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San Diego Unified School District: Schools in City Council Districts 1 through 8

March 2012

**San Diego Unified School District:
Schools in City Council Districts 1 through 8**

Center for Education Policy and Law-University of San Diego
A non-partisan, university-based, educational research center

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This report was prepared in consultation with Roxanne Ruzic, EdD, Associate Director for Social Science Research at the Center for Educational Policy and Law.

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The San Diego Unified School District (SDUSD) is the seventh largest urban K-12 school district in the nation and the second largest in California. During 2010, its 223 district-operated schools and district-approved charter schools¹ provided education services to 131,784 students.

The purposes of this report are to characterize the subpopulation of SDUSD students served within each of the eight San Diego city council districts and to compare each of these subpopulations to the population of students in the district as a whole.

This report begins with a data summary table for all eight council districts, then includes data in three areas: (1) school enrollment and demographics, (2) student achievement and school ranking; and (3) high school performance and college opportunity for each of the eight city council districts in turn.

¹ Charter schools include both conversion charter schools (e.g., Keiller Leadership Academy) and start-up charter schools (e.g. The Preuss School).

**San Diego Unified School District:
Schools in City Council Districts 1 through 8**

City Council Districts 1-8 Data Snapshot

Table 1, below, provides a data snapshot for schools in the eight city council districts as well as for SDUSD as a whole. Data are from the 2010-11 school year except where otherwise noted.

	Council District 1	Council District 2	Council District 3	Council District 4	Council District 5	Council District 6	Council District 7	Council District 8	SDUSD All Schools
Number of district operated Schools	9	28	21	27	16	39	30	11	181
Number of charter schools	1	10	6	6	3	3	7	5	41
Total number of schools	10	38	27	33	19	42	37	16	222
Total enrollment	9,684	18,123	13,910	22,494	19,762	18,419	21,645	7,387	131,784 ²
Enrollment as a % of district total	7%	14%	11%	17%	15%	14%	16%	6%	100%
Underperforming Schools with Statewide API 1-3 Ranking (Base 2010)	0%	27%	42%	36%	6%	23%	29%	75%	30%
Schools requiring English translation service (2009-10)	60%	76%	96%	94%	47%	74%	66%	100%	79%
Students classified as English learners	14%	17%	51%	34%	16%	24%	23%	73%	28%
Students qualifying for free/reduced meal	42%	46%	87%	82%	41%	70%	62%	94%	64%
Students at or above proficiency in English language arts	78%	61%	46%	47%	69%	57%	61%	36%	58%
Students at or above proficiency in math	63%	46%	45%	42%	58%	46%	53%	47%	50%
Students at or above proficiency in high school subject science	58%	36%	23%	26%	47%	34%	40%	n/a ³	38%
Students at or above proficiency in 5 th /8 th /10 th grade science	78%	57%	51%	48%	66%	61%	65%	41%	59%
High school residents attending area high school	88%	73%	48%	51%	94%	63%	68%	n/a	n/a
Tenth graders passing high school exit exam in English language arts	93%	82%	72%	76%	88%	80%	85%	n/a	82%
Tenth graders passing high school exit exam in math	93%	86%	79%	78%	89%	82%	91%	n/a	85%
High school graduation rate (2009-10)	94%	73%	69%	79%	75%	74%	83%	n/a	78%
Graduates with UC/CSU eligibility (2009-10)	68%	49%	42%	37%	41%	29%	48%	n/a	44%
AP or IB classes offered	107	148	122	63	87	39	76	n/a	672
AP exam takers (2009-10)	1,593	1,239	428	830	1,405	740	1,325	n/a	7,560

² 352 students enrolled in district non-public/non-sectarian schools

³ n/a=not applicable. For the school year 2010-11, District 8 has no public high schools within its boundary.

San Diego City Council District 1

I. School Enrollment and Demographics

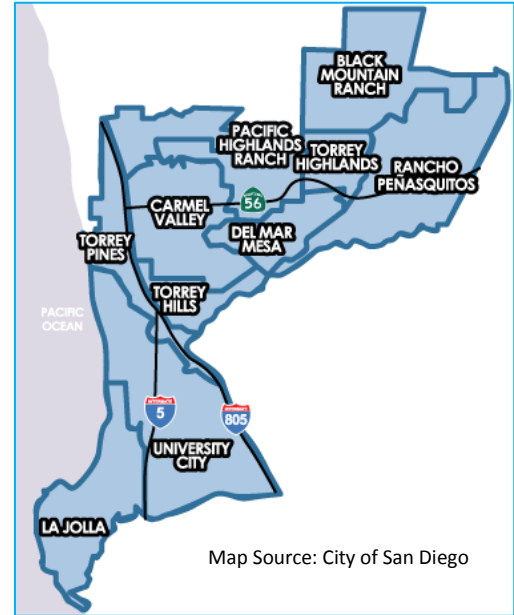
San Diego City Council District 1 (Council District 1) comprises ten communities in the northwest portion of the city.⁴

SDUSD operates nine schools within the geographic boundaries of Council District 1 and has approved one charter school (Preuss). Grade configurations for the ten schools are as follows: five K-5th grade elementary schools, two 6th-8th grade middle schools, one 6th-12th grade school, and two 9th-12th grade high schools. See Appendix A for a complete list of SDUSD schools in Council District 1.⁵

The total enrollment of students who attended SDUSD schools in Council District 1 during the 2010-11 school year was 9,684, 7.3% of the enrollment of students in the district as a whole.⁶ In 2010-2011, 14% of students from District 1 were classified as English learners and 42% qualified for the federal free and reduced meal program.⁷ These figures are lower than those for the district as a whole. Twenty-eight percent of students were classified as English learners and 64% qualified for the federal free and reduced meal program in SDUSD as a whole in 2010-11.

In 2009-10, 60% of schools in Council District 1 met the 15% threshold for students whose primary language is not English. Schools that meet this threshold for a particular language or languages are required by state law to provide written communication and notices to parents and guardians in the threshold language(s) in addition to English. District-wide, 79% of SDUSD schools were required to provide written translation in at least one language other than English.

In 2010-11, students enrolled in schools in Council District 1 were identified as 43% White, 32% Hispanic/Latino, 16% Asian/Filipino/Pacific Islander, 4% African-American, and 5% Other.⁸ Preuss, the only charter school in District 1, has an exceptionally high percentage of Latino (67%) and African American students (9%) as compared with schools in Council District 1 as a whole.



⁴ Map source: City of San Diego website. <http://www.sandiego.gov/citycouncil/cd1/communities/>.

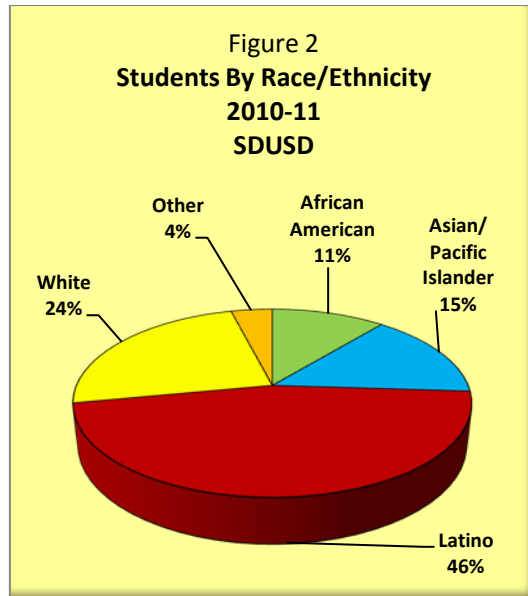
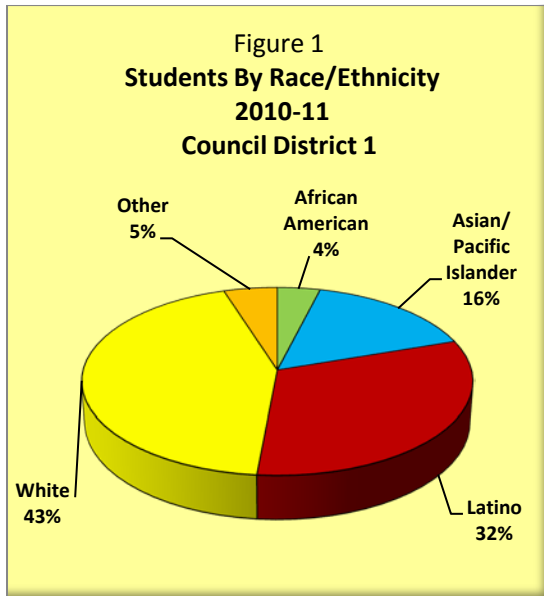
⁵ List of SDUSD schools within San Diego City Council District 1 supplied by the San Diego Association of Governments (SANDAG) Geographic Information Systems department.

⁶ Statistics on student enrollment in SDUSD are available from the California Department of Education (CDE) for district and charter schools. These data are submitted by districts to CDE on one day in October known as "Information Day."

⁷ English learner data are derived from two separate data collections. Most Local Education Agencies (LEA) submitted and certified their data through the CALPADS Spring 1 student-level data collection, while 415 LEAs submitted through the Language Census. The resulting data are calculated by CDE.

⁸ Other categories include American Indian, Multiple Race, or No Report.

As Figures 1 and 2 illustrate, Council District 1 has a higher percentage of White students and lower percentages of Latino students and African-American students as compared with SDUSD as a whole. Without the inclusion of students from Preuss charter school in the figures for Council District 1, these differences would be even greater.



II. Student Achievement and School Ranking

This section contains data on student achievement on the California Standards Test (CST) as well as school rankings on the statewide Academic Performance Index (API) for schools in District 1 for the 2010-2011 school year.

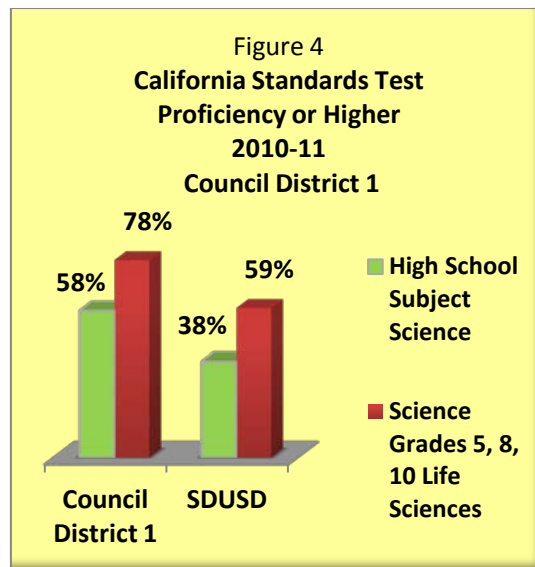
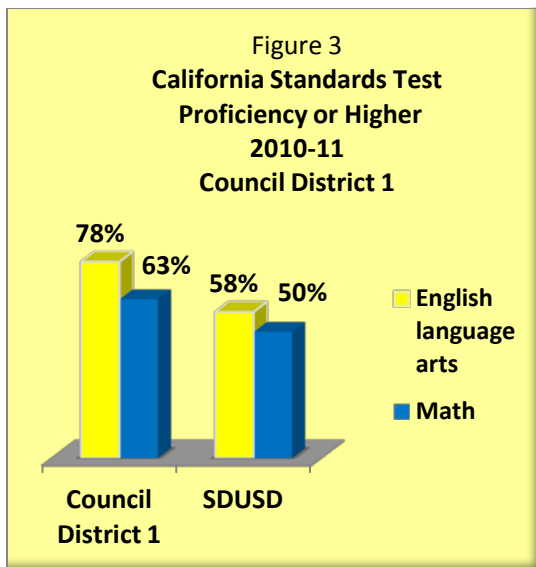
California Standards Test

The core component of the California state testing system is the California Standards Test (CST) which assesses mastery of the state’s curriculum content standards by students in grades two through eleven. Though parents can opt out of the test, 95% of every state- designated student subgroup must participate in the assessments for a school not to be classified as low performing. California has indicated to the U.S. Department of Education that it expects to have all students at or above the proficient level on the state’s English language arts and mathematics standards tests by school year 2013-2014 in compliance with the No Child Left Behind Act (NCLB).⁹

⁹ At this writing, the reauthorization of this federal law is pending in Congress. The Obama administration has proposed that this proficiency provision be altered, along with other provisions of NCLB.

As Figure 3 shows, 78% of the students in Council District 1 in grades two through eleven achieved proficiency or higher on English language arts CSTs in 2010-11; 63% did so in math. Average rates of proficiency for students in particular subjects at particular schools in District 1 in 2010-11 ranged from a low of 33% (University City High in math) to a high of 98% (Torrey Pines Elementary in math). A larger percentage of students in Council District 1 achieved proficiency or higher on the CSTs in 2010-11 than students in SDUSD as a whole.

Figure 4 shows the average rates of proficiency of Council District 1 students on science CSTs at the fifth and eighth grade levels and on the life science CST at the tenth grade level, and on various science subject CSTs at the high school level. Students in Council District 1 had higher rates of proficiency on science CSTs in 2010-11, on average, than students in SDUSD as a whole. Seventy-eight percent of students in District 1 achieved proficiency or higher on science CSTs at the elementary and 10th grade levels as compared with 59% of students in SDUSD as a whole. Fifty-eight percent of students in District 1 achieved proficiency or higher on science subject CSTs at the high school level as compared with 38% of students in SDUSD as a whole. All schools within Council District 1 had higher average rates of proficiency on science CSTs in 2010-11 than SDUSD as a whole.

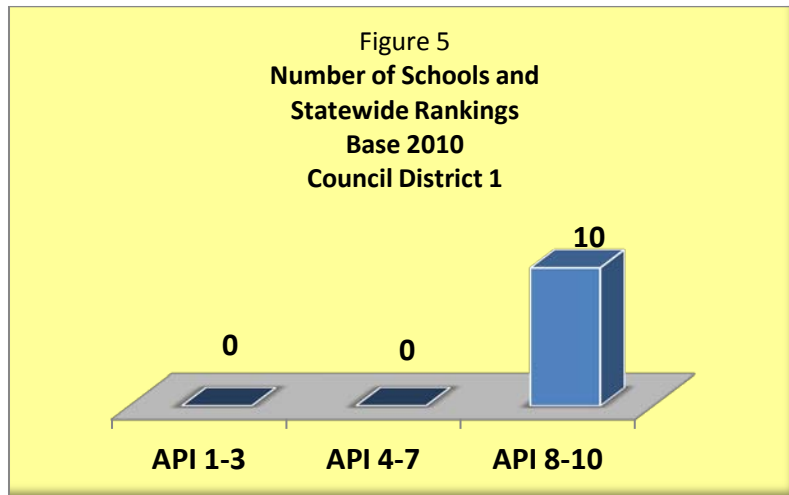


School Rankings

As part of the statewide accountability system, each year California reports the academic success of its public schools through an Academic Performance Index (API). It is an improvement model that measures academic growth on assessment measures such as the California Standards Test and the California High School Exit Examination. Scores on the API range from a low of 200 to a high of 1,000. To calculate the statewide rankings, schools are first sorted by type (elementary, middle, and high) and then divided into

ten equal groups or deciles.¹⁰ A statewide ranking from 1- 10 thus shows a relative placement by school type. Schools with statewide rankings of 1-3 are considered underperforming schools.

Using API base data reported for 2010, 30% of the schools in SDUSD were ranked as API 1-3. As Figure 5 shows, no school in District 1 received a statewide ranking lower than 8, and 50% of Council District 1 schools achieved a ranking of 10.



III. High School Performance and Opportunity

Three schools in Council District 1 serve ninth through twelfth grades: La Jolla High, the Preuss School, and University City High. Ninth through twelfth grade enrollment in the council district was 3,855 in 2009-10 and 3,910 in 2010-2011.

SDUSD provides a variety of options for students to attend schools outside their resident attendance boundaries. In the fall of 2010, 2,022 SDUSD high school students lived within the La Jolla High and University City High attendance boundaries.¹¹ Eighty-eight percent of these resident students chose to stay in the area for their high school experience at La Jolla High, University City High, or The Preuss School. Twelve percent of the resident students chose other options outside of the council district at other area high schools, charter schools, or alternative high schools.

The following section includes measures of high school performance and opportunity: advanced placement classes, the high school exit exam, high school suspension rates, dropout rates, graduation rates, and UC/CSU eligibility. Exit exam data and suspension rates are from 2010-11. Other statistics in this section are from the school year 2009-10 (the latest data available).

¹⁰ There is some exception to this for schools with small enrollment.

¹¹ Data from San Diego Unified School District Instructional Facilities Planning Department. Enrollment from 2010-11 school year. Data includes the La Jolla-University City optional attendance area.

Advanced Coursework at the High School Level

In addition to the “A-G” college preparatory classes, Advanced Placement (AP) and International Baccalaureate (IB) classes provide rigorous course options for high school students. AP courses are recognized as equivalent to undergraduate courses at the college level. If a student receives a high enough score on a standardized AP test, a participating college may grant the student college level credit. IB courses are part of a larger, rigorous curriculum program offered at two high schools and three middle schools within the school district, none of which are located in Council District 1. The number of AP or IB classes offered varies by school, but San Diego’s County Office of Education offers an additional thirty classes that students can take if these classes are not offered at a particular school site. Table 2 lists the number of AP classes offered and the number of students taking AP exams at each of the three Council District 1 high schools, across District 1 as a whole, and across SDUSD as a whole during 2009-10. As is evident from the table, students in Council District 1 are taking a greater number of AP exams than students in the district as a whole.

Table 2
AP or IB Classes
2009-10
Council District 1

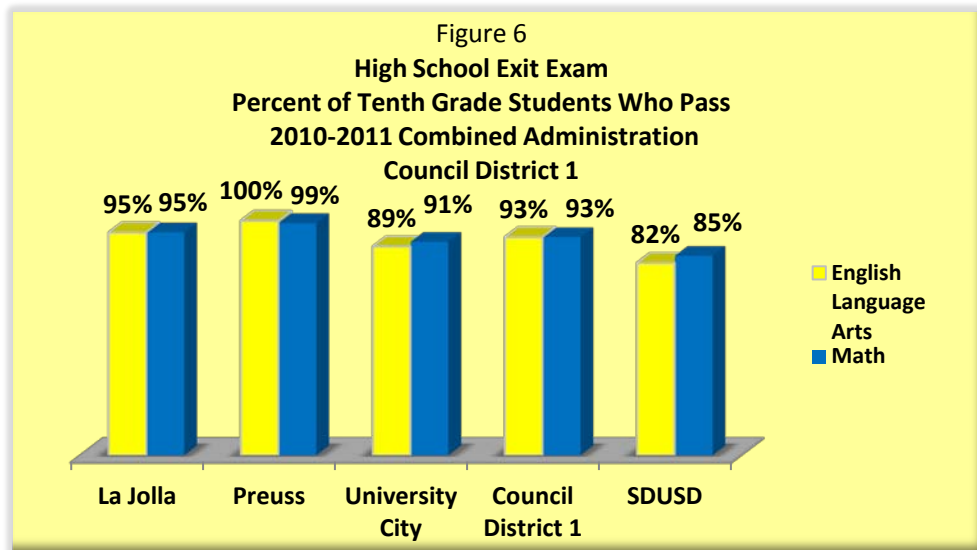
	# of AP/IB Classes	# of AP Exam Takers	09-10 11 th and 12 th Grade Enrollment	Percentage of students taking one or more AP Exams
La Jolla High	43	624	713	88%
The Preuss School	27	291	201	145%
University City	37	678	865	78%
Council District 1	107	1,593	1,779	90%
SDUSD	672	7,560	18,414	41%

Passing Rates on the California High School Exit Exam

In order to receive a diploma, California public school students must pass the California High School Exit Examination (CAHSEE) in English language arts and mathematics. The test is aligned with the state’s curriculum content standards. CAHSEE tests competency in English language arts through tenth grade content standards and in mathematics through sixth and seventh grade content standards and Algebra 1. Students can begin taking the exam in their sophomore year and are allowed to continue taking any sections they fail until they have passed all portions of the exam. To some degree, the CAHSEE can provide a competency snapshot of how tenth graders are performing. However, it should be noted that

not all students who pass the exam reach proficiency. Proficiency scores for tenth graders are used in the Adequate Yearly Progress designations, part of the statewide accountability system mandated by the federal No Child Left Behind Act of 2001.

As Figure 6 shows, the percent of tenth graders in Council District 1 passing the high school exit exam in 2010-11 was 93% in English language arts and 93% in math, as compared with 82% in English language arts and 85% in math for the district as a whole.¹² These percentages include combined test administrations of tenth grade students in March and May, 2011.



Student Suspensions at Area High Schools

Discipline and behavior problems detract from a successful learning environment. Out-of-school suspension is one of the serious consequences in SDUSD for disciplinary infractions such as use of alcohol, harassment, assault, defiance, or theft. According to SDUSD, a suspension is the “temporary removal of a student from ongoing instruction at the school for purposes of adjustment and calling attention to the seriousness of his/her behavior. Students are not allowed on campus during the period of suspension except for official meetings related to their suspension.”¹³

One measure used to track suspensions is the suspension rate, which measures the number of out-of-school suspensions per 100 students at a given school. The district comparison rate is the expected rates for the school’s enrollment and grade-level composition, adjusted for the actual district-wide rates.

¹² Six charter schools were not included in the SDUSD district total CAHSEE pass rate.

¹³ SDUSD Office of Accountability Research and Reporting Department report, *Student Suspensions and Expulsions: 2010-11*.

Table 3 shows the number of suspensions and suspension rates for Council District 1 high schools as reported in each school’s School Accountability Report Card on the school district website. La Jolla High is the only school in Council District 1 with a higher suspension rate than the district’s comparison figure. The Preuss School and University City High report lower suspension rates than the district’s comparison figure.

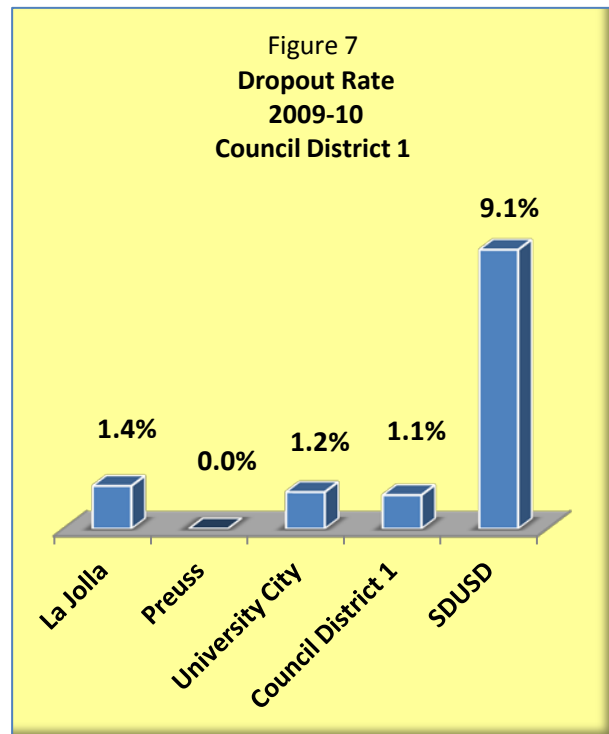
Table 3
School Suspensions
2010-11
Council District 1

	Number of Suspensions	Suspension Rate per 100 Students	District Comparison Rate
La Jolla High	261	16.08	10.87
The Preuss School¹⁴	41	5.01	16.23
University City High	156	8.32	10.76

Dropout Rates

Dropout rates are based on school district dropout numbers for grades nine through twelve. Dropout numbers are reported to the CDE through the four-year adjusted cohort outcome, which includes the number of students who leave the 9-12 instructional system without a high school diploma, GED, or special education certificate of completion and who do not remain enrolled after the end of the 4th year.

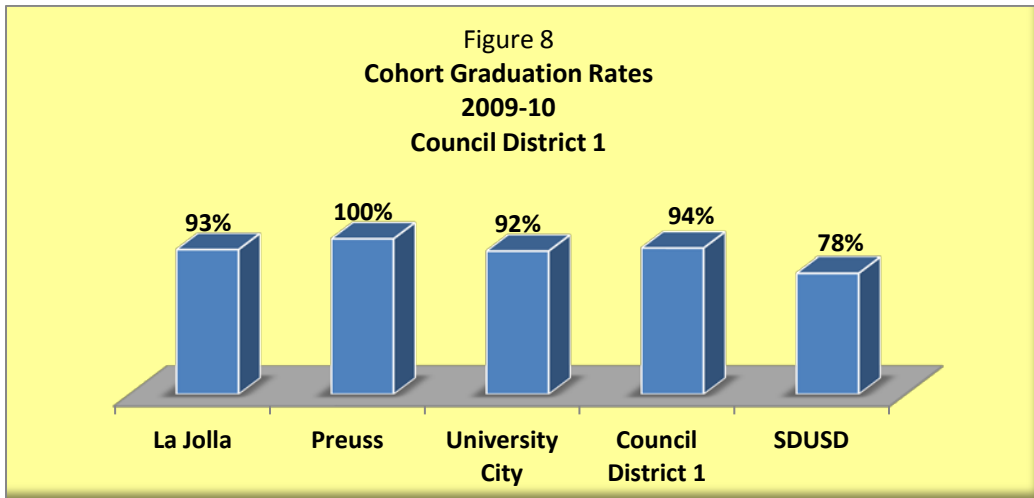
Using this method of calculation, the CDE estimates that 9.1% of SDUSD students in the Class of 2010 dropped out of high school over a four-year period. As shown in Figure 7, Council District 1 dropout rates for the Class of 2010 were considerably lower, ranging from 0% at The Preuss School to 1.4% at La Jolla High.



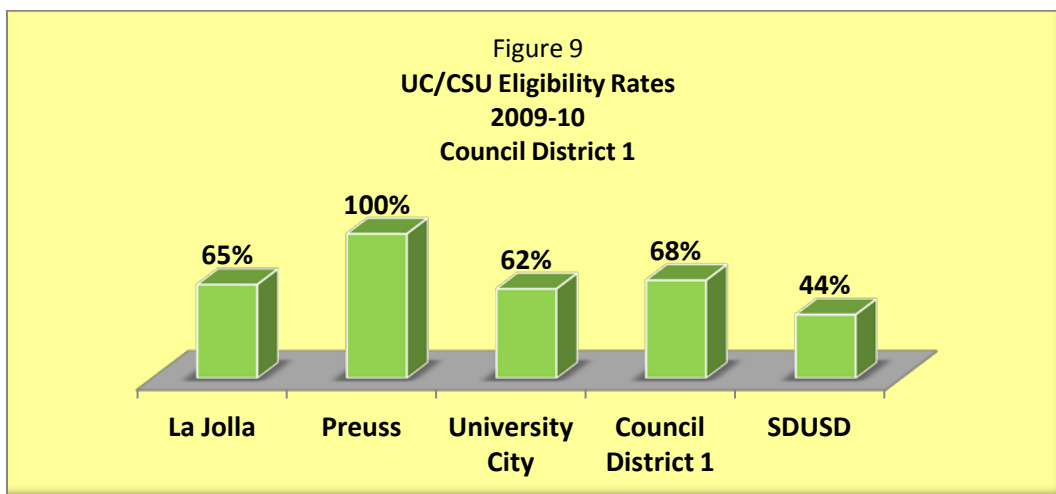
¹⁴ Data for The Preuss School includes grades six through eight.

Graduation Rates and UC/CSU Eligibility

California graduation rates can be estimated in various ways. Here, we use the system employed by the California Department of Education. In the school year 2009-10, the three high schools in Council District 1 graduated 833 students. Graduation rates for Council District 1 schools ranged from 92.1% to 100%, higher than the average rate of 78.1% for SDUSD as a whole. Figure 8 compares graduation rates for Council District 1 high schools with average rates for students in SDUSD as a whole.



A subset of students who graduated from high school took the necessary college preparatory coursework ("A-G" curriculum) to be eligible for admission to a University of California (UC) or California State University (CSU) school. The percentage of students who graduated from a Council District 1 high school in 2009 with UC/CSU eligibility was greater than that for students in SDUSD as a whole, though eligibility rates varied by school. Figure 9 compares rates of UC/CSU eligibility at Council District 1 schools with the average rate of UC/CSU eligibility for all students in SDUSD.



San Diego City Council District 2

I. School Enrollment and Demographics

San Diego City Council District 2 (Council District 2) comprises eleven communities in the central and coastal portion of the city.¹⁵

San Diego Unified School District (SDUSD) operates 28 schools within the geographic boundaries of Council District 2 and has approved ten charter schools. Grade configurations for the 38 schools are as follows: six K-4th grade elementary schools, seven K-5th grade elementary schools, three K-6th grade elementary schools, one K-8th grade elementary school, one 5th-6th grade elementary school, one 5th-8th grade middle school, three 6th-8th grade middle schools, one 7th-8th grade middle school, and fifteen 9th-12th grade high schools. See Appendix B for a complete list of SDUSD schools in Council District 2.¹⁶



The total enrollment of students from Council District 2 in SDUSD schools during the 2010-11 school year was 18,123, 13.8% of the enrollment of students in the district as a whole.¹⁷ In 2010-11, 17% of students from District 2 were classified as English learners and 46% qualified for the federal free and reduced meal program.¹⁸ These numbers were lower than those for the district as a whole. Twenty-eight percent of students were classified as English learners and 64% qualified for the federal free and reduced meal program in SDUSD as a whole in 2010-11.

In 2009-10, 76% of schools in Council District 2 met the 15% threshold for students whose primary language is not English. Schools that meet this threshold for a particular language or languages are required by state law to provide written communication and notices to parents and guardians in the threshold language(s), in addition to English. District-wide, 79% of SDUSD schools were required to provide written translation in at least one language other than English.

In 2010-11, students enrolled in schools in Council District 1 were identified as 45% Latino, 39% White, 8% African American, 5% Asian/Filipino/Pacific Islander, and 4% Other.¹⁹

¹⁵ Map source: City of San Diego website: <http://www.sandiego.gov/citycouncil/cd2/communities/index.shtml>.

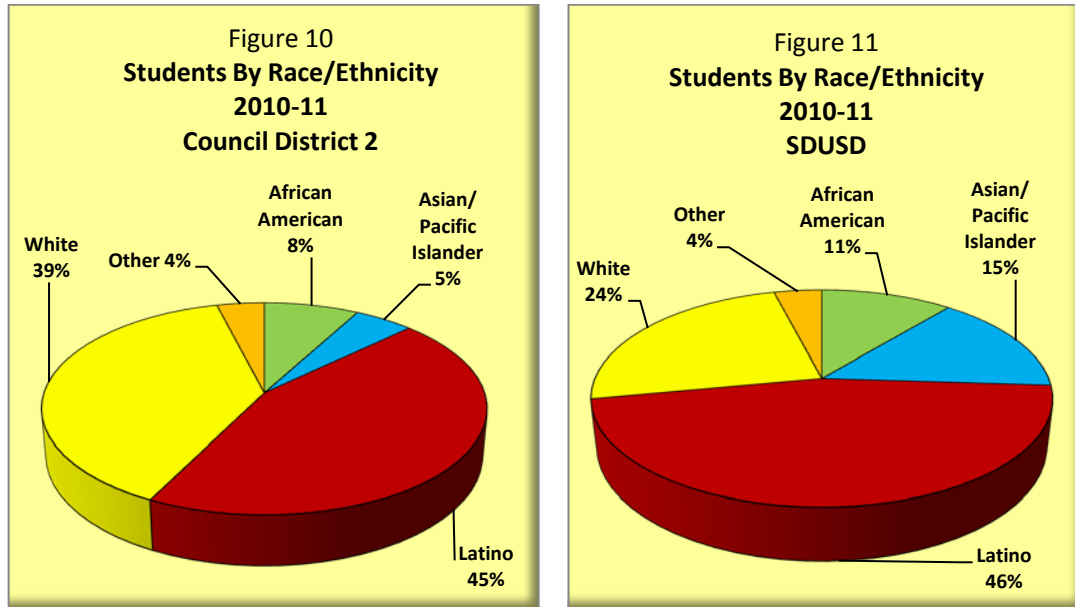
¹⁶ List of SDUSD schools within San Diego City Council District 2 supplied by the San Diego Association of Governments (SANDAG) Geographic Information Systems department.

¹⁷ Statistics on student enrollment in SDUSD are available from the California Department of Education (CDE) for district and charter schools. These data are submitted by districts to CDE on one day in October known as "Information Day."

¹⁸ English learner data are derived from two separate data collections. Most Local Education Agencies (LEA) submitted and certified their data through the CALPADS Spring 1 student-level data collection, while 415 LEAs submitted through the Language Census. The resulting data are calculated by CDE.

¹⁹ Other categories include American Indian, Multiple Race, or No Report.

As Figures 10 and 11 illustrate, the racial/ethnic demographics of students in Council District 2 are similar to those in the San Diego school district as a whole, with a smaller representation of Asian/Pacific Islander students and a larger representation of white students.



II. Student Achievement and School Ranking

This section contains data on student achievement on the California Standards Test (CST) as well as school rankings on the statewide Academic Performance Index (API) for schools in District 2 for the 2010-11 school year.

California Standards Test

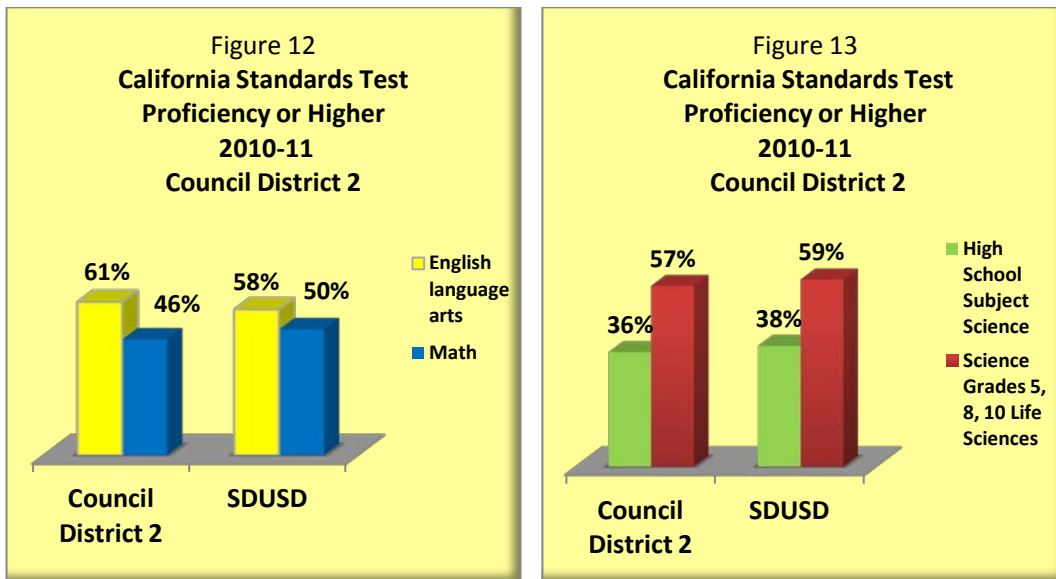
The core component of the California state testing system is the California Standards Test (CST), which assesses mastery of the state’s curriculum content standards by students in grades two through eleven. Though parents can opt out of the test, 95% of every state- designated student subgroup must participate in the assessments for a school not to be classified as low performing. California has indicated to the U.S. Department of Education that it expects to have all students at or above the proficient level on the state’s English language arts and mathematics standards tests by school year 2013-2014 in compliance with the No Child Left Behind Act (NCLB).²⁰

As Figure 12 shows, 61% of the students in Council District 2 in grades two through eleven achieved proficiency or higher on English language arts CSTs in 2010-11; 46% did so in math. Average rates of proficiency for students in particular subjects at particular schools in District 2 in 2010-11 ranged from a

²⁰ At this writing, the reauthorization of this federal law is pending in Congress. The Obama administration has proposed that this proficiency provision be altered, along with other provisions of NCLB.

low of 2% (Garfield High and San Diego Communication in math) to a high of 95% (Bird Rock Elementary in math). Proficiency levels vary throughout schools in District 2 and, on average, resembled those in SDUSD as a whole.

Figure 13 shows the average rates of proficiency of Council District 2 students on science CSTs at the fifth and eighth grade levels and on the life science CST at the tenth grade level, and on various science subject CSTs at the high school level. Students in Council District 2 had similar rates of proficiency on science CSTs in 2010-11, on average, to students in SDUSD as a whole. Fifty-seven percent of students in District 1 achieved proficiency or higher on science CSTs at the elementary and 10th grade levels as compared with 59% of students in SDUSD as a whole. Thirty-six percent of students in District 1 achieved proficiency or higher on science subject CSTs at the high school level as compared with 38% of students in SDUSD as a whole.

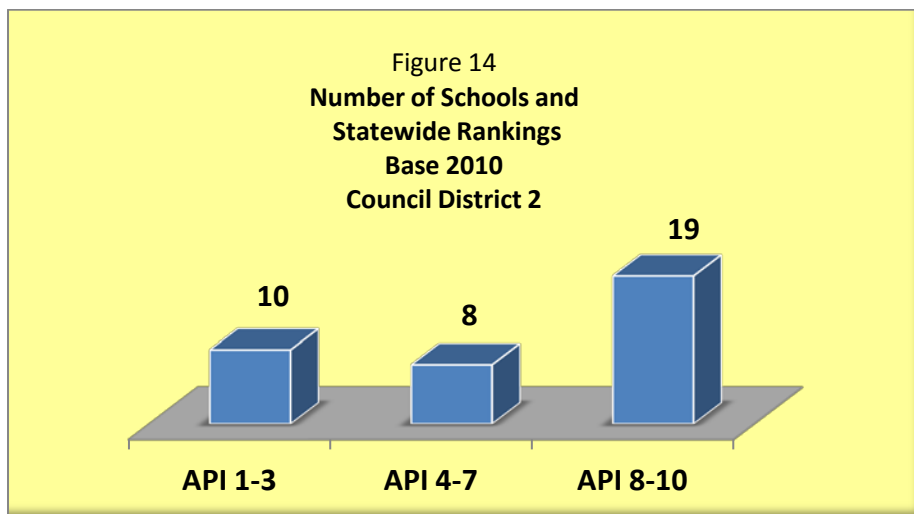


School Rankings

As part of the statewide accountability system, each year California reports the academic success of its public schools through an Academic Performance Index (API). It is an improvement model that measures academic growth on assessment measures such as the California Standards Test and the California High School Exit Examination. Scores on the API range from a low of 200 to a high of 1,000. To calculate the statewide base rankings, schools are first sorted by type (elementary, middle, and high) and then divided into ten equal groups or deciles.²¹ A statewide ranking from 1- 10 thus shows a relative placement by school type. Schools with statewide rankings of 1-3 are considered underperforming schools.

²¹ There is some exception to this for schools with small enrollment.

Using API base data reported for 2010, 30% of the schools in SDUSD were ranked as API 1-3. In Council District 2 for the same period, 10 schools were ranked as API 1-3 (27%). Four schools in Council District 2 achieved a ranking of 1, while four schools achieved a ranking of 10.



III. High School Performance and Opportunity

Fifteen schools serve ninth through twelfth grades in District 2: San Diego Science and Technology, High Tech High, High Tech High International, High Tech High Media Arts, iHigh Virtual Academy, Point Loma High, Garfield High, Mission Bay High, San Diego International Studies, San Diego LEADS, San Diego Communication, San Diego Business, San Diego MVP Arts, and San Diego Early/Middle College. Ninth through twelfth grade enrollment in the council district was 8,733 in the school year 2009-10 and 8,635 in 2010-11.

SDUSD provides a variety of options for students to attend schools outside their resident attendance boundaries. In the fall of 2010, 7,390 SDUSD high school students lived within the San Diego High School complex, Point Loma High, and Mission Bay High attendance boundaries.²² Seventy-three percent of these resident students chose to stay in the area for their high school experience at one of the fifteen high schools listed above. Twenty-seven percent of the resident students chose other options outside the council district at other area high schools, charter schools, or alternative high schools.

The following section includes measures of high school performance and opportunity: advanced placement classes, the high school exit exam, high school suspension rates, dropout rates, graduation rates, and UC/CSU eligibility. Exit exam data and suspension rates are from 2010-11. Other statistics in this section are from the school year 2009-10 (the latest data available).

²² Data from San Diego Unified School District Instructional Facilities Planning Department. Enrollment from 2010-2011 school year. Data includes the Point Loma-San Diego optional attendance area.

Advanced Coursework at the High School Level

In addition to the “A-G” college preparatory classes, Advanced Placement (AP) and International Baccalaureate (IB) classes provide rigorous course options for high school students. AP courses are recognized as equivalent to undergraduate courses at the college level. If a student receives a high enough score on a standardized AP test, a participating college may grant the student college level credit. IB courses are part of a larger, rigorous curriculum program offered at two high schools and three middle schools within the school district, three of which are located in Council District 2 (Mission Bay High, Pacific Beach Middle, and San Diego International Studies). The number of AP or IB classes offered varies by school, but San Diego’s County Office of Education offers an additional thirty classes that students can take if these classes are not offered at a particular school site. Table 4 lists the number of AP classes offered and the number of students taking AP exams at each of the three Council District 2 high schools, across District 2 as a whole, and across SDUSD as a whole during 2009-10. As is evident from the table, the percentages of students in Council District 2 varied across school sites.

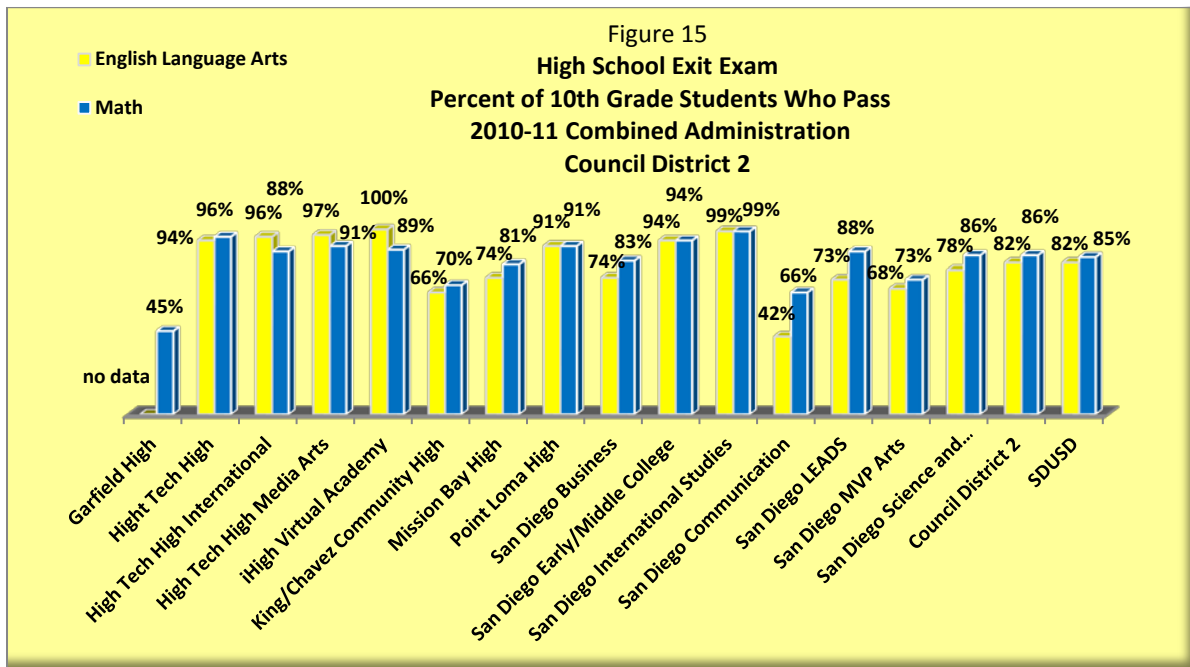
Table 4
AP or IB Classes
2009-2010
Council District 2

	# of AP/IB Classes	# of AP Exam Takers	09-10 11 th and 12 th Grade Enrollment	Percentage of students taking one or more AP Exams
Garfield High	0	1	296	0.3%
High Tech High	0	2	250	0.8%
High Tech High International	0	0	190	0%
High Tech High Media Arts	0	0	191	0%
iHigh Virtual Academy	0	0	19	0%
King/Chavez Community High	0	0	n/a	n/a
Mission Bay High	37	107	692	15%
Point Loma High	47	857	918	93%
San Diego Business	2	56	218	26%
San Diego Communication	0	30	151	20%
SD Early/Middle College	2	33	17	194%
SD International Studies	33	90	245	37%
San Diego LEADS	0	18	217	8%
Pacific Beach Middle	26	n/a	n/a	n/a
San Diego MVP Arts	1	0	199	0%
SD Science and Technology	0	45	221	20%
Council District 2	148	1,239	3,824	32%
SDUSD	478	7,560	18,414	41%

Passing Rates on the California High School Exit Exam

In order to receive a diploma, California public school students must pass the California High School Exit Examination (CAHSEE) in English language arts and mathematics. The test is aligned with the state’s curriculum content standards. CAHSEE tests competency in English language arts through tenth grade content standards and in mathematics through sixth and seventh grade content standards and Algebra 1. Students can begin taking the exam in their sophomore year and are allowed to continue taking any sections they fail until they have passed all portions of the exam. To some degree, the CAHSEE can provide a competency snapshot of how tenth graders are performing. However, it should be noted that not all students who pass the exam reach proficiency. Proficiency scores for tenth graders are used in the Adequate Yearly Progress designations, part of the statewide accountability system mandated by the federal No Child Left Behind Act of 2001.

As Figure 15 shows, the percent of tenth graders in Council District 2 passing the high school exit exam in 2010-11 was 82% in English language arts and 86% in math compared with 82% in English language arts and 85% in math for the district as a whole.²³ These percentages include combined test administrations of tenth grade students in March and May, 2011.



Student Suspensions at Area High Schools

Discipline and behavior problems detract from a successful learning environment. Out-of-school suspension is one of the serious consequences in SDUSD for disciplinary infractions such as use of

²³ Six charter schools were not included in the SDUSD district total CAHSEE pass rate.

alcohol, harassment, assault, defiance, or theft. According to SDUSD, a suspension is the “temporary removal of a student from ongoing instruction at the school for purposes of adjustment and calling attention to the seriousness of his/her behavior. Students are not allowed on campus during the period of suspension except for official meetings related to their suspension.”²⁴

One measure used to track suspensions is the suspension rate, which measures the number of out-of-school suspensions per 100 students at a given school. The district comparison rate is the expected rates for the school’s enrollment and grade-level composition, adjusted for the actual district-wide rates.

Table 5 shows the number of suspensions and the suspension rates for Council District 2 high schools as reported in the school’s School Accountability Report Card on the school district website. Suspension rates vary between the seven schools composing the San Diego High School complex.

Table 5
School Suspensions
2010-11
Council District 2

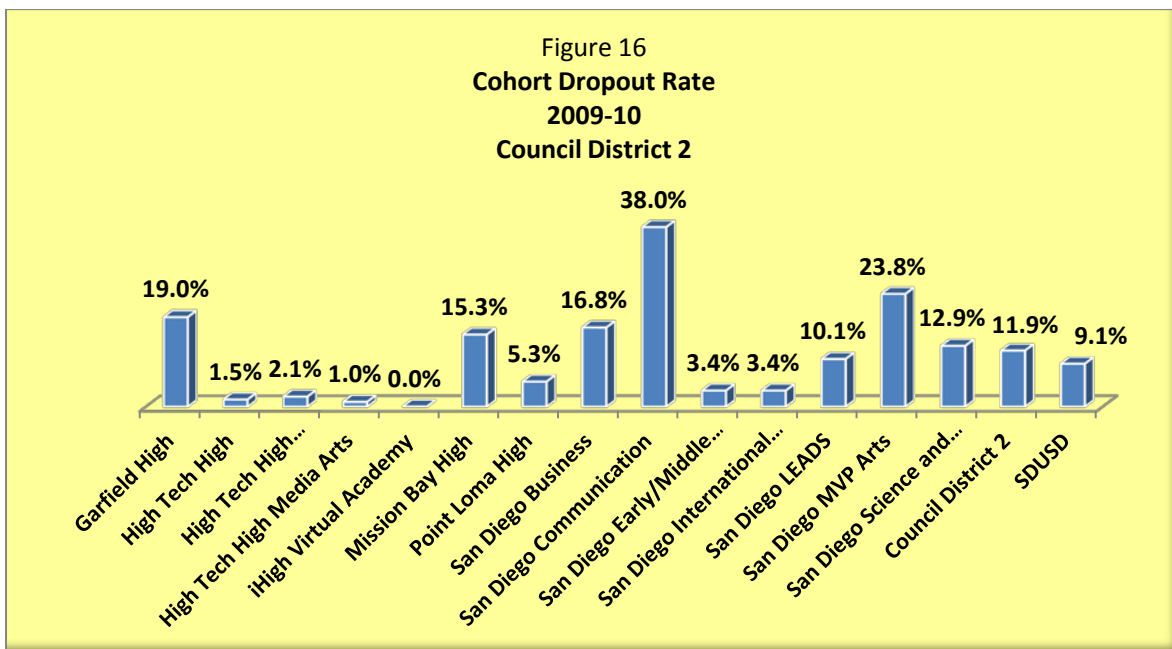
	Number of Suspensions	Suspension Rate per 100 Students	District Comparison Rate
Garfield High	42	13.42	6.96
High Tech High	57	10	n/a
High Tech High International	39	10	n/a
High Tech High Media Arts	41	10	n/a
iHigh Virtual Academy	0	0	9.23
King/Chavez Community High	90	27.19	14.64
Mission Bay High	187	11.81	11.00
Point Loma High	129	6.28	10.92
San Diego Business	48	10.19	10.88
San Diego Communication	44	13.84	10.58
SD Early/Middle College	2	1.74	11.47
SD International Studies	17	3.02	10.98
San Diego LEADS	214	45.24	10.89
San Diego MVP Arts	139	29.57	10.74
SD Science and Technology	32	6.05	11.72

²⁴ SDUSD Office of Accountability Research and Reporting Department report, *Student Suspensions and Expulsions: 2010-11*.

Dropout Rates

Dropout rates are based on school district dropout numbers for grades nine through twelve. Dropout numbers are reported to the CDE through the four-year adjusted cohort outcome, which includes the number of students who leave the 9-12 instructional system without a high school diploma, GED, or special education certificate of completion and who do not remain enrolled after the end of the 4th year.

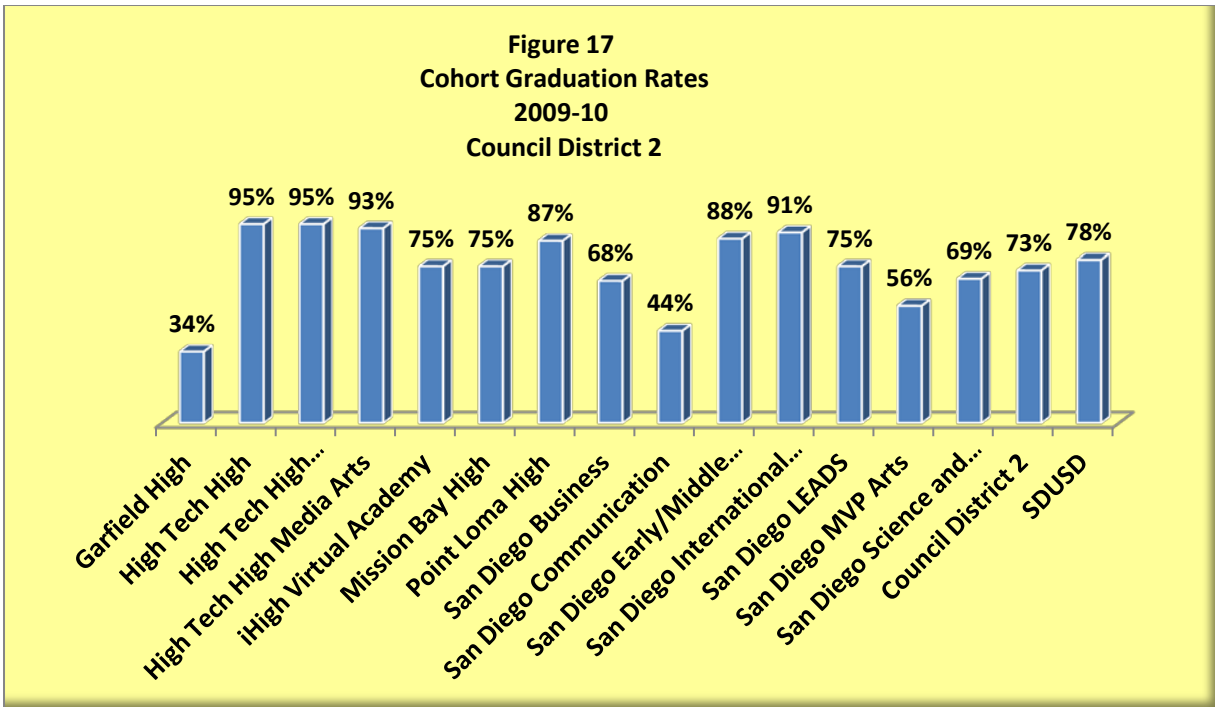
Using this method of calculation, the CDE estimates that 9.1% of SDUSD students in the Class of 2010 dropped out of high school over a four-year period. As shown in Figure 16, Council District 2 dropout rates for the Class of 2010 were slightly higher than the district as a whole at 11.9%, but varied throughout the council district.



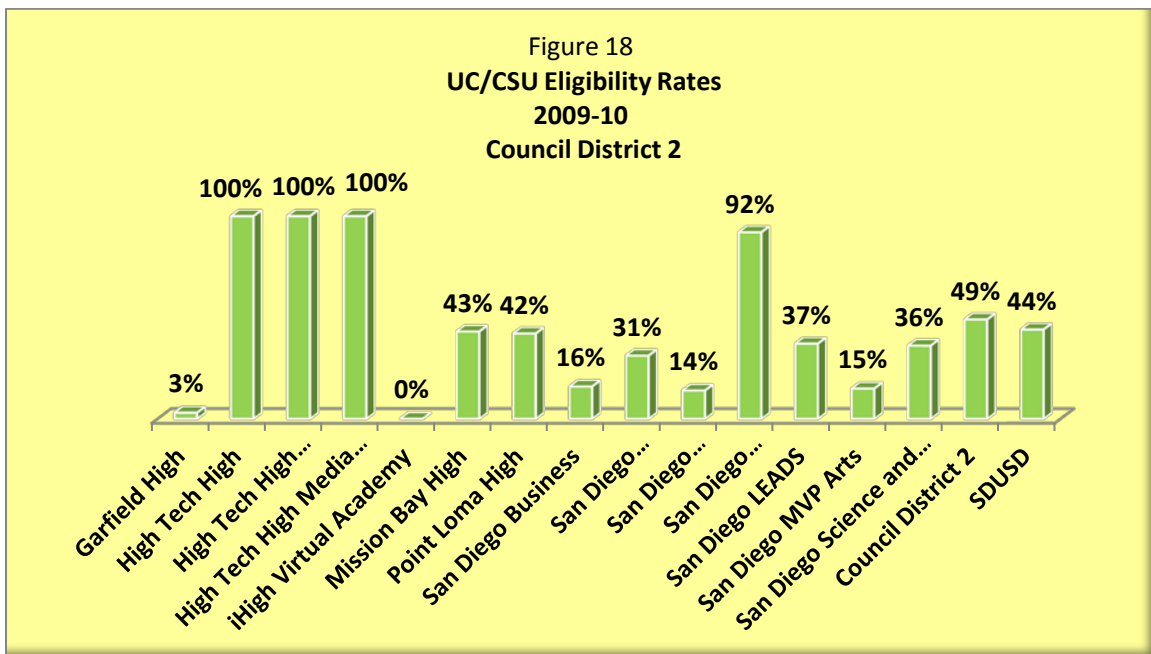
Graduation Rates and UC/CSU Eligibility

California graduation rates can be estimated in various ways. Here, we use the system employed by the California Department of Education. In the school year 2009-10, the fifteen high schools in Council District 2 graduated 1,495 students.²⁵ Graduation rates for Council District 2 schools ranged from 34% to 95%, but average to 73% which resembles the San Diego school district as a whole at 78.1%. Figure 17 compares graduation rates for Council District 2 high schools with the average rate for students in SDUSD as a whole in 2009-10.

²⁵ King/Chavez Community High reported no graduates for the 2009-10 school year.



A subset of students who graduated from high school took the necessary college preparatory coursework (“A-G” curriculum) to be eligible for admission to a University of California (UC) or California State University (CSU) school. The percentage of students who graduated from a Council District 2 high school in 2010 with UC/CSU eligibility was greater than that for students in SDUSD as a whole, though eligibility rates varied by school. Figure 18 compares rates of UC/CSU eligibility at Council District 2 schools with the average rate of UC/CSU eligibility for all students in SDUSD.



San Diego City Council District 3

I. School Enrollment and Demographics

San Diego Council District 3 (Council District 3) comprises eleven communities in the central and inland portion of the city.²⁶

San Diego Unified School District (SDUSD) operates 21 schools within the geographic boundaries of Council District 3 and has approved six charter schools. Grade configurations for the 27 schools are as follows: one K-3rd elementary school, one K-4th grade elementary school, 17 K-5th grade elementary schools, one K-6th grade elementary school, four 6th-8th grade middle schools, and four 9th-12th grade high schools. See Appendix C for a complete list of SDUSD schools in Council District 3.²⁷



The total enrollment of students who attended SDUSD schools in Council District 1 during the 2010-11 year was 13,910, 10.6% of the enrollment of students as a district as a whole.²⁸ In 2010-11, 51% of students from District 3 were classified as English learners and 87% qualified for the federal free and reduced meal program.²⁹ These figures are higher than the school district as a whole. Twenty-eight percent of students were classified as English learners and 64% qualified for the federal free and reduced meal program in SDUSD as a whole in 2010-11.

In 2009-10, 96% of schools in Council District 3 met the 15% threshold required for students whose primary language is not English. Schools that meet this threshold for a particular language or languages are required by state law to provide written communication and notices to parents or guardians in the threshold language(s) in addition to English. Vietnamese translation was also provided in one school. District-wide, 79% of SDUSD schools were required to provide written translation in at least one language other than English.

In 2010-11, students enrolled in schools in Council District 3 were identified as 68% Latino, 11% African American, 10% Asian/Pacific Islander, 9% White, and 2% Other.³⁰ The German-English immersion charter

²⁶ Map source: City of San Diego website: <http://www.sandiego.gov/citycouncil/cd3/communities/>

²⁷ List of SDUSD schools within San Diego City Council District 3 supplied by the San Diego Association of Governments (SANDAG) Geographic Information Systems department.

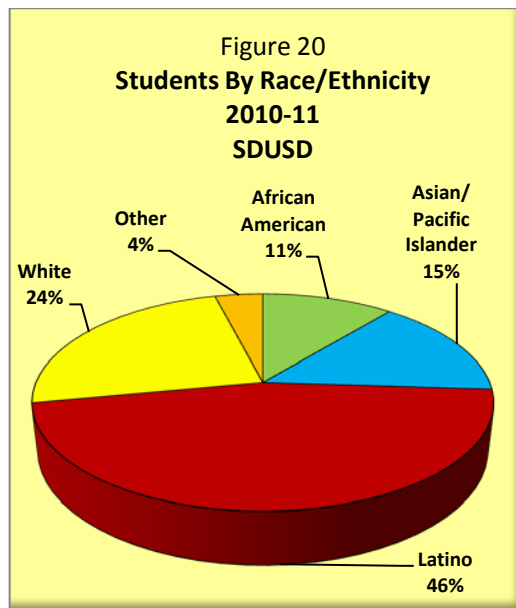
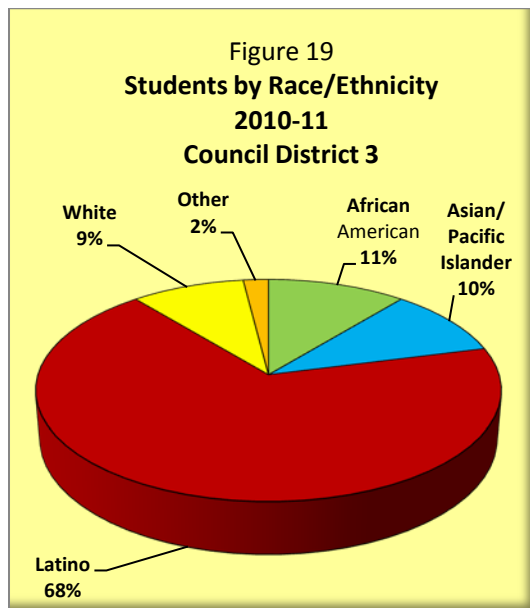
²⁸ Statistics on student enrollment in SDUSD are available from the California Department of Education (CDE) for district and charter schools. These data are submitted by districts to CDE on one day in October known as "Information Day."

²⁹ English learner data are derived from two separate data collections. Most Local Education Agencies (LEA) submitted and certified their data through the CALPADS Spring 1 student-level data collection, while 415 LEAs submitted through the Language Census. The resulting data are calculated by CDE.

³⁰ Other categories include American Indian, Multiple Race, or No Report.

school, Albert Einstein Academy, has a exceptionally high percentage of White students (64%) and lower percentage of Hispanic/Latino students (21%) than other schools in District 3.

As Figures 19 and 20 illustrate, Council District 3 has a higher percentage of Latino students and lower population of white students as compared with SDUSD as a whole.



II. Student Achievement and School Ranking

This section contains data on student achievement on the California Standards Test (CST) as well as school rankings on the statewide Academic Performance Index (API) for schools in District 1 for the 2010-11 school year.

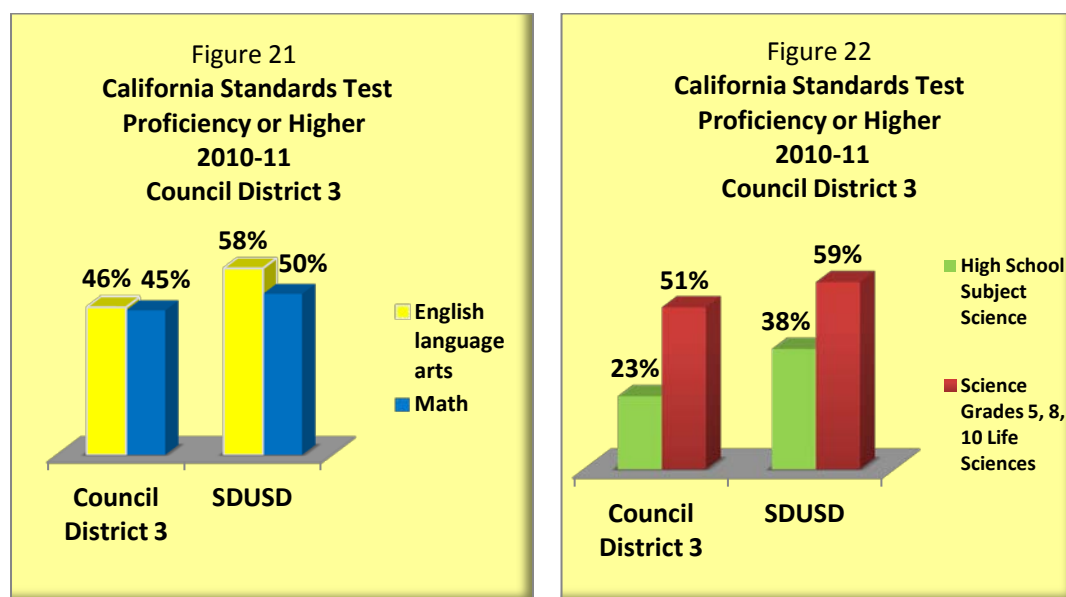
California Standards Test

The core component of the California state testing system is the California Standards Test (CST), which assesses mastery of the state's curriculum content standards by students in grades two through eleven. Though parents can opt out of the test, 95% of every state-designated student subgroup must participate in the assessments for a school not to be classified as low performing. California has indicated to the U.S. Department of Education that it expects to have all students at or above the proficient level on the state's English language arts and mathematics standards tests by school year 2013-2014 in compliance with the No Child Left Behind Act (NCLB).³¹

³¹ At this writing, the reauthorization of this federal law is pending in Congress. The Obama administration has proposed that this proficiency provision be altered, along with other provisions of NCLB.

As Figure 21 shows, 46% of students in Council District 3 across grades two through eleven achieved proficiency or higher on English language arts CSTs in 2010-11; 45% did so in math. Average rates of proficiency for students in particular subjects at particular schools in District 3 in 2010-11 ranged from a low of 0% (ALBA in math) to a high of 78% (Birney Elementary in math). Students in Council District 3 are scoring at lower levels of proficiency than students in SDUSD as a whole.

Figure 22 shows the average rates of proficiency of Council District 3 students on science CSTs at the fifth and eighth grade levels and on the life science CST at the tenth grade level, and on various science subject CSTs in 2010-11, on average, than students in SDUSD as a whole. Fifty-one percent of students in District 3 achieved proficiency or higher on science subject CSTs at the elementary and 10th grade levels as compared with 59% of students in SDUSD as a whole. Twenty-three percent of students in District 3 achieved proficiency or higher on science subject CSTs at the high school level as compared with 38% of students in SDUSD as a whole.



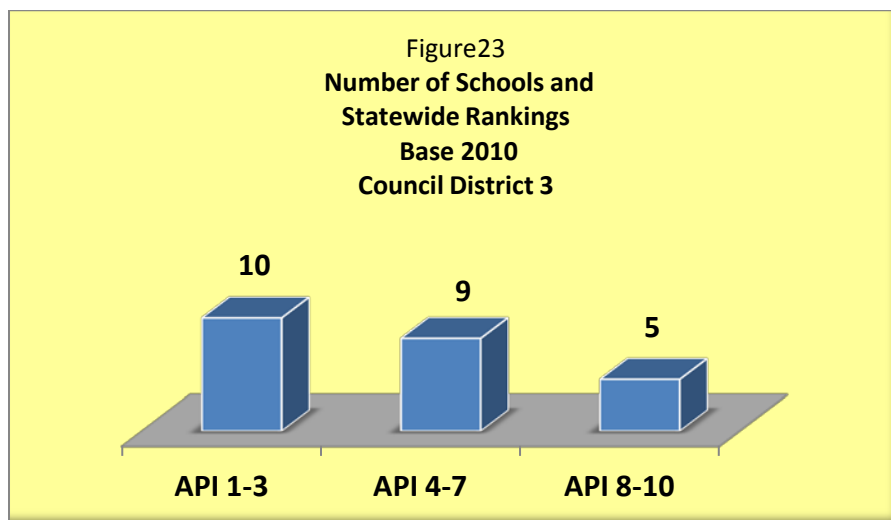
School Rankings

As part of the statewide accountability system, each year California reports the academic success of its public schools through an Academic Performance Index (API). It is an improvement model that measures academic growth on assessment measures such as the California Standards Test and the California High School Exit Examination. Scores on the API range from a low of 200 to a high of 1,000. To calculate the statewide base rankings, schools are first sorted by type (elementary, middle, and high) and then divided into ten equal groups or deciles.³² A statewide ranking from 1- 10 thus shows a relative

³² There is some exception to this for schools with small enrollment.

placement by school type. Schools with statewide rankings of 1-3 are considered underperforming schools.

Using API base data reported for 2010, 30% of the schools in SDUSD were ranked as API 1-3. Within District 3, ten schools (42%) had statewide rankings of API 1-3 (see Figure 23). No school in the council district received a statewide ranking of 10.



III. High School Performance and Opportunity

Four schools in Council District 3 serve ninth through twelfth grades: ALBA, Arroyo Paseo Charter High, Health Sciences High and Middle College, and Hoover High. Ninth through twelfth grade enrollment in the council district was 2,793 in the school year 2009-10 and 2,712 in 2010-11.

SDUSD provides a variety of options for students to attend schools outside their residence attendance boundaries. In the fall of 2010, 4,127 SDUSD high school students lived within the Hoover High attendance boundaries.³³ Forty-eight percent of the resident students chose to stay in the area for their high school experience at Hoover High, ALBA, Arroyo Paseo Charter High, or Health Sciences High and Middle College. Fifty-two percent of these resident students chose other options outside the council district at other area high schools, charter schools or alternative high schools.

The following section includes measures of high school performance and opportunity: advanced placement classes, the high school exit exam, high school suspension rates, dropout rates, graduation rates, and UC/CSU eligibility. Exit exam data and suspension rates are from 2010-11. Other statistics in this section are from the school year 2009-10 (the latest data available).

³³ Data from San Diego Unified School District Instructional Facilities Planning Department. Enrollment from 2010-11 school year.

Advanced Coursework at the High School Level

In addition to the “A-G” college preparatory classes, Advanced Placement (AP) and International Baccalaureate (IB) classes provide rigorous course options for high school students. AP courses are recognized as equivalent to undergraduate courses at the college level. If a student receives a high enough score on a standardized AP test, a participating college may grant the student college level credit. IB courses are part of a larger, rigorous curriculum program offered at two high schools and three middle schools within the school district, two of which are located in Council District 3 (Albert Einstein Academy Middle and Roosevelt International Middle). The number of AP or IB classes offered varies by school, but San Diego’s County Office of Education offers an additional thirty classes that students can take if these classes are not offered at a particular school site. Table 6 lists the number of AP classes offered and the number of students taking AP exams at the three Council District 3 high schools across District 3 as a whole, and across SDUSD as a whole during 2009-2010. As is evident from the table, the district operated high school in District 3 (Hoover High) is the only 9-12th grade school site offering AP courses while two middle schools offer IB courses.

**Table 6
AP or IB Classes
2009-10
Council District 3**

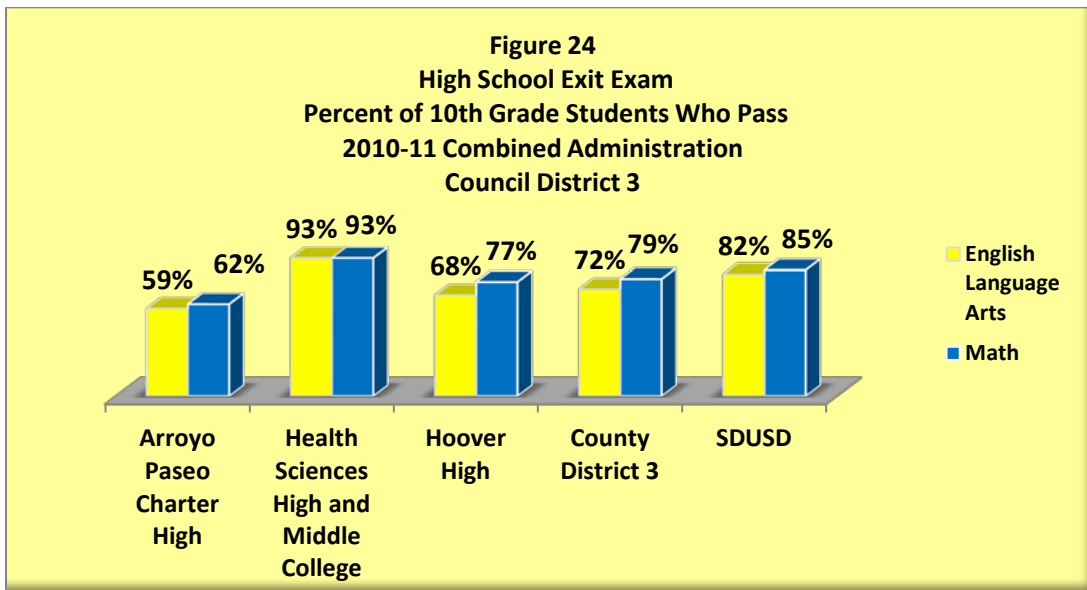
	# of AP/IB Classes	# of AP Exam Takers	09-10 11 th and 12 th Grade Enrollment	Percentage of students taking one or more AP Exams
ALBA	0	0	3	0%
Arroyo Paseo Charter High	0	0	83	0%
Health Sciences High and Middle College	0	0	191	0%
Hoover High	15	428	847	50%
Albert Einstein Academy Middle	23	n/a	n/a	n/a
Roosevelt International Middle	84	n/a	n/a	n/a
Council District 3	122	428	1124	38%
SDUSD	672	7,560	18,414	41%

Passing Rates on the California High School Exit Exam

In order to receive a diploma, California public school students must pass the California High School Exit Examination (CAHSEE) in English language arts and mathematics. The test is aligned with the state’s curriculum content standards. CAHSEE tests competency in English language arts through tenth grade

content standards and in mathematics through sixth and seventh grade content standards and Algebra 1. Students can begin taking the exam in their sophomore year and are allowed to continue taking any sections they fail until they have passed all portions of the exam. To some degree, the CAHSEE can provide a competency snapshot of how tenth graders are performing. However, it should be noted that not all students who pass the exam reach proficiency. Proficiency scores for tenth graders are used in the Adequate Yearly Progress designations, part of the statewide accountability system mandated by the federal No Child Left Behind Act of 2001.

As Figure 24 shows, the percent of tenth graders³⁴ in Council District 3 passing the high school exit exam in 2010-11 was 72% in English language arts and 79% in math as compared with 82% in English language arts and 85% in math for the district as a whole.³⁵ These percentages include combined test administrations of tenth grade students in March and May, 2011.



Student Suspensions at Area High Schools

Discipline and behavior problems detract from a successful learning environment. Out-of-school suspension is one of the serious consequences in SDUSD for disciplinary infractions such as use of alcohol, harassment, assault, defiance, or theft. According to SDUSD, a suspension is the “temporary removal of a student from ongoing instruction at the school for purposes of adjustment and calling attention to the seriousness of his/her behavior. Students are not allowed on campus during the period of suspension except for official meetings related to their suspension.”³⁶

³⁴ High School Exit Exam data was not available for ALBA.

³⁵ Six charter schools were not included in the SDUSD district total CAHSEE pass rate.

³⁶ SDUSD Office of Accountability Research and Reporting Department report, *Student Suspensions and Expulsions: 2010-11*.

One measure used to track suspensions is the suspension rate, which measures the number of out-of-school suspensions per 100 students at a given school. The district comparison rate is the expected rates for the school’s enrollment and grade-level composition, adjusted for the actual district-wide rates.

Table 7 shows the number of suspensions and the suspension rates for Council District 3 high schools as reported in the school’s School Accountability Report Card (SARC) on the school district website. Within District 3, seventy-five percent of high schools report a higher suspension rate than the district’s comparison figure.

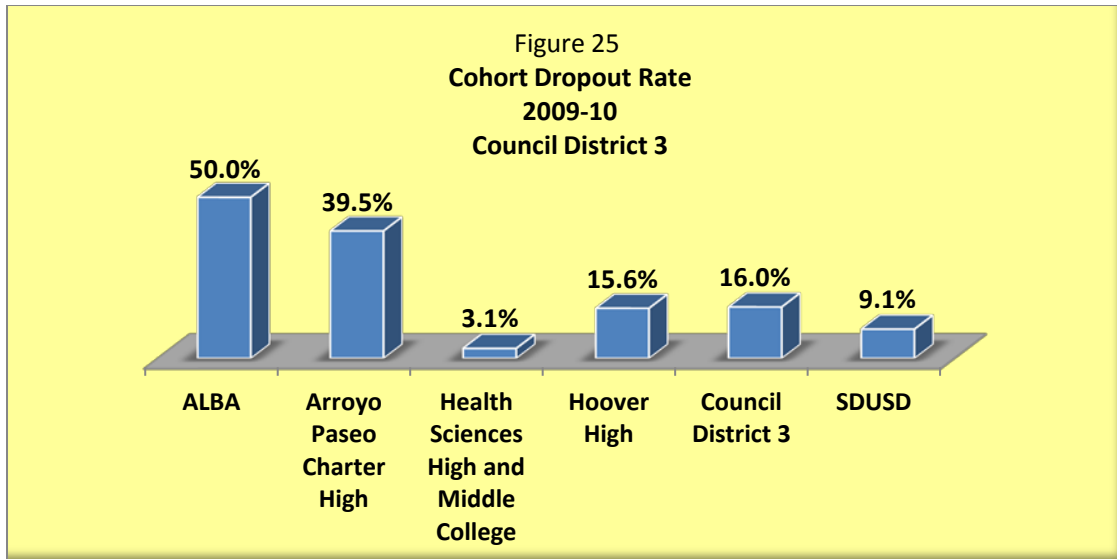
Table 7
School Suspensions
2010-11
Council District 3

	Number of Suspensions	Suspension Rate per 100 Students	District Comparison Rate
ALBA	152	434.29	18.55
Arroyo Paseo Charter High	16	10.88	9.63
Health Sciences High and Middle College	0	0	10.74
Hoover High	379	18.36	11.54

Dropout Rates

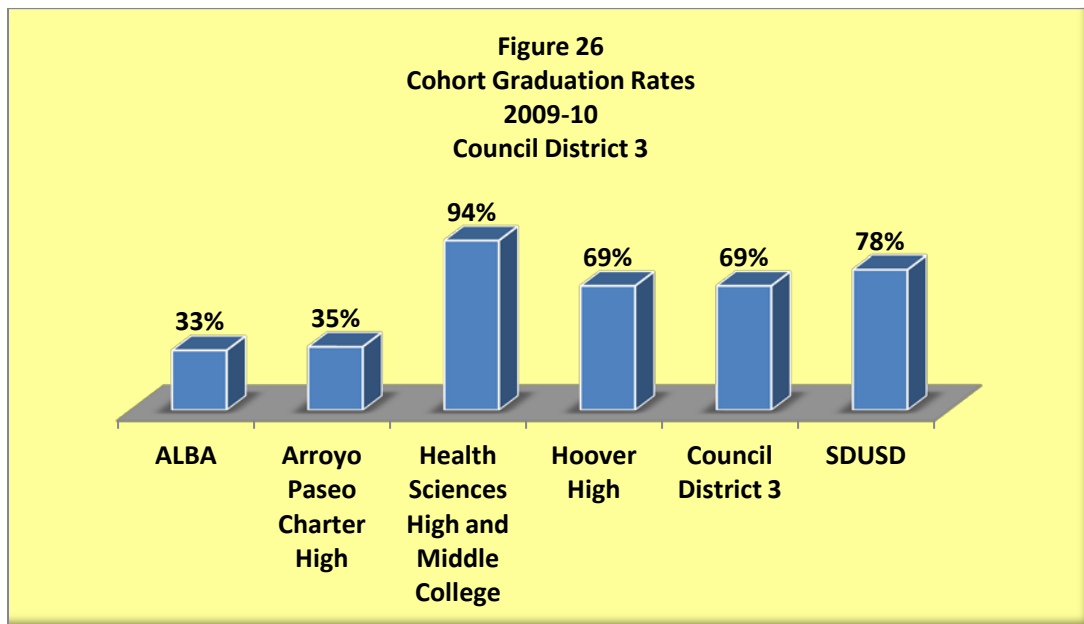
Dropout rates are based on school district dropout numbers for grades nine through twelve. Dropout numbers are reported to the CDE through the four-year adjusted cohort outcome, which includes the number of students who leave the 9-12 instructional system without a high school diploma, GED, or special education certificate of completion and who do not remain enrolled after the end of the 4th year.

Using this method of calculation, the CDE estimated that 9.1% of SDUSD students in the class of 2010 dropped out of high school over a four year period. As shown in Figure 25, Council District 3 dropout rates for the Class of 2010 were considerably higher collectively ranging from 3.1% at Health Sciences High and Middle College to 50% at ALBA.



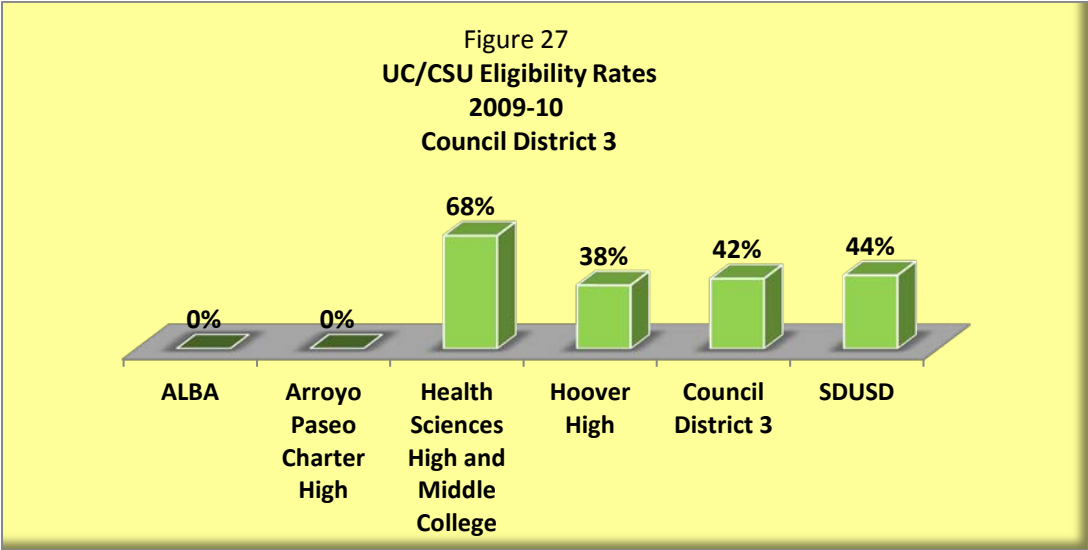
Graduation Rates and UC/CSU Eligibility

California graduation rates can be estimated in various ways. Here, we use the system employed by the California Department of Education. In the school year 2009-10, the four high schools in Council District 3 graduated 385 students. Graduation rates for Council District schools ranged from 33.3% to 93.8% averaging 69% for Council District 3. This is lower than SDUSD as a whole at 78%. Figure 26 compares graduation rates for Council District 3 high schools with average rates for students in SDUSD as a whole.



A subset of students who graduated from high school, took the necessary college preparatory coursework (“A-G” curriculum) to be eligible for admission to a University of California (UC) or California

State University (CSU) school. The percentage of students who graduated from a Council District 3 high school in 2009 with UC/CSU eligibility was lower than that for students in SDUSD as a whole, though eligibility rates varied by school. Figure 27 compares UC/CSU eligibility at Council District 3 schools with the average rate of UC/CSU eligibility for all students in SDUSD.

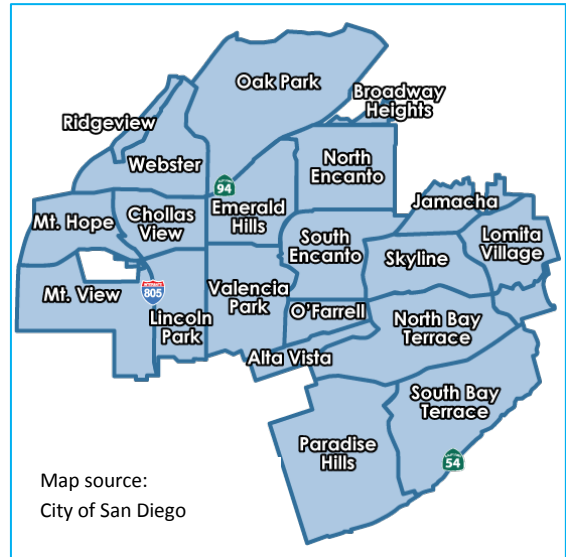


San Diego City Council District 4

I. School Enrollment and Demographics

San Diego City Council District 4 (Council District 4) comprises twenty communities in the southeast portion of the city.³⁷

San Diego Unified School District (SDUSD) operates twenty-seven schools within the geographic boundaries of Council District 4 and is the district authorizer for an additional six charter schools. Grade configurations for the thirty-three schools are as follows: eighteen elementary school grades K-5th or 6th, six K-8th grade schools, one 5th-8th grade school, four 6th-8th grade middle schools, two 6th-12th grade schools, and two 9th-12th grade high schools. See Appendix D for a complete list of SDUSD schools in Council District 4.³⁸



Total enrollment of SDUSD students in Council District 4 during the 2010-11 school year was 22,494, 17.1% of the enrollment of students in the district as a whole.³⁹ In 2010-11, 34% of students from District 4 were classified as English learners and 82% qualified for the federal free and reduced meal program.⁴⁰ These figures are higher than the school district as a whole. Twenty-eight percent students were classified as English learners and 64% qualified for the federal free and reduced meal program in SDUSD as a whole in 2010-11.

In 2009-10, 94% of schools in Council District 4 met the 15% threshold for students whose primary language is not English. Schools that meet this threshold for a particular language or languages are required by state law to provide written communication and notices to parents and guardians in the threshold language(s) in addition to English. Twenty-eight of those schools were required to provide translation in Spanish, and Filipino (Pilipino or Tagalog) or Vietnamese translation was provided in seven schools. District-wide, 79% of schools were required to provide written translation in at least one language other than English.

In 2010-11, students enrolled in schools in Council District 4 were identified in as 49% Latino, 22% African-American, 21% Asian/Filipino/Pacific Islander, 4% White, and 4% Other.⁴¹ San Diego School of

³⁷ Map source: City of San Diego website. <http://www.sandiego.gov/citycouncil/cd4/communities/index.shtml>.

³⁸ List of SDUSD schools within San Diego City Council District 4 supplied by the San Diego Association of Governments (SANDAG) Geographic Information Systems department.

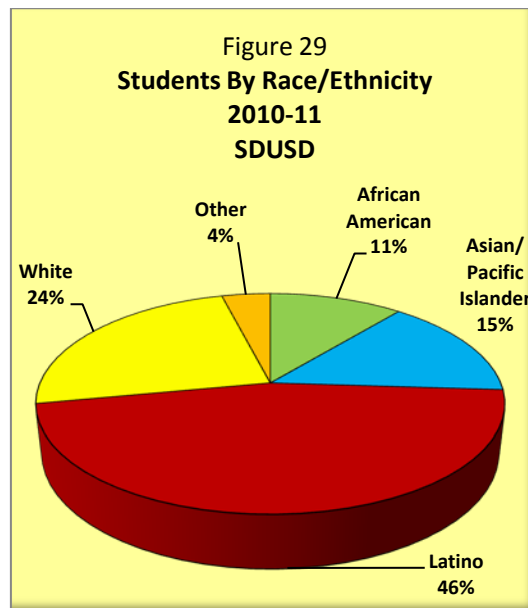
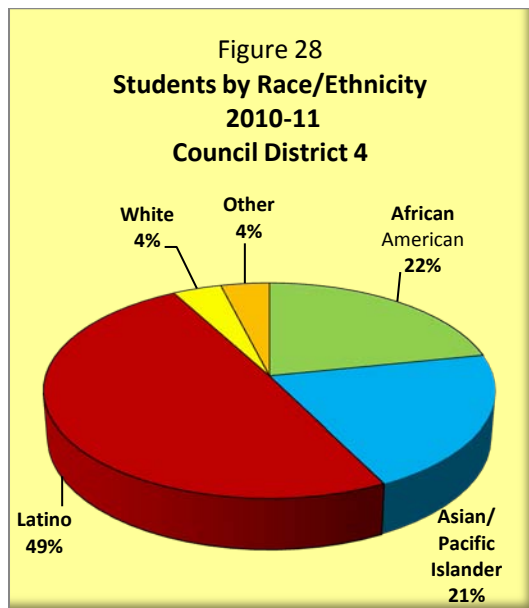
³⁹ Statistics on student enrollment in SDUSD are available from the California Department of Education (CDE) for districts and charter schools. These data are submitted by districts to CDE on one day in October known as "Information Day."

⁴⁰ English learner data are derived from two separate data collections. Most Local Education Agencies (LEA) submitted and certified their data through the CALPADS Spring 1 student-level data collection, while 415 LEAs submitted through the Language Census. The resulting data are calculated by CDE.

⁴¹ Other categories include American Indian, Multiple Race, or No Report.

Creative and Performing Arts (San Diego SCPA), a magnet school, has a high percentage of White students (20%) and lower percentage of Latino students (36%) than other schools in District 4.

As Figures 28 and 29 illustrate, Council District 4 has a higher percentage of Latino students and African-American students and significantly lower population of White students as compared with SDUSD as a whole.



II. Student Achievement and School Ranking

This section contains data on student achievement on the California Standards Test (CST) as well as school rankings on the statewide Academic Performance Index (API) for schools in District 4 for the 2010-11 school year.

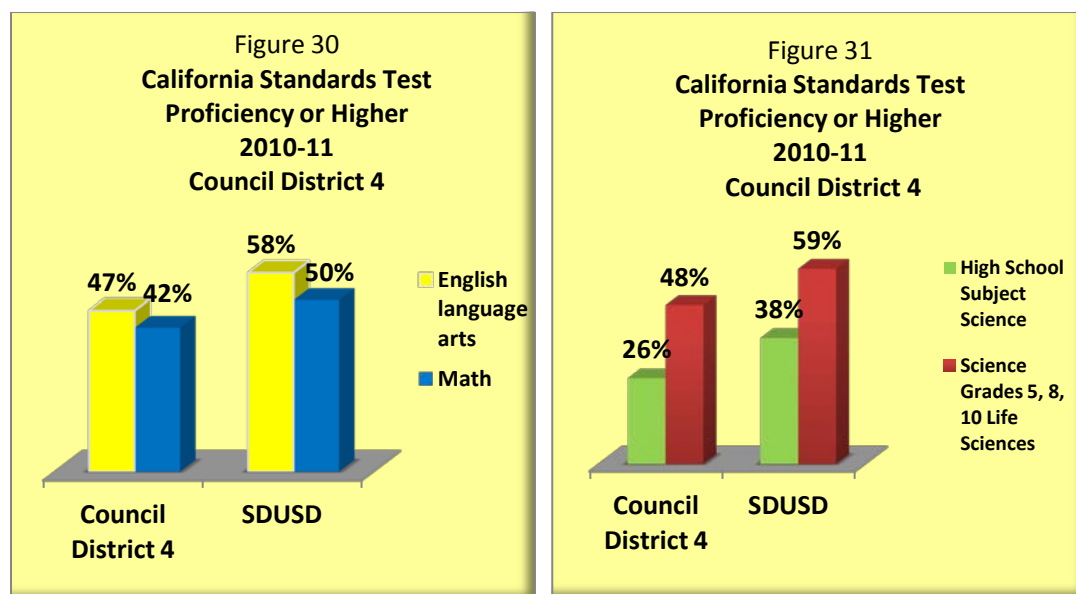
California Standards Test

The core component of the California state testing system is the California Standards Test (CST), which assesses mastery of the state’s curriculum content standards by students in grades two through eleven. Though parents can opt out of the test, 95% of every state-designated student subgroup must participate in the assessments for a school not to be classified as low performing. California has indicated to the U.S. Department of Education that it expects to have all students at or above the proficient level on the state’s English language arts and mathematics standards tests by school year 2013-2014 in compliance with the No Child Left Behind Act (NCLB).⁴²

⁴² At this writing, the reauthorization of this federal law is pending in Congress. The Obama administration has proposed that this proficiency provision be altered, along with other provisions of NCLB.

As Figure 30 shows, 47% of students in Council District 4 across grades two through eleven achieved proficiency or higher on English language arts CSTs in 2010-11; 42% did so in math. Average rates of proficiency for students in particular subjects at particular schools in District 4 in 2010-11 ranged from a low of 7% (Lincoln High in math) to a high of 75% (Perry Elementary in math). A larger percentage of students in Council District 4 score at lower levels of proficiency on the CSTs in 2010-11 than students in SDUSD as a whole.

Figure 31 shows the average rates of proficiency of Council District 4 students on science CSTs at the fifth and eighth grade levels and on the life science CST at the tenth grade level, and on various science subject CSTs at the high school level. Students in Council District 4 had lower rates of proficiency on science CSTs in 2010-11, on average, than students in SDUSD as a whole. Forty-eight percent of students in District 4 achieved proficiency or higher on science CSTs at the elementary and 10th grade levels as compared with 59% of students in SDUSD as a whole. Twenty-six percent of students in District 4 achieved proficiency or higher on science subject CSTs at the high school level as compared with 38% of students in SDUSD as a whole.

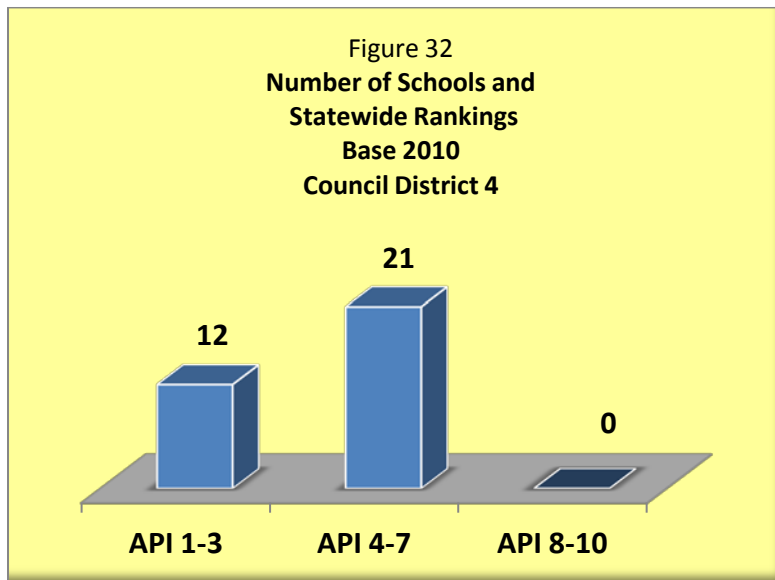


School Rankings

As part of the statewide accountability system, each year California reports the academic success of its public schools through an Academic Performance Index (API). It is an improvement model that measures academic growth on assessment measures such as the California Standards Test and the California High School Exit Examination. Scores on the API range from a low of 200 to a high of 1,000. To calculate the statewide base rankings, schools are first sorted by type (elementary, middle, and high) and then

divided into ten equal groups or deciles.⁴³ A statewide ranking from 1- 10 thus shows a relative placement by school type. Schools with statewide rankings of 1-3 are considered underperforming schools.

Using API base data reported for 2010, 30% of the schools in SDUSD were ranked as API 1-3. Within District 4, twelve schools representing 36% of schools had statewide rankings of API 1-3 (see Figure 32). No school in the council district received a statewide ranking higher than 7.



III. High School Performance and Opportunity

Four high schools in Council District 4 serve ninth through twelfth grades: Gompers Preparatory Academy, Morse High, Lincoln High and San Diego SCPA. Ninth through twelfth grade enrollment in the council district was 5,549 in the school year 2009-10 and 5,431 in 2010-11. Gompers Preparatory opened in the fall of 2009 and grew in enrolment by 644 students from 2009-2011.

SDUSD provides a variety of options for students to attend schools outside their resident attendance boundaries. In the fall of 2010, 9,208 SDUSD high school students lived in the Morse High and Lincoln High attendance boundaries.⁴⁴ Fifty-one percent of the resident students chose to stay in the attendance area for their high school experience at Gompers Preparatory, Morse High, Lincoln High or San Diego SCPA. Forty-nine percent of these resident students chose other options outside of the council district at other area high schools, charter schools or alternative high schools.

⁴³ There is some exception to this for schools with small enrollment.

⁴⁴ Data from San Diego Unified School District instructional Facilities Planning Department. Enrollment data from 2010-11 school year. Data includes the Crawford-Lincoln optional attendance boundary.

The following section includes measures of high school performance and opportunity: advanced placement classes, the high school exit exam, high school suspension rates, dropout rates, graduation rates, and UC/CSU eligibility. Exit exam data and suspension rates are from 2010-11. Other statistics in this section are from the school year 2009-10 (the latest data available).

Advanced Coursework at the High School Level

In addition to the “A-G” college preparatory classes, Advanced Placement (AP) and International Baccalaureate (IB) classes provide rigorous course options for high school students. AP courses are recognized as equivalent to undergraduate courses at the college level. If a student receives a high enough score on a standardized AP test, a participating college may grant the student college level credit. IB courses are part of a larger, rigorous curriculum program offered at two high schools and three middle schools within the school district, none of which are located in Council District 4. The number of AP or IB classes offered varies by school, but San Diego’s County Office of Education offers an additional thirty classes that students can take if these classes are not offered at a particular school site. Table 8 lists the number of AP classes offered and the number of students taking AP exams at each of the three Council District 4 high schools, across District 4 as a whole, and across SDUSD as a whole during 2009-10. As is evident from the table, 36% of District 4 high school students are taking one or more AP exams, lower than SDUSD at 41%.

Table 8
**AP or IB Classes
 2009-10
 Council District 4**

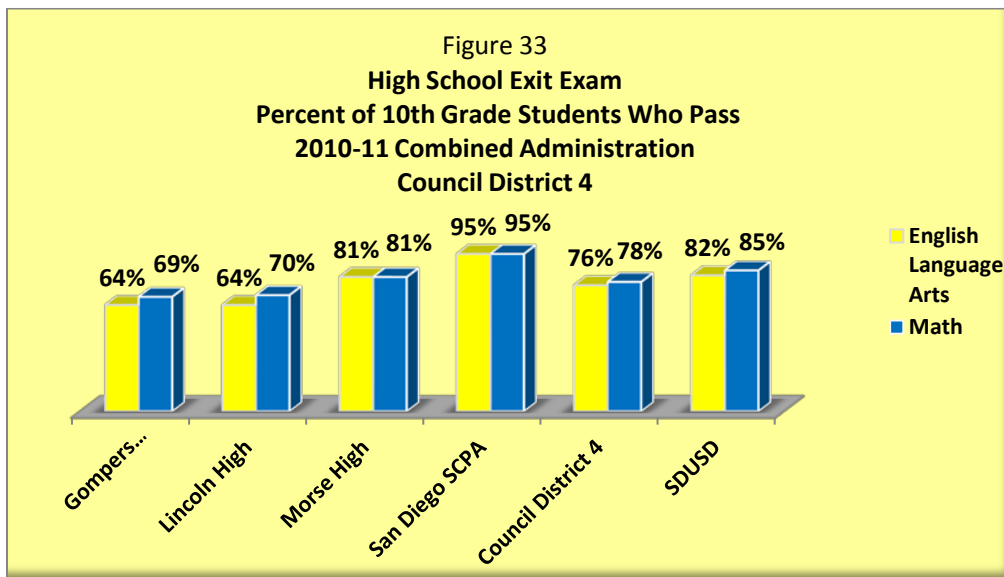
	# of AP/IB Classes	# of AP Exam Takers	09-10 High School Enrollment	Percentage of students taking one or more AP Exams
Lincoln High	17	288	959	30%
Morse High	23	343	1,001	34%
San Diego SCPA	19	199	371	54%
Gompers Preparatory Academy	4	0	n/a	n/a
Council District 4	63	830	2,331	36%
SDUSD	672	7,560	18,414	41%

Passing Rates on the California High School Exit Exam

In order to receive a diploma, California public school students must pass the California High School Exit Examination (CAHSEE) in English language arts and mathematics. The test is aligned with the state’s curriculum content standards. CAHSEE tests competency in English language arts through tenth grade

content standards and in mathematics through sixth and seventh grade content standards and Algebra 1. Students can begin taking the exam in their sophomore year and are allowed to continue taking any section they fail until they have passed all portions of the exam. To some degree, the CAHSEE can provide a competency snapshot of how tenth graders are performing. However, it should be noted that not all students who pass the exam reach proficiency. Proficiency scores for tenth graders are used in the Adequate Yearly Progress designations, part of the statewide accountability system mandated by the federal No Child Left Behind Act of 2001.

As Figure 33 shows, the percent of tenth graders in Council District 4 passing the high school exit exam in 2010-11 was 76% in English language arts and 78% in math as compared with 82% in English language arts and 85% in math for the district as a whole.⁴⁵ These percentages include combined test administrations of tenth grade students in March and May, 2011.



Student Suspensions at Area High Schools

Discipline and behavior problems detract from a successful learning environment. Out-of-school suspension is one of the serious consequences in SDUSD for disciplinary infractions such as use of alcohol, harassment, assault, defiance, or theft. According to SDUSD, a suspension is the “temporary removal of a student from ongoing instruction at the school for purposes of adjustment and calling attention to the seriousness of his/her behavior. Students are not allowed on campus during the period of suspension except for official meetings related to their suspension.”⁴⁶

⁴⁵ Six charter schools were not included in the SDUSD district total CAHSEE pass rate.

⁴⁶ SDUSD Office of Accountability Research and Reporting Department report, *Student Suspensions and Expulsions: 2010-11*.

One measure used to track suspensions is the suspension rate, which measures the number of out-of-school suspensions per 100 students at a given school. The district comparison rate is the expected rates for the school’s enrollment and grade-level composition, adjusted for the actual district-wide rates.

Table 9 shows the number of suspensions and the suspension rates for Council District 4 high schools as reported in the school’s School Accountability Report Card (SARC) on the school district website. Suspension rates vary between District 4 high schools and in relation to the district’s comparison figure.

Table 9
School Suspensions
2010-11
Council District 4

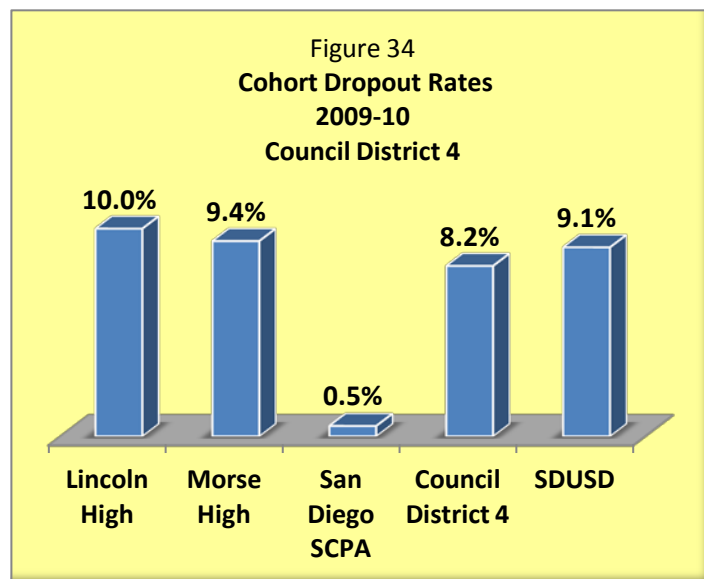
	Number of Suspensions	Suspension Rate per 100 Students	District Comparison Rate
Lincoln High	337	16.63	11.13
Morse High	218	10.16	11.21
Gompers Preparatory Academy	195	21.1	n/a
San Diego SCPA	137	9.67	15.48

Dropout Rates

Dropout rates are based on school district dropout numbers for grades nine through twelve. Dropout numbers are reported to the CDE through the four-year adjusted cohort outcome, which includes the number of students who leave the 9-12 instructional system without a high school diploma, GED, or special education certificate of completion and who do not remain enrolled after the end of the 4th year.

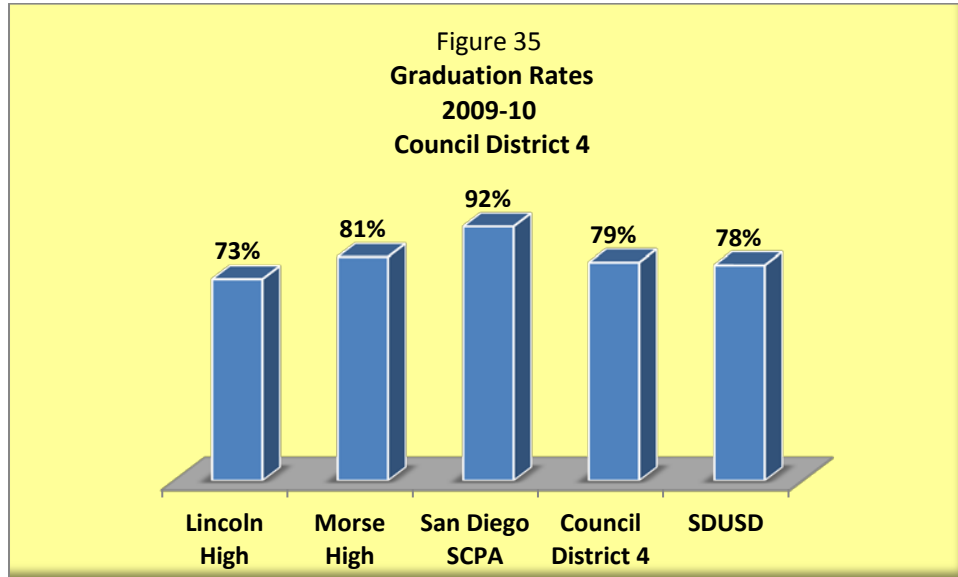
Using this method of calculation, the CDE estimated that 9.1% of SDUSD

students in the Class of 2010 dropped out of high school over a four-year period. As shown in Figure 34, Council District 4 dropout rates for the Class of 2010 were lower ranging from 0.5% at San Diego SCPA to 10.0% at Lincoln High.



Graduation Rates and UC/CSU Eligibility

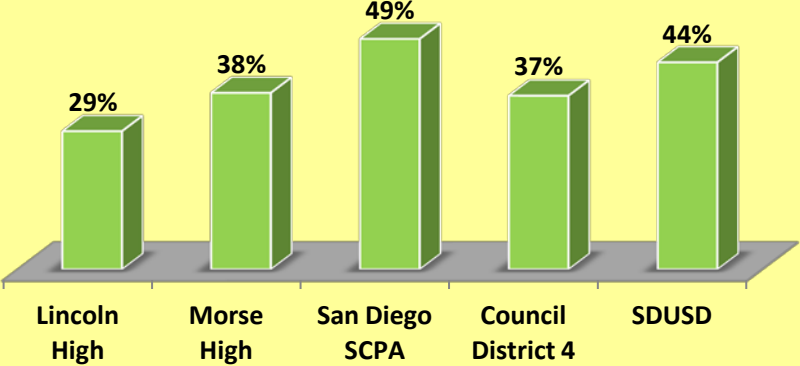
Calculating graduation rates can be estimated in various ways. Here, we use the system employed by the California Department of Education. In the school year 2009-10, four high schools in Council District 4 graduated 956 students. Gompers Preparatory Academy is a new charter, and the data for graduation rates are not yet available. Graduation rates for Council District 4 schools ranged from 73% to 91.8%. The council district average is 78.6%, slightly higher than the overall district rate. Figure 35 compares graduation rates for Council District 4 high schools with average rates for students in SDUSD as a whole.



A subset of students graduated from high school took the necessary college preparatory coursework (“A-G” curriculum) to be eligible for admission to a University of California (UC) or California State University (CSU) school. The percentage of students who graduated from Council District 4 high school in 2010 with UC/CSU eligibility was lower than that for students in SDUSD as a whole, though eligibility rates varied by school.⁴⁷ Figure 36 compares rates of UC/CSU eligibility at Council District 4 schools with the average rate of UC/CSU eligibility for all students in SDUSD.

⁴⁷ Data for UC/CSU graduation rates for Gompers Preparatory Academy was unavailable.

Figure 36
UC/CSU Eligibility Rates
2009-10
Council District 4



San Diego City Council District 5

I. School Enrollment and Demographics

San Diego City Council District 5 (Council District 5) comprises six communities in the northwest portion of the city.⁴⁸

San Diego Unified School District (SDUSD) operates 16 schools within the geographic boundaries of Council District 5 and has approved three charter schools. Grade configurations for the 19 schools are as follows: ten K-5th grade elementary schools, one K-12th grade school, three 6th-8th grade middle schools, one 6th-12th grade school, one 7th-12th grade school, and three 9th-12th grade high schools. See Appendix E for a complete list of SDUSD schools in Council District 5.⁴⁹



The total enrollment of students who attended SDUSD schools in Council District 5 during the 2010-11 school year was 19,762, 15.0% of the enrollment of students in the district as a whole.⁵⁰ In 2010-11, 16% of students from District 5 were classified as English learners and 41% qualify for the federal free and reduced meal program.⁵¹ These figures are lower than those for the district as a whole. Twenty-eight percent of students were classified as English learners and 64% were qualified for the free and reduced meal program in SDUSD as a whole in 2010-11.

In 2009-10, 47% of schools in Council District 5 met the 15% threshold for students whose primary language is not English. Schools that meet this threshold for a particular language or languages are required by state law to provide written communication and notices to parents and guardians in the threshold language in addition to English. Six of those schools in District 5 were required to provide translation in Spanish, and Filipino (Pilipino or Tagalog) or Vietnamese translation was also provided in three schools. District-wide, 79% of schools were required to provide written translation in at least one language other than English.

In 2010-11, students enrolled in schools in Council District 5 were identified in as 31% White, 31% Asian/Pacific Islander, 25% Latino, 7% African American, and 6% Other.⁵² TRACE, the only charter high

⁴⁸ Map source: City of San Diego website. <http://www.sandiego.gov/citycouncil/cd5/communities>.

⁴⁹ List of SDUSD schools within San Diego City Council District 5 supplied by the San Diego Association of Governments (SANDAG) Geographic Information Systems department.

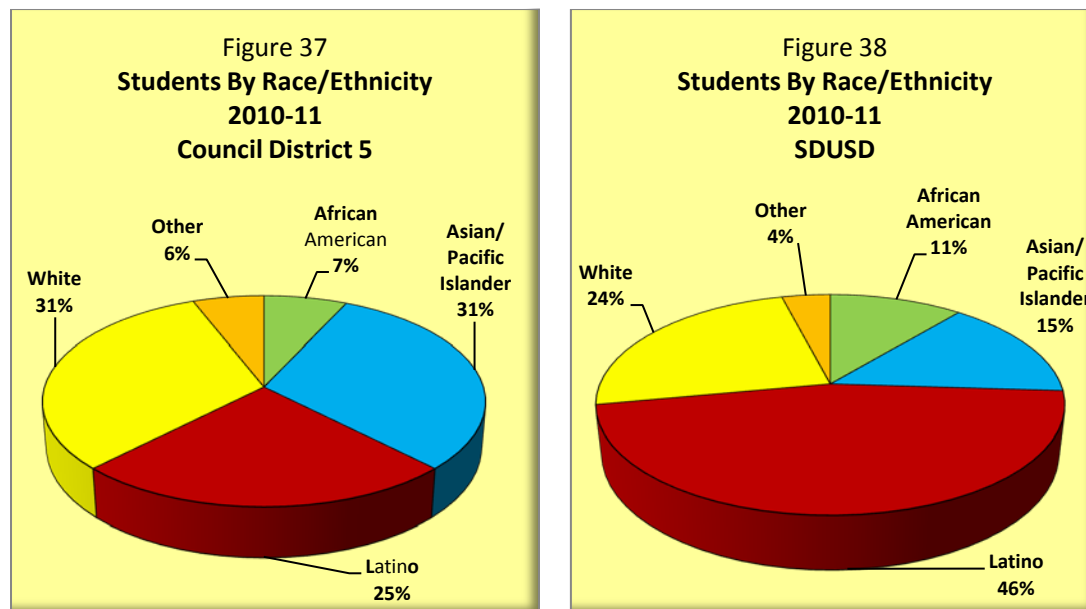
⁵⁰ Statistics on student enrollment in SDUSD are available from the California Department of Education (CDE) for district and charter schools. These data are submitted by districts to CDE on one day in October known as "Information Day."

⁵¹ English learner data are derived from two separate data collections. Most Local Education Agencies (LEA) submitted and certified their data through the CALPADS Spring 1 student-level data collection, while 415 LEAs submitted through the Language Census. The resulting data are calculated by CDE.

⁵² Other categories include American Indian, Multiple Race, or No Report.

school in District 5, has a higher percentage of Latino (51%) and African American students (22%) as compared with schools in Council District 5 as a whole.

As Figures 37 and 38 illustrate, Council District 5 has a higher percentages of White and Asian students and a lower percentage of Latino students as compared with SDUSD as a whole.



II. Student Achievement and School Ranking

This section contains data on student achievement on the California Standards Test (CST) as well as school rankings on the statewide Academic Performance Index (API) for schools in District 1 for the 2010-11 school year.

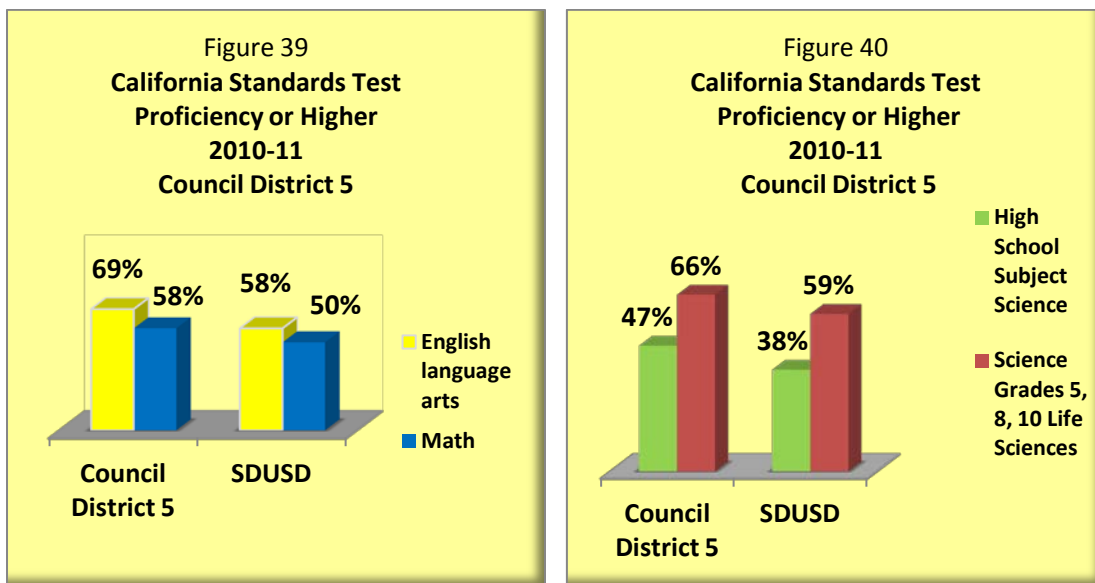
California Standards Test

The core component of the California state testing system is the California Standards Test (CST), which assesses mastery of the state’s curriculum content standards by students in grades two through eleven. Though parents can opt out of the test, 95% of every state- designated student subgroup must participate in the assessments for a school not to be classified as low performing. California has indicated to the U.S. Department of Education that it expects to have all students at or above the proficient level on the state’s English language arts and mathematics standards tests by school year 2013-2014 in compliance with the No Child Left Behind Act (NCLB).⁵³

⁵³ At this writing, the reauthorization of this federal law is pending in Congress. The Obama administration has proposed that this proficiency provision be altered, along with other provisions of NCLB.

As Figure 39 shows, 69% of students in Council District 5 across grades two through eleven achieved proficiency or higher on English language arts CSTs in 2010-11; 58% did so in math. Average rates of proficiency for students in particular subjects at particular schools in District 5 in 2010-11 ranged from a low of 6% (AUDEO Charter in math) to a high of 94% (Dingeman Elementary in math). A larger percentage of students in Council District 5 achieved proficiency or higher on the CSTs in 2010-11 than students in SDUSD as a whole.

Figure 40 shows the average rates of proficiency of Council District 5 students on science CSTs at the fifth and eighth grade levels and on the life science CST at the tenth grade level, and on various science subject CSTs at the high school level. Students in Council District 5 had higher rates of proficiency on science CSTs in 2010-11, on average, than students in SDUSD as a whole. Sixty-six percent of students in District 5 achieved proficiency or higher on science CSTs at the elementary and 10th grade levels as compared with 59% of students in SDUSD as a whole. Forty-seven percent of students in District 5 achieved proficiency or higher on science subject CSTs at the high school level as compared with 38% of students in SDUSD as a whole.



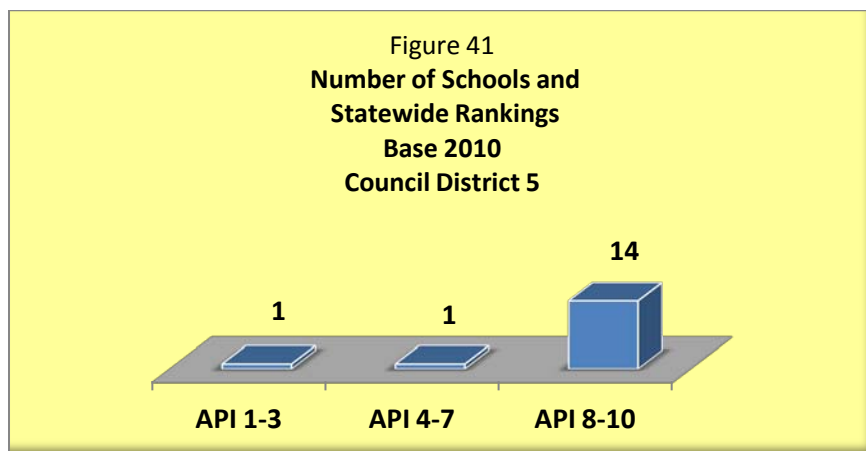
School Rankings

As part of the statewide accountability system, each year California reports the academic success of its public schools through an Academic Performance Index (API). It is an improvement model that measures academic growth on assessment measures such as the California Standards Test and the California High School Exit Examination. Scores on the API range from a low of 200 to a high of 1,000. To calculate the statewide base rankings, schools are first sorted by type (elementary, middle, and high) and then divided into ten equal groups or deciles.⁵⁴ A statewide ranking from 1- 10 thus shows a relative

⁵⁴ There is some exception to this for schools with small enrollment.

placement by school type. Schools with statewide rankings of 1-3 are considered underperforming schools.

Using API base data reported for 2010, 30% of the schools in SDUSD were ranked as API 1-3. Within District 5, one school (6%) in Council District 5, Learning Choice Academy, had a statewide ranking of API 1-3 (see Figure 41). Six schools in Council District 5 received a statewide ranking of ten.



III. High School Performance and Opportunity

Six high schools in Council District 5 serving ninth through twelfth grades: Mira Mesa High, Scripps Ranch High, Audeo Charter, Learning Choice Academy, Charter School of San Diego, and TRACE.⁵⁵ TRACE is an alternative school for students with disabilities. Ninth through twelfth grade enrollment in the council district was 7,865 in the school year 2009-10 and 8,325 in 2010-11.

SDUSD provides a variety of options for students to attend schools outside their resident attendance boundaries. In the fall of 2010, 4,962 SDUSD high school students lived within the Mira Mesa High or Scripps Ranch High attendance boundaries.⁵⁶ Ninety-four percent of these resident students chose to stay in the attendance area for their high school experience at Mira Mesa High, Scripps Ranch High, or TRACE. Six percent of the resident students chose other options outside the council district at other area high schools, charter schools, or alternative high schools.

The following section includes measures of high school performance and opportunity: advanced placement classes, the high school exit exam, high school suspension rates, dropout rates, graduation rates, and UC/CSU eligibility. Exit exam data and suspension rates are from 2010-11. Other statistics in this section are from the school year 2009-10 (the latest data available).

⁵⁵ Audeo Charter, Learning Choice Academy, and Charter School of San Diego serve additional grades in addition to ninth through twelfth.

⁵⁶ Data from San Diego Unified School District Instructional Facilities Planning Department. Enrollment data from 2010-11 school year. Data include the Mira Mesa-Scripps Ranch optional attendance boundary.

Advanced Coursework at the High School Level

In addition to the “A-G” college preparatory classes, Advanced Placement (AP) and International Baccalaureate (IB) classes provide rigorous course options for high school students. AP courses are recognized as equivalent to undergraduate courses at the college level. If a student receives a high enough score on a standardized AP test, a participating college may grant the student college level credit. IB courses are part of a larger, rigorous curriculum program offered at two high schools and three middle schools within the school district, none of which are located in Council District 5. The number of AP or IB classes offered varies by school, but San Diego’s County Office of Education offers an additional thirty classes that students can take if these classes are not offered at a particular school site. Table 10 lists the number of AP classes offered the number of students taking AP exams at each of the six Council District 5 high schools, across District 5 as a whole, and across SDUSD as a whole during 2009-10. As is evident from the table, a greater percentage of Scripps Ranch High and Mira Mesa High students are taking more AP exams than SDUSD as a whole.

Table 10
**AP or IB Classes
 2009-10
 Council District 5**

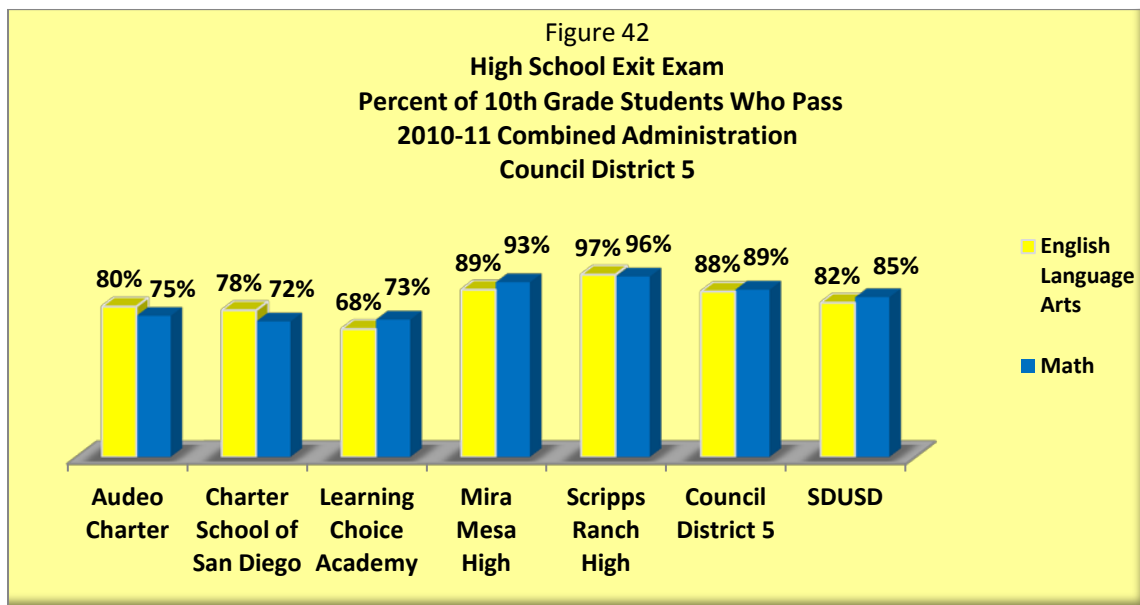
	# of AP/IB Classes	# of AP Exam Takers	09-10 High School Enrollment	Percentage of students taking one or more AP Exams
Audeo Charter	0	0	253	0%
Charter School of San Diego	0	0	1,085	0%
Learning Choice Academy	0	0	91	0%
Mira Mesa High	49	765	1,247	61%
TRACE	0	0	641	0%
Scripps Ranch High	38	640	1,055	61%
Council District 5	87	1,405	4,372	15%
SDUSD	672	7,560	18,414	41%

Passing Rates on the California High School Exit Exam

In order to receive a diploma, California public school students must pass the California High School Exit Examination (CAHSEE) in English language arts and mathematics. The test is aligned with the state’s curriculum content standards. CAHSEE tests competency in English language arts through tenth grade content standards and in mathematics through sixth and seventh grade content standards and Algebra

1. Students can begin taking the exam in their sophomore year and are allowed to continue taking any sections they fail until they have passed all portions of the exam. To some degree, the CAHSEE can provide a competency snapshot of how tenth graders are performing. However, it should be noted that not all students who pass the exam reach proficiency. Proficiency scores for tenth graders are used in the compilation of the Adequate Yearly Progress designations, part of the statewide accountability system mandated by the federal No Child Left Behind Act of 2001.

As Figure 42 shows, the percent of tenth graders in Council District 5 passing the high school exit exam⁵⁷ in 2010-11 was 88% in English language arts and 89% in math, as compared with the 82% in English language arts and 85% in math for the district as a whole.⁵⁸ These percentages include combined test administrations of tenth grade students in March and May, 2011.



Student Suspensions at Area High Schools

Discipline and behavior problems detract from a successful learning environment. Out-of-school suspension is one of the serious consequences in SDUSD for disciplinary infractions such as use of alcohol, harassment, assault, defiance, or theft. According to SDUSD, a suspension is the “temporary removal of a student from ongoing instruction at the school for purposes of adjustment and calling attention to the seriousness of his/her behavior. Students are not allowed on campus during the period of suspension except for official meetings related to their suspension.”⁵⁹

⁵⁷ Scores were not reported for TRACE.

⁵⁸ Six charter schools were not included in the SDUSD district total CAHSEE pass rate.

⁵⁹ SDUSD Office of Accountability Research and Reporting Department report, *Student Suspensions and Expulsions: 2010-11*.

One measure used to track suspensions is the suspension rate, which measures the number of out-of-school suspensions per 100 students at a given school. The district comparison rate is the expected rates for the school’s enrollment and grade-level composition, adjusted for the actual district-wide rates.

Table 11 shows the number of suspensions and the suspension rates for Council District 5 high schools as reported in the school’s School Accountability Report Card (SARC) on the school district website. Both Mira Mesa High and Scripps Ranch High have lower suspension rates than the district’s comparison figure.

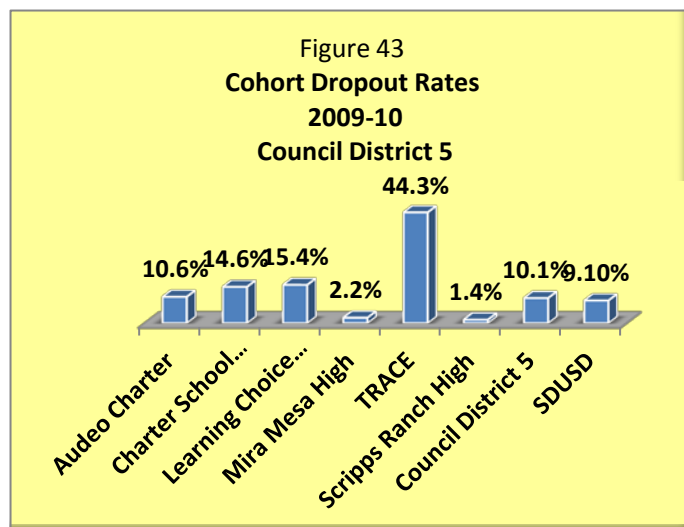
Table 11
School Suspensions
2010-11
Council District 5

	Number of Suspensions	Suspension Rate per 100 Students	District Comparison Rate
Audeo Charter	0	n/a	n/a
Charter School of San Diego	0.2%	n/a	n/a
Learning Choice Academy	0	0	9.14
Mira Mesa High	190	7.26	10.81
TRACE	n/a	n/a	n/a
Scripps Ranch High	178	7.21	10.71

Dropout Rates

Dropout rates are based on school district dropout numbers for grades nine through twelve. Dropout numbers are reported to the CDE through the four-year adjusted cohort outcome, which includes the number of students who leave the 9-12 instructional system without a high school diploma, GED, or special education certificate of completion and who do not remain enrolled after the end of the 4th year.

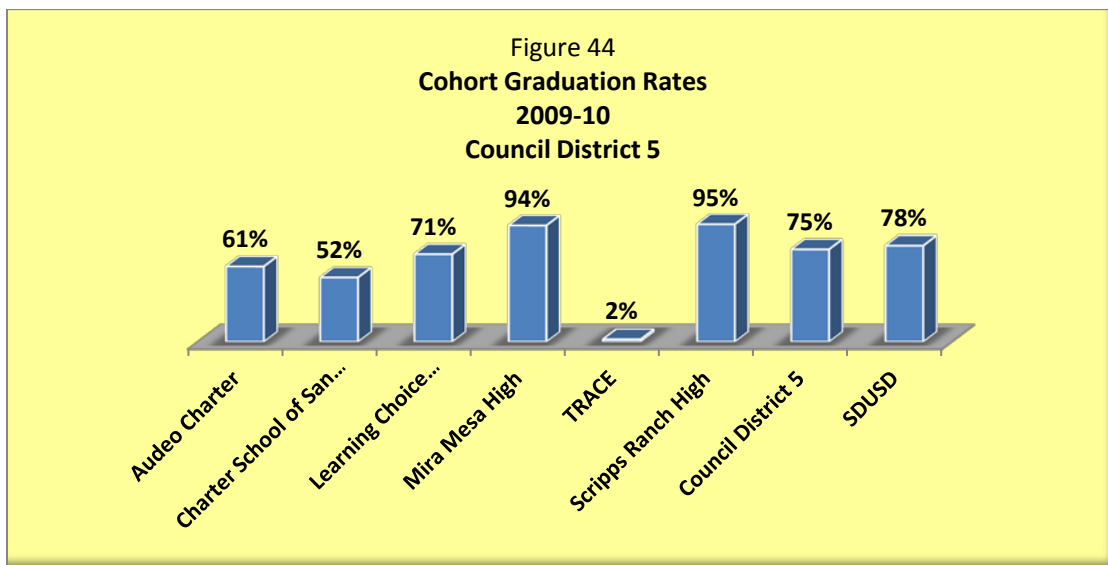
Using this method of calculation, the CDE estimated that 9.1% of SDUSD students in



the Class of 2010 dropped out of high school over a four-year period. As shown in Figure 43, Council District 5 dropout rates for the class of 2010 were higher than the district as a whole ranging from 1.4% at Scripps Ranch High to 44.3% at TRACE.

Graduation Rates and UC/CSU Eligibility

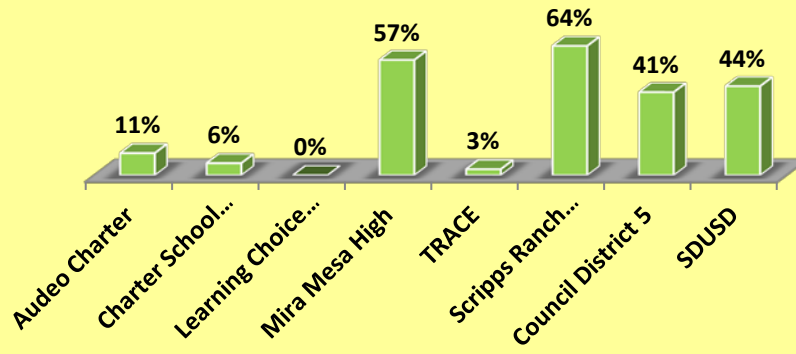
Calculating graduation rates can be estimated in various ways. Here, we use the system employed by the California Department of Education. In the school year, 2009-10 six high schools in Council District 5 graduated 1,483 students⁶⁰. Graduation rates for Council District 5 schools ranged from 1.7% to 95.2% which, overall, is lower than SDUSD as a whole at 75.1%. Figure 44 compares graduation rates for Council District 5 high schools with average rates for students in SDUSD as a whole.



A subset of students who graduated from high school took the necessary college preparatory coursework (“A-G” curriculum) to be eligible for admission to a University of California (UC) or California State University (CSU) school. The percentage of students who graduated from a Council District 5 high school in 2010 with UC/CSU eligibility was lower than that for students in SDUSD as a whole, though eligibility rates varied by school. Figure 45 compares rates of UC/CSU eligibility at Council District 5 schools with the average rates of UC/CSU eligibility for all students in SDUSD.

⁶⁰ Because ten or fewer students graduated from TRACE, exact numbers were unavailable to protect student privacy. Calculations using the cohort graduation rate and cohort students estimate TRACE graduated two students.

Figure 45
UC/CSU Eligibility Rates
2009-10
Council District 5



San Diego City Council District 6

I. School Enrollment and Demographics

San Diego City Council District 6 (Council District 6) comprises nine communities in the central portion of the city.⁶¹

San Diego Unified School District (SDUSD) operates thirty-nine schools within the geographic boundaries of Council District 6 and is the district authorizer for an additional three charter schools. Grade configurations for the forty-two schools are as follows: Twenty-one elementary schools grades K-5th or 6th, three K-8th grade schools, four K-12th grade schools, four 6th-8th grade middle schools, one 7th-8th grade school, one 7th-12th grade school, and eight high schools grades 9th-11th or 9th-12th. See Appendix F for a complete list of SDUSD schools in Council District 6.⁶²



The total enrollment of students who attended SDUSD schools in Council District 6 during the 2010-11 school year was 18,419, 14.0% of the enrollment of students in the district as a whole.⁶³ In 2010-11, 24% of students from District 1 were classified as English learners and 70% qualified for the federal free and reduced meal program.⁶⁴ These figures are lower than those for the district as a whole. Twenty-eight percent of students were classified as English learners and 64% qualified for the federal free and reduced meal program in SDUSD as a whole in 2010-11.

In 2009-10, 74% of schools in Council District 6 met the 15% threshold for students whose primary language is not English. Schools that meet this threshold for a particular language or languages are required by state law to provide written communication and notices to parents and guardians in the threshold language(s) in addition to English. Thirty of those schools were required to provide translation in Spanish, and Vietnamese translation was also provided in two schools. District-wide, 79% of schools were required to provide written translation in at least one language other than English.

In 2010-11, students enrolled in schools in Council District 6 were identified as 46% Latino, 26% White, 12% Asian/ Pacific Islander, 11% African American, and 5% Other.⁶⁵

⁶¹ Map Source: City of San Diego website: <http://www.sandiego.gov/citycouncil/cd6/communities/>.

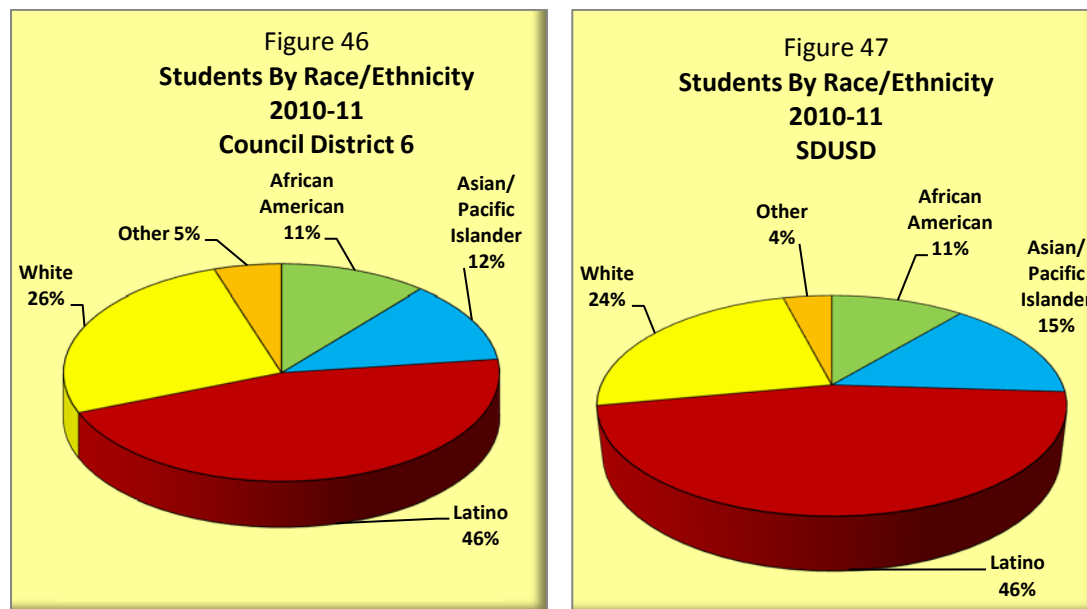
⁶² List of SDUSD schools within San Diego City Council District 6 supplied by the San Diego Association of Governments (SANDAG) Geographic Information Systems department.

⁶³ Statistics on student enrollment in SDUSD are available from the California Department of Education (CDE) for district and charter schools. These data are submitted by districts to CDE on one day in October known as "Information Day."

⁶⁴ English learner data are derived from two separate data collections. Most Local Education Agencies (LEA) submitted and certified their data through the CALPADS Spring 1 student-level data collection, while 415 LEAs submitted through the Language Census. The resulting data are calculated by CDE.

⁶⁵ Other categories include American Indian, Multiple Race, or No Report.

As Figures 46 and 47 illustrate, Council District 6 closely resembles San Diego school district as a whole. A slightly higher percentage of White students and slightly lower percentage of Asian/Pacific Islander students are present in Council District 6 than the district overall.



I. Student Achievement and School Ranking

This section contains data on student achievement on the California Standards Test (CST) as well as school rankings on the statewide Academic Performance Index (API) for schools in District 6 for the 2010-11 school year.

California Standards Test

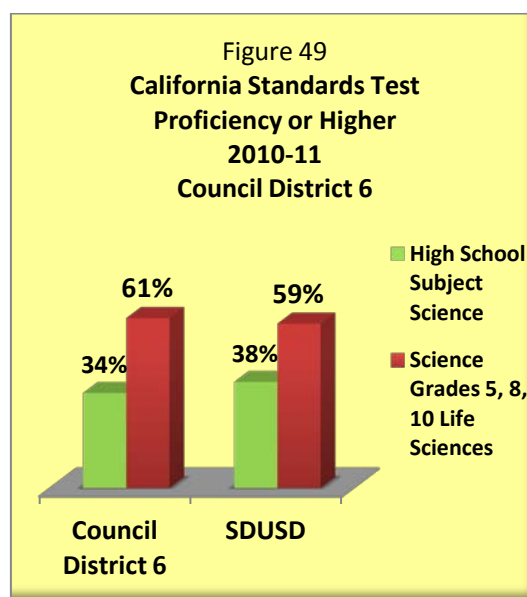
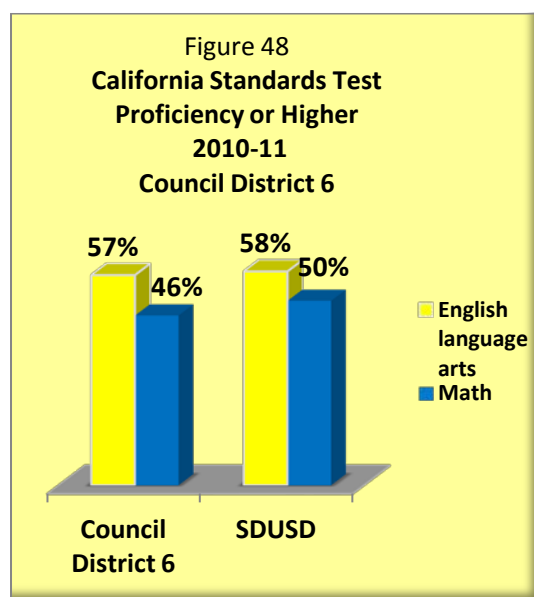
The core component of the California state testing system is the California Standards Test (CST), which assesses mastery of the state’s curriculum content standards by students in grades two through eleven. Though parents can opt out of the test, 95% of every state- designated student subgroup must participate in the assessments for a school not to be classified as low performing. California has indicated to the U.S. Department of Education that it expects to have all students at or above the proficient level on the state’s English language arts and mathematics standards tests by school year 2013-2014 in compliance with the No Child Left Behind Act (NCLB).⁶⁶

As Figure 48 shows, 57% of students in Council District 6 across grades two through eleven achieved proficiency or higher on English language arts CSTs in 2010-11; 46% did so in math. Average rates of

⁶⁶ At this writing, the reauthorization of this federal law is pending in Congress. The Obama administration has proposed that this proficiency provision be altered, along with other provisions of NCLB.

proficiency for students in particular subjects at particular schools in District 6 in 2010-11 ranged from a low of 2% (Twain High in math) to a high of 82% (Holmes Elementary in math). A smaller percentage of students in Council District 6 achieved proficiency or higher on the CSTs in 2010-11 than students in SDUSD as a whole.

Figure 49 shows the average rates of proficiency of Council District 6 students on science CSTs at the fifth and eighth grade levels and on the life science CST at the tenth grade level, and on various science subject CSTs at the high school level. Students in Council District 6 had similar rates of proficiency on science CSTs in 2010-11, on average, than students in SDUSD as a whole. Sixty-one percent of students in District 6 achieved proficiency or higher on science CSTs at the elementary and 10th grade levels as compared with 59% of students in SDUSD as a whole. Thirty-four percent of students in District 6 achieved proficiency or higher on science subject CSTs at the high school level as compared with 38% of students in SDUSD as a whole.

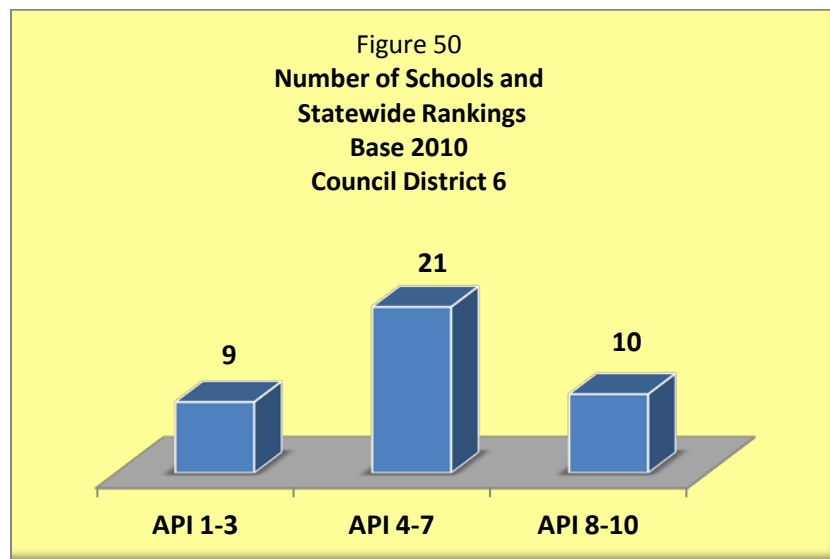


School Rankings

As part of the statewide accountability system, each year California reports the academic success of its public schools through an Academic Performance Index (API). It is an improvement model that measures academic growth on assessment measures such as the California Standards Test and the California High School Exit Examination. Scores on the API range from a low of 200 to a high of 1,000. To calculate the statewide base rankings, schools are first sorted by type (elementary, middle, and high) and then divided into ten equal groups or deciles.⁶⁷ A statewide ranking from 1- 10 thus shows a relative placement by school type. Schools with statewide rankings of 1-3 are considered underperforming schools.

⁶⁷ There is some exception to this for schools with small enrollment.

Using API base data reported for 2010, 30% of the schools in SDUSD were ranked as API 1-3. Within District 6, nine schools representing 23% of schools had statewide rankings of API 1-3 (see Figure 50). One school in the council district received a score of ten.



II. High School Performance and Opportunity

Thirteen high schools in Council District 6 serve ninth through eleventh or twelfth grades: Clairemont High, Coleman Tech Charter High, John Muir, Kearny Construction Tech, Kearny High School of Digital Media & Design, Kearny High School of International Business, Kearny High School of Science Connections and Technology, Madison High, Mt. Everest Academy, Riley/New Dawn, San Diego Metropolitan Regional & Technical, Twain High and Whittier/Del Sol Academy. Ninth through twelfth grade enrollment in the council district was 5,515 in 2009-10 and 5,452 in 2010-11. Coleman Tech and Charter High opened in the fall of 2010 with ninth and tenth grades.

SDUSD provides a variety of options for students to attend schools outside their resident attendance boundaries. In the fall of 2010, 4,944 SDUSD high school students lived within the Clairemont High, Kearny High, and Madison High attendance boundaries.⁶⁸ Sixty-three percent of these resident students chose to stay in the attendance area for their high school experience at one of the thirteen high schools noted above. Thirty-seven percent of the resident students chose other options outside the council district at other area high schools, charter schools, or alternative high schools.

The following section includes measures of high school performance and opportunity: advanced placement classes, the high school exit exam, high school suspension rates, dropout rates, graduation rates, and UC/CSU eligibility. Exit exam data and suspension rates are from 2010-11. Other statistics in this section are from the school year 2009-10 (the latest data available).

⁶⁸ Data from San Diego Unified School District Instructional Facilities Planning Department. Enrollment data from 2010-11 school year. Data includes the Clairemont-Madison optional attendance boundary.

Advanced Coursework at the High School Level

In addition to the “A-G” college preparatory classes, Advanced Placement (AP) and International Baccalaureate (IB) classes provide rigorous course options for high school students. AP courses are recognized as equivalent to undergraduate courses at the college level. If a student receives a high enough score on a standardized AP test, a participating college may grant the student college level credit. IB courses are part of a larger, rigorous curriculum program offered at two high schools and three middle schools within the school district, none of which are located in Council District 6. The number of AP or IB classes offered varies by school, but San Diego’s County Office of Education offers an additional thirty classes that students can take if these classes are not offered at a particular school site. Table 12 lists the number of AP classes offered and the number of students taking AP exams at each of the thirteen high schools, across District 6 as a whole, and across SDUSD as a whole during 2009-10. As evident from the table, smaller percentages Council District 6 high school students are taking AP exams than students in the district as a whole.

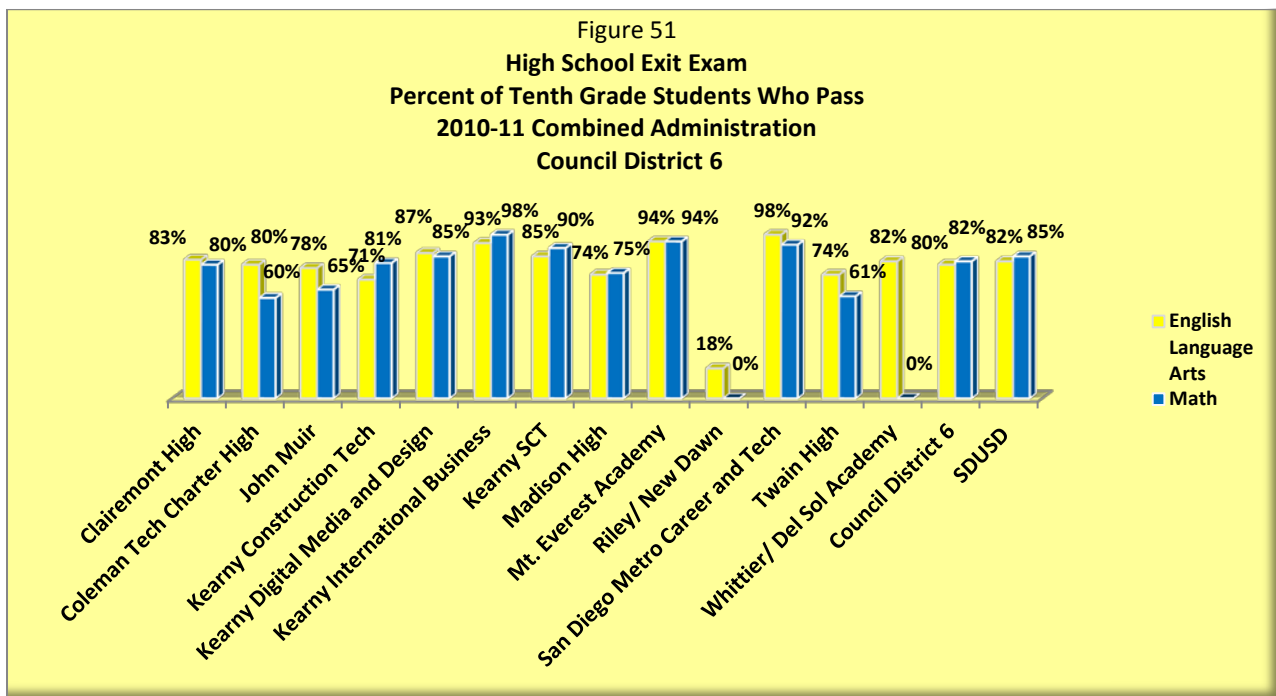
Table 12
AP or IB Classes
2009-10
Council District 6

	# of AP/IB Classes	# of AP Exam Takers	09-10 11 th and 12 th Grade Enrollment	Percentage of students taking one or more AP Exams
Clairemont High	16	242	619	39%
Coleman Tech Charter High	0	0	n/a	n/a
John Muir	1	58	39	149%
Kearny Constriction Tech	0	25	211	12%
Kearny Digital Media & Design	1	59	208	28%
Kearny International Business	2	64	186	34%
Kearny SCT	1	52	214	24%
Mt. Everest Academy	3	12	42	29%
Riley/New Dawn	0	0	33	0%
Madison High	15	227	541	42%
San Diego Metro Career & Tech	0	1	96	1%
Whittier/Del Sol Academy	0	0	53	0%
Twain High	0	0	213	0%
Council District 5	39	740	2,455	30%
SDUSD	672	7,560	40,257	41%

Passing Rates on the California High School Exit Exam

In order to receive a diploma, California public school students must pass the California High School Exit Examination (CAHSEE) in English language arts and mathematics. The test is aligned with the state’s curriculum content standards. CAHSEE tests competency in English language arts through tenth grade content standards and in mathematics through sixth and seventh grade content standards and Algebra 1. Students can begin taking the exam in their sophomore year and are allowed to continue taking any sections they fail until they have passed all portions of the exam. To some degree, the CAHSEE can provide a competency snapshot of how tenth graders are performing. However, it should be noted that not all students who pass the exam reach proficiency. Proficiency scores for tenth graders are used in the Adequate Yearly Progress designations, part of the statewide accountability system mandated by the federal No Child Left Behind Act of 2001.

As Figure 51 shows, the percent of tenth graders in Council District 6 passing the high school exit exam in 2010-11 was 80% in English language arts and 82% in math as compared with 82% in English language arts and 85% in math for the district as a whole.⁶⁹ These percentages include combined test administrations of tenth grade students in March and May, 2011.



⁶⁹ Six charter schools were not included in the SDUSD district total CAHSEE pass rate.

Student Suspensions at Area High Schools

Discipline and behavior problems detract from a successful learning environment. Out-of-school suspension is one of the serious consequences in SDUSD for disciplinary infractions such as use of alcohol, harassment, assault, defiance, or theft. According to SDUSD, a suspension is the “temporary removal of a student from ongoing instruction at the school for purposes of adjustment and calling attention to the seriousness of his/her behavior. Students are not allowed on campus during the period of suspension except for official meetings related to their suspension.”⁷⁰

One measure used to track suspensions is the suspension rate, which measures the number of out-of-school suspensions per 100 students at a given school. The district comparison rate is the expected rates for the school’s enrollment and grade-level composition, adjusted for the actual district-wide rates.

Table 13 shows the number of suspensions and the suspension rates for Council District 6 high schools as reported in the school’s School Accountability Report Card (SARC) on the school district website. Suspension rates at Council District 6 high schools vary in comparison to one another and to the district’s comparison figure.

Table 13
School Suspensions
2010-11
Council District 6

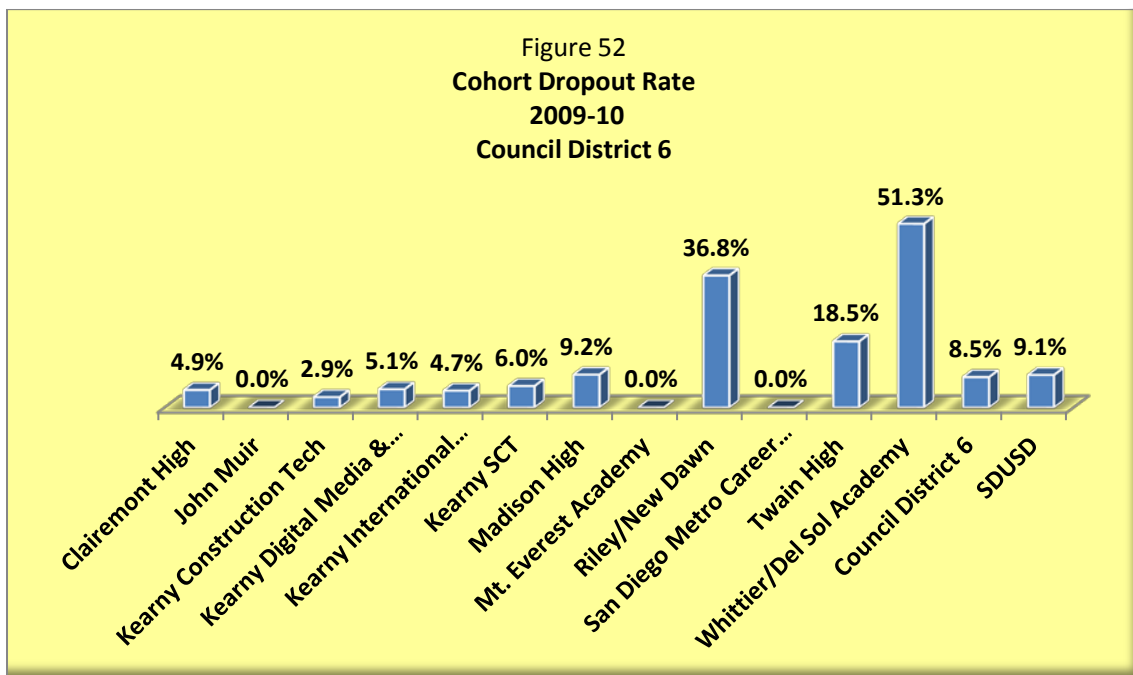
	Number of Suspensions	Suspension Rate per 100 Students	District Comparison Rate
Clairemont High	141	10.18	11.03
Coleman Tech Charter High	12	42.86	15.82
John Muir	24	6.17	9.79
Kearny Constriction Tech	86	18.74	11.11
Kearny Digital Media & Design	48	9.92	11.24
Kearny International Business	12	2.60	10.87
Kearny SCT	93	20.26	10.89
Mt. Everest Academy	1	0.68	9.62
Riley/New Dawn	n/a	n/a	n/a
Madison High	305	24.17	11.18
San Diego Metro Career & Tech	18	8.82	10.43
Whittier/Del Sol Academy	n/a	n/a	n/a
Twain High	4	1.19	8.33

⁷⁰ SDUSD Office of Accountability Research and Reporting Department report, *Student Suspensions and Expulsions: 2010-11*.

Dropout Rates

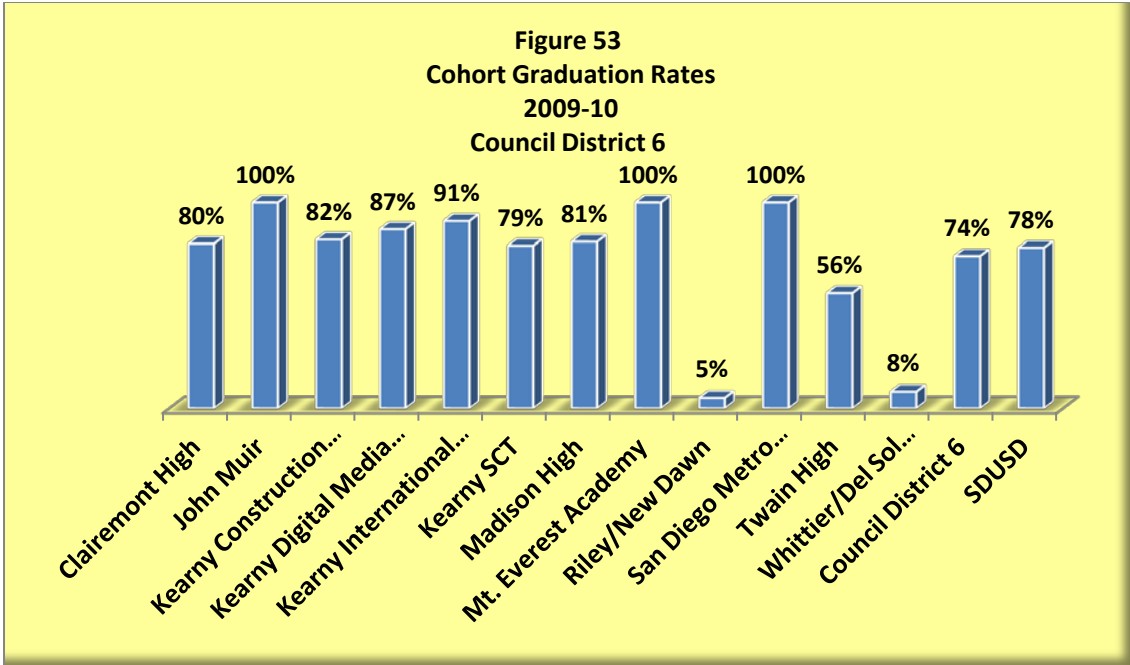
Dropout rates are based on school district dropout numbers for grades nine through twelve. Dropout numbers are reported to the CDE through the four-year adjusted cohort outcome, which includes the number of students who leave the 9-12 instructional system without a high school diploma, GED, or special education certificate of completion and who do not remain enrolled after the end of the 4th year.

Using this method of calculation, the CDE estimated that 9.1% of SDUSD students in the Class of 2010 dropped out of high school over a four-year period. As shown in Figure 52, Council District 6 dropout rates for the Class of 2010 were slightly lower than the district as a whole ranging from 0% at John Muir, Mt. Everest Academy, and San Diego Metro and Career Tech to 51.3% at Whittier/Del Sol Academy.

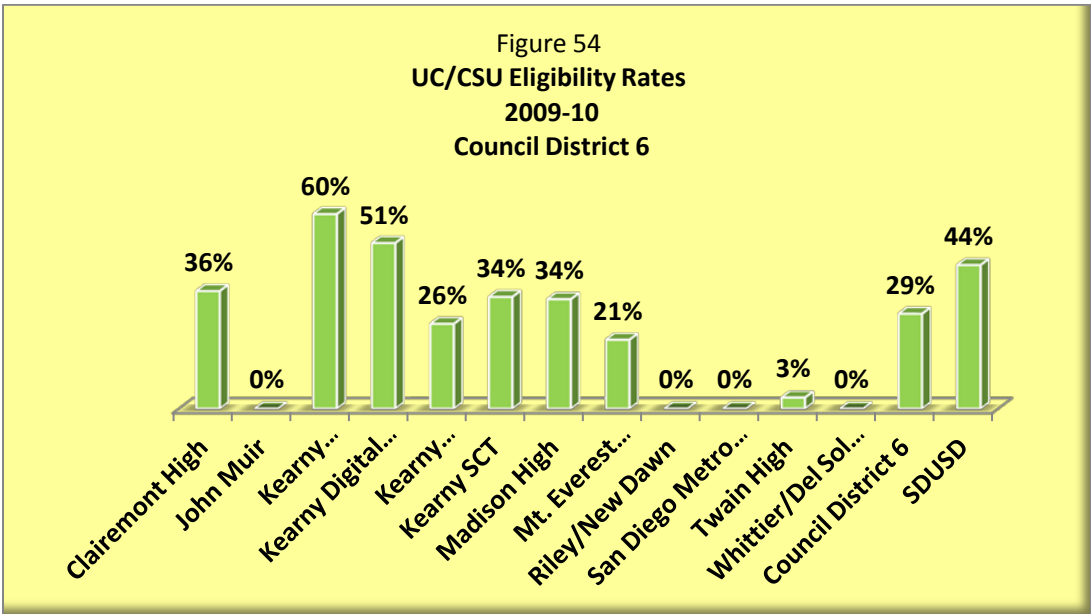


Graduation Rates and UC/CSU Eligibility

Calculating graduation rates can be estimated in various ways. Here we use the system employed by the California Department of Education. In the school year 2009-10, thirteen high schools in Council District 6 graduated 1,045 students. Data for Coleman Tech Charter High are not included in this section because, as a new charter, the school did not yet have a graduating class. Graduation rates for Council District 6 schools ranged from 5% to 100% averaging to 74% which is lower than the San Diego school district as a whole at 78.1%. Figure 53 compares graduation rates for Council District 6 high schools with average rates for students in SUSD as a whole.



A subset of students who graduated from high school took the necessary college preparatory coursework (“A-G” curriculum) to be eligible for admission to a University of California (UC) or California State University (CSU) school. The percentage of students who graduated from a Council District 6 high school in 2010 with UC/CSU eligibility was less than that for students in SDUSD as a whole, though eligibility varied by school. Figure 54 compares rates of UC/CSU eligibility at Council District 6 schools with the average rate of UC/CSU eligibility for all students in SDUSD.



San Diego City Council District 7

I. School Enrollment and Demographics

San Diego City Council District 7 (Council District 7) comprises fourteen neighborhoods in the northeast portion of the city.⁷¹

San Diego Unified School District operates thirty schools within the geographic boundaries of Council District 7 and is the district authorizer for an additional seven charter schools. Grade configurations for the thirty-seven schools are as follows: Twenty elementary schools grades K-5th or 6th, three K-8th grade schools, six 6th-8th or 9th grade middle schools, one 9th grade school, and seven high schools grades 9th-12th. See Appendix G for a complete list of SDUSD schools in Council District 7.⁷²



The total enrollment of students who attend SDUSD schools in Council District 7 during the 2010-11 school year was 21,645, 16.4% of the enrollment of students in the district as a whole.⁷³ In 2010-11, 23% of students from District 7 were classified as English learners and 62% qualified for the federal free and reduced meal program.⁷⁴ These figures are comparable to the school district as a whole. Twenty-eight percent of students were classified as English learners and 64% qualified for the federal free and reduced meal program in SDUSD as a whole in 2010-11.

In 2009-10, 66% of schools in Council District 7 met the 15% threshold for students whose primary language is not English. Schools that meet this threshold for a particular language or languages are required by state law to provide written communication and notices to parents and guardians in the threshold language(s) in addition to English. Twenty-two of those schools were required to provide translation in Spanish, and Vietnamese translation was also provided at six schools. District-wide, 79% of schools were required to provide written translation in at least one language other than English.

In 2010-11, students enrolled in schools in Council District 7 were identified as 38% Latino, 31% White, 13% African America, 13% Asian/Pacific Islander, and 5% Other.⁷⁵ Iftin Charter and Iftin University Prep,

⁷¹ Map source: City of San Diego website: <http://www.sandiego.gov/citycouncil/cd7/neighborhoods/>.

⁷² List of SDUSD schools within San Diego City Council District 7 supplied by the San Diego Association of Governments (SANDAG) Geographic Information Systems department.

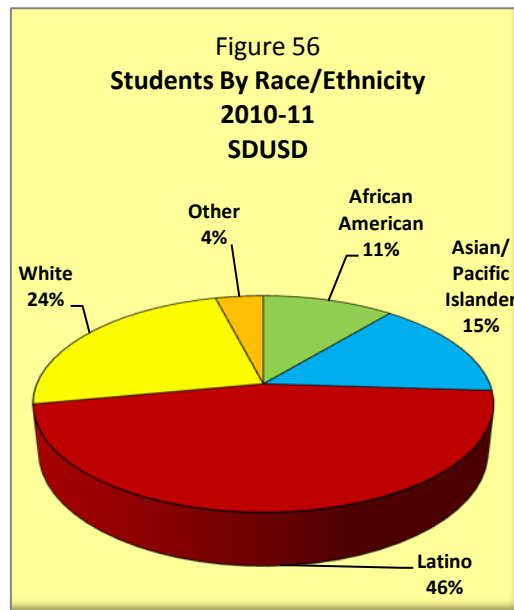
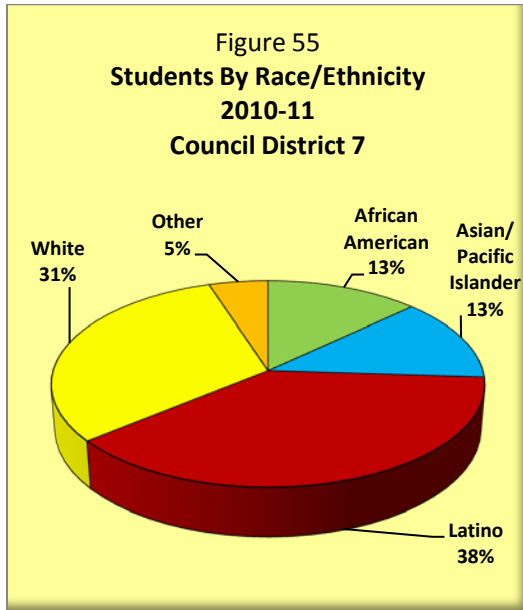
⁷³ Statistics in student enrollment in SDUSD are available from the California Department of Education (CDE) for district and charter schools. These data are submitted by districts to CDE on one day in October known as "Information Day."

⁷⁴ English learner data are derived from two separate data collections. Most Local Education Agencies (LEA) submitted and certified their data through the CALPADS Spring 1 student-level data collection, while 415 LEAs submitted through the Language Census. The resulting data are calculated by CDE.

⁷⁵ Other categories include American Indian, Multiple Race, or No Report.

two charter schools in District 7, have a significantly higher percentage of African American students than other schools in District 7 (90% and 57% respectively).

As Figures 55 and 56 illustrate, Council District 7 has a higher percentages of African American students and White students and lower percentages of Latino students and Asian/Pacific Islander students as compared with SDUSD as a whole.



II. Student Achievement and School Ranking

This section contains data on student achievement on the California Standards Test (CST) as well as school rankings on the statewide Academic Performance Index (API) for schools in District 7 for the 2010-11 school year.

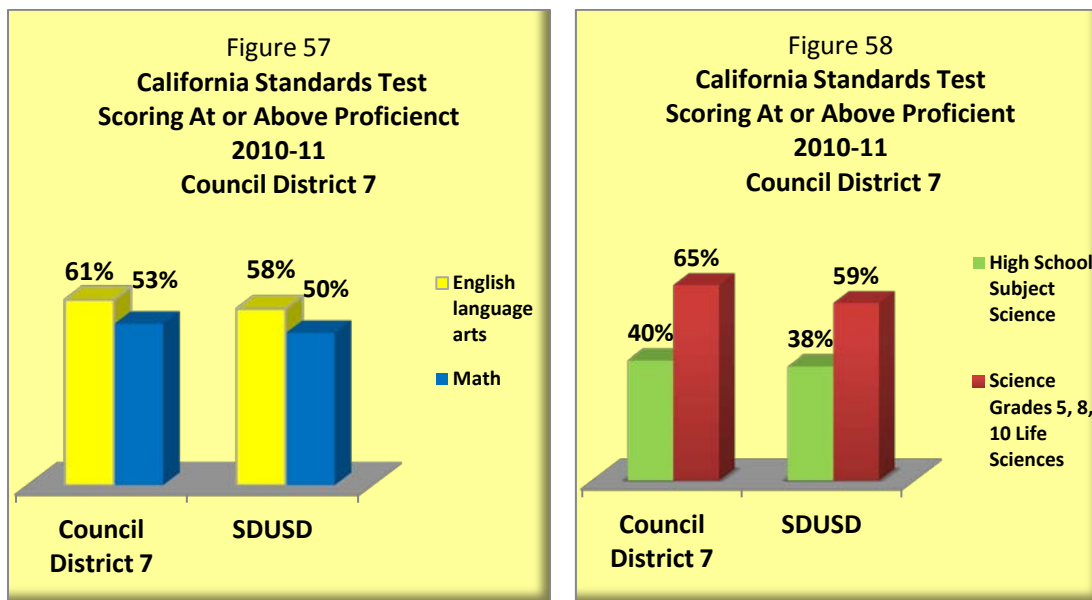
California Standards Test

The core component of the California state testing system is the California Standards Test (CST), which assesses mastery of the state’s curriculum content standards by students in grades two through eleven. Though parents can opt out of the test, 95% of every state- designated student subgroup must participate in the assessments for a school not to be classified as low performing. California has indicated to the U.S. Department of Education that it expects to have all students at or above the proficient level on the state’s English language arts and mathematics standards tests by school year 2013-2014 in compliance with the No Child Left Behind Act (NCLB).⁷⁶

⁷⁶ At this writing, the reauthorization of this federal law is pending in Congress. The Obama administration has proposed that this proficiency provision be altered, along with other provisions of NCLB.

As Figure 57 shows, 61% of students in Council District 7 across grades two through eleven achieved proficiency or higher in English language arts; 53% did so in math. Average rates of proficiency for students in particular subjects at particular schools in District 7 in 2010-11 ranged from a low of 14% (Iftin High in math) to a high of 90% (Benchley/Weinberger Elementary in math). A larger percentage of students in Council District 7 achieved proficiency or higher on the CSTs in 2010-11 than students in SDUSD as a whole.

Figure 58 shows the average rates of proficiency of Council District 7 students on science CSTs at the fifth and eighth grade levels and on the life science CST at the tenth grade level, and on various science subject CSTs at the high school level. Students in Council District 7 had higher rates of proficiency on science CSTs in 2010-11 than students in SDUSD as a whole. Sixty-five percent of students in District 7 achieved proficiency or higher on science CSTs at the elementary and 10th grade levels as compared with 59% of students in SDUSD as a whole. Forty percent of students in District 6 achieved proficiency or higher on science subject CSTs at the high school level as compared with 38% of students in SDUSD as a whole.



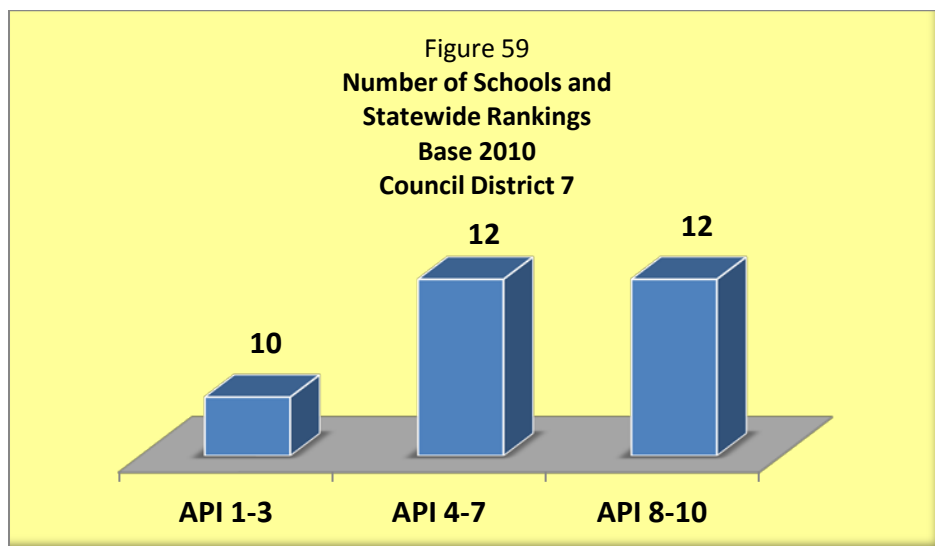
School Rankings

As part of the statewide accountability system, each year California reports the academic success of its public schools through an Academic Performance Index (API). It is an improvement model that measures academic growth on assessment measures such as the California Standards Test and the California High School Exit Examination. Scores on the API range from a low of 200 to a high of 1,000. To calculate the statewide base rankings, schools are first sorted by type (elementary, middle, and high) and then divided into ten equal groups or deciles.⁷⁷ A statewide ranking from 1- 10 thus shows a relative

⁷⁷ There is some exception to this for schools with small enrollment.

placement by school type. Schools with statewide rankings of 1-3 are considered underperforming schools.

Using API base data reported for 2010, 30% of the schools in SDUSD were ranked as API 1-3. Within District 7, ten schools representing 29% of schools had statewide rankings of API 1-3 (See Figure 59). Three elementary schools in the council district received an API ranking of ten.



III. High School Performance and Opportunity

Seven high schools in Council District 7 serving ninth through twelfth grades: Henry High, Crawford IDEA, Crawford Multimedia and Visual Arts, Crawford CHAMPS, Crawford Law and Business, Iftin University Prep, and Serra High. Ninth through twelfth grade enrollment in the council district was 5,947 in the school year 2009-10 and 5,935 in 2010-11. Iftin University Prep opened in the fall of 2010 with only ninth grade.

SDUSD provides a variety of options for students to attend schools outside their resident attendance boundaries. In the fall of 2010, 6,416 SDUSD high school students lived within the Serra High, Crawford High, and Henry High attendance boundaries.⁷⁸ Sixty-eight percent of these resident students chose to stay in the attendance area for their high school experience, at one of their seven high schools. Thirty-two percent of the resident students chose other options outside the council district at other area high schools, charter schools, or alternative high schools.

The following section includes measures of high school performance and opportunity: advanced placement classes, the high school exit exam, high school suspension rates, dropout rates, graduation

⁷⁸ Data from San Diego Unified School District Instructional Facilities Planning Department. Enrollment data from 2010-11 school year. Data includes the Henry-Crawford, Henry-Kearny, and Hoover-Crawford optional attendance boundaries.

rates, and UC/CSU eligibility. Exit exam data and suspension rates are from 2010-11. Other statistics in this section are from the school year 2009-10 (the latest data available).

Advanced Coursework at the High School Level

In addition to the “A-G” college preparatory classes, Advanced Placement (AP) and International Baccalaureate (IB) classes provide rigorous course options for high school students. AP courses are recognized as equivalent to undergraduate courses at the college level. If a student receives a high enough score on a standardized AP test, a participating college may grant the student college level credit. IB courses are part of a larger, rigorous curriculum program offered at two high schools and three middle schools within the school district, none of which are located in Council District 7. The number of AP or IB classes offered varies by school, but San Diego’s County Office of Education offers an additional thirty classes that students can take if these classes are not offered at a particular school site. Table 14 lists the number of AP classes offered and the number of students taking AP exams at each of the seven Council District 7 high schools, across District 7 as a whole, and across SDUSD as a whole during 2009-10. As evident from the table, higher percentages of Council District 7 high school students are taking AP exams students in the district as a whole.

Table 14
**AP or IB Classes
 2009-10
 Council District 7**

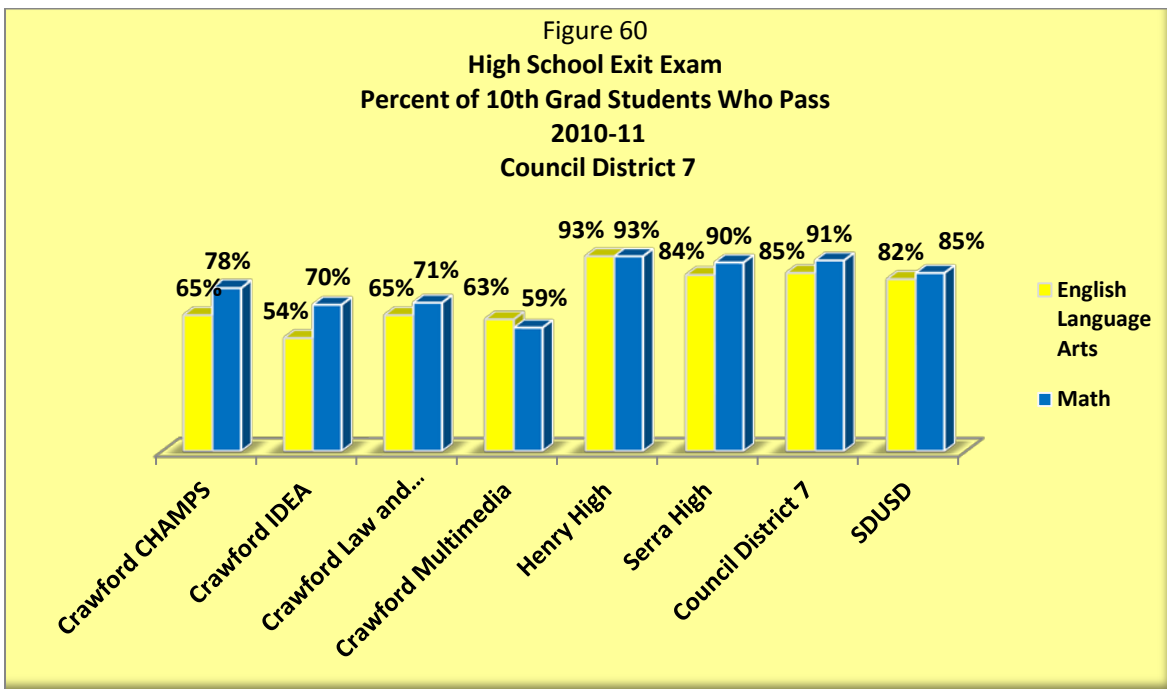
	# of AP/IB Classes	# of AP Exam Takers	09-10 11 th and 12 th Grade Enrollment	Percentage of students taking one or more AP Exams
Crawford CHAMPS	0	66	165	40%
Crawford IDEA	0	49	147	33%
Crawford Law and Business	0	40	129	31%
Crawford Multimedia & Visual Arts	1	75	176	43%
Henry High	38	605	1,057	57%
Iftin University Prep	0	0	n/a	n/a
Serra High	37	490	855	57%
Council District 7	76	1,325	2,353	56%
SDUSD	672	7,560	18,414	41%

Passing Rates on the California High School Exit Exam

In order to receive a diploma, California public school students must pass the California High School Exit Examination (CAHSEE) in English language arts and mathematics. The test is aligned with the state’s

curriculum content standards. CAHSEE tests competency in English language arts through tenth grade content standards and in mathematics through sixth and seventh grade content standards and Algebra 1. Students can begin taking the exam in their sophomore year and are allowed to continue taking any sections they fail until they have passed all portions of the exam. To some degree, the CAHSEE can provide a competency snapshot of how tenth graders are performing. However, it should be noted that not all students who pass the exam reach proficiency. Proficiency scores for tenth graders are used in the Adequate Yearly Progress designations, part of the statewide accountability system mandated by the federal No Child Left Behind Act of 2001.

As Figure 60 shows, the percent of tenth graders in Council District 7 passing the high school exit exam in 2010-11 was 85% in English language arts and 91% in math, as compared with 82% in English language arts and 85% math for the district as a whole.⁷⁹ These percentages include combined test administrations of tenth grade students in March and May, 2011.



Student Suspensions at Area High Schools

Discipline and behavior problems detract from a successful learning environment. Out-of-school suspension is one of the serious consequences in SDUSD for disciplinary infractions such as use of alcohol, harassment, assault, defiance, or theft. According to SDUSD, a suspension is the “temporary removal of a student from ongoing instruction at the school for purposes of adjustment and calling

⁷⁹ Six charter schools were not included in the SDUSD district total CAHSEE pass rate.

attention to the seriousness of his/her behavior. Students are not allowed on campus during the period of suspension except for official meetings related to their suspension.”⁸⁰

One measure used to track suspensions is the suspension rate, which measures the number of out-of-school suspensions per 100 students. The district comparison rate is the expected rates for the school’s enrollment and grade-level composition, adjusted for the actual district-wide rates.

Table 15 shows the number of suspensions and the suspension rates for Council District 7 high schools as reported in the school’s School Accountability Report Card (SARC) on the school district website. Suspension rates vary within District 7 high schools and in comparison with the district’s comparison figure.

Table 15
School Suspensions
2010-11
Council District 7

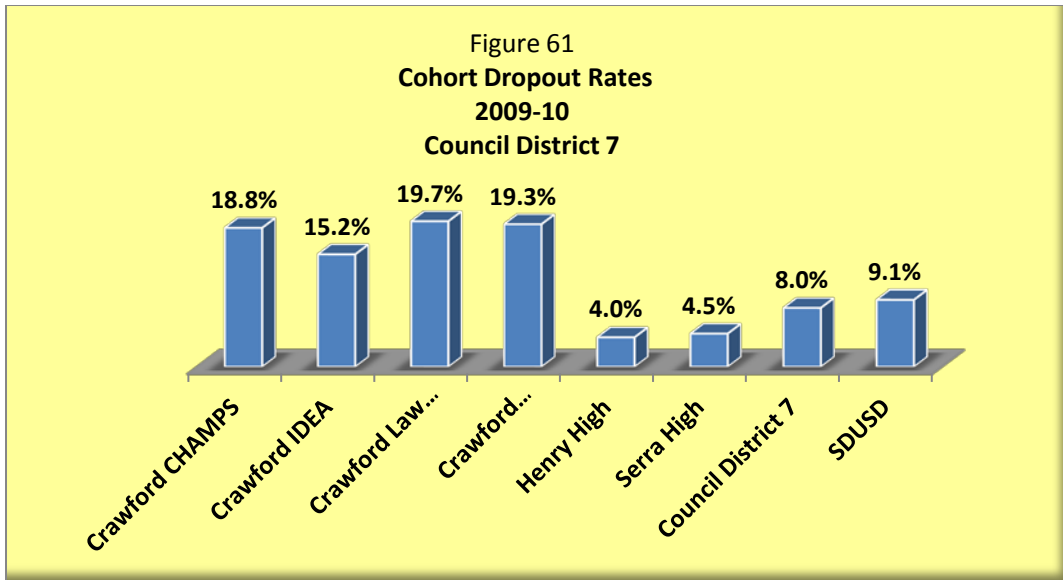
	Number of Suspensions	Suspension Rate per 100 Students	District Comparison Rate
Crawford CHAMPS	22	6.01	10.96
Crawford IDEA	37	11.86	11.79
Crawford Law and Business	66	23.91	11.33
Crawford Multimedia & Visual Arts	64	18.55	11.27
Henry High	177	7.01	11.14
Iftin University Prep	19	25.33	16.94
Serra High	224	10.99	11.26

Dropout Rates

Dropout rates are based on school district dropout numbers for grades nine through twelve. Dropout numbers are reported to the CDE through the four-year adjusted cohort outcome, which includes the number of students who leave the 9-12 instructional system without a high school diploma, GED, or special education certificate of completion and who do not remain enrolled after the end of the 4th year.

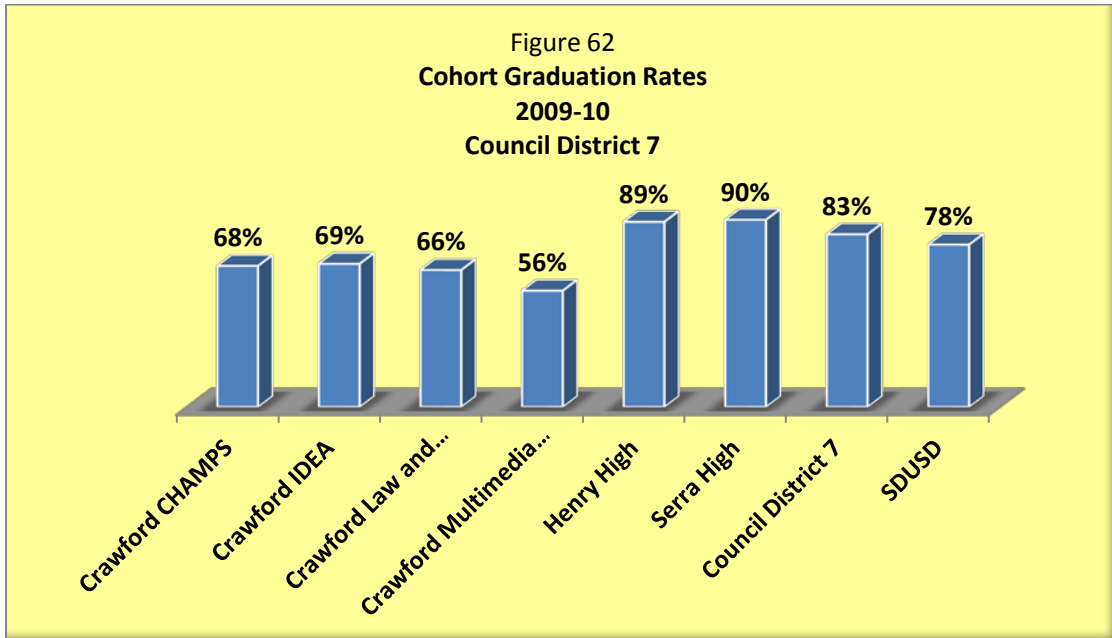
Using this method of calculation, the CDE estimated that 9.1% of SDUSD students in the Class of 2010 dropped out of high school over a four-year period. As shown in Figure 61, Council 7 dropout rates for the Class of 2010 were lower than those of the district ranging from 4% at Henry High to 19.7% at Crawford Law and Business.

⁸⁰ SDUSD Office of Accountability Research and Reporting Department report, *Student Suspensions and Expulsions: 2010-11*.

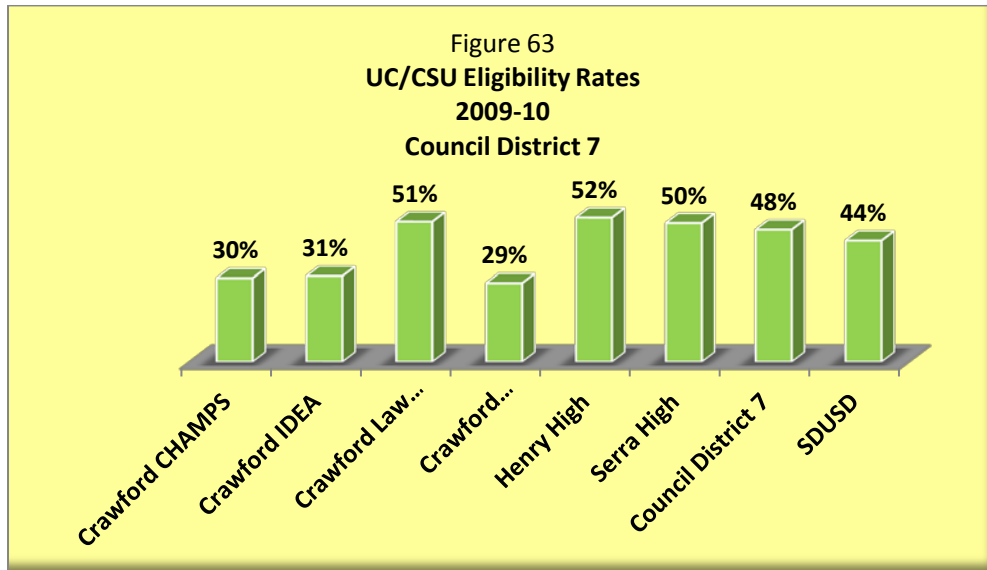


Graduation Rates and UC/CSU Eligibility

Calculating graduation rates can be estimated in various ways. Here, we use the system employed by the California Department of Education. In the school year, 2009-10, six high schools in Council District 7 graduated 1,096 students. Data for Iftin University Prep are not included in this section because, as a new charter, the school did not yet have a graduating class. Graduation rates for Council District 7 schools ranged from 56% to 90%, higher than the average rate of 78.1% for schools in SDUSD as a whole. Figure 62 compares graduation rates for Council District 7 high schools with average rates for students in SDUSD as a whole.



A subset of students who graduated from high school took the necessary college preparatory coursework (“A-G” curriculum) to be eligible for admission to a University of California (UC) or California State University (CSU) school. The percentage of students who graduated from a Council District 7 high school in 2010 with UC/CSU eligibility below that for students in SDUSD as a whole, though eligibility rates varied by school. Figure 63 compares rates of UC/CSU eligibility at Council District 7 schools with the average rates of UC/CSU eligibility for all students in SDUSD.

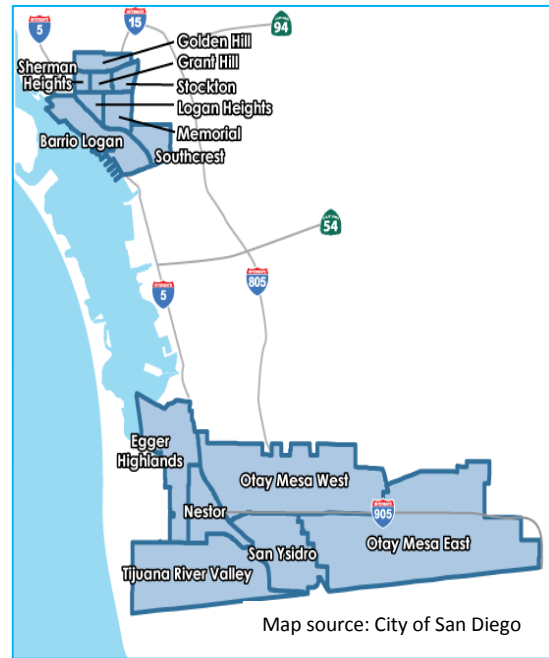


San Diego City Council District 8

I. School Enrollment and Demographics

San Diego City Council District 8 (Council District 8) comprises fifteen communities in the southern portion of the city.⁸¹

San Diego Unified School District (SDUSD) operates eleven schools within the geographic boundaries of Council District 8 and is the district authorizer for an additional five charter schools. Grade configurations for the sixteen schools are as follows: One K-2nd grade school, seven elementary schools grades K-5th or 6th, four K-8th grade schools, two 3th-5th grade schools, and two middle schools grades 6th-8th. There are no SDUSD high schools in Council District 8. See Appendix H for a complete list of SDUSD schools in Council District 8.⁸²



The total enrollment of students who attended SDUSD schools in Council District 8 during the 2010-11 school year was 7,387, 5.6% of the enrollment of students in the district as a whole.⁸³ In 2010-11, 73% of students from District 8 were classified as English learners and 94% qualified for the federal free and reduced meal program. These figures are higher than the school district as a whole. Twenty-eight percent of SDUSD students were classified as English learners and 64% were enrolled in the free and reduced meal program.

In 2009-10, 100% of schools in Council District 8 met the 15% threshold for students whose primary language is not English. Schools that meet this threshold for a particular language are required by state law to provide written communication and notices to parents and guardians in the threshold language(s) in addition to English. Each of those 16 schools were required to provide translation in Spanish. District-wide, 79% of schools were required to provide written translation in at least one language other than English.

In 2010-11, students enrolled in schools in Council District 8 were identified as 94% Latino, 3% African America, 1% Asian/Pacific Islander, 1% White, and 1% Other.⁸⁴

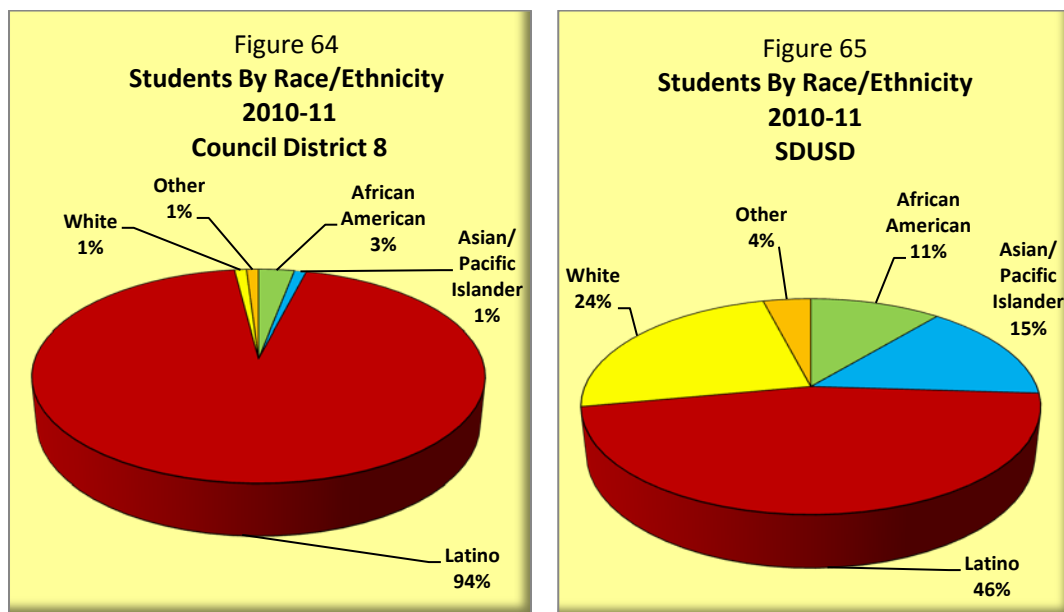
⁸¹ Map source: City of San Diego website. <http://www.sandiego.gov/citycouncil/cd8/communities>.

⁸² List of SDUSD schools within San Diego City Council District 8 supplied by the San Diego Association of Governments (SANDAG) Geographic Information Systems department.

⁸³ Statistics on student enrollment in SDUSD are available from the California Department of Education (CDE) for district and charter schools. These data are supplied by districts to CDE on one day in October known as "Information Day."

⁸⁴ Other categories include American Indian, Multiple Race, or No Report.

As Figures 64 and 65 illustrate, the racial mix in Council District 8 is different from the San Diego school district as a whole, with a higher percentage of Latino students and lower population of all other races.



II. Student Achievement and School Ranking

This section contains data on student achievement on the California Standards Test (CST) as well as school rankings on the statewide Academic Performance Index (API) for schools in District 8 for the 2010-11 school year.

California Standards Test

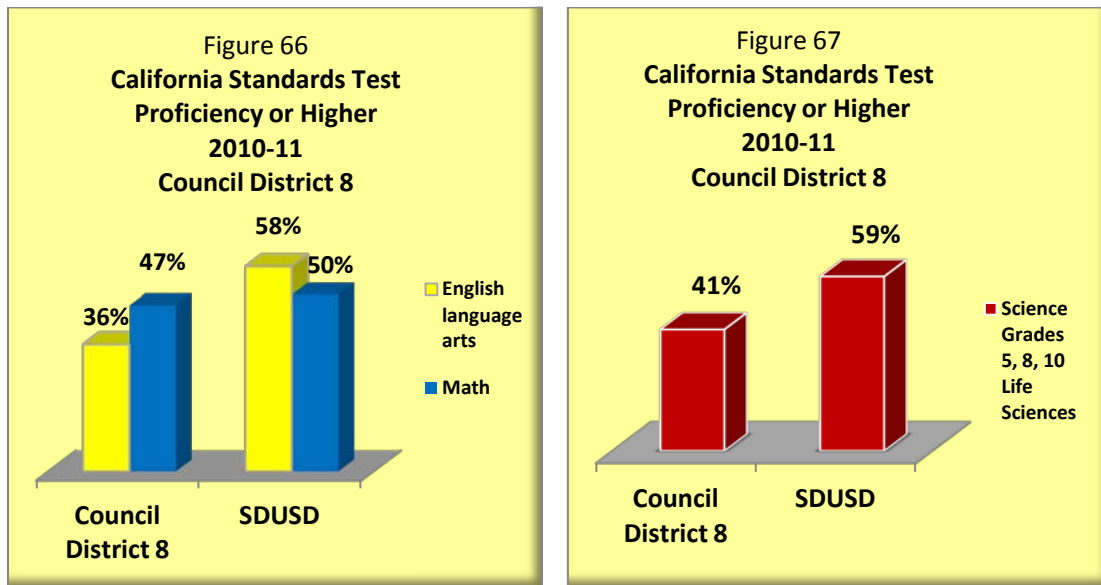
The core component of the California state testing system is the California Standards Test (CST), which assesses mastery of the state’s curriculum content standards by students in grades two through eleven. Though parents can opt out of the test, 95% of every state-designated student subgroup must participate in the assessments for a school not to be classified as low performing. California has indicated to the U.S. Department of Education that it expects to have all students at or above the proficient level on the state’s English language arts and mathematics standards tests by school year 2013-2014 in compliance with the No Child Left Behind Act (NCLB).⁸⁵

As Figure 66 shows, 36% of students in Council District 8 across grades two through eleven achieved proficiency or higher on English language arts CSTs in 2010-11; 47% did so in math. Average rates of proficiency for students in particular subjects at particular schools in District 8 in 2010-11 ranged from a low of 24% (Memorial Scholars and Athletes in English language arts) to a high of 86% (King/Chavez

⁸⁵ At this writing, the reauthorization of this federal law is pending in Congress. The Obama administration has proposed that this proficiency provision be altered, along with other provisions of NCLB.

Primary Academy in math). A smaller percentage of students in Council District 8 achieved proficiency or higher on the CSTs in 2010-11 than students in SDUSD as a whole.

Figure 67 shows the average rates of proficiency of Council District 8 students on science CSTs in the fifth and eighth grade level. Council District 8 has no SDUSD high schools, and cannot be measured in this instance. Forty-one percent of students in District 8 achieved proficiency or higher on science CSTs at the elementary grade levels as compared with 59% of students in SDUSD as a whole.

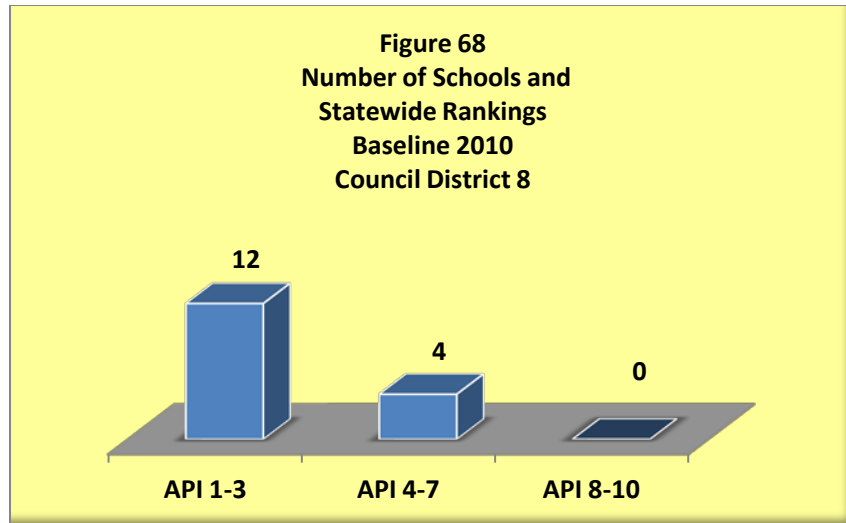


School Rankings

As part of the statewide accountability system, each year California reports the academic success of its public schools through an Academic Performance Index (API). It is an improvement model that measures academic growth on assessment measures such as the California Standards Test and the California High School Exit Examination. Scores on the API range from a low of 200 to a high of 1,000. To calculate the statewide base rankings, schools are first sorted by type (elementary, middle, and high) and then divided into ten equal groups or deciles.⁸⁶ A statewide ranking from 1- 10 thus shows a relative placement by school type. Schools with statewide rankings of 1-3 are considered underperforming schools.

Using API base data reported for 2010, 30% of the schools in SDUSD were ranked as API 1-3. Within District 8, twelve schools representing 75% of schools had a statewide ranking of API 1-3 (see Figure 68). No school in the council district received a statewide ranking higher than 7.

⁸⁶ There is some exception to this for schools with small enrollment.



III. High School Performance and Opportunity

As no San Diego Unified School District high schools reside within the boundary of Council District 8, data are not available to calculate the council district's High School Exit Exam results, Cohort Graduation Rates, UC/CSU Eligibility Rates, presence of Advanced Placement or International Baccalaureate classes, school suspensions, or Cohort Dropout Rates.

Appendix A:

SDUSD Schools in Council District 1

Source: San Diego Association of Governments (SANDAG)

Grade Level	School Year 2010-11
K-5	Curie Elementary
K-5	Doyle Elementary
K-5	La Jolla Elementary
K-5	Spreckles Elementary
K-5	Torrey Pines Elementary
6-8	Muirlands Middle
6-8	Standley Middle
6-12	Preuss School UCSD (charter)
9-12	La Jolla High
9-12	University City High

Appendix B:
SDUSD Schools in Council District 2
Source: San Diego Association of Governments (SANDAG)

Grade Level	School Year 2010-11	Grade Level	School Year 2010-11
K-4	Cabrillo Elementary	9-12	Point Loma High
K-4	Dewey Elementary	9-12	San Diego Business
K-4	Loma Portal Elementary	9-12	San Diego Communication
K-4	Ocean Beach Elementary	9-12	San Diego Early/Middle College
K-4	Silver Gate Elementary	9-12	San Diego International Studies
K-4	Sunset View Elementary	9-12	San Diego LEADS
K-5	Bayview Terrace	9-12	San Diego MVP Arts
K-5	Bird Rock Elementary	9-12	San Diego Science & Technology
K-5	Crown Point Elementary		
K-5	Explorer Elementary (charter)		
K-5	Pacific Beach Elementary		
K-5	Sessions Elementary		
K-5	Washington Elementary		
K-6	Barnard Elementary		
K-6	Museum (charter)		
K-6	Urban Discovery Academy Charter (charter)		
K-8	Grant Elementary		
5-6	Dana		
5-8	KIPP Adelante (charter)		
6-8	High Tech Middle (charter)		
6-8	High Tech Middle Media Arts (charter)		
6-8	Pacific Beach Middle		
7-8	Correia Middle		
9-12	Garfield High		
9-12	High Tech High (chater)		
9-12	High Tech High International (charter)		
9-12	High Tech High Media Arts (charter)		
9-12	iHigh Virtual Academy		
9-12	King/Chavez Community High (charter)		
9-12	Mission Bay High		

Appendix C:
SDUSD Schools in Council District 3
Source: San Diego Association of Governments (SANDAG)

Grade Level	School Year 2010-11
K-3	McGill School of Success (charter)
K-5	Adams Elementary
K-5	Birney Elementary
K-5	Central Elementary
K-5	Cherokee Point Elementary
K-5	Edison Elementary
K-5	Einstein Academy (charter)
K-5	Euclid Elementary
K-5	Florence Elementary
K-5	Franklin Elementary
K-5	Garfield Elementary
K-5	Hamilton Elementary
K-5	Jefferson Elementary
K-5	Joyner Elementary
K-5	McKinley Elementary
K-5	Normal Heights Elementary
K-5	Rosa Parks Elementary
K-5	Rowan Elementary
K-6	San Diego Global Vision Academy (charter)
6-8	Albert Einstein Academy Middle (charter)
6-8	Clark Middle
6-8	Roosevelt International Middle
6-8	Wilson Middle
9-12	ALBA
9-12	Arroyo Paseo Charter High (charter)
9-12	Health Sciences High & Middle College (charter)
9-12	Hoover High

**Appendix D:
SDUSD Schools in Council District 4**

Source: San Diego Association of Governments (SANDAG)

Grade Level	School Year 2010-11	Grade Level	School Year 2010-11
K-5	Baker Elementary	6-8	Millennial Tech Middle
K-5	Boone Elementary	6-8	O'Farrell Community Center for Advanced Academics (charter)
K-5	Encanto Elementary	6-12	San Diego SPCA
K-5	Freese Elementary	9-12	Lincoln High
K-5	Johnson Elementary	9-12	Morse High
K-5	Lee Elementary		
K-5	Nye Elementary		
K-5	Oak Park Elementary		
K-5	Paradise Hills Elementary		
K-5	Penn Elementary		
K-5	Perry Elementary		
K-5	Valencia Park Elementary		
K-5	Zomorano Elementary		
K-6	Chollas/Mead Elementary		
K-6	Horton Elementary		
K-6	Nubia Leadership Academy (charter)		
K-6	Porter Elementary		
K-6	Webster Elementary		
K-8	Audubon Elementary		
K-8	Bethune Elementary		
K-8	Carver Elementary		
K-8	Fulton Elementary		
K-8	Knox Elementary		
K-8	Promise Charter (charter)		
5-8	Holly Drive Leadership Academy (charter)		
6-8	Bell Middle		
6-8	Gompers Preparatory Academy (charter)		
6-8	Keiller Leadership Academy (charter)		

**Appendix E:
SDUSD Schools in Council District 5**

Source: San Diego Association of Governments (SANDAG)

Grade Level	School Year 2010-11
K-5	Dingeman Elementary
K-5	Ericson Elementary
K-5	Hage Elementary
K-5	Hickman Elementary
K-5	Jerabek Elementary
K-5	Mason Elementary
K-5	Miramar Elementary
K-5	Sandburg Elementary
K-5	Scripps Elementary
K-5	Walker Elementary
K-12	Learning Choice Academy (charter)
6-8	Challenger Middle
6-8	Marshall Middle
6-8	Wangenheim Middle
6-12	Audeo Charter (charter)
7-12	Charter School of San Diego (charter)
9-12	Mira Mesa High
9-12	Scripps Ranch High
9-12	TRACE

Appendix F:

SDUSD Schools in Council District 6

Source: San Diego Association of Governments (SANDAG)

Grade Level	School Year 2010-11	Grade Level	School Year 2010-11
K-5	Alcott Elementary	6-8	Montgomery Middle
K-5	Angier Elementary	6-8	Taft Middle
K-5	Bay Park Elementary	7-8	Innovation Middle
K-5	Cadman Elementary	7-12	Twain High
K-5	Carson Elementary	9-11	San Diego Metro Career & Tech
K-5	Chesterton Elementary	9-12	Clairemont High
K-5	Cubberley Elementary	9-12	Coleman Tech Charter High (charter)
K-5	Fletcher Elementary	9-12	Kearny Construction Tech
K-5	Jones Elementary	9-12	Kearny Digital Media & Design
K-5	Juarez Elementary	9-12	Kearny International Business
K-5	Linda Vista Elementary	9-12	Kearny SCT
K-5	Ross Elementary	9-12	Madison High
K-5	Toler Elementary		
K-5	Wegeforth Elementary		
K-6	Field Elementary		
K-6	Hawthorne Elementary		
K-6	Holmes Elementary		
K-6	Lafayette Elementary		
K-6	Lindbergh/Schweitzer Elementary		
K-6	Sequoia Elementary		
K-6	Whitman Elementary		
K-8	Innovations Academy (charter)		
K-8	Longfellow		
K-8	San Diego Cooperative Charter (charter)		
K-12	John Muir		
K-12	Mt. Everest Academy		
K-12	Riley/New Dawn		
K-12	Whittier/Del Sol Academy		
6-8	Creative, Performing, & Media Arts		
6-8	Marston Middle		

**Appendix G:
SDUSD Schools in Council District 7**

Source: San Diego Association of Governments (SANDAG)

Grade Level	School Year 2010-11	Grade Level	School Year 2010-11
K-5	Benchley/Weinberger Elementary	9	Magnolia Science Academy 2 (Charter)
K-5	Clay Elementary	9-12	Crawford CHAMPS
K-5	Dailard Elementary	9-12	Crawford IDEA
K-5	Fay Elementary	9-12	Crawford Law and Business
K-5	Foster Elementary	9-12	Crawford Multimedia & Visual Arts
K-5	Gage Elementary	9-12	Henry High
K-5	Green Elementary	9-12	Iftin High (charter)
K-5	Hancock Elementary	9-12	Serra High
K-5	Hardy Elementary		
K-5	Hearst Elementary		
K-5	Ibarra Elementary		
K-5	Kumeyaay Elementary		
K-5	Marshall Elementary		
K-5	Marvin Elementary		
K-5	Miller Elementary		
K-5	Pacific American Academy (charter)		
K-5	Rolando Park Elementary		
K-5	Tierrasanta Elementary		
K-5	Vista Grande Elementary		
K-6	Darnall E Charter (charter)		
K-8	Iftin Charter (charter)		
K-8	Harriet Tubman Village Charter (charter)		
K-8	Language Academy		
6-8	De Portola Middle		
6-8	Farb Middle		
6-8	Lewis Middle		
6-8	Mann Middle		
6-8	Pershing Middle		
6-9	Magnolia Science Academy of San Diego (charter)		

**Appendix H:
SDUSD Schools in Council District 8**

Source: San Diego Association of Governments (SANDAG)

Grade Level	School Year 2010-11
K-2	King/Chavez Primary Academy (charter)
K-5	Burbank Elementary
K-5	Kimbrough Elementary
K-5	Rodriguez Elementary
K-5	Sherman Elementary
K-6	Balboa Elementary
K-6	Chavez Elementary
K-6	Emerson/Bandini Elementary
K-8	Golden Hill Elementary
K-8	King/Chavez Academy of Excellence (charter)
K-8	Logan Elementary
K-8	Perkins Elementary
3-5	King/Chavez Arts Academy (charter)
3-5	King/Chavez Athletics Academy (charter)
6-8	King/Chavez Preparatory Academy (charter)
6-8	Memorial Scholars & Athletes