Searching for Opportunity:

Examining Racial Gaps in Access to Quality Schools in California and a List of Spotlight Schools
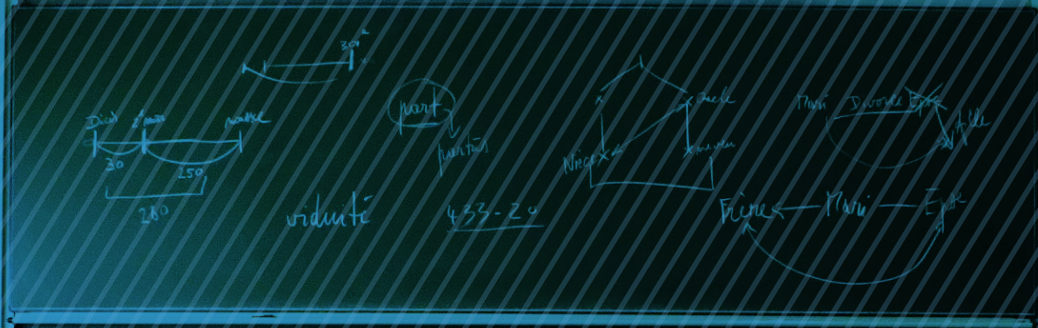
Great! SCHOOLS

May 2017

Table of contents

1

Great! SCHOOLS

Foreword

This report stems from a deep belief that every child, regardless of background, deserves the opportunity to receive a quality education. For more than 18 years, parents have been relying on GreatSchools for accessible information to help connect their children with quality schools. In recent years, we've worked to collect more in-depth school information in order to better answer the key questions parents have when evaluating schools. Armed with this rich dataset, we've developed a new version of GreatSchools school profiles, starting in California, that shed light on school quality from multiple angles, including access to opportunity for students based on race and socioeconomic status.

We prepared this report to share summary results from our analysis, with a focus on gaps in access to quality schools for students based on race. The results paint a profoundly sobering picture of the challenges facing minority students in accessing the resources that provide the foundation for academic success. As a society we are falling far short of our promise to provide a level playing field for all kids.

There is reason for hope. We identified 156 Spotlight Schools that are providing African American and Hispanic students with quality learning opportunities and high rates of academic success. We should recognize, celebrate, and learn from these schools and hold up these examples of excellence as inspiration for educators and communities across the state.

Our aim with this report is to spark conversations from the hallways of the state capitol to the hallways of local schools about how our public education system is providing or failing to provide access to opportunity for all students. We hope this report will be the first of a series in which we explore different trends and look more deeply at access to quality schools for different groups of students, such as English learners and students with disabilities.

Informed and empowered parents are a critical force for driving improvement in our schools. In addition, we want our data to be useful for advocates, community leaders, and policymakers working to expand educational access and success for all children.

Matthew Nelson
President, GreatSchools

3

Great!
SCHOOLS

Executive Summary

At GreatSchools, our goal is to provide parents with the information they need to support every child's right to an education that provides access to a self-sufficient adulthood. Above all else, parents prioritize schools with strong academics, which means access to experienced and caring teachers, rigorous classes, and a positive and safe learning environment. However, our analysis shows wide variation in parents' access to high-quality schools when looking at all these factors, with massive gaps based on race. Taking a deep dive into our data for California schools, we identified a number of troubling trends.

· **African American and Hispanic students are 11 times less likely than white and Asian students to attend a school with strong results for their student group.**[1] Only 2% of African American students and 6% of Hispanic students attend a high performing and high opportunity school[2] for their student group, compared with 59% of white and 73% of Asian students.

· **There is a deep chasm between the achievement of white and Asian students and African-American and Hispanic students.** The report shows 83% of white students and 92% of Asian students attend a school where their test scores are above the 60th percentile,[3] compared to only 9% of African American students and 14% of Hispanic students.

· **High schools are not preparing all students for eligibility at in-state public colleges.** Statewide, only 41% of students attend a school where the majority of graduates are eligible for UC/CSU enrollment. Only 22% of African American and 19% of Hispanic students attend a school where the majority of graduates in their racial group are UC/CSU eligible, compared to 58% of white and 91% of Asian students.

· **Significant disparities exist in California students' access to advanced courses.** For example, fewer than 1 in 4 California high school students is enrolled in an advanced STEM course, but those rates are fewer than 1 in 7 for African American students, 1 in 6 for Hispanic students, 1 in 3 for white students, and 3 in 5 for Asian students.

· **Schools with a majority of African-American students have a lower ratio of students per teacher, but the teachers are less experienced and paid a lower salary.** Students that attend majority African American schools are three times more likely to have an inexperienced teacher than students in majority white schools and the average teacher salary is $9,000 less than in majority white schools, $10,000 less than in majority Hispanic schools, and $15,000 less per year than in majority Asian schools.

· **Student discipline by race is highly disproportionate.** Over 50% of African American students attend a school where at least 1 in 10 African American students are suspended, compared to only 8% of white students attend a school with similar suspension rates.

Despite these trends, schools across the state are defying these statistics, demonstrating that all children can achieve at high levels regardless of where they start in life. Our Spotlight Schools list includes 156 schools statewide that are providing strong results for African American students and Hispanic students, 77 of which are also serving a low-income population greater than the state average. These schools deserve to be recognized, studied, and shared across the state. Our hope is that advocates, policymakers, school leaders, and parents use our report and the accompanying school profiles on GreatSchools.org to evaluate how schools in their community are serving all students, and push for greater equity in access to educational opportunity.

5

Introduction

Access to educational opportunity should be a right of every American child, not a privilege to which they are born. But too often we see that children are being denied access to opportunity, either through a lack of high-quality schools in their neighborhood or by not finding the support within their own schools to help them achieve their full potential.

For the past 18 years, GreatSchools has published school information and ratings, along with how-to articles and videos, to help parents find schools where their child will thrive. We've amassed the largest national school-level database, including data on student outcomes and access to resources, disaggregated by different groups of students. At the individual school level, these data allow parents to learn about their local schools, but in the aggregate, we can use them to hold up a mirror to our overall system and reflect on how we are collectively living up to the fundamental promise of public education — providing opportunity to all.

Introducing the new GreatSchools school profiles

Thanks to recent improvements to state and federal data systems, we have collected a richer set of information on school quality than was previously possible. Guided by extensive field testing and feedback from parents, we have developed a new version of GreatSchools school profiles that better address parents' needs.

The top priority for parents when evaluating schools is the quality of academics, including access to great teachers; rigorous coursework; and a positive, safe, enriching learning environment. Our new profiles begin to paint a picture of school quality across these dimensions, including data and ratings across the critical categories of *academics*, *equity*, and *environment*. We provide student test scores, college readiness rates, access to advanced coursework, discipline, attendance, and teacher experience and average salary, all disaggregated by race/ethnicity, family income, and disability, where possible.

The new profiles also include explanatory text that helps parents understand and interpret the data. For example, next to a data display of college readiness rates, you might see an explanation such as:

> *Very concerning: At this school, fewer low-income students are graduating eligible for state college or university compared to the state average for low-income students.*

You would also see a suggestion about what parents can do with the information, such as:

> *Parent tip: Graduation rates can be misleading. Find out if your child is taking the right classes to be eligible for state universities.*

We designed and launched these profiles in California, and we are expanding them to all states on a rolling basis. We believe the new GreatSchools profiles offer an important complement to publicly provided school data resources, such as the newly released school dashboard published by the California Department of Education. The new state dashboard has made important strides by making more information on schools publicly accessible. But, as many advocates have argued, it is difficult for parents to use the dashboard to glean clear takeaways, make comparisons, or identify schools that are doing the best for different and diverse populations.

Our new school profiles go a step further for families. As an independent nonprofit organization, we design for parents as our primary audience. We aim to engage parents with deeper measures about school quality and enable clear, actionable takeaways. We have a number of additional improvements planned (see page 24), but early feedback from parents has been positive. Since we launched the new profiles, parents are spending twice as much time exploring school information on the website and are heavily accessing data on school equity.

7

Figure 1: Sample of a new school profile on GreatSchools.org
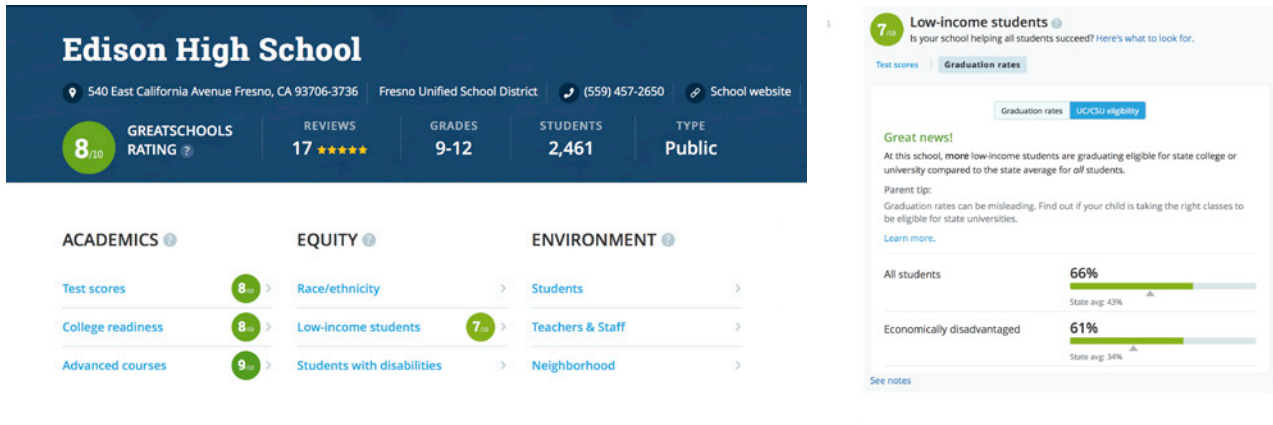
About this report

This report takes a deep dive into our data for schools in the state of California. We analyze gaps in access to educational opportunity through various lenses and identify Spotlight Schools that are doing best with African American and Hispanic students.

Geographic focus: This report focuses on California, since this is where we first launched our new school profiles. With more than 6 million students, the state of California has one of the largest and most diverse student bodies of any state in the country.

Data included: Sourced from the California Department of Education and the U.S. Department of Education Civil Rights Data Collection, the data in this report cover a range of student outcomes and school characteristics, including student test scores, college readiness rates, course enrollment, suspension and attendance, and teacher experience and salary.[4] For test scores, college readiness, and advanced course access, we create separate GreatSchools Ratings on a 1–10 scale with 1 being the lowest and 10 being the highest. We calculate each rating at the school-level as well as at the student group-level within a school.[5] For example, a school might have a 9 for its GreatSchools College Readiness Rating overall, meaning that, on average, students perform between the 80th and 90th percentile statewide on those measures. That same school might have a College Readiness Rating of 4 for Hispanic students, meaning that student group at that school is performing between the 30th and 40th percentile statewide. This approach enables us to look at differences between student groups within a school that are often concealed by school-level data.

Throughout this report we often look at the percent of students that have ratings of 7 or above. We use this threshold because a rating of 7 or higher reflects student performance that is above average on all underlying components, compared to schools throughout the state. Since the data we collected are at the school level (not the student level), the statewide trends reflected in this report are aggregations of school-level data weighted by the number of students each data point represents.

Race/Ethnicity focus: This report focuses on gaps based on student race and ethnicity. While gaps by family income, language, or disability are also important, gaps by race and ethnicity are some of the largest and most persistent gaps in our education system. This report focuses on the four largest racial groups in the state: Hispanic, white, Asian, and African American. Together they represent approximately 93% of the total student population.

## Figure 2: 2015-16 Statewide Enrollment by Ethnicity
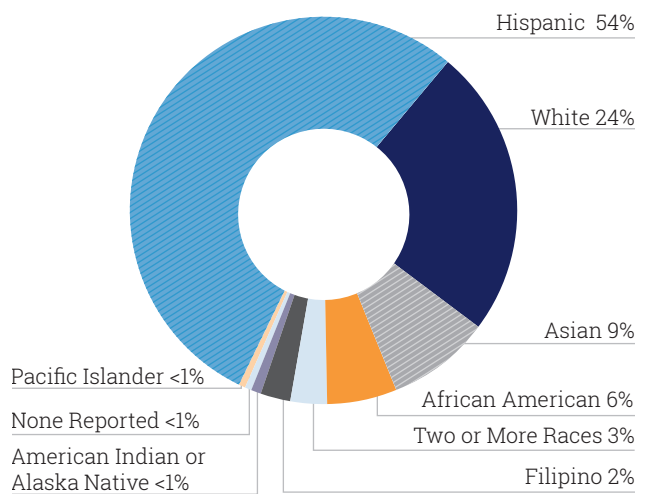
What makes this report unique:

- First, our data are collected at the student group level by school, which means we are able to analyze gaps within schools as well as gaps across schools. We are able to see gaps not just in access to quality schools but also in how different groups of students may be receiving very different opportunities within the same school building.

- Second, the report uses data that are also publicly available for each school on GreatSchools.org. By looking at big picture trends as well as the information at the school-level, we can drive more meaningful conversations and engage parents and local stakeholders with opportunities to drive improvement.

- Third, our analysis includes data on student outcomes as well as measures of educational opportunity and school resources, revealing that systemic gaps in educational outcomes are mirrored by gaps in access to educational opportunity. In this way, we can better inform discussions about factors that schools, districts, and states can more directly impact, such as how resources are distributed.

- Fourth, we use a consistent rating system for all publicly funded schools, including charter and district-run schools, allowing for comparisons across schools. Parents often lack uniform information on schools in different communities.

We also shine a spotlight on schools that are reversing the trends and proving that all students can achieve at high levels. We have identified 156 Spotlight Schools that are providing strong results for African American and Hispanic students, with the hope that we can celebrate their success, explore their promising practices, and share lessons with schools across the state.

Limitations: Several key limitations to our data are worth noting at the outset.

- We measure test scores by looking at the percent of students that reach the proficiency benchmark for their grade level, as opposed to average scale scores, because proficiency data are more broadly available across states. We scale our ratings approach for California to all states nationwide. Going forward, we are exploring options for using scale scores as opposed to percent proficient when that data is made available by the state.

- In California, we are not able to gather data on how well schools improve the scores of individual students year-over-year, which impedes our ability to isolate the impact of schools on student achievement.

- Historical trends are beyond the purview of this report; the analysis is a snapshot of schools based on the most current data available from each data source.

- This report focuses on relative differences between groups, not on absolute measures of high quality.

- The data that come from the U.S. Department of Education Civil Rights Data Collection is from 2014, which is the most current year available from that source.

- While this report focuses on race/ethnicity, there are many other key dimensions of educational equity, such as socio-economics, language, and disability status, which we hope to explore in future reports.

- Finally, we are not attempting to explain why certain gaps exist, but rather to bring new data to light, spark discussions, and catalyze efforts to support school improvement.

9
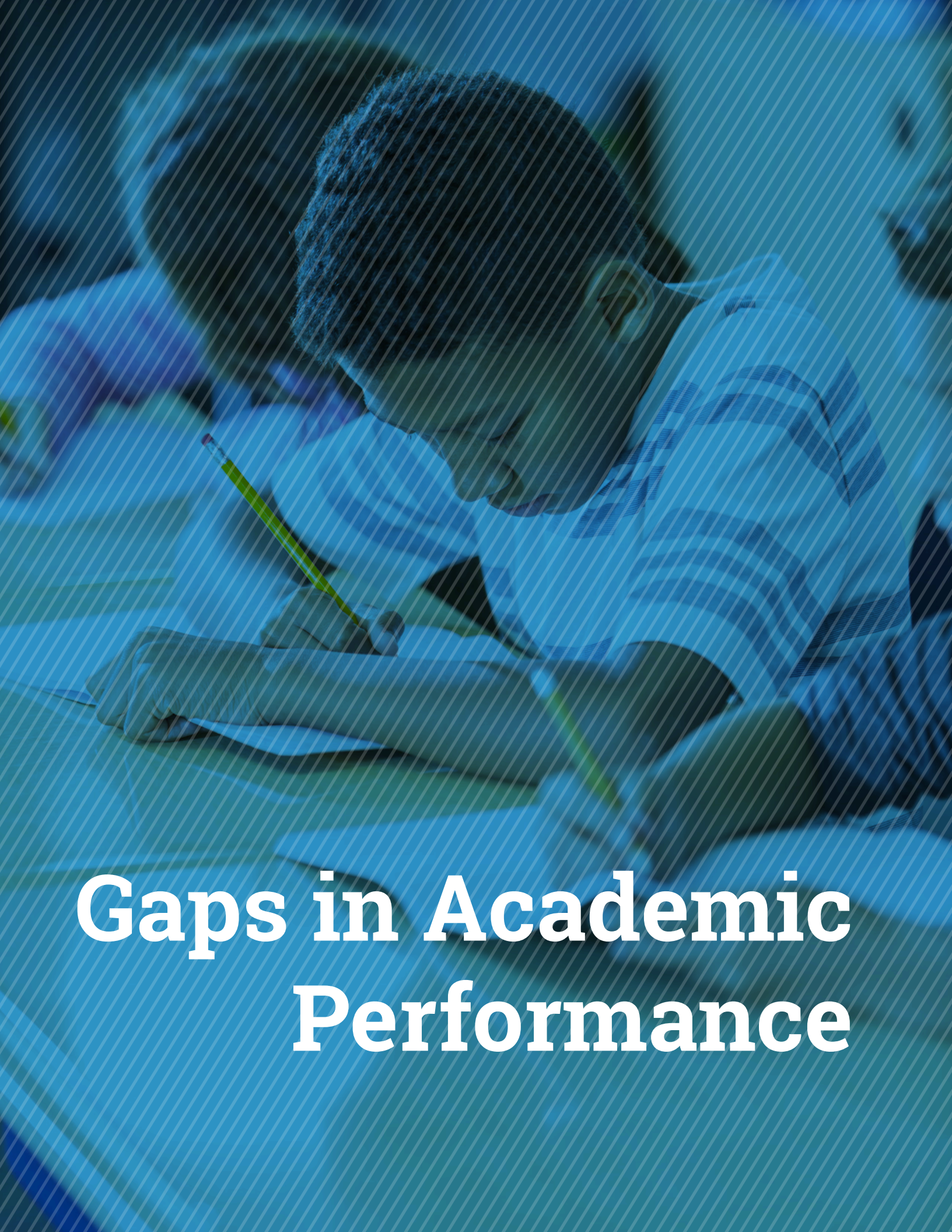
Gaps in Academic Performance

Test score ratings reveal vast disparities by race

Annual state standardized tests are one measure of how students are demonstrating proficiency in grade-level standards in English, math, and science. While they present a limited picture of school quality, test scores can be one common starting point for comparing student academic outcomes across groups. The GreatSchools Test Score Rating, on a scale of 1 to 10 with 10 being the highest, measures student performance on state tests in each grade in English, math, and science, relative to all other students in California.[6] In addition to calculating a Test Score Rating for each school, we also calculate Test Score Ratings for each student group in a school (e.g. Hispanic, Asian, etc.) within each school. Subgroup ratings compare the performance of that subgroup to the performance of all students in the state in the same grade and subject, so that all ratings are on the same scale.[7] By measuring the performance of each subgroup within each school, we can analyze gaps in performance across schools, as well as between groups at the same school.

83% of white students and 92% of Asian students attend a school where the Test Score Rating for their subgroup is 7 or above, compared to only **9% of African American students** and **14% of Hispanic students.**

Figure 3: Test Score Rating by Race/Ethnicity
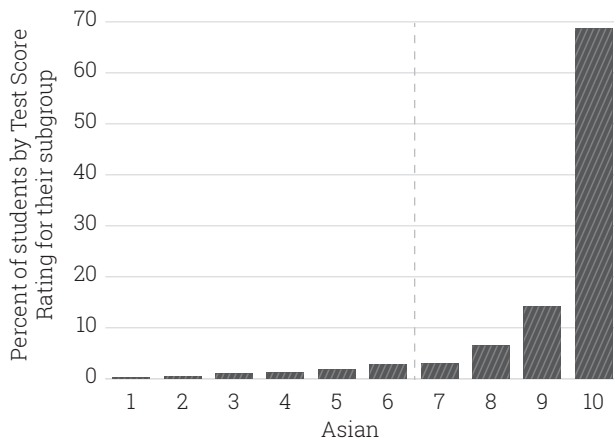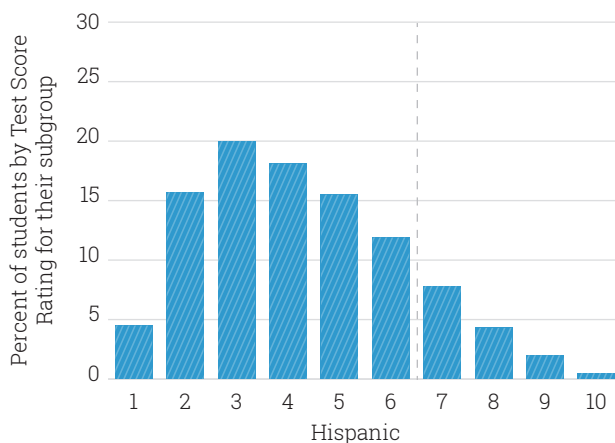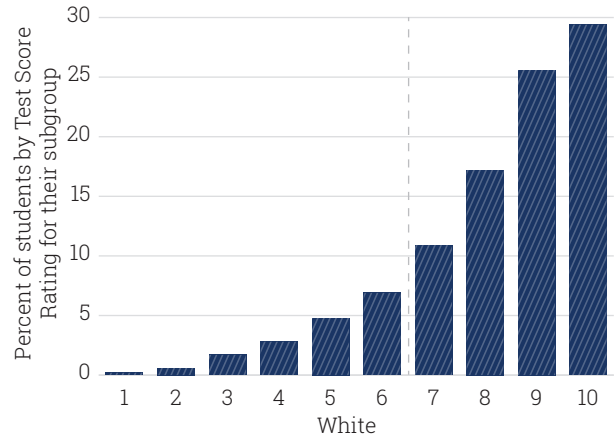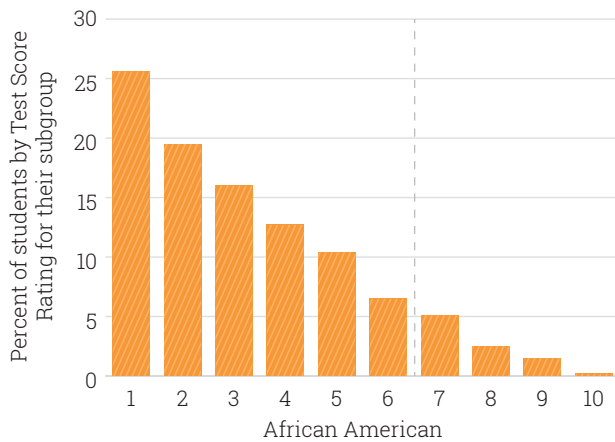
* The scale of the graph for Asian students is 0–70%; all other graphs have a uniform scale of 0–30%.
** N size is the cumulative number of tests taken.

11

Only 22% of African American and 19% of Hispanic students attend a school where the majority of graduates in their racial group are UC/CSU eligible, compared to **58% of white** and **91% of Asian students.**

GreatSchools Test Score Ratings reveal overwhelming disparities across racial groups. Statewide, 83% of white students and 92% of Asian students attend a school where the Test Score Rating for their subgroup is 7 or above, compared to only 9% of African American students and 14% of Hispanic students. Meanwhile, 74% of African American students and 58% of Hispanic students attend a school where the Test Score Rating for their subgroup is 4 or below, compared to 5% of white students and 3% of Asian students.

The disparities are even more pronounced in more racially isolated schools. Among schools with a majority African American population, just 6% of African American students attend a school where the Test Score Rating for their subgroup is 7 or above. Only 7% of Hispanic students at schools with a majority Hispanic population attend a school where the Test Score Rating for their subgroup is 7 or above, compared to 86% and 99% for white and Asian students respectively, when they make up the majority population.

College readiness outcomes reflect similar gaps

12

Additional measures, such as graduation rates, college eligibility rates, and participation and performance on Advanced Placement tests, can provide a fuller picture of

student readiness for postsecondary education among high schools than can looking at standardized test scores alone.[9]

Two key measures for high schools are: 1) the percent of students graduating high school on time and 2) the percent of graduating students who pass the coursework required for entrance into the University of California or California State University (UC/CSU) system. This data shows that students receive different levels of academic preparation based on their racial group. In California, 90% of students graduate on time, but graduation rates are lower for African American and Hispanic students — 84% and 88%, respectively — than for white and Asian students — 94% and 96%, respectively.

Of students who graduate high school on time, UC/CSU eligibility rates reveal further disparities. Statewide, 41% of all students attend a school where the majority of graduates are eligible for UC/CSU enrollment, compared to only 35% of African American and 31% of Hispanic students. But disaggregating these rates by subgroup reveals that gaps in college preparation are pervasive across racial groups even within the same schools. *Only 22% of African American and 19% of Hispanic students attend a school where the majority of graduates in their racial group are UC/CSU eligible, compared to 58% of white and 91% of Asian students.*

Figure 4: UC/CSU Eligibility by Race/Ethnicity

Percent of students attending a school where the majority of graduates are UC/CSU eligible
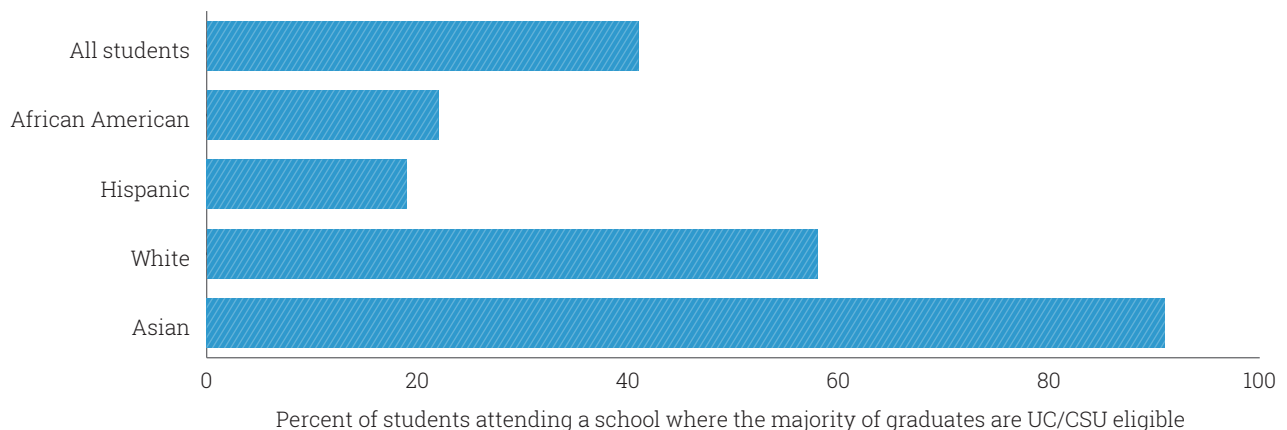
Figure 5: AP Exam Comparison by Race/Ethnicity

	AP Enrollment*	AP Exam Participation**	AP Exam Performance***	Percent of 9th–12th Grade Students Passing an AP Exam in a Given Year****
All Students	21%	71%	57%	8%
African American	13%	60%	30%	2%
Hispanic	15%	70%	50%	5%
White	24%	71%	68%	11%
Asian	39%	80%	65%	21%

*   AP Enrollment is the percent of 9th–12th grade students who are enrolled in one or more AP courses.
**   AP Participation is the percent of students enrolled in AP courses who take one or more AP exams.
***   AP Performance is the percent of students taking an AP exam who pass one or more AP exams.
****   Typically, students have multiple years when they can take an AP course or exam, whereas this metric is the pass rate for students in an individual year. Therefore it does not reflect the percent of students who pass an AP exam.

Advanced Placement (AP) exam data provide additional context on how a school is preparing students for postsecondary education. In a given year, about 21% of all students in grades 9–12 are enrolled in an AP course. Of those students, 71% take at least one AP exam, and 57% of those students pass at least one exam, which effectively means that 8% of high school students pass an AP exam in a given year. However, these rates differ significantly by group. *Only 2% of African American and 5% of Hispanic high school students pass an AP exam in a given year, compared to 11% of white and 21% of Asian students.* As Figure 5 shows, disparities persist across AP course access, exam taking, and exam performance, further exacerbating the gaps by race.

GreatSchools combines multiple measures of college readiness into a College Readiness Rating on a 1–10 scale, which is a comparative measure of how high schools are preparing students for postsecondary education.[10] This rating reveals similar disparities in college readiness rates by race. *Sixty-nine percent of white students and 87% of Asian students attend a school where the College Readiness Rating is 7 or higher, compared to 20% of African American and 31% of Hispanic students, respectively.* African American students are four times as likely as white students to attend a school where their College Readiness Rating is 4 or lower, while Hispanic students are two and half times as likely.

Figure 6: College Readiness Rating by Ethnicity
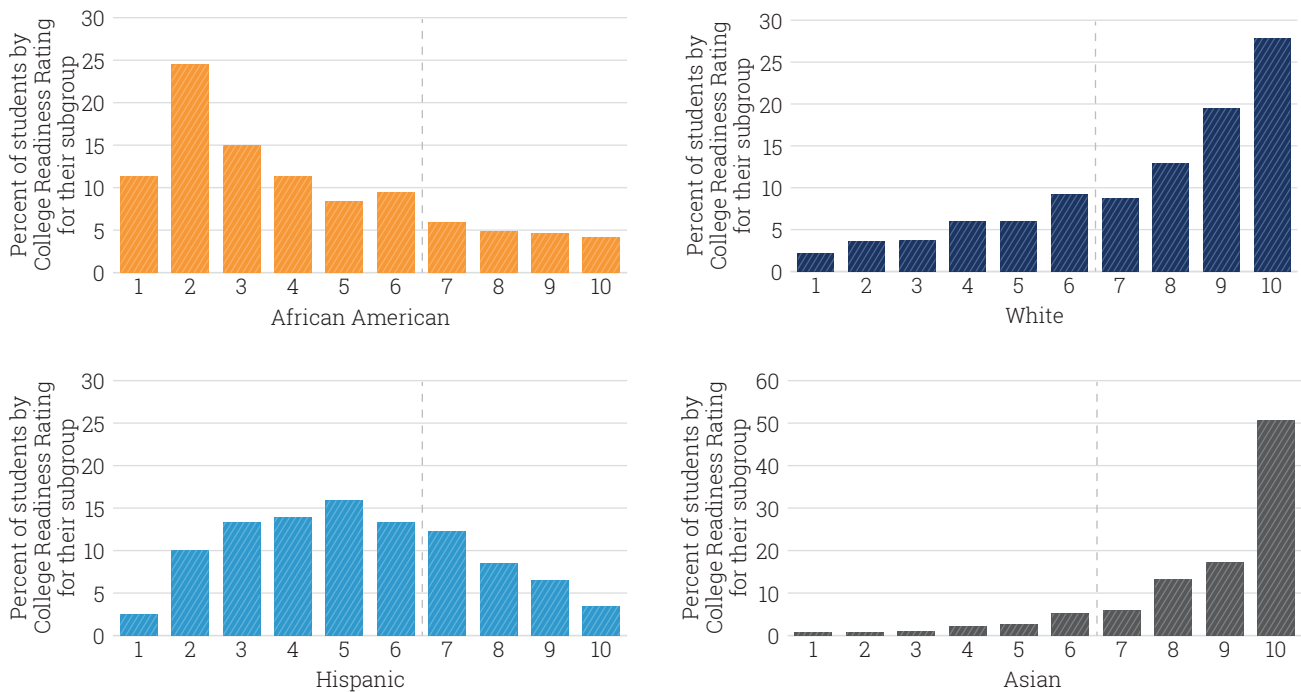
* The scale of the graph for Asian students is 0–60%; all other graphs have a uniform scale of 0–30%.
** N size is grades 9-12 enrollment.

Inequitable Access to Opportunity
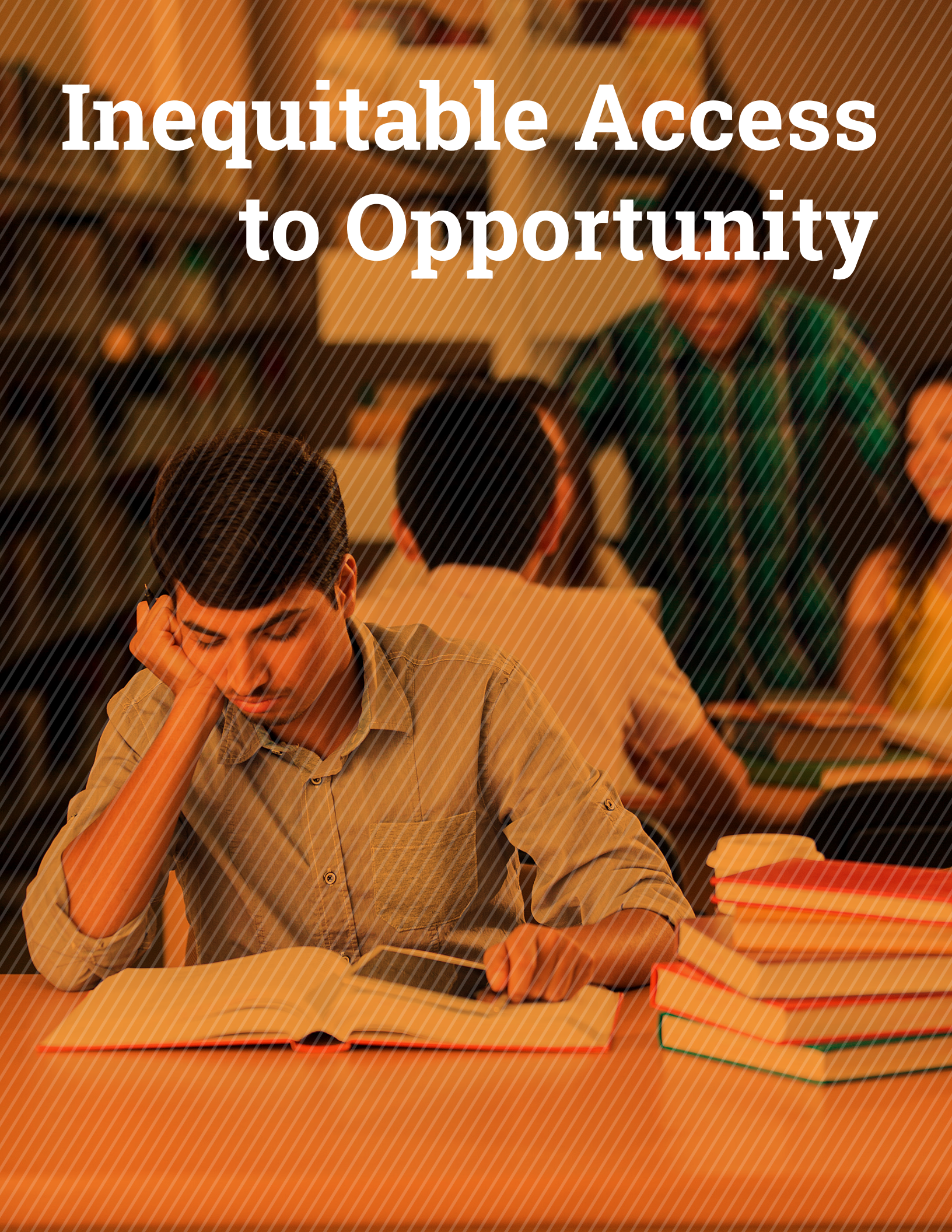
Student outcomes like test scores and college readiness rates can only tell us a limited amount of information about students' day-to-day experience in school. Course enrollment data, suspension and absenteeism rates, and details on teachers and staff present a more complete picture of California students' access to educational opportunity.

Unequal access to advanced coursework

The intensity of a student's course load in high school is the largest predictor of whether he or she will complete a bachelor's degree.[11] Looking at student enrollment in advanced courses, such as AP classes, calculus, or advanced world history, highlights the availability — or unavailability — of rigorous academics and the likelihood of some students enrolling compared to others.

We calculate an advanced course-taking rate, which is the average number of advanced courses taken per student, for all high schools in California.[12] The average advanced course-taking rate in California is .62, which means that, out of every three high school students in California, they will be enrolled in two advanced courses. Because course enrollment data are gathered at the subgroup level, not the student level, that could mean that one of those three

students is enrolled in two advanced courses, or that two of the three enrolled in one advanced course each. We further disaggregate the advanced course-taking rate by subject area and break these down by race/ethnicity.

Nearly all students attend a school that offers at least one advanced class,[13] but access to those courses varies significantly by racial group, even within the same school. No more than 36% of African American students and 46% of Hispanic students are enrolled in at least one advanced course, compared to 70% of white students.[14] Looking at access to advanced STEM (science, technology, engineering, or math) courses provides a stark example. Fewer than 1 in 4 California high school students is enrolled in an advanced STEM course, but those rates are fewer than 1 in 7 for African American students, 1 in 6 Hispanic students, 1 in 3 white students, and 3 in 5 Asian students.

GreatSchools uses the advanced course-taking rate to calculate an Advanced Course Rating on a 1–10 scale, which measures access to advanced coursework as compared to all high schools statewide.[15] Comparing Advanced Course Ratings by racial group reveals similar disparities as Test Score Ratings and College Readiness Ratings. *Only 18% of African American students and 32% of Hispanic students attend a school where their Advanced Course Rating is a 7 or higher, compared to 66% of white and 93% of Asian students.*

15

Figure 7: Advanced Course-taking Rate by Ethnicity and Course Area

Advanced Course-taking Rate	All Students	African American	Hispanic	White	Asian
All Subjects	0.62	0.36	0.46	0.70	1.30
English Language Arts	0.10	0.07	0.07	0.11	0.17
STEM	0.25	0.14	0.17	0.29	0.62
Foreign Language	0.12	0.06	0.12	0.12	0.21
History and Social Science	0.15	0.10	0.11	0.18	0.31
Arts	0.08	0.07	0.07	0.10	0.08

Fewer than 1 in 4 California high school students is enrolled in an advanced STEM course, but those rates are fewer than **1 in 7 for African American students, 1 in 6 Hispanic students, 1 in 3 white students, and 3 in 5 Asian students.**

Figure 9: Advanced Course Rating by Ethnicity
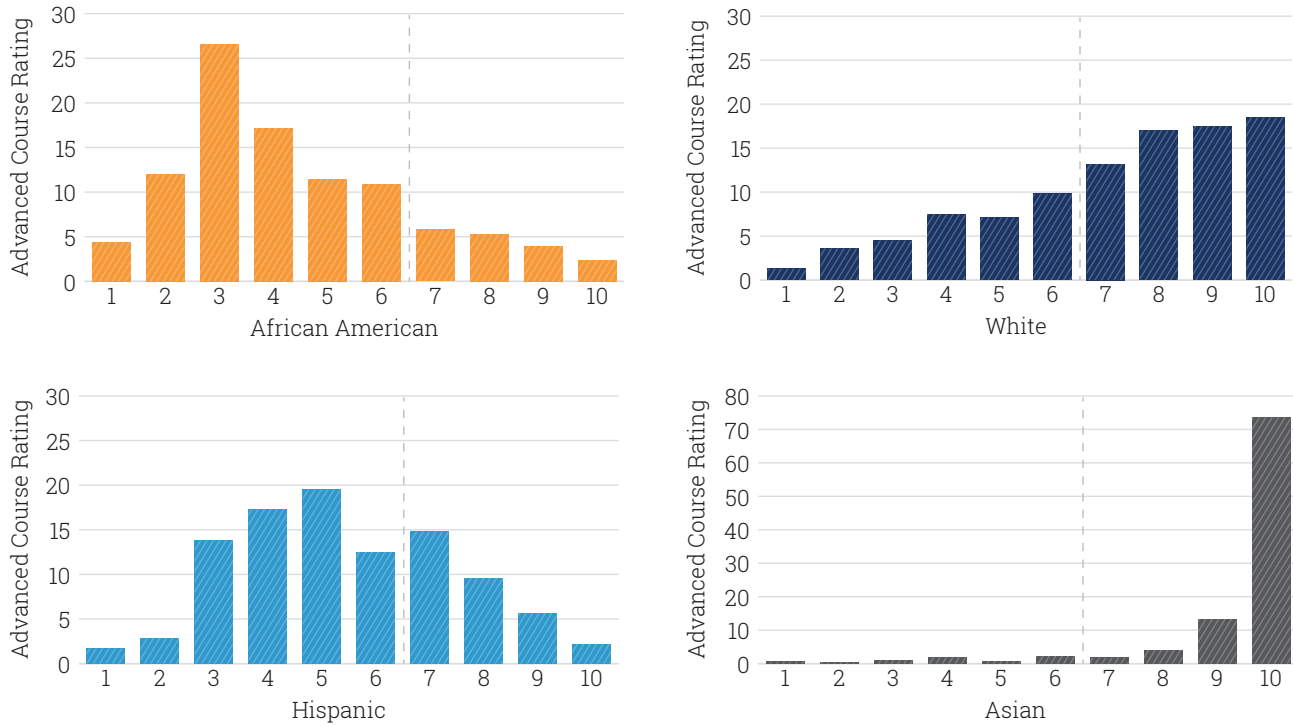
* The scale of the graph for Asian students is 0–80%; all other graphs have a uniform scale of 0–30%.
** N size is school enrollment.

16

The differences in Advanced Course Rating across different student groups are a worrisome sign that access to the opportunities to learn and excel are vastly different for students throughout California. Disparities in course enrollment are similar to those in student performance, indicating that gaps between racial groups are a system-wide issue.

Limited access to experienced teachers and counselors

Access to great teachers is one of parents' top priorities when assessing schools, and research shows that teachers are the most important factor in affecting student learning.[16] We are able to look at trends in how teachers are distributed across schools based on experience and salary level. While experience and salary levels are not measures of teacher effectiveness, research has shown that student learning outcomes are lower where teachers are new to teaching[17] and where teaching staffs have less experience in working as a team.[18]

School counselors are another critical resource for supporting student success. School counselors have been shown to have positive effects on increasing student achievement and boosting students' academic expectations, while reducing classroom disturbances and dropout rates.[19] Unfortunately, California ranks at the bottom of the country in student access to counselors.[20] Our data show that, statewide, there are 826 students for every one counselor.

We also see differences in the ratios of both students per counselor and students per teacher when looking at more racially isolated schools. In fact, *schools with a majority African American enrollment employ more teachers and counselors per student than the state average*. This could be impacted by the fact that African American students are more likely to attend Title I schools, which receive additional federal resources for staff support.[21]

Figure 10: Students per Teacher and Students per Counselor Comparison by School Demographics[22]

	All Schools	Majority African American	Majority Hispanic	Majority White	Majority Asian
Students per Teacher	*n = 8,276*	*n = 90*	*n = 4,257*	*n = 1,775*	*n = 224*
	23.8	21.7	23.8	23.7	24.5
Students per Counselor	*n = 3,638*	*n = 28*	*n = 1,853*	*n = 808*	*n = 88*
	826.0	597.7	783.9	975.8	614.3

Teachers in schools with majority African American enrollment are more likely to be less experienced.

Figure 11: Teacher Experience Comparison by School Demographics[24]

	All Schools	Majority African American Enrollment	Majority Hispanic	Majority White	Majority Asian
Percentage of Teachers with Fewer Than Three Years of Experience	*n = 8,274*	*n = 90*	*n = 4,256*	*n = 1,775*	*n = 224*
	9%	22%	9%	7%	8%

However, just looking at the number of staff per student does not provide the complete picture. In fact, those teachers in schools with majority African American enrollment are more likely to be less experienced and lower-paid. In California, approximately 9% of all students are educated by a teacher with fewer than three years of experience.[23] However, *students in a majority African American school are three times more likely to have an inexperienced teacher than students in a majority white school*.

The same trend persists in teacher salaries. Statewide, the average teacher salary was approximately $72,000 in 2014. However, the average teacher salary in majority African American schools was $9,000 less than in majority white schools, $10,000 less than in majority Hispanic, and $15,000 less than in schools with majority Asian enrollment.

17

Average teacher salary in majority African American schools was $9,000 less than in majority white schools, $10,000 less than in majority Hispanic, and $15,000 less than in schools with majority Asian enrollment.

Figure 12: Average Teacher Salary Comparison by School Demographics[25]

	All Schools	Majority African American	Majority Hispanic	Majority White	Majority Asian
Average Teacher Salary	n = 8,155	n = 90	n = 4,196	n = 1,747	n = 224
	$72,725	$62,650	$72,654	$71,619	$78,046

From opportunities to outcomes, there is a clear pattern of inequity in California schools. African American and Hispanic students experience lower rates of academic success, enjoy fewer resources, and in some cases, receive disproportionate disciplinary measures. Disparities in academic outcomes mirror the disparities that exist in access to rigorous coursework and other academic opportunities. Suspension and chronic absenteeism are significantly higher for African American students, although less so for Hispanic students. Although majority African American schools have more teachers per student and more counselors per student than other schools, their teachers are significantly less experienced and are paid less than those at other schools.

Disproportionate student discipline rates by race

Out-of-school suspensions[26] are relatively rare; on average, schools use this form of discipline for one in 25 students. Two-thirds of Hispanic students, 76% of white, and 92% of Asian students attend a school where the suspension rate is lower than 5%. However, only 34% of African American students attend a school with a similarly low suspension rate for African American students. Over 50% of African American students attend a school where at least one in 10 African American students is suspended. Only 8% of white students attend a school with a suspension rate that high for their subgroup.[27]

Over 50% of African American students attend a school where at least **one in 10 African American students is suspended. Only 8% of white students** attend a school with a suspension rate that high for their subgroup.

Figure 13: Proportion of students attending a school where their suspension rate is 10% or higher

African American

White

This troubling disparity corroborates research that has found that African American students are disciplined for the same behavior at far higher rates than other groups.[28] High suspension rates negatively impact students who are suspended[29] and miss school, and they also impact the learning environment and reinforce stereotypes for all students in the classroom.[30]

As Figure 14 shows, the disparity between African American and white student suspension rates is more extreme when African American students make up a smaller portion of the student body. When African American students make up a majority of the student population, their suspension rates are lower, although a disparity persists.

Figure 14: Suspension Rate Comparisons by School Demographics

Suspension Rate	n	African American	White	Difference
All Schools	5,300	12.0%	3.4%	3.5 times greater
Less Than 6% African American Enrollment[31]	3,021	10.0%	3.1%	3.2 times greater
6–20% African American Enrollment	1,762	12.2%	4.6%	2.7 times greater
20–50% African American Enrollment	427	15.4%	7.6%	2.0 times greater
Majority African American (50%+)	92	6.2%	4.1%	1.5 times greater

Higher chronic absenteeism rates for African American students

Missing a significant amount of school affects not just academic performance but social-emotional development and later-life outcomes as well.[32] Communities with high rates of chronic absenteeism are often facing issues such as insecure housing, poor health, and economic isolation. Tension or distrust between a community and school can lead to and exacerbate patterns of absenteeism.[33]

In California, 11% of all students, or one in every nine students, are chronically absent from school, meaning that they miss 15 or more days of school a year. These rates are higher for African American students. *Over 40% of African American students attend a school where at least one in five students in their subgroup is chronically absent. The same can be said for 12% of Hispanic students, 11% of white students, and 2% of Asian students.[34]* This is a worrisome sign that further contributes to the inequalities faced by African American students in California.

Figure 15: Proportion of students attending a school where their chronic absenteeism rate is 20% or higher

19

African American

Hispanic

White

Asian
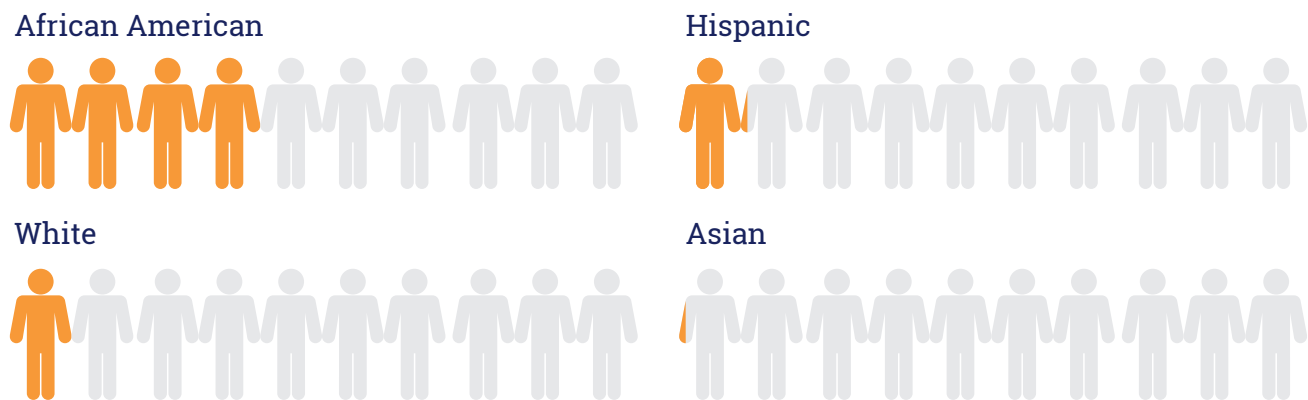
Spotlight Schools

This report has discussed the troubling trend that African American and Hispanic students are less likely to have access to rigorous academic opportunities and, correspondingly, experience lower rates of academic success in public schools across the state. Many factors contribute to these disparities, including factors both within a school and in the surrounding community, such as persistent inequalities in health,[35] housing,[36] and juvenile justice.[37] Despite these obstacles, many schools across California have provided equitable access to opportunity *and* have achieved strong academic outcomes for traditionally disadvantaged groups. These schools are reversing trends cited in this report and prove that excellent education is possible for all students, regardless of their background. They deserve to be recognized and celebrated, and their successful strategies should be explored and shared.

Based on the results discussed above, we identified a list of Spotlight Schools that are providing the strongest results for African American and Hispanic populations. See text box for the criteria we used to identify Spotlight Schools. We found 156 Spotlight Schools across the state — 41 for their results for African American students and 126 for their results for Hispanic students, with 11 schools appearing on both lists. (See Appendix 8 for the full list.) Fifty-two Spotlight Schools are high schools, 16 are middle schools, 61 are elementary schools, and 27 span multiple levels.

Of the 156 Spotlight Schools, 78 serve at least the state average of low-income students in terms of percent of total student population. These schools are succeeding in providing high-quality education while serving a larger number of the most traditionally disadvantaged students and merit special consideration.

Geographically, Spotlight Schools are more concentrated in Southern California than in other regions. For example, while 23% of schools statewide are located in Los Angeles County, 53% of Spotlight Schools are in Los Angeles County. Charter schools are also over-represented on the Spotlight Schools list; while just 12% of public schools statewide are charter schools, 31% of Spotlight Schools are charters. Of the Spotlight Schools that serve at least the state average of low-income students, 50% are charter schools.

This list highlights examples of schools that should be further explored, with lessons shared about their promising practices. For example, University Preparatory School is a district-run public school in Victorville serving grades 7–12, in which both African American and Hispanic students

CRITERIA FOR SPOTLIGHT SCHOOLS

1. Earned an 8 or higher for Hispanic or African American students on at least one GreatSchools Rating (Test Score Rating, College Readiness Rating, or Advanced Course Rating), and
2. Earned no less than a 7 for that same racial group on any GreatSchools Rating (Test Score Rating, College Readiness Rating, or Advanced Course Rating), and
3. Serves at least the state average of that racial group in terms of percent of total student population, and
4. The suspension rate for that racial group is less than 5% higher than the school's overall suspension rate.[38]

rank near the top of the pack statewide both in access to advanced courses and in test scores. Farther north in San Jose, KIPP San Jose Collegiate is a college-preparatory public charter high school serving a predominantly Hispanic student population where Hispanic students receive a 10 out of 10 in access to advanced courses and an 8 out of 10 on test scores. At both University Preparatory and KIPP San Jose Collegiate, 70% or more of students are eligible for free or reduced-price lunch.

In Los Angeles, many charter and district-run schools are identified as higher performing with African American and Hispanic students. For example, Wilder's Preparatory Academy Charter in Inglewood is a public charter elementary school where 84% of students are African American, and they receive a Test Score Rating of 9 for African American students. Nearby, Brooklyn Avenue Elementary School is a district-run elementary school that serves an almost entirely Hispanic population and receives a rating of 8 out of 10 for those Hispanic students on test scores.

These are just a few examples of schools across the state providing Hispanic and African American students with access to quality education and the supports to succeed at high levels. These schools don't point to a single instructional approach or governance model as the secret to success, but they deserve to be further explored.

21

It's important to note there are limitations to this list, as there are with any single approach to measuring schools. There are many examples of schools across the state that are providing strong opportunities and results for African American and Hispanic students that aren't captured on this list. In particular, it is difficult for many small schools to have sufficient data to be captured by this list based on student privacy protections in reporting requirements. Also, some high schools may have alternative approaches to providing advanced coursework, and could be providing rigorous academic opportunities that aren't captured by our system of measuring advanced coursework. Finally, schools that have recently opened could be on a promising start but may not have the full set of academic courses offered yet to be included on the list.

The "Spotlight Schools" criteria holds a high bar for success regardless of the student population served. But these examples of success are much more rare than they should be, especially for African American and Hispanic students. Only 2% of African American students and 6% of Hispanic students attend a quality school for their subgroup based on these measures, compared with 59% of white and 73% of Asian students. In other words, white and Asian students are about 11 times more likely to attend a quality school for their subgroup than African American and Hispanic students statewide.

While this is an imperfect definition of school quality (there are additional factors that determine a quality school than what the data allow us to measure in ratings), it reveals a startling and unsettling picture of just how extreme the racial gaps in access to quality education are in our state.

Only **2% of African American students** and **6% of Hispanic students** attend a quality school for their subgroup based on these measures, compared with **59% of white** and **73% of Asian students**. In other words, white and Asian students are about 11 times more likely to attend a quality school for their subgroup than African American and Hispanic students statewide.

22

Figure 16. Student enrollment in Spotlight Schools by racial group

	Total Students Statewide	Total Students Attending Spotlight Schools	Percent of Students Attending Spotlight Schools
Hispanic	3,360,562	208,040	6%
African American	361,572	8,721	2%
Asian	551,229	400,418	73%
White	1,500,932	882,831	59%

How to Use This Report

Hundreds of schools across the state are living up to parents' aspirations for their students — cultivating supportive and academically rigorous learning opportunities and preparing students for success in postsecondary education. However, it is clear these schools are not reaching all students, with African American and Hispanic populations being systematically excluded from opportunity.

Our tools provide a first-of-its-kind opportunity to assess trends in access to quality schools across the entire state and also to dig deep by looking at individual schools in our communities. We hope advocates, policymakers, parents, and researchers will use this information to fuel productive conversations and recommendations about resource allocation, policy change, and school improvement. Our hope is that different stakeholders will use these tools in various ways to empower change.

Advocacy groups should:

- Use GreatSchools profiles when having discussions with parents about the quality of schools in their communities. Organizations such as Innovate Public Schools (see page 24) have been successful in using GreatSchools profiles to spark and fuel parent organizing efforts around improving education for underserved students.
- Share this data with elected officials and policymakers at the local and state levels to support the case for expanding access to quality schools, especially for underserved students.

Parents should:

- Look at the trends in this report, explore the facts about your local school, understand how your community and your children are being served by your local schools, and get involved. If you don't like what you see, take this information and your questions to a parent meeting at your school or to your local school board meeting.

- Take measures of equity into account when making decisions about where to enroll your child in school, in areas where there are broader public school options. More equitable schools are more likely to provide strong results for all students, regardless of the challenges or circumstances they are facing outside of school.

School and district leaders should:

- Commit to exploring and understanding data on equity within your schools. Investigate what the data reveal, corroborate the data with other local insights, and share results with your school community to facilitate conversations about school improvement.
- Connect with other schools that are serving similar student populations that are achieving strong results, learn from what they are doing, and share your own successes and challenges.
- Explore opportunities to provide staff training on key issues around race and equity, such as implicit bias, cultural responsiveness, and restorative discipline practices.

Legislators, mayors, school boards, and other policy makers should:

- Use this data to see how schools in your jurisdiction are serving all students and to inform improvement efforts.
- Identify schools in your community that are providing excellent educational opportunities to all children, celebrate their success, and help disseminate best practices from those schools

Researchers should:

- Use this data as a starting point to further explore the underlying causes of equity gaps and the best practices of schools providing good opportunities and results for all students. Connect with GreatSchools directly at data@greatschools.org to access the underlying dataset to drive your own research.

23

DATA AND ADVOCACY IN ACTION

Innovate Public Schools (Innovate) is a nonprofit organization based in the Bay Area that builds community demand for world-class public schools, particularly for low-income students and students of color. By organizing parents, publishing easy-to-understand school quality data, and training school leaders, Innovate increases the capacity of parents, community leaders, and educators to act together to create and grow these schools.

Innovate uses the data and information provided on GreatSchools.org to help parents advocate for their children's interests. Community organizers lead workshops at partner organizations to introduce the online school profiles to parents. These workshops often result in parents deciding to join an Innovate parent group. Parent groups meet regularly to discuss school data, prepare for meetings with elected officials, and plan public actions. At meetings with elected officials, parents and organizers often use data to highlight inequities in their community or within a particular school. The ability to pull up data on a school that has personal significance to an elected official is often effective in getting that official's attention.

In 2013, Innovate parent leaders used school ratings and information to demand better education opportunities in Redwood City. When Norma Becerra's daughter was about to start kindergarten, she became alarmed when she saw her child's school rating on GreatSchools.org. In fact, there weren't any high-performing schools nearby. She joined the local Innovate parent group and became a leader in a three-year effort to bring two new schools to Redwood City. Parents won approval of the schools in 2014 and one of them, KIPP Excelencia Preparatory, was recognized as a top school for underserved students in its first year.

Innovate has seen, time and again, that data information is a powerful tool to push for urgent change. Providing actionable information that is easy to access and understand is invaluable to parents whose children are in struggling schools. The ability to see community-wide and school-level data helps parents draw connections between their personal struggles and systemic issues. Seeing that connection motivates parents to work together for change.

24

The State Department of Education should:

- Commit to leading on data transparency. Continue to make critical data publicly available in a timely manner so that parents, policymakers, and advocates have a more complete picture of where we need to focus improvement efforts and resources. Specifically:

  » Make student growth data available at the school level as soon as possible.
  » Provide more complete information about English language learner reclassification rates.
  » Continue to provide robust data disaggregated by student groups to ensure understanding of equity across and within schools.

Tap the experience of parent-facing organizations and explore opportunities to improve the public presentation of school quality information for parents.

Next Steps

Moving forward, we plan to improve how parents and community organizers can spot where these equity gaps exist. In the coming months, GreatSchools will release a *new summative rating that includes multiple measures*, including how it provides opportunities to all student groups as well as academic achievement outcomes. We believe school quality measures, if well-designed, can be both accessible and actionable for parents by including multiple measures as well as summative roll-ups. By helping parents understand different aspects of school performance and quality, we believe these ratings — and the insights they offer — will help parents make their own determinations about which school would be the best for their child and take action to work in their community to improve schools.

We hope this report is the first of a series in which we will explore different trends at play in our nation's school system — the highlights and the lowlights — and look more deeply at access to quality schools for different groups of students, including English learners and students with disabilities. We also hope to help stakeholders at the city, school system, and state levels by providing similar analyses directly relevant to their work to improve education in their communities.

Appendices

Appendix 1: Data Sources

Test score data include the percent of students who have reached proficiency by grade and subject, including all tested grades across English, math, and science. These scores reflect rates of student grade-level competency, but they are limited in their ability to hone in on school quality. A noted limitation is that test score proficiency is strongly correlated with non-school factors, such as poverty levels and demographics. A school serving disadvantaged students could be doing a great job helping students learn, but if they start at a low level, that improvement might not show up on proficiency measures. In California, the GreatSchools Test Score Rating is calculated using student performance data from the California Assessment of Student Performance and Progress (CAASPP) and the California Standards Tests. Proficiency standards are set for each subject and grade level,[39] and students are assessed by comparing their performance to proficiency standards. The 2015–16 test score data used in this report is available publicly on the California Department of Education website.

College readiness data include several metrics that track how prepared students are for postsecondary education, including four-year high school graduation rate, percent of graduates completing a college prep course of study (UC/CSU requirements), SAT and ACT participation and performance, and Advanced Placement (AP) exam participation and performance. The GreatSchools' College Readiness Rating includes the four-year high school graduation rate, the percent of graduates eligible for enrollment in the University of California or California State University (UC/CSU) system,[40] and ACT, SAT[41] and Advanced Placement exam participation rates and performance. College readiness data used in this report are available publicly on the California Department of Education website.

Course enrollment data, specifically student enrollment in advanced courses, is a marker of access to rigorous academic experiences. The data indicate the average number of advanced courses that students are enrolled in, across subjects. A key limitation to this data is that the quality of advanced courses may vary across schools. Each course taken at a school is determined to be "advanced" or not,[42] and using the number of students enrolled in each course and the total school enrollment, GreatSchools finds the advanced course-taking rate. The 2014–15 course enrollment data used in this report are available publicly on the California Department of Education website.

Suspension and attendance data are important indicators of student experience and student engagement. The two specific metrics we look at are the percent of students who are suspended from school one or more times and the percent of students who are chronically absent from school (missing 15 days or more of school). In 2013–14, the Office of Civil Rights conducted the Civil Rights Data Collection (CRDC), a survey of all public schools in the United States. Surveys covered several areas that "impact education equity and opportunity for students."[43] All data are disaggregated by racial subgroup, gender, English learner status, and disability. The 2013–14 suspension and attendance data used in this report are available publicly on the Office of Civil Rights website.

School-level data on teachers and counselors include measures such as the number of students per teacher, the number of students per counselor, the percent of teachers with less than three years of experience, and the average teacher salary at each school. These metrics offer important insights into how resources are allocated across schools. The Civil Rights Data Collection (CRDC) also includes data on school resource measures such as average teacher salary and student-to-teacher ratio. Unlike the remainder of the data used in this report, school resource metrics are not disaggregated by subgroup. For example, the data include a student-to-teacher ratio for the entire school but not a separate measure for each subgroup at the school. Using subgroup enrollment data, it is possible to examine disparities across schools, but not within them. The 2013–14 school resource data used in this report are available publicly on the Office of Civil Rights website.

Data not yet available throughout California

Student growth data measure the amount of progress students make on state assessments in a given year. They are a better reflection of school quality than proficiency rates, as growth data hold schools accountable for the specific students they serve regardless of their starting point. Seventeen states currently provide publicly available growth data at the school level, but California is not one of them. The California Department of Education plans to calculate and publish a growth metric in 2019.

Other types of school data, such as school surveys and student surveys, can pick up on more factors, like social emotional learning and school climate. The collection of these data, however, is not mandated by the state, and such data are not widely available.

26

Appendix 2: GreatSchools Ratings

For test scores, college readiness, and course access, GreatSchools calculates ratings on a 1–10 scale, with 10 being the highest, based on how schools perform relative to other schools in the state. For each separate rating (Test Score Rating, College Readiness Rating, and Advanced Course Rating), we rank schools based on their underlying data and categorize schools into ten deciles, corresponding to the 1–10 rating. For any measure that is specific to a certain grade level, such as test scores, scores are ranked within their grade level and then grade-level rankings are averaged to create the test score rating. This means that we are comparing the proficiency rates of a 3rd-grade test at one school to that of an 11th-grade test at another school, for example.

We then calculate the ratings for each subgroup at the school. We compare the performance of a particular subgroup to the performance of all students in the state, so that all subgroups are all rated on the same scale. Therefore, comparing subgroup ratings across the state (Latino students compared to white students, for example) captures the disparities that can arise between the two subgroups both across schools and within schools.[44]

GreatSchools ratings are designed for comparison of student performance between schools. Ratings are relative to the performances of schools throughout the state and are therefore not tied to performance standards set by the state or the testing agency. A 7 rating does not indicate that the average student's score at the school is 70% or that 7 out of 10 students are considered "proficient" or "passing." A 7 rating means that, averaging across grades and subjects, student performance is higher than at 60% of the schools in the state. School ratings and subgroup ratings can be interpreted in the same way. A rating of 7 or higher reflects student performance that is definitively above average compared to schools throughout the state.

There ratings are designed to be a starting point to help parents make baseline comparisons. We always advise parents to visit the school and consider other information on school performance and programs to assess school quality.

Some of the data included in this report and on GreatSchools' profiles, specifically suspension rates, chronic absenteeism rates, and school resources, do not roll up into a 1–10 rating. These data are presented as supplemental data and are disaggregated by student group, where possible. Later this year, we will be releasing a new version of the overall GreatSchools Rating, and we are considering including some of these factors in the new methodology. But, for now, they are not calculated into a 1–10 rating.

27

Appendix 3: Minimum/Maximum Percent Proficient for Test Score Rating

Subject	Grade	1	2	3	4	5	6	7	8	9	10
English	3	0 - 15	16 - 21	22 - 27	28 - 32	33 - 38	39 - 45	46 - 53	54 - 61	62 - 72	73 - 97
English	4	0 - 17	18 - 23	24 - 28	29 - 34	35 - 40	41 - 46	47 - 53	54 - 62	63 - 73	74 - 100
English	5	0 - 21	22 - 28	29 - 34	35 - 39	40 - 45	46 - 51	52 - 58	59 - 67	68 - 77	78 - 100
English	6	0 - 19	20 - 26	27 - 31	32 - 37	38 - 43	44 - 49	50 - 56	57 - 64	65 - 74	75 - 100
English	7	0 - 20	21 - 27	28 - 32	33 - 38	39 - 44	45 - 50	51 - 57	58 - 64	65 - 75	76 - 100
English	8	0 - 22	23 - 29	30 - 35	36 - 40	41 - 46	47 - 52	53 - 58	59 - 65	66 - 75	76 - 100
English	11	0 - 31	32 - 42	43 - 50	51 - 55	56 - 59	60 - 64	65 - 69	70 - 75	76 - 82	83 - 100
Math	3	0 - 18	19 - 24	25 - 30	31 - 35	36 - 41	42 - 48	49 - 55	56 - 64	65 - 76	77 - 100
Math	4	0 - 11	12 - 17	18 - 22	23 - 27	28 - 32	33 - 39	40 - 46	47 - 57	58 - 70	71 - 98
Math	5	0 - 7	8 - 12	13 - 16	17 - 20	21 - 26	27 - 32	33 - 40	41 - 50	51 - 64	65 - 100
Math	6	0 - 9	10 - 14	15 - 18	19 - 23	24 - 28	29 - 34	35 - 42	43 - 51	52 - 63	64 - 100
Math	7	0 - 10	11 - 15	16 - 19	20 - 25	26 - 30	31 - 36	37 - 44	45 - 52	53 - 64	65 - 100
Math	8	0 - 8	9 - 14	15 - 19	20 - 23	24 - 29	30 - 36	37 - 43	44 - 52	53 - 63	64 - 100
Math	11	0 - 5	6 - 11	12 - 16	17 - 21	22 - 25	26 - 31	32 - 37	38 - 45	46 - 57	58 - 96
Science	5	0 - 21	22 - 28	29 - 36	37 - 43	44 - 51	52 - 58	59 - 66	67 - 75	76 - 84	85 - 100
Science	8	0 - 28	29 - 38	39 - 44	45 - 51	52 - 58	59 - 65	66 - 72	73 - 79	80 - 86	87 - 100
Science	10	0 - 20	21 - 29	30 - 34	35 - 40	41 - 45	46 - 51	52 - 58	59 - 65	66 - 76	77 - 100

Appendix 4: Minimum/Maximum Performance Range for College Readiness Rating

Metric	1*	2	3	4	5	6	7	8	9	10
4-year high school graduation rate	5 - 73	73 - 82	82 - 87	87 - 90	90 - 93	93 - 94	95 - 96	96 - 97	97 - 98	98 - 100
Percent of students who meet UC/CSU entrance requirements	0 - 3	3 - 26	26 - 33	33 - 38	38 - 43	43 - 49	50 - 56	56 - 65	65 - 84	84 - 100
SAT percent participation	0 - 9	9 - 29	29 - 37	37 - 42	42 - 46	46 - 52	52 - 58	58 - 65	66 - 78	78 - 100
ACT percent participation	-	0 - 7	7 - 12	12 - 16	16 - 20	20 - 24	24 - 29	29 - 36	36 - 45	45 - 100
Average SAT score	1011 - 1201	1202 - 1279	1280 - 1324	1325 - 1369	1370 - 1421	1422 - 1465	1466 - 1513	1514 - 1573	1574 - 1657	1658 - 2023
Average ACT score	12 - 16	17 - 17	18 - 18	19 - 19	20 - 20	21 - 21	22 - 22	23 - 23	24 - 25	26 - 30
AP Participation	-	-	0 - 8	9 - 12	13 - 16	17 - 19	20 - 23	24 - 27	28 - 34	35 - 100
AP Performance	0 - 14	15 - 28	29 - 40	41 - 49	50 - 56	57 - 63	64 - 70	71 - 76	77 - 85	86 - 100

*there is no first decile for any metric with greater than 10% of values equal to zero

29

Appendix 5: Advanced Course-Taking Rate by Ethnicity

For the visual below, each different color represents a different range of Advanced Course-Taking Rate at the school for the particular group in question. For example, the second bar reveals that 2% of African American students attend a school where the Advanced Course-Taking Rate for African American students is greater than 1. Looking at each subgroup reveals that only 2% of African American and Hispanic students attend schools where, on average, each student in their subgroup is taking at least one advanced course, compared to 18% of white and 73% of Asian students.

Percent of students, by Advanced Course-Taking Rate

0 = Not taking any advanced courses

0-0.5 = Low rate of advanced course enrollment

0.5-1.0 = Taking up to 1 course on average

Greater than 1.0 = Taking more than 1 course on average
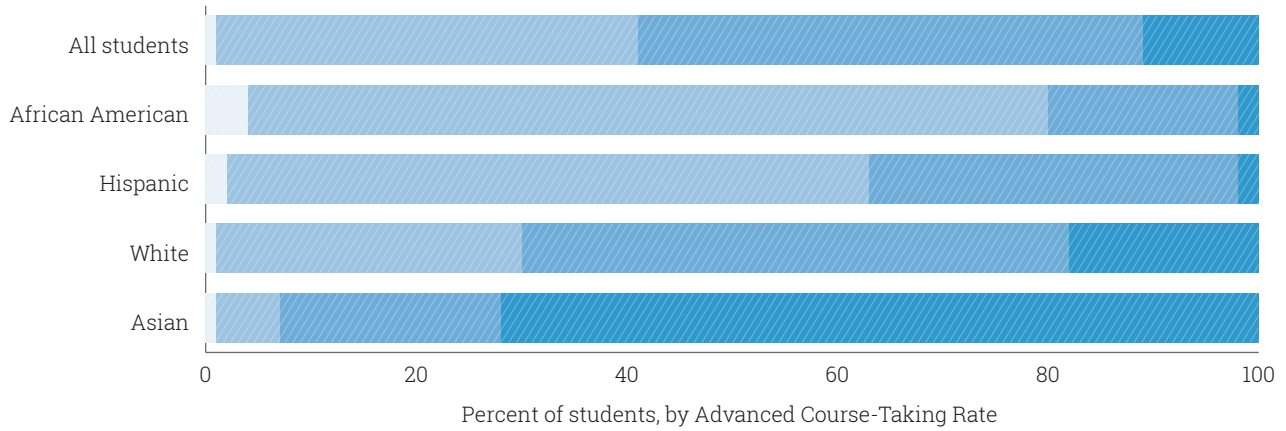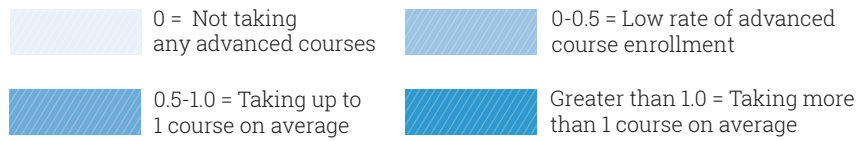
* An Advanced Course-Taking Rate of 0.5 means that, on average, 1 out of every 2 students takes an advanced course.
** An Advanced Course-Taking Rate of over 1.0 means that, on average, each student student is taking one or more advanced courses.

30

Appendix 6: Suspension Rates by Ethnicity

For the visual below, each different color represents a different range of suspension rate at the school for the particular group in question. For example, the second bar reveals that 28% of African American students attend a school where the suspension rate for African American students is between 10 and 19%. The bar below that indicates that the equivalent portion of Hispanic students is 9%.

Percent of students, by Suspension Rate

Legend: 30% or greater | 20 - 29% | 10 - 19% | 5 - 9% | Less than 5%
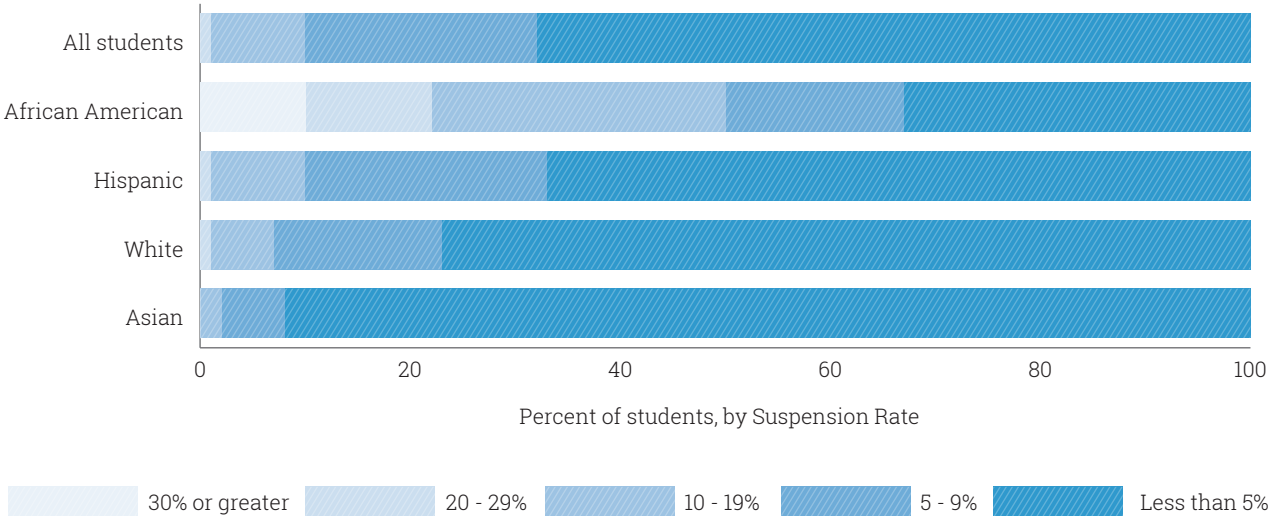
Appendix 7: Chronic Absenteeism Rates by Ethnicity

For the visual below, each different color represents a different range of chronic absenteeism rate at the school for the particular group in question. For example, the second bar reveals that 25% of African American students attend a school where the chronic absenteeism rate for African American students is between 20 and 29%. The bar below that indicates that the equivalent portion of Hispanic students is 9%.

Percent of students, by Chronic Absenteeism Rate
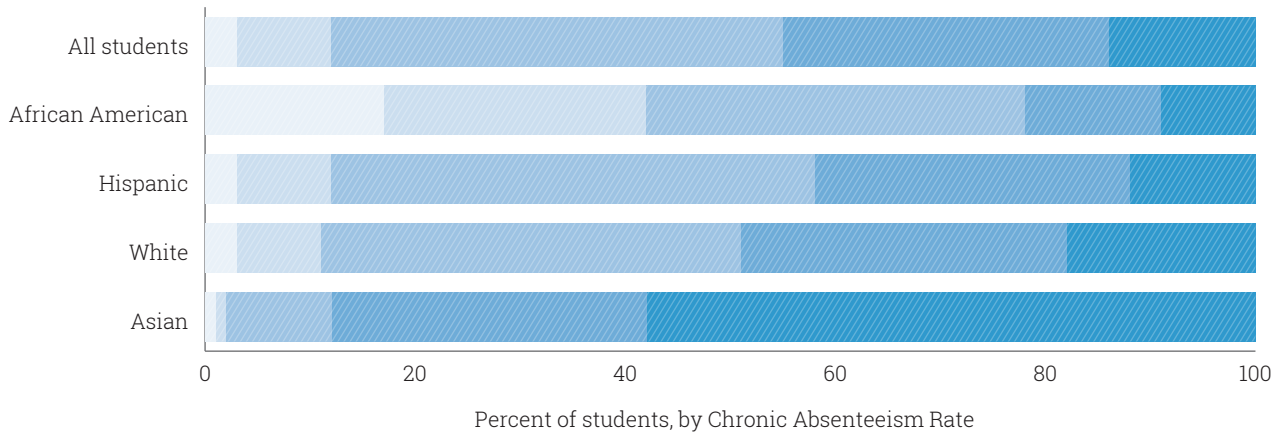
32   30% or greater   20 - 29%   10 - 19%   5 - 9%   Less than 5%

Appendix 8: Spotlight Schools

African American Spotlight**

Name	City	Type	Grades	% African American Enrollment	Advanced Course Rating	College Readiness Rating	Test Score Rating
Alliance College-Ready Academy High No. 5*	Los Angeles	charter	9-12	7%	10	9	-
American Indian Public High School*	Oakland	charter	9-12	14%	10	10	-
Angier Elementary School*	San Diego	district	K-5	25%	-	-	8
Arlene Hein Elementary School	Elk Grove	district	K-6	9%	-	-	8
California Academy Of Mathematics And Science	Carson	district	9-12	14%	10	9	10
Carmenita Middle School	Cerritos	district	7-8	8%	-	-	9
Centennial High School	Corona	district	9-12	9%	10	9	7
Cerritos High School	Cerritos	district	9-12	6%	9	8	9
Clara Barton Elementary School	Eastvale	district	K-6	9%	-	-	8
Colfax Charter Elementary School	North Hollywood	charter	K-5	7%	-	-	9
Edna Batey Elementary School	Elk Grove	district	K-6	8%	-	-	8
Environmental Charter High School*	Lawndale	charter	9-12	12%	9	10	7
Harada Elementary School	Eastvale	district	K-6	10%	-	-	8
Harbor Teacher Preparation Academy*	Wilmington	district	9-12	11%	9	7	10
Hawthorne Math And Science Academy*	Hawthorne	charter	9-12	9%	10	10	-
John F. Kennedy Elementary School	Riverside	district	K-6	6%	-	-	8
Juan De Anza Elementary School	Hawthorne	district	K-5	20%	-	-	8
Kester Avenue Elementary School	Van Nuys	district	K-5	8%	-	-	9
Liberty Middle School*	Lemoore	district	7-8	6%	-	-	8
Los Angeles Center For Enriched Studies	Los Angeles	district	6-12	17%	10	9	7
Los Osos High School	Rancho Cucamonga	district	9-12	9%	8	8	8
Middle College High School*	Los Angeles	district	9-12	33%	8	7	7
One Hundred Fifty-Sixth Street Elementary School	Gardena	district	K-6	19%	-	-	8
Open Charter Magnet School	Los Angeles	charter	K-5	27%	-	-	8
Park Western Place Elementary School	San Pedro	district	K-5	10%	-	-	9
Perdew Elementary School	Etiwanda	district	K-5	15%	-	-	8
Preuss School Ucsd*	La Jolla	charter	6-12	8%	10	10	8

33

Name	City	Type	Grades	% African American Enrollment	Advanced Course Rating	College Readiness Rating	Test Score Rating
Promenade Elementary School	Corona	district	K-5	11%	-	-	8
Rancho Cucamonga High School	Rancho Cucamonga	district	9-12	13%	8	7	8
Renaissance Arts Academy*	Los Angeles	charter	6-12	7%	9	8	-
Richard Henry Dana Middle School	Hawthorne	district	6-8	21%	-	-	8
Richardson PREP HI Middle School*	San Bernardino	district	6-8	10%	-	-	9
Rudecinda Sepulveda Dodson Middle School	Rancho Palos Verdes	district	6-8	10%	-	-	9
San Diego International Studies School	San Diego	district	9-12	9%	10	7	7
Stockton Collegiate International Secondary School	Stockton	charter	6-12	7%	10	8	-
Terra Vista Elementary School	Rancho Cucamonga	district	K-5	8%	-	-	9
University Preparatory School*	Victorville	district	7-12	6%	9	7	8
West Campus	Sacramento	district	9-12	7%	10	9	-
Wilder's Preparatory Academy Charter*	Inglewood	charter	K-5	84%	-	-	9
Wilder's Preparatory Academy Charter Middle*	Inglewood	charter	6-8	81%	-	-	9
Wolf Canyon Elementary School	Chula Vista	district	K-6	7%	-	-	8

34

* = school serves at least the state average of percent of students who are eligible for free or reduced-price lunch
** = Ratings shown are for the corresponding subgroup at each school. Advanced Course Ratings and College Readiness Ratings are only applicable for high schools.

Hispanic Spotlight**

Name	City	Type	Grades	% Hispanic Enrollment	Advanced Course Rating	College Readiness Rating	Test Score Rating
Accelerated Achievement Academy	Hollister	district	4-8	71%	-	-	10
Alliance College-Ready Academy High No. 16*	Los Angeles	charter	9-12	95%	10	10	8
Alliance College-Ready Academy High No. 5*	Los Angeles	charter	9-12	93%	10	9	7
Alliance Dr. Olga Mohan High School*	Los Angeles	charter	9-12	98%	9	10	9
Alliance Environmental Science And Technology High School*	Los Angeles	charter	9-12	87%	9	9	7
Alliance Judy Ivie Burton Technology Academy High School*	Los Angeles	charter	9-12	95%	9	8	7
Alliance Marc & Eva Stern Math And Science*	Los Angeles	charter	9-12	97%	10	9	8
Alliance Media Arts And Entertainment Design High School*	Los Angeles	charter	9-12	97%	8	8	7
Alliance Susan And Eric Smidt Technology High School*	Los Angeles	charter	9-12	94%	9	-	7
Animo Leadership High School*	Inglewood	charter	9-12	97%	9	9	7
Barbara Benson Elementary School	Tustin	district	PK-5	58%	-	-	8
Brainard Elementary School*	Lake View Terrace	district	K-5	64%	-	-	8
Bright Star Secondary Charter Academy*	Los Angeles	charter	9-11	86%	9	10	8
Brooklyn Avenue Elementary School*	Los Angeles	district	K-8	99%	-	-	8
California High School*	Whittier	district	9-12	89%	8	7	7
Camino Nuevo High No. 2*	Los Angeles	charter	9-12	97%	9	7	8
Capistrano Avenue Elementary School*	West Hills	district	K-5	63%	-	-	8
Casillas (Joseph) Elementary School	Chula Vista	district	K-6	59%	-	-	8
Celerity Dyad Charter School*	Los Angeles	charter	K-8	98%	-	-	8
Celerity Troika Charter School*	Los Angeles	charter	K-8	77%	-	-	8
Centennial High School	Corona	district	9-12	55%	9	8	7
Central City Value School*	Los Angeles	charter	9-12	96%	7	10	8
Cesar E. Chavez Elementary School	Bakersfield	district	K-6	61%	-	-	8
Chaparral Elementary School	Chino Hills	district	K-6	60%	-	-	8
Chula Vista Hills Elementary School	Chula Vista	district	K-6	62%	-	-	8

Name	City	Type	Grades	% Hispanic Enrollment	Advanced Course Rating	College Readiness Rating	Test Score Rating
Clifford Street Elementary School*	Los Angeles	district	K-6	82%	-	-	9
Columbine Elementary School*	Delano	district	K-8	85%	-	-	8
Corona Ranch Elementary School	Corona	district	K-6	58%	-	-	8
Daniel Pearl Journalism & Communications Magnet School*	Van Nuys	district	9-12	55%	8	7	7
Delevan Drive Elementary School	Los Angeles	district	K-6	58%	-	-	8
Discovery Charter School	Chula Vista	charter	K-8	64%	-	-	9
Dr. J. Michael Mcgrath Elementary School	Newhall	district	K-6	81%	-	-	8
Eastlake Elementary School	Chula Vista	district	K-6	63%	-	-	8
Eastlake High School	Chula Vista	district	9-12	56%	8	8	9
Edison Computech School*	Fresno	district	7-8	57%	-	-	10
Edison Elementary School	Santa Monica	district	PK-5	76%	-	-	9
Edison High School*	Fresno	district	9-12	60%	9	7	7
Eje Middle Academy*	El Cajon	charter	6-8	90%	-	-	8
El Diamante High School	Visalia	district	9-12	54%	7	8	7
El Portal Elementary School	La Habra	district	K-6	68%	-	-	8
Environmental Charter High School*	Lawndale	charter	9-12	73%	8	8	7
Equitas Academy Charter School*	Los Angeles	charter	K-5	95%	-	-	8
Fairgrove Academy*	La Puente	district	K-8	92%	-	-	8
Finney (Myrtle S.) Elementary School*	San Diego	district	K-6	78%	-	-	8
Francisco Bravo Medical Magnet High School*	Los Angeles	district	9-12	79%	9	7	9
Franklin Elementary School*	Bakersfield	district	K-6	60%	-	-	8
Fullerton Union High School	Fullerton	district	9-12	65%	7	8	7
Gabriella Charter School*	Los Angeles	charter	K-8	87%	-	-	8
Gardenhill Elementary School	La Mirada	district	K-5	56%	-	-	9
Gilroy Prep School	Gilroy	charter	K-8	64%	-	-	8
Granada Middle School	Whittier	district	6-8	72%	-	-	8
Grovecenter Elementary School*	West Covina	district	K-5	75%	-	-	8
Halecrest Elementary School	Chula Vista	district	K-6	73%	-	-	8
Harmony Magnet Academy	Strathmore	charter	9-12	61%	9	10	10
Harry S. Truman Elementary School*	La Quinta	district	K-5	79%	-	-	8

Name	City	Type	Grades	% Hispanic Enrollment	Advanced Course Rating	College Readiness Rating	Test Score Rating
Hawthorne Math And Science Academy*	Hawthorne	charter	9-12	74%	10	10	10
Henry K-8	Long Beach	district	K-5	65%	-	-	8
Hillside Elementary School*	San Bernardino	district	K-6	70%	-	-	9
Hilltop Drive Elementary School*	Chula Vista	district	K-6	84%	-	-	8
Hollister Dual Language Academy	Hollister	district	K-7	92%	-	-	8
Hollister Prep*	Hollister	charter	K-8	86%	-	-	10
Impact Academy of Arts and Technology*	Hayward	charter	9-12	62%	9	-	8
Intensive Learning Center*	Lakewood	district	K-6	55%	-	-	8
James Monroe Elementary School	Bermuda Dunes	district	K-5	54%	-	-	8
Jefferson Charter Academy	Hanford	charter	K-8	71%	-	-	8
Juan De Anza Elementary School	Hawthorne	district	K-5	57%	-	-	8
KIPP Heartwood Academy*	San Jose	charter	5-8	81%	-	-	8
KIPP Los Angeles College Preparatory School*	Los Angeles	charter	5-8	99%	-	-	9
KIPP Raices Academy*	Los Angeles	charter	K-4	99%	-	-	10
KIPP San Jose Collegiate*	San Jose	charter	9-12	77%	10	7	8
KIPP Sol Academy*	Los Angeles	charter	5-8	99%	-	-	9
La Quinta High School	La Quinta	district	9-12	64%	7	8	8
La Serna High School	Whittier	district	9-12	76%	8	9	8
Leadership Public Schools - Hayward*	Hayward	charter	9-12	65%	10	10	8
Leffingwell Elementary School	Whittier	district	K-5	68%	-	-	9
Lennox Mathematics, Science And Technology Academy*	Lennox	charter	9-12	99%	10	10	7
Lewis Elementary School*	Downey	district	K-5	86%	-	-	8
Liberty Elementary School	Chula Vista	district	K-6	55%	-	-	8
Los Molinos Elementary School	Hacienda Heights	district	K-5	74%	-	-	9
Mammoth High School	Mammoth Lakes	district	9-12	56%	7	8	7
Mark Twain Elementary School*	Lawndale	district	K-5	62%	-	-	8
Math, Science, & Technology Magnet Academy At Roosevelt High*	Los Angeles	district	9-12	98%	8	8	8
Mccabe Elementary School	El Centro	district	K-8	82%	-	-	8
Meadow Green Elementary School	Whittier	district	PK-6	67%	-	-	9
Merced Elementary School	West Covina	district	K-5	74%	-	-	8

Name	City	Type	Grades	% Hispanic Enrollment	Advanced Course Rating	College Readiness Rating	Test Score Rating
Mesa Elementary School	West Covina	district	K-5	64%	-	-	8
Middle College High School*	Los Angeles	district	9-12	65%	9	7	9
Mission Preparatory School*	San Francisco	charter	K-8	78%	-	-	9
Murphy Ranch Elementary School	Whittier	district	K-5	73%	-	-	10
Ocean View Elementary School	Whittier	district	K-5	80%	-	-	8
Olympian High School	Chula Vista	district	9-12	54%	8	7	9
Orthopaedic Hospital*	Los Angeles	district	9-12	93%	7	7	8
Otay Ranch Senior High School	Chula Vista	district	9-12	63%	8	7	8
Park Western Place Elementary School	San Pedro	district	K-5	56%	-	-	8
Parkview Elementary School	Chula Vista	district	K-5	70%	-	-	8
Peter Burnett Elementary School	Hawthorne	district	3-5	62%	-	-	8
Portola Elementary School*	Ventura	district	K-5	59%	-	-	8
Preuss School Ucsd*	La Jolla	charter	6-12	69%	10	10	8
Price Elementary School	Downey	district	K-5	90%	-	-	8
Puc Lakeview Charter High School*	Los Angeles	charter	9-12	95%	8	9	8
Puc Milagro Charter School*	Los Angeles	charter	K-5	97%	-	-	9
Rancho-Starbuck Intermediate School	Whittier	district	7-8	62%	-	-	8
Richard Henry Dana Middle School	Hawthorne	district	6-8	62%	-	-	8
Richardson PREP HI Middle School*	San Bernardino	district	6-8	75%	-	-	10
Robert F. Kennedy High School*	Delano	district	9-12	91%	7	8	7
Robert Frost Middle School	Granada Hills	district	6-8	64%	-	-	8
San Jacinto Leadership Academy - Magnet*	San Jacinto	district	6-8	65%	-	-	10
San Jose Charter Academy	West Covina	charter	K-8	76%	-	-	9
Sandburg Middle School	Glendora	district	6-8	57%	-	-	8
Sanger Academy Charter*	Sanger	charter	K-8	86%	-	-	8
Santa Fe High School*	Santa Fe Springs	district	9-12	91%	9	8	7
Sixth Street Prep School*	Victorville	charter	K-6	78%	-	-	8
Sonora High School	La Habra	district	9-12	65%	7	9	7
South Hills High School	West Covina	district	9-12	67%	8	9	7
Southside Elementary School	Hollister	district	K-8	54%	-	-	8
Summit Preparatory Charter High School	Redwood City	charter	9-12	60%	10	7	9

38

Name	City	Type	Grades	% Hispanic Enrollment	Advanced Course Rating	College Readiness Rating	Test Score Rating
Summit Public School: Tahoma	San Jose	charter	9-12	67%	10	8	7
Sunnyside Elementary School	Bonita	district	PK-6	59%	-	-	9
Tibby Elementary School*	Compton	district	K-7	55%	-	-	8
Tustin High School*	Tustin	district	9-12	73%	8	8	8
University Preparatory School*	Victorville	district	7-12	65%	9	7	9
Unsworth Elementary School*	Downey	district	K-5	91%	-	-	9
Vena Avenue Elementary School*	Arleta	district	K-5	83%	-	-	8
Vintage Math/Science/ Technology Magnet School	North Hills	district	K-5	62%	-	-	8
W. A. Kendrick Elementary School*	Bakersfield	district	K-5	76%	-	-	8
Wallis Annenberg High School*	Los Angeles	charter	9-12	93%	9	7	7

* = school serves at least the state average of percent of students who are eligible for free or reduced-price lunch
** = Ratings shown are for the corresponding subgroup at each school. Advanced Course Ratings and College Readiness Ratings are only applicable for high schools.

Endnotes

1. Throughout this report, we use the term student group to refer to students' racial groups, often also referred to as subgroups.
2. Our definition here is a school with at least one GreatSchools Rating (Test Score Rating, College Readiness Rating, or Advanced Course Rating) for the specific student group of 8 or higher, no rating lower than 7, and a suspension rate for the specific student group no more than 4% higher than the rate for all students at the school.
3. Being above the 60th percentile across all tests given at a school indicates that a school is above average across all underlying tests given at the school based on percent proficient.
4. A more detailed description of each data type is provided in Appendix 1.
5. A description of the GreatSchools rating system is provided in Appendix 2.
6. See a more detailed explanation of GreatSchools Test Score Rating methodology.
7. A more detailed description of GreatSchools ratings is provided in Appendix 2.
8. Of schools receiving a Test Score Rating, there are 103 majority African American schools and 4,743 majority Hispanic schools.
9. A more detailed description of each college readiness data type is provided in Appendix 1.
10. See a more detailed explanation of the GreatSchools College Readiness Rating methodology.
11. U.S. Department of Education, "The Toolbox Revisited," February 2006.
12. A more detailed description of course enrollment data is provided in Appendix 1.
13. 95% of African American, 97% of Hispanic, 98% of white, and 99% of Asian students attend a school that offers at least one advanced class.
14. A visual breakdown of Advanced Course-Taking Rates by ethnicity is provided in Appendix 5.
15. See a more detailed explanation of GreatSchools Advanced Course Rating methodology.
16. "Teacher quality and student achievement: Research review," Center for Public Education, 2005.
17. Rockoff, "The Impact of Individual Teachers on Student Achievement: Evidence from Panel Data," *The American Economic Review*, May 2004.
18. Leana and Pil, "Social Capital and Organizational Performance: Evidence from Urban Public Schools," *Organization Science*, June 2006.
19. Effectiveness of School Counseling, American Counseling Association, "Effectiveness of School Counseling," 2007.
20. Research on School Counseling Effectiveness, California Department of Education, 2016.
21. Title I schools must have at least 40% of their students come from families at the poverty level.
22. Figures are calculated by taking the average of school-level data, weighted by enrollment, and are therefore not direct statewide averages.
23. The rate nationwide is higher: Approximately 11% of students nationally are educated by a teacher with less than three years of experience.
24. Figures are calculated by taking the average of school-level data, weighted by enrollment, and are therefore not direct statewide averages.
25. Figures are calculated by taking the average of school-level data, weighted by enrollment, and are therefore not direct statewide averages.
26. The CRDC includes data on out-of-school suspensions as well as in-school suspensions, which are used approximately half as often. Given the possibility of double counting, aggregating these two metrics is not possible to do accurately. For purposes of clarity, this report focuses on out-of-school suspensions.
27. A visual breakdown of suspension rates by ethnicity is provided in Appendix 6.
28. Skiba, Horner, Chung, Rausch, May, and Tobin, "Race Is Not Neutral: A National Investigation of African American and Latino Disproportionality in School Discipline," *School Psychology Review*, March 2011.
29. Costenbader and Markson, "School Suspension: A Study with Secondary School Students." *Journal of School Psychology*, Spring 1998.
30. Way, "School Discipline and Disruptive Classroom Behavior: The Moderating Effects of Student Perceptions," *The Sociological Quarterly*, 2011.
31. 6% of students in California are African American.
32. Ready, "Socioeconomic Disadvantage, School Attendance, and Early Cognitive Development," *Sociology of Education*, October 2010.
33. Attendance Works, "Preventing Missed Opportunity: Taking Collective Action to Confront Chronic Absence" September 2016.
34. A visual breakdown of chronic absenteeism rates by ethnicity is provided in Appendix 7.
35. Fiscella, Franks, Gold, et al., "Inequality in Quality: Addressing Socioeconomic, Racial, and Ethnic Disparities in Health Care," *Policy Perspectives*, May 2000.
36. Pager and Shepherd, "The Sociology of Discrimination: Racial Discrimination in Employment, Housing, Credit, and Consumer Markets," *Annual Review of Sociology*, August 2008.
37. Gase, at al., "Understanding Racial and Ethnic Disparities in Arrest: The Role of Individual, Home, School, and Community Characteristics," *Race and Social Problems*, 2016.
38. Test scores are based on the 2015-16 school year. For schools that serve multiple grades that are tested in Math and English, they must have at least 10 students tested for the corresponding subgroup in at least two tested grades. For high schools, they must have sufficient data to receive at least two out of three ratings (across Test Scores, College Readiness, and Advanced Course Access).California students in grades 3–8 and grade 11 are tested on English language arts and math, grades 5, 8, and 10 are tested on science.
39. California students in grades 3–8 and grade 11 are tested on English language arts and math, grades 5, 8, and 10 are tested on science.
40. Students are UC/CSU eligible by completing A–G course requirements.
41. ACT/SAT data are not disaggregated by racial group and therefore are not used to calculate racial group-specific College Readiness Ratings.
42. Advanced course data only include high schools and some middle schools. See a more detailed explanation of GreatSchools course taxonomy.
43. U.S. Department of Education, 2013–2014 Civil Rights Data Collection: A First Look.
44. See a more detailed explanation of GreatSchools Rating methodology.