

The logo for the California Charter Schools Association (CCSA) is a dark teal circle containing the letters 'CCSA' in a white, bold, sans-serif font. Below the letters, the full name 'California Charter Schools Association' is written in a smaller, white, sans-serif font.

CCSA

California
Charter Schools
Association



A STEP UP

FACT SHEET

How Charter Schools
Provide Higher Levels
of California Public
University Access



APRIL 2016

Executive Summary

The California Charter Schools Association (CCSA) has assembled a first-of-its kind dataset combining data from the University of California (UC) system, the Cal State University (CSU) system, and all California public high schools, which demonstrates that charter schools are helping increase access to college for thousands of historically disadvantaged youth in California, including minority, low income and first-generation college-going students.

1.

By creating a college-going culture, charter schools are providing all students, regardless of background, access to higher education in California.

2.

Charter schools are helping students achieve entry into higher levels of college education than they would have had they attended traditional public high schools.

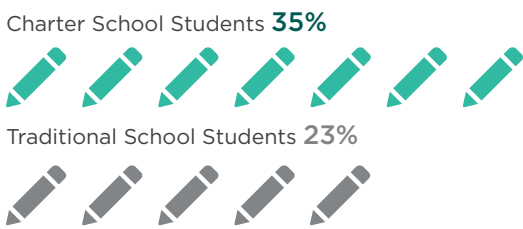
3.

Charter schools are closing the college preparation gap for historically disadvantaged student groups while raising the bar for all students.

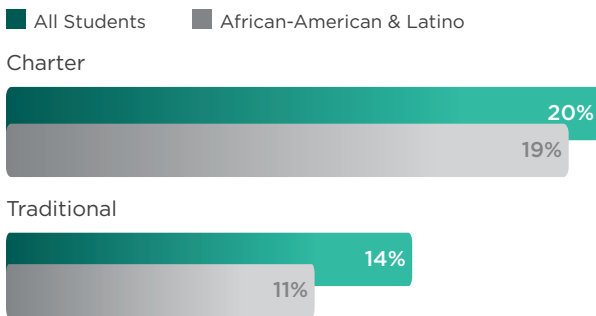
1

By Creating a College-Going Culture, Charter Schools are Providing All Students, Regardless of Background, Access to Higher Education In California.

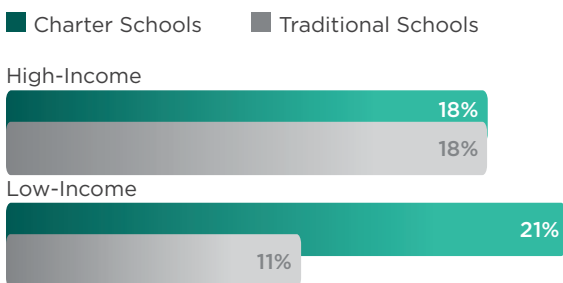
Charter students apply to UCs at rates 50% higher than at traditional public schools (TPS)



Charters are Closing the UC Acceptance Rate Gap for Under-represented Students



UC Acceptance Rate by Income



Charter schools are closing the gap of higher education access in California by:

Creating a culture of college-going:

African-American and Latino students in charters are almost twice as likely to apply to UCs as their traditional public school (TPS) peers. (35% vs. 19%)

Expanding access for at-risk student populations:

- More charter UC applicants are low income (69% vs. 59% of TPS applicants)
- More charter UC applicants are first-generation college-going (60% vs. 47%)
- Among schools serving a majority of low-income students, charter schools have 21% of students accepted to UCs: higher than traditional public schools serving a majority low income population (where only 11% of graduates are accepted to UCs) and higher even than charters serving a non-majority low-income population (where 18% of graduates are accepted to UCs).

Helping Increase Access for Historically Disadvantaged Youth:

Statewide, African-American and Latino youth are only about half as likely to be accepted to a UC as their population size in California would suggest. Charters help these historically disadvantaged students get admitted to UCs at nearly twice the rate of their traditional public school peers.

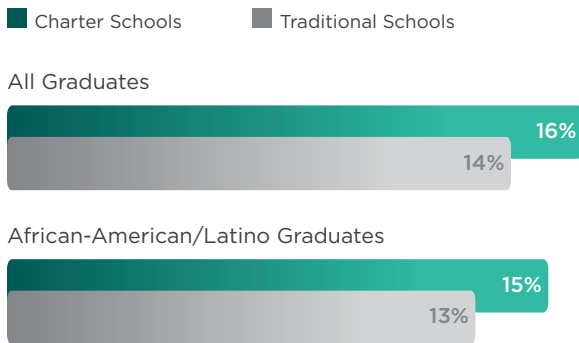
Of all African-American and Latino charter school graduates, 19% are accepted to UCs, nearly twice that of traditional public school students (11%).

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2

Charter Schools are Helping Students Achieve Entry Into Higher Levels of College Education Than They Would Have Had They Attended Traditional Public High Schools.

Charters schools are more likely to send students to UCs and CSUs.



More charter students who would have otherwise enrolled in CSUs are gaining entry into UCs. Similarly, more students who would have otherwise enrolled in community college are gaining entry into CSUs.

When we examine UC enrollment in particular, we see that the average charter school sends 7% of its graduates to a UC (vs. 5% for TPS). Given that charters encourage more students to apply and be accepted to the UCs, we hypothesize that the charter-TPS gap is made up of students who would have otherwise likely gone to CSUs.

The average charter sends 9% of its graduates to CSUs, which is the same as TPS. But given that we find above that more charter students are going to UCs, we conclude that charters are encouraging an additional group of students to attend CSUs who would have otherwise gone to community college. This theory is corroborated by the statistic that charter students attending CSUs have slightly lower GPAs on average than TPS students (2.72 vs. 2.91)

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Charter Schools are Closing the College Preparation Gap for Historically Disadvantaged Student Groups While Raising the Bar for All Students.

Charter high schools are providing a greater proportion of their students with college access through higher A-G subject requirement completion rates than their TPS peers.

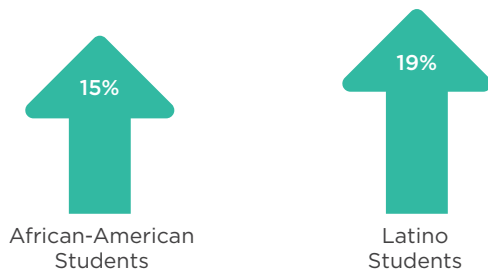
Charter School Students **37%**



Traditional School Students **24%**



6-Year Growth



Over the last six years, charters have increased the percent of high school graduates who have completed all college preparatory coursework at a pace four times' that of TPS.

Historically disadvantaged students are substantially more likely to complete an A-G curriculum if they attend charter schools.

Charters provide college access to students who might have missed that opportunity had they attended Traditional public schools.

- Charters provide a disproportionate share of all African-American and Latino high school graduates who have completed college prep coursework (Charters graduate 9% of all African-American and Latinos, but produce 12% of all African-American and Latino grads who have completed A-G coursework).
- All students, regardless of ethnicity, achieve higher A-G completion rates in charters than in TPS.

Charters are closing the college preparation gap for historically disadvantaged student groups while raising the bar for all students.

Historically disadvantaged students in charters have achieved outsized gains over the past 6 years (2008 to 2013).

College access for some vs. for all

- Charters are much more likely to be among the subset of schools that have nearly all (95% or more) of their graduates completing A-G coursework.
(22% of charters are in this category vs. only 1% of TPS)
- Charters compose only 17% of public schools with a 12th grade but make up 81% of schools where nearly all graduates complete A-G requirements.

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These Impressive Findings Support Three Policy Recommendations:

1.

Reinforce the need for access to A-G completion for all historically disadvantaged students as one of the starting points to ensure educational equity in college-going outcomes.

2.

Improve data collection and availability of post-secondary data to facilitate additional research into what is working for charter schools and how to replicate their students' college and career readiness.

3.

Open more high-quality, autonomous charters as a promising way to give our students a step up into higher levels of post-secondary education which will influence the trajectory of their lives.

