

# Latino Student Performance at California Charter Public Schools

Charter schools are public, free and open to all students. Learn more: [www.ccsa.org/understanding](http://www.ccsa.org/understanding)

**630,000**

Estimated Number of Charter School Students in CA in 2017-2018

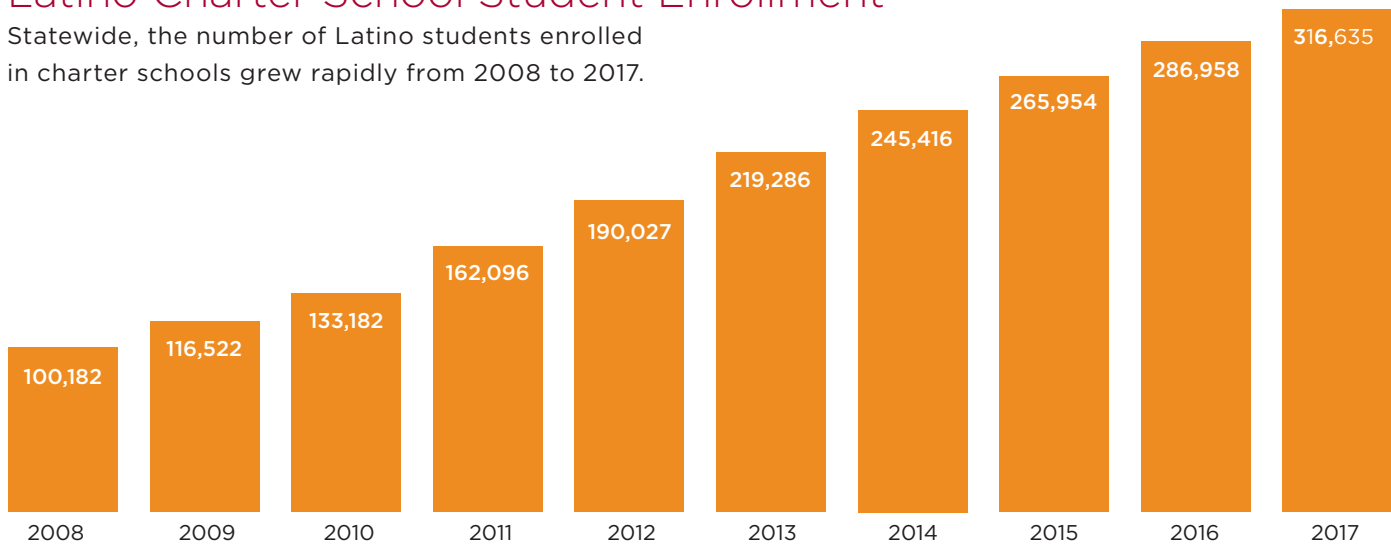
**CALIFORNIA CHARTER SCHOOLS ATTENDANCE**

**1,275**

Estimated Number of Charter Schools in CA in 2017-2018

## Latino Charter School Student Enrollment

Statewide, the number of Latino students enrolled in charter schools grew rapidly from 2008 to 2017.



## Latino Charter School Student Enrollment by Geographic Area

In the 2016-2017 academic year, Latino students were more likely to attend a charter school than a traditional public school (TPS) in a majority of the school districts we analyzed.\*

GEOGRAPHIC AREA	CHARTER	TPS
Statewide	51%	55%
West Contra Costa Unified (WCCUSD)	78%	52%
San Jose City*	64%	53%
San Diego Unified (SDUSD)	57%	45%
Oakland Unified (OUSD)	56%	41%
San Francisco Unified (SFUSD)	54%	27%
Sacramento City Unified (SCUSD)	41%	39%
Los Angeles Unified (LAUSD)	64%	77%
Fresno Unified (FUSD)	57%	68%

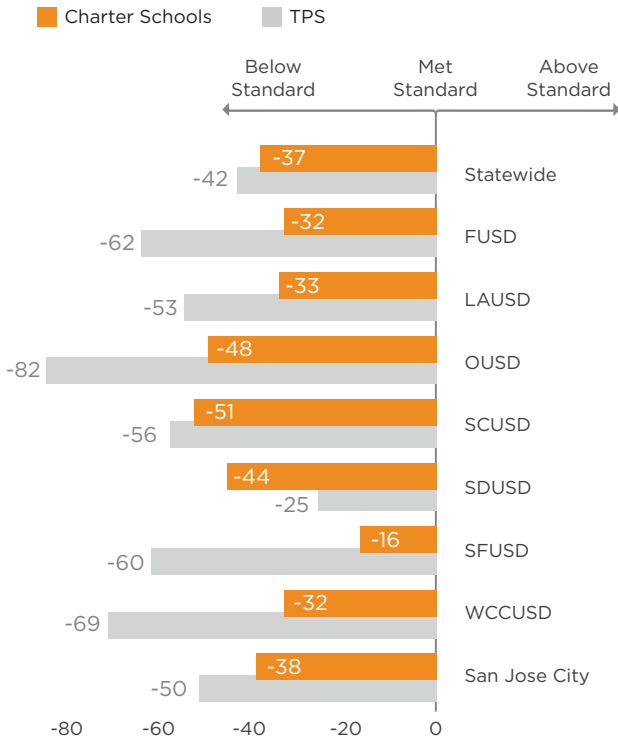
\*Because San Jose USD is so small, we reference San Jose City to be more comparable to other districts we analyzed

# Latino Charter School Student Academic Performance

Across the state, California’s charter schools need to make progress in supporting Latino students to reach academic proficiency. However, the data below demonstrate that Latino students in charter schools are closer to reaching grade-level proficiency than their peers in TPS.

## 2017 Average Point Difference

According to this metric, in seven out of eight major school districts in California, and statewide overall, Latino charter school students are academically outperforming their peers in TPS.



## Average Point Difference

CCSA has designed a measure – now adopted by the California State Board of Education – that illustrates how far above or below grade-level proficiency the average student is at a school (using SBAC scale scores).

Learn More:

[www.ccsa.org/advocacy/accountability/apd](http://www.ccsa.org/advocacy/accountability/apd)

## Smarter Balanced Assessments

Commonly referred to as SBAC, these computer based tests measure knowledge of California’s English language arts (ELA) and mathematics standards for students in grades three through eight and grade 11. After students take the tests, their results are reported in two primary ways: Scale Scores and Achievement Levels. A Scale Score is the number that a student scored on the test, and Achievement Levels are broader proficiency categories students fall into based on their Scale Scores. Proficiency levels include: Standard Not Met, Standard Nearly Met, Standard Met and Standard Exceeded.

## 2017 Smarter Balanced Assessments

Another way that the state has reported SBAC scores is to look at the percent of students who meet/exceed standards. A greater percentage of Latino students in charter schools meet/exceed standards in both ELA and math.\*

2017 SBAC % MET/EXCEEDED LATINO CHARTER SCHOOL STUDENTS

GEOGRAPHIC AREA	ELA		Math	
	CHARTER	TPS	CHARTER	TPS
Statewide	44%	41%	29%	30%
FUSD	44%	32%	31%	23%
LAUSD	46%	36%	31%	25%
OUSD	39%	27%	26%	21%
SCUSD	39%	33%	26%	25%
SDUSD	41%	47%	27%	38%
SFUSD	59%	35%	36%	30%
WCCUSD	44%	31%	30%	21%
San Jose City	40%	38%	32%	26%

\*Performance data excludes Alternative/DASS and small schools (<30 test-takers)

# College Readiness

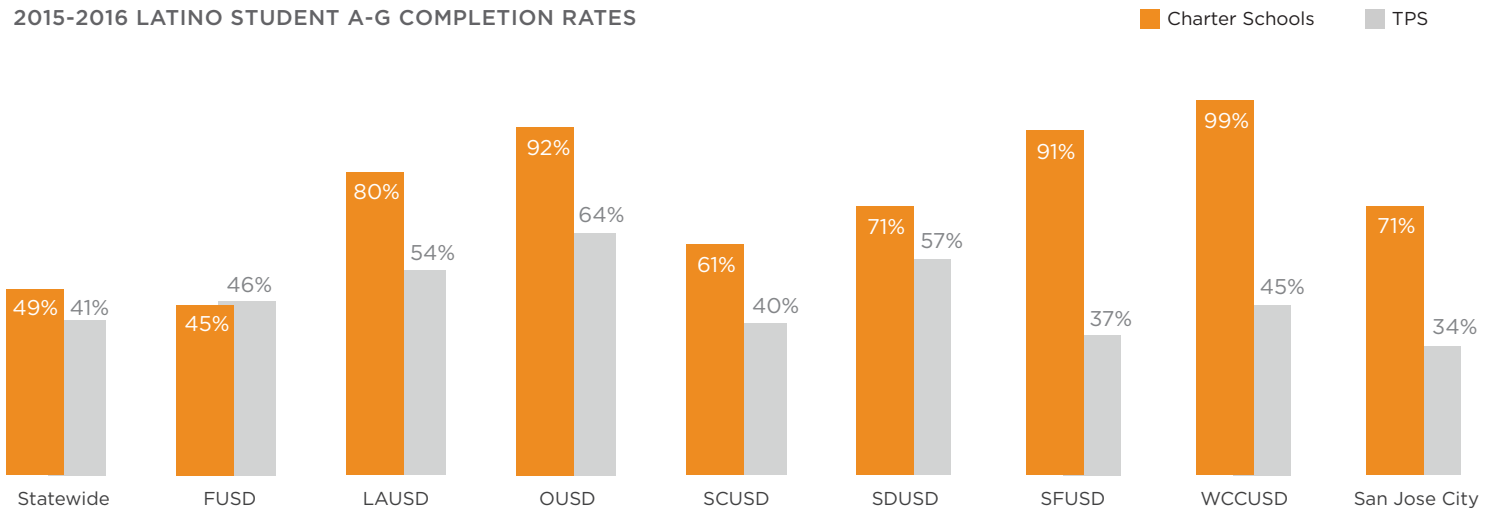
College readiness is one of the most powerful measures of academic success. By creating a college-going culture, charter schools can provide Latino students access to higher education.

## 2015-2016 A-G Completion Rates

A-G Courses are a set of 15 one-year college prep courses high school students must take to be eligible to enter either the California State University (CSU) or University of California (UC) systems.

In seven out of eight major school districts in California, and statewide overall, Latino charter school students are more likely to complete a-g courses than their peers at TPS. This means that Latino students in charter schools graduate better prepared for four-year college admissions, making access to higher education a more attainable goal.

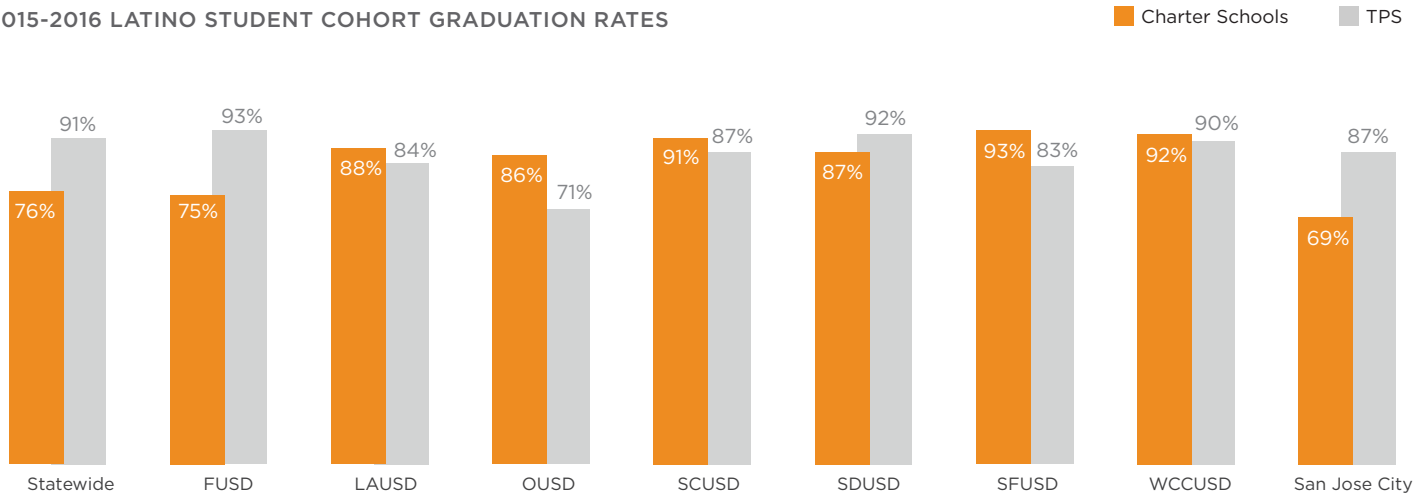
2015-2016 LATINO STUDENT A-G COMPLETION RATES



## 2015-2016 Cohort Graduation Rates

Cohort graduation rates track all students 9th grade through 12th grade, and calculate the percent of students that graduate from high school in four years. At the statewide level, California’s charter schools need to make progress in helping Latino students graduate from high school in four years. In five of the eight districts represented, below, Latino charter school students are more likely to graduate from high school in four years than their peers at TPS.

2015-2016 LATINO STUDENT COHORT GRADUATION RATES



# Additional CCSA Research

## Portrait of the Movement

CCSA's 2017 **Portrait of the Movement** report echoes prior research and highlights strong outcomes among charter schools serving California's historically disadvantaged students. In particular, the report finds that Latino charter school students were twice as likely as their TPS peers to attend a school in the top 10% statewide and over three times as likely to attend a top 5% school statewide. The report also finds:

### In LAUSD [Learn More](#)

- More than 20,000 (45%) African American and Latino charter students attend charter schools that perform in the top quartile of public schools statewide.
- In contrast, at TPS, nearly 75,000 (37%) African American and Latino youth are relegated to attend some of the most underperforming schools in the state simply because of the neighborhood in which they live.
- Charter schools are closing the achievement gap in college acceptance. The data show that 18% of African American and Latino UC applicants from charter schools were accepted, outpacing both TPS rates for these subgroups (11%) as well as the overall rate of students accepted from LA TPS (13%).

### In OUSD [Learn More](#)

- African American and Latino students at charter public schools perform higher than the entire OUSD average for college preparation/college-going students.
- 34% of African American and Latino OUSD charter public school students have been accepted to college, outpacing their African American and Latino TPS counterparts who were accepted into college at a rate of 15%.

## Latino Student Suspensions in California Charter and Traditional Public Schools

CCSA has conducted analysis of public data on suspensions in California, most recently in 2016 and again in 2017. CCSA's analysis revealed the following:

- California's charter schools, on average, suspend students at the same or lower rates than do traditional public schools.
- When broken down by grade level, we see similar rates for elementary schools. But for middle and high schools, we see that charters have statistically significantly lower suspension rates than do TPS.
- Moreover, for every racial subgroup, the average rate of suspensions for charter schools is lower than TPS. In some cases, the differences are dramatic. **For Latino students, the out-of-school suspension rates in charter schools are only about half of TPS suspension rates.**

**DUPLICATED SUSPENSION RATES**  
(the rate of out-of-school suspensions per 100 students)

	2014			2015			2016			2017		
	Total	Charter	TPS	Total	Charter	TPS	Total	Charter	TPS	Total	Charter	TPS
Latino	5.96	3.36	6.17	5.73	3.64	5.87	5.51	2.58	5.82	5.43	2.61	5.74
African American	19.03	8.17	20.56	20.71	12.23	21.57	17.16	7.29	18.80	16.04	6.63	17.72
White	4.59	1.47	4.95	4.75	2.47	4.93	4.87	1.79	5.29	4.80	1.54	5.28
Total	5.91	3.02	6.17	6.20	4.08	6.35	5.72	2.66	6.06	5.55	2.51	5.91

# Third Party Research

## **Stanford University's Center for Research on Education Outcomes (CREDO)**

Stanford University's Center for Research on Education Outcomes (CREDO), the nation's foremost independent analyst of charter school effectiveness, has released several comprehensive reports that offer unprecedented insight into the effectiveness of charter schools, in particular results for Latino charter school students.

All of CREDO "virtual twin" studies control for similar student demographics. Findings document that charter schools' stronger outcomes are not a result of selective admissions practices but rather increased student learning with the students who enter the charter school.

## **California 2014 Report [Learn More](#)**

This study documented that Latino students in charter schools across California (particularly Latino students in poverty) gain weeks and months of additional learning as a result of being in charter schools.

- Latino students at charters gain 7 additional days of learning in reading, but lose 14 days in math.
- Latino charter students in poverty gain 22 additional days of learning in reading and 29 additional days in math.