The following slides represent data from SFUSD regarding mathematics and the secondary course taking pathways.
Math Course Sequence Policy
Adopted by Board of Ed February 2014
Algebra 1 Repeat Rate, Ethnicity

- All
- Afr Am
- Asian
- Latino
- White

Class of 2018 vs Class of 2019
SFUSD math graduation requirement is 3 years of math including Algebra 2, with Ds or above.
Percent of those in Advanced Math Courses (Beyond Alg 2) within the Total HS Enrollment of an Ethnic/Racial Group

- **African American**
  - 2016–2017: 11.2%
  - 2017–2018: 10.5%
  - 2018–2019: 14.7%
  - 2019–2020: 13.5%

- **Latinx**
  - 2016–2017: 14.0%
  - 2017–2018: 14.6%
  - 2018–2019: 17.3%
  - 2019–2020: 16.0%
Percent of those in Advanced Math Courses (Beyond Alg 2) within the Total HS Enrollment of an Ethnic Group

Current High School Acceleration Options

1. SFUSD Recommended Sequence

2. Doubling up Geometry and Algebra 2 in 10th grade

3. Doubling up Algebra 1 and Geometry in 9th grade

4. Accelerated Summer Geometry
% Students Enrolled in Acceleration Option

- % of 11th graders in 11th Gr Alg2 + Precalculus
- % of 10th graders in 10th Gr Geometry + Algebra 2
- % of 9th graders in 9th Gr Summer Geometry
- % of 9th graders in 9th Gr Algebra 1 + Geometry

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Current 10th graders
## Enrollment in AP Mathematics

<table>
<thead>
<tr>
<th></th>
<th>Total AP Calc Students</th>
<th>Total AP Stats Students</th>
<th>Total AP Math Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016–2017</td>
<td>1137</td>
<td>504</td>
<td>1641</td>
</tr>
<tr>
<td>2017–2018</td>
<td>1145</td>
<td>528</td>
<td>1673</td>
</tr>
<tr>
<td>2018–2019</td>
<td>950</td>
<td>705</td>
<td>1655</td>
</tr>
<tr>
<td>2019–2020</td>
<td>1028</td>
<td>737</td>
<td>1765</td>
</tr>
<tr>
<td>2020–2021</td>
<td>1085</td>
<td>734</td>
<td>1819</td>
</tr>
<tr>
<td>All AP</td>
<td>African American</td>
<td>Latinx</td>
<td>Chinese</td>
</tr>
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</tr>
<tr>
<td></td>
<td>6.9%</td>
<td>28.30%</td>
<td>58.93% Asian</td>
</tr>
<tr>
<td>2016–2017</td>
<td>1.28%</td>
<td>7.07%</td>
<td>967</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1641</td>
</tr>
<tr>
<td>2017–2018</td>
<td>32</td>
<td>131</td>
<td>969</td>
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<td>1673</td>
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<tr>
<td>2018–2019</td>
<td>19</td>
<td>142</td>
<td>896</td>
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<td>1655</td>
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<tr>
<td>2019–2020</td>
<td>31</td>
<td>139</td>
<td>950</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1765</td>
</tr>
<tr>
<td>2020–2021</td>
<td>1.32%</td>
<td>8.85%</td>
<td>964</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1819</td>
</tr>
</tbody>
</table>

Red: % of a racial/ethnic group compared to the total of all AP Math students
Blue: % of a racial/ethnic group compared to the total HS population in 2019–2020
SRI’s Final Report: Year 3 SFUSD STEM Learning Initiative Evaluation, June 2017

The diagram shows the total score on the end-of-year-Dinner MARS Task for MARS, SFUSD 2016, and SFUSD 2017. The percent of students is plotted against the total score for each year.
Increase in the amount of Math credits students have earned at the end of 11th grade, Ethnicity
Increase in the amount of Science credits students have earned at the end of 11th grade, Ethnicity
Students of all major ethnic groups increasingly earned fewer Ds/Fs and more As in 8th Grade Math from 2013-14 to 2016-17

Source: RSA Course and Demographic Tables, 2013-14 to 2016-17. 2013-14 includes Algebra I, which majority of the students took that year (2017-11-20)
Among the main programs, most notably, students receiving special education increasingly earned fewer Ds/Fs and more As in 8th Grade Math from 2013-14 to 2016-17.

Source: RPA Course and Demographics Tables, 2013-14 to 2016-17. 2013-14 includes Algebra I, which majority of the students took that year. (2017-11-29)