Innovate
Public Schools

Broken Promises:

The Children Left Behind in Silicon Valley Schools

Second Edition

With new 2013 Student Achievement Data Including English Language Learners and Low-Income Students

An Innovate Public Schools Publication

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Foreword to the Second Edition & Acknowledgements

Innovate Public Schools is dedicated to the mission of giving every child in the greater Silicon Valley region the chance to attend a great public school. Our organization grows out of the sense of urgency that parents feel when their children are stuck in low-performing schools with low expectations.

This is the second edition of the report "Broken Promises: The Children Left Behind In Silicon Valley Schools," focused on student achievement in Santa Clara and San Mateo counties. This report presents clear data about how public schools are doing preparing children for success in college, based on a few of the measures available to the public through the California Department of Education.

Given the persistent achievement gap between ethnic and socio-economic groups, we focus on some of the most underserved groups, particularly Latino and African-American children. The data paints an alarming picture about the future for so many of these children who are denied access to a high-quality school. That's the promise that we, as a community, have broken.

In this new edition, we have updated the data using the most recent available results from the 2013 California Standards Test. We have also added many new graphs that disaggregate the data by two other large and underserved subgroups of students: English Language Learners and low-income children.

With 54 school districts across the two counties, it is particularly challenging for parents and the general public to know how their schools and districts are actually doing. Where are the most successful schools? Where are the biggest problems? How does my district and my child's school stack up against the others?

A critical mission of our public school system is to prepare every student for success in college and good careers. The reality now is that our children will be entering a job market that is increasingly global and highly competitive. Our public school system is nowhere near delivering the quality of education called for by that reality.

"The good jobs that require only a high school education are gone and will not be coming back."

– **Anthony Carnevale, Georgetown Center on Education and the Workforce**

But we can make it so. The good news is that there is an ever-growing number of great public schools here in the Valley that are bucking the trends. Those schools are proving what is possible. The question now is whether we have the political will to replicate and grow what is working. If we can create 20 great public schools in this Valley, then why not 200?

We dedicate this report to the hundreds of parent leaders involved with PACT, who have worked tirelessly in their free time for the past 13 years to create, grow, and support many of the best schools in this report. That deep love for the children inspires people to make miracles happen, to create places of hope where there was once despair. May that continue.

Finally, I need to acknowledge a few organizations and individuals who helped make this report possible. First, we are so grateful to the Walton Family Foundation for providing the seed funding to launch this new organization, as well as to the Silicon Valley Community Foundation, for its generous support. We appreciate also the generosity of the Charles and Helen Schwab Foundation, the Noyce Foundation, the Sobrato Family Foundation, Reed Hastings, and Infonetics Research. Thanks also to Ann Bowers, Lisa Sonsini, and Ken Schroeder for supporting our work.

Special thanks to Tom Zazueta and his brilliant team at Coakley Heagerty, who are the artistic, marketing, and technical juice behind this report and our website, all provided pro bono. Thanks also to Susan Hanson, one of our thought partners and editors.

We hope this report inspires dialogue, provokes hard discussions, and leads to more urgent improvement in the quality of public education that we offer our children.

Matt Hammer, Executive Director
Innovate Public Schools

Key Findings

We make a promise to our kids – to everyone's kids. Go to school, work hard and you'll have a bright future. Anyone can go to college, we say, from the daughter of a Mexican gardener with a fifth-grade education to the son of an engineer with a Stanford PhD. Education is the golden road to opportunity.

For many students in Silicon Valley – especially English Language Learners, low-income students, Latinos, African-Americans and Pacific Islanders – that promise is not being kept. The chart below shows that thousands of children every year are falling off the college path.

California will face a shortfall of 2.3 million college-educated and technically trained workers by 2025, predicts California Competes (see californiacompetes.org). We need to prepare the rising generation to seize 21st-century opportunities – our region's economic vitality depends on it.

This report looks at all public schools and districts in Santa Clara and San Mateo counties, with special attention on the achievement of underserved groups of students. Here are a few of the major findings:

Who is Ready for College & Career in Silicon Valley?

	Algebra proficiency by end of 8th grade	Four year graduation & eligible for UC/CSU
English Language Learners	14%	NA*
Low income	29%	NA*
Latino	24%	20%
African-American	21%	22%
Pacific Islander	28%	19%
Filipino	50%	42%
White	58%	53%
Asian	80%	71%

*Data not available because State of California does not disaggregate this high school data for English Language Learners or Low-Income students.

- We have a region-wide problem: Low percentages of college readiness for Latino, African-American, and Pacific Islander students, as well as low-income students and English Language Learners, across districts in San Mateo and Santa Clara counties. Individual schools buck the trends, but districts do not.

- Charter schools are over-represented among the top public schools serving Latino students. Among all schools, charters are three times more likely to be ranked in the top 10%.

- There are surprises at the top and the bottom. From the perspective of a low-income Latino family looking for good schools, one of the best places to live is now Alum Rock, where there are high-quality charter schools and several of the top district-run schools in the region. On the other hand, the numbers are particularly low in places like Sunnyvale and Berryessa, where less than 10% of Latinos reach proficiency in algebra by 8th grade.

- Schools at the top of the list have a culture of high expectations, focused on getting every child to grade level and college-ready.

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Broken Promises

"When I came to this country, I saw the American dream. You get an education, go to college... But now even American citizens can't reach the American dream," says Roberto Aguirrez, a Morgan Hill father.

After years volunteering at his children's school, he's now working with People Acting In Community Together (PACT) and others to bring quality charter schools to Morgan Hill. If he can't get his 5th-grade daughter into a good charter middle school – there are wait lists at all the high-performing charters – he'll pay for private school. "You know that movie? I'm not waiting for Superman," he says.

Aguirrez and his wife earned college degrees. They were able to help their daughter with homework when she fell behind. They could afford to hire a tutor. When teachers said their kids were doing "OK," they could read the report card and see that wasn't true. Most Latino parents don't know their children are scoring Below Basic, says Aguirrez. And few have the choice of paying for private schools.

His daughter has four Latina friends who will start 6th grade reading at the second or third grade level. "They push kids from one grade to the next," says Aguirrez. Once kids fall too far behind, they won't catch up if they repeat the grade, and they'll fail if they're moved ahead, he says. "They're not going to make it."

Silicon Valley remains the land of opportunity – for the college educated and the technically trained. But who will seize those opportunities?

Once known as the Valley of Heart's Delight, Silicon Valley draws talented people from around the world. In 2011, 64% of the valley's college-educated, high-tech professionals were born outside the U.S., reports Joint Venture Silicon Valley. Nearly half of college-educated professionals in other industries were foreign born.[1]

Latinos, who make up nearly one-quarter of the region's workforce, hold less than 5% of computer-related jobs, estimates the San Jose Mercury News.[2]

In schools in Santa Clara and San Mateo counties, most Asian, white and Filipino students are on the college track. Most Latino, African-American and Pacific Islander students are not.

Latinos make up 38% of K–12 enrollment in the two counties' public schools. African-Americans and Pacific Islanders add another 4%. That's a lot of kids.

Our charts and graphs look at proficiency in elementary reading and math, who takes and who passes 8th-grade algebra and what percentage of 9th graders graduate in

In the Valley, most Asian, white and Filipino students are on the college track. Most Latino, African-American and Pacific Islander students are not.

four years with the college prep coursework needed to pursue a bachelor's degree at the University of California and California State University. We are not just looking at college eligibility for students who make it to 12th grade because too many kids – disproportionately Latino – don't get that far.

There are many ways to measure school performance. To learn more about local schools, go to Ed-Data (ed-data.k12.ca.us), which has links to school and district reports, or GreatSchools (greatschools.net).

Gilroy Prep

Build a Strong Foundation

Top elementary school in the region for Academic Performance Index (API) for Latino, Low-Income, and English Language Learner students*

Achievement gap? Not at Gilroy Prep, a K-4 charter school that's growing into a K-8.

Two-thirds of students are English Learners and come from low-income families; 60 percent are Latino. Yet most ace state exams – with more scoring "advanced" than "proficient."

Students spend 90 minutes a day using computers to "fill in holes" or "zoom ahead," says co-founder James Dent, executive director of Navigator Schools. The teacher works with small groups of students who need more help, while an aide supervises students working on computers.

Ahead of the vast majority of schools in the state, teachers have already broken down the new Common Core standards into daily learning objectives. In some classes, students use mobile devices to answer questions. The teacher can see immediately who needs more help. Teachers specialize in either literacy or math and facilitate students moving quickly through several types of instruction, including work in pairs, small groups, and the whole class.

Structured language practice and "tons of reading" help students master English, says Dent. "Our students talk 300 to 400 percent more than kids at an average school."

Students answer questions in complete sentences using "because." They don't just explain why an answer is correct. They have to explain why other possibilities are wrong. The prove/disprove method builds critical thinking skills, Dent says.

"Spiral review" ensures students repeat a concept till they've mastered it. Students chant, sing, gesture and turn to a classmate for "partner talk."

Gilroy Prep's day runs from 8 to 4 with the last 45 minutes devoted to art, chorus, board games and other enrichment activities. Physical education is part of the regular school day.

The first three years focus on literacy and math. Students learn to read chapter books and write paragraphs. They draw or make models to understand math. By third grade, they're ready for social studies and science.

Most teachers are young: Half are in their first year. All teachers are observed and videotaped weekly. Dent, Principal Sharon Waller, or an academic coach meets with each teacher and aide every week to discuss how to make "bite-sized improvements" in their teaching.

"There does not need to be an achievement gap," says Dent.

Navigator Schools runs Gilroy Prep and Hollister Prep, which opened this fall. Navigator hopes to add a Morgan Hill school, then expand to Santa Cruz and Monterey counties.

** Among schools with at least region average for percent of Latino, Low-Income, and English Language Learner students.*

Gilroy Prep Charter	
API:	**942**
Total number of students:	**242**
Student Characteristics	**Percent**
Latino	60%
Asian	7%
White	20%
English Language Learner	60%
Eligible for Free/Reduced Price Meal	65%
Special Education	7%
2013 3rd Grade Latino	**% Proficient and Above**
English Language Arts	74%
Math	97%

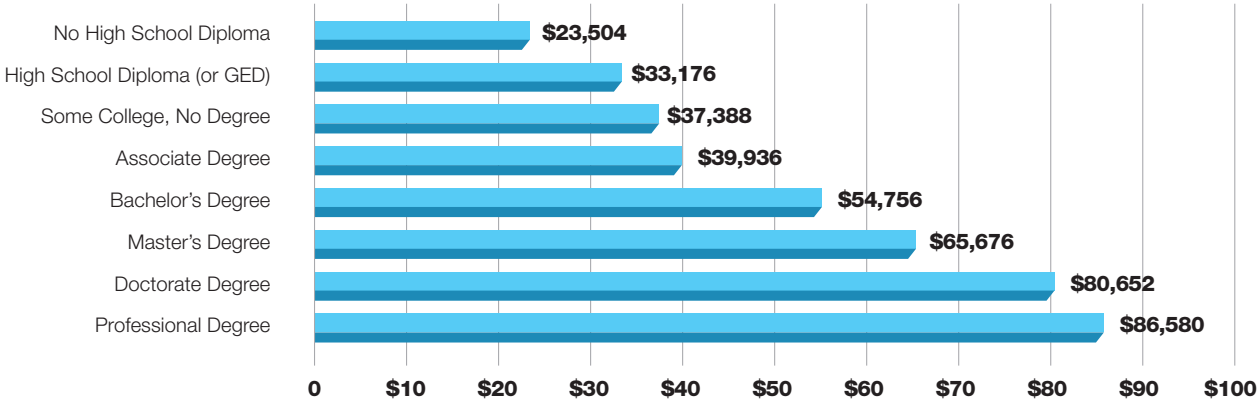
Slipping Off The College Track

Latinos are "slipping off the college track in elementary and middle school, signified by their inability to pass algebra in 8th grade and often in 9th," says Muhammed Chaudhry, who runs the Silicon Valley Education Foundation.

Not every 21st-century worker needs a four-year degree, he says. But every student should have access to a college-prep curriculum and to career tech courses. "The future for a student with only a high school diploma is very limited and the future for a student without one is very grim."

There's a close connection between years of education and earnings (see Figure 1). Less-educated workers not only earn less, they face longer stretches of unemployment. Workers with a high school diploma or less lost 5.6 million jobs in the recession, estimates the Georgetown Center on Education and the Workforce.[3] There is no sign of recovery for less-educated workers.

Figure 1 **Median Annual Earnings of Adults**
(Full time Workers, Age 25 and over, 2011)



Source: Bureau of Labor Statistics, Current Population Survey, Annual Social and Economic Supplement.
Last Modified Date: March 23, 2012

It's possible to earn a middle-class income with a one-year certificate or a two-year degree in a technical or medical field. But nearly all the high-paying credentials require good reading and math skills.[4]

Many Latino children are behind on the first day of kindergarten. Their parents are less likely to be educated and to speak English well. Many may not know how to help their children catch up; schools try, but often fail.

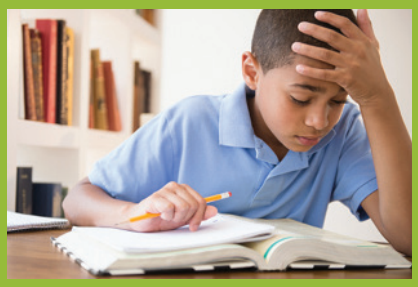
"Kids from poor families tend to have less access to reading material" and don't always know about high-tech jobs, says M. Danielle Beaudry, who retired from a technology career to teach math at Fremont High School. To succeed in Silicon Valley, young people need reading comprehension as well as math, says Beaudry, who's now retired from teaching. "Problem solving is the 'math' skill most used in

many jobs in a high-tech company – and you can't solve problems without reading to understand the problem and research potential solutions."

Many children seem to be doing OK in the early grades, when they're reading simple stories and doing arithmetic by rote. In third and fourth grade, they need to read complex material and understand why 4 x 6 = 6 x 4. Some are left behind, never to catch up.

Renaissance Academy

Learn To Do What's Hard



Second Highest Middle School in the region for Latino Algebra proficiency*

Renaissance Academy isn't a charter, but the innovative public middle school operates with many of the same freedoms. The school was created through a partnership between PACT and the Alum Rock School District, as were LUCHA and Adelante, two other "small, autonomous schools."

High expectations and attention to detail are keys to the school's success, says Vince Iwasaki, who taught algebra for the first six years and is now the academic dean. "Nobody says, 'That's good enough'."

Renaissance is small, but the classes are not, averaging 32 students in a class. The school day is the same as other Alum Rock district schools, but Renaissance has rethought the schedule. Teachers teach 80-minute blocks four days a week and get a full day to prepare lessons and work with colleagues. "We never run out of time," says Iwasaki.

Many students don't believe that math makes sense, he says. "They feel it's magic." Even students who are "proficient" on multiple-choice tests don't know why the procedures work, Iwasaki says.

He asks: "When we're adding two fractions, why do we need a common denominator?"

Students say: "Because the teacher said so."

Renaissance teachers show students how to attack a math problem, breaking it into solvable chunks. Students must answer in complete sentences, showing they understand the underlying concept. Getting the right answer by "magic" isn't good enough.

Renaissance teachers work closely together. Math concepts also are taught in science and humanities classes. "In English, we teach students how to assert a proposition and defend it with evidence," says Iwasaki. "That's fully translatable into math."

All eighth graders take algebra, even if state tests show they're "basic" or below in math. It's important to include a mix of students, Iwasaki believes. Students work on practice problems in class. Those who finish early coach slower students. The strong students "learn to look at problems from a different perspective," deepening their understanding, he says. "Heterogeneity is a huge advantage for us."

With a degree in mechanical engineering and experience as a systems analyst, Iwasaki can explain to students how math is used in the world.

When his students are in the workforce, they'll need to understand what they're doing and do it right, Iwasaki says. They're learning a valuable lesson in middle school: "Learn to do what's hard."

** Among schools with at least region average for percent of Latino students (38%).*

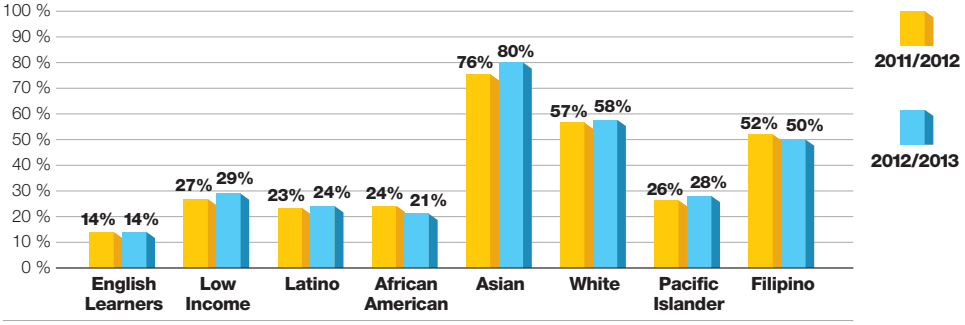
Renaissance Academy 1	
API:	**845**
Total number of students:	**287**
Student Characteristics	**Percent**
Latino	82%
African American	2%
Asian	8%
White	3%
Pacific Islander	1%
Filipino	3%
English Language Learner	8%
Eligible for Free/Reduced Price Meal	100%
Special Education	4%
2013 8th Grade Latino	**% Proficient and Above**
English Language Arts	58%
Math – Algebra 1	59%
Science	73%

Paths Diverge in Middle School

At most middle schools, the paths diverge when some kids take pre-algebra in 7th grade and algebra in 8th, while others wait till high school to try algebra. Passing algebra in 8th grade is the first step on the track that leads to geometry in 9th grade, advanced algebra in 10th grade, pre-calculus in 11th and calculus in 12th grade. Students who aspire to a university degree in a STEM field – science, technology, engineering and math – need to be on this track.

In 8th grade, most Asian and white students take algebra and pass the class, opening the possibility of 12th-grade calculus and a shot at a high-tech career. By the end of 8th grade, only 24% of Latino students in the two counties score as proficient or advanced in algebra on state exams, compared to 80% of Asians and 58% of whites. Just 14% of students who are English Language Learners are proficient, and only 29% of low-income students. (See Figure 2.)

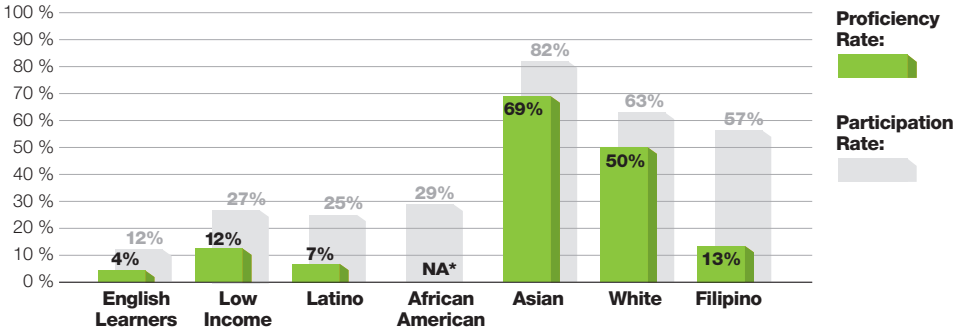
Figure 2 **Algebra Proficiency by end of 8th Grade**
(Average across San Mateo and Santa Clara counties)



CST Algebra 1 results from 2011, 2012 and 2013

School districts have very different standards for deciding who gets a chance to take Algebra I. (See Figure 16 in Appendix: "Who Takes Algebra By 8th grade?".) For example, Sunnyvale School District places just 25% of Latinos in algebra in middle school (called the "Participation Rate"), compared to 82% of Asians and 63% of whites. While 69% of Asians and 50% of whites achieve proficiency, only 7% of Sunnyvale Latinos will start high school on the STEM university track. (See Figure 3.)

Figure 3 **Algebra Proficiency by End of 8th Grade and Participation Rates**
Sunnyvale School District



CST Algebra results from 2012 and 2013
NA*: Indicates that fewer than 11 students took the test and proficiency rates are not available.

Sunnyvale uses grades, test scores and teacher recommendations to determine which students are ready to take algebra. The idea behind the policy is that it's best for students to take the course just once and be successful, usually not until high school. Most Latino 8th graders in Sunnyvale take Algebra Concepts, which introduces vocabulary and skills they'll need when they tackle Algebra 1 in 9th grade.

The Sunnyvale School District doesn't track how well their 8th-grade graduates do when they move on to the high school district. But most Sunnyvale graduates go to Fremont and Homestead high schools. Latinos who take 9th-grade algebra at the two high schools do very poorly: Only 11% reach proficiency.

Pushing unprepared students into 8th-grade algebra doesn't work either. The San Mateo-Foster City School District places 72% of Latinos in algebra in middle school and posts 13% proficiency, only slightly better than Sunnyvale. Campbell Union lets 100% take algebra, but only 19% reach proficiency. (See Appendix Figure 12.)

Leaving out districts with few Latino students, Gilroy Unified does best at getting Latino students to proficiency in algebra in 8th grade: 63% take the course and 38% score as proficient or better.

"The level of academic achievement that students attain by 8th grade has a larger impact on their college and career readiness... than anything that happens academically in high school."

— ACT Report, 2008

Even when students pass algebra in middle school, they may repeat it in 9th grade, according to the Noyce Foundation's Pathways Study in 2010. Some schools are requiring students with B's and proficient scores to repeat algebra, according to the "Held Back" report. Latinos, African-Americans and Pacific Islanders are the most likely to take the course twice.[5]

Disadvantaged students may find it even harder to get on the STEM university track in the future. California is shifting to Common Core standards, which return algebra to 9th grade and discourage districts from letting students take it earlier. "Placing students into an accelerated pathway too early should be avoided at all costs," the draft framework advises.

In affluent areas, however, there will be enough advanced students to offer a middle school algebra class, and educated parents in Silicon Valley are sure to demand as much "acceleration" as possible. But algebra may disappear from most California middle schools serving primarily low-income children. This could result in an even larger education gap between rich and poor.

The middle school years are critical, concludes "The Forgotten Middle," a 2008 ACT report. "The level of academic achievement that students attain by 8th grade has a larger impact on their college and career readiness by the time they graduate high school than anything that happens academically in high school."[6]

Weak Math Skills Are a Dream Killer

The gap widens in high school. Successful students don't just take the A-G courses required by UC and CSU. They take honors and Advanced Placement classes. But the promise of college is fading for many Latino students. They're more likely to drop out and far less likely to complete the college-prep courses that would give them a chance to attend a UC or CSU school.

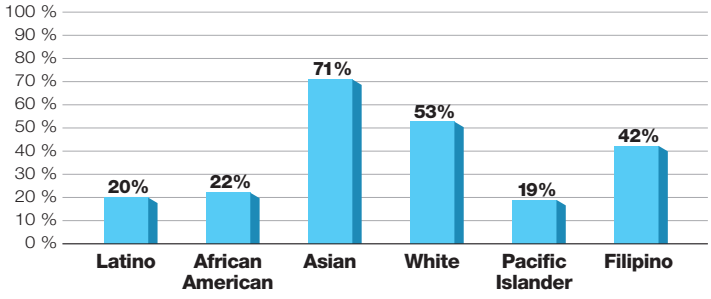
In Morgan Hill, where Roberto Aguirrez and his wife are raising their two children, only 19% of Latinos graduate from high school on time and eligible for UC and CSU admission. That's why they're fighting to bring a charter school to Morgan Hill. "Charter schools give kids a shot at college," says Aguirrez. He thinks a college degree is essential for his children and their friends.

Figure 4 **Percent of Students with 4-year Graduation and UC/CSU Eligibility, 2012**
Districts in Santa Clara and San Mateo counties

School District	Latino	African American	Asian	White	Pacific Islander	Filipino
Los Gatos-Saratoga Joint Union High	61%	0%	90%	75%	100%	50%
Palo Alto Unified	48%	49%	89%	78%	NA	67%
Jefferson Union High	35%	37%	66%	32%	53%	49%
South San Francisco Unified	34%	27%	77%	46%	0%	54%
Mountain View-Los Altos Union High	29%	27%	88%	75%	20%	61%
Cabrillo Unified	26%	0%	83%	62%	100%	100%
San Mateo Union High	26%	21%	78%	57%	19%	51%
Fremont Union High	22%	26%	81%	63%	25%	42%
San Jose Unified	22%	37%	72%	46%	31%	48%
Gilroy Unified	20%	38%	65%	47%	50%	46%
Sequoia Union High	20%	19%	72%	65%	17%	47%
Milpitas Unified	19%	23%	67%	36%	50%	36%
Morgan Hill Unified	19%	21%	62%	46%	20%	6%
Campbell Union High	16%	24%	62%	41%	0%	15%
Santa Clara Unified	16%	26%	53%	33%	11%	48%
East Side Union High	12%	17%	55%	27%	15%	31%

Among districts serving at least the region average of Latino children, South San Francisco Unified is at the top, with 34% of Latinos graduating on time and college eligible. But that's as good as it gets. (See Figure 4.) In Santa Clara and San Mateo counties, just 20% of Latinos and 22% of African-Americans graduate in four years with the credits to attend a UC or CSU campus, compared to 71% of Asians and 53% of whites. (See Figure 5.)

Figure 5 **Percent of students with 4-Year Graduation and UC/CSU Eligibility**
(2012 average across San Mateo and Santa Clara counties)



High school graduates who aren't UC/CSU eligible can go to low-cost community colleges, which offer job training and general education courses that can be the start of a bachelor's degree. Almost 75% of college-going Latinos in California and two-thirds of African-Americans enroll in community colleges. But few complete a vocational certificate or a two-year degree, much less a bachelor's degree.[7]

Weak math skills are a dream killer. 85% of the state's community college students aren't ready for college math, estimates the Campaign for College Opportunity. By one estimate, only 22% of students who start in remedial math will go on to take a college-level math course.[8]

Summit Prep

An Early Start at College

Highest-performing high school in the region for percentage of Latino students who graduate in 4 years eligible for a state university*

At Summit Prep, a janitor's daughter and the son of a high-tech millionaire may be partnering for a lab on environmental toxins or a discussion of dystopian novels. The 10-year-old Redwood City charter high school is diverse in every way, but all students are on the college track.

Half the students are Latino, black and Pacific Islanders. Most come from low-income and working-class families. Many speak English as a second language.

The other half are white and Asian-American, typically from well-educated, well-to-do families.

Everyone takes six Advanced Placement (AP) courses and fulfills the requirements for admission to California state universities. Nearly everyone is accepted at a four-year college or university.

Ninth graders who've started out behind take a basic skills class in addition to college-prep classes. They can take more time to pass if they need it, says Summit CEO Diane Tavenner. "Algebra I ends when you show competency. It doesn't necessarily end in June."

Because the school is small -- only 400 students -- nobody is lost in the shuffle. All students meet weekly with a faculty mentor who helps them set daily and weekly goals, track their progress, refine their college plan and cope with academic or personal challenges.

Summit Prep's day starts with reading. To build comprehension, students answer questions on an e-reading platform.

Technology lets students work at their own pace during "personal learning time." Students use online playlists developed by teachers, peer-to-peer coaching and tutoring to meet their individual goals.

Most of the time is devoted to projects. For example, after studying Plato, Aristotle, Hobbes, Locke, Montesquieu, Rousseau and Voltaire, students write from one philosopher's perspective on the question: Can people govern themselves? In teams of four (actor, PR agent, historian and investigative reporter), they represent the philosophers' views on human nature and government at a press conference.

For eight weeks each year, Summit students explore their interests and potential careers through internships, visual and performing arts workshops, community service projects and other "real world" activities.

The Summit network has expanded to six schools from San Jose to Daly City, including a new school in Sunnyvale that will be grades 6-12.

** Among schools with at least region average for percent of Latino students (38%).*

Summit Prep Charter	
API:	**845**
Total number of students:	**406**
Student Characteristics	**Percent**
Latino	49%
African American	3%
Asian	6%
White	36%
Pacific Islander	3%
English Language Learner	12%
Eligible for Free/Reduced Price Meal	38%
Special Education	14%
2012	**% of Students with 4-Year Graduation and UC/CSU Eligibility**
Latino	90%
African American	95%

Schools Bucking The Trends

It's not hopeless. Despite all the challenges, there are a growing number of schools in Santa Clara and San Mateo counties where most Latino students are reaching proficiency in reading and math, passing algebra in 8th grade and qualifying for university admission.

Across the two counties, most of the top-performing schools for Latinos are charter schools or new, small, autonomous schools in East San Jose that are part of the Alum Rock School District.

Three top schools are profiled in this report: Gilroy Prep, a charter elementary school in Gilroy; Renaissance Middle School, a district school in Alum Rock; and Summit Prep, a charter high school in Redwood City.

Effective schools organize to reach their goals. They focus intensely on tracking students' progress to make sure they get help when they need it – before they lose hope.

Led by PACT, East San Jose parents have been fighting for new schools for 13 years. Alum Rock, once known for low-performing schools and political infighting, now boasts high-performing charters and new district schools such as Russo, McEntee, LUCHA, Adelante Dual Language Academy and Renaissance. Many of the other district schools have improved, too. For the first time in generations, parents have real choices in the district.

Of the 10 Latino-serving elementary schools with the highest proficiency scores (among schools with at least 38% Latino students, which is the region average), four are charter schools, led by Gilroy Prep, with a 938 Latino API, followed by two charter schools in Franklin-McKinley School District. The top district elementary schools for Latino students are in South San Francisco, Millbrae, Evergreen, Oak Grove, Gilroy, and Moreland. (See Figure 7.)

At KIPP Heartwood, an Alum Rock charter, an extraordinary 73% of Latinos are proficient in algebra. Five of the top six middle schools are charters or autonomous schools located in Alum Rock. Ida Jew Academies in the Mt. Pleasant District also makes the top five, with 46% proficient. (See Figure 8.) The top middle schools make sure that most, if not all, of their 8th graders have taken algebra.

Among high schools serving at least the region average of Latino students (38%), four of the top five schools preparing Latino students for college are charters: Summit Prep (90%), KIPP San Jose Collegiate (83%), Aspire East Palo Alto Phoenix Academy (62%), and Downtown College Prep (49%). The one traditional school on the top five list is Jefferson High in Daly City, where 78% of the Latino students graduate in 4 years with the credits to enter a state university. (See Figure 9.)

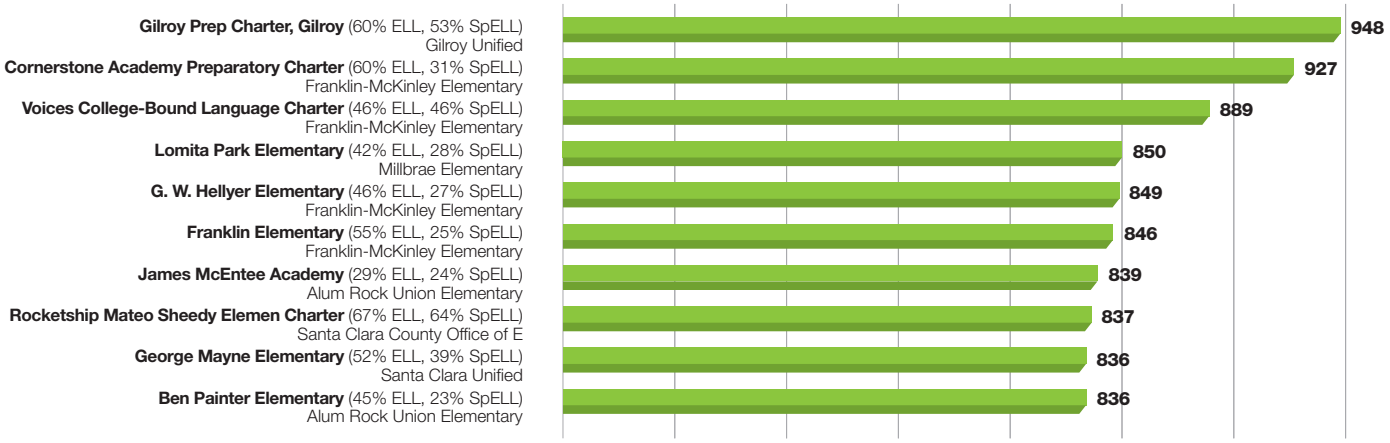
Many of the schools that are effective for disadvantaged students are smaller schools. Students and their parents have chosen to be there. Principals have chosen teachers who want to be there. It's much easier to create a sense of community and purpose.

Many of these schools enroll students who have struggled. ACE Charter Middle School recruits low-scoring students: Its program is designed for children who are way behind academically. Downtown College Prep has a similar philosophy.

Figure 6

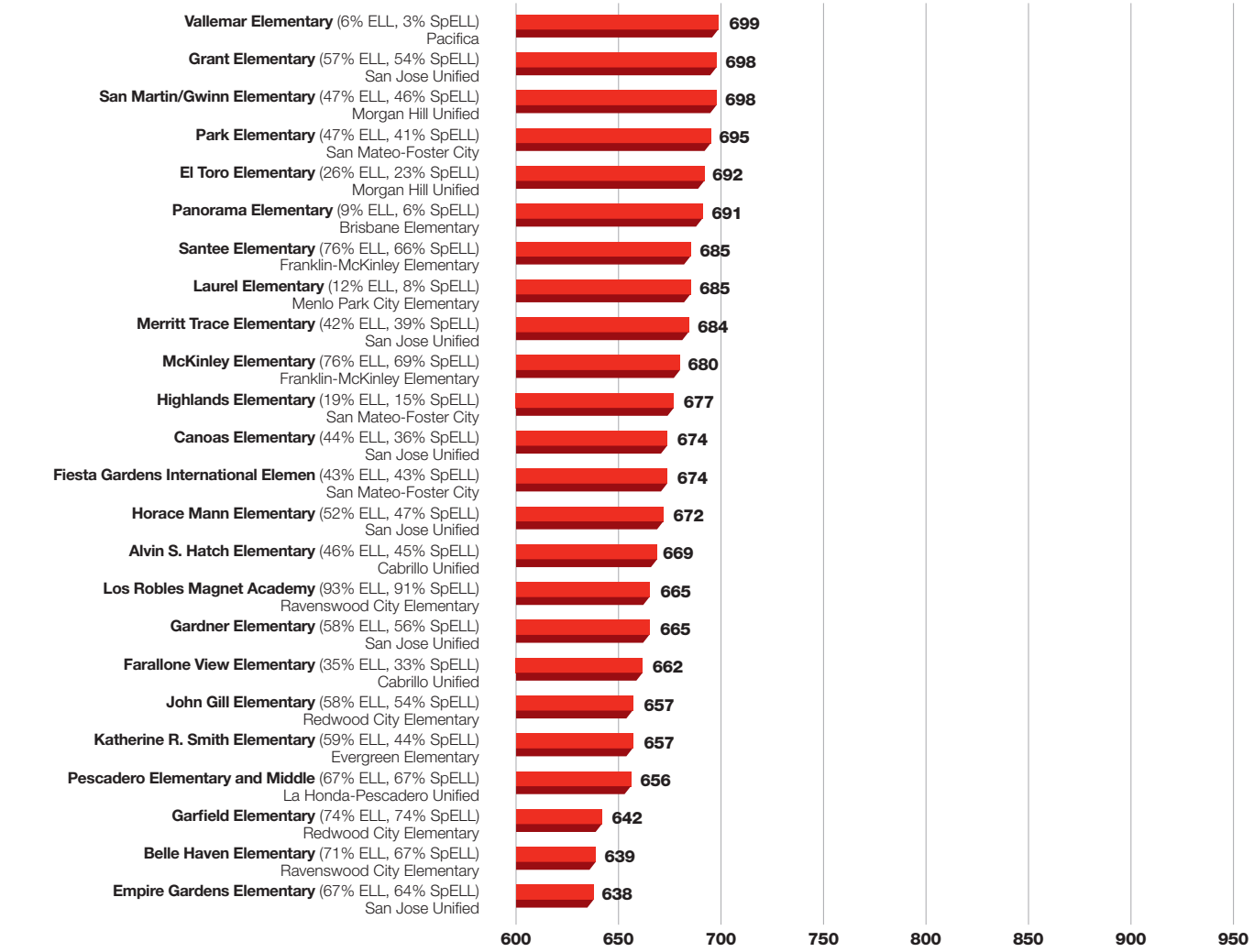
Top 10 Elementary Schools for English Language Learner Students API 2013 Santa Clara and San Mateo counties

Among schools with at least region average for elementary schools of Spanish Speaking English Learners (23%)



Lowest Scoring Elementary Schools for English Language Learner Students API

Among all schools in Santa Clara and San Mateo counties

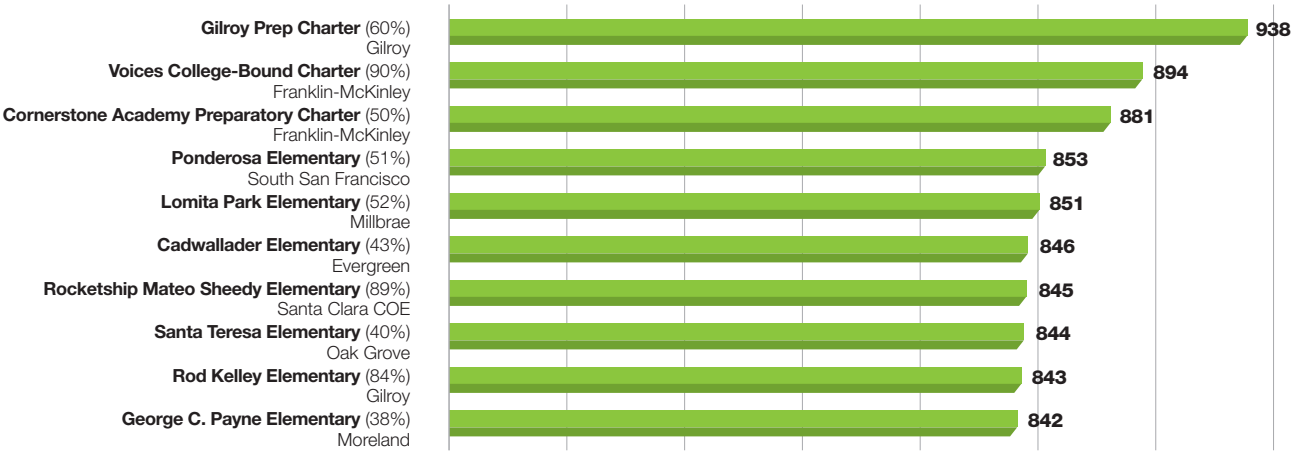


Percent of students at the school who are English Language Learners (ELL) followed by percent who are Spanish Speaking English Language Learners (SpELL) are indicated in parentheses next to the school's name.

Figure 7

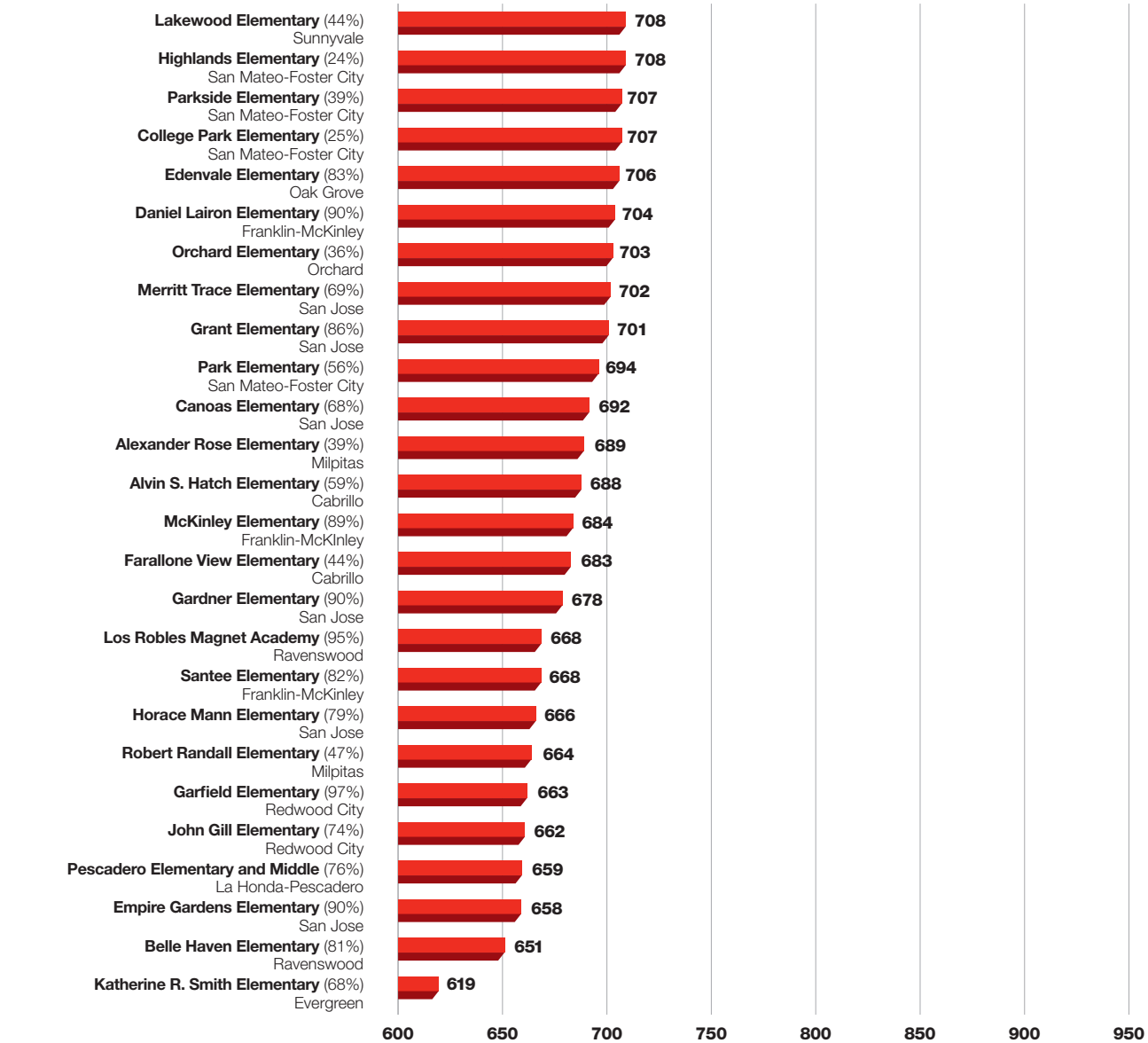
Top 10 Elementary Schools for Latino API
2013 Santa Clara and San Mateo counties

Among schools with at least region average of Latino students (38%)



Lowest Scoring Elementary Schools for Latino API

Among all schools in Santa Clara and San Mateo counties

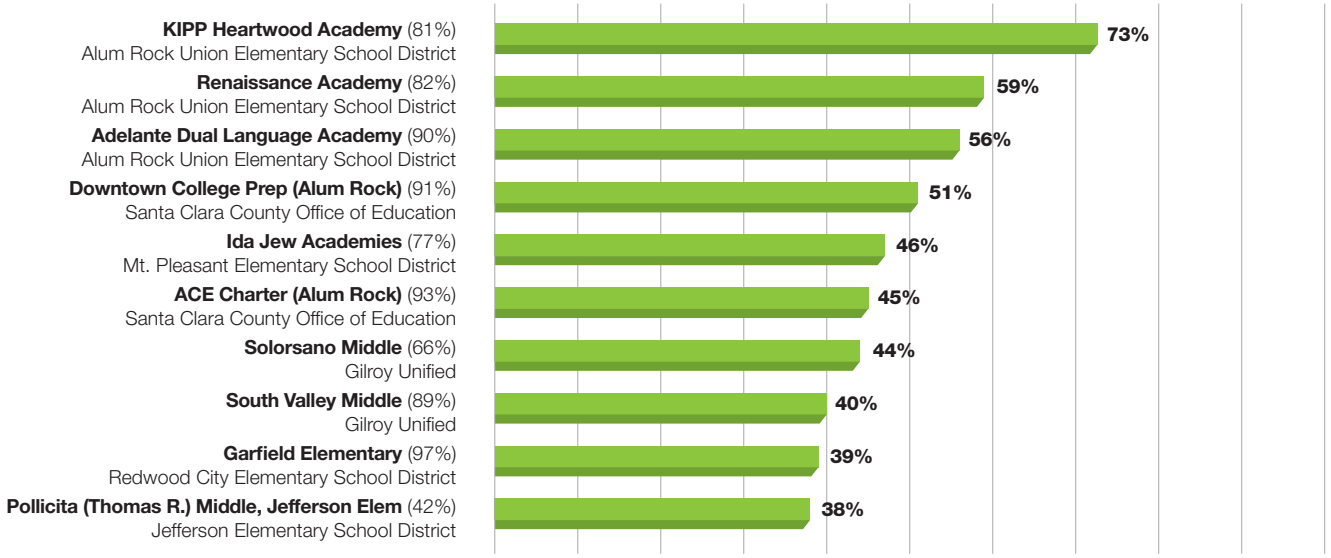


Note: Percentage of students who are Latino is in parentheses next to school name.

Figure 8

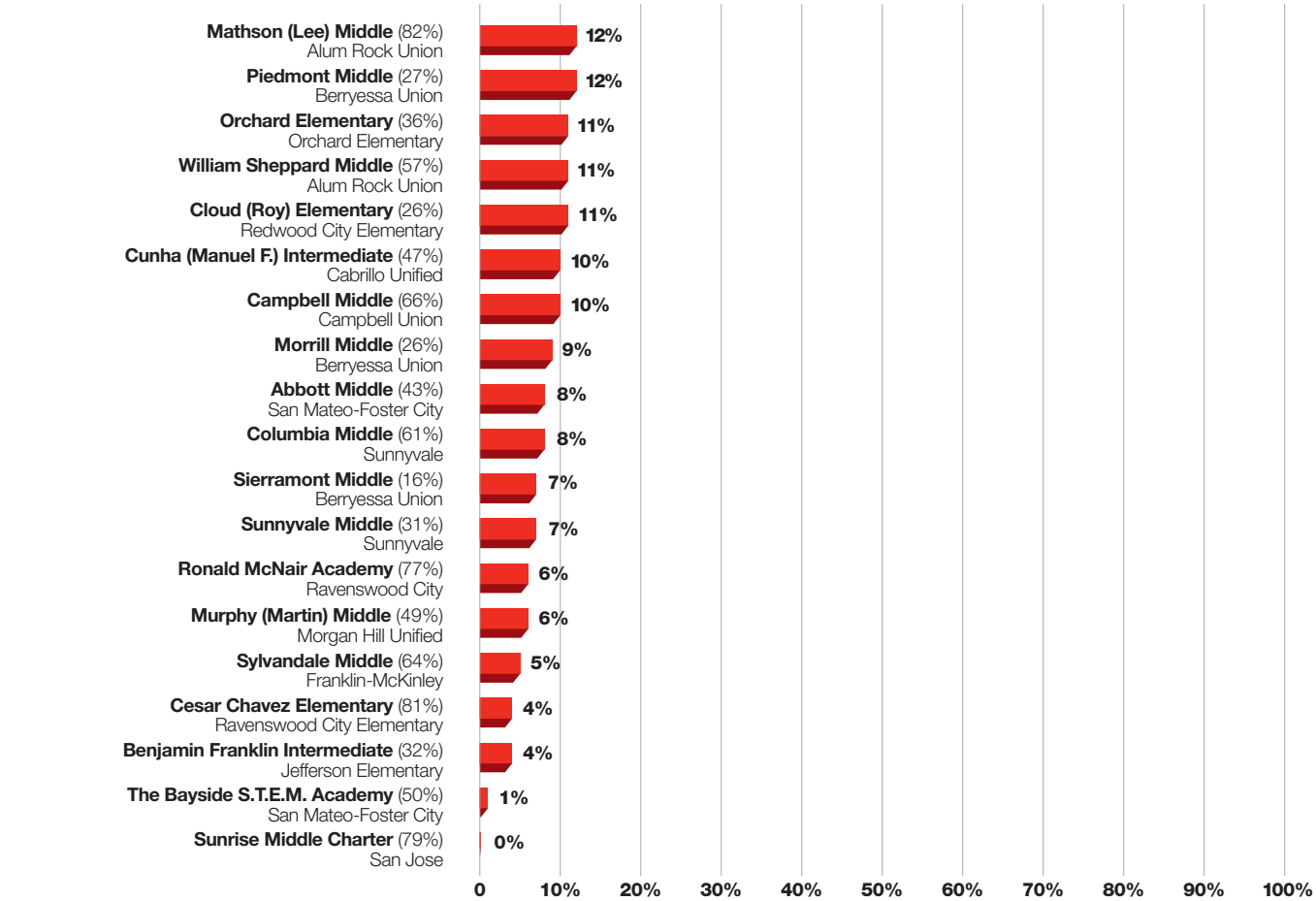
Top 10 Middle Schools for Latino Students Algebra Proficiency by End of 8th Grade (2012/2013)

Among schools with at least region average of Latino students (38%)



Lowest Scoring Middle Schools for Latino Students Algebra Proficiency by End of 8th Grade (2012/2013)

Among all schools in Santa Clara and San Mateo counties



Note: Percentage of students who are Latino is in parentheses next to school name.

Expectations are very high. From kindergarten on up, these schools believe all their students can succeed in college and push their students hard. Aspire Phoenix requires students to take community college courses. Summit Prep requires at least six Advanced Placement courses.

Effective schools organize to reach their goals. All focus intensely on tracking students' progress to make sure they get help when they need it – before they lose hope.

At Summit Prep, every student is assigned a teacher mentor who serves as a college counselor, coach, family liaison and advocate. Students who struggle academically get extra help after school and during two month-long intersessions each year. Some complete a course in summer school.

There are also differences between the top schools.

Renaissance and Summit Prep believe strongly in mixing students of different achievement levels in the same class. Rocketship's hybrid model uses technology to personalize learning: Some students zoom ahead, while others move slowly.

Many of the charter schools have a longer school day. Other successful schools use a standard school day, but have redesigned the schedule to organize time more efficiently.

At Phoenix, parents promise to spend 30 hours a year supporting their children's education, including attending parent-teacher conferences, orientation meetings and workshops on college admissions and aid. Rocketship charters also ask parents for 30 hours a year. Still, parent pledges are the exception, not the rule.

Figure 9 **Preparing Latino students for success: Top 10 high schools for % of Latino students with 4-year graduation and UC/CSU eligibility**

Among schools with at least region average of Latino students (38%)

School	Latino	African American	Asian	White	Pacific Islander	Filipino
Summit Preparatory Charter High (Charter) Sequoia Union High School District	90%	100%	100%	95%	67%	100%
KIPP San Jose Collegiate (Charter) East Side Union High School District	83%	100%	94%	NA	NA	100%
Jefferson High Jefferson Union High School District	78%	72%	93%	75%	89%	79%
Aspire East Palo Alto Phoenix Academy (Charter) Sequoia Union High School District	62%	25%	NA	NA	NA	NA
Downtown College Preparatory (Charter) San Jose Unified School District	49%	100%	NA	NA	NA	NA
Leadership Public Schools - San Jose (Charter) Santa Clara County Office of Education	46%	0%	100%	67%	NA	75%
Latino College Preparatory Academy (Charter) East Side Union High School District	39%	NA	NA	NA	NA	NA
Abraham Lincoln High San Jose Unified School District	38%	47%	81%	55%	100%	30%
Capuchino High San Mateo Union High School District	35%	24%	77%	30%	32%	49%
Half Moon Bay High Cabrillo Unified School District	32%	0%	83%	64%	100%	100%

Latinos Have High Aspirations

88% of Hispanics said it's very important to go to college – a higher percentage than the general population.

— Pew Research Hispanic Center, 2009

Immigrant parents care about their children's futures and value education. In a Pew survey, 88% of Hispanics said it's very important to go to college. In a survey of the general population, 74% said it was an important goal.

Latino students in the class of 2012 had high aspirations, ACT reports.[9] Of those who took the ACT, 36% were aiming at a professional or graduate degree, 42% wanted a bachelor's degree and 6% planned to earn an associate or vocational degree.

But only 13% of Latinos who took the ACT were fully prepared to pass a college writing, algebra or biology class or read a college-level social science book. That compares to 32% of whites and 42% of Asian-Americans. 44% of Latinos were not prepared for college in any subject.

They are dreaming the American dream: You get an education, go to college, get a good job. But many lost their chance in 3rd grade, when they fell behind in reading, or in middle school, when they dropped down to the low-expectations math track.

These young people don't have the reading, writing, math and science competence to study programming, accounting or nursing at San Jose State. They're not prepared to train for a computer networking job at Foothill College.

"Americans need to understand that the good jobs that require only a high school education are gone and will not be coming back,"[10] writes Anthony Carnevale, Director of the Georgetown Center on Education and the Workforce. Postsecondary education – from a vocational certificate to a bachelor's degree – is "the gatekeeper to the middle class," a Georgetown report warns.[11]

Many young people are failing in conventional schools. But there are mission-driven schools that are helping students make the dream a reality – places where that promise of a quality education for all children is being kept alive.

"I feel powerless sometimes," says Aguirrez. "But I keep fighting. It's not just my kids. It's about all the kids."

Methodology

Data Sources: All data were obtained from the California Department of Education's (CDE) website. Relevant research files downloaded for purposes of analyses included the 2011, 2012 and 2013 Standardized Testing and Reporting (STAR) data, 2013 Academic Performance Index (API), 2013 School Enrollment and English Language Learners, 2012 Graduate and Cohort Outcome data, and 2013 Student Poverty – free-or-reduced price meal data. All data files were downloaded from the CDE website and were accurate as of September 19, 2013.

The following outlines the main analyses that were conducted.

1. Academic Performance Index (API)

a. The API data was obtained from the 2013 API research files. Subgroup API (e.g. Latino API and Low-Income API) were also directly obtained from the research files.

b. Exclusion criteria: 1.) Schools or districts with fewer than 11 students contributing towards the subgroup API were excluded. 2) Schools with only one grade level of students (Grade 2 only) contributing towards the API score were also excluded.

c. Grade-level inclusions: K-8 elementary and middle schools were included in our lists of top and lowest-scoring schools. We excluded K-12 schools from lists that ranked schools based on the API given the difference in how it is calculated for high schools in comparison to elementary and middle schools.

2. Algebra 1 7th/8th Grade Participation and Proficiency Rates

a. For the 8th grade cohort graduating in 2013, aggregated participation and proficiency rates for Algebra 1 were derived from the 2012 and 2013 STAR research files.

b. Our participation rate is derived from combining the number of 7th grade students who tested for Algebra 1 in 2012 and the number of 8th grade students who tested for Algebra 1 in 2013 out of the total number of 8th grade students participating in the Math California Standardized Tests (CST) in 2013, including CST General Math, CST Algebra 1 and CST Geometry.

c. Our proficiency rate is derived from combining the number of 7th grade students who tested proficient and above in 2012 and the total number of 8th grade students who tested proficient and above in 2013 out of the total number of 8th grade students participating in CST Math tests (including CST General Math, CST Algebra 1 and CST Geometry) in 2013. The number of proficient students was obtained from the CDE's reported percent of students who scored proficient and above in Algebra 1 multiplied against the total number of students who tested in Algebra 1 in each of the two respective years.

Notes:
• In any use of aggregated data sets, year-to-year student level mobility is an unaccounted for factor that may affect a combined grade-level participation and proficiency rate. Participation/ proficiency rates may be under- or over-reported for schools with a large turnover of students from the 7th to 8th grade in 2012 to 2013. However, this is primarily limited to turnover of students taking Algebra 1 in 7th grade for 2012 or a large number of new 8th grade students who had participated in Algebra 1 at another school.
• In cases where data are suppressed for a small group of students (fewer than 11 students), the "end of course" (EOC) proficiency rate was utilized to derive the number of students who tested proficient for that grade (usually 7th grade), where possible.

3. Four-Year Graduation and UC/CSU Eligibility

a. For the 2012 graduates, two data points are used: the 9th grade cohort graduation rate and the percent of graduates who meet UC/CSU entry requirements by ethnicity.

b. Our four-year graduation and UC/CSU eligibility rate is derived from multiplying the cohort graduation rate by percent of graduates who meet UC/CSU eligibility. This represents the percent of ninth-graders who graduate from high school four years later having completed the A-G course sequence required for UC/CSU eligibility.

Notes:
• Eligibility rates for districts exclude eligibility rates of all charter high schools in the region.

4. Process for identifying top elementary, middle and high schools

a. Three data points are used to identify top performing schools in the region: the API, percent proficient and above in Algebra by the end of 8th grade using results from the CSTs, and the combined 4-year graduation and UC/CSU eligibility for three under-served subgroups: Latinos, ELLs (all languages and Spanish-speaking), and low-income students.

b. Our approach to identifying the top schools in the region consists of:
i. identifying all schools with at least the two-county (Santa Clara and San Mateo counties) regional average percent of students across three under-served subgroups listed above; and
ii. ranking those schools by the API, Algebra proficiency by the end of 8th grade, and the combined 4-year graduation and UC/CSU eligibility (exclusion rules stated above apply).

5. Process for identifying lowest-performing elementary and middle schools

a. Three data points are used to identify the lowest-performing schools in the region: the API and the percent proficient and above in Algebra by the end of 8th grade using results from the CSTs for three under-served subgroups: Latinos, ELLs (all languages and Spanish-speaking), and low-income students.

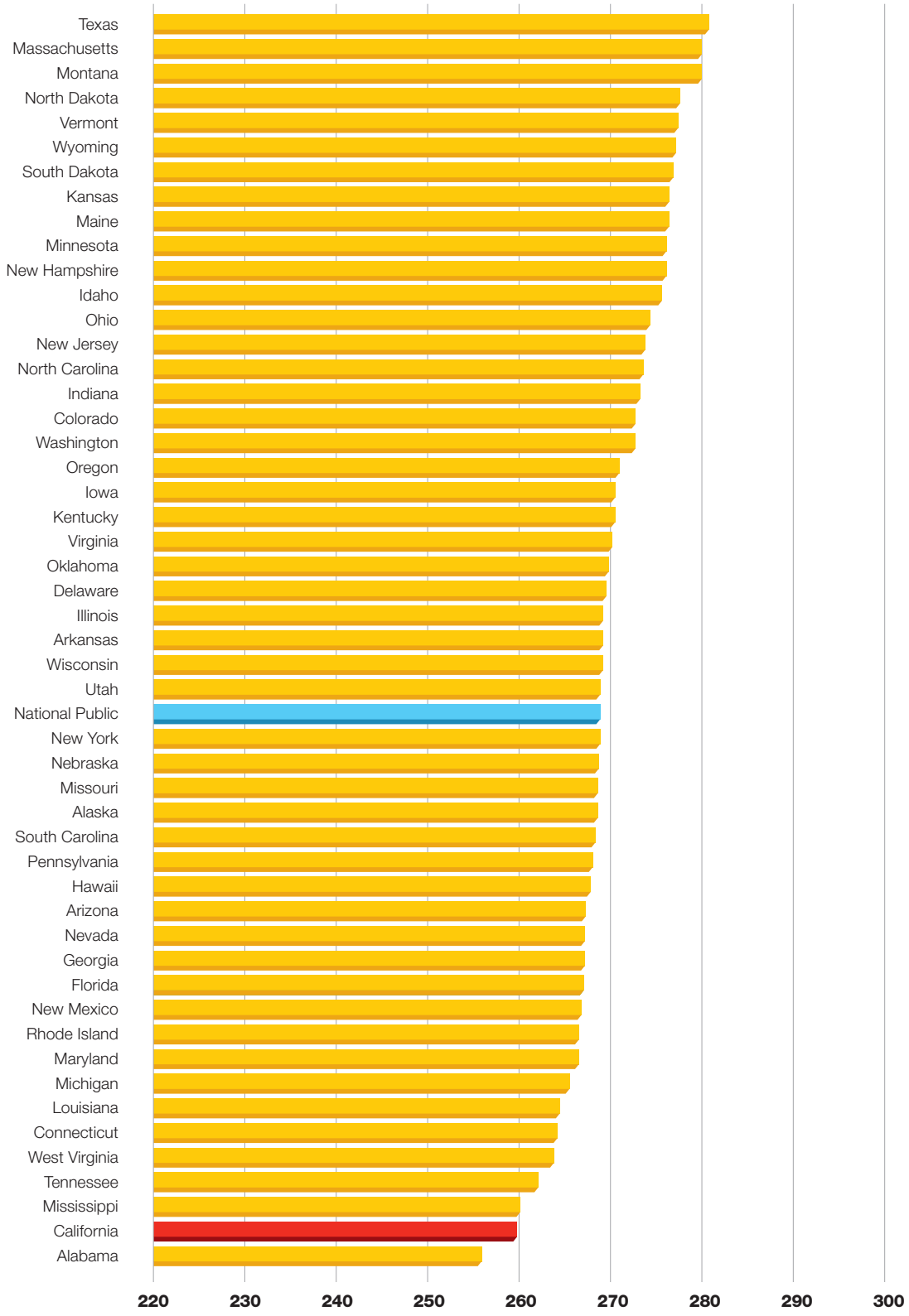
b. Our approach to identifying the lowest-performing schools in the region consists of ranking all schools by either the API or Algebra proficiency by the end of 8th grade across the three under-served subgroups listed above.

For more information on the methodology, see the Supplemental Technical Guide.

Appendix

Figure 10 **National Assessment of Educational Progress (NAEP): State Scores – LOW INCOME STUDENTS**

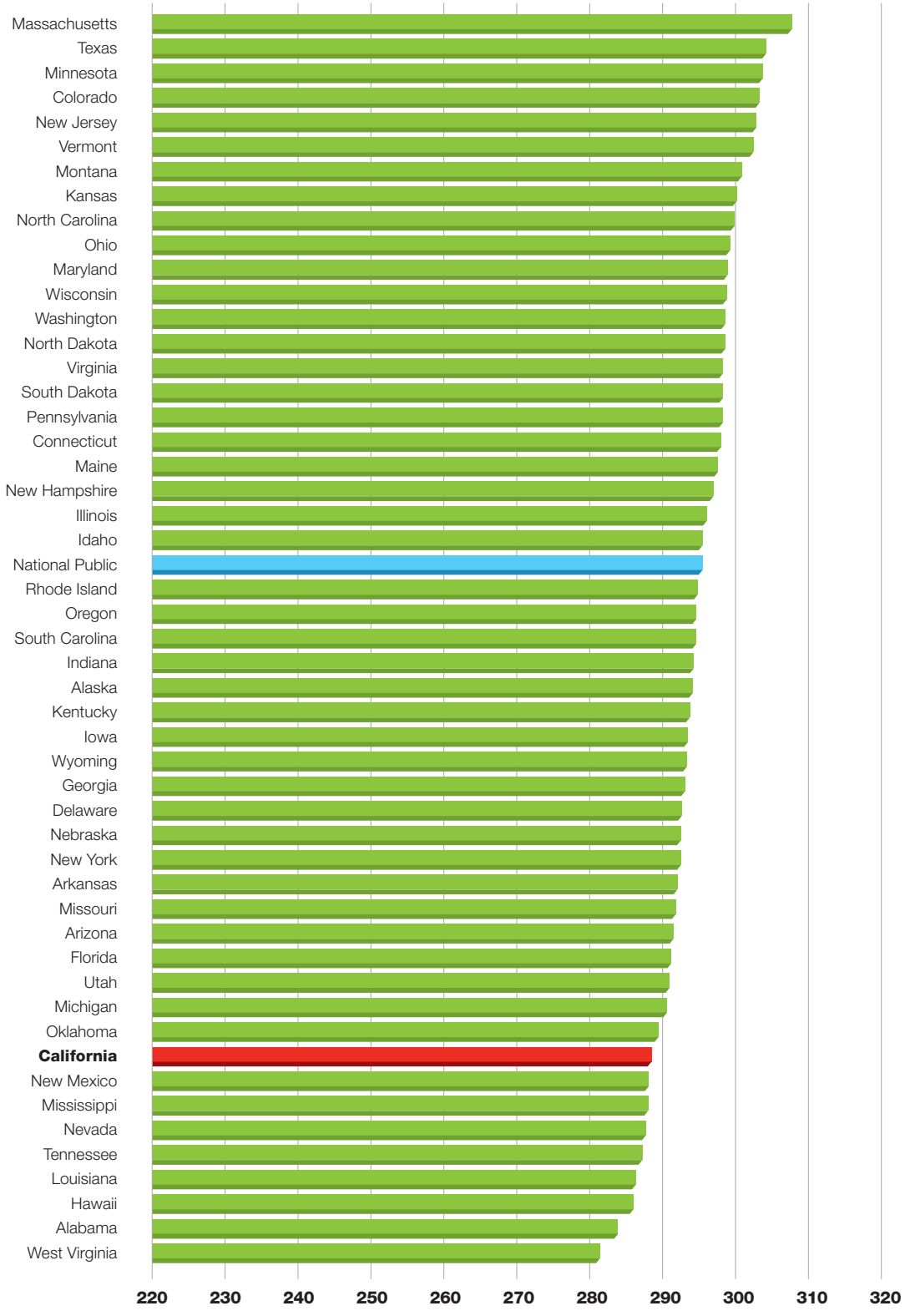
(Grade 8 – NAEP Math 2011)



Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299

Figure 11 **National Assessment of Educational Progress (NAEP): State Scores – HIGHER INCOME STUDENTS**

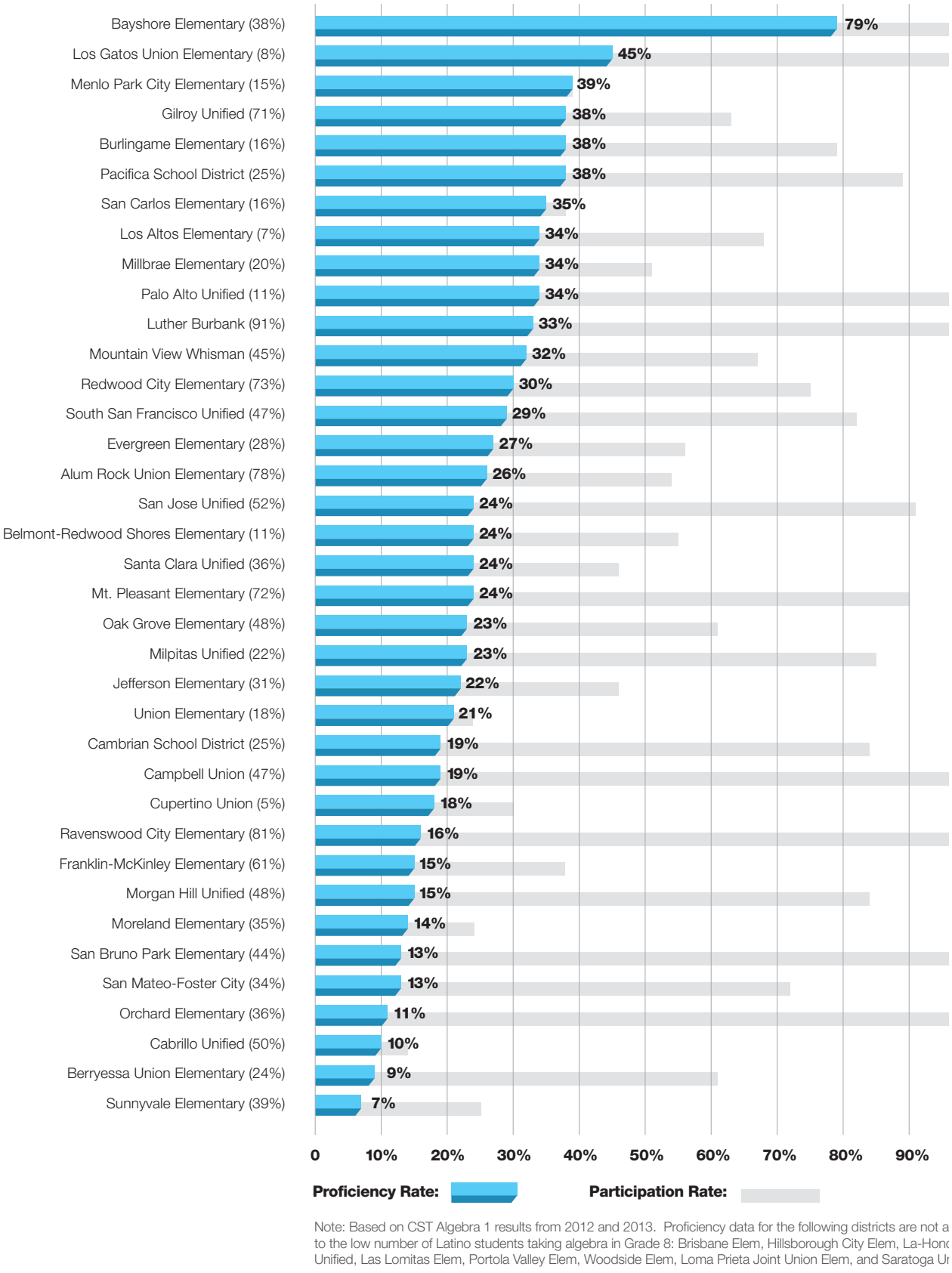
(Grade 8 – NAEP Math 2011)



Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299

Figure 12 **Latino Students Algebra Proficiency by End of 8th Grade**
San Mateo and Santa Clara County School Districts

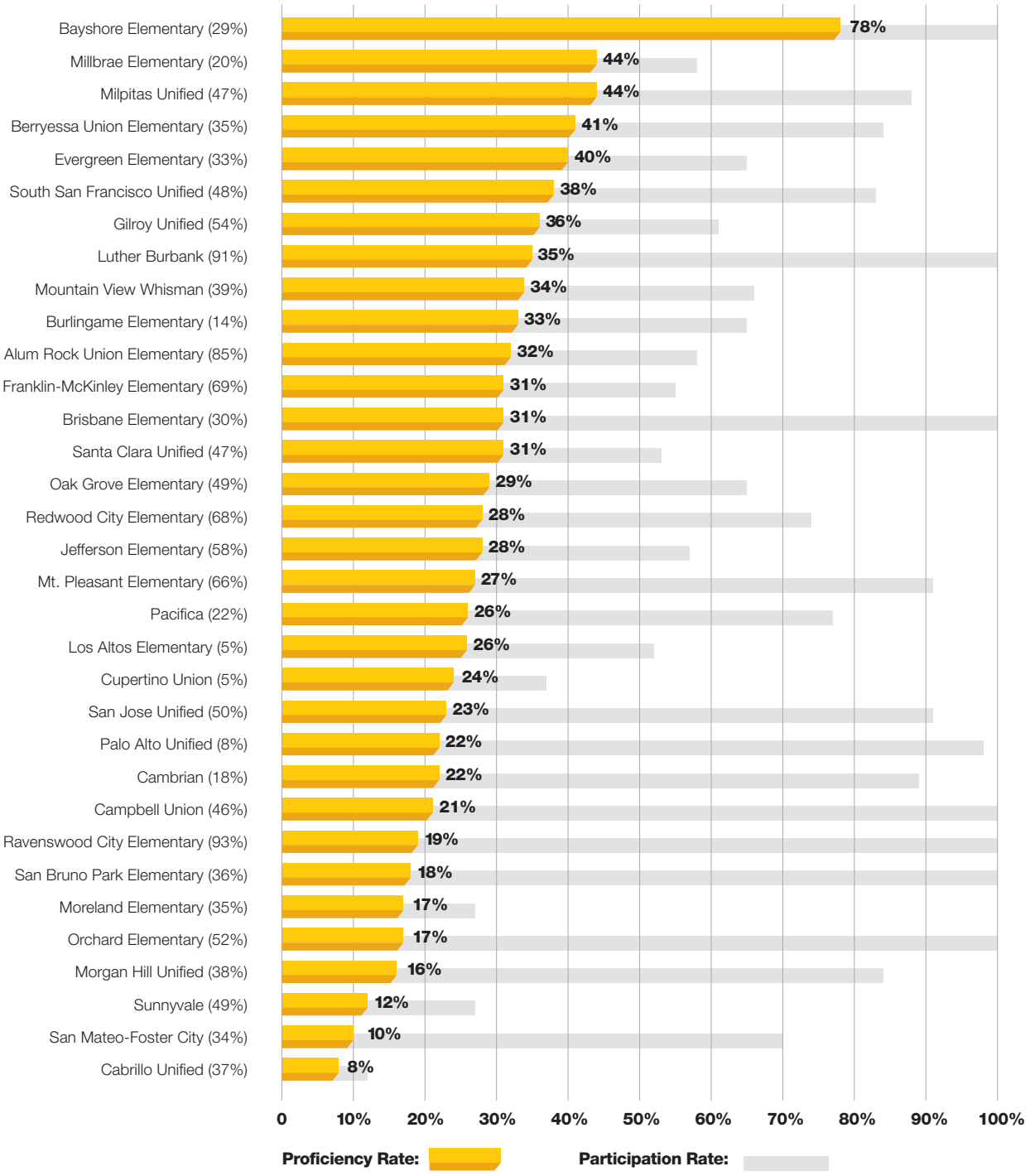
Percentage of students who are Latino is in parentheses next to school name.



Note: Based on CST Algebra 1 results from 2012 and 2013. Proficiency data for the following districts are not a
to the low number of Latino students taking algebra in Grade 8: Brisbane Elem, Hillsborough City Elem, La-Hon
Unified, Las Lomitas Elem, Portola Valley Elem, Woodside Elem, Loma Prieta Joint Union Elem, and Saratoga U

Figure 13 **Low Income Students Algebra Proficiency by End of 8th Grade**
San Mateo and Santa Clara School Districts

Percentage of Low Income students is in parentheses next to district.

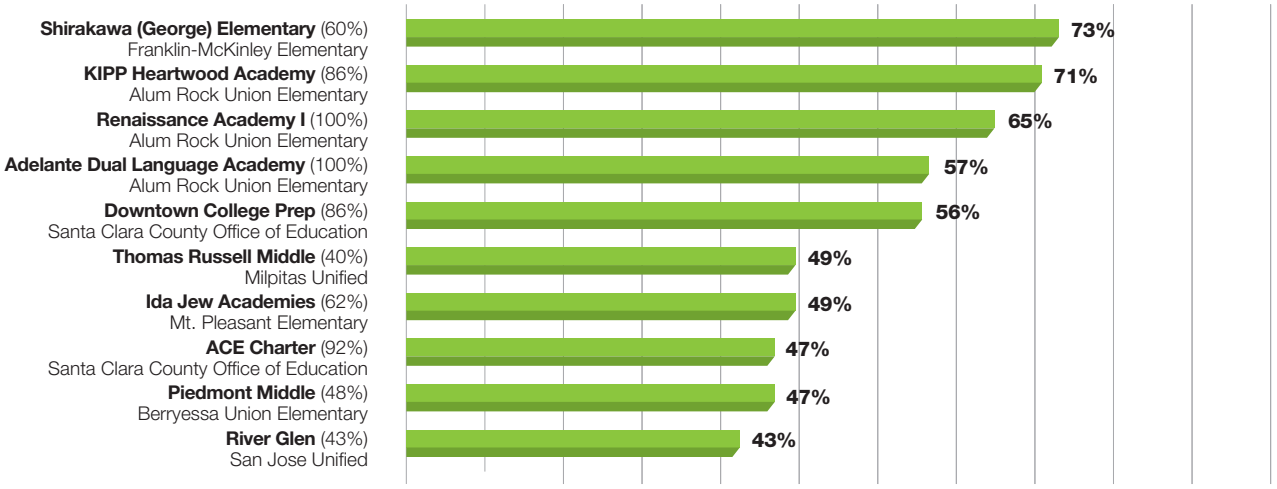


Note: Based on CST Algebra 1 results from 2012 and 2013. Proficiency data for the following districts are not available due to the low number of Low-Income students taking Algebra in Grade 8: Belmont-Redwood Shores Elem, Hillsborough City Elem, La-Honda-Pescadero Unified, Las Lomitas Elem, Menlo Park City Elem,Portola Valley Elem, San Carlos Elem, Woodside Elem, Loma Prieta Joint Union Elem, Los Gatos Union, Saratoga Union, and Union Elem.

Figure 14

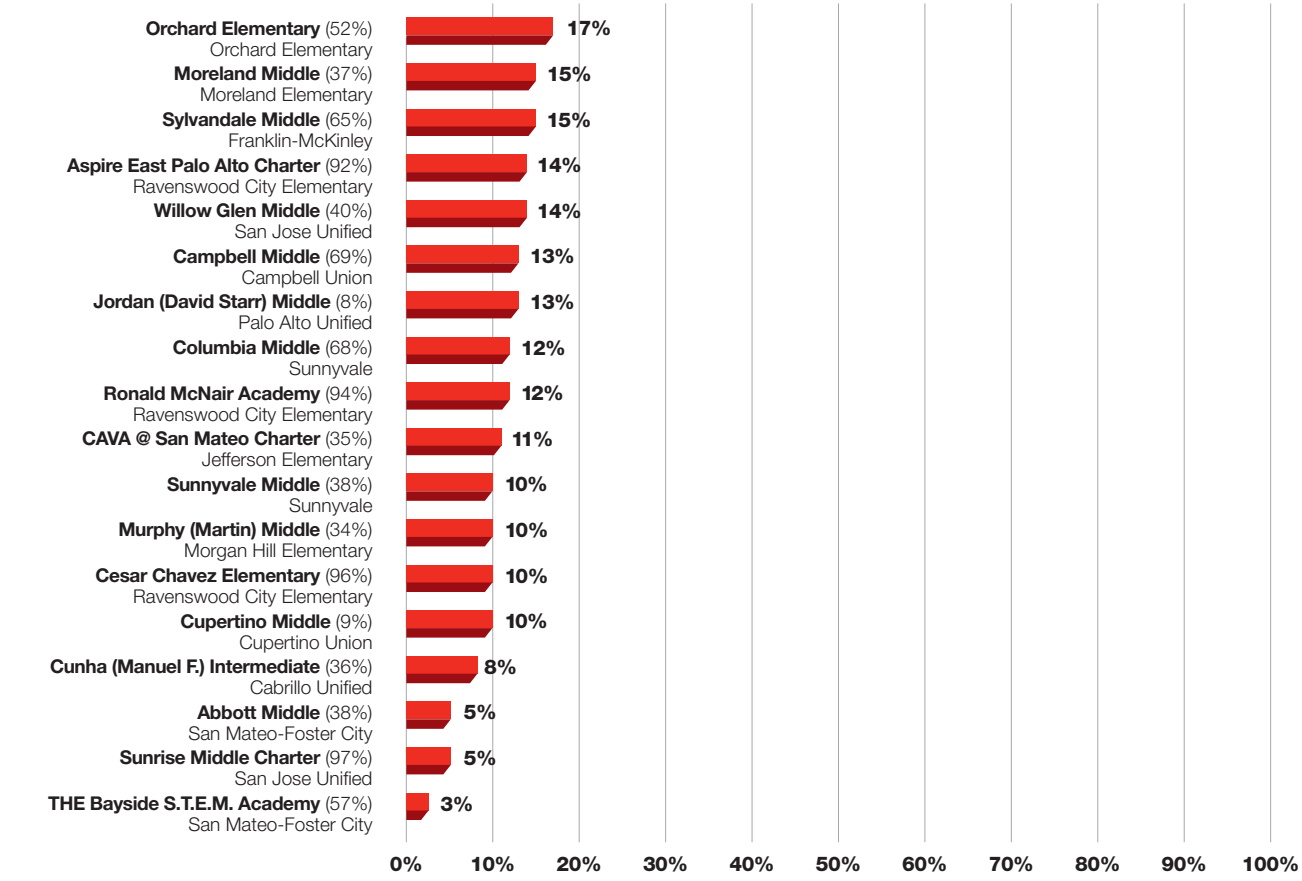
Top 10 Middle Schools for Low Income Students Algebra Proficiency by End of 8th Grade (2012 and 2013 CST)

Among schools with at least region average for percent of Low-Income students (36%)



Lowest Scoring Middle Schools for Low Income Students for Algebra Proficiency (2012 and 2013 CST)

Among all schools in Santa Clara and San Mateo counties

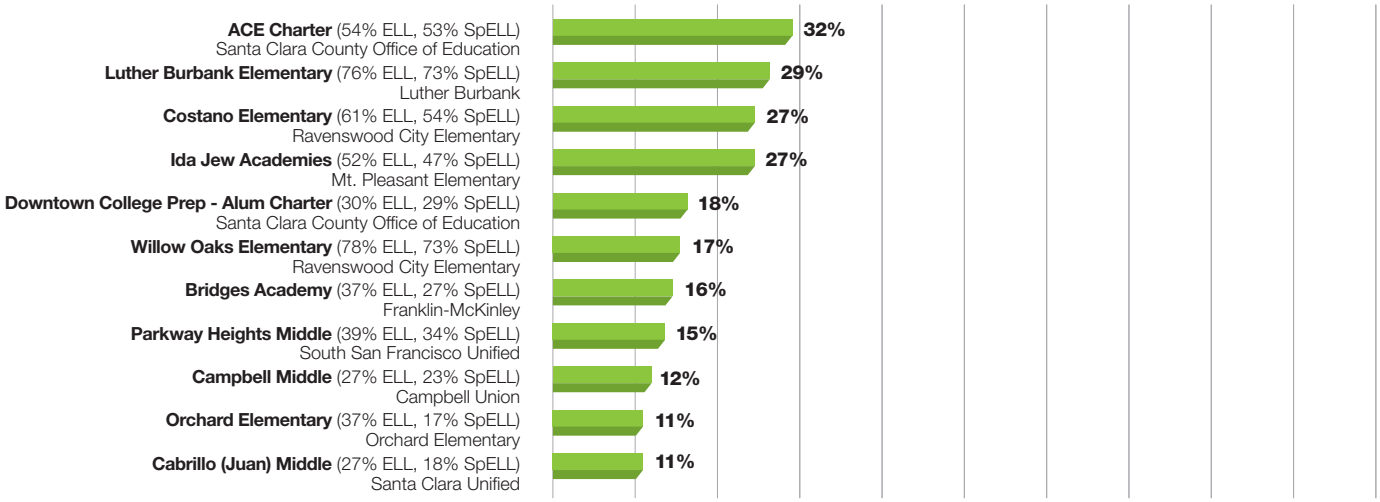


Note: Percentage of students who are Latino is in parentheses next to school name.

Figure 15

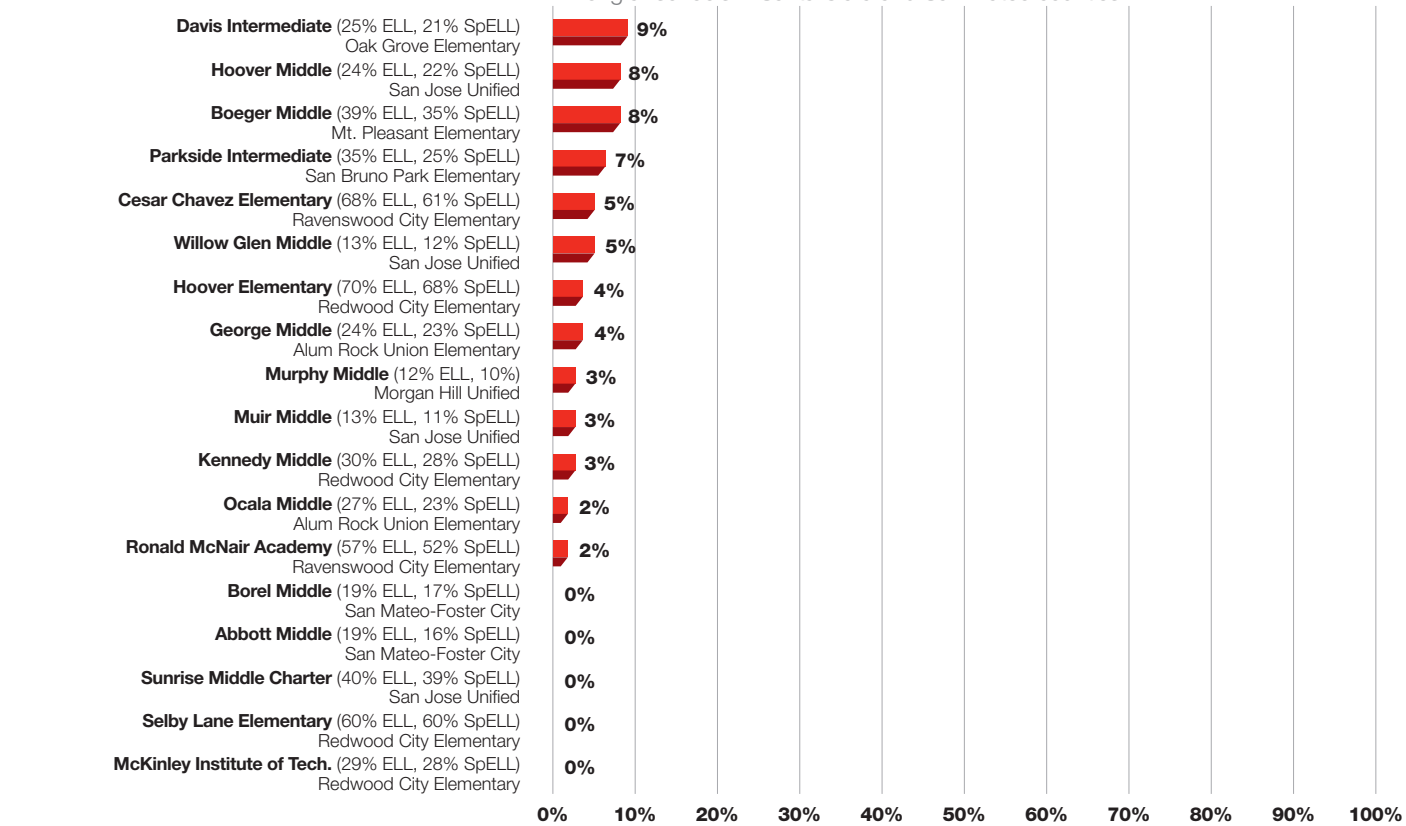
Top Middle Schools for English Language Learners Algebra Proficiency by End of 8th Grade (2012 and 2013 CST)

Among schools with at least region middle school average of English Language Learners (of any home language) of 23%



Lowest Scoring Middle Schools for English Language Learners Algebra Proficiency by End of 8th Grade (2012 and 2013 CST)

Among all schools in Santa Clara and San Mateo counties



Percent of students at the school who are English Language Learners (ELL) followed by percent who are Spanish Speaking English Language Learners (SpELL) are indicated in parentheses next to the school's name.

Figure 16 Who Takes Algebra by 8th grade?

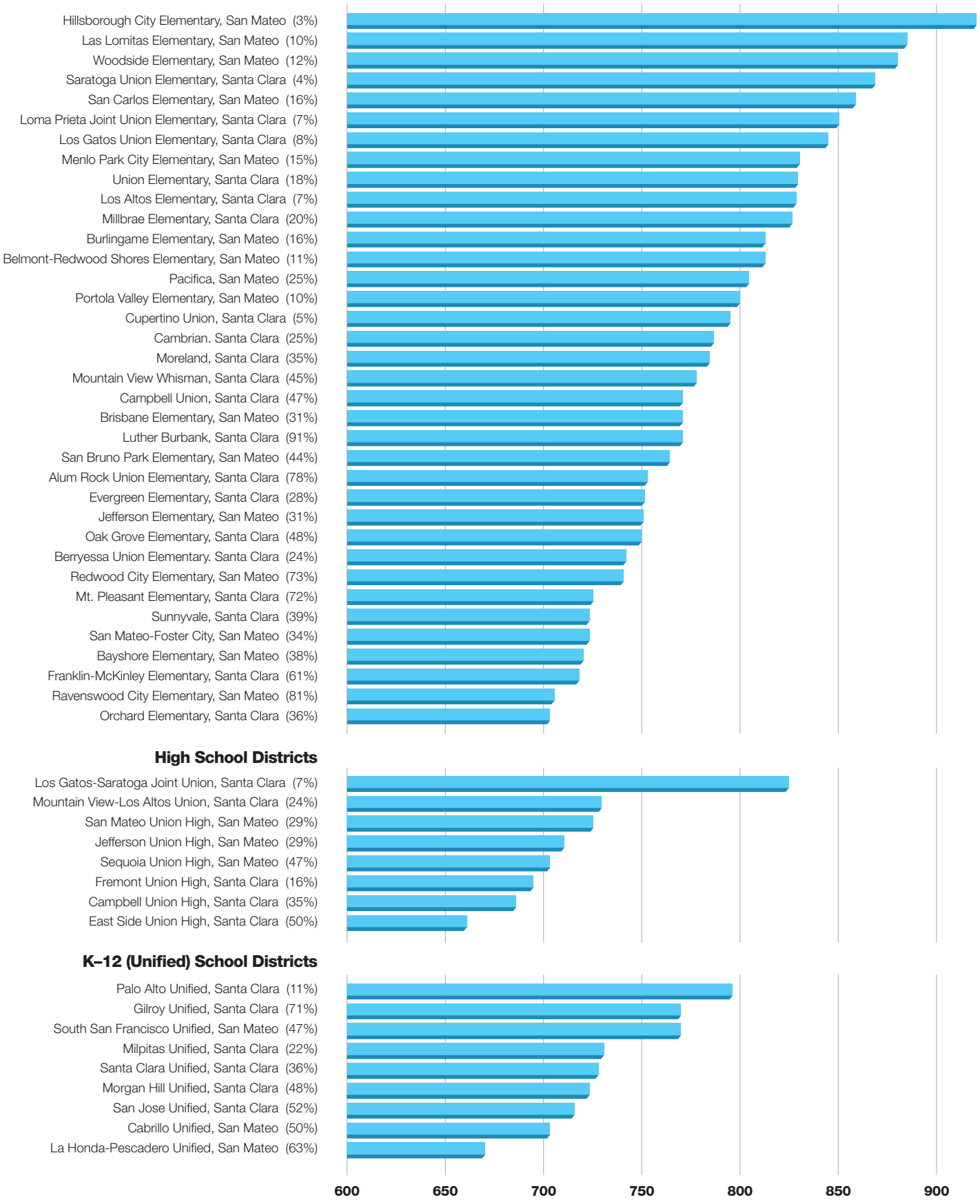
Algebra 1 7th/8th Grade Participation Rates by District (2012/2013)

School District	Latino	African American	Asian	White	Pacific Islander	Filipino
Cabrillo Unified	14%	NA	100%	66%	NA	33%
Union Elementary	24%	18%	82%	53%	0%	55%
Moreland Elementary	24%	62%	90%	75%	33%	44%
Sunnyvale	25%	29%	82%	63%	75%	57%
Cupertino Union	30%	43%	94%	78%	63%	50%
La Honda-Pescadero Unified	30%	NA	100%	50%	100%	NA
San Carlos Elementary	38%	0%	100%	67%	100%	33%
Franklin-McKinley Elementary	38%	32%	81%	70%	50%	86%
Menlo Park City Elem	39%	0%	92%	79%	50%	50%
Santa Clara Unified	46%	57%	86%	68%	64%	69%
Jefferson Elementary	46%	39%	86%	62%	50%	66%
Millbrae Elementary	51%	20%	91%	56%	56%	89%
Alum Rock Union Elem	54%	33%	72%	65%	57%	75%
Belmont-Redwood Shores El	55%	42%	100%*	90%	50%	75%
Evergreen Elementary	56%	49%	94%	84%	75%	82%
Portola Valley Elementary	57%	NA	100%	87%	NA	NA
Oak Grove Elementary	61%	81%	97%	84%	60%	94%
Berryessa Union Elementary	61%	71%	100%*	80%	100%*	100%
Gilroy Unified	63%	56%	92%	79%	100%	93%
Mountain View Whisman	67%	46%	100%	100%*	0%	72%
Los Altos Elementary	68%	100%	97%	95%	100%	100%
San Mateo-Foster City	72%	85%	97%	97%	69%	91%
Redwood City Elementary	75%	61%	80%	79%	69%	85%
Saratoga Union Elementary	78%	NA	93%	79%	NA	50%
Burlingame Elementary	79%	NA	100%*	97%	100%	89%
South San Francisco Unified	82%	58%	99%	86%	86%	94%
Morgan Hill Unified	84%	90%	97%	98%	100%	89%
Cambrian	84%	100%	98%	92%	100%	100%
Milpitas Unified	85%	86%	100%*	96%	100%	95%
Pacifica	89%	83%	95%	95%	100%	90%
Mt. Pleasant Elementary	90%	83%	97%	100%	100%	100%
Las Lomitas Elementary	91%	0%	100%*	96%	100%	50%
San Jose Unified	91%	88%	100%	97%	71%	98%
Palo Alto Unified	97%	96%	95%	99%	100%	89%
Bayshore Elementary	100%	100%	100%	100%	100%	100%
Brisbane Elementary	100%	100%	100%	100%	100%	100%
Campbell Union	100%	100%	100%*	100%*	100%	100%*
Hillsborough City Elem	100%	NA	98%	95%	0%	88%
Loma Prieta Joint Union Elementary	100%	NA	100%	98%	NA	NA
Los Gatos Union Elementary	100%	100%	100%	100%	100%	NA
Luther Burbank	100%	100%	100%	100%	NA	NA
Orchard Elementary	100%	100%	100%	100%	100%	100%
Ravenswood City Elem	100%	100%	100%	100%	100%	100%
San Bruno Park Elementary	100%	100%	100%	100%	100%	100%
Woodside Elementary	100%	100%	100%	100%	NA	NA

*Participation rates at these districts exceed 100% due to changes in student enrollment from 7th to 8th grade.

Figure 17 Latino Students API – San Mateo and Santa Clara School Districts

Percentage of Latino students is in parentheses next to district. (Based on 2013 CST)

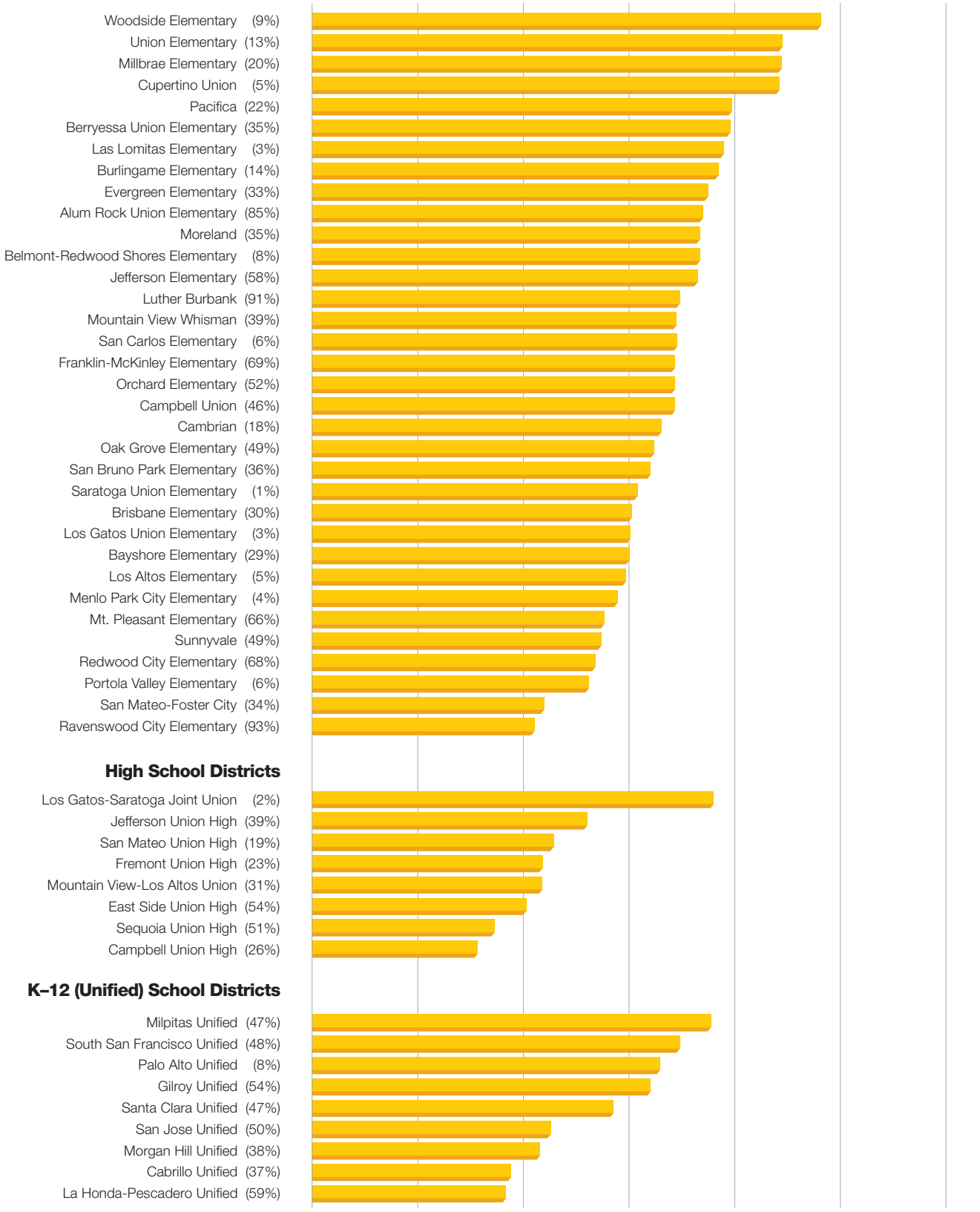


Note: Lakeside Joint District is excluded because there are fewer than 11 Latino students contributing towards the API score.

Figure 18

Low-Income Students API – San Mateo and Santa Clara School Districts

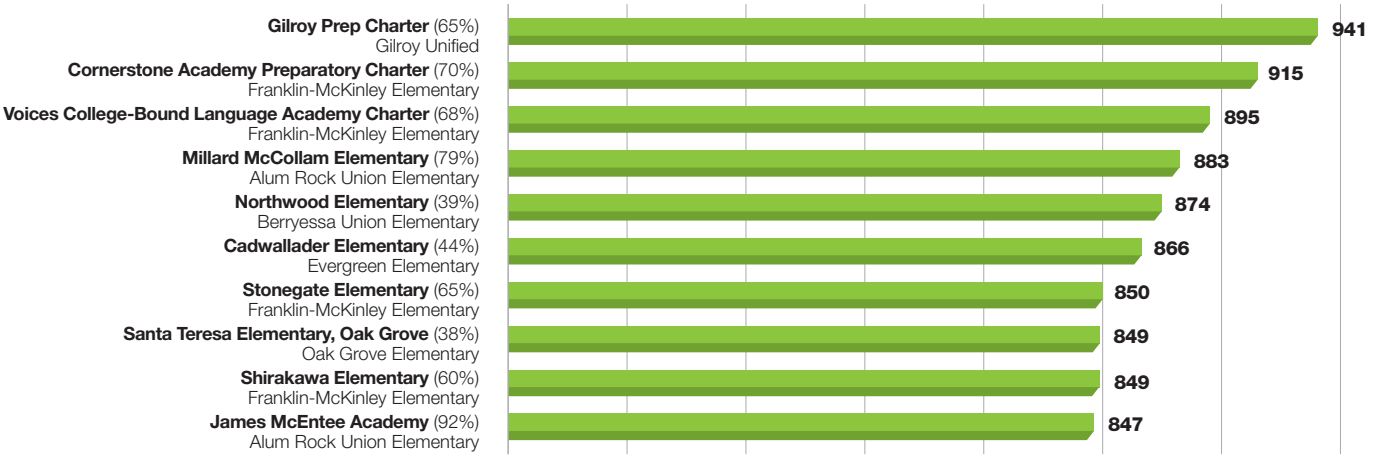
Percentage of Low-Income students is in parentheses next to district. (Based on 2013 CST)



Note: Hillsborough, Lakeside Joint and Loma Prieta Joint Union are excluded because there are fewer than 11 Low-Income students contributing towards the API score.

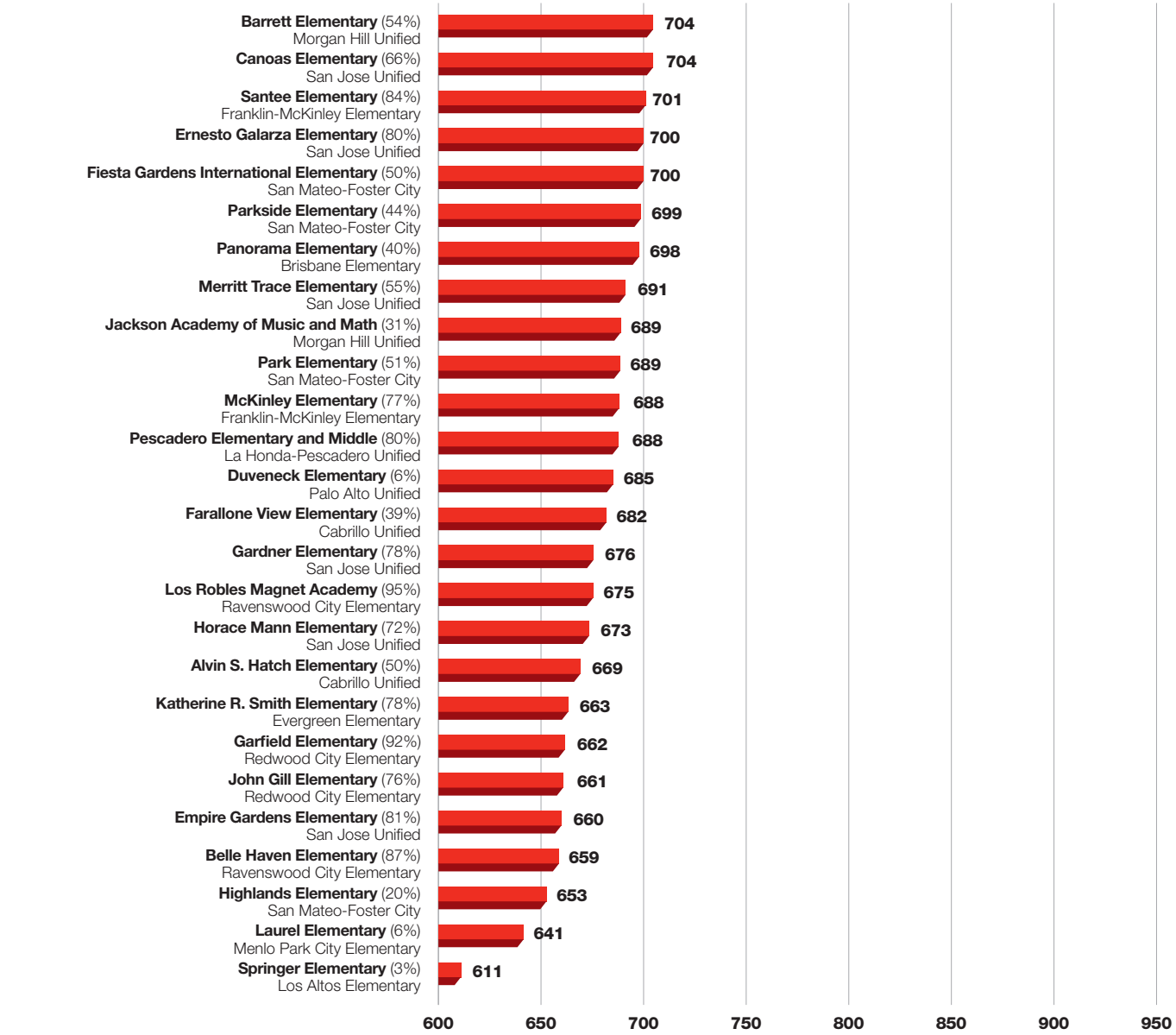
Figure 19 **Top 10 Elementary Schools for Low-Income Students API (2013 CST)**

Among schools with at least region average for percent of low-income students (36%)



Lowest Scoring Elementary Schools for Low-Income Students API

Among all schools in Santa Clara and San Mateo counties (2013 CST)



Note: Percentage of Low Income students is in parentheses next to school.

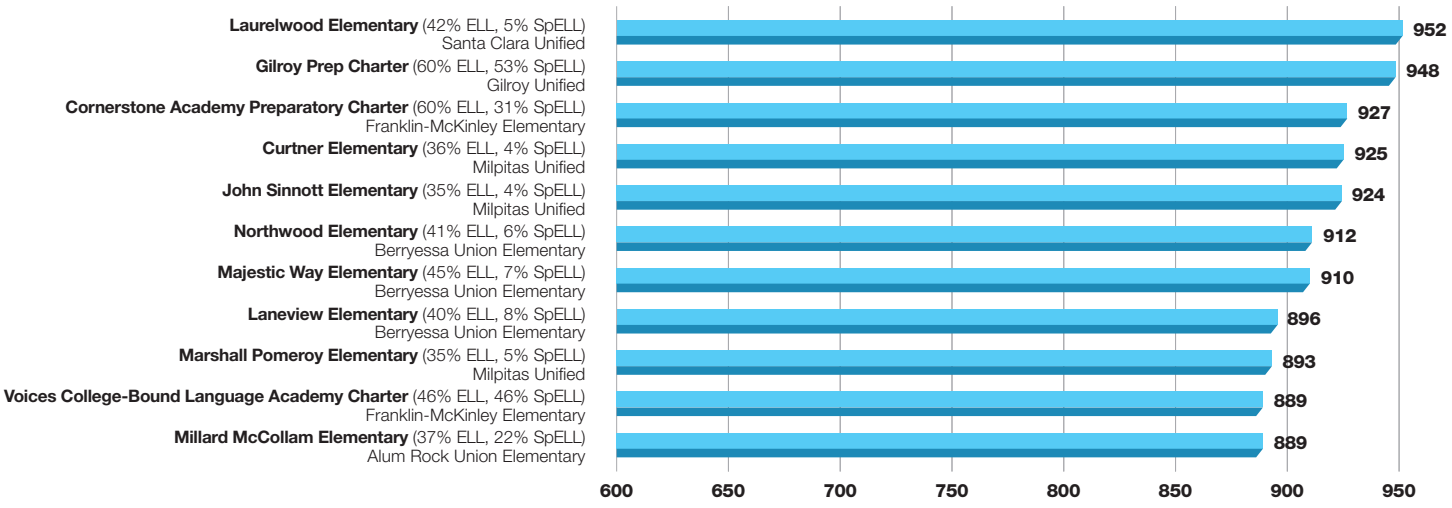
Figure 20 **2013 API for English Language Learners and Low-Income Students "High-Need" Elementary Schools in Silicon Valley**

(Among schools that are 50 percent or more Spanish-Speaking English Language Learners and 50 percent or more Low-Income)

SCHOOL	DISTRICT	English Learner API	Low Income API
Gilroy Prep Charter	Gilroy Unified	948	941
Rocketship Mateo Sheedy Elementary Charter	Santa Clara County Office of Education	837	843
Rocketship Mosaic Elementary Charter	Franklin-McKinley Elementary	835	832
Rocketship Si Se Puede Academy Charter	Santa Clara County Office of Education	827	832
Cesar Chavez Elementary	Alum Rock Union Elementary	825	823
Rosemary Elementary	Campbell Union	820	828
Learning in Urban Community w/High Achievement	Alum Rock Union Elementary	817	820
Thomas P. Ryan Elementary	Alum Rock Union Elementary	810	811
Spruce Elementary	South San Francisco Unified	806	799
Martin Elementary	South San Francisco Unified	802	805
O. S. Hubbard Elementary	Alum Rock Union Elementary	801	807
Rocketship Alma Academy Charter	Santa Clara County Office of Education	797	795
Leroy Anderson Elementary	Moreland	796	803
Anne Darling Elementary	San Jose Unified	795	805
Almaden Elementary	San Jose Unified	792	802
Rocketship Los Suenos Academy Charter	Santa Clara County Office of Education	788	778
Clyde Arbuckle Elementary	Alum Rock Union Elementary	784	797
Luther Burbank Elementary	Luther Burbank	782	773
Anthony P. Russo Academy	Alum Rock Union Elementary	778	791
Sherman Oaks Elementary	Campbell Union	777	793
Washington Elementary	San Jose Unified	776	797
Rocketship Discovery Prep Charter	Santa Clara County Office of Education	775	773
Mariano Castro Elementary	Mountain View Whisman	775	767
A. J. Dorsa Elementary	Alum Rock Union Elementary	775	781
Edison-Brentwood Elementary	Ravenswood City Elementary	773	780
Stipe (Samuel) Elementary	Oak Grove Elementary	773	764
Belle Air Elementary	San Bruno Park Elementary	763	784
Bishop Elementary	Sunnyvale	761	752
Lowell Elementary	San Jose Unified	758	779
Mildred Goss Elementary	Alum Rock Union Elementary	757	773
Costano Elementary	Ravenswood City Elementary	753	763
Eliot Elementary	Gilroy Unified	747	748
Taft Elementary	Redwood City Elementary	744	750
Robert Sanders Elementary	Mt. Pleasant Elementary	743	745
Scott Lane Elementary	Santa Clara Unified	741	738
Mt. Pleasant Elementary	Mt. Pleasant Elementary	734	721
Fair Oaks Elementary	Redwood City Elementary	733	741
Willow Oaks Elementary	Ravenswood City Elementary	729	739
Hawes Elementary	Redwood City Elementary	719	728
Hoover Elementary	Redwood City Elementary	717	737
Green Oaks Academy	Ravenswood City Elementary	715	712
Selma Olinder Elementary	San Jose Unified	714	734
P. A. Walsh Elementary	Morgan Hill Unified	713	723
Daniel Lairon Elementary	Franklin-McKinley Elementary	710	715
Edenvale Elementary	Oak Grove Elementary	709	721
Selby Lane Elementary	Redwood City Elementary	707	727
Grant Elementary	San Jose Unified	698	712
Santee Elementary	Franklin-McKinley Elementary	685	701
McKinley Elementary	Franklin-McKinley Elementary	680	688
Los Robles Magnet Academy	Ravenswood City Elementary	665	675
Gardner Elementary	San Jose Unified	665	676
John Gill Elementary	Redwood City Elementary	657	661
Pescadero Elementary and Middle	La Honda-Pescadero Unified	656	688
Garfield Elementary	Redwood City Elementary	642	662
Belle Haven Elementary	Ravenswood City Elementary	639	659
Empire Gardens Elementary	San Jose Unified	638	660

Figure 21 **Top Elementary Schools for English Language Learner Students API 2013 Santa Clara and San Mateo counties**

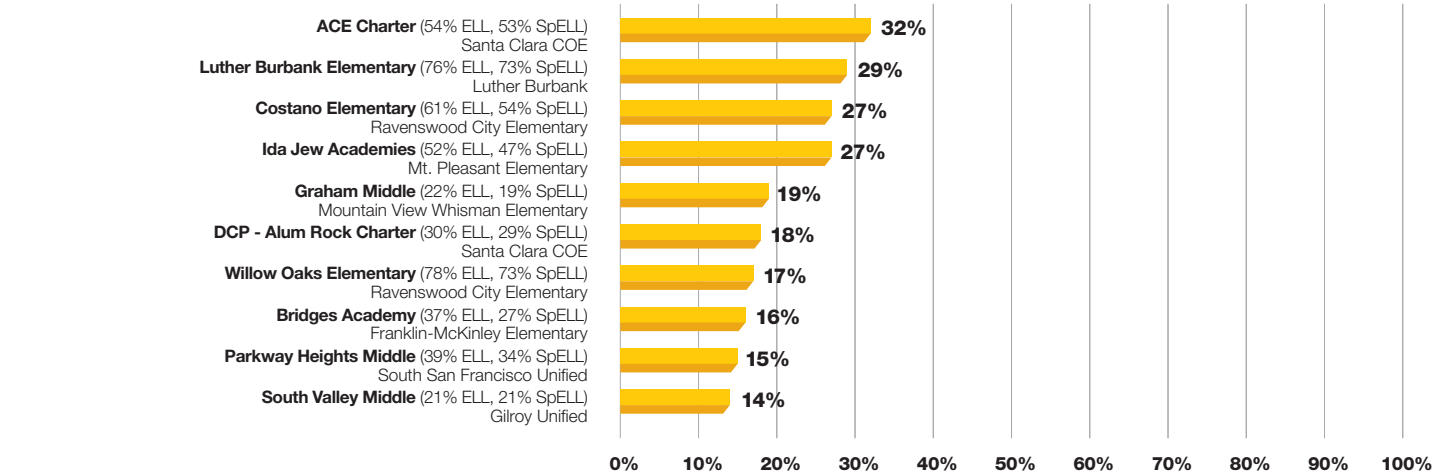
Among schools with at least region elementary school average of English Language Learners (of any home language) of 34%



Percent of students at the school who are English Language Learners (ELL) followed by percent who are Spanish Speaking English Language Learners (SpELL) are indicated in parentheses next to the school's name.

Figure 22 **Top 10 Middle Schools for English Language Learners Algebra Proficiency by End of 8th Grade (2012 and 2013 CST)**

Among schools with at least region middle school average of Spanish Speaking English Language Learners (18%)



Percent of students at the school who are English Language Learners (ELL) followed by percent who are Spanish Speaking English Language Learners (SpELL) are indicated in parentheses next to the school's name.

Endnotes

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