



Equity By Design

Developing Equitable K12 Career Technical Education Pathways

K12 SWP Round 7 Technical Assistance

August 27th, September 3rd, September 10th,
September 17th, September 14th & October 1st

3:30 PM - 5:00 PM

Agenda

1. Outcomes for today
2. Background K12 Strong Workforce Program
3. Defining Equity in the K12, CTE & regional context
4. Barriers to CTE
5. Equity-focused strategies
6. Applying equity planning to your application



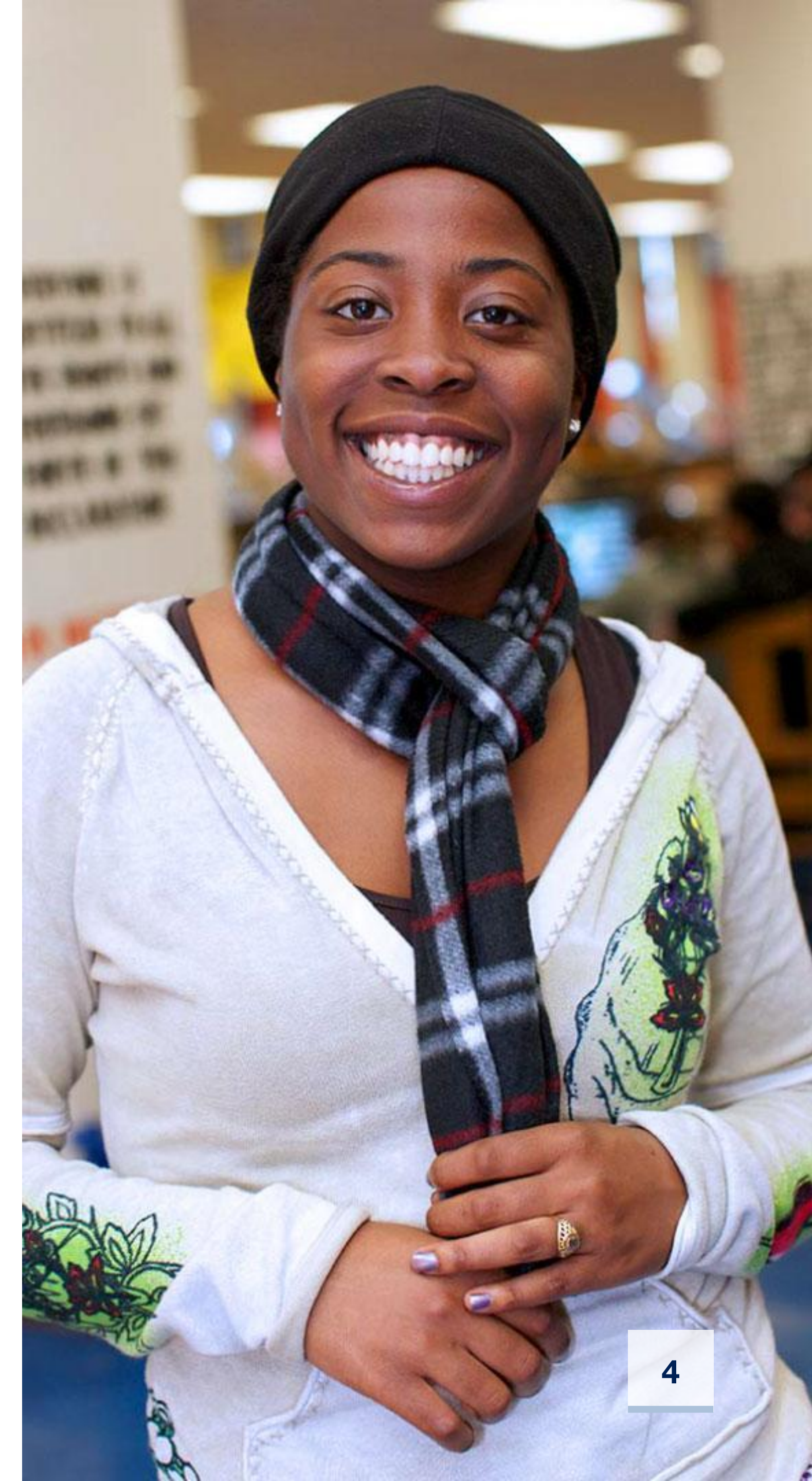


Today's Outcomes

- Review and discuss the barriers to Career Technical Education (CTE) for disproportionately-impacted students
- Explore evidence-based, high-impact practices that reduce barriers for disproportionately impacted students
- Develop a change statement and action plan that incorporates the session's content into K12 pathways and K12 SWP Round 7 proposals

What are the key characteristics of an equitable CTE pathway?

Share one innovative idea or strategy you've implemented or seen to promote inclusivity in CTE



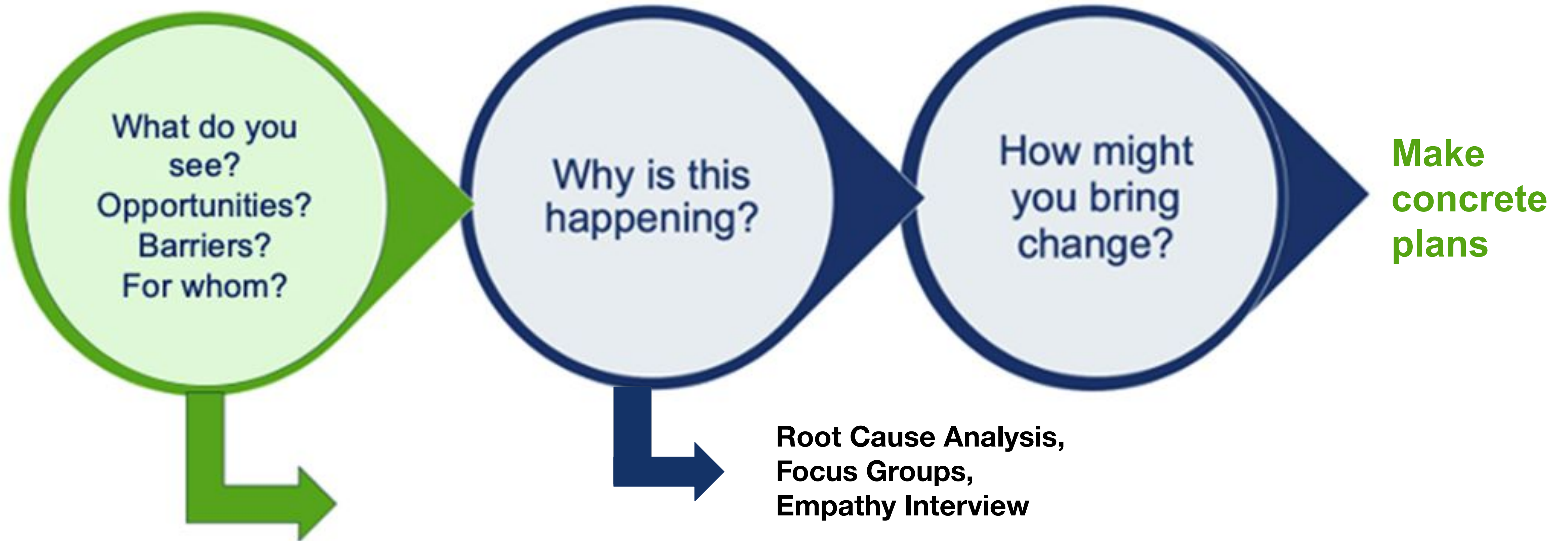
How today's session supports the K12 Strong Workforce Program Round 7 Application

Throughout the K12 Strong Workforce Program Round 7 application, lead agencies are asked to respond to these specific equity-related areas within:

- **Problem Statement**
- **Project Objectives**
- **Positive Considerations**
- **Workplan**

Data Informed Practice

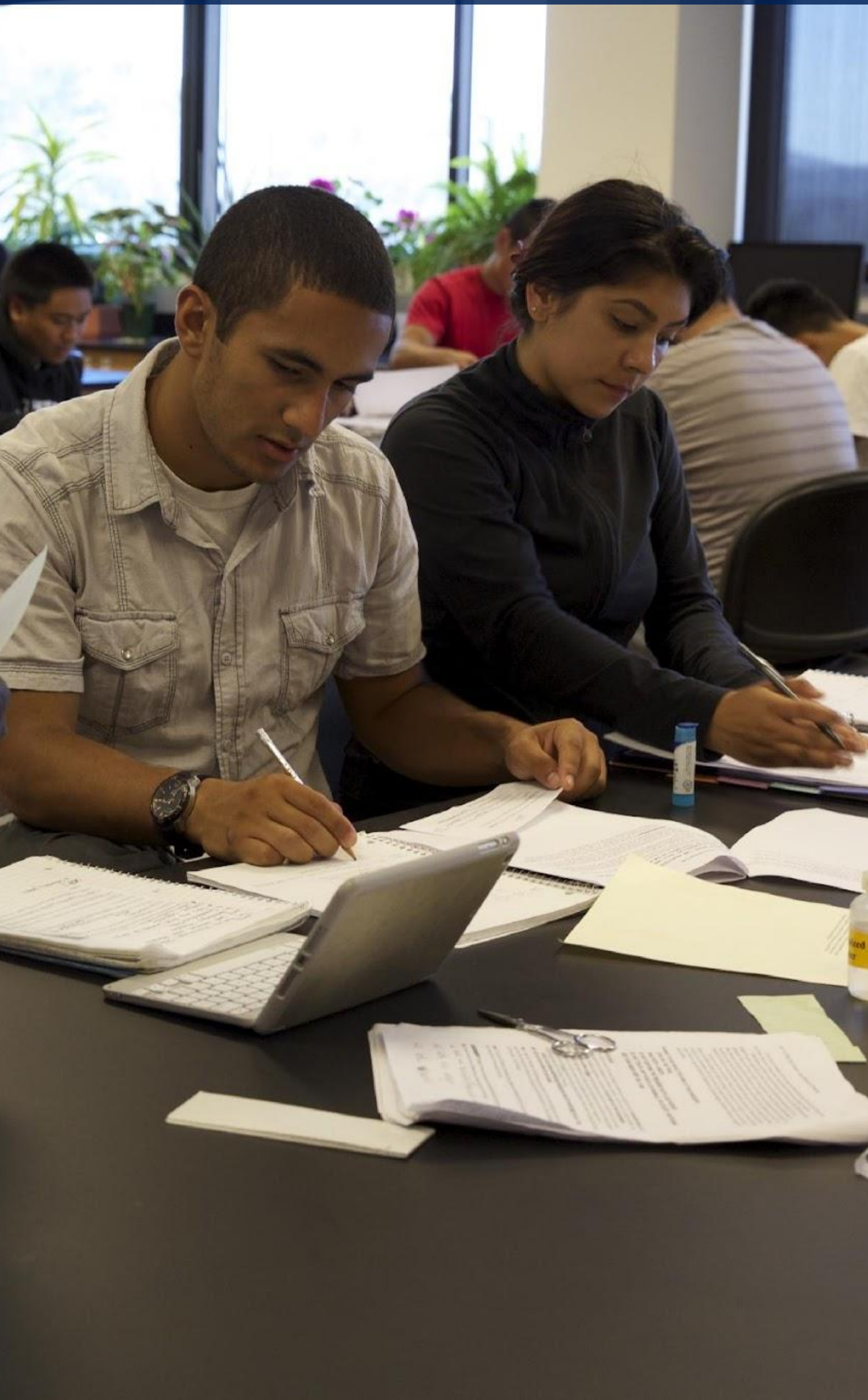
Guiding Questions to Support Planning



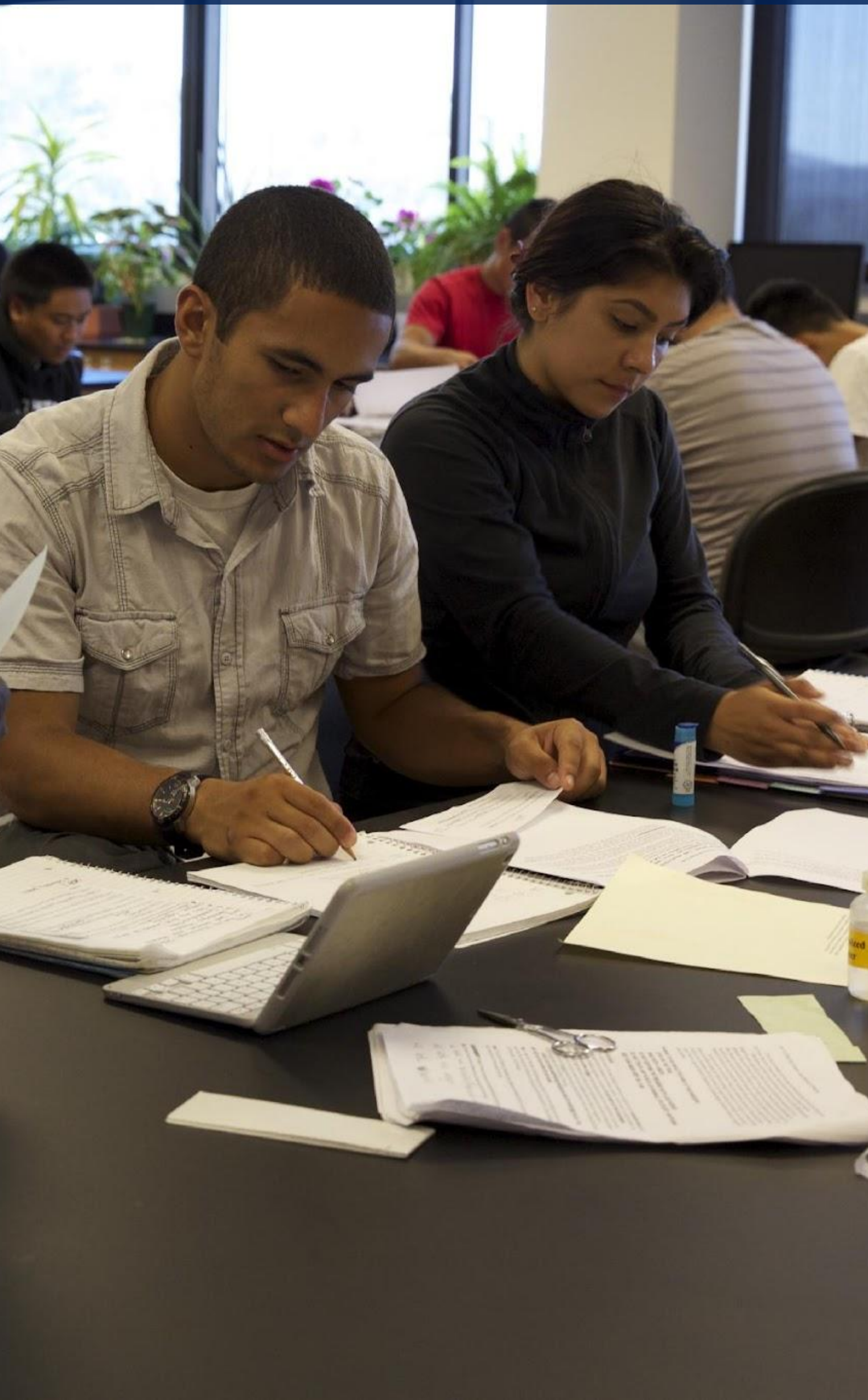
What does equity mean?



What does equity mean in the context of career technical education pathways?



What is Educational Equity?



What is Educational Equity?
Every student receives what they need to develop to their full academic & social potential.

Source: National Equity Project

Working towards equity in school involves:

- Ensuring equally high outcomes for all students in educational system; removing the predictability of success or failures that currently correlates with any social or cultural factor;
- Interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children;
- Discovering and cultivating the unique gifts, talents and interests that every human possesses.

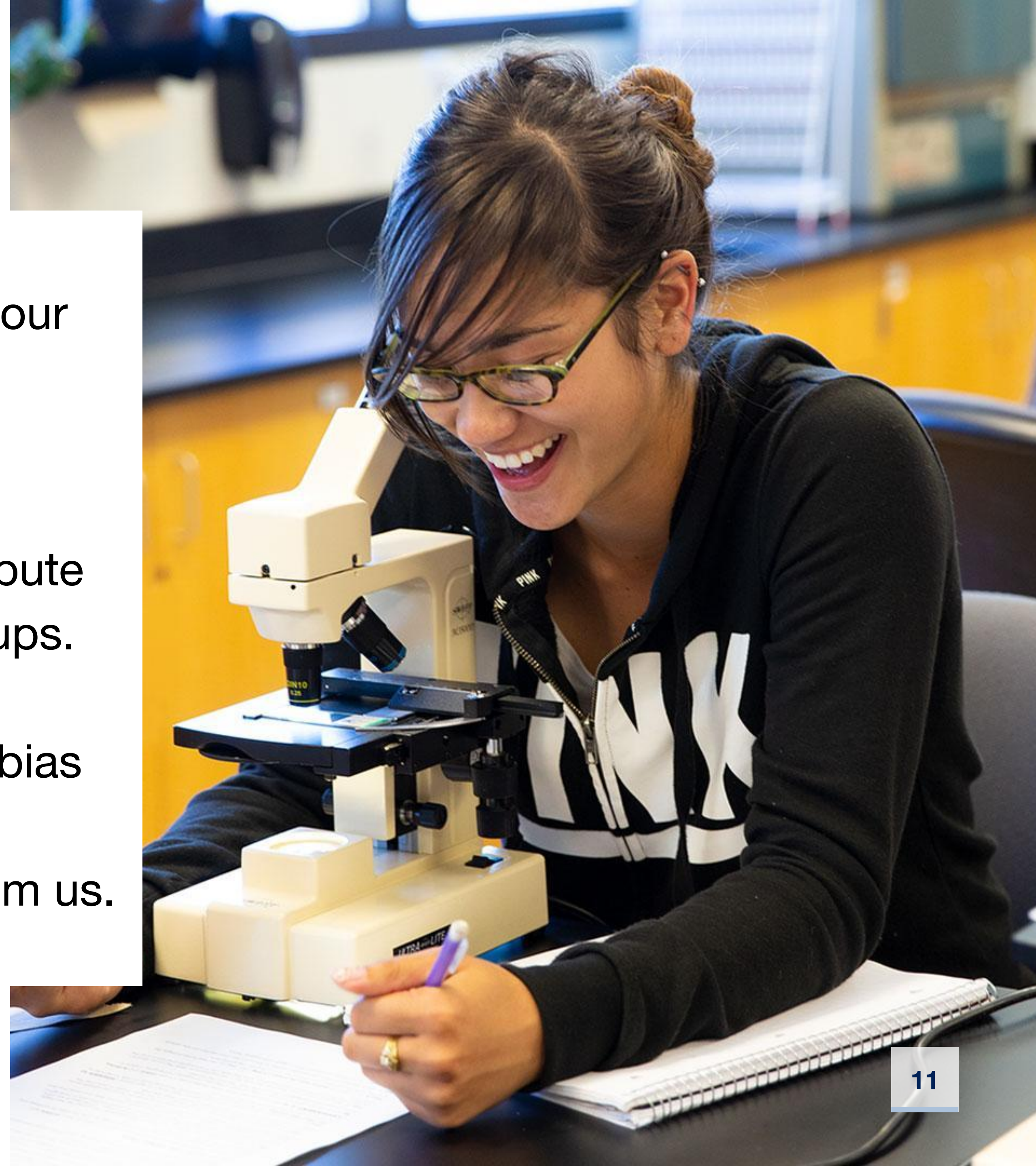


Our Growth Mindset

As we reflect, let's remind ourselves to frame our thoughts and inquiry around the systems and programs that exist to serve students.

It is important to remind ourselves not to attribute data to the intrinsic qualities of people or groups.

Remember we are likely to reinforce our own bias when considering barriers or strategies for students who have a different background from us.



What is 'Disproportionately Impacted' mean?

When one subgroup of students attains an outcome such as degree completion at a rate that is substantially lower than the benchmark rate.

Source: CCCCO

Barriers for Students to Access, Retain & Complete K12 CTE Pathways

What gets in the way?

(Mis) Perceptions of Career Technical Education

- ✓ CTE is for “low income students not bound for college” and not “an opportunity for many kinds of students to explore pathways to successful career opportunities.”
- ✓ Girls, low income students, students with disabilities and students of color do not belong in CTE programs that lead to high wage, high demands jobs
- ✓ Success is defined after high school only as directly enrolling in and graduating from a high quality four year college/university
- ✓ “IT is for white males”

“High quality CTE programs are more likely to prevail in areas with more concentrated wealth, where communities can afford to equip classrooms with state-of-the-art equipment and attract experienced teachers and competitive salaries”

- Estes & McCain, 2019

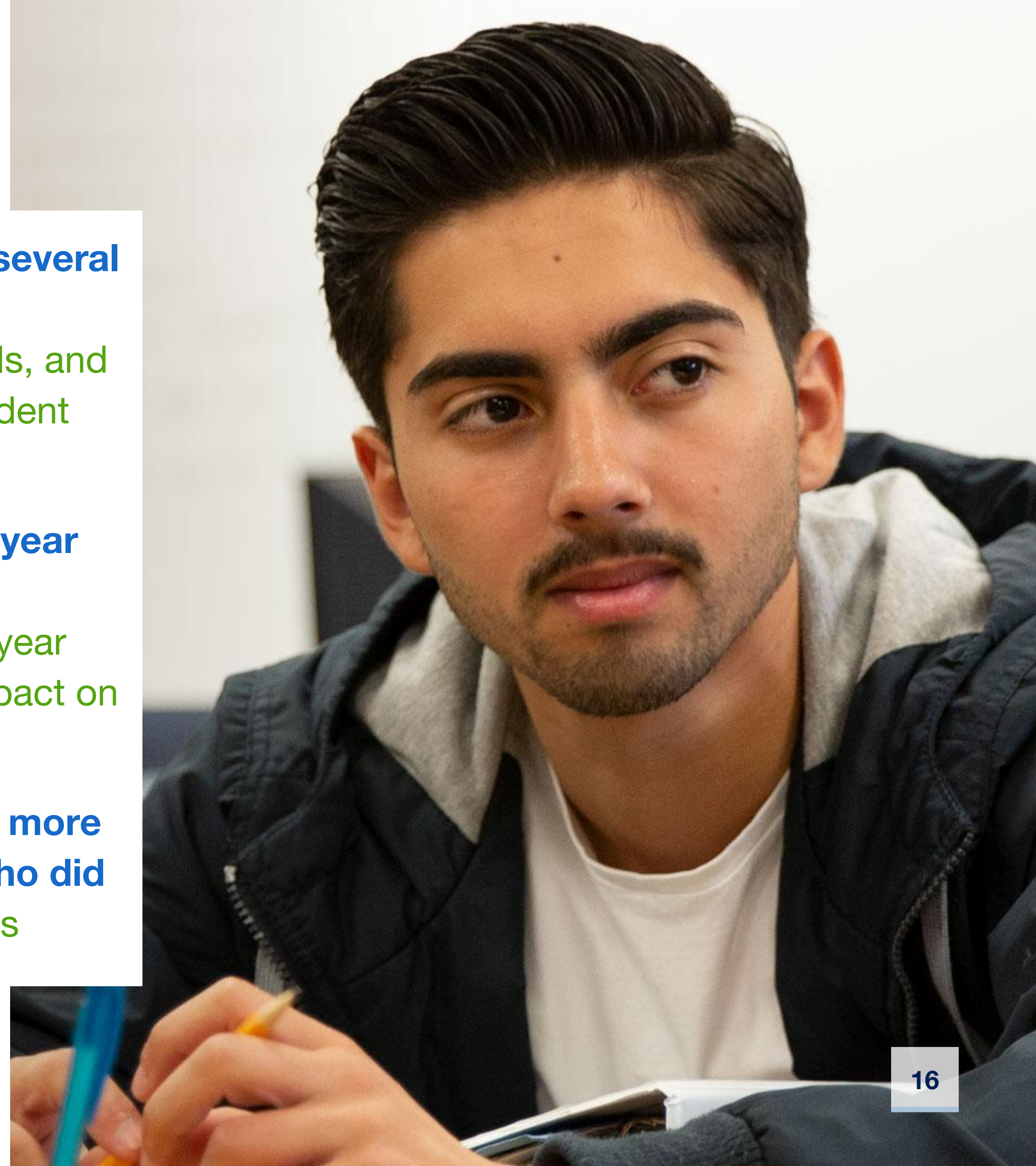
Positive Effects of Career Technical Education

CTE has statistically significant positive impacts on several high school outcomes, such as students' academic achievement, high school completion, employability skills, and college readiness. There is no discernible impact on student discipline or attendance.

Students who take CTE are more likely to enroll in 2-year colleges compared to those who do not take CTE.

However, no differences were found for enrollment in 4-year colleges and progressing in college. There is also no impact on the likelihood of completing a college degree.

Those who take CTE courses in high school are also more likely to be employed after high school than those who did not. However, CTE course-takers had similar earnings as those who did not take CTE.



Barrier Types

- 1. Structural**
 - 2. Programmatic**
 - 3. Policy**
 - 4. Cultural & Social**
 - 5. Economic**
 - 6. Academic**
 - 7. Personal & Family**
-

Structural Barriers to CTE

Inequitable Access to Resources

Differences in funding, access to technology, quality of facilities, and availability of academic support between schools in different geographic or socioeconomic areas can create an uneven playing field.

Transportation and Location Issues

Students who live far from school or have unreliable transportation options may struggle to regularly attend, especially for specialized CTE programs that may not be offered locally.



Programmatic Barriers to CTE

Lack of Flexible Scheduling

Many CTE programs may not offer flexible scheduling, which can be a barrier for students who have other responsibilities, such as part-time jobs or caregiving duties.

Insufficient Support Services

Programs that do not offer adequate academic advising, tutoring, or counseling may fail to address the specific needs of students who require extra support to succeed.

Accessibility

Applications with questions about family, disabilities, citizenship, and/or prerequisites (GPA, past performance, disciplinary records, standardized test, essays, teacher or counselor recommendations); outreach not broad or inclusive enough to diversify pathway student pops



Policy Barriers to CTE

Rigid Graduation Requirements

State or district policies that impose rigid graduation requirements or limit the number of elective credits can make it difficult for students to participate in CTE programs.

Inadequate Funding

Policies that limit funding for CTE programs can result in outdated equipment, limited course offerings, or the inability to hire skilled instructors, reducing the effectiveness and appeal of the program.



Cultural & Social Barriers to CTE

Stereotyping and Bias

Students from underrepresented groups (e.g., based on race, gender, or socioeconomic status) may face implicit or explicit biases that discourage them from pursuing certain career pathways, such as STEM fields.

Lack of Role Models

Students may not see people who look like them in the fields they are interested in, or be provided advice based on adult's own beliefs/bias, which can hinder their motivation to pursue those careers.

Language

Recruitment materials, safety tests, notifications, WBL permission are only able in English

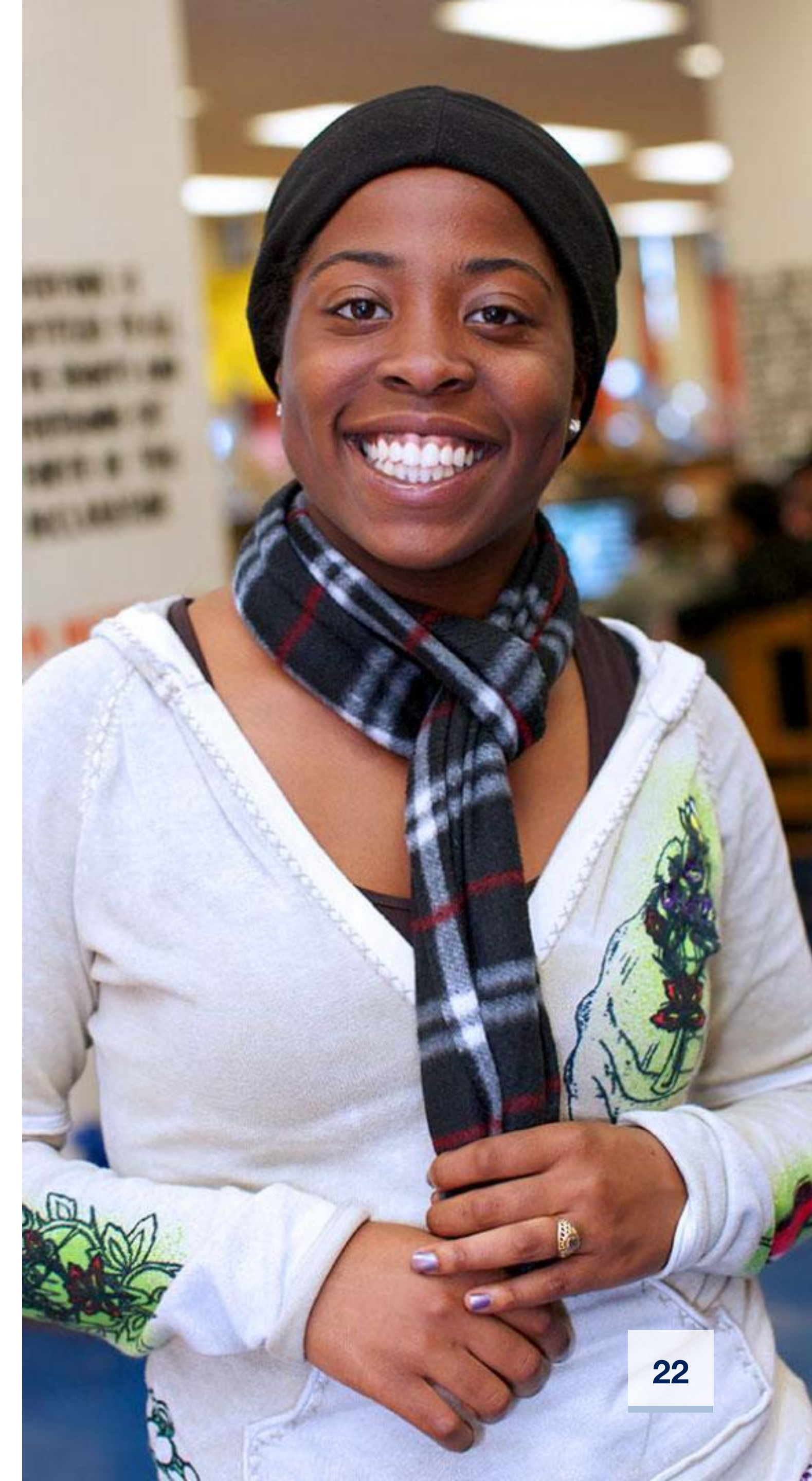
Economic Barriers to CTE

Financial Constraints

Students from low-income families may struggle to afford program-related expenses such as textbooks, materials, or transportation. This can lead to dropout or non-completion.

Work Responsibilities

Some students may need to work part-time or full-time jobs to support their families, which can conflict with their ability to attend classes or focus on their studies.



“Many underfunded schools and communities are unable to provide students with mentoring or training in soft skills...many employers may unconsciously expect students to behave like adult professionals from the outset”

- Rosen & Molina, 2019

Academic Barriers to CTE

Skill Gaps

Students may enter programs without the necessary foundational skills (e.g., in math or literacy) to succeed, particularly in rigorous technical fields like engineering; student lack “professional skills” because of a lack of exposure

Limited Pathways to Remediation

Programs that do not offer clear pathways for academic remediation can leave students without the opportunity to catch up or stay on track with their peers.





Personal and Family Barriers to CTE

Mental Health and Well-being

Personal challenges related to mental health, trauma, or unstable family environments can significantly impact a student's ability to focus and complete an educational program.

Family Responsibilities

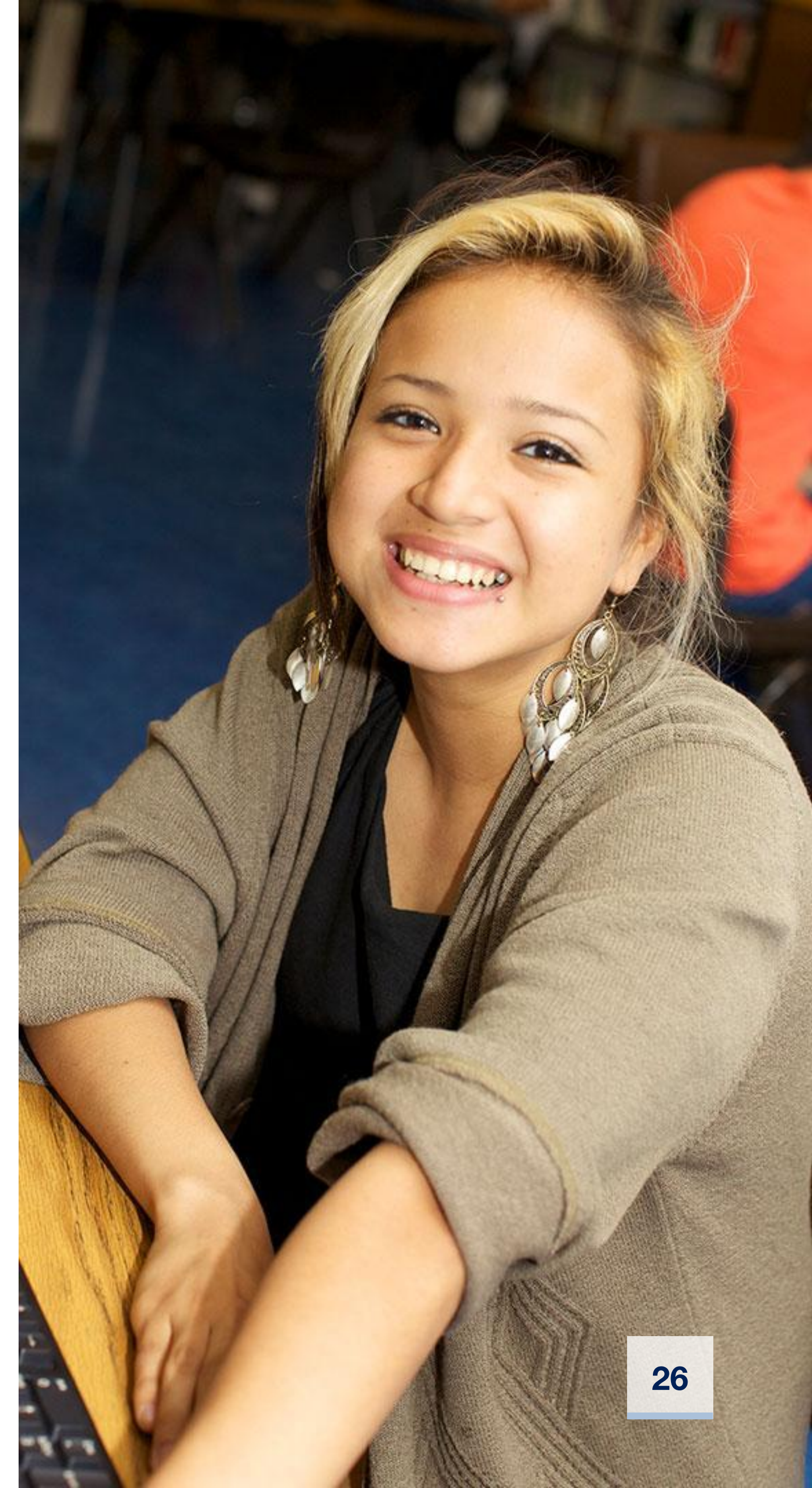
Students with caregiving responsibilities for younger siblings or family members may struggle to balance those duties with their educational commitments.

Case Study: Equity in Engineering Pathway

Alicia is a Latina student from a low-income household, attending a mid sized high school with limited resources.

She is interested in the engineering pathway at her school but faces several challenges that could impact her ability to succeed.

How might these barriers be impacting Alicia?



Breakout

For the next 10 minutes, consider Alicia's experience through the lens of the barriers you select into

What barriers we just reviewed might Alicia be facing?

- 1. Structural**
- 2. Programmatic**
- 3. Policy**
- 4. Cultural & Social**
- 5. Economic**
- 6. Academic**
- 7. Personal & Family**

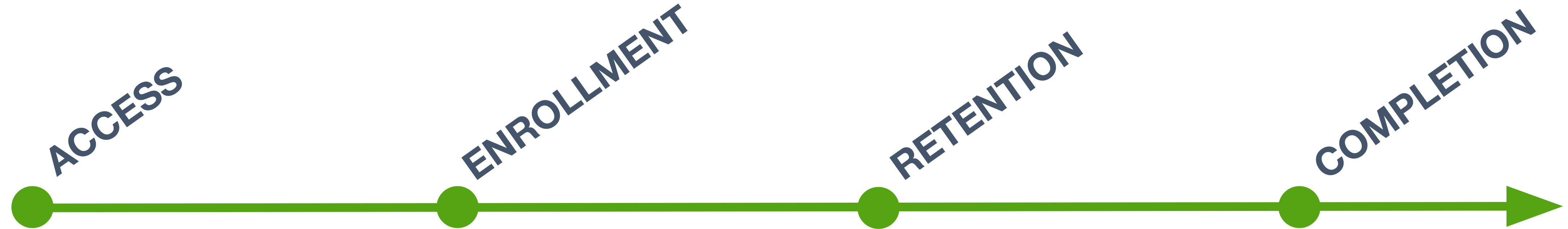
Equity-Based Strategies

What works to close equity gaps?

What does it mean to *Design* for Equity?

- **Place the student at the center of your decisions**, from pre-outreach to completion and consider every decision as one that may impact whom or who will more be able to participate
- **Be willing to have conversations, and change processes**, etc. that challenge the status quo
- Start with the **goal of providing high quality pathways for all students**, especially for historically underserved students, not just those who reach you on their own

Equity strategies across the student journey



- Enhance Awareness & Outreach Efforts
- Partnerships with Middle Schools
- Refresh Recruitment

- Remove Enrollment Barriers
- Scheduling Flexibility
- Strengthen Counseling & Advising

- Provide Academic Support
- Integrate Social-Emotional Learning
- Culturally Relevant Pedagogy
- Innovate Instruction

- Increase Access to Work-Based Learning
- Financial Support for Low-Income Students
- Clear Postsecondary Pathways
- Use Evidence



Access CTE Equity Strategies

Enhance Awareness and Outreach Efforts

Targeted outreach to underrepresented students, including students of color, low-income students, and students with disabilities, can help increase awareness and understanding of the opportunities in CTE programs. Programs that involve parents, community partners, and industry professionals can enhance engagement and broaden participation.

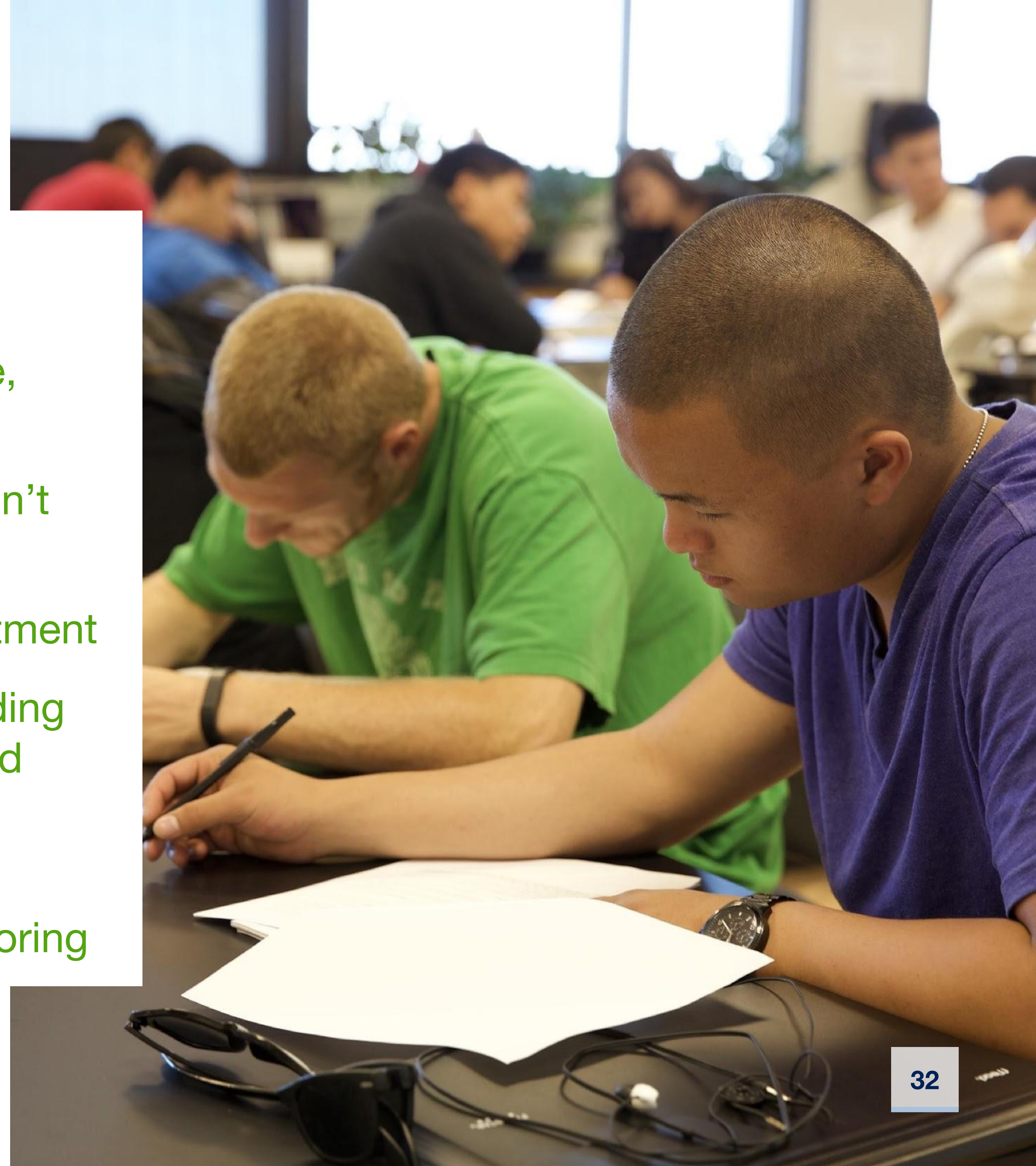
Partnerships with Middle Schools

Establish partnerships with middle schools to introduce students early to CTE options helps build pipelines for future enrollment. Early exposure to career pathways can ensure students know their options before high school.

Access CTE Equity Strategies

Refresh Recruitment

- Use CTE as a strategy that can increase student engagement, which positively impact attendance, GPA, HS graduation rates
- Proactively outreach to families and students, don't wait for them to come to you
- Connect CTE students with Alumni during recruitment
- Make equity an explicit goal of recruitment including adapting outreach materials to reflect student and families culture and language
- Strive to make your CTE program demographics reflect the school/district/community without ignoring student preferences



What works to close Equity Gaps?

Enrollment CTE Equity Strategies

Remove Enrollment Barriers

Reduce academic and eligibility prerequisites that disproportionately impact underrepresented students can increase CTE enrollment. Schools that adopt more flexible entry criteria, such as removing GPA requirements, tend to see more diverse enrollment.

Explore using a lottery, should there be more demand than availability and/or setting aside a number of seats for students who have identified a number of risk factors for dropping out.

Scheduling Flexibility

Schools that provide flexible scheduling options and ensure that CTE courses do not conflict with core academic requirements help students balance both academic and technical coursework

Enrollment CTE Equity Strategies

Strengthen Counseling and Advising

- Training school counselors to prioritize CTE and provide culturally responsive advising can help students make informed decisions.
- Equitable advising practices that highlight CTE as a viable pathway for all students can positively impact enrollment
- Advising may include:
 - * Clearly lay out expected career and salaries for each level of training and experience
 - * Describing the range of postsecondary options and the steps to take to get there
 - * Encouraging students to consider careers that are not traditional for them that lead to high-demand, high-wage jobs
 - * Training to help recognize bias as to not limit students' options based on their demographic characteristics

Retention CTE Equity Strategies

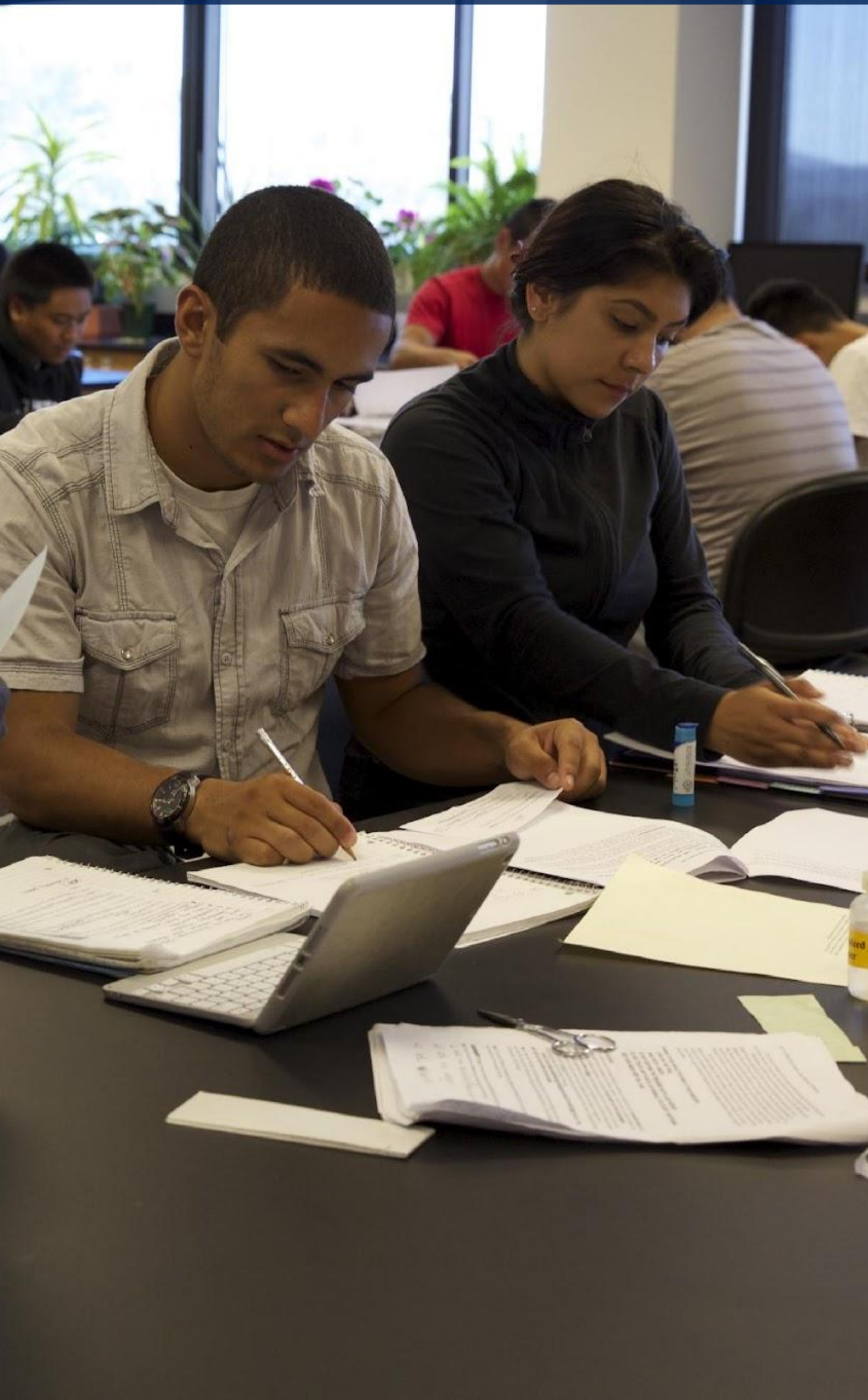
Provide Academic Support

Offer tutoring, study groups, and academic interventions specifically for CTE students can help them stay on track. These supports should be tailored to meet the needs of students who may struggle with foundational skills in math, literacy, or technical subjects .

Social-Emotional Learning (SEL) Integration

Integrate SEL into CTE curricula and providing SEL supports, such as mentoring and peer support programs, can help students remain engaged and motivated. Research shows that SEL is effective in reducing dropout rates and improving student outcomes





Retention CTE Equity Strategies

Culturally Relevant Pedagogy

Ensure that CTE curricula are culturally responsive and inclusive helps students from diverse backgrounds see themselves in the material, fostering a sense of belonging and increasing retention

Consider including people from diverse backgrounds in career panels, mentoring, WBL, etc.

Engage students' outside identities in the classroom (ie. interests, language, relationships)

Innovate Instruction

Integrate core and technical content, working to create more CTE courses that also meet A-G requirements

Training student on professional skills concurrent with technical courses and/or through bridge programs

Explore coursework to be inclusive of students culture, language and experience

What works to close Equity Gaps?

Completion CTE Equity Strategies

Increase Access to Work-Based Learning (WBL)

Provide equitable access to internships, apprenticeships, and other WBL experiences is essential for helping students complete CTE programs.

Partnerships with local industries and businesses that prioritize opportunities for underrepresented students have been shown to improve completion rates.

Financial Support for Low-Income Students

Offer financial aid, stipends, or covering costs associated with CTE programs (e.g., certification exams, uniforms, transportation) can remove financial barriers that hinder completion for low-income students.

What works to close Equity Gaps?

Completion CTE Equity Strategies

Clear Postsecondary Pathways

Align CTE programs with postsecondary education and career opportunities ensures that students have a clear path forward after completing their programs. Establish

Create articulation agreements with colleges and creating stackable credentials helps students continue their education or transition smoothly into the workforce

Use Evidence

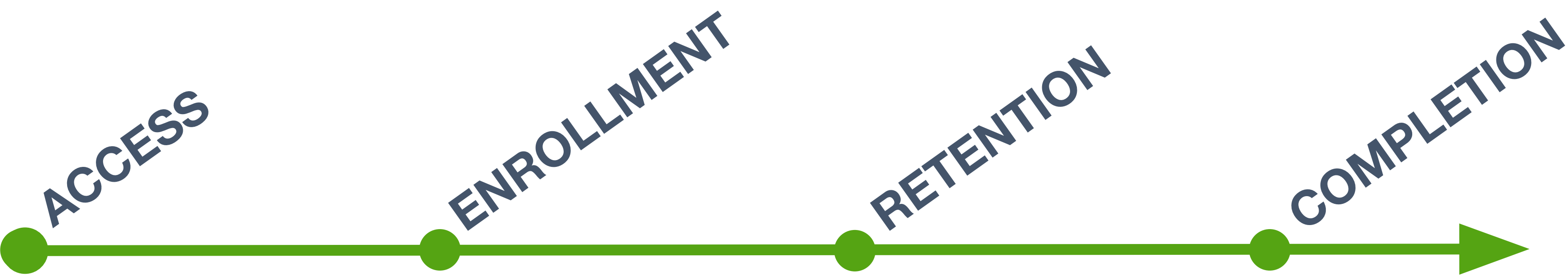
Regularly review disaggregated data to ascertain inequities from outreach to completion

Engage students and families in surveys and focus groups to better understand needs

Let's briefly review the evidence-based, equity-focused strategies.

Which resonate with you?

Which could potentially help to address the barrier you have identified?

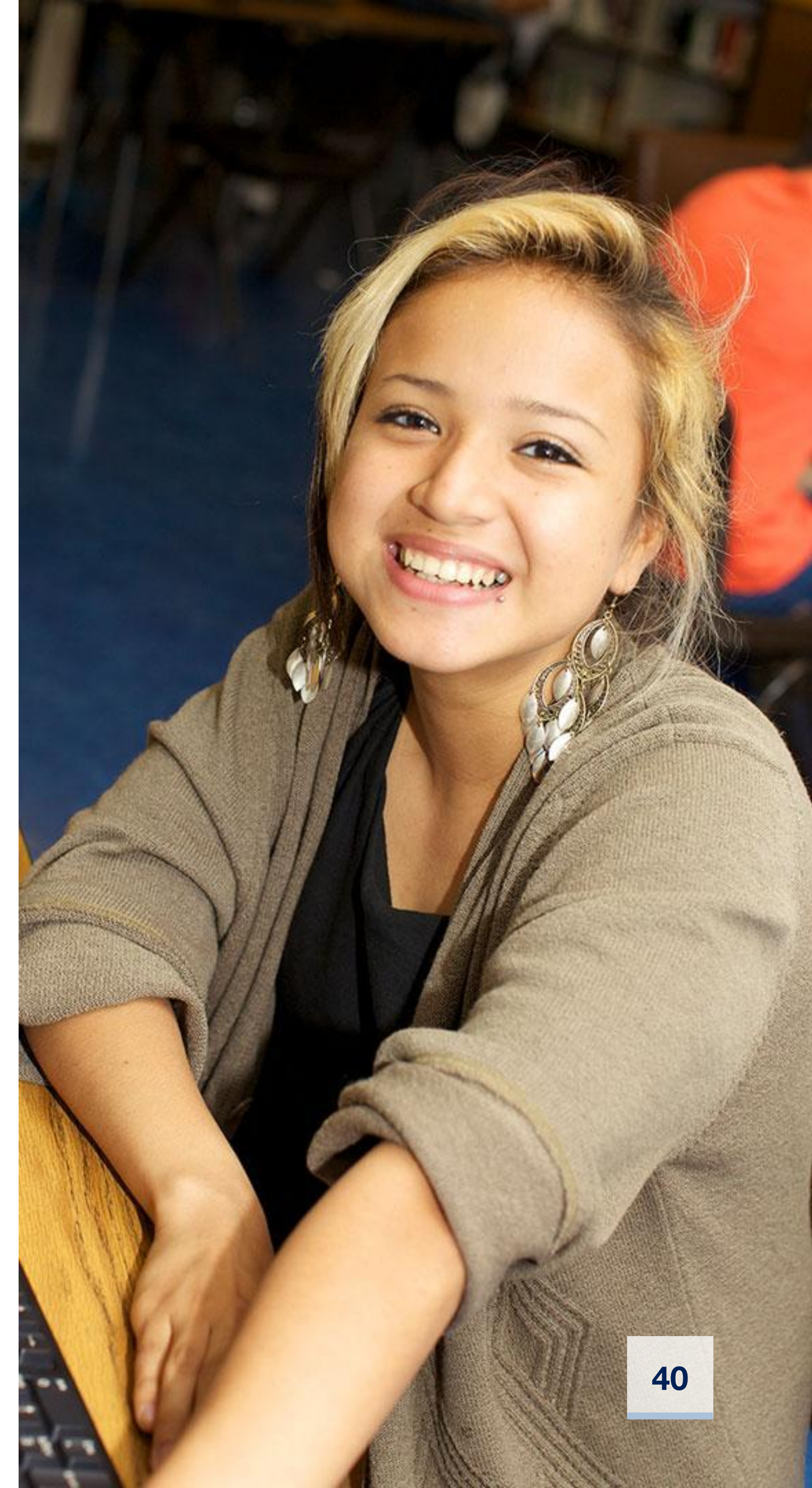


Breakout 2

For the next 10 minutes, reconsider Alicia's experience and the equity strategies that could address the barriers you discussed last breakout

Be ready to share one barrier and equity strategy that came up in your group

Which equity strategies could address barriers that may impact Alicia's experience?

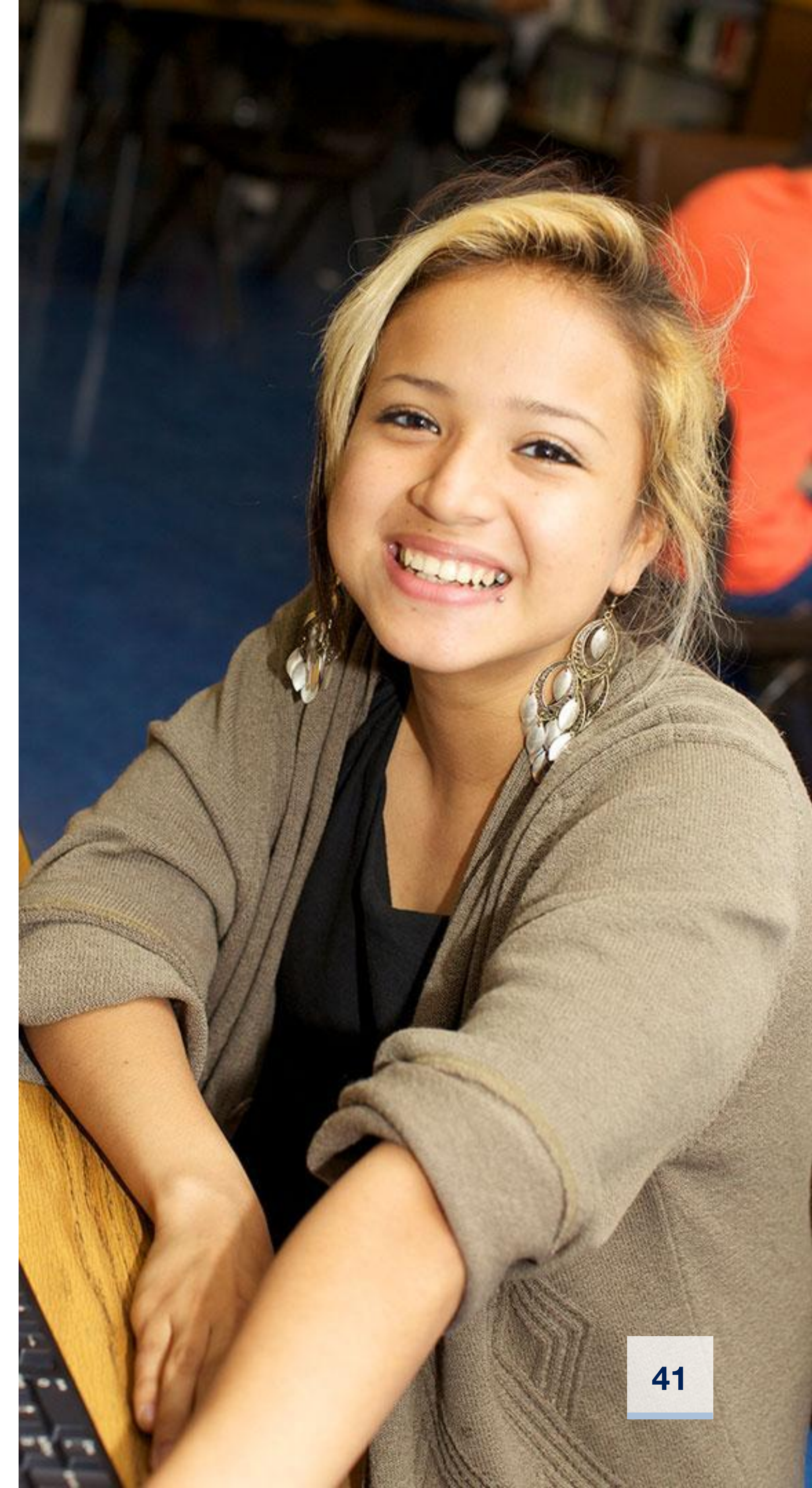


Case Study: Equity in Engineering Pathway

How could the equity strategies we reviewed support the possible barriers you reviewed in the last break out support Alicia?

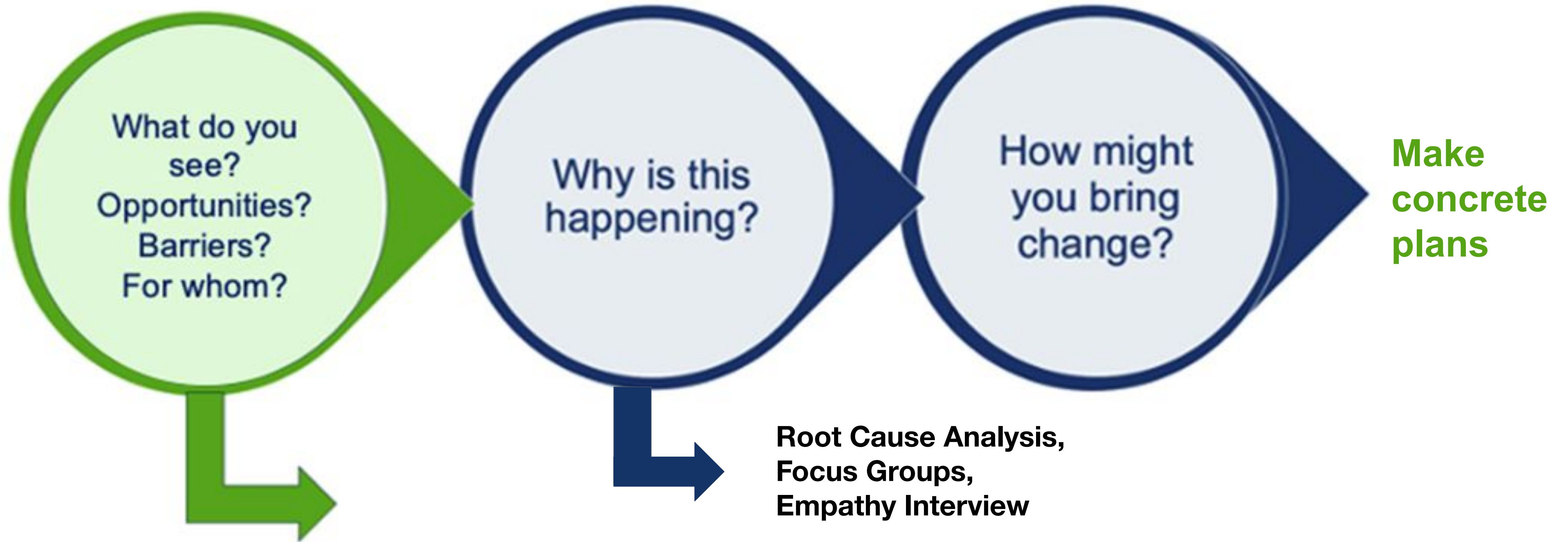
What would you need know to understand the needs of students similar to Alicia?

What resources would you need to access to add/implement these equity strategies?



Data Informed Practice

Guiding Questions to Support Planning



If we focus on [EQUITY PRACTICE]

within [CTE PATHWAY],

we would see an increase/improvement in

[SHORT TERM CTE-RELATED STUDENT OUTCOME &/OR BARRIER]

with [DI STUDENT POPULATION] **which would lead to**

[LONGER TERM CTE-RELATED STUDENT OUTCOME/BARRIER]

Change Statement Example

If we focus on intentionally outreaching Latina students by targeted outreach to parents with Spanish language materials and professional speakers who share a similar background within our engineering pathway, we would see a 15% increase enrollment of Latina students which would lead to 50 additional Latina students in 24-25 who express interest in engineering, or related post secondary education or careers.

Change Statement Example

If we focus on intentionally outreaching Latina students by targeted outreach to parents with Spanish language materials and professional speakers who share a similar background within our engineering pathway, we would see a 15% increase enrollment of Latina students in 24-25 which would lead to 50 additional Latina students over the next 3 years who express interest in engineering, or related post secondary education or careers.

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If we focus on _____

within _____,

we would see an increase/improvement in

with _____ which would lead to

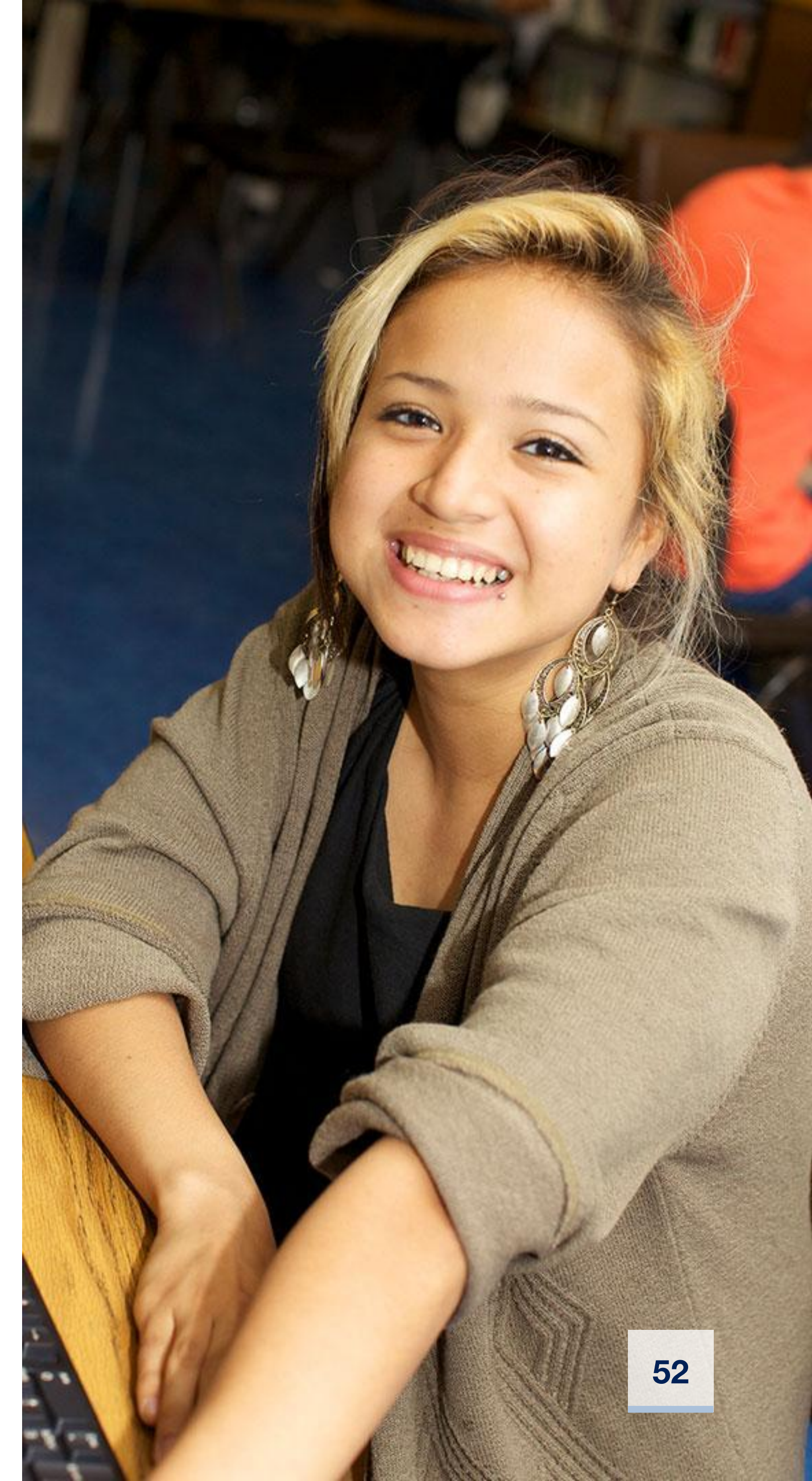
Identifying Equity Gaps

What data could help ground your focus on equity in your application?

Where in the data to identify disproportionate impacted students?

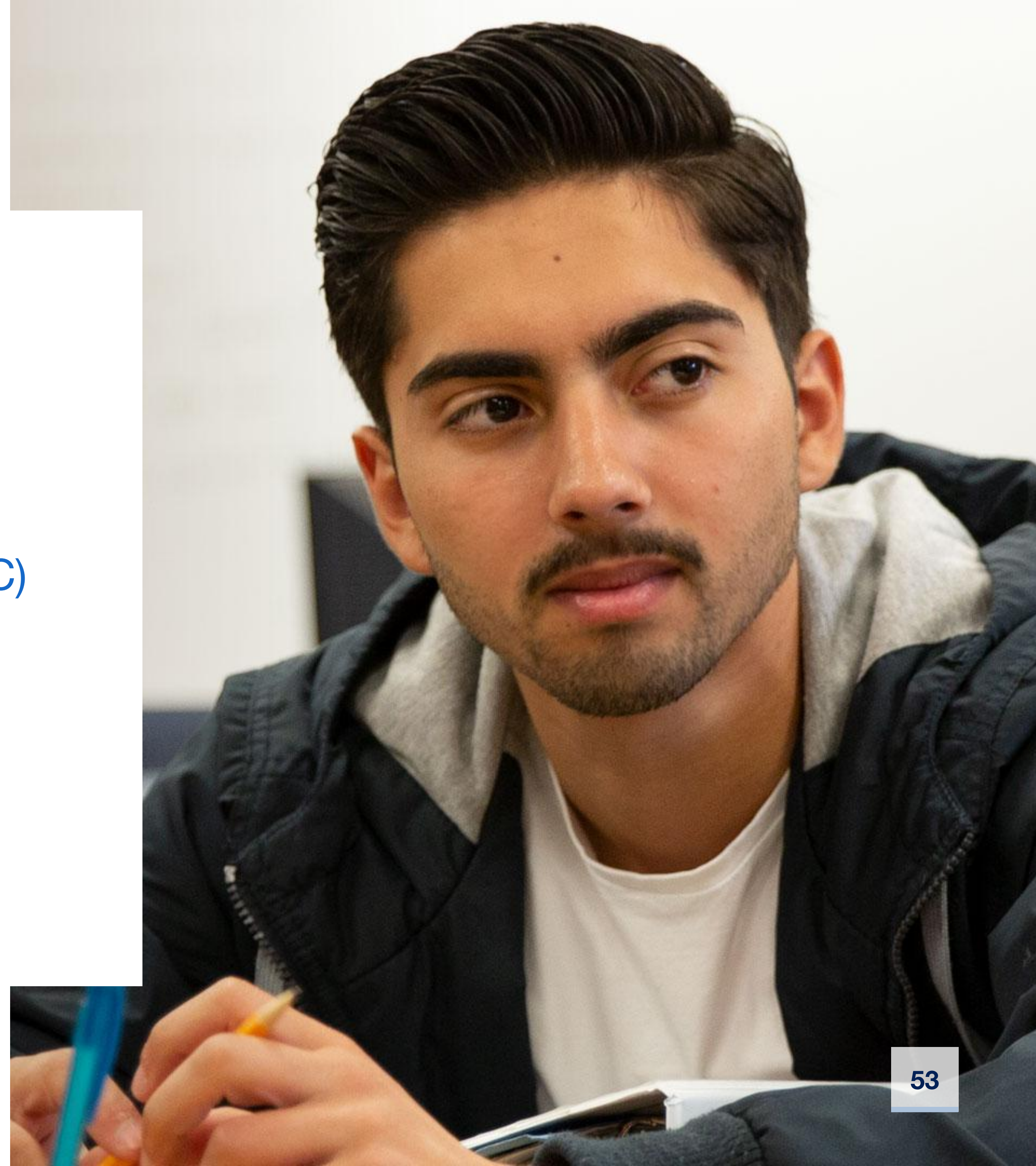
When groups of people who share a characteristic may be significantly more affected by a system, policy, process, or risk factors than other people.

Source: <https://www.lawinsider.com/dictionary/disproportionate-impact>



Brainstorming Sources for Equity-Related Student Data

- College & Career Data Report (CDE)
- District Dashboards, School Climate Surveys
- Data/Research & Accountability Departments
- Local Control and Accountability Plan (LCAP)
- School Plan for Student Achievement (SPSA)
- Western Assoc. of School and Colleges (WASC)
- Reports for other grants/funding sources (i.e. Perkins, CA Partnership Academies, CTEIG)
- Faculty Inquiry Groups
- Youth Participatory Action Research (YPAR)
- Other studies and community sources?



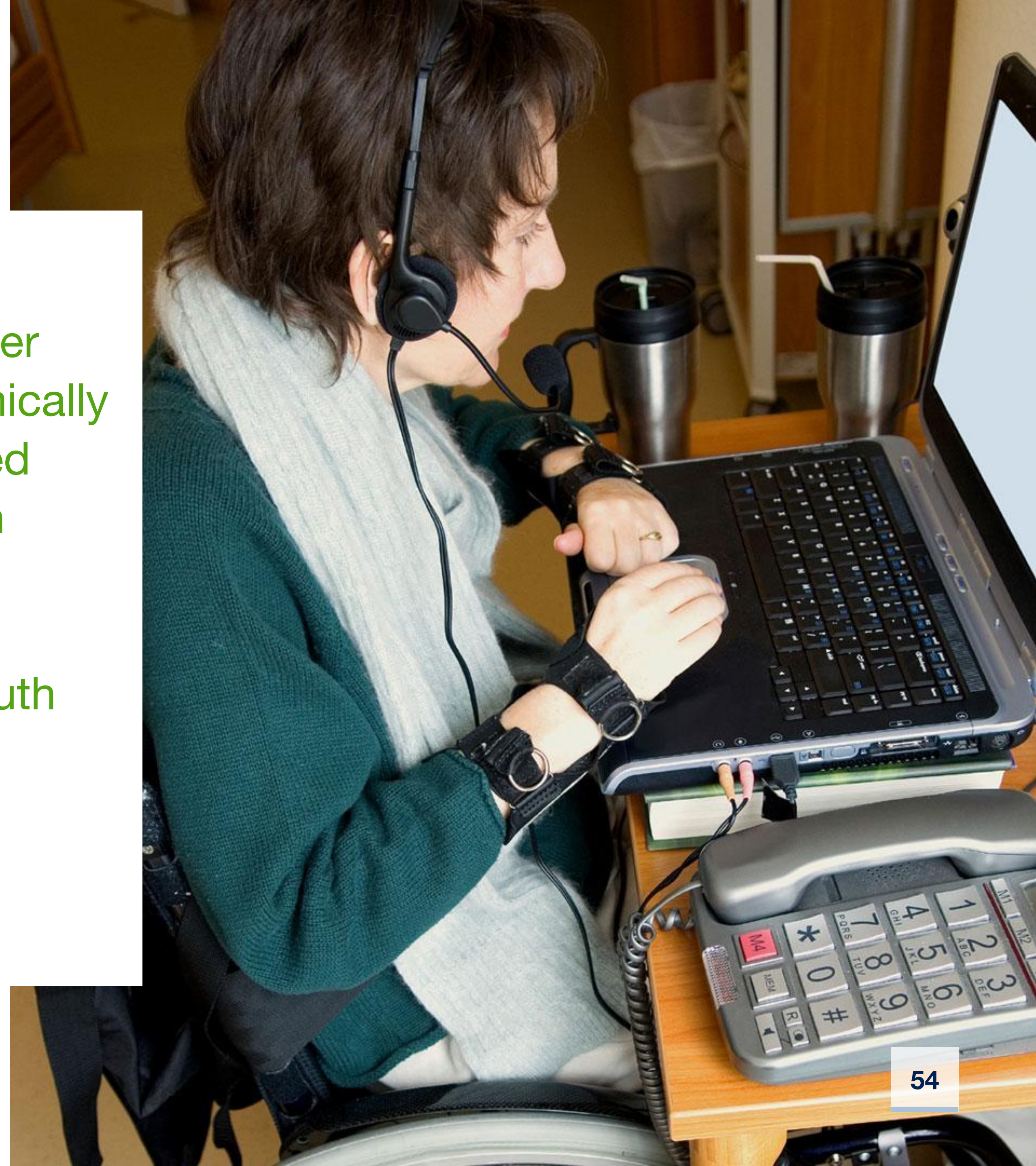
Student Variables that are Publicly Available

Race and Ethnicity

- Black/African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic
- Pacific Islander
- White
- Multiple Races/Two or More

Demographics

- English Learner
- Socioeconomically Disadvantaged
- Students with Disabilities
- Foster Youth
- Homeless Youth





Methods to understand root causes

- **Empathy Interviews**
- **Focus Groups**
- **Student Journey Maps**
- **Fishbone Analysis**

Addressing Equity in the Problem Statement - Pg. 29

Problem Statement should:

1. Using your region's Strong Workforce Program Regional Plan and your region's Labor Market Information, explain the problem this grant project is trying to solve. (2500 characters maximum)
2. Identify the sector/industry challenges or needs this grant project will address with the local/regional sector/industry data that supports the stated challenges or needs, including information about the wage rate and demand for skilled workers. (2500 characters maximum)
3. Identify the need or opportunity to create alignment with your Community College partner(s) that the K12 SWP project will address. (2500 characters maximum)
4. Provide data that identifies equity gaps on how student subgroups (e.g., race, gender, socioeconomics, unduplicated) access, experience opportunities, and complete high school coursework that are aligned to high-potential CTE programs at disproportionate rates. Specifically, include evidence from demographic, enrollment and completion data to substantiate the targeted student population to be served. (2500 characters maximum)

Addressing Equity in the Project Objectives - Pg. 29

Project Objectives should:

1. Identify measurable outcomes for this project that align career pathways/programs to community college programs AND lead to high-wage, high-demand career opportunities. (2500 characters maximum)
2. Describe the efforts your project will include that will close equity gaps by improving access to and completion of high-skill/high-wage CTE opportunities for disproportionately impacted students. Include student services that are designed to intentionally improve outreach and increase targeted academic supports, such as tutoring, mentoring by professionals and work-based learning. (2500 characters maximum)
3. How do your objectives respond to the needs described in the Problem Statement? (2500 characters maximum)
4. How are your objectives informed by and aligned with the region's Strong Workforce Program Plan and the region's Labor Market Information provided by the region's Centers of Excellence. (2500 characters maximum)

40 Points Total

Addressing Equity in the Problem Statement - Pg. 29

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Opportunity to use equity data, both quantitative and qualitative to demonstrate the need of subgroups

(ie. In our school, low SES students are completing CTE programs 4% less than the overall high school graduates)

Addressing Equity in the Project Objectives - Pg. 29

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Opportunity to use the equity practice research to intentionally design services for underserved subgroups (ie. we will eliminate the existing entrance requirements for our computer science pathway and instead build default, in class tutoring and support for the first CTE course to support the success of low SES students)

Positive Considerations - Pg. 30

20 Points Total

(7) Positive Considerations (Maximum Points: 20)

1. Area of Substantial Unemployment: System will display if the Lead LEA and/or Partner LEAs are located in a county considered an Area of Substantial Unemployment defined as at or above 4.8%.⁴
2. Rural School Districts: System will display if the Lead LEA and/or Partner LEAs operate within rural school districts.
3. Dropout Rate: Indicate whether the proposed CTE program(s) serves student subgroups that have a dropout rate higher than the state dropout rate.
4. Unduplicated Pupils: Indicate whether the proposed CTE program(s) serves the following unduplicated pupils: English learners, students who qualify for free or reduced-price meals, or students who are designated foster youth (Education Code, Section 42238.02).
5. Special Populations: Indicate whether the proposed CTE program(s) serves K-12 students that are defined as special populations per Perkins V.
6. New Pathways: Indicate whether this grant project will include one or more new CTE pathways aligned to the Vision 2030: STEM, Health, Education & Early Childhood, AND/OR Climate Sustainability.
7. New K12 SWP Applicant: Indicate whether the Lead and/or any K-12 Partner Agency has been awarded K12 SWP awards as a Lead or K-12 Partner Agency on any prior round of funding.
8. Alignment to Vision 2030 & Governor's Roadmap: Indicate if the proposed project will focus on early college credit, youth apprenticeship/pre-

3. Dropout Rate: Indicate whether the proposed CTE program(s) serves student subgroups that have a dropout rate higher than the state dropout rate.
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Opportunity to call out underserved student populations in #3, #4 and #5
(ie. we will eliminate the existing entrance requirements for our computer science pathway and instead build default, in class tutoring and support for the first CTE course to support the success of low SES students)

Workplan - Pg. 32

40 Points Total

Items 1 and 2 below will be answered for *each* strategy selected:

1. Describe work and project activities to be funded by K12 SWP. Use a thorough and coherent approach that illustrates how the activities will align with the stated **Project Objectives**.
2. Describe and provide a list of expected measurable outcomes because of the work and activities put into place with this grant? Examples may include increases in CTE completers' graduation rate, CTE completers with certifications (could reference other metrics from K12 SWP dashboard).

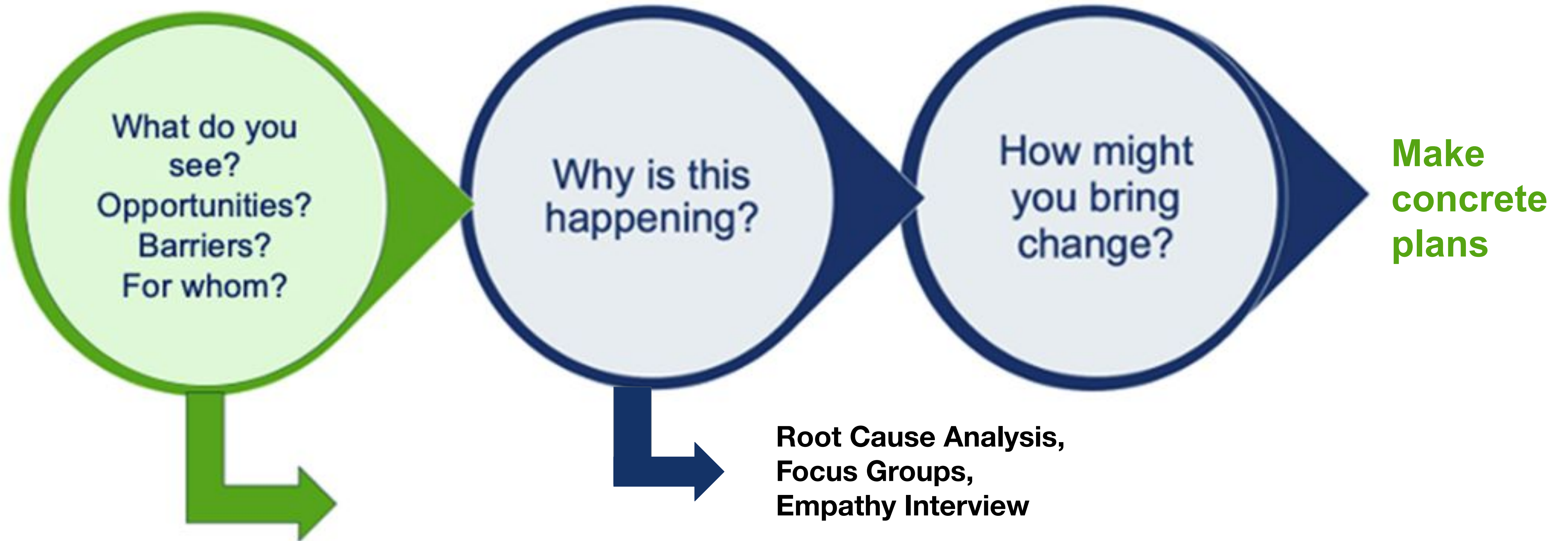
Items 3, 4, & 5 below will be answered *only once* regardless of strategies selected.

3. Identify partner roles and responsibilities. Include roles for partner, community college, and/or employer in the project.
4. Identify the total number of students (unduplicated) to be served and describe the way they will be in the project (provide justification for requested funds and address Investment)
5. Describe the student supports activities designed to improve access to and completion of high-skill/high-wage CTE opportunities for **disproportionately impacted students**. Include support that are designed to intentionally improve outreach and increase targeted academic supports, such as tutoring, mentoring

1. Describe work and project activities to be funded by K12 SWP. Use a thorough and coherent approach that illustrates how the activities will align with the **Problem Statement** and achieve the stated **Project Objectives**.
2. Describe and provide a list of expected measurable outcomes. What changes will occur because of the work and activities put into place with this grant? What improvements will be made? Examples may include increases in CTE enrollments, CTE completers, CTE completers' graduation rate, CTE completers with early college credit/WBL/industry certifications (could reference other metrics from K12 SWP dashboard).
5. Describe the student supports activities designed to improve access to and completion of high-skill/high-wage CTE opportunities for **disproportionately impacted students**. Include support that are designed to intentionally improve outreach and increase targeted academic supports, such as tutoring, mentoring

Data Informed Practice

Guiding Questions to Support Planning



If we focus on [EQUITY PRACTICE] **Now it's your turn...**

within [CTE PATHWAY],

we would see an increase/improvement in

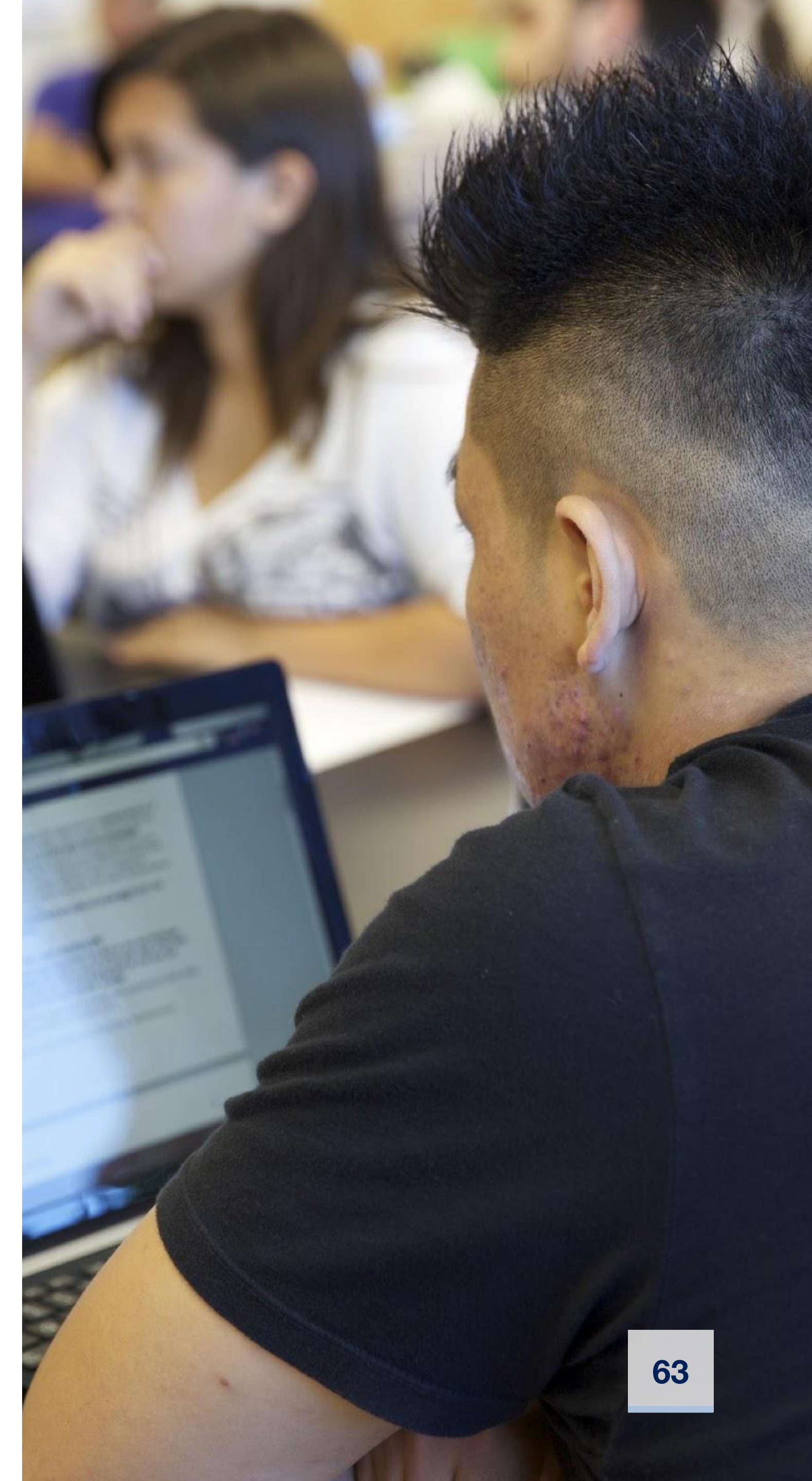
[SHORT TERM CTE-RELATED STUDENT OUTCOME &/OR BARRIER]

with [DI STUDENT POPULATION] **which would lead to**

[LONGER TERM CTE-RELATED STUDENT OUTCOME/BARRIER]

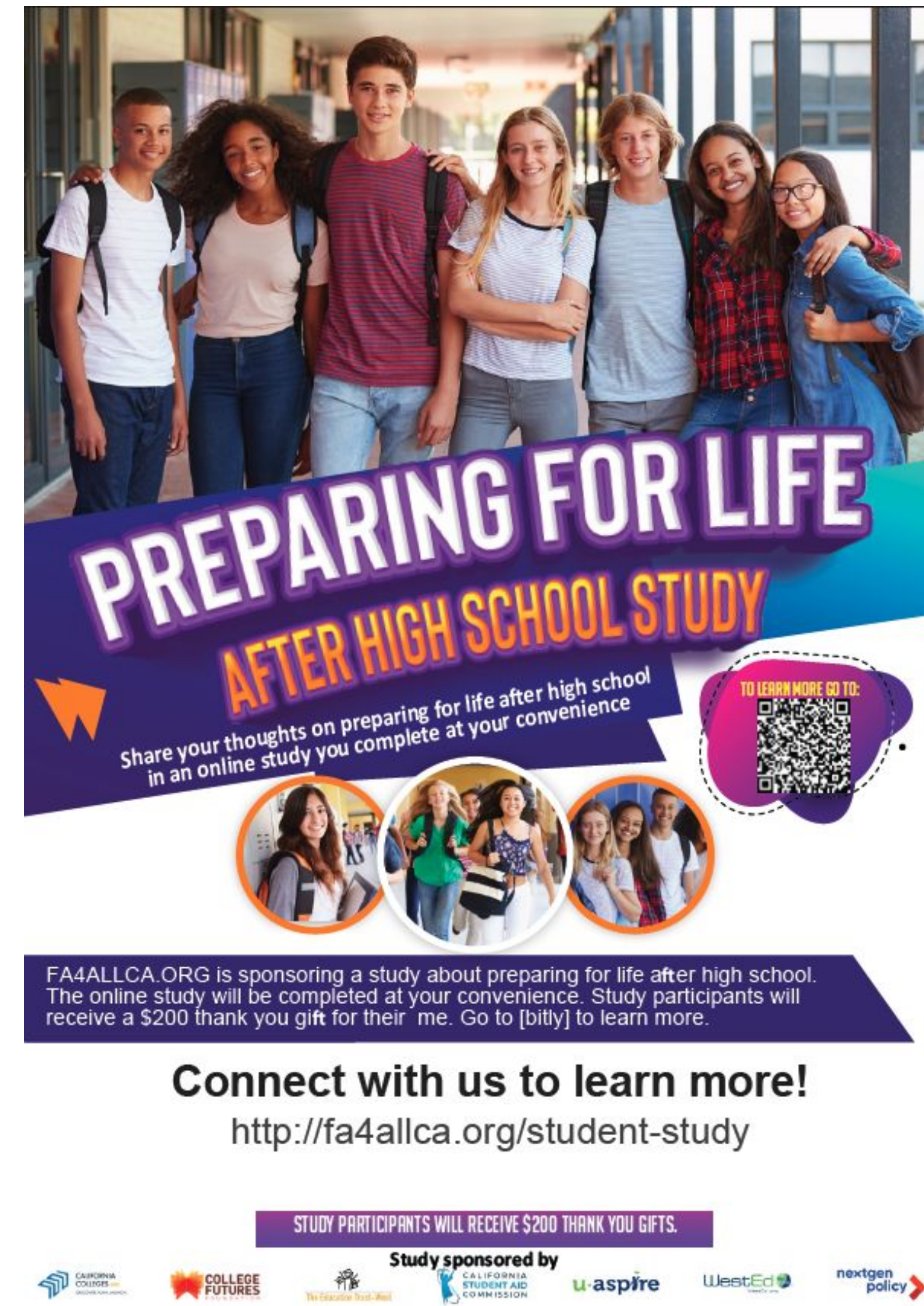
Commit to a clear next step to move the equity work forward - these are examples

- 1. Develop and share an equity change statement with your team in order to inform your application**
- 2. Access school/district data to understand what equity gaps exist**
- 3. Download your district's college & career readiness report**
- 4. Hold empathy interviews based off of what you know so far**
- 5. Implement an evidence-based practices in your K12 SWP application**
- 6. Hold a planning meeting to complete a fishbone analysis with the team**



Study Background

- 90 CA public HS Seniors
- Held over 3 consecutive days in October 2023 and April 2024
- Used multimodal, technology based methodology
- Focused on students' experiences, thoughts and ideas about preparing for postsecondary life
- Supporting FA4All, a coalition of college access providers and advocates, funded, in part by College Futures Foundation



**PREPARING FOR LIFE
AFTER HIGH SCHOOL STUDY**

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[QR CODE]

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STUDY PARTICIPANTS WILL RECEIVE \$200 THANK YOU GIFTS.

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Potential first generation college students, with specific career goals, often focus on careers they see around them

Most Common

- Nursing
- Teaching
- Lawyer

Common

- Doctor
- Dental (from hygienist to orthodontist)

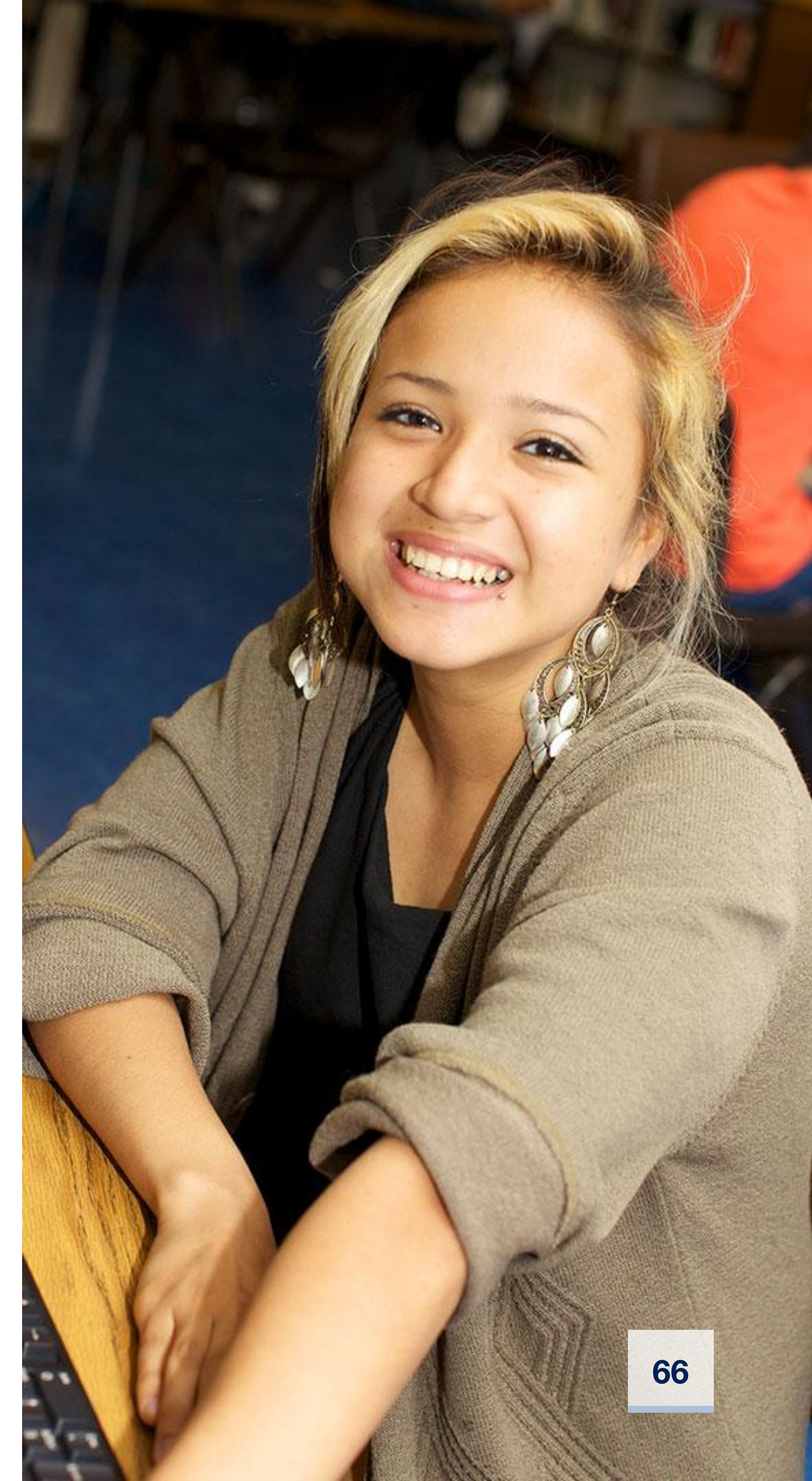
They have less diversity of career goals (compared to seniors whose parents have a college education)

When asked about alternate career goals, potential first generation students often assume they would have to pursue careers requiring lower academic credentials

- Business
- Military
- Teaching
- Social worker
- Marketing
- Mechanic

I hopefully achieved my Bachelors and Masters Degree in Computer Science. [Alternative Path?] I do not believe my interest in Computer Science will change, but I have considered joining the U.S Marine Corps, National Guard, or becoming either a truck driver, construction worker, or join my family's business.

- Hispanic/Latinx, Female, Post-secondary plans: Work/Part-time education, Post-secondary educ: Training school, Potential 1st Gen, LGBTQIA+, 18 y/o



***Microbiologist working with viruses for the CDC
[Alternate path?] I image my life could still fare quite
greatly if I become involved in agriculture.
Agricultural requires microbiologists and even
biochemists (another interest of mine).***

*- White/Caucasian, Male, LGBTQIA+, 17 y/o, Post-secondary plans:
Education, Post-secondary educ: 4 year college/uni, Not 1st Gen*

In contrast, non-first gen students assume their alternate careers, would require similar credentials (e.g., BA, MA) and often in a related field

Questions or Comments?

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Guide to Access the College/Career Measures Only Report & Data - 2021

School Dashboard Additional Reports and Data

Access the following reports: the Five-by-Five Placement Reports, the College/Career Reports, the Graduation Rate Additional Report, the Participati

Note Regarding 2022 Reports: Due to the requirements under Assembly Bill 130, only current year performance data can be reported on the 2022 (2021–22 school year. For more information on the 2022 Dashboard, please view the [Dashboard Communications Toolkit](#) web page.

Note Regarding 2020 Reports and 2021 Reports: Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 a [Releases](#) web page for more information.

School/District Search

Enter a portion of the school/district name:

OR

State or County/COE Reports:

Year: Search

- 2022
- 2021
- 2020
- 2019
- 2018
- 2017

Select the year 2021

Website Link:
<https://www6.cde.ca.gov/californiamodel/default>

School Dashboard Additional Reports and Data

Access the following reports: the Five-by-Five Placement Reports, the College/Career Reports, the Graduation Rate Additional Report, the Participation I

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School/District Search

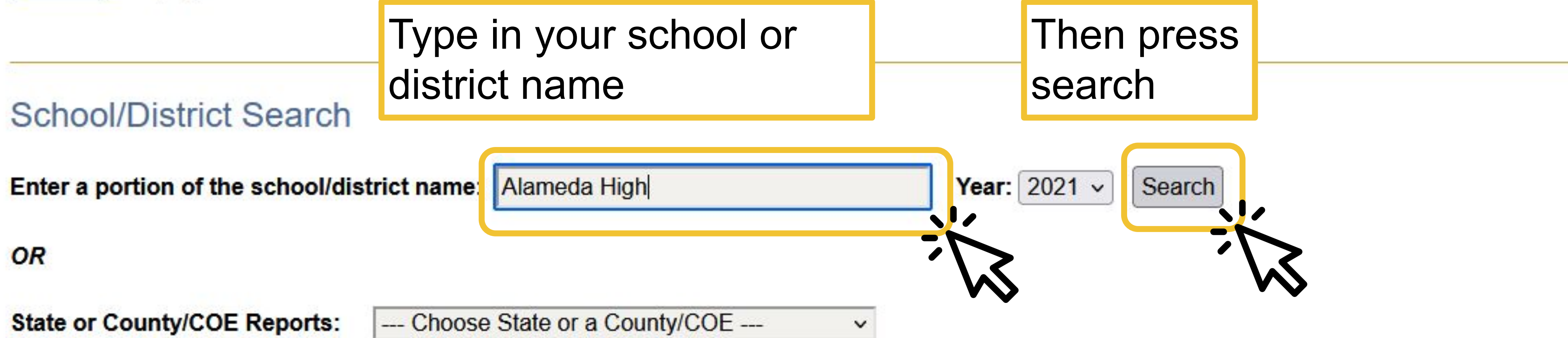
Enter a portion of the school/district name: Year: 2021

OR

State or County/COE Reports:

Type in your school or district name

Then press search



School Dashboard Additional Reports and Data

Access the following reports: the Five-by-Five Placement Reports, the College/Career Reports, the Graduation Rate Additional Report, the Participation Rate Report

Note Regarding 2022 Reports: Due to the requirements under Assembly Bill 130, only current year performance data can be reported on the 2022 California School Dashboard for the 2021–22 school year. For more information on the 2022 Dashboard, please view the [Dashboard Communications Toolkit](#) web page.

Note Regarding 2020 Reports and 2021 Reports: Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboard. For more information, please view the [Releases](#) web page for more information.

School/District Search for 2021

(1) Select a School or District from Search Results, (2) Choose Report and click Submit:

School/District Results:

Alameda High, Alameda, (Alameda County) 01611190130229



Verify your school or district

Reports:

- Graduation Rate Additional Report
- College/Career Measures Only Report



Select the college/career measures only report

Submit

[Return to Search](#)



Then press submit



College/Career Measures Only Report & Data - 2021

Alameda High (Alameda, CA)
Alameda Unified



Your school or district name will appear here

Navigation Links

[Return to Search](#)

[View other reports for this School](#)

[Download Data](#)

Select Year/Report: 2021: College/Career Measures Only Report

Due to the COVID-19 pandemic, California received a waiver from the U.S. Department of Education from the requirement to report measures of student progress. The State of California subsequently removed similar state requirements with the passage of Assembly Bill 130. As a result, there will be no state indicators published on the 2021 California School Dashboard (Dashboard), including the College/Career Indicator (CCI). The 2021 CCI reports provide student participation in measures that were determined to be valid and reliable that would have been included in the 2021 Dashboard.

- [Report Description](#)
- [Report Notes](#)

Data Explanations

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group

ALL Cohorts	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Cohort Totals	397	18	--	154	28	55	2	123	17	36	125	56	2	1
Cohort Percent	100.0%	4.5%	--	38.8%	7.1%	13.9%	0.5%	31.0%	4.3%	9.1%	31.5%	14.1%	0.5%	0.3%