



CALIFORNIA EDUCATIONAL OPPORTUNITY REPORT 2006

Roadblocks to College

CALIFORNIA EDUCATIONAL OPPORTUNITY REPORT 2006 Roadblocks to College

California Educational Opportunity Report 2006: Roadblocks to College

By: John Rogers, Veronica Terriquez, Siomara Valladares, Jeannie Oakes

March, 2006

Copyright © 2006

UCLA Institute for Democracy, Education, and Access
UC All Campus Consortium on Research for Diversity

To access this report online, please visit <http://www.edopp.org>

UCLA /IDEA and UC/ACCORD

1041 Moore Hall, Box 951521, Los Angeles, CA 90095
phone: (310) 206-8725 fax: (310)206-8770 email: idea@ucla.edu

UC/ACCORD
ALL CAMPUS CONSORTIUM ON RESEARCH FOR DIVERSITY

UCLA  **IDEA**
INSTITUTE FOR DEMOCRACY, EDUCATION, AND ACCESS



CALIFORNIA EDUCATIONAL OPPORTUNITY REPORT: ROADBLOCKS TO COLLEGE

Californians expect public schools to help all young people meet high academic standards, graduate from high school, and prepare for college. The demand for college preparation has grown dramatically in the past decades, and now, nine of every ten U.S. high school students intend to pursue postsecondary education.¹

To monitor the quality of the state's public schools, California's public needs information about whether or not students are meeting these goals. It also needs to know if schools have the capacity to help students meet them. Are the necessary conditions in place for all students to be successful? Are there roadblocks in the way?

The 2006 California Educational Opportunity Report provides new analyses of data about how well California's K-12 public schools are preparing students for college, and it compares California's schools with schools across the nation. For the first time, policymakers and parents can look across the state and see, for every high school, the relationships among California's educational infrastructure, rates of high school completion, and enrollment in the state's four-year colleges and universities.

The results of these analyses are sobering: California students face significant roadblocks on their pathway to college. These roadblocks help explain why California sends fewer students to four-year colleges than most other states in the country.

- A lack of counselors, teachers with adequate training, and college preparatory curriculum block the pathway to college for most California public school students.
 - California's high school *counselors* are responsible for more students than high school counselors in any other state.
 - California's high school *teachers* are responsible for more students than high school teachers in any other state, and more than a quarter of California high schools routinely assign improperly trained teachers to college prep courses.
 - More than one-half of California high schools offer too few college preparatory classes for all students to complete the college preparatory curriculum.
- The roadblocks to college loom larger for students living in low-income communities of color. Every California community feels the effect of the state's educational crisis, but all communities don't suffer equally. Schools with high concentrations of students of color, many of whom are poor and learning the English language, report the highest rates of unqualified teachers and shortages of college preparatory courses in the state. These students are not given a fair and equal opportunity to learn.



- The roadblocks to college have a common root cause: our state’s failure to invest the necessary resources in education. California’s per capita income is among the highest in the country, yet it has one of the lowest levels of educational spending. Adjusting for regional cost differences, California ranks 43rd among the states in education spending per student. The shortage of counselors, teachers, and college preparatory courses is a direct reflection of too few dollars going into the state’s educational system. Schools with too few counselors, appropriately trained teachers, and college preparatory courses have a very poor record of success.

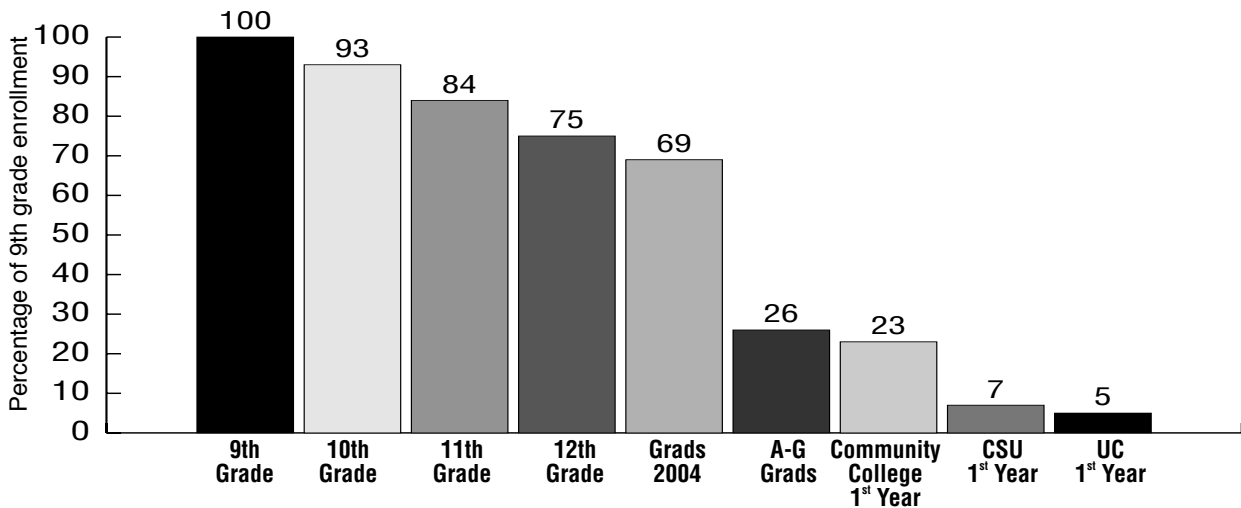
LOW ACHIEVEMENT, GRADUATION, AND COLLEGE GOING

California’s record is poor in helping students meet high academic standards, graduate from high school, prepare for college, and enroll in four-year colleges and universities. Across the state, too few students reach these goals.

Achievement: California ranks 44th among states on mathematics achievement and 48th on reading achievement.²

California

Class of 2004: Pathway to College



Source: California Basic Educational Data System; California Postsecondary Education Commission.

Graduation: California’s high school class of 2004 shrunk by nearly a third between 9th grade and graduation (69% graduated).

- In two-thirds of California high schools, the class of 2004 shrunk by more than a quarter between 9th grade and graduation (*less than 75% graduated*).³



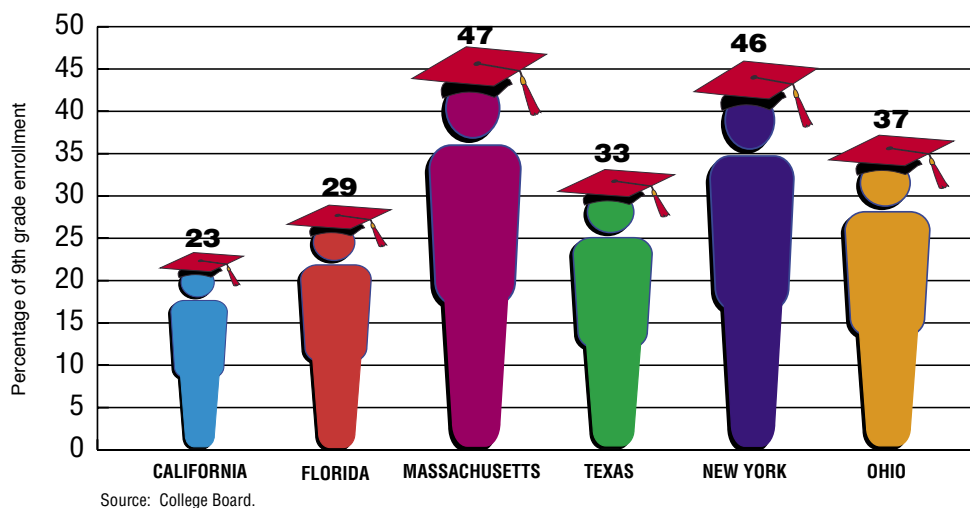
College Preparation: California’s master plan for higher education expects that 33% of each high school graduating class will attend the state’s public four-year colleges.⁴

- Statewide, 26% of the 9th graders in the class of 2004 graduated from high school ready for four-year colleges.
- In three-quarters of California high schools, less than 33% of the 9th graders in the class of 2004 graduated from high school ready for four-year colleges.

College Going: Fewer than half of California’s college-ready graduates become freshmen in four-year public colleges.

- About one-eighth of the 9th graders in the class of 2004 enrolled as college freshmen in a California State University or University of California campus.
- California ranks below all but one state in sending high school seniors to four-year colleges.
 - *Only Mississippi sends a smaller percentage of its high school seniors to four-year colleges.*
 - Compared to high school seniors in New York and Massachusetts, California’s seniors are half as likely to enroll in four-year colleges⁵

Percentage of High School Seniors Enrolling in 4-Year Colleges



ROADBLOCKS ON THE PATHWAY TO COLLEGE

California students require basic resources and opportunities—counselors, teachers, and courses—to meet high academic standards, graduate from high school, and prepare for college. However, California’s education system provides fewer resources and opportunities than most other states. Almost all of California’s high schools offer students less access to teachers and counselors than high schools across the nation.



Counselors: California’s high school counselors are responsible for more students than high school counselors in any other state.

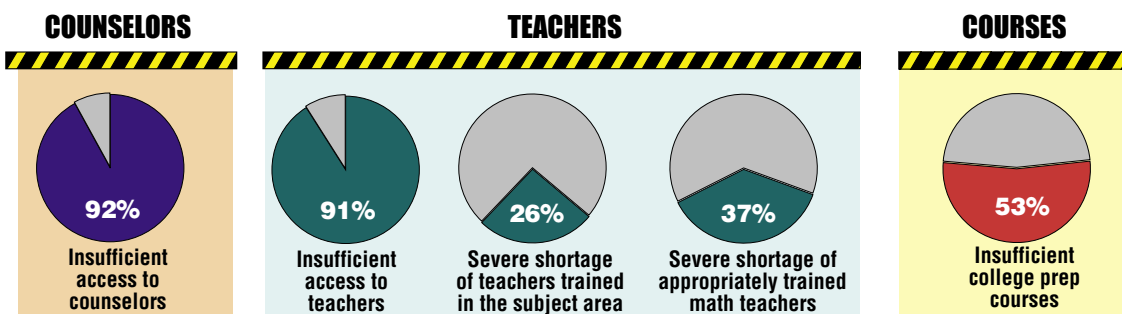
- The average high school counselor in California is expected to serve 790 students, almost three times as many students as the average high school counselor nationwide who serves 284 students.
- 92% of California high schools have more students per counselor than the national average for high schools.

Teachers: California high school teachers are responsible for more students than high school teachers in other states, and they are routinely assigned to teach college preparatory courses outside their subject matter expertise.

- California ranks last among the states in the provision of high school teachers.
 - *California provides one high school teacher for every 21 students. The national average is one high school teacher for every 15 students.*
 - *91% of California high schools have more students per teacher than the national average for high schools.*
- More than 25% of California high schools routinely assign improperly trained teachers to college preparatory courses. *(At these schools, more than 20% of the college preparatory classes are taught by teachers without the appropriate subject matter qualifications.)*
- More than 33% of California high schools routinely assign improperly trained teachers to college preparatory math courses. *(At these schools, more than 20% of the college preparatory math classes are taught by teachers without the appropriate subject matter qualifications.)*

College Preparatory Courses: Less than half of California high schools offer enough college preparatory classes for all students to complete the college preparatory curriculum. *(At these schools, fewer than 67% of classes are approved as college preparatory.)*

Percentage of Schools Facing Roadblocks



Source: California Basic Educational Data System; National Center for Educational Statistics.

LOW LEVELS OF SPENDING

California's shortages of counselors, teachers, and college preparatory courses are due primarily to the state's low level of educational spending. Nearly all of the state's high schools spend far less per student than the national average.

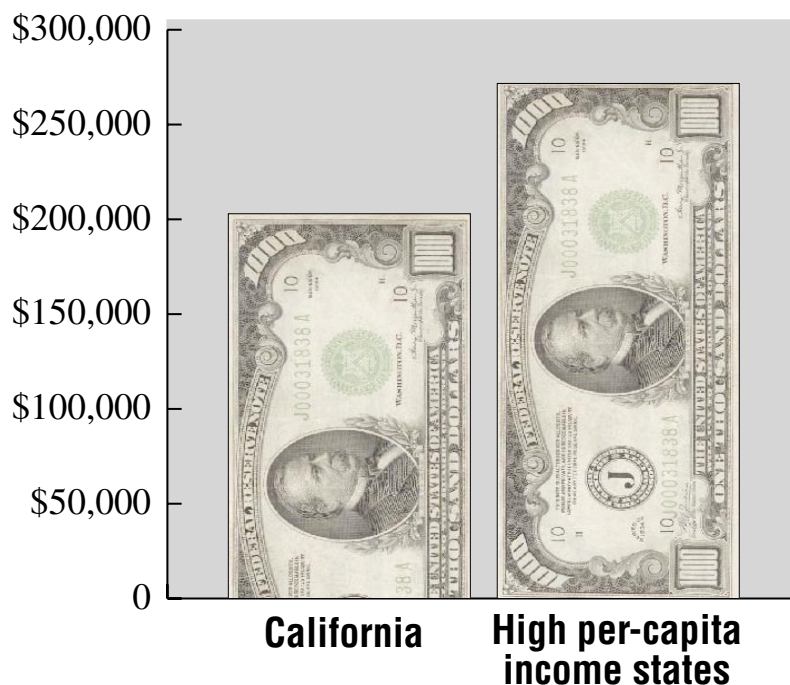
National Ranking: Adjusting for regional cost differences, California ranks 43rd among the states in educational spending per student.⁶

- California's \$6765 cost adjusted per-student spending is 84% of the national average of \$8041.⁷
- 94% of California's students attend schools in school districts that spend less than the national average.⁸

Comparison to other High-Income States: California currently ranks 11th of all the states in per-capita income.⁹ Compared to other states with high per-capita income, California spends far less on schools.

- California's \$6765 cost adjusted per-student spending is 75% of the average of \$9056 in the 10 highest income states.
- If California spent as much as the average of these 10 highest income states, each classroom of 30 students would receive an additional \$68,730; each 1000 student high school would receive a boost of more than 2 million dollars.

Expenditures for Average Classrooms

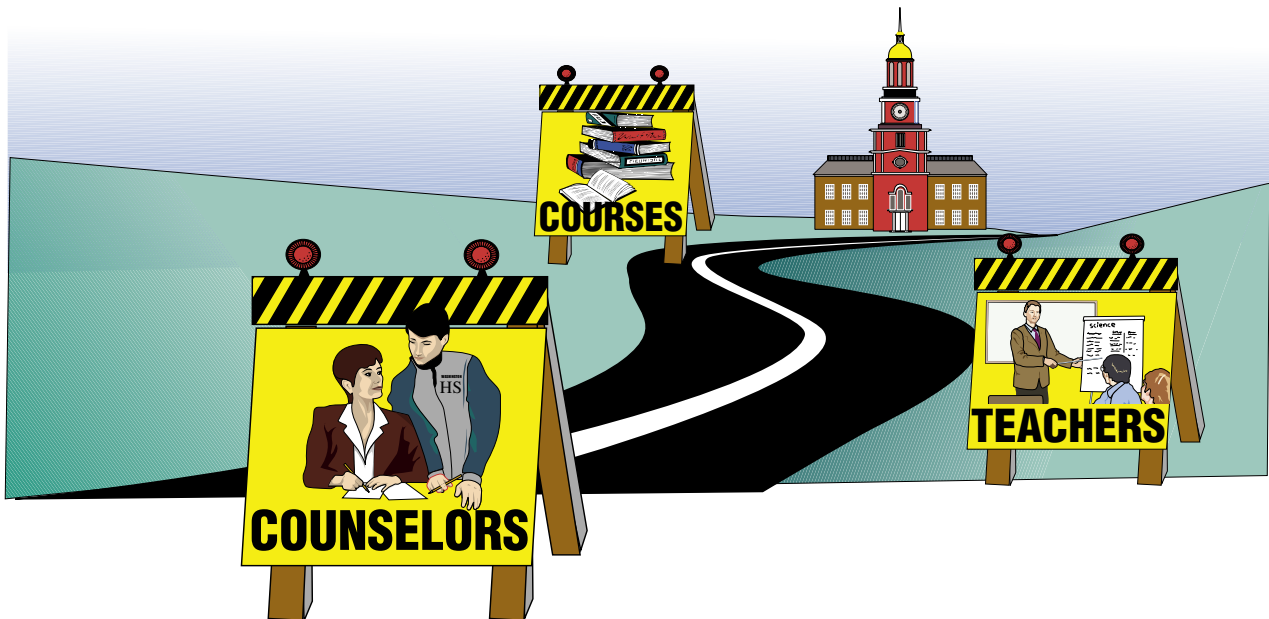


Source: National Center for Educational Statistics; *Education Week, Quality Counts, 2006*.

ROADBLOCKS RELATE TO ACHIEVEMENT, GRADUATION, AND COLLEGE GOING

Schools that lack the basic opportunities generally have the poorest record of student academic success. Shortages in any area make it difficult to meet core academic standards or enable 9th graders to move successfully through high school to graduation and college enrollment. Schools with any one of these counselor, teacher, and coursework roadblocks may have a *serious* problem providing students with an adequate and fair level of education, when compared to other California schools or with schools in other states. Schools with all of these roadblocks have severe problems meeting the public's expectations for achievement, graduation, college preparation, and college enrollment.

ROADBLOCKS TO COLLEGE



COUNSELORS

- More students per counselor than the national average.

TEACHERS

- More students per teacher than the national average.
- More than 20% of the college prep teachers lack training in the subject area.
- More than 20% of the college prep math teachers lack training in math.

COURSES

- Not enough college prep courses for all students to enroll in college prep curriculum.



Across California, 1 in 8 high schools (122) experienced all of these counselor, teacher, and coursework roadblocks. These schools enrolled a total of 61,190 students as 9th graders in Fall 2000.

Opportunity Problems are Associated with Low Achievement. Schools with all of these roadblocks have *severe* difficulties achieving even minimum standards. These schools are far less likely than other schools to meet the No Child Left Behind (NCLB) standard for Adequate Yearly Progress (AYP).

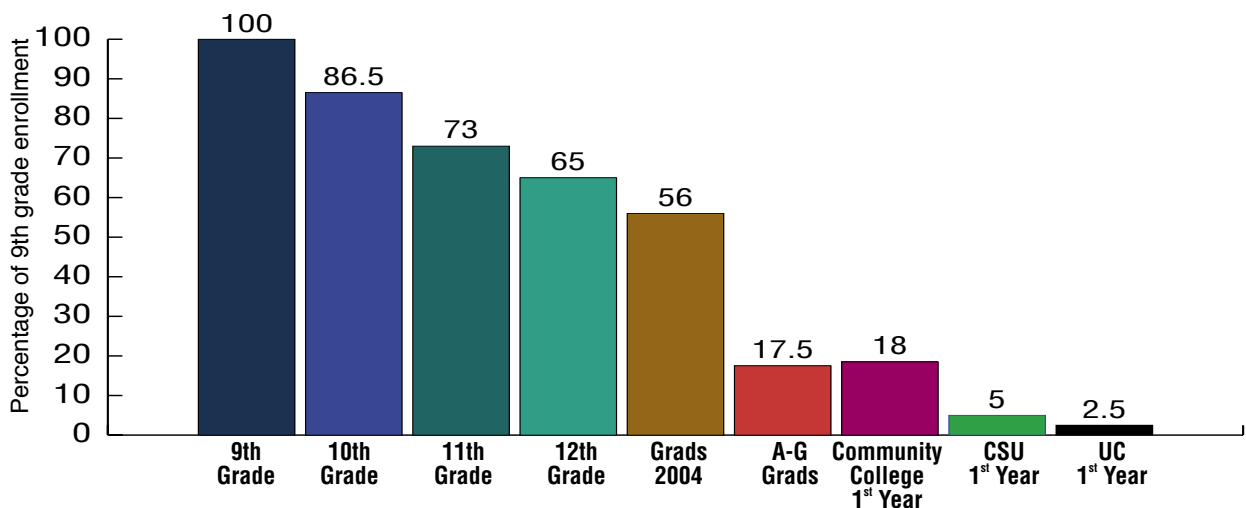
- Schools with severe problems were 3 ½ times (37% compared to 10%) as likely as other schools to be placed in “Program Improvement” due to their failure to meet the NCLB standard for at least two consecutive years.
- Schools with severe problems were 2 ½ times (51% compared to 20%) as likely as other schools in the state to have extremely high rates of failure on the California High School Exit Exam.

Opportunity Problems are Associated with Low Rates of Graduation, College Preparation, and College Enrollment. Schools with all of these counselor, teacher, and coursework roadblocks performed far worse than the rest of the schools in the state in preparing their 9th graders for graduation and college.

- 56% of students in schools with all of the roadblocks graduated in 2004.
- 7% of students in schools with all of the roadblocks enrolled in a four-year California public university in Fall 2004.
- In all other California’s high schools, 71% of the 9th grade cohort graduated and 13% enrolled in California public universities.

California Pathway to College

Schools with all counselor, teacher, and coursework roadblocks



Source: California Basic Educational Data System; California Postsecondary Education Commission.



EVERY CALIFORNIA COMMUNITY SUFFERS, BUT NOT EQUALLY

All groups of California students experience these statewide problems. White students, students of color, low-income students, and middle-class students achieve less academically than their counterparts in most other states.¹⁰ All of these groups also are provided with fewer opportunities. However, California high schools differ in their ability to support 9th graders on the pathway to graduation and college enrollment. Some are far more likely than others to have severe shortages of college preparatory courses and properly trained teachers for these courses. Disparities exist among schools serving different racial groups and among legislative districts.

RACIAL AND ETHNIC DIFFERENCES

California is one of the three most segregated states for Latino and African American students.¹¹ The Harvard Civil Rights Project examined how common it is for students of color to attend majority white schools and “intensely segregated minority schools” that enroll more than 90% students of color.

Many Students of Color Attend Intensely Segregated Schools

- One third of California’s public schools are majority white, and one quarter are intensely segregated minority schools. The rest of California’s public schools enroll 50% to 90% students of color.
- 47% of California’s Latino students attend intensely segregated minority schools; 11% attend majority white schools.
- 37% of California’s African American students attend intensely segregated minority schools; 12% attend majority white schools.

Intensely Segregated Schools Enroll Low Income Students and English Learners. Most of the students in intensely segregated minority schools are low-income students, and many are immigrants still learning English. Intensely segregated schools are

- 5 times more likely than majority white schools to serve high proportions of low-income students;
- 74 times more likely than majority white schools to serve high proportions of English learners.

Unequal Achievement, Graduation, and College Enrollment Rates. Students who enroll in intensely segregated minority schools have lower achievement and lower rates of progress to graduation and college enrollment than students in majority white schools.

- Intensely segregated minority schools are 13 times more likely (38% to 3%) than majority white schools to be in Program Improvement due to their failure to meet academic proficiency standards.



- 79% of the 9th graders in majority white schools graduate, compared with 57% in intensively segregated minority schools.
- 16% of 9th graders in majority white schools enroll in a 4-year university, compared with 9% in intensively segregated minority schools.

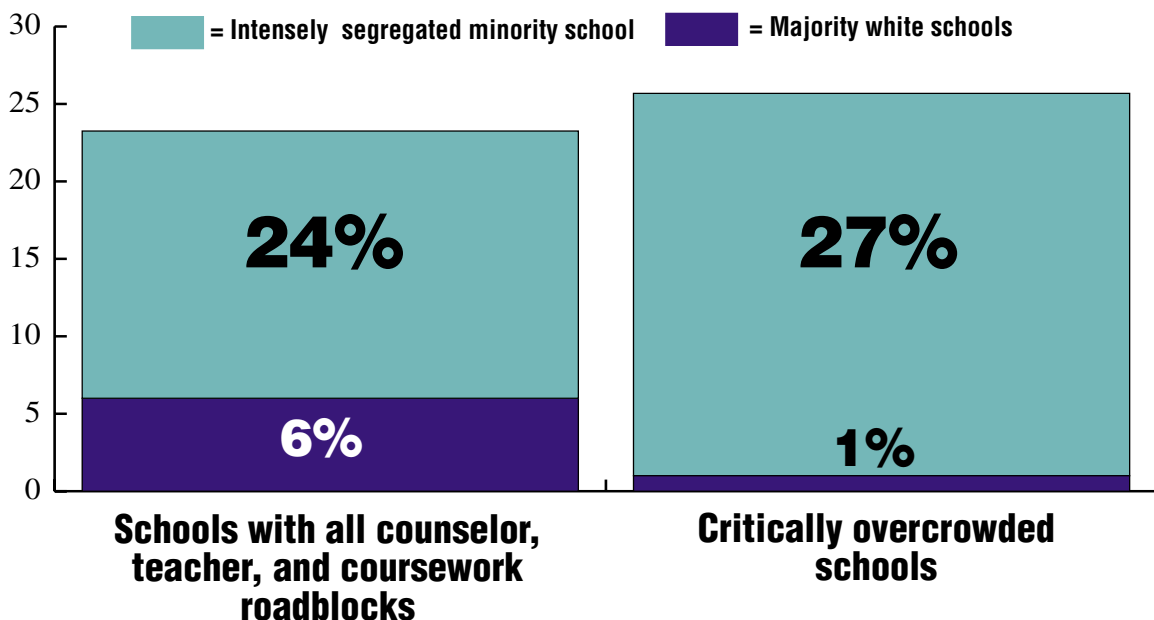
Students of Color Succeed More Often in Majority White Schools. Latino and African American students enrolled in majority white schools have a higher rate of high school graduation and four-year college eligibility than their peers attending intensively segregated minority schools.

- 70% of Latino and African American students graduated from majority white schools compared with 50% who graduated from intensively segregated minority schools.
- 19% of Latino and African American students graduated college-eligible from majority white schools compared with 13% who graduated college-eligible from intensively segregated minority schools.

Unequal Opportunities. These unequal outcomes are related to school conditions. Intensively segregated minority schools are more likely than majority white schools to experience shortages of college preparatory courses and adequately trained teachers for these courses.

- Intensively segregated minority schools are 4 times more likely than majority white schools (24% to 6%) to experience all of the counselor, teacher, and coursework roadblocks to college we described earlier.

Unequal Opportunities



Source: California Basic Educational Data System

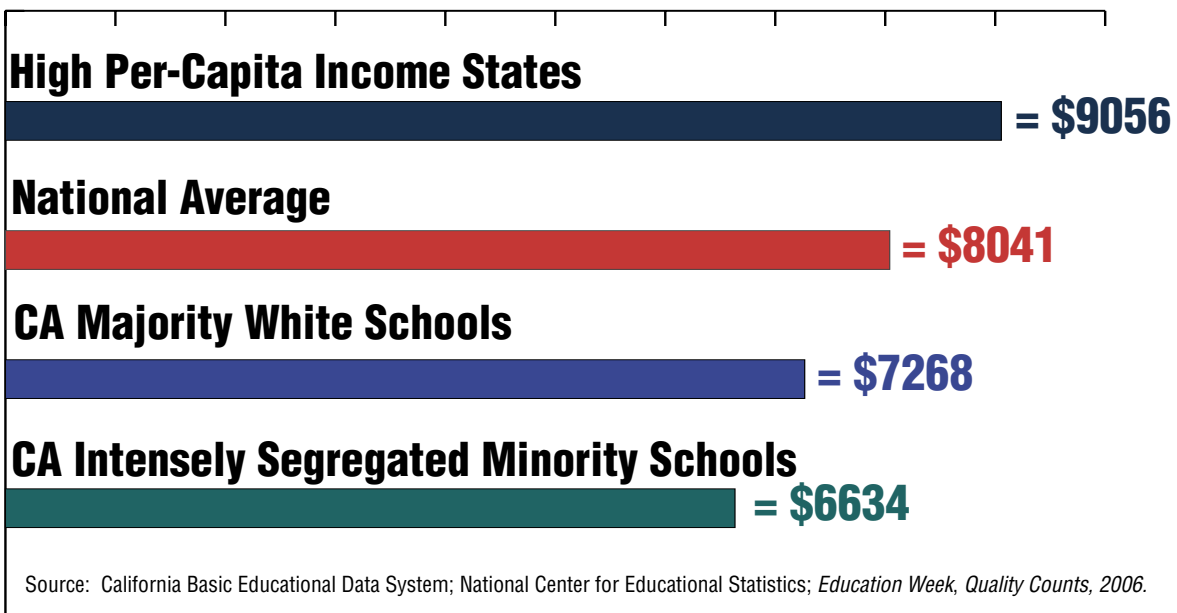


- Intensely segregated minority schools are also far more likely than majority white schools to experience other important opportunity problems. They are 27 times more likely (27% to 1%) than majority white schools to be designated “critically overcrowded” by the state.¹²

Intensely Segregated Schools Receive less Funding. Intensely segregated minority schools, on average, spend less money on each student than majority white schools. Schools with

- 90-100% students of color are located in school districts that spend an average of \$6634 per student;
- 50-89% students of color are located in school districts that spend an average of \$6837 per student;
- 0-49% students of color are located in school districts that spend an average of \$7268 per student.¹³

Unequal Per-Pupil Expenditures



Notably, more is spent per student in majority white California schools than in intensely segregated schools. Nevertheless, per-pupil spending in majority white California schools lags behind per-pupil spending in other states.

- The per-student spending in California’s majority white schools is only 90% of the national average and only 80% of the average expenditures in the other high per-capita income states.



DIFFERENCES BY LEGISLATIVE DISTRICT

California's 80 assembly districts vary greatly in the college opportunities their high schools provide and in the rates at which 9th graders in each assembly district enrolled in 4-year California public universities four years later. When we divide the 80 assembly districts into five groups of 16 districts each, based on the progress of 9th graders to enrollment in four-year California public universities four years later, we find

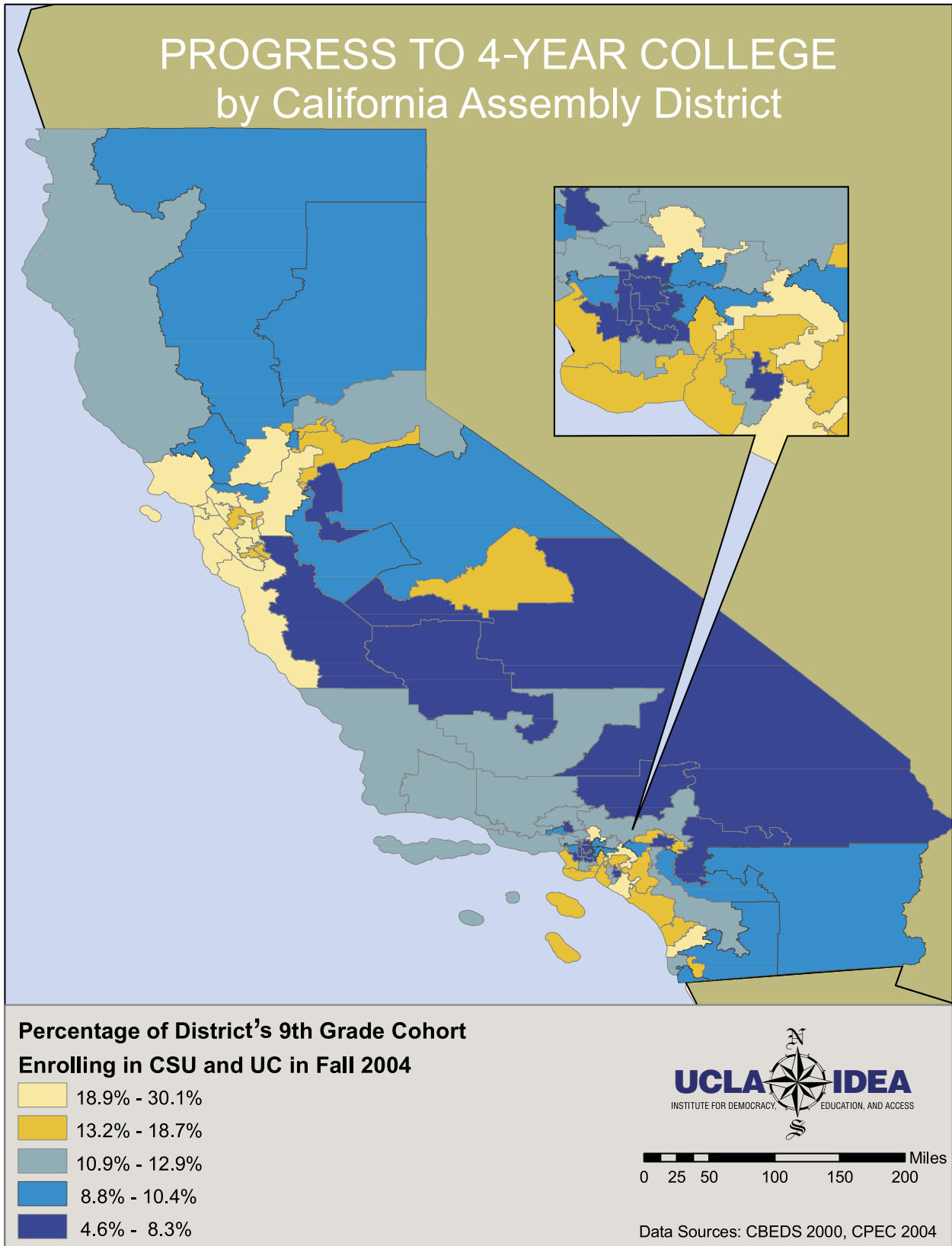
- Students in the top 16 legislative districts were 3 times as likely to enroll in California's public four-year colleges as were students in the bottom 16 districts;
- High schools in the bottom 16 districts were more than twice as likely to have shortages of college preparatory teachers and college preparatory courses as were high schools in the top 16 districts.

College Going in Assembly Districts (16 districts = 20%)	% 9 th graders enroll in 4-yr colleges	% high schools with college prep teacher shortage	% high schools with college prep math teacher shortage	% high schools with college prep course shortage
Highest 20%	22	18	32	27
2nd 20%	15	13	25	38
3rd 20%	12	34	34	61
4th 20%	10	37	44	61
Lowest 20%	7	40	48	76

Source: California Basic Educational Data System; California Postsecondary Education Commission.



PROGRESS TO 4-YEAR COLLEGE by California Assembly District





The uneven distribution of college opportunities and college going across Districts can be seen even more clearly when we compare the top 10% of assembly districts (the 8 districts with the very highest college-going rates) with the bottom 10% (the 8 districts with the very lowest college-going rates). As the chart below shows, high schools in districts in the bottom 10% are 3 times as likely to experience roadblocks to college as high schools in districts in the top 10%.

College Going in Assembly Districts (8 districts = 10%)	% 9 th graders enroll in 4-yr colleges	% high schools with college prep teacher shortage	% high schools with college prep math teacher shortage	% high schools with A-G course shortage
Highest 10%	24	14	23	18
Lowest 10%	6	53	65	67

Source: California Basic Educational Data System; California Postsecondary Education Commission.

This month, high school seniors across California will receive letters from the California State University and University of California campuses. Those students fortunate enough to get acceptance letters will take great pride in their achievement, as will their parents and teachers. And well they should. Yet, as we celebrate the students who will go on to four-year universities in California, we should also remember that the vast majority of students who started high school with them are either not graduating or not graduating ready for a four-year institution. A primary reason that California public high schools send fewer students to four-year colleges than most other states is that California schools, on average, lack critical educational resources. Many schools do not have enough well trained teachers or counselors to serve their students adequately. Certainly some students are able to graduate and move on to college even when their schools face such shortages. But just as certainly, many more students would realize their goals if California removed these significant roadblocks.



- ¹ Only 9% of 10th graders in 2002 reported that they did *not* intend to pursue postsecondary education. National Center for Education Statistics, *Condition of Education*, Washington, DC: US Department of Education, 2004.
- ² National Assessment of Educational Progress (NAEP), 2005. CA ranks 44th in math at both 4th and 8th grade. It ranks 48th in reading at 4th grade and 49th in reading at 8th grade.
- ³ California's limited school data do not allow us to follow cohorts of students from the time they first enter high school until they dropout, graduate, or enroll in college. Therefore, when we refer to the percentage of students who graduated in 2004 or the size of the class, we are comparing the number of June 2004 graduates to the number of Fall 2000 9th graders. With this caveat, the simplification of language should not alter the overall conclusions that can be drawn from this report.
- ⁴ A Master Plan for Higher Education in California: 1960-1975, accessed on 3/12/06 at <http://www.ucop.edu/acadinit/mastplan/MasterPlan1960.pdf>.
- ⁵ College Board (2006) "Higher Education Landscape," accessed on 3/5/06 at <http://www.collegeboard.com/highered/res/hel/hel.html>. While the College Board presents preliminary data on the Class of 2005, there is no public data available at this time on the number of students from each high school who matriculated into California's colleges in Fall 2005. The last year for which this data is available is 2004.
- ⁶ *Education Week, Quality Counts*, 2006.
- ⁷ *Education Week, Quality Counts*, 2006.
- ⁸ *Education Week, Quality Counts*, 2006.
- ⁹ U.S. Department of Commerce, Bureau of Economic Analysis, *Survey of Current Business*. 2005. Web: <http://www.bea.gov/bea/regional/spi/>
- ¹⁰ A recent analysis by EdTrust West shows that California's white 8th graders don't rank very high compared to white 8th graders nationwide. For example, on the 2005 National Assessment of Educational Progress reading assessment, California's white 8th graders performed better than their white peers in only 4 states: West Virginia, Nevada, Hawaii, and Alabama. Online at http://www2.edtrust.org/NR/rdonlyres/C2BE0ABF-4A99-43CA-ACE2-7C0408DE8607/0/ETW2005NAEPreportfinal_red.pdf
- ¹¹ Gary Orfield and *Chungmei Lee*, *Racial Transformation and the Changing Nature of Segregation*, Harvard Civil Rights Project, 2006.
- ¹² Critically overcrowded schools have more than twice as many students as the state says is appropriate given the size of the campus.
- ¹³ These per pupil expenditure figures are adjusted for regional cost of living differences.



DATA SOURCES

CALIFORNIA EDUCATIONAL OPPORTUNITY REPORT

Schools

The California Educational Opportunity Report includes California public schools that enrolled students during the 2004-2005 school year. It presents information on three different categories of schools:

a) All Schools; b) Schools Reporting Opportunities and Outcomes; c) High Schools.

a) *All Schools*. This broad category is used only to report on the total number of schools and students enrolled in a district or in the state. It includes all schools designated by the California Department of Education as: Elementary Schools, Middle Schools, Junior High Schools, High Schools, K-12 Schools, Alternative Schools, Continuation Schools, County Community Schools, Community Day Schools, County Youth Authority Schools, Juvenile Hall Schools, Opportunity Schools, Special Education Schools, and State Special Schools. Because some of these school types (County Community, Community Day, County Youth Authority, Juvenile Hall, and Opportunity) provide transitional programs for at-risk youth, they differ from other public schools in important ways. They have distinctive patterns of student enrollment, staffing needs, instructional programs, and accountability structures. While it is important to count these schools as part of the state system, we do not include them when we report on school demographics, conditions, and outcomes in the remainder of the report.

b) *Schools Reporting Opportunities and Outcomes*. This category encompasses the vast majority of public schools and students in California. It is used to present data comparing the conditions and performance of California's public schools. This category includes schools designated by the California Department of Education as: Elementary Schools, Middle Schools, Junior High Schools, High Schools, K-12 Schools, Alternative Schools, Continuation Schools, Special Education Schools, and State Special Schools.

c) *High Schools*. This category is used to compare the capacity of California's public high schools to promote student progress to high school graduation and college enrollment. It includes schools enrolling students in grades 9-12 that are designated as High Schools or State Special Schools.

Students

The Educational Opportunity Report presents information at the district and state level on students enrolled during 2004-2005 in "All Schools." Student demographic data for 2004-2005 are reported for students enrolled in "Schools Reporting Opportunities and Outcomes" as well as "High Schools." This demographic data are drawn from the California's Basic Educational Data System (CBEDS). It includes information on student race/ethnicity, free/reduced lunch status, and English learner status.

Teachers, Counselors, Librarians

The Educational Opportunity Report presents information on student access to appropriately trained educators across California's public schools.



Students Per Educator. One category of indicators reports on the number of students served by each teacher, counselor, or librarian. These indicators enable comparisons among schools and between California schools and the nation about how much access (time and attention) students are likely to receive.

The number of high school students per teacher is calculated by dividing a high school's total enrollment by the number of full-time teachers at the school. The data for this statistic rely on the most recent student-to-teacher data collected at the district level by the National Center for Educational Statistics (NCES) in 2002-2003. Within each California public high school, the number of high school students per teacher is compared to the national high school median of 15.1 students per teacher. It is important to note that the number of high school students per teacher will usually be much lower than the average class size at the same school. For example, a school with a student-per-teacher ratio of 21 to 1 may enroll 30 students in an average class.

The number of high school students per counselor is calculated by dividing a high school's total enrollment by the number of full-time counselors at the school. These data come from district-level figures most recently collected by NCES in 2002-2003. Within each California public high school, the number of high school students per counselor is compared to the national high school median of 284 students per counselor.

The number of students per librarian is calculated by dividing a school's total enrollment by the number of full-time librarians at the school. These data come from district-level figures most recently collected by NCES in 2002-2003. Within each California public school, the number of students per librarian is compared to the national school average of 870 students per librarian.

Teacher Qualifications. A second category of indicators looks at whether teachers have received appropriate training. The federal No Child Left Behind Act (NCLB) calls for all California public schools to be staffed by teachers with full certification by July 2006. NCLB also calls for all secondary school teachers to possess appropriate subject matter training by July 2006.

The percentage of fully credentialed teachers for each school is based on 2004-2005 CBEDS data. Schools in which at least 20% of the teachers lack a full credential are designated as experiencing a severe shortage of qualified teachers.

The percentage of college prep teachers and the percentage of college prep math teachers with appropriate training are based on 2004-2005 CBEDS Professional Assignment Information Form (PAIF) data files. We first identified all the college prep (or A-G) courses at each high school using PAIF data and cross-checked these course offerings with the University of California Office of the President's official list of A-G course offerings at each school. We then used PAIF data to determine whether or not the teachers for these courses held the appropriate subject matter credential. (For example, a physics course requires a fully credentialed teacher with subject matter certification in science.) Schools in which at least 20% of the college prep teachers lacked the appropriate credential are designated as experiencing a severe shortage of appropriately trained college prep teachers. Schools with at least 20% of the college prep math teachers lacking the appropriate math credential are designated as experiencing a severe shortage of appropriately trained college prep math teachers.



Courses

The Educational Opportunity Report presents information on student access to rigorous, college preparatory coursework.

College prep course availability refers to the percentage of a high school's total course offerings that are A-G or college prep. High schools in which less than 67% of all courses are college prep courses do not have enough of these courses for all students to enroll in a college prep program. These schools are designated as experiencing a shortage of college prep courses.

Advanced Placement (AP) math participation reports on the proportion of a high school's 9th grade cohort who enroll in AP math in 12th grade three years later. We designate schools as experiencing a problem if the AP math enrollment for 12th graders is less than 10% of the number of students who enrolled in 9th grade.

Overcrowding

The Educational Opportunity Report presents information on whether schools are "critically overcrowded." This designation is based on student enrollment data from 2004-5 as well as school acreage information provided by CBEDS. Elementary schools are counted as critically overcrowded if they enroll more than 115 students per acre. (This is twice as many students per acre as the state recommends.) Secondary schools are counted as critically overcrowded if they enroll more than 90 students per acre. (Again, this figure is twice as many students per acre as the state recommends.)

Spending

The Educational Opportunity Report presents information on how the per-pupil spending for California schools compares to the national average. Because information is not yet available on school-level expenditures, each public school is assigned the 2002-2003 average per pupil expenditure from its school district. This expenditure is then adjusted for the local cost of education based on a formula created by the National Center for Educational Statistics (NCES). We compare the cost-adjusted per-pupil expenditures to the 2002-2003 national average per pupil expenditure of \$8041. Schools in districts whose adjusted per pupil expenditures are less than \$8041 are designated as spending less than the national average. We use 2002-2003 NCES data because they provide the most recently reported expenditure figures.

No Child Left Behind and *Williams*

The Educational Opportunity Report presents information on the status of schools within California's accountability system.

We use 2004-2005 CBEDS data to identify schools that are in Program Improvement and schools that are designated as *Williams* schools. Our projections of whether schools will meet the No Child Left Behind Act's math proficiency standards in 2010, are based on the percentage of a school's students that tested at the proficient level on California Standards Test in math in 2004-5. According to California's NCLB guide, in elementary and middle schools, at least 58.0% of all students must be math proficient by 2010. For high schools, at least 54.8% of all students must be math proficient by 2010.



California High School Exit Exam

The Educational Opportunity Report presents information on the percentage of the Class of 2006 who passed the English Language Arts and Math sections of the California High School Exit Exam (CAHSEE) before entering their senior year. We calculated this percentage by dividing the number of students who have passed each section of the CAHSEE by the number of students who enrolled as 10th graders in the school in Fall 2003. We designate schools as having a very high failure rate if 30% or more of the Class of 2006 had not yet passed the English Language Arts or the Math section of the CAHSEE.

Graduation and College Access

The Educational Opportunity Report presents information on the progress of the Class of 2004 to graduation and college enrollment. (The Class of 2004 is the last cohort for whom the state has publicized data on graduation and college enrollment.) For each high school, we report the number of students who were enrolled as 9th graders in Fall 2000, 10th graders in Fall 2001, 11th graders in Fall 2002, and 12th graders in Fall 2003. We use CBEDS data to report these enrollment figures. CBEDS data are also used to report how many students graduated and how many students graduated having passed the courses required for admission to California State Universities or University of California campuses. We then draw upon data from the California Postsecondary Education Commission (CPEC) on the number of students from each high school who enrolled in Fall 2004 in California Community Colleges, California State Universities, and University of California campuses. We present graduation and college enrollment data in relation to the size of the original cohort of 9th graders in Fall 2000. For example, if 70 students graduate in 2004 and 100 were enrolled as 9th graders in Fall 2000, then we report a graduation rate of 70%. If 10 of the graduates then enroll in the University of California in Fall 2004, we report a 10% rate of progress to the University of California.

It is important to note that there are many different methods for determining graduation rates. Our method, like all others presently used in California, is imperfect. The 9th grade cohort on whom we base the graduation rate often includes both first-time 9th graders and students who have been held back from the previous cohort. It would be more accurate to base the graduation and progress to college rates on only those students who were first-time 9th graders in Fall 2000. Yet, California's current data reporting systems do not allow us to follow students in this manner. Until California develops better systems, our method for presenting information on the size of a cohort remains a reasonable way to compare how well public high schools enable student progress.



Cover Art- Mural at Esperanza Elementary (LAUSD)

José Ramirez

José Ramirez is an award-winning Los Angeles-based Chicano artist whose work has appeared in numerous exhibitions, film projects and children's books. He also has taught elementary school in East L.A., South East Los Angeles, and Pico Union.

Principal Researchers

John Rogers
Veronica Terriquez
Siomara Valladares
Jeannie Oakes

Contributing Editors

Michelle Renée
Martin Lipton
Rocio Cordoba

Design and Production

Nery Orellana
Jared Planas
Arshad Ali
Jesse Castro
Carolyn Castelli
Alice Tseng-Planas



The Institute for Democracy, Education, and Access (UCLA/IDEA) is a network of University of California at Los Angeles scholars and students, professionals in schools and public agencies, advocates, community activists and urban youth. UCLA/IDEA's mission is to make high-quality public schooling and successful college participation routine occurrences in low-income neighborhoods of color. Research and capacity-building are the tools UCLA/IDEA uses to empower individuals, build relationships, and create knowledge for civic participation and social change. www.ucla-idea.org

University of California's All Campus Consortium On Research for Diversity (UC/ACCORD) is an interdisciplinary, multi-campus research center. UC/ACCORD serves as an information and research clearing house and catalyst for promoting the delivery of high-quality, equitable schooling to all students. UC/ACCORD harnesses the research expertise of the University of California to identify strategies that will increase college preparation, access, and retention. www.ucaccord.org

This report can be accessed online at <http://www.EdOpp.org>
For further information, contact John Rogers, Associate Director, UCLA/IDEA
(310) 206-8725: fax (310) 206-8770: idea@ucla.edu