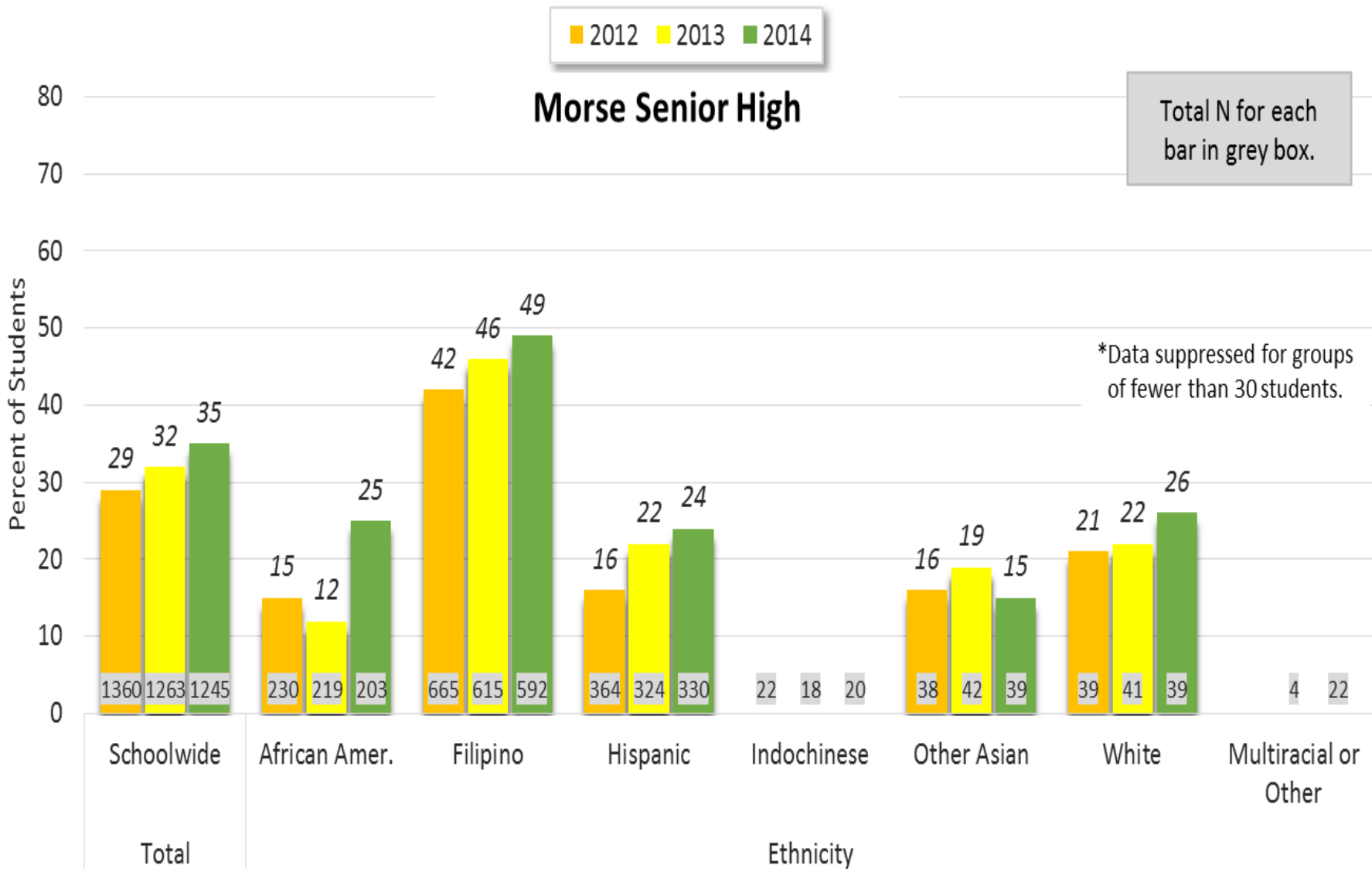
2012 2013 2014

Morse Senior High

Total N for each bar in grey box.



Percent of Students Taking 1+ Weighted Courses in Spring 2014 Grades 10-12, Disaggregation by Ethnicity



Percent of Students Taking 1+ Weighted Courses in Spring 2014

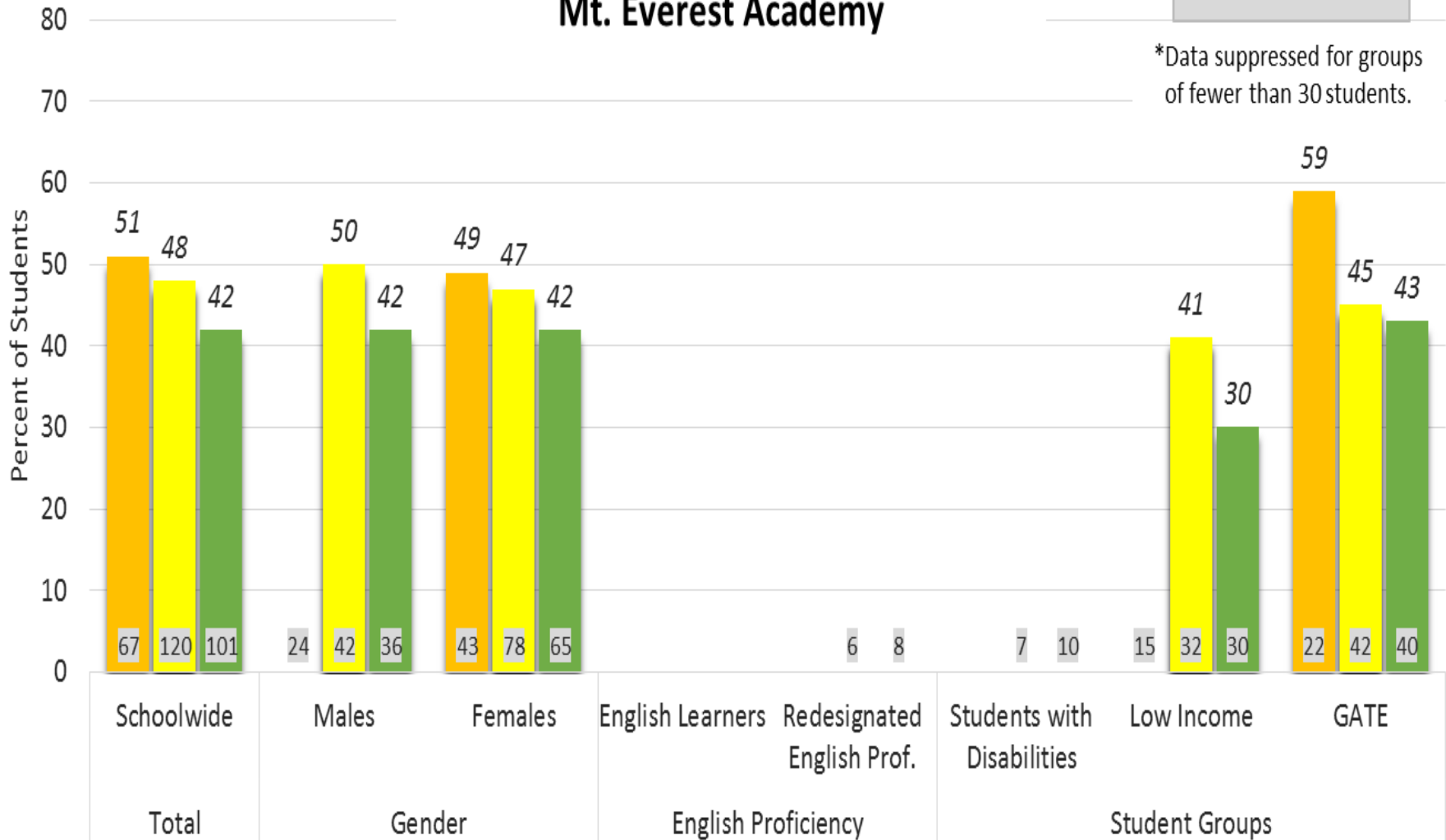
Grades 10-12, Disaggregation by Student Group

2012 2013 2014

Total N for each bar in grey box.

Mt. Everest Academy

*Data suppressed for groups of fewer than 30 students.

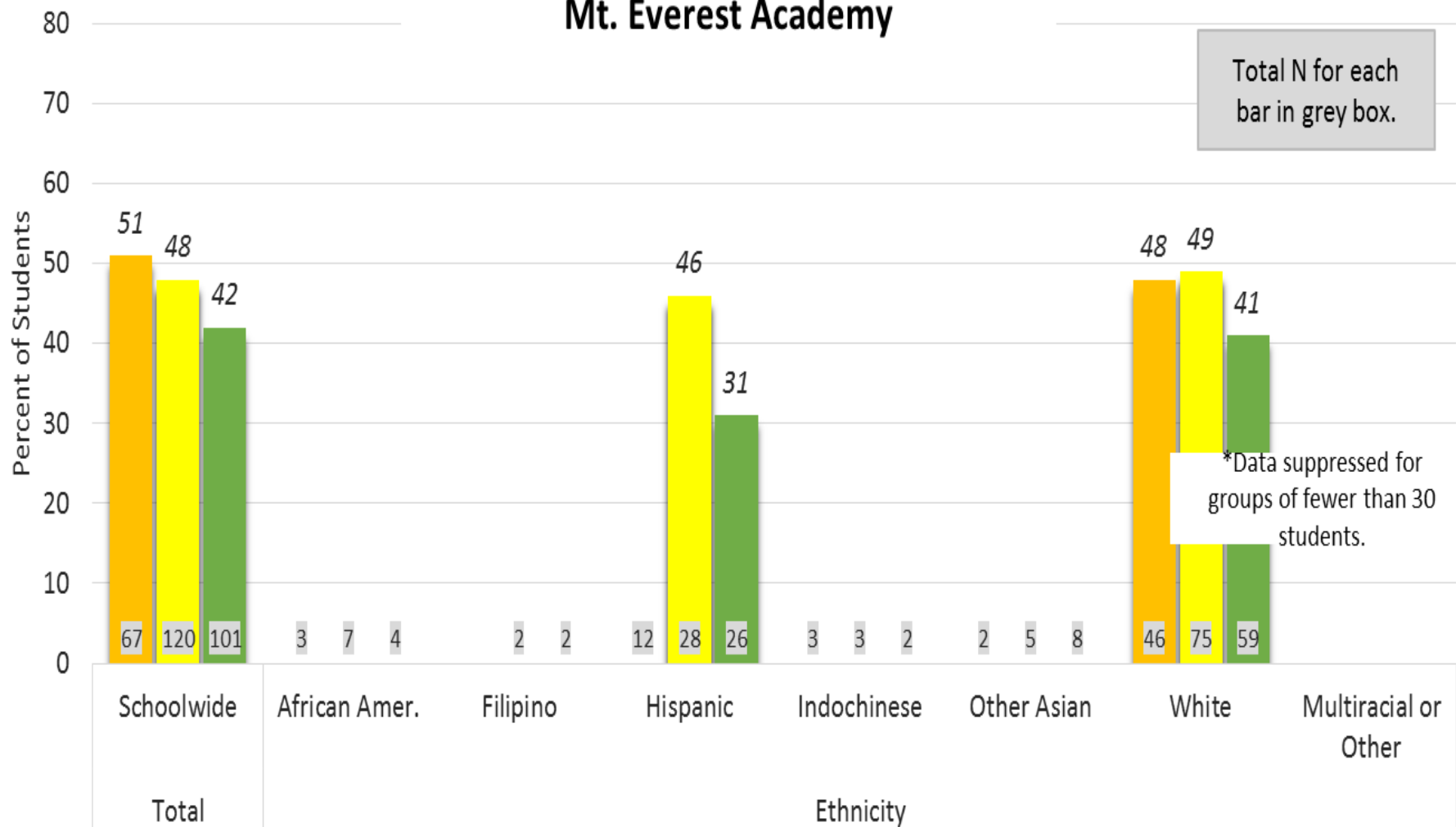


Percent of Students Taking 1+ Weighted Courses in Spring 2014

Grades 10-12, Disaggregation by Ethnicity

2012 2013 2014

Mt. Everest Academy

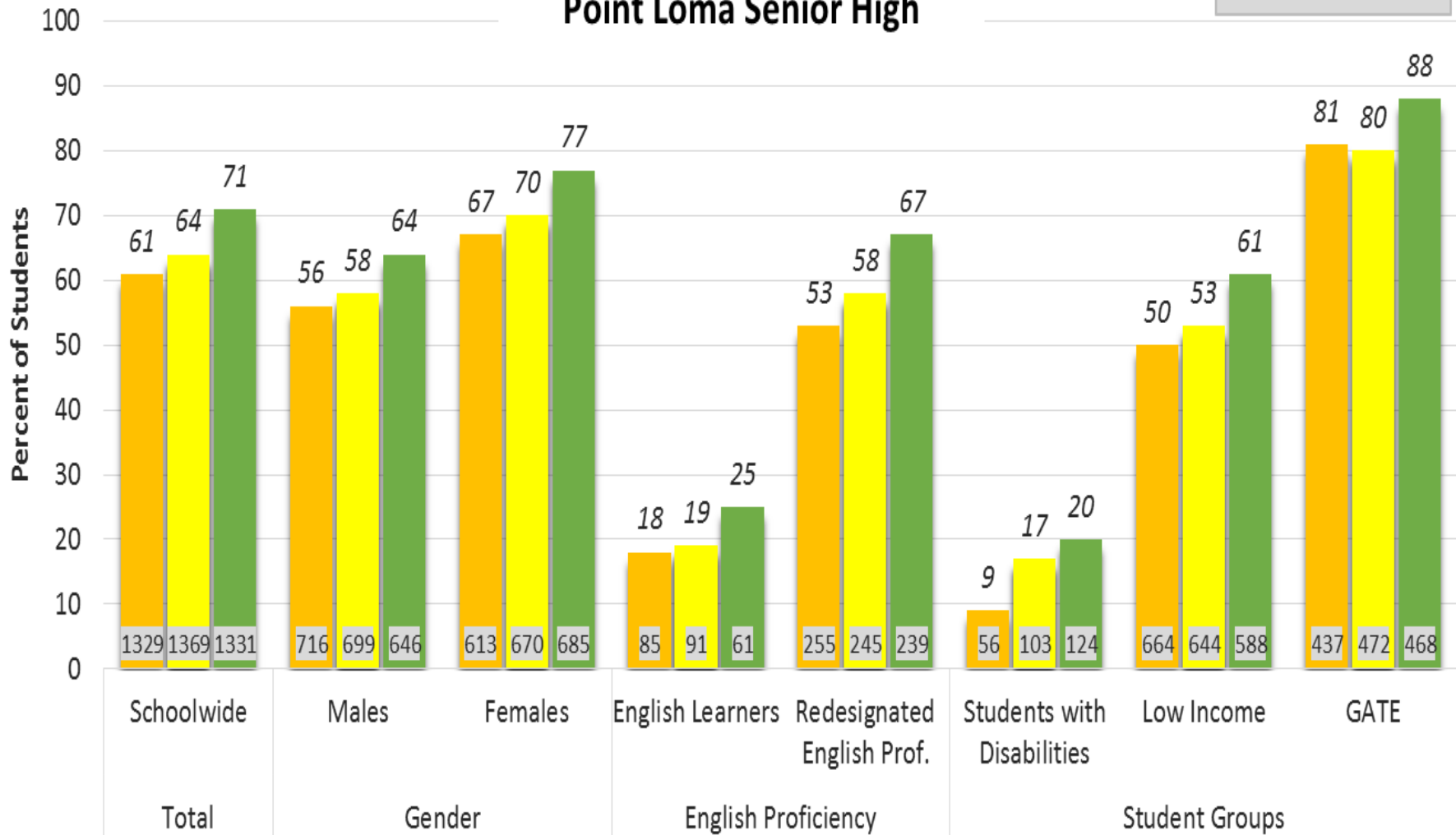


Percent of Students Taking 1+ Weighted Courses in Spring 2014 Grades 10-12, Disaggregation by Student Group

2012 2013 2014

Total N for each bar in grey box.

Point Loma Senior High

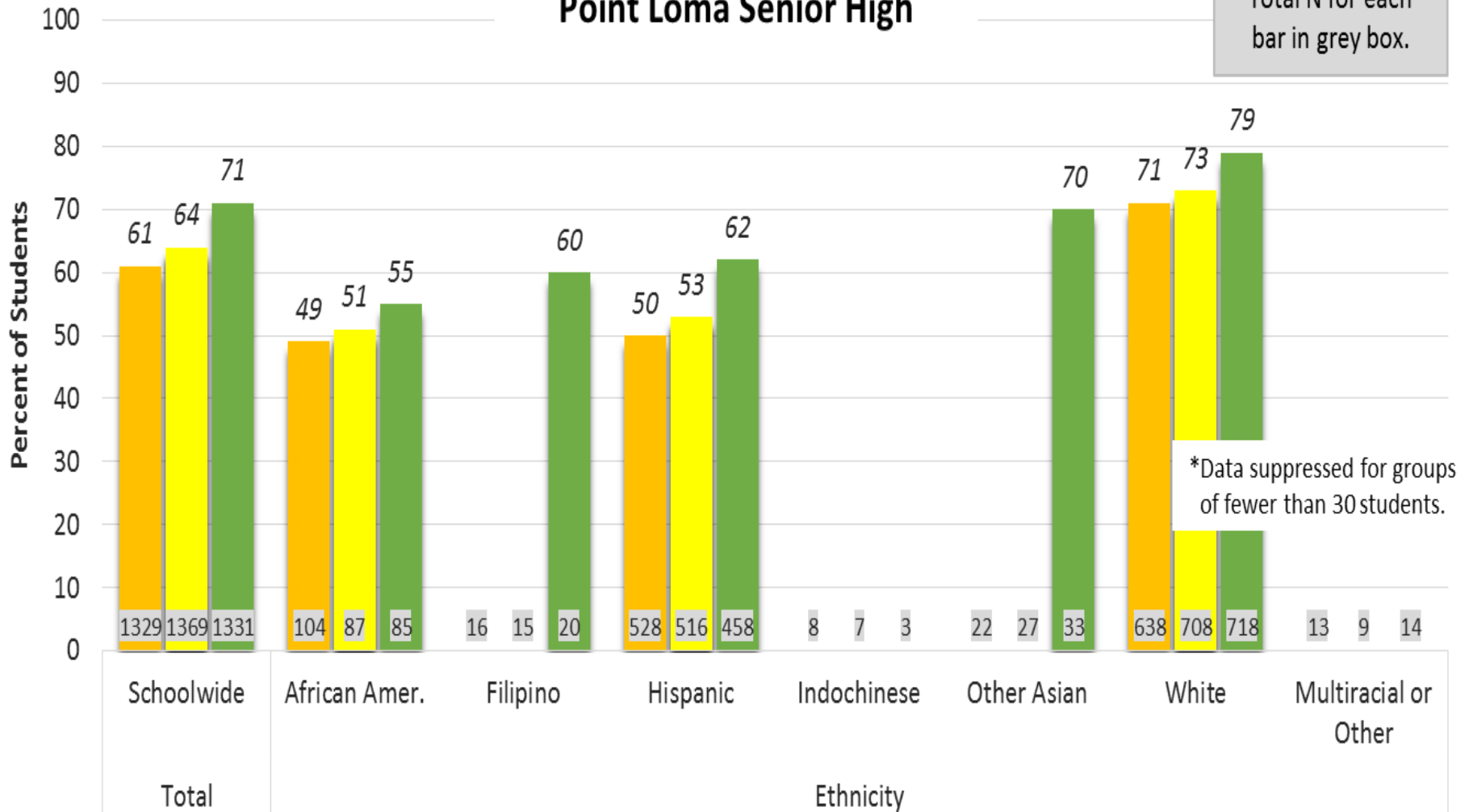


Percent of Students Taking 1+ Weighted Courses in Spring 2014 Grades 10-12, Disaggregation by Ethnicity

2012 2013 2014

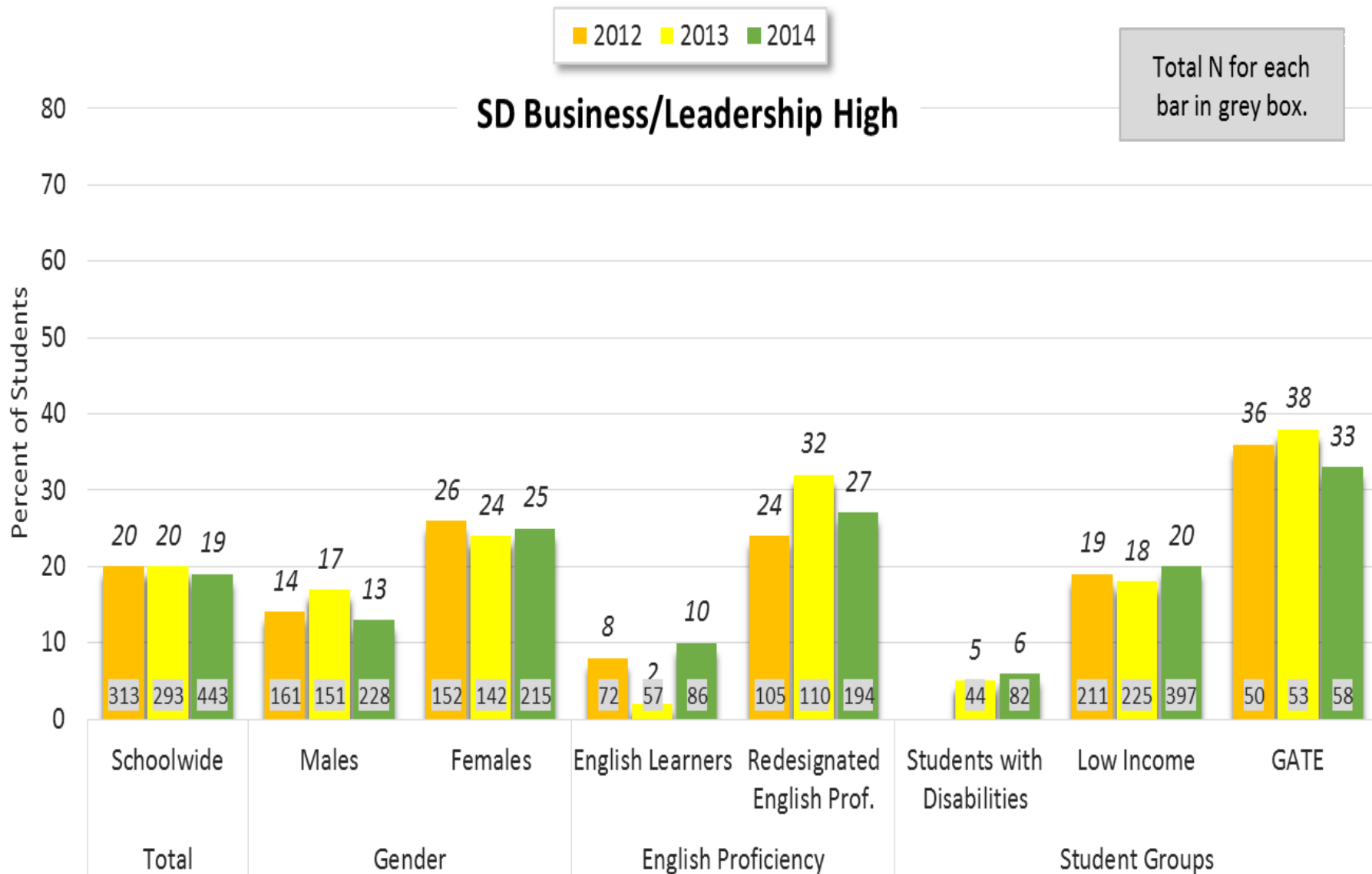
Point Loma Senior High

Total N for each bar in grey box.



Percent of Students Taking 1+ Weighted Courses in Spring 2014

Grades 10-12, Disaggregation by Student Group

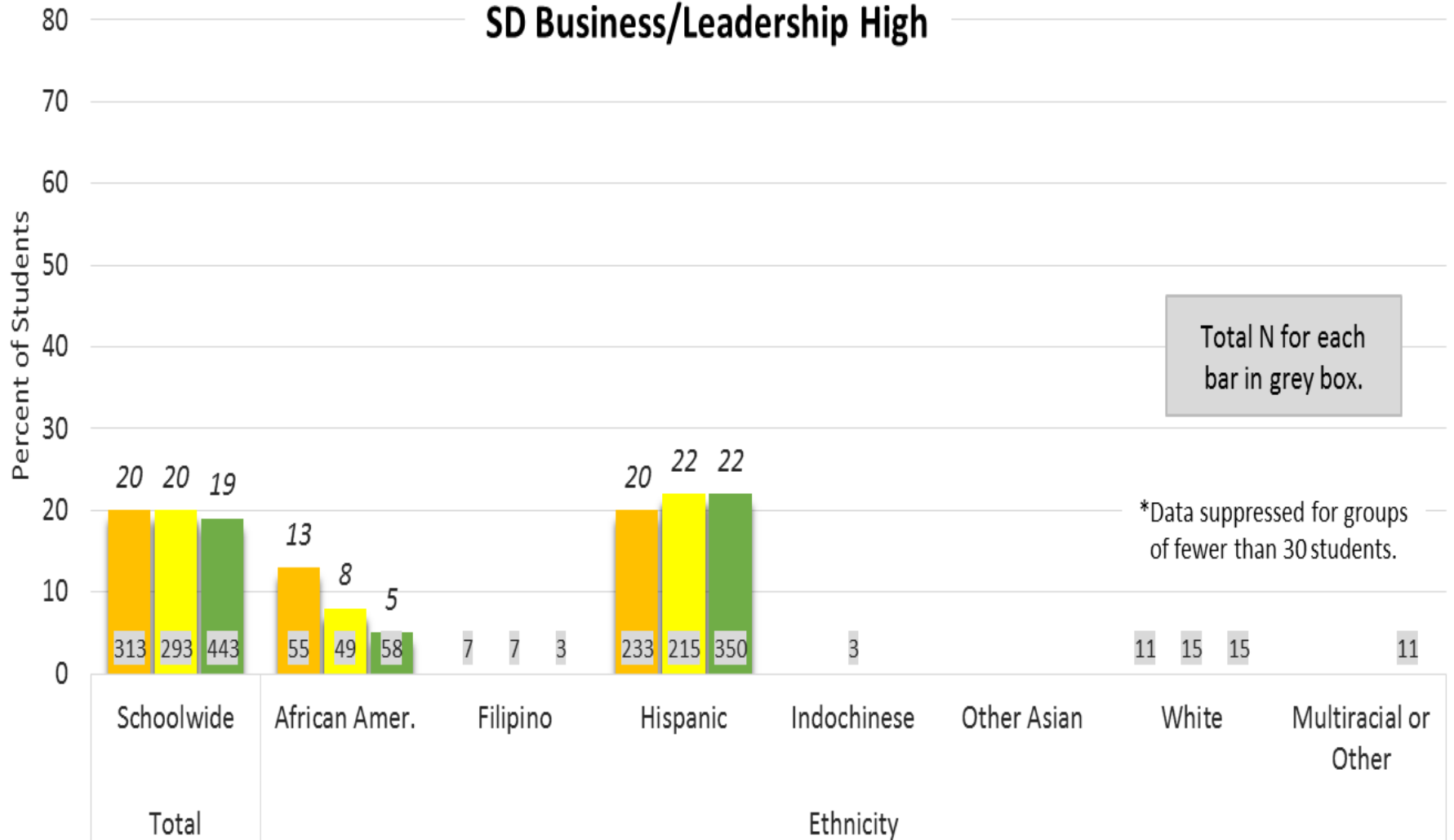


Percent of Students Taking 1+ Weighted Courses in Spring 2014

Grades 10-12, Disaggregation by Ethnicity

2012 2013 2014

SD Business/Leadership High



Percent of Students Taking 1+ Weighted Courses in Spring 2014

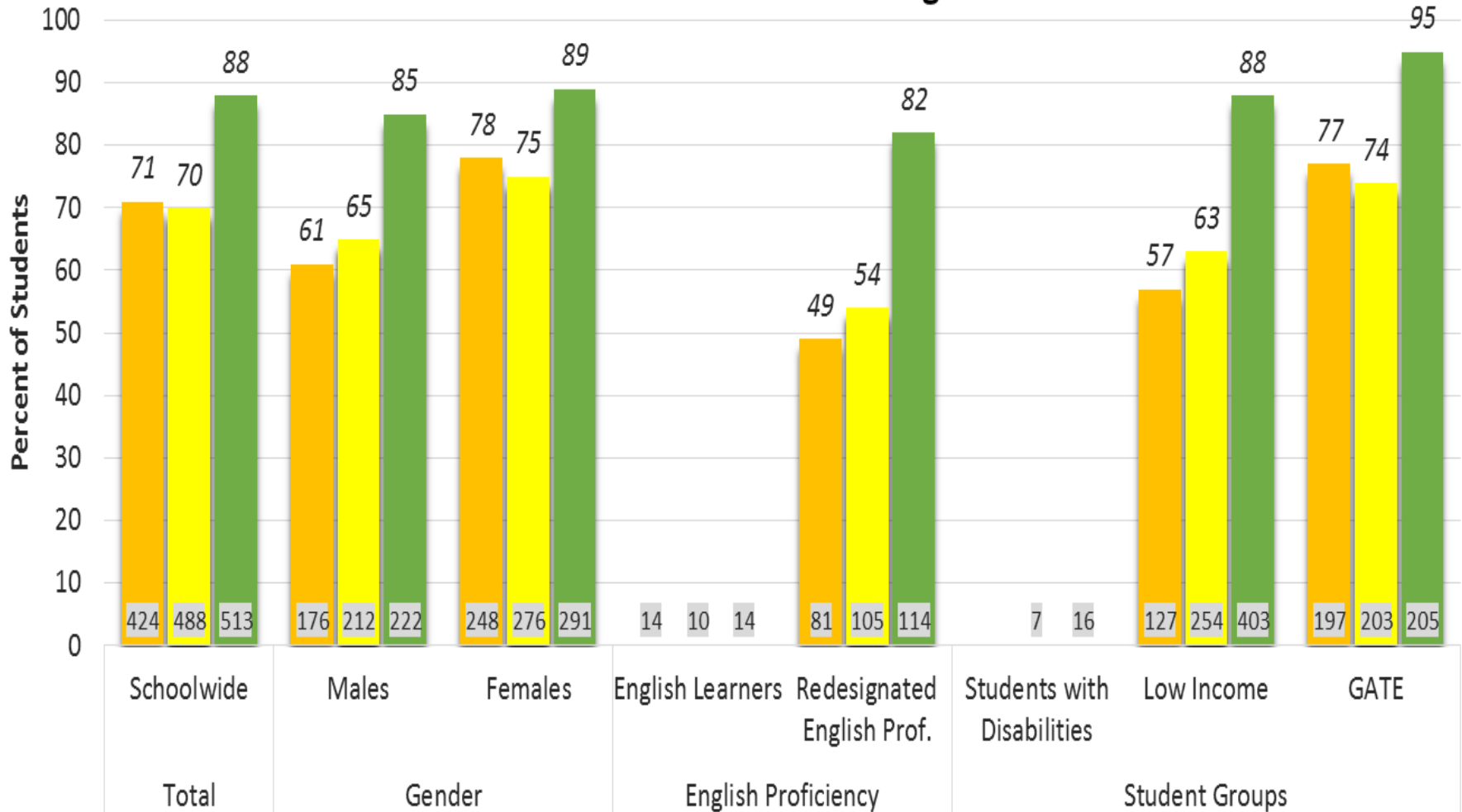
Grades 10-12, Disaggregation by Student Group

Total N for each bar in grey box.

2012 2013 2014

*Data suppressed for groups of fewer than 30 students.

SD International Studies High

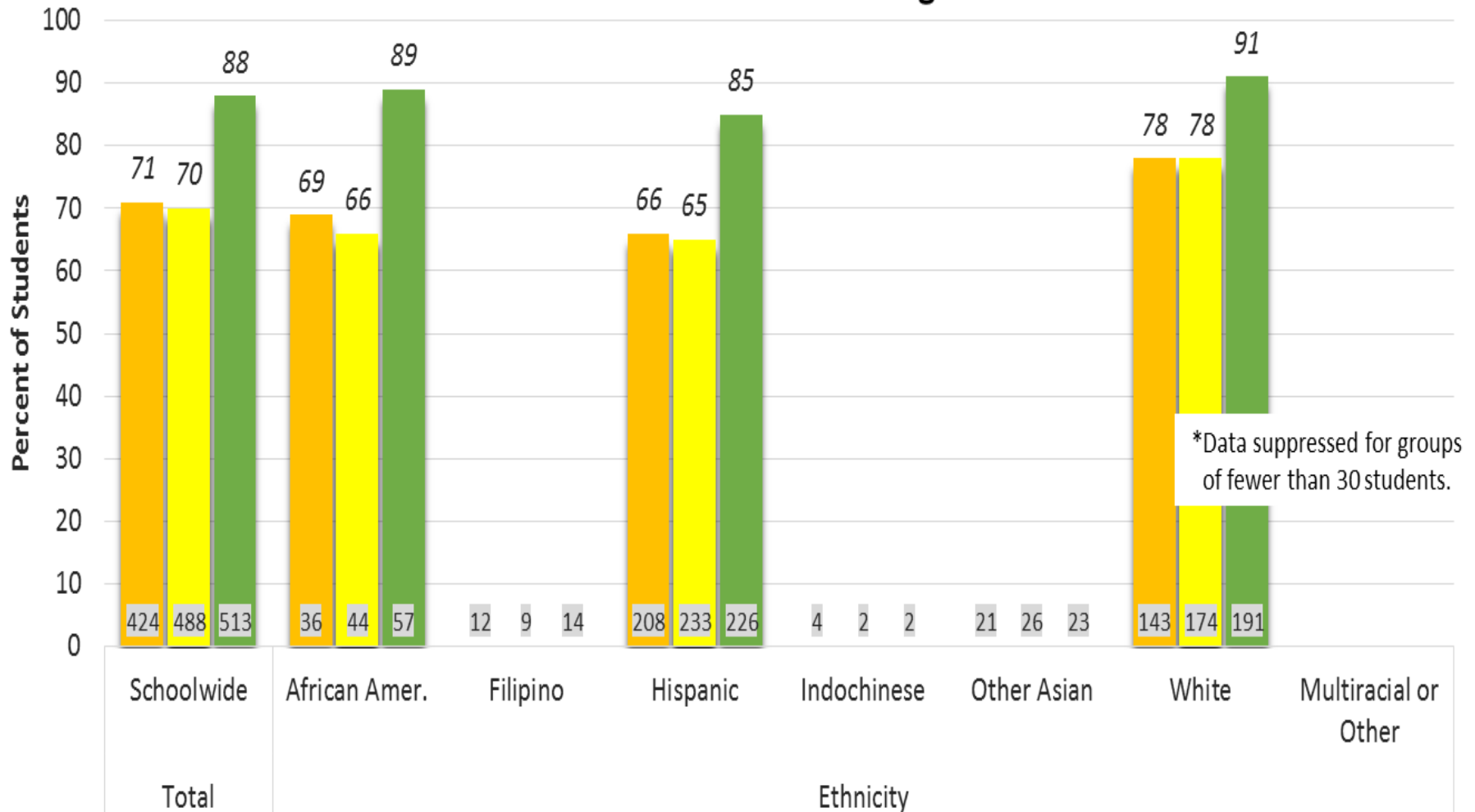


Percent of Students Taking 1+ Weighted Courses in Spring 2014 Grades 10-12, Disaggregation by Ethnicity

2012 2013 2014

Total N for each bar in grey box.

SD International Studies High

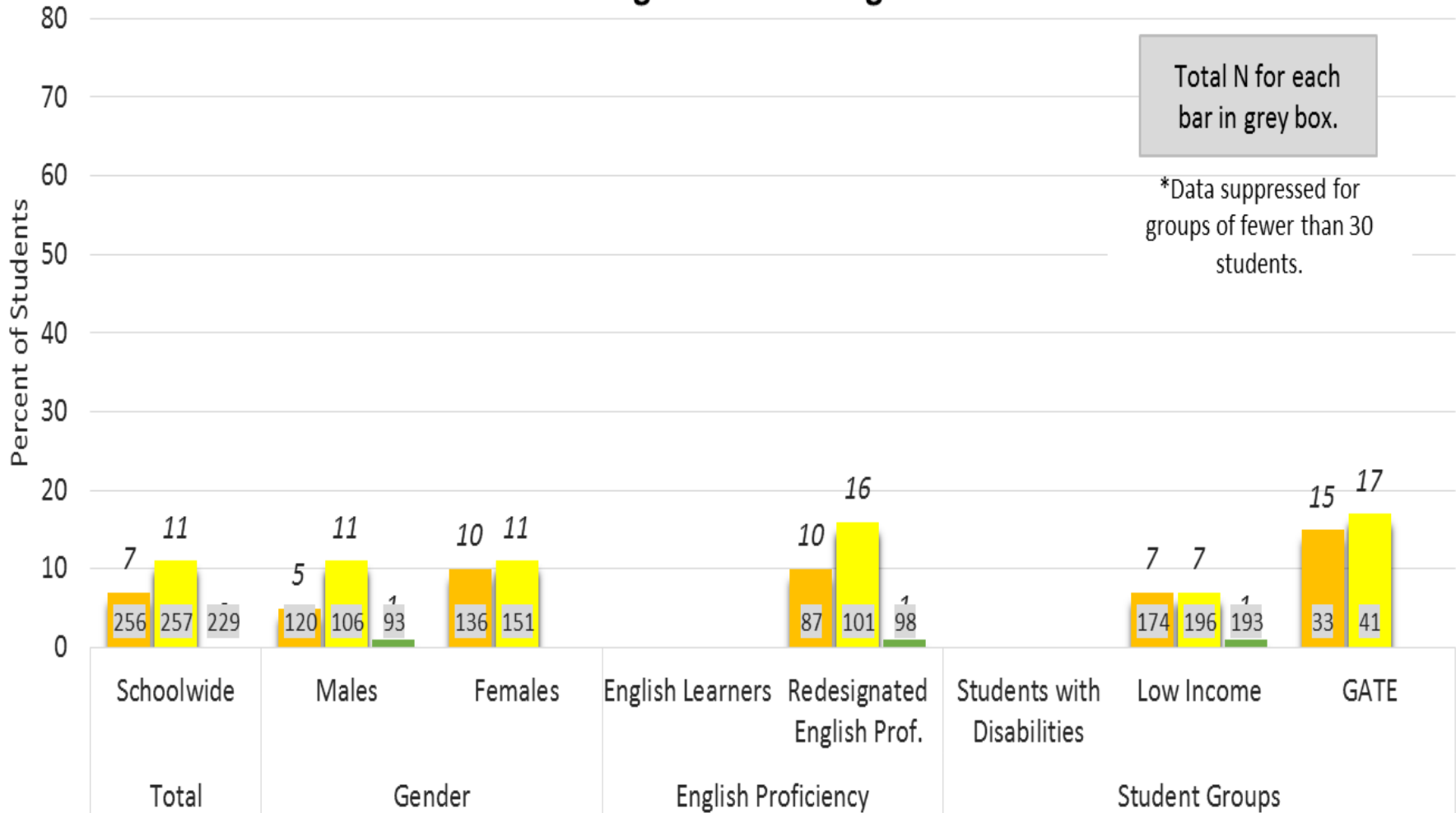


Percent of Students Taking 1+ Weighted Courses in Spring 2014

Grades 10-12, Disaggregation by Student Group

2012 2013 2014

San Diego MVP Arts High

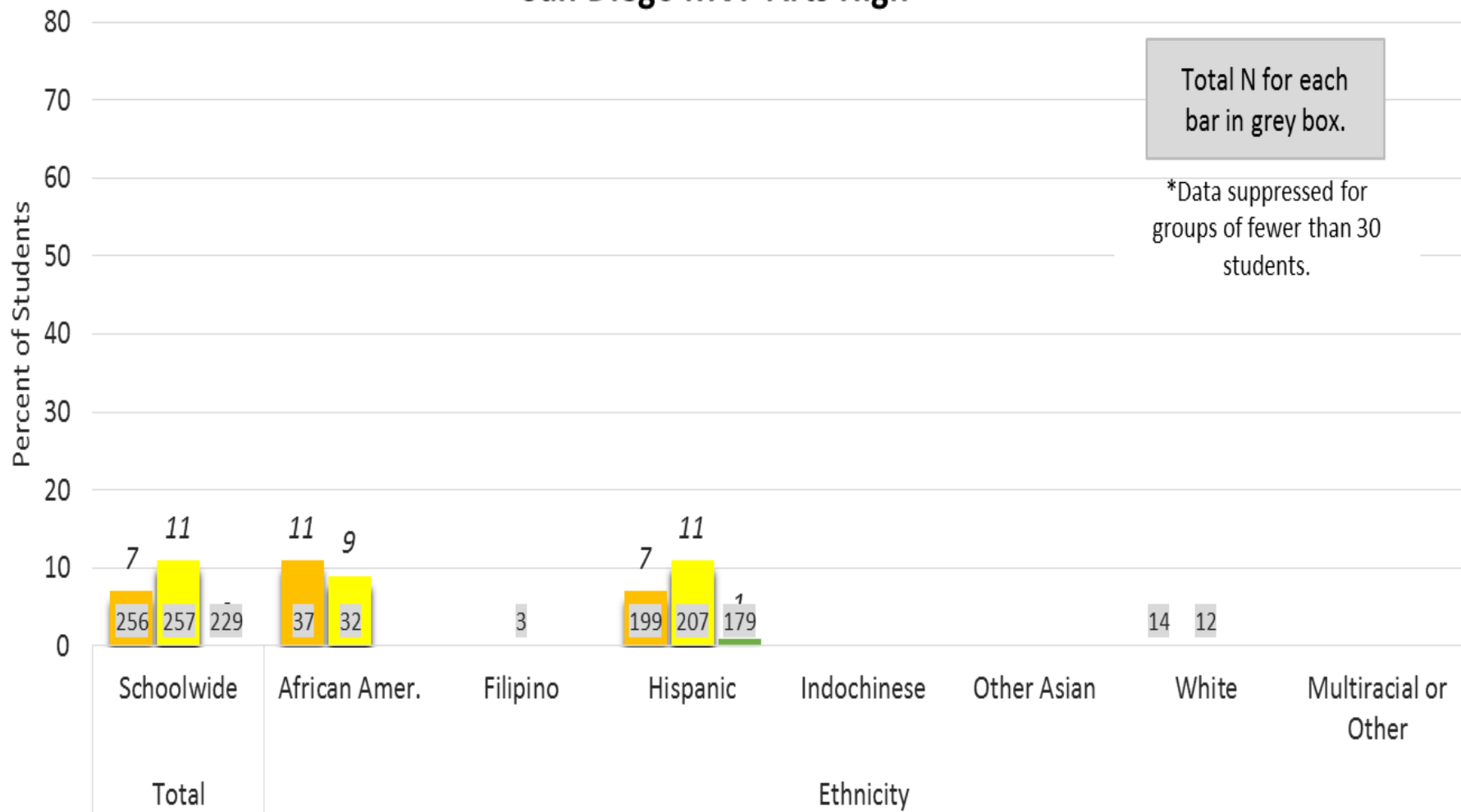


Percent of Students Taking 1+ Weighted Courses in Spring 2014

Grades 10-12, Disaggregation by Ethnicity

2012 2013 2014

San Diego MVP Arts High

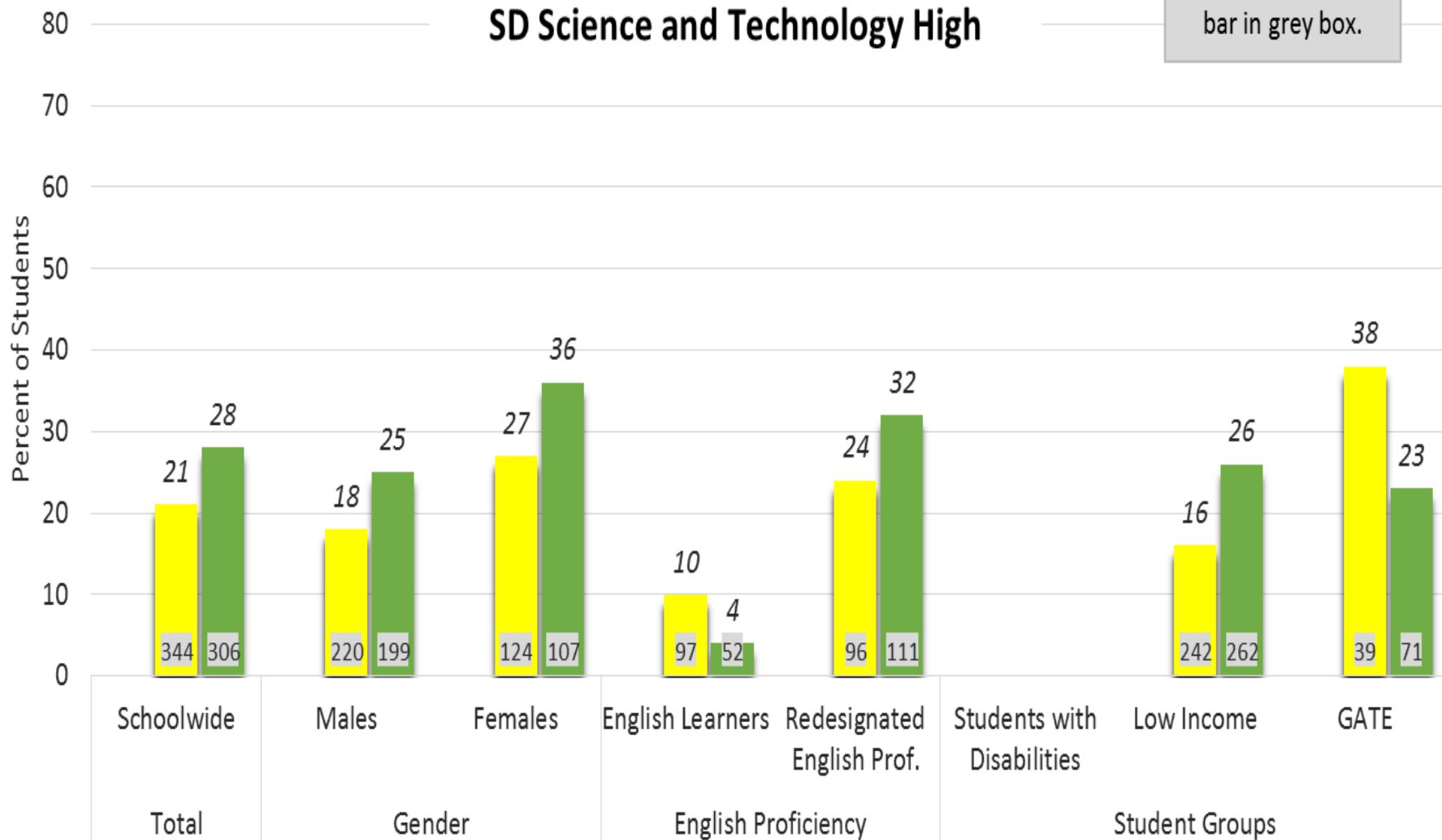


Percent of Students Taking 1+ Weighted Courses in Spring 2014 Grades 10-12, Disaggregation by Student Group

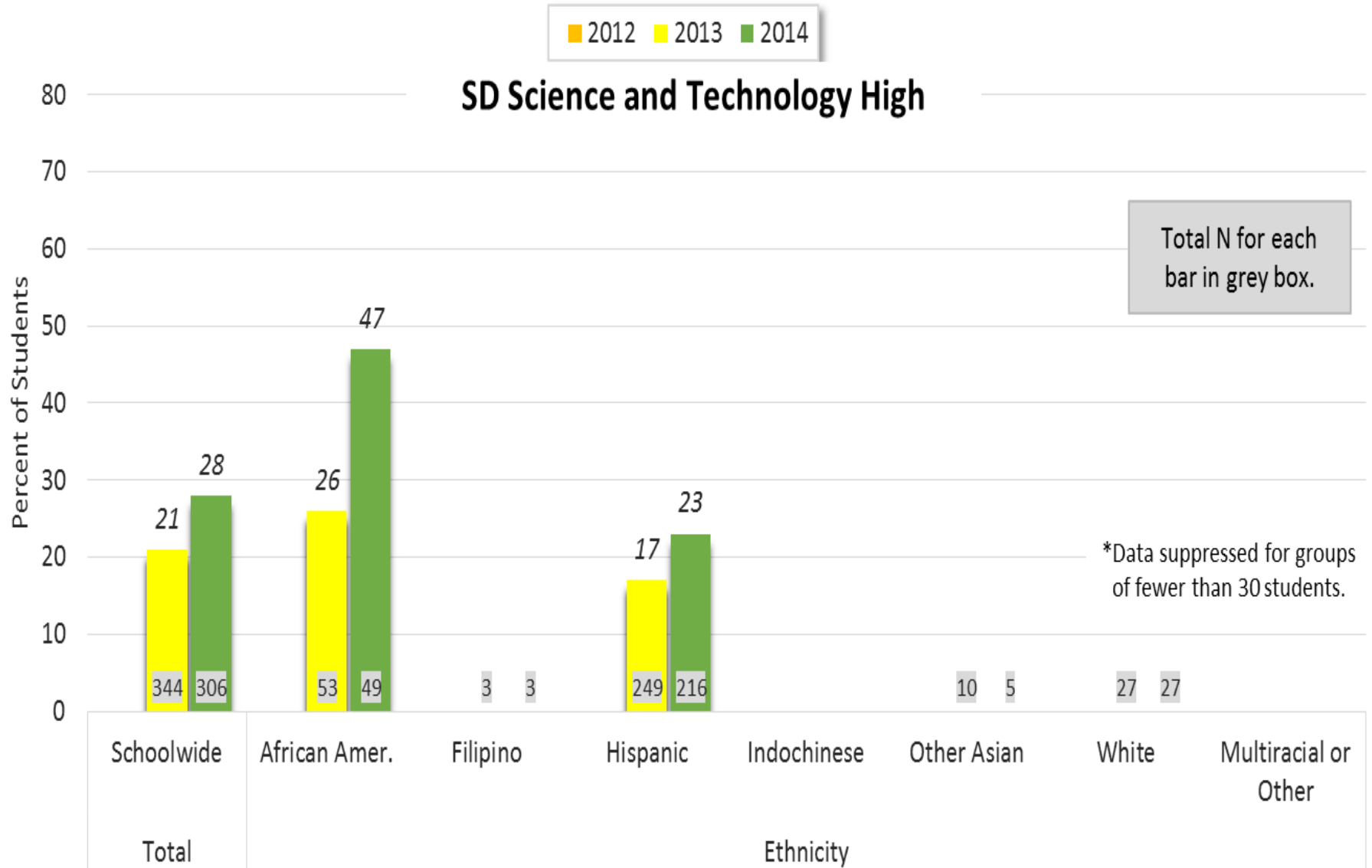
SD Science and Technology High

2012 2013 2014

Total N for each bar in grey box.



Percent of Students Taking 1+ Weighted Courses in Spring 2014 Grades 10-12, Disaggregation by Ethnicity

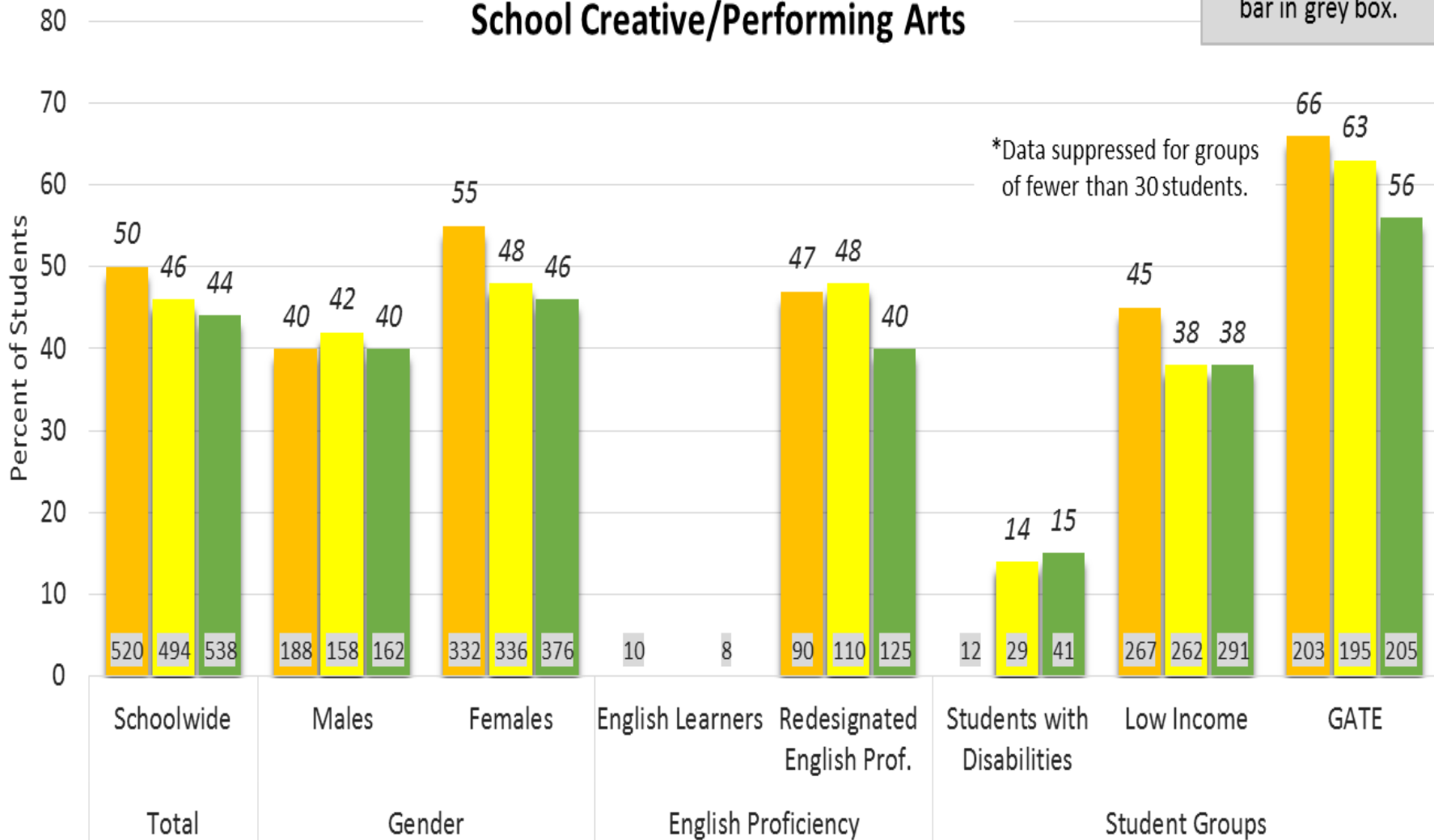


Percent of Students Taking 1+ Weighted Courses in Spring 2014 Grades 10-12, Disaggregation by Student Group

2012 2013 2014

Total N for each bar in grey box.

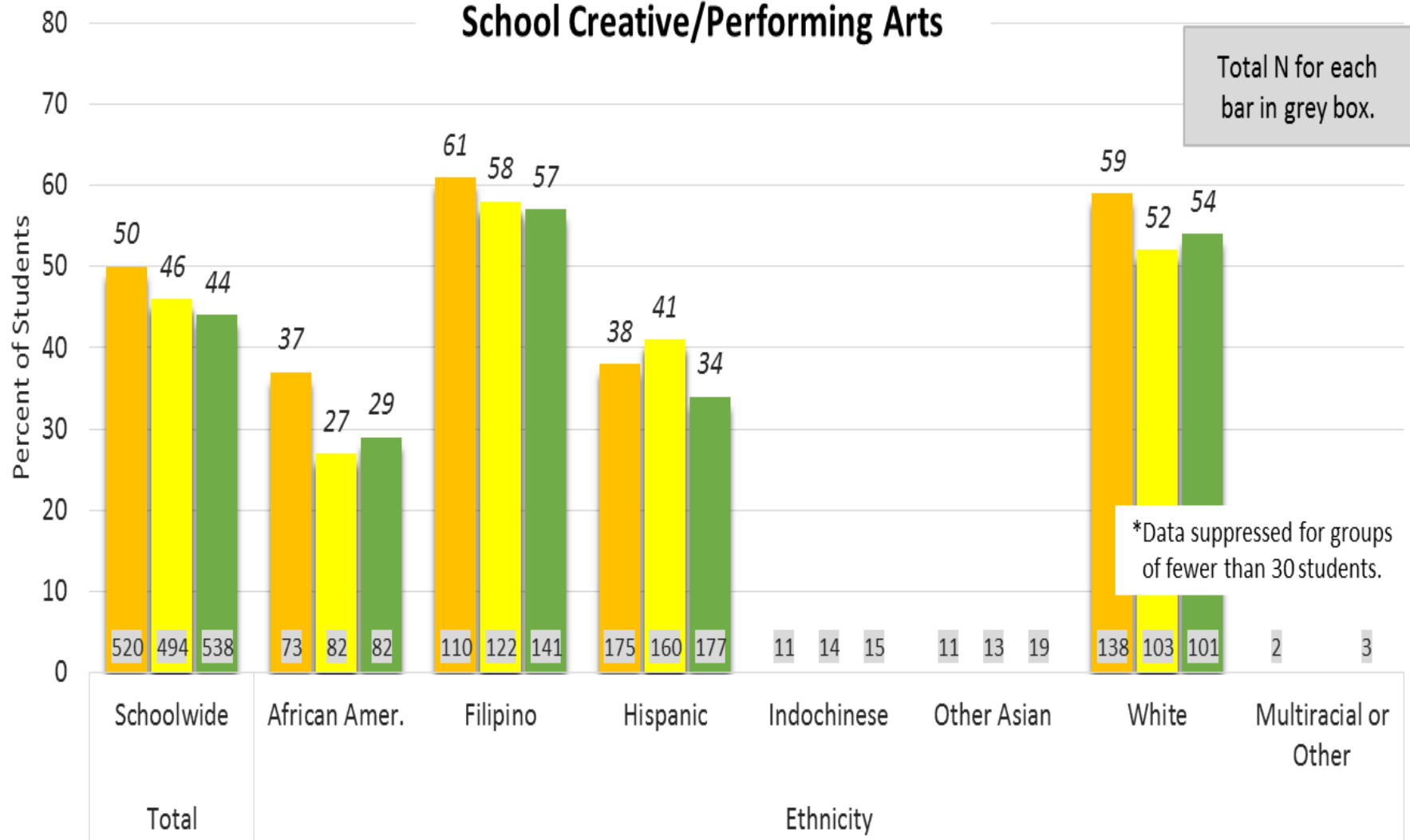
School Creative/Performing Arts



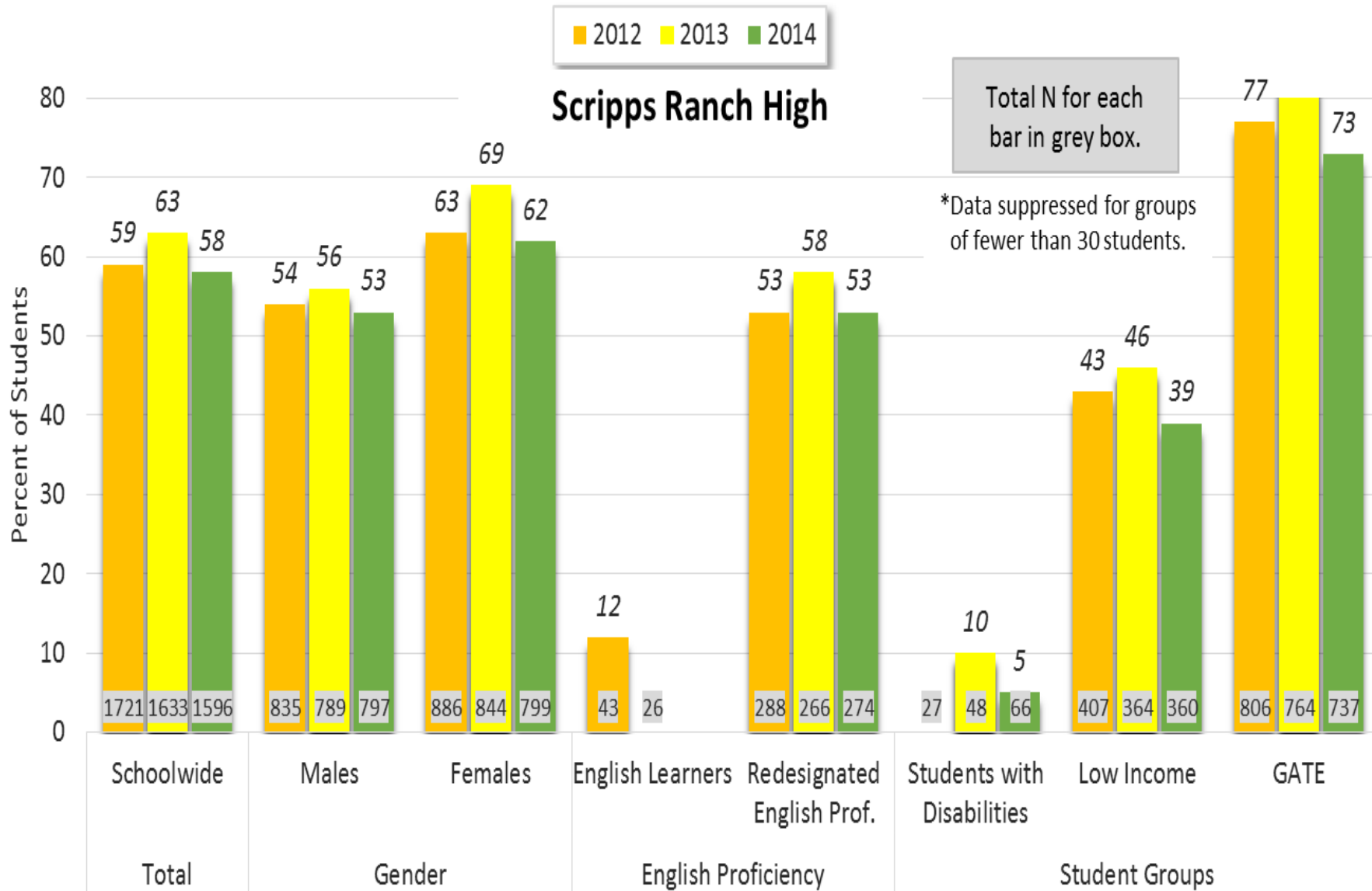
Percent of Students Taking 1+ Weighted Courses in Spring 2014 Grades 10-12, Disaggregation by Ethnicity

2012 2013 2014

School Creative/Performing Arts



Percent of Students Taking 1+ Weighted Courses in Spring 2014 Grades 10-12, Disaggregation by Student Group

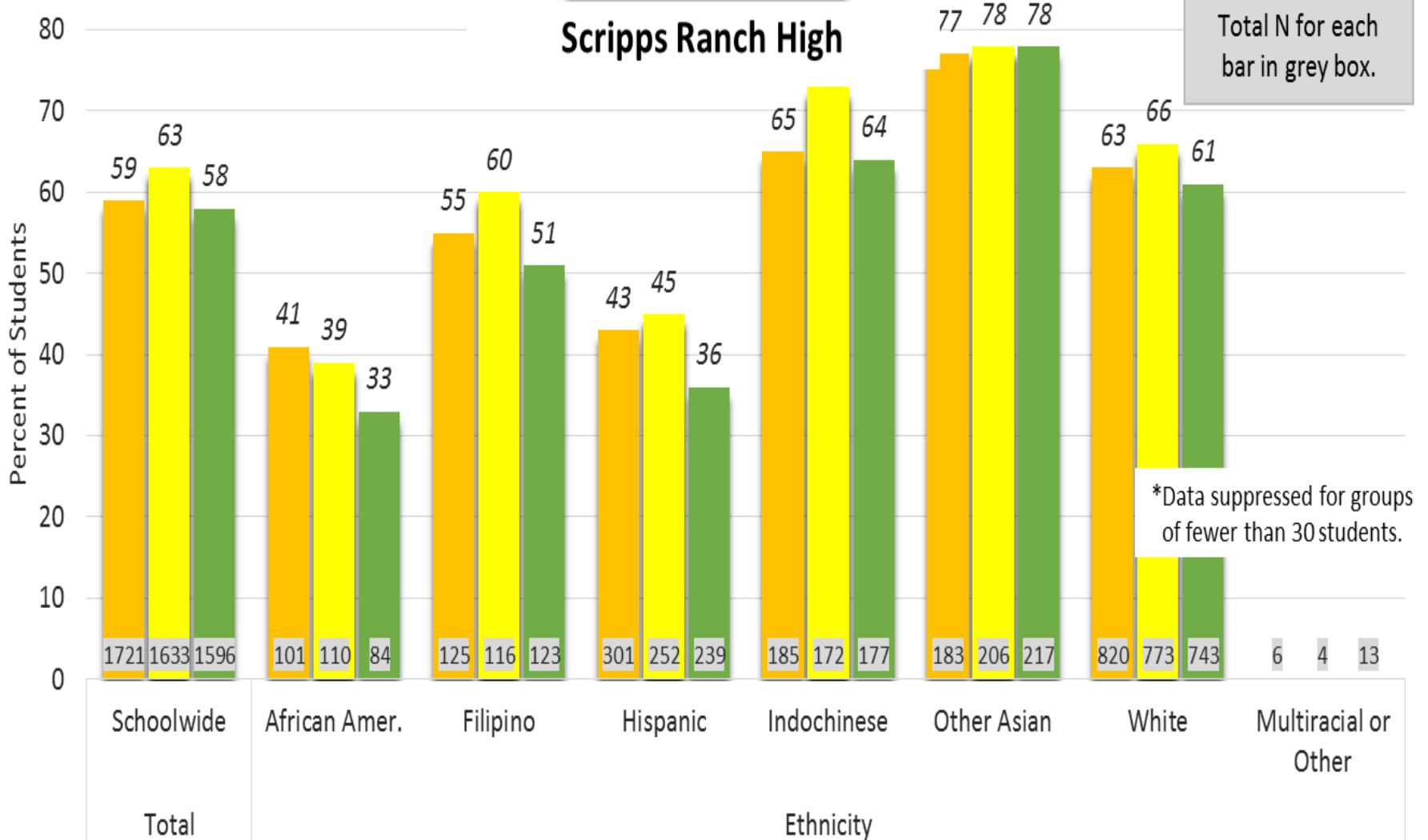


Percent of Students Taking 1+ Weighted Courses in Spring 2014

Grades 10-12, Disaggregation by Ethnicity

2012 2013 2014

Scripps Ranch High



Percent of Students Taking 1+ Weighted Courses in Spring 2014

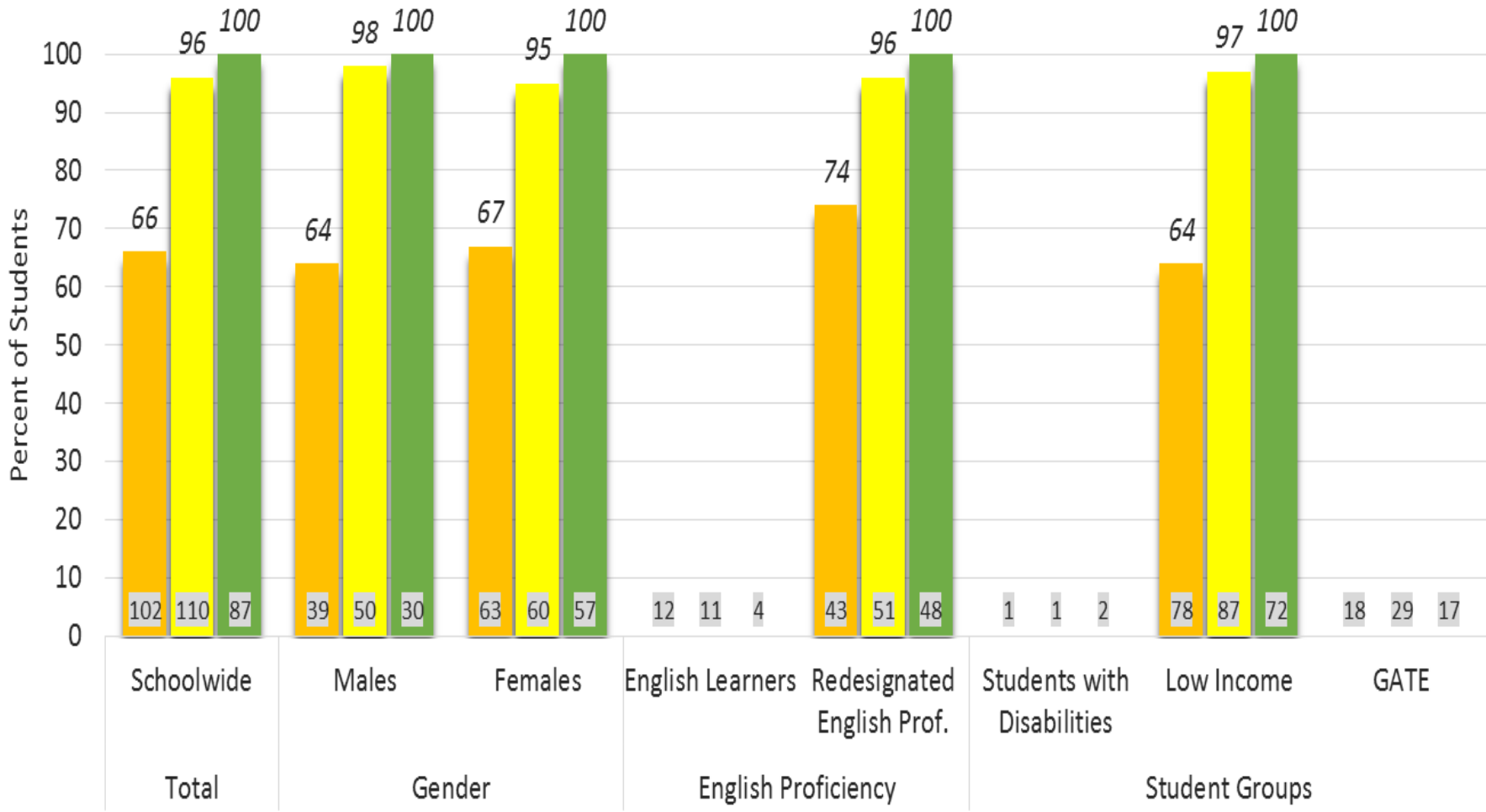
Grades 10-12, Disaggregation by Student Group

2012 2013 2014

Total N for each bar in grey box.

SD Early/Middle College High

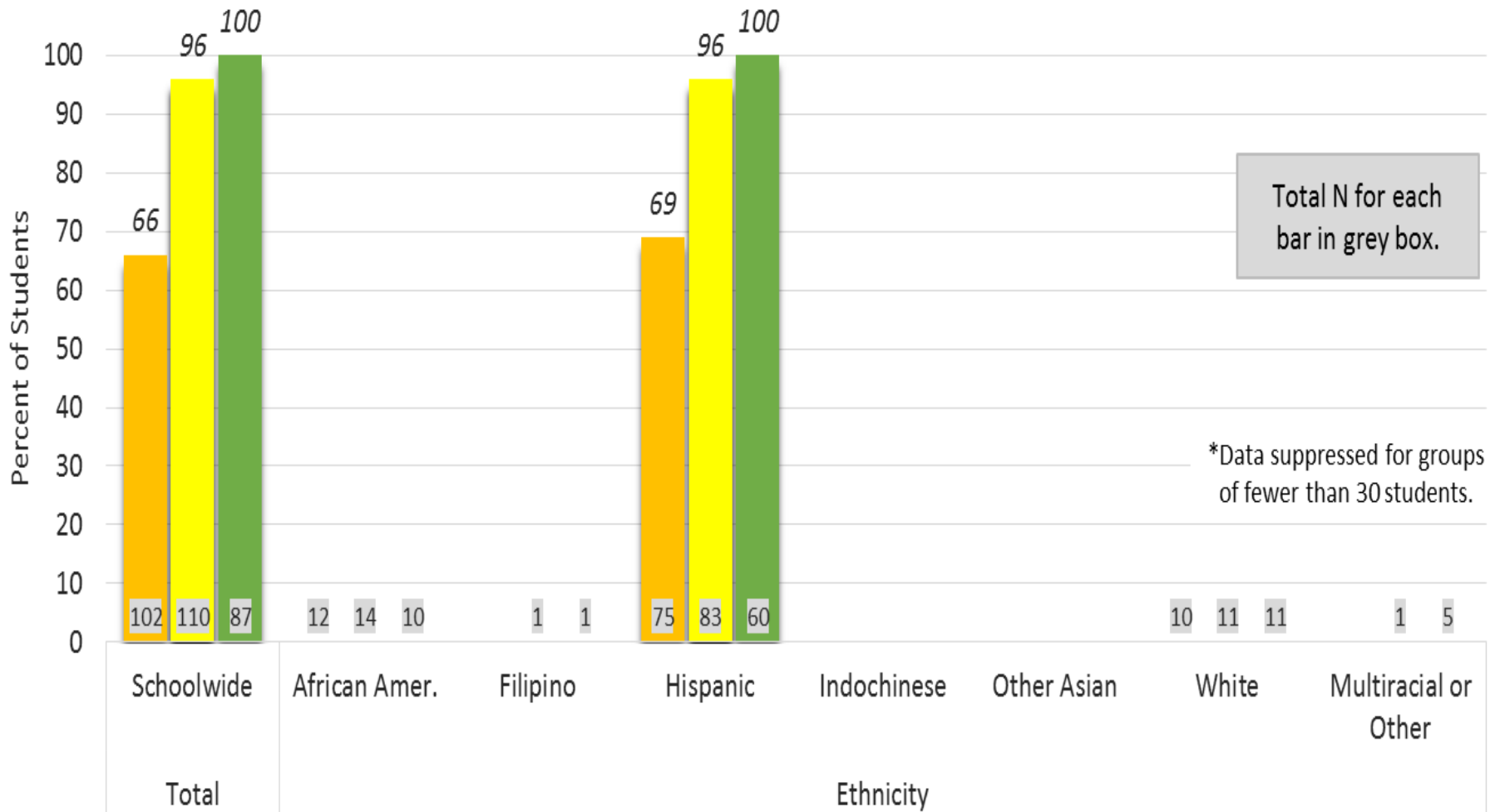
*Data suppressed for groups of fewer than 30 students.



Percent of Students Taking 1+ Weighted Courses in Spring 2014 Grades 10-12, Disaggregation by Ethnicity

2012 2013 2014

SD Early/Middle College High



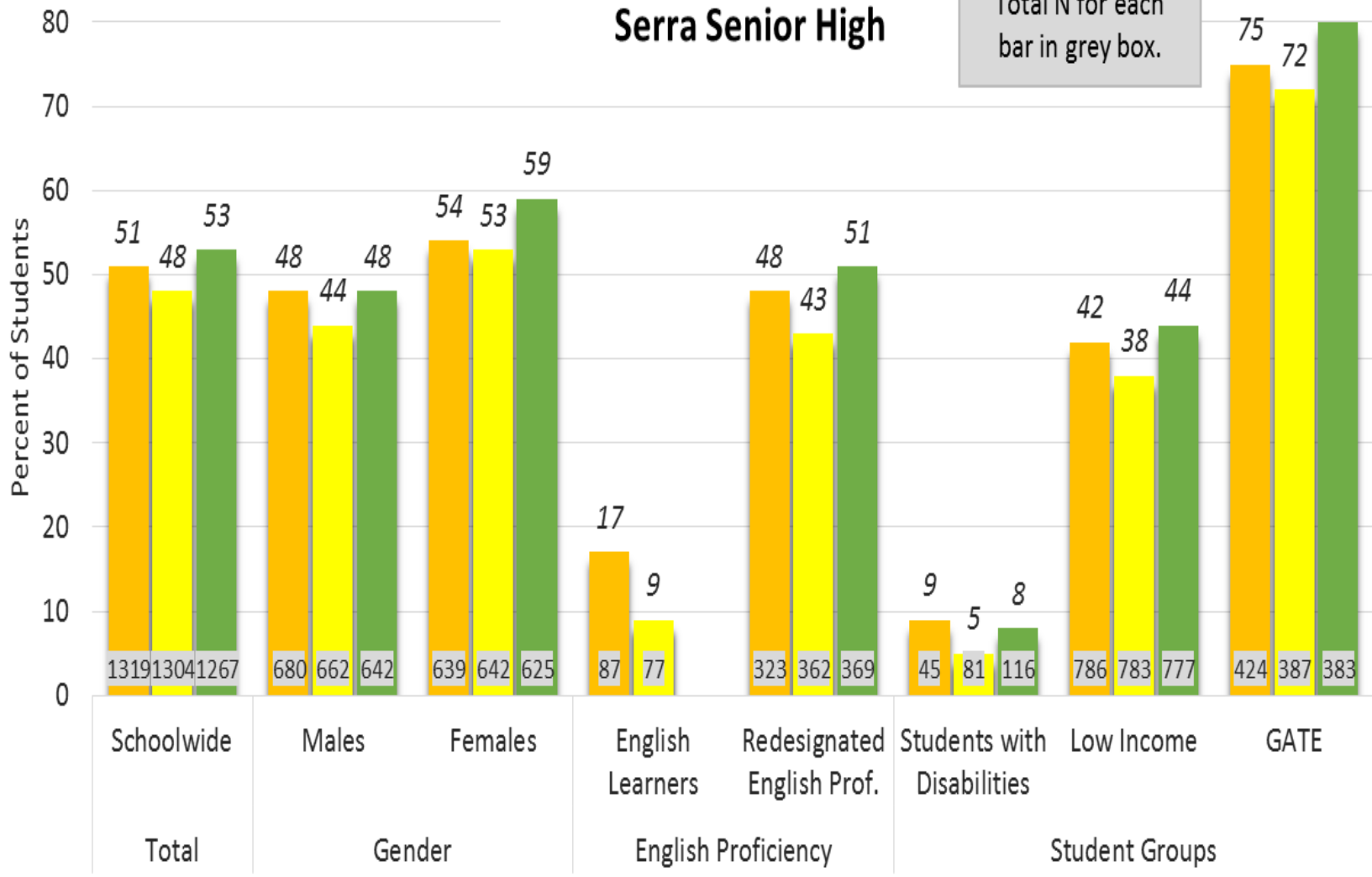
Percent of Students Taking 1+ Weighted Courses in Spring 2014

Grades 10-12, Disaggregation by Student Group

2012 2013 2014

Serra Senior High

Total N for each bar in grey box.



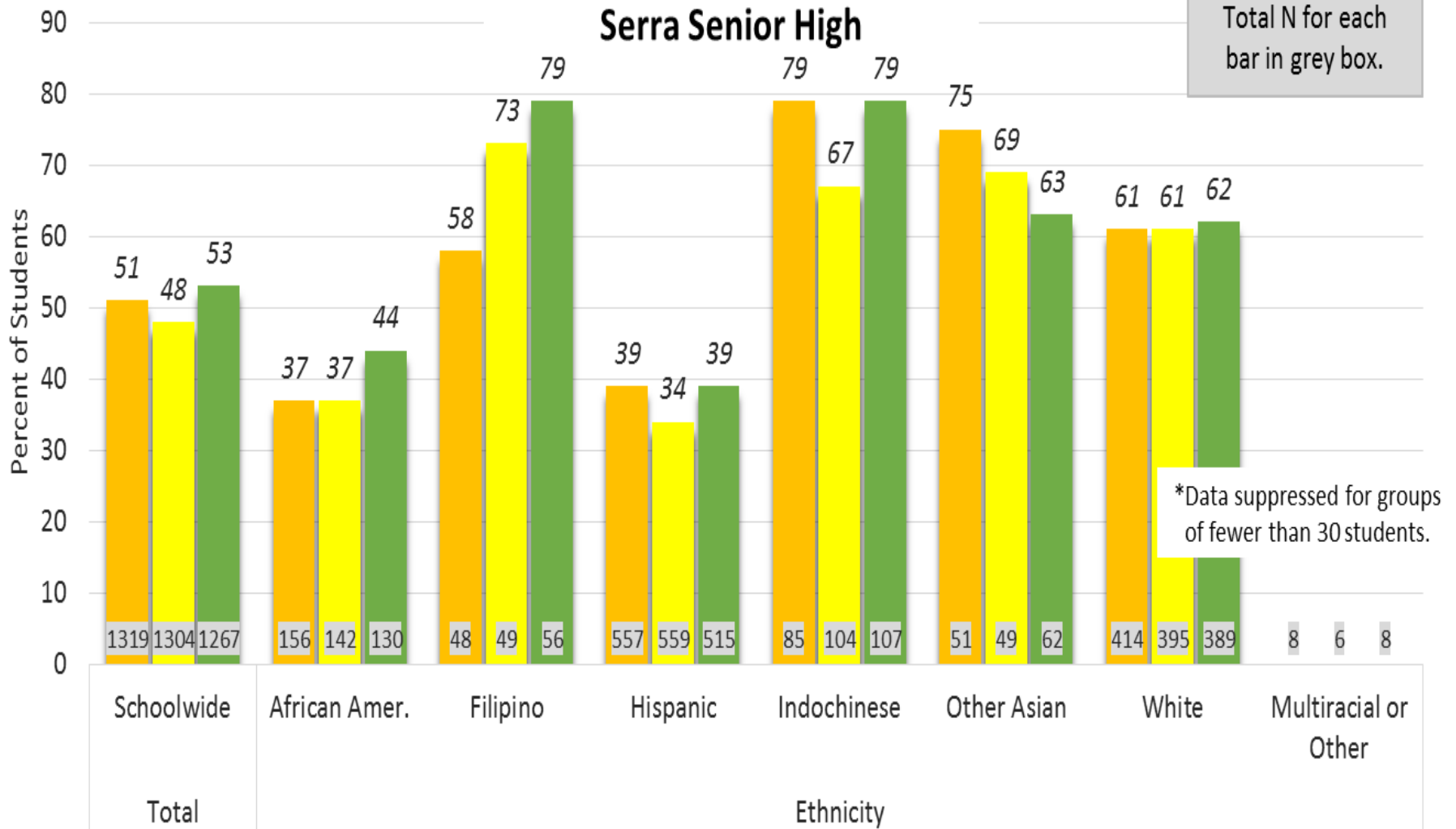
Percent of Students Taking 1+ Weighted Courses in Spring 2014

Grades 10-12, Disaggregation by Ethnicity

2012 2013 2014

Serra Senior High

Total N for each bar in grey box.



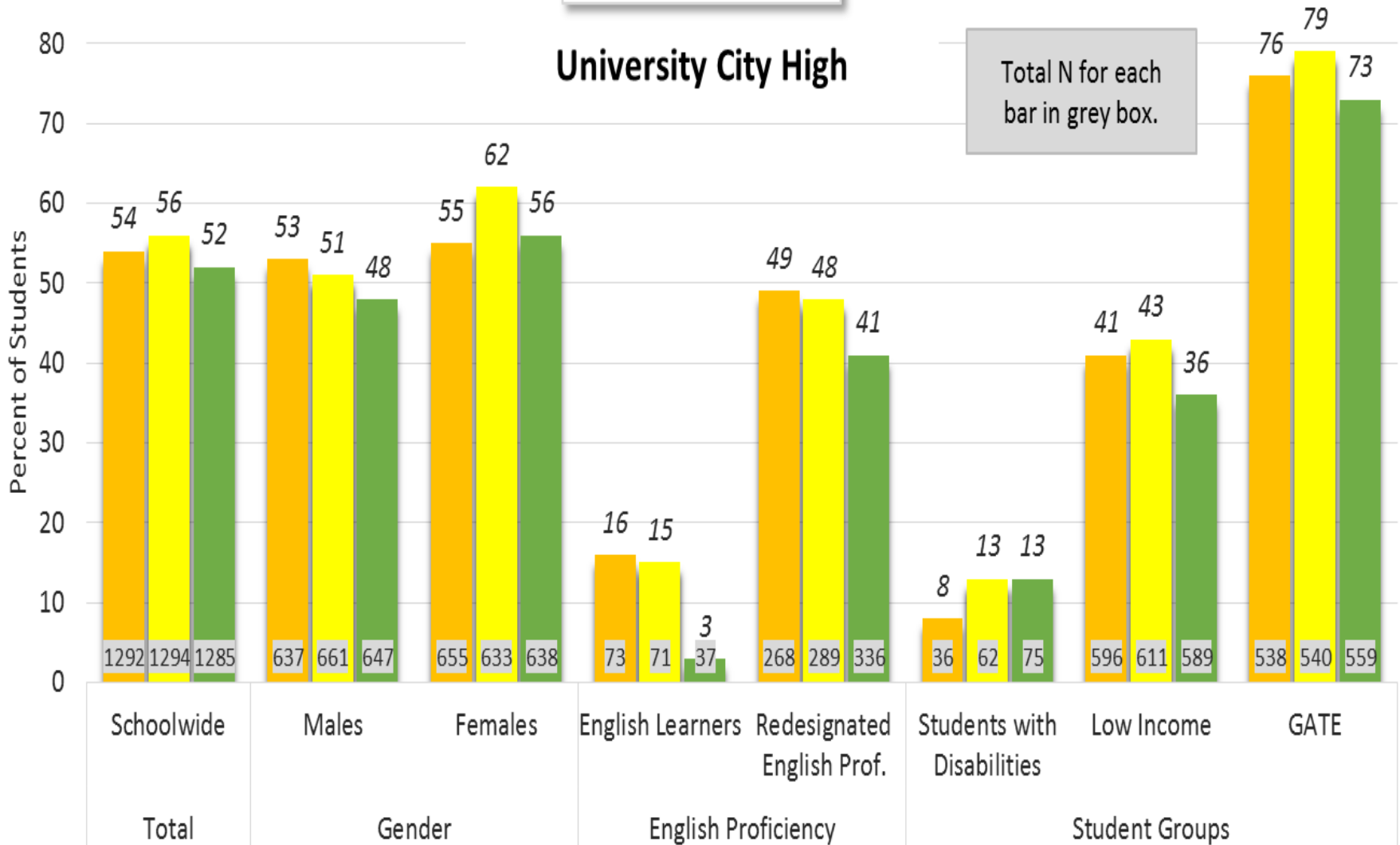
Percent of Students Taking 1+ Weighted Courses in Spring 2014

Grades 10-12, Disaggregation by Student Group

2012 2013 2014

University City High

Total N for each bar in grey box.



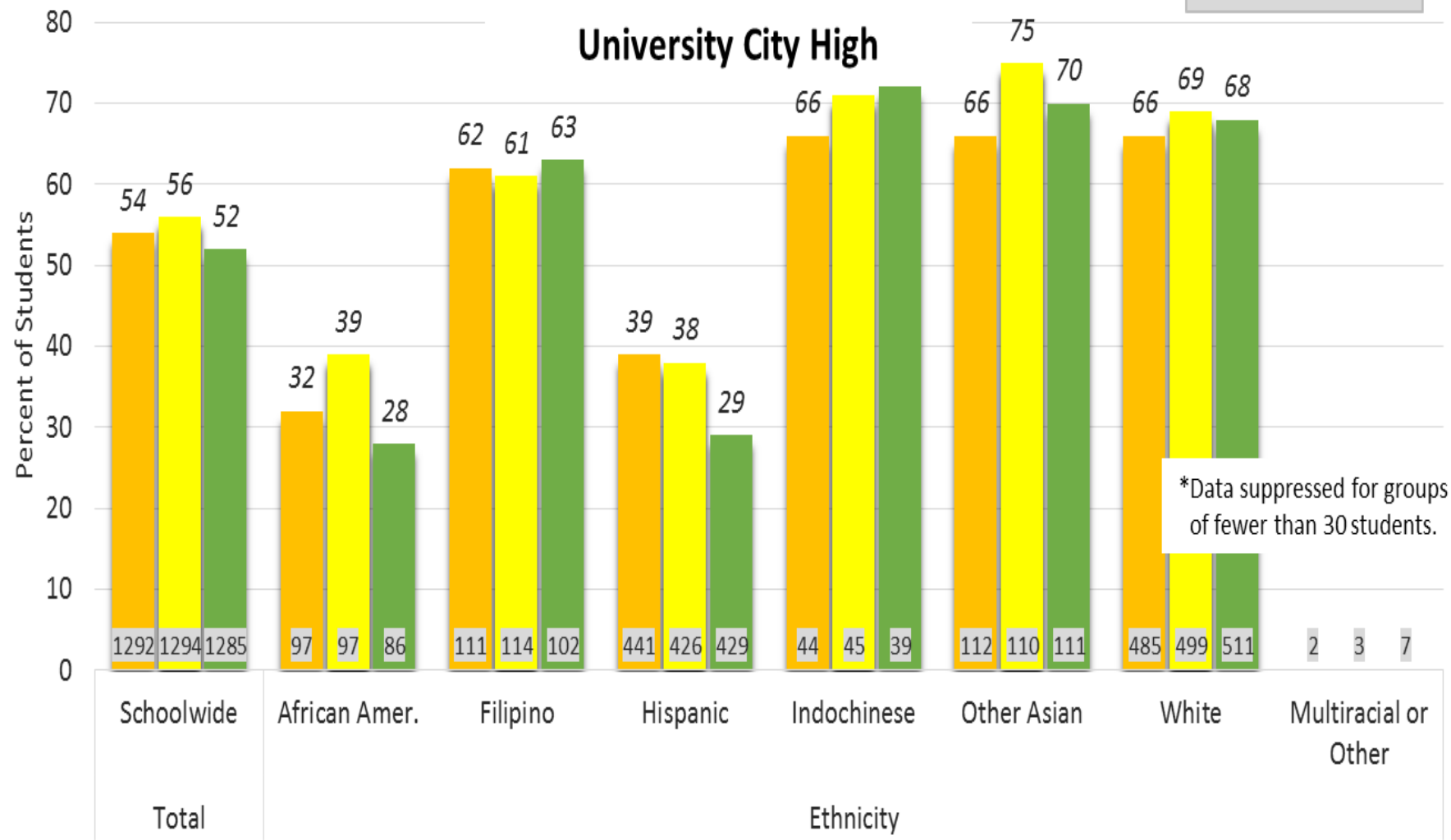
Percent of Students Taking 1+ Weighted Courses in Spring 2014

Grades 10-12, Disaggregation by Ethnicity

2012 2013 2014

Total N for each bar in grey box.

University City High



*Data suppressed for groups of fewer than 30 students.



Appendix C

- Seminar Programs by Learning Community 2014-15



Seminar Programs by Learning Community

2015-16

Area 1 Shirley Wilson	Area 2 Lamont Jackson	Area 3 Kimie Lochtefeld	Area 4 Sofia Freire	Area 5 Mitzi Merino	Area 6 Fabiola Bagula
<p>Lincoln Cluster</p> <p>Serra Cluster De Portola Middle Serra High</p>	<p>Mira Mesa Cluster Ericson Elementary Challenger Middle Mira Mesa High Salk Elementary (2015-2016) Wangenheim Middle</p> <p>Morse Cluster Bell Middle (2015-2016) Zamorano Elementary</p> <p>University City Cluster Spreckels Elementary Standley Middle University City High</p> <p>Atypical Schools SCPA 6-12</p>	<p>Kearny Cluster Montgomery (2015-2016)</p> <p>Mission Bay Cluster Pacific Beach Elem Pacific Beach Middle* Mission Bay High*</p> <p>Point Loma Cluster Loma Portal Elem Silver Gate Elem Sunset View Elem Dana Middle Correia Middle* Point Loma High</p>	<p>Clairemont Cluster Marston Middle Clairemont High</p> <p>Henry Cluster Hearst Elementary Marvin Elementary Lewis Middle Patrick Henry High</p> <p>Madison Cluster Hawthorne Elem Innovation Middle Madison High</p>	<p>La Jolla Cluster La Jolla Elementary Muirlands Middle La Jolla High</p> <p>San Diego Cluster Grant K-8 Roosevelt Middle</p>	<p>Crawford Cluster Oak Park Elementary Mann Middle</p> <p>Hoover Cluster</p> <p>Scripps Ranch Cluster Dingeman Elementary Miramar Ranch Elem Marshall Middle Scripps Ranch High</p>

*Seminar Plan has not been received, but Seminar classes are present on the Master Schedule at this site.
Highlighted clusters do not have a vertically articulated Seminar Program 3rd through 9th grade.