



# AFRICAN AMERICAN EDUCATIONAL OPPORTUNITY REPORT

# 2007

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# AFRICAN AMERICAN EDUCATIONAL OPPORTUNITY REPORT

# 2007

California Educational Opportunity Report 2007

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

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# **African American Educational Opportunity Report 2007 California's African American Opportunity Gap**

UC ACCORD & UCLA IDEA

California schools enroll almost one-half million African American students. Only four states (Texas, Florida, Georgia, and New York) enroll more. Some of California's African American students achieve the highest levels of academic success, but, as a group, they fare poorly on standardized test scores, rates of high school completion, enrollment in four-year universities, and college degree attainment. The widely reported gaps between African American students and their white and Asian peers on all of these common measures of school success have generated considerable discussion and dismay, but few remedies.

This report probes the nature of these gaps in achievement and proposes new directions for intervention. We use California's publicly available state data to trace the progress of African American high school students in the Class of 2006 through high school and into college. We relate their progress to the educational resources and opportunities that California high schools have provided them.

Specifically, we report two types of analyses: the main analysis compares African American high school students' experiences to those of white and Asian students<sup>1</sup>; the second analysis focuses on a small set of high schools (107 out of 1089 comprehensive high schools) that enroll one-half of the state's African American high school students.

While reinforcing the findings of other studies, our new analyses reveal the alarming context of the much lamented "achievement gap": California's African American students have limited access to the resources and opportunities they need to graduate from high school ready to succeed in higher education and careers, and for significant participation in public life. Moreover, the analyses suggest that solving the problem of the achievement gap requires a two-pronged strategy—one that improves California's education infrastructure overall and, at the same time, targets resources and support to students concentrated in the much smaller proportion of high schools that suffer from an even greater lack of essential educational resources *and* enroll large numbers of African American students.



## **Together, our analyses answer a number of important questions:**

### **Which High Schools do California's African American Students Attend?**

- ✧ California's 139,334 African American high school students are distributed across the state's high schools. In 2006, 62 of the state's 1089 comprehensive high schools did not enroll any African American students. On the other hand, only 1% of the state's high schools have African American majorities.
- ✧ California's African American students are concentrated in high-minority and high-poverty schools (schools far more vulnerable to patterns of low achievement). African American students are more likely than any other group to attend high schools with high concentrations of low-income students of color. In fact, half of all of African American high school students are concentrated in a relatively small number (107) of predominantly minority schools.
- ✧ African American students are more likely than any other racial group to attend "Program Improvement" (PI) schools that fail to meet academic achievement targets set by the federal No Child Left Behind law.

### **Do Gaps in School Resources and Opportunities Mirror California's Racial Gaps in School Success?**

- ✧ A large percentage of African American students attend schools that offer lower levels of basic educational resources and opportunities.
  - 38% of African American students attend overcrowded high schools, more than twice the population of white students attending these schools.
  - On average, the 107 high schools that enroll half of the state's African American students have smaller proportions of fully qualified teachers than high schools where most students are white and Asian.
- ✧ African American students have limited access to college preparatory resources and opportunities.
  - African American high school students are more likely than any other group of students to attend schools where large proportions of college preparatory courses are taught by teachers without proper qualifications.
  - The 107 high schools that enroll half of the state's African American students are less likely than the rest of California's high schools to provide sufficient college preparatory courses.
  - African American students are consistently underrepresented<sup>2</sup> in the advanced college preparatory math and science courses their schools offer.

## Are California's African American Students Able to Reach their Educational Goals?

- \* Some African American high school students in California perform at the highest academic levels. However, as a group, African Americans score below their white and Asian counterparts on achievement tests and complete fewer college preparatory courses. Fewer African Americans graduate high school and fewer move on to colleges and universities than their white and Asian peers.

## Which High Schools do California's African American Students Attend?

Many factors help to explain why so few California students attain their goals, and why the proportion of African American students graduating high school and enrolling in college is less than the state as a whole. The resources and opportunities that schools provide affect students' levels of success, and the overall racial and socio-economic composition of schools is associated with students' academic performance. Moreover, students in high-minority and high-poverty schools perform less well than similar students in other schools.<sup>3</sup> We begin by considering both the racial and socio-economic composition of the schools that African American students attend, along with their access to high-performing schools.

### *The Racial Composition of African Americans' High Schools*

As the figures below show, California high schools are extraordinarily racially diverse and they reflect the diversity of the state as a whole. In contrast to most other states, only a slight majority of high schools in 2005-2006 had majority white and/or Asian student bodies. California's 139,334 African American high school students comprise 8% of the state's high school students; even so, most California high schools (1027 of 1089) enroll at least some African American students.

### **Racial Composition of all California High Schools 2005-2006**

	Number of California High Schools	Percent of California High Schools
Schools with few white and Asian students	93	9%
Schools with some white and Asian students	384	35%
Schools that are predominantly white and Asian	612	56%
Total	1089	100%

Source: California Basic Education Data System, available at [www.cde.ca.gov/ds/sd/cb/](http://www.cde.ca.gov/ds/sd/cb/)

This overall diversity masks the fact that many African Americans are concentrated in a small number of schools. Less than one-third of African American students attend high schools where white and/or Asian students are the majority. This contrasts with the nearly four-fifths of white students and two-thirds of Asians attending schools that are predominantly white and/or Asian.



### Distribution of African American Students Across Schools Differing in their Racial Composition (2005-2006)

	African American Students	White Students	Asian Students
Schools with few white and Asian students	15%	0.6%	2%
Schools with some white and Asian students	55%	22%	32%
Schools that are predominantly white and Asian	30%	78%	66%

Source: California Basic Education Data System, available at [www.cde.ca.gov/ds/sd/cb/](http://www.cde.ca.gov/ds/sd/cb/)

In 2005-2006, 70% of African American high school students were concentrated in schools where most students are Latino, African American, or American Indian, and 50% (69,845) were concentrated in 107 schools, or about 10% of the high schools in the state.<sup>4</sup>

Throughout the remainder of this report, we offer a focused, parallel analysis of the 107 schools that enroll half of the state's African American high school students. Data on this subset of schools show how the schools differ from the other 982 schools and, therefore, indicate that the experiences of students who attend that subset differ from other students in the state.

### Racial Composition of "107 Schools" that Enroll One-Half of California's African American Students

107 schools enroll one-half of all the state's African American high school students (hereinafter, *the 107 schools*). 86% of these 107 schools have Latino, African American, and American Indian majorities, compared with 39% of the state's other 982 schools (hereinafter, *the 982 other schools*.)

### Racial Composition of the 107 Schools Compared to the 982 Other Schools (2005-2006)

	The 107 Schools	The 982 Other Schools
Schools with few white and Asian students	20%	7%
Schools with some white and Asian students	66%	32%
Schools that are predominantly white and Asian	14%	61%

Source: California Basic Education Data System, available at [www.cde.ca.gov/ds/sd/cb/](http://www.cde.ca.gov/ds/sd/cb/)

### *The Economic Composition of African Americans' High Schools*

African Americans are four times more likely than white and Asian students to attend schools with large concentrations of low-income students (schools where more than one-half of students receive Free and Reduced-Price Meals). 44% of California African American high school students attend these schools—compared with 11% of white high school students and 25% of Asian students. This concentration is important because students of all racial groups tend to achieve less well in schools with large concentrations of African American and Latino and/or with large concentrations of low-income students.

#### **Distribution of Students by Race among California's High-Poverty Schools (2005-2006)**

	African American Students	White Students	Asian Students
Percent of students attending high schools in which more than half of students receive Free/Reduced-Price Meals	44%	11%	25%

Source: California Basic Education Data System, available at [www.cde.ca.gov/ds/sd/cb/](http://www.cde.ca.gov/ds/sd/cb/)

### **The 107 Schools Are More Likely Than Others to Be High-Poverty Schools**

53% of the 107 schools are high-poverty schools in which over half of the students receive Free and Reduced Price Meals; 34% of the 982 other schools are high-poverty schools.

#### **Economic Composition of the 107 Schools Compared to the 982 Other Schools (2005-2006)**

	The 107 Schools	The 982 Other Schools
Schools where over half of the students receive Free/Reduced-Price Meals	53%	34%

Source: California Basic Education Data System, available at [www.cde.ca.gov/ds/sd/cb/](http://www.cde.ca.gov/ds/sd/cb/)

### *Performance Levels of African Americans' Schools*

In 2006, 15% of all California high schools (162 schools) were identified by the state and the federal government as low-performing and in need of serious improvement. These are schools designated as "Program Improvement" (PI) because, for at least two consecutive years, they have not demonstrated "Adequate Yearly Progress" (AYP), as defined by the federal No Child Left Behind Act (NCLB).<sup>5</sup>

These low-performing schools enrolled 19% of the state's high school students. California's African American students, along with their Latino peers, are far more likely than white and Asian students to attend such schools. As the graphic below illustrates, 31% of African Americans attend PI schools, compared to 7% of white students and 11% of Asian students.

### Enrollment in Low-Performing High Schools in 2006

	African American Students	White Students	Asian Students
Percent of students attending high schools designated as "Program Improvement" schools	31%	7%	11%

Source: California Basic Education Data System, available at [www.cde.ca.gov/ds/sd/cb/](http://www.cde.ca.gov/ds/sd/cb/)

Because NCLB raises the bar each year for the percentage of students who must achieve at a proficient level, more and more California schools will likely be placed in PI status over the next few years. Many California schools have increased their percentage of proficient students. However, if they do not accelerate the rates at which students are attaining proficiency, 63% of all high schools will fail to meet NCLB proficiency goals by 2010 and 100% of all high schools will fail to meet NCLB proficiency by 2014. 81% of California's African American students attend high schools that will not meet NCLB mathematics standards by 2010.

### Enrollment in Schools Projected as Low-Performing in Mathematics in 2010 and 2014 (Base data 2005-2006)

	African American Students	White Students	Asian Students
Percent of students attending high schools that will not meet <i>NCLB's</i> threshold for the percentage of students who should demonstrate math proficiency in 2010	81%	44%	46%
Percent of students attending high schools that will not meet <i>NCLB's</i> threshold for the percentage of students who should demonstrate math proficiency in 2014	100%	100%	100%

Source: California Basic Education Data System, available at [www.cde.ca.gov/ds/sd/cb/](http://www.cde.ca.gov/ds/sd/cb/)



## The 107 Schools are Far More Likely to Be Low-Performing Schools

Students in the 107 schools are less likely, on average, to meet NCLB goals for high performance, and these schools are three and one-half times more likely to be identified as “Program Improvement” (PI) schools than the 982 other schools. They are also far less likely to reach their proficiency goals by 2010.

### Current and Projected African American Enrollment in Low-Performing High Schools (base date: 2005-2006)

	The 107 Schools	The 982 Other Schools
Designated as “Program Improvement” schools	42%	12%
Schools that will not meet <i>NCLB</i> ’s threshold for students who should demonstrate math proficiency in 2010	92%	60%
Schools that will not meet <i>NCLB</i> ’s threshold for students who should demonstrate math proficiency in 2014	100%	100%

Source: California Basic Education Data System, available at [www.cde.ca.gov/ds/sd/cb/](http://www.cde.ca.gov/ds/sd/cb/)

## Do Gaps in School Resources and Opportunities Mirror California’s Racial Gaps in School Success and Educational Attainment?

Most California students experience larger class sizes, fewer counselors, and fewer student support staff than their peers in most other states.<sup>6</sup> These shortages are particularly burdensome for students from low-income families that do not have a history of college-going and who rely on school staff for information about college. Without qualified adults available at their schools, such students often lack information and support to navigate successfully toward graduation and college preparation.<sup>7</sup>

Previous studies have shown that California students from underrepresented racial groups are the most likely to attend schools that have low rates of college preparatory classes, low rates of teachers qualified to teach those classes, and too few counselors to guide students along a path to college preparation.<sup>8</sup> Below, we explore the specific patterns for California’s African American students in the Class of 2006.

## Access to Basic Educational Resources

African American high school students are overrepresented in schools that lack basic educational opportunities, and face difficulties including overcrowding and significant shortages of qualified teachers.

**Overcrowded Schools.** California high schools are defined as overcrowded by the California Department of Education if they have 1.75 times as many students as recommended. Overcrowding creates an unsafe environment and makes teaching and learning more difficult. Schools may need to teach students in auditoriums, gymnasiums, storage rooms, and other areas never intended to be used for instructional purposes.<sup>9</sup> Schools with too little space may not be able to maintain specially equipped rooms such as science labs or libraries because these spaces need to be “flexible” for teaching multiple subjects. Overcrowding has led some California school districts to use policies such as year-round multi-track school calendars that provide students with fewer days of instruction than are provided to other California students.

More than a quarter of all California students (27%) attend schools that are overcrowded. In 2005–2006, 38% of African American students attended overcrowded schools, or more than twice the proportion of white students.

### Racial Differences in Attendance at Overcrowded High Schools 2005–2006

	African American Students	White Students	Asian Students
Percent of students attending overcrowded high schools	38%	17%	29%

Source: California Basic Education Data System, available at [www.cde.ca.gov/ds/sd/cb/](http://www.cde.ca.gov/ds/sd/cb/)

### The 107 Schools Are Far More Likely to Be Overcrowded

The 107 schools are three and one-half times more likely than the 982 other high schools to be overcrowded. (47% to 13%).

	The 107 Schools	The 982 Other Schools
Percent of students attending overcrowded high schools	47%	13%

Source: California Basic Education Data System, available at [www.cde.ca.gov/ds/sd/cb/](http://www.cde.ca.gov/ds/sd/cb/)

**Access to Qualified Teachers.** African American high school students in California are more likely than white and Asian students to attend schools with critical shortages of qualified teachers.

Qualified teachers are an essential resource. Poorly qualified teachers have less content area knowledge, rely solely on lectures and other basic instructional strategies, and are unprepared to have students engage in higher-order thinking and work. Schools in which at least 20% of

the teachers lack a full credential are designated as experiencing a severe shortage of qualified teachers. These schools have a wide range of problems, including higher levels of teacher turnover and too few experienced and qualified teachers to mentor newer and less experienced teachers.<sup>10</sup>

Across all racial groups, 8% of California high school students attend schools with severe shortages of qualified teachers while 17% of African American high school students are enrolled in such schools. These students are more than four times as likely as white and Asian students to experience serious shortages of qualified teachers.

### Racial Differences in Access to Qualified Teachers 2005-2006

	African American Students	White Students	Asian Students
Percent of students attending high schools with severe shortages of qualified teachers	17%	4%	3%

Source: California Basic Education Data System, available at [www.cde.ca.gov/ds/sd/cb/](http://www.cde.ca.gov/ds/sd/cb/)

### The 107 Schools are Far more Likely to Have Severe Shortages of Qualified Teachers

The 107 schools are two and one-half times more likely than the 982 other high schools to have severe shortages of qualified teachers (24% compared with 9%).

	The 107 Schools	The 982 Other Schools
Percent experiencing severe shortages of qualified teachers	24%	9%

Source: California Basic Education Data System, available at [www.cde.ca.gov/ds/sd/cb/](http://www.cde.ca.gov/ds/sd/cb/)

## Access to College Preparation

African American students are more likely than white and Asian students to attend high schools that cannot adequately prepare them for college. These schools have too few college preparatory courses, and the courses that are offered are more likely to be taught by teachers without the proper subject-matter certification.

**College Preparatory Courses.** The California State University and the University of California systems have the same basic course requirements for admission, commonly referred to as the A-G Requirements. To be eligible to attend any public four-year university in the state, a student

must take a minimum of 15 A-G courses—approximately two-thirds of their high school courses. Accordingly, to provide every student with the opportunity to satisfy these college eligibility requirements in California, high schools must ensure that at least two-thirds of their courses meet the A-G requirements. In schools with high rates of college-going, it is common for more than three-quarters of the school's courses to satisfy the A-G requirements.

In addition, according to a widely-acclaimed U.S. department of Education study, enrolling in a rigorous high school curriculum is key to increasing students' chances of earning a bachelor's degree.<sup>11</sup> The study also found that of all the high school courses, the most advanced mathematics course that students take is the best predictor of their college success, and taking rigorous high school courses had a greater impact on African American and Latino students than on white students.

As the table below indicates, African American students are less likely than their white and Asian counterparts to have access to college preparatory courses.

### **Racial Differences in Access to College Preparatory Coursework 2005-2006**

	<b>African American Students</b>	<b>White Students</b>	<b>Asian Students</b>
Percent of students attending high schools with too few college preparatory courses for all students to enroll in a college preparatory curriculum	59%	48%	42%

Source: California Basic Education Data System, available at [www.cde.ca.gov/ds/sd/cb/](http://www.cde.ca.gov/ds/sd/cb/)

### **Racial Differences in Students' Access to College Preparatory Courses Taught by Qualified Teachers 2005-2006**

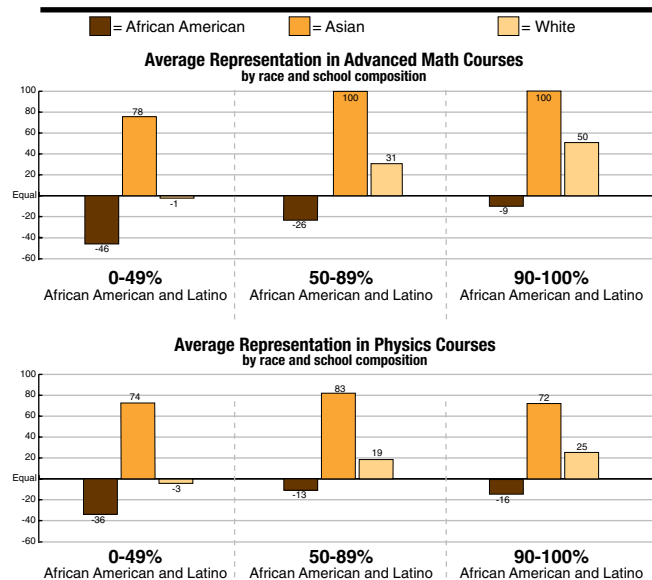
	<b>African American Students</b>	<b>White Students</b>	<b>Asian Students</b>
Students attending high schools with more than one-fifth of college preparatory courses taught by teachers without appropriate subject matter qualification	31%	13%	13%
Students attending high schools with more than one-fifth of the college preparatory math classes taught by teachers without a credential to teach math	47%	24%	28%

Source: California Basic Education Data System, available at [www.cde.ca.gov/ds/sd/cb/](http://www.cde.ca.gov/ds/sd/cb/)

**Access to College Preparation Within Schools.** In addition to attending schools that offer too few college preparatory courses overall, African American students are less likely to be enrolled in the advanced mathematics and physics courses that are offered at their school. Students gain critical new knowledge in advanced math courses (including Math Analysis, Trigonometry and Calculus) and Physics. In addition, enrolling and successfully completing these courses help make students competitive for college admission.

The figures below show disparities in enrollment in advanced mathematics and science classes within schools. These are courses that students must take to complete the college preparatory course sequence. However, the longstanding (if largely discredited) tradition of academic tracking has limited African American students' access to college preparatory courses.<sup>12</sup>

**School Composition and Within-School Racial Disparities in Enrollment in Advanced Mathematics and Physics Classes in California High Schools, 2005-2006**



Source: California Basic Education Data System, available at [www.cde.ca.gov/ds/sd/cb/](http://www.cde.ca.gov/ds/sd/cb/)

**College Preparatory Courses Taught by Qualified Teachers.** African American students are more likely than any other racial or ethnic group in California to attend schools experiencing severe shortages of college preparatory teachers. 19% of California's students attend high schools in which college preparatory classes are taught by teachers lacking training in the subjects they are teaching.

33% of California students attend high schools in which college preparatory math classes are taught by teachers lacking training in the subjects they are teaching. African American students are twice as likely as white and Asian students to attend such schools. For example, nearly half of all African American students attend schools where over 20% of their college preparatory math classes are taught by teachers who lack appropriate training in mathematics.

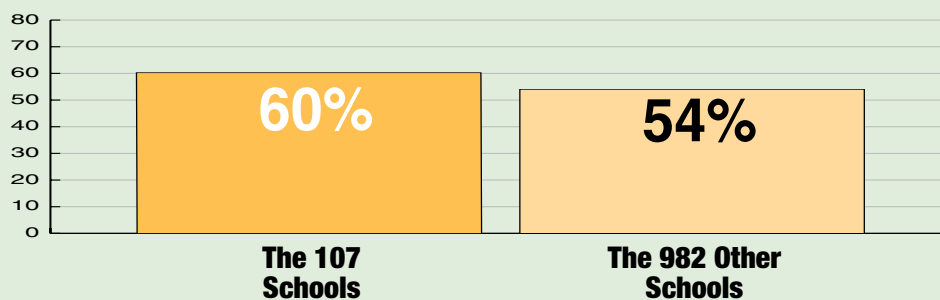


## Students in the 107 Schools Lack Access to College Preparatory Coursework

Students enrolled in the 107 schools have less access to the courses needed to complete the basic requirements to apply to public higher education within the state.

### Severe Shortages of College Preparatory Coursework 2005-2006

High Schools with Severe Shortages of College Preparatory Coursework (2005-2006)



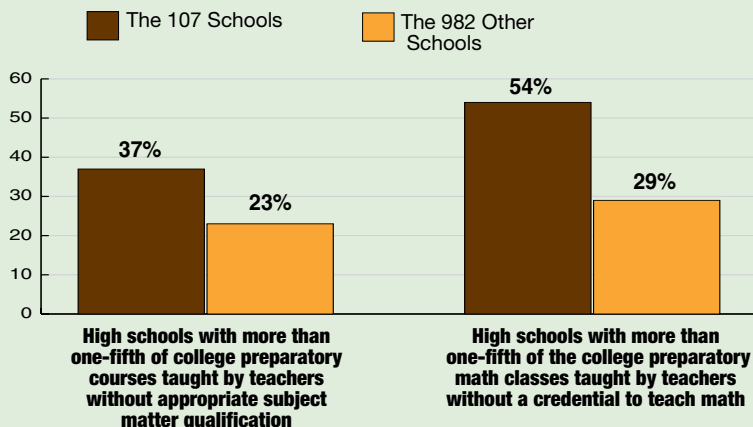
Source: California Basic Education Data System, available at [www.cde.ca.gov/ds/sd/cb/](http://www.cde.ca.gov/ds/sd/cb/)

## Students in the 107 Schools Lack Access to College Preparatory Teachers

Nearly half of the 107 high schools have severe shortages of teachers qualified to teach college preparatory courses. More than one-half have severe shortages of teachers certified to teach college preparatory math. The shortages of college preparatory teachers at the other 982 high schools are serious, but not nearly as severe.

### Severe Shortages of College Preparatory Teachers 2005-2006

Severe Shortages of College Preparatory Teachers (2005-2006)



Source: California Basic Education Data System, available at [www.cde.ca.gov/ds/sd/cb/](http://www.cde.ca.gov/ds/sd/cb/)

## **Are California's African American Students Able to Reach their Educational Goals?**

According to the latest scores from the National Assessment of Educational Progress (NAEP), California has much to do to raise the achievement levels of all groups of students. Commonly referred to as the Nation's Report Card, NAEP scores represent one of the few common benchmarks that allow state-by-state comparisons of student achievement.

In 2007, the average NAEP math score for California 8<sup>th</sup> grade students was 270, placing California behind 43 other states, and below the national average of 280. These recent NAEP results also make clear that all California students rank near the bottom. California's white 8<sup>th</sup> graders' math scores were well below the national average, and California ranks 4<sup>th</sup> from the bottom. Similarly, California's math scores for African American 8<sup>th</sup> graders places the state near the bottom and well below the national average score. On average, scores for African American and Latino students fall below these numbers, creating the so-called "achievement gap." For example, California African American 8<sup>th</sup> grade students scored, on average, 25 points lower than their white counterparts and 38 points lower than Asian students.

California's overall low levels of academic achievement and its racial achievement gaps are also apparent in the state's own data. Although most students from every racial group aspire to go to college (90%), proportionately few reach these aspirations. College aspirations are shared by every racial and ethnic group in California.<sup>13</sup> For every 100 9<sup>th</sup> graders in 2002, there were only 66 graduates in the Class of 2006. Furthermore, 25 graduated eligible to enroll in a public four-year university, and 13 actually enrolled in these universities.

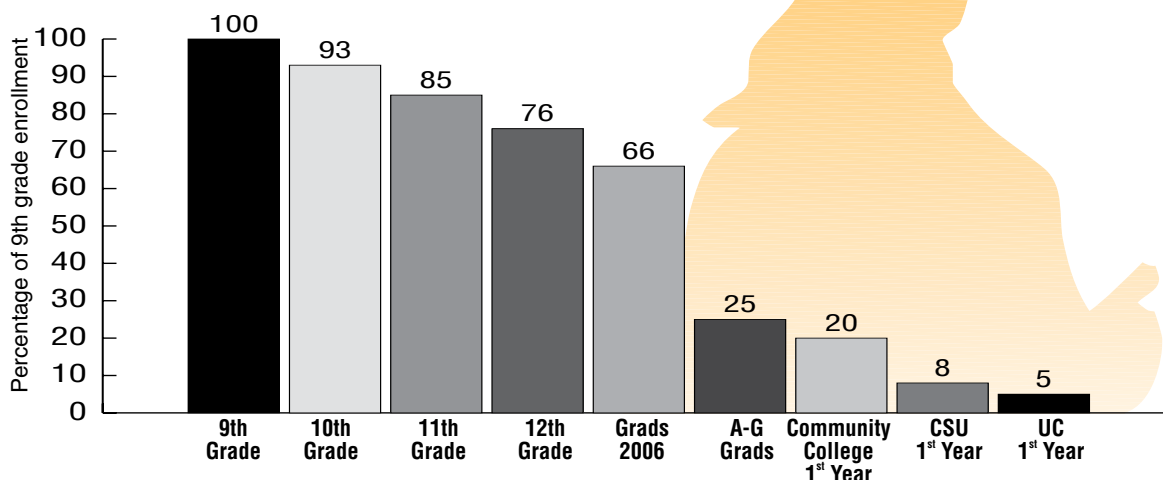
Each year, some of California's African American students are among the most successful high school graduates, and they enter four-year colleges and universities. In Spring 2007, for example, 2,071 African Americans were admitted to the University of California, and most of these high achievers were graduates of California high schools.

Nevertheless, the average African American student fares less well than most California students as he or she proceeds through high school toward college. As the graphic on the following page depicts, for every 100 African American 9<sup>th</sup> graders in 2002, there were 55 African American graduates four years later. Only fifteen African American graduates had taken the minimum course requirements for entrance into one of the state's public four-year universities and only nine actually enrolled in a California public four-year university in the fall of 2006.



## California

### Class of 2006: **Pathway to College**

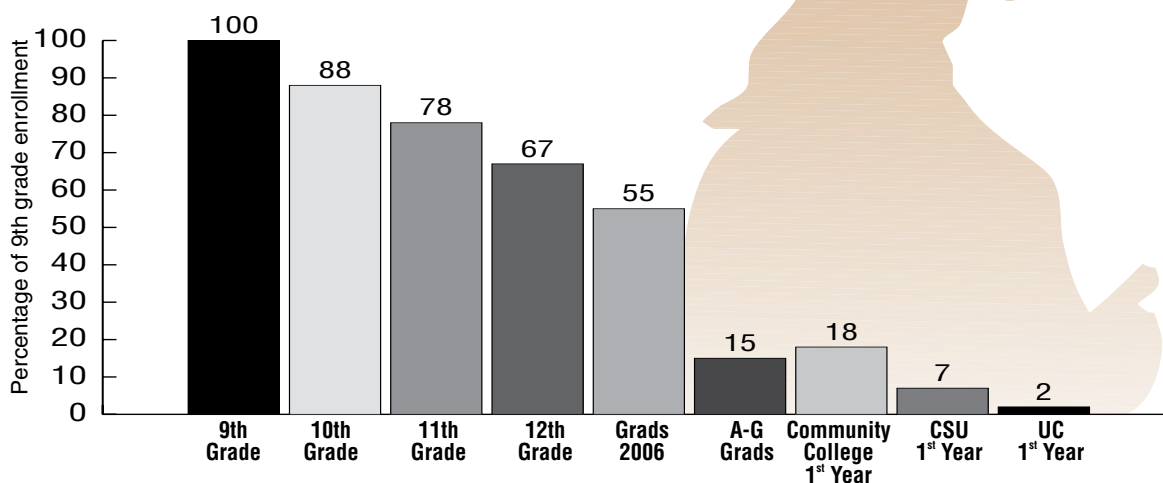


Produced by **UCLA/IDEA** and **UC/ACCORD**

Source: California Basic Education Data System, available at [www.cde.ca.gov/ds/sd/cb/](http://www.cde.ca.gov/ds/sd/cb/);  
California Postsecondary Education Commission, available at [www.cpec.ca.gov](http://www.cpec.ca.gov)

## California African American Students

### Class of 2006: **Pathway to College**



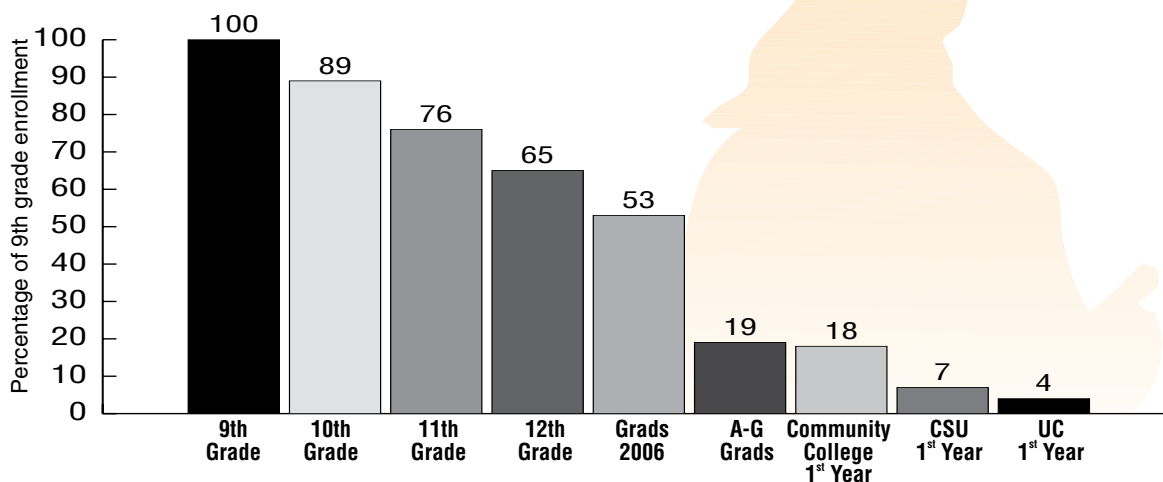
Source: California Basic Education Data System, available at [www.cde.ca.gov/ds/sd/cb/](http://www.cde.ca.gov/ds/sd/cb/);  
California Postsecondary Education Commission, available at [www.cpec.ca.gov](http://www.cpec.ca.gov)

## College Pathways in the 107 Schools

Students in the 107 schools are significantly less likely than those in the other 982 schools to progress through high school, graduate from high school in four years, graduate eligible for four-year colleges, and actually enroll as a freshman in either California's two- or four-year colleges.

### California: The 107

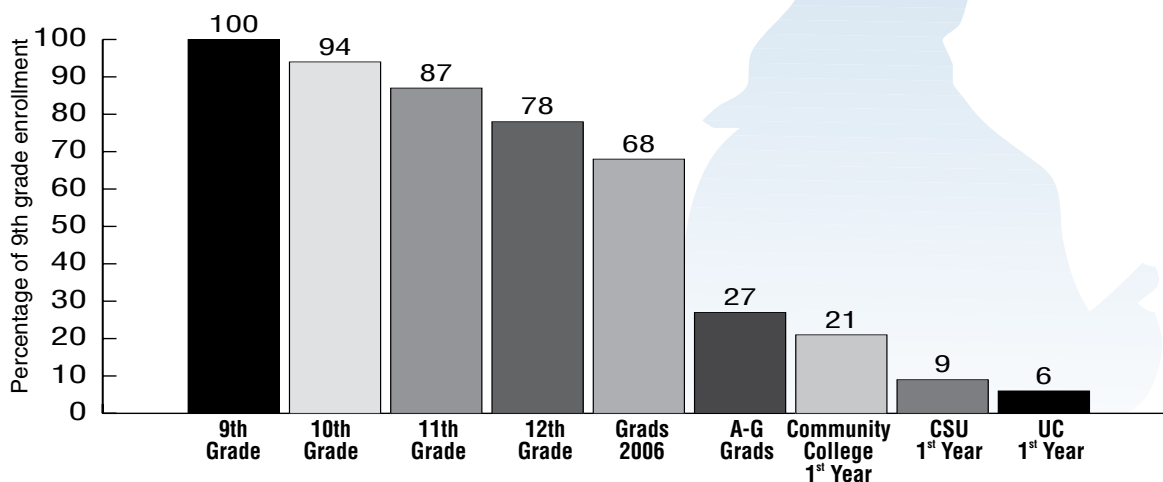
#### Class of 2006: **Pathway to College**



Source: California Basic Education Data System, available at [www.cde.ca.gov/ds/sd/cb/](http://www.cde.ca.gov/ds/sd/cb/);  
California Postsecondary Education Commission, available at [www.cpec.ca.gov](http://www.cpec.ca.gov)

### California: The 982 Others

#### Class of 2006: **Pathway to College**



## Conclusion

This report provides some analytic tools to understand better the relationship among racial segregation, unequal conditions, and African American students' educational chances in California's public schools. It makes clear that California has allowed many schools to become both racially isolated and extraordinarily deficient in the most basic educational conditions and opportunities.

Although educational resources in California's public high schools are scarce for all students, African American students attend schools that experience greater shortages of essential resources and that offer fewer opportunities for students to graduate from high school prepared to succeed in higher education and careers, and ready for significant participation in public life. Faced with such disparities and inequality in the provision of a sound high school education, it is no surprise that too many African American students leave high school without a diploma, have average test scores below those of white and Asian students, and are underrepresented in California's institutions of higher education.

California's current accountability system defines standards of student and school academic performance, but it sorely lacks mechanisms to identify school-level performance barriers systematically across schools. As a consequence, few of the current discussions about closing the so called "achievement gap" give adequate attention to closing the "opportunity gap." The analysis of resources and opportunities we present here is one that the state does not make readily available to parents, students, and policymakers.

California needs to broaden the focus of its accountability system in order to close both the achievement *and* the opportunity gaps. Such a system would allow for resources to be focused efficiently where they are needed most. It would also make clear that the disadvantages African American students face in accessing high school resources and opportunities cannot be reduced to general "school problems" and are not simply the result of students' background characteristics. Rather, the gaps reflect systemic patterns of unequal distribution of K-12 resources and enduring problems of racial bias and inequity.

Our report also shows that the many performance barriers encountered by African American students are even more severe for those who attend the 107 California schools we highlight in the report. It suggests that solving educational inequity requires a two-pronged strategy—one that improves California's education infrastructure overall and, at the same time, targets resources and support to students concentrated in this subset of schools. California must find strategies to focus its resources to ensure that these 107 schools, schools that are grossly under-resourced and are struggling to provide a rigorous college preparatory curriculum to their students, actually receive the attention they need to support student learning and improve achievement.

A consensus of educators, business leaders, policy makers and community members expect public schools to enact their shared intention for all young people to have equal opportunities. Failure to offer equitable opportunities not only places African American students at risk, it risks California's future.





### (Endnotes)

- 1 Note that in this report, we do not compare the outcomes and experiences of African American and Latino students. The two groups have similar records of academic performance, high school graduation, and college participation. For a detailed analysis of the opportunities of California's Latino high school students, see our companion report, *Latino Educational Opportunity Report, 2007*.
- 2 The term underrepresented groups refers to Latino, African American, and American Indian students. These students are underrepresented in the University of California system.
- 3 R. Rumberger & J. Douglas Willms, "The Impact of Racial and Ethnic Segregation on the Achievement Gap in California High Schools," *Educational Evaluation and Policy Analysis*, Vol. 14, No. 4 (Winter, 1992), pp. 377-396; Russell W. Rumberger & Gregory J. Palardy, "Does Segregation Still Matter? The Impact of Student Composition on Academic Achievement in High School," *Teachers College Record*, Volume 107, Number 9, September 2005, pp. 1999-2045
- 4 Each of the 107 schools enrolled at least 370 African Americans. Not included in this group are some small high schools with high proportions of African American students.
- 5 NCLB requires that the state and school districts annually review the academic progress of all schools receiving federal Title I funds and to identify those schools that do not make annual progress toward 100% proficiency by 2014. Schools are identified as Program Improvement (PI) schools after two consecutive years of not making adequate yearly progress (AYP). California determines AYP for high schools by considering the following four measures: 1) The percentage of students scoring at the "proficient" or "advanced" level on the California Standards Tests for English-language arts and mathematics; 2) The percentage of students participating in those tests; 3) The graduation rate for high schools; 4) California's own accountability measurement of progress, the Academic Performance Index (API).
- 6 For details, see the companion report, *California Education Opportunity Report, 2007*. Available online at [www.EdOpp.org](http://www.EdOpp.org)
- 7 P. McDonough, *The School to College Transition: Challenges and Prospects* (Washington, D.C.: ACE/Center for Policy Analysis, 2004).
- 8 J. Rogers, et. al., *Roadblocks to College: California Educational Opportunity Report, 2006* (Los Angeles: UCLA/IDEA, UC/ACCORD, 2006), Available online at [www.ucaccord.org](http://www.ucaccord.org)
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**Principal Researchers**

Arshad Ali  
Lauren Wells  
Jeannie Oakes  
Siomara Valladares  
David Medina  
Sophie Fanelli  
John Rogers

**Contributing Editors**

Jaime Del Razo  
Erica Hamilton  
Martin Lipton  
Michelle Renee

**Design and Production**

Nery Orellana  
Jared Planas  
Carolyn Castelli  
Jessie Castro



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For further information, contact UCLA/IDEA

(310) 206-8725; fax (310) 206-8770; [idea@ucla.edu](mailto:idea@ucla.edu)