**California Department of Education**

# Report to the Legislature:California American Indian Education Centers



**Prepared by:**

**Student Achievement and Support Division**

**Student Support Services Branch**

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## Table of Contents

[Executive Summary 2](#_Toc140496112)

[Introduction 3](#_Toc140496113)

[Purpose and Intent of the Program 3](#_Toc140496114)

[Need for the Program 4](#_Toc140496115)

[AIEC Services 14](#_Toc140496116)

[Funding 20](#_Toc140496117)

[State-Level Monitoring 20](#_Toc140496118)

[Conclusion 20](#_Toc140496119)

[Recommendations 21](#_Toc140496120)

## Executive Summary

This report contains findings and recommendations regarding the California American Indian Education Centers (AIECs) program, as required by California *Education Code* (*EC*) Section 33384(a)(2) which states that “on or before January 1, 2021, and every five years thereafter, the department shall report all of the following information to the appropriate fiscal and policy committees of the Legislature: (A) Consolidated results for all centers, consistent with federal law regarding the privacy of pupil information; (B) Information required to evaluate the consolidated results; (C) Recommendations for program improvement.” The program was established to strengthen the delivery of instructional services to American Indian students within the public schools through the use of educational resource centers. The primary focus of the AIECs is on providing direct services to improve achievement in reading/language arts, and mathematics. A secondary but equally important purpose is to build student self-concept through cultural activities. The desired outcome of these activities is to create a skilled, educated workforce in the American Indian community and in California.

Since their implementation, the AIECs have touched the lives of hundreds of American Indian families. In 2013–19, over 1,500 American Indian students received services during the school year and over 1,000 American Indian students received services in the summer. Thousands of California residents, both American Indians and non-native students, received the benefits of the AIECs’ cultural programming.

This report indicates that the AIECs are providing the services enumerated in *EC* Section 33381. Key findings include:

* All centers report that they are providing programs that are designed to improve the self-concept of participants by focusing on cultural activities
* All centers report that they are providing academic services with particular emphasis on reading and mathematics
* The participating students report greater self-image/self-confidence and academic success

You can find this report on the California Department of Education (CDE) American Indian Resources web page at <https://www.cde.ca.gov/sp/ai/re/lraiec21.asp>. If you have any questions regarding this report or would like a copy of this report, please contact Judy Delgado, American Indian Education Consultant, Student Achievement and Support Division, by phone at 916-319-0506 or by email at JuDelgado@cde.ca.gov.

## Introduction

In 1974, California set precedence in its goal to honor historical obligations in the education of American Indian people through the establishment of the AIEC Program through SB 2264, which established *EC* sections 526-530, currently *EC* sections 33380-85. The intent is to provide educational services that promote American Indian student academic success by providing community-based programs to address the unique academic and cultural needs of American Indian students in public schools in California. The initial allocation totaled $400,000, of which $350,000 was awarded to 10 programs through a grant application process and $50,000 was used for state administration. The funds have risen to the 2019–20 allocation of $4,468,000, which is allocated to the 23 currently funded AIECs.

Each of the centers serves as an educational resource in American Indian communities for American Indian students, parents, and public schools. A student’s heritage may be from any of the 109 recognized California tribes, one of the many unrecognized California tribes, or any of the hundreds of tribes from across the country. The primary emphasis is on direct services to improve achievement in reading/language arts and mathematics. A secondary purpose is to build student self-concept through cultural activities. A primary outcome of these activities is to create a skilled, educated workforce in the American Indian community and in California.

### Purpose and Intent of the Program

The purpose and intent of this program are enumerated in *EC* Section 33381 and include:

1. Improve the academic achievement of American Indian pupils in kindergarten and grades one to twelve, inclusively
2. Improve the self-concept and sense of identity of American Indian pupils and adults
3. Serve as a center for related community activities
4. Provide individual and group counseling to pupils and adults related to personal adjustment, academic progress, and vocational planning
5. Create and offer coordinated programs with the public schools
6. Provide a focus for summer cultural, recreational, and academic experiences
7. Create and offer adult classes and activities that benefit parents or guardians of pupils in its programs
8. Provide training programs to develop pathways to college and the workplace for American Indian pupils
9. Provide American Indian educational resource materials to pupils, their parents, and the schools they attend in order to ensure appropriate tribal histories and cultures are made available

### Need for the Program

Studies show that children from lower-income families are more likely than students from wealthier backgrounds to have low test scores, and they are at higher risk of dropping out of school.[[1]](#footnote-1) Table 1 shows the percent of children living in poverty in California and nationwide in 2015, 2016, 2017, 2018, and 2019. The percentage of single-race American Indian and Alaska Native people who were in poverty in 2015 is 33 percent, 2016 is unavailable, 2017 is 20 percent, 2018 is 20 percent, and 2019 is 20 percent. These rates are the second-highest rate of any racial group.[[2]](#footnote-2)

**Table 1: Percentage of Children in Poverty, in Regions of 10,000 Residents or More, by Race/Ethnicity, in 2015–19[[3]](#footnote-3)**

S – Estimates are suppressed when the confidence interval around the percentage is greater than or equal to 10 percentage points.

| **Data Type** | **Location** | **2015** | **2016** | **2017** | **2018** | **2019** |
| --- | --- | --- | --- | --- | --- | --- |
| American Indian | United States | 34% | 34% | 33% | 31% | 30% |
| American Indian | California | 33% | S | 20% | 20% | 20% |
| Asian and Pacific Islander | United States | 13% | 12% | 11% | 11% | 10% |
| Asian and Pacific Islander | California | 12% | 12% | 10% | 10% | 8% |
| Black or African American | United States | 30% | 34% | 33% | 32% | 31% |
| Black or African American | California | 31% | 30% | 29% | 28% | 26% |
| Hispanic or Latino | United States | 31% | 28% | 26% | 26% | 23% |
| Hispanic or Latino | California | 29% | 27% | 24% | 23% | 21% |
| White, Non-Hispanic | United States | 12% | 12% | 11% | 11% | 10% |
| White, Non-Hispanic | California | 10% | 10% | 9% | 9% | 7% |
| Two or More Races | United States | 21% | 20% | 19% | 18% | 17% |
| Two or More Races | California | 15% | 14% | 13% | 12% | 11% |

Table 2 shows the poverty rate of children living in poverty in the years 2013–17 (American Community Survey [ACS] data for 2012–16 and 2013–17 are available).

**Table 2: Percentage of Persons Under Eighteen who are Living Below the Poverty Level, by County, Reported to ACS, in 2013–17[[4]](#footnote-4)**

S – Estimates are suppressed when the confidence interval around the percentage is greater than or equal to 10 percentage points.

| **County** | **Percentage** |
| --- | --- |
| Alameda | 13.0% |
| Alpine | S |
| Amador | S |
| Butte | 21.5% |
| Calaveras | S |
| Colusa | 20.7% |
| Contra Costa | 12.4% |
| Del Norte | S |
| El Dorado | 11.6% |
| Fresno | 36.5% |
| Glenn | S |
| Humboldt | 22.5% |
| Imperial | 31.0% |
| Inyo | 13.3% |
| Kern | 31.3% |
| Kings | 28.7% |
| Lake | 31.6% |
| Lassen | 20.7% |
| Los Angeles | 24.0% |
| Madera | 31.5% |
| Marin | 9.7% |
| Mariposa | S |
| Mendocino | 24.4% |
| Merced | 33.4% |
| Modoc | S |
| Mono | S |
| Monterey | 21.6% |
| Napa | 9.0% |
| Nevada | 15.1% |
| Orange | 16.4% |
| Placer | 8.3% |
| Plumas | 12.8% |
| Riverside | 21.3% |
| Sacramento | 22.6% |
| San Benito | 14.4% |
| San Bernardino | 25.8% |
| San Diego | 17.1% |
| San Francisco | 11.4% |
| San Joaquin | 23.1% |
| San Luis Obispo | 12.9% |
| San Mateo | 8.7% |
| Santa Barbara | 19.4% |
| Santa Clara | 9.7% |
| Santa Cruz | 17.0% |
| Shasta | 25.4% |
| Sierra | S |
| Siskiyou | 26.6% |
| Solano | 16.6% |
| Sonoma | 13.1% |
| Stanislaus | 23.2% |
| Sutter | 23.3% |
| Tehama | 30.9% |
| Trinity | S |
| Tulare | 36.2% |
| Tuolumne | 13.8% |
| Ventura | 14.4% |
| Yolo | 16.3% |
| Yuba | 25.0% |

According to the U.S. Department of Education, California has the third largest American Indian student population in the nation.[[5]](#footnote-5) Table 3 shows the number of students who identified as American Indian, Non-Hispanic in the 2015–16 through 2019–20 school years. The CDE’s data reporting system, DataQuest[[6]](#footnote-6), identified 34,704 American Indian, Non-Hispanic for 2015–16; 33,369 American Indian, Non-Hispanic for 2016–17; 32,500 American Indian, Non-Hispanic for 2017–18; 31,358 American Indian, Non-Hispanic for 2018–19; and 30,282 American Indian, Non-Hispanic for 2019–20.

**Table 3: American Indian/Alaska Native, Non-Hispanic Student Population,[[7]](#footnote-7) in 2015–20[[8]](#footnote-8)**

| **Metric** | **2015–16** | **2016–17** | **2017–18** | **2018–19** | **2019–20** |
| --- | --- | --- | --- | --- | --- |
| Number of Students, Kindergarten through Grade Twelve | 34,704 | 33,369 | 32,500 | 31,358 | 30,282 |
| Percent of Total Student Enrollment | 0.60% | 0.50% | 0.50% | 0.50% | 0.50% |

The percentage of American Indians age twenty-five and older who have at least a high school diploma, General Educational Development certificate, or alternative credential is 82.2 percent, and 17.6 percent obtained a bachelor’s degree or higher. In comparison, 86.3 percent of the overall population had a high school diploma or higher and 29.1 percent had a bachelor’s degree or higher.[[9]](#footnote-9)

Only 24 percent of Native American adults have earned a college degree at the associate degree level or higher, compared to 47 percent of White adults who have earned a college degree at the associate level or higher. In California, there is extreme inequality in degree attainment between Native American and White adults, with gaps that exceed 26 percent. This gap highlights the need to build kindergarten through grade twelve postsecondary partnerships with a focus on American Indian students. Fifteen percent of Native Americans do not have a high school diploma or a high school equivalency. California should focus on creating culturally relevant and inclusive pathways for American Indian students. This focus will help diversify the teacher preparation pipeline to increase the number of American Indian teachers in the classroom.[[10]](#footnote-10)

American Indian students have some of the lowest achievement rates in the state, as determined by the 2018–19 California Assessment of Student Performance and Progress data.[[11]](#footnote-11) Table 4 shows the 2015–16 through 2019–20 data for California Standards Test English Language Arts grade three for American Indians. Grade three was chosen because it is a future indicator of success in later grades. According to findings from a 2012 study, the relative predictive power of grade three reading proficiency for identifying students at risk of not graduating from high school is significant.[[12]](#footnote-12) This study determined that about 16 percent of students who were not reading proficiently by the conclusion of grade three failed to graduate from high school on time—a rate four times greater than that for proficient readers.[[13]](#footnote-13)

**Table 4: California Standards Test English Language Arts Performance, Grade Three, in 2015–20[[14]](#footnote-14)**

\* The U.S. Department of Education waived federal testing requirements following abrupt school closures for in-person instruction in March 2020 due to the pandemic.

| **Race** | **Year** | **Standard Exceeded** | **Standard Met** | **Standard Nearly Met** | **Standard Not Met** |
| --- | --- | --- | --- | --- | --- |
| American Indian/Alaska Native[[15]](#footnote-15) | 2015–16 | 12% | 19% | 28% | 41% |
| White, Not Hispanic or Latino[[16]](#footnote-16) | 2015–16 | 35% | 25% | 22% | 18% |
| American Indian/Alaska Native[[17]](#footnote-17) | 2016–17 | 14% | 19% | 25% | 43% |
| White, Not Hispanic or Latino[[18]](#footnote-18) | 2016–17 | 35% | 26% | 21% | 19% |
| American Indian/Alaska Native[[19]](#footnote-19) | 2017–18 | 15% | 20% | 26% | 38% |
| White, Not Hispanic or Latino[[20]](#footnote-20) | 2017–18 | 38% | 25% | 20% | 17% |
| American Indian/Alaska Native[[21]](#footnote-21) | 2018–19 | 16% | 20% | 25% | 38% |
| White, Not Hispanic or Latino[[22]](#footnote-22) | 2018–19 | 38% | 25% | 20% | 17% |
| American Indian/Alaska Native[[23]](#footnote-23) | 2019–20 | \* | \* | \* | \* |
| White, Not Hispanic or Latino[[24]](#footnote-24) | 2019–20 | \* | \* | \* | \* |

American Indian/Alaska Native students had the lowest four-year high school graduation rate of any racial or ethnic group profiled[[25]](#footnote-25). Table 5 shows the 2018–19 national graduation rates for American Indian/Alaska Native students compared to their White counterparts[[26]](#footnote-26).

**Table 5: Percentage of Averaged National Freshman Graduation Rate for Public High School Students in the United States, by Race/Ethnicity, in the 2018–19 School Year[[27]](#footnote-27)**

| **American Indian/Alaska Native** | **White** |
| --- | --- |
| 74% | 89% |

In California, the statistics are equally as dismal. Table 6 shows the 2019–20 Four-Year Adjusted Cohort Graduation Rate for American Indian students in California as compared to their White counterparts.[[28]](#footnote-28)

**Table 6: Percentage of Four-Year Adjusted Cohort Graduation Rate for American Indian, Non-Hispanic Compared to White, Non-Hispanic Students, in the 2019–20 School Year[[29]](#footnote-29)**

| **American Indian or Alaska Native, Not Hispanic** | **White, Not Hispanic** |
| --- | --- |
| 75.80% | 87.90% |

## AIEC Services

American Indian families want their students to “succeed.” Often, the families’ definitions of success may include remaining close to family and traditions and learning more about their culture and traditions. Many communities value membership, contribution, collective effort, and mutual respect and have ambivalent or negative reactions to certain types of competition or recognition. The AIECs serve as community centers by offering desired services to American Indian students and their families. The cultural aspects of the AIECs are woven into every aspect of the provision of services. This model accounts for their successes and longevity in their communities. The AIECs provide an opportunity for American Indian students to learn and become proud of their traditional cultures and form a positive self-concept. The AIECs report a significant reduction in the school dropout and absenteeism rates among the students they serve. The AIECs provide a link between the Native American community and the local schools.

The AIECs specifically address the academic and cultural issues that are important for the success of American Indian students. The youth gain awareness of their heritage and history and receive culturally-relevant educational support that has a long-term impact. The services provided help to increase academic performance in reading/language arts and mathematics; improve self-esteem and self-concept; and reduce dropout rates. Through this work, American Indian youth gain a strong cultural identity, become advocates for their culture, and succeed in school.

The AIECs provide academic assistance to American Indian students by offering an array of supplemental services, including small group, after-school academic tutoring programs, and individual academic tutoring programs at all grade levels. The AIECs participate in trainings sponsored by school districts and county offices of education. These trainings help train AIEC staff on current educational pedagogies. AIEC staff also receive training in the curriculum adopted by the local district. The training AIEC staff receives enables them to provide quality services to the American Indian students and families they serve.

Every AIEC Program offers a majority of the services listed in *EC* Section 33381. The most recent research on American Indian education has revolved around culturally-based education (CBE). CBE is strongly advocated by researchers studying the school achievement of native students; they have found a connection between low achievement and low cultural relevance for native students. Some effective teaching practices that have been identified for American Indian students in schooling thus far are small group settings and a collaborative environment, curriculum relevancy, high expectations and high standards, and respect for students’ backgrounds. All of the AIEC programs employ these practices.

During the COVID-19 pandemic, a stay-at-home order exposed the technology gap that existed for American Indian students. The CDE was able to partner with the California Emerging Technology Fund to get Google Chromebooks to American Indian students. As a result, the AIEC programs gave out 2,000 Chromebooks to assist students during school closures.

Although the intent of the program has been met with the AIECs’ current operation, primary funding levels make providing all the services enumerated in *EC* Section 33381 cost-prohibitive. The AIECs mainly provide academic assistance to American Indian students in reading/language arts, and mathematics; provide educational experiences that honor and encourage the maintenance of American Indian culture and language; and emphasize becoming successful by combining culture and education. Table 7 shows the data collected from 2015–20. This table includes the total amount of the award that was allocated to the 25 funded AIECs, the total number of registered AIEC students who received at least 12 hours of services from the AIEC, the AIEC school year attendance rate, the AIEC summer session attendance rate, and the school attendance rate for AIEC registered students.

**Table 7: AIEC Total Allocation, Number of Students Served, and Attendance in 2015–20[[30]](#footnote-30)**

\* The COVID-19 pandemic and subsequent stay-at-home order, including Governor Newsom’s Executive Order N-26-20, which closed schools in California, the 2019–20 AIEC data collection was suspended.

| **Year** | **Award** | **Number of students who received over 12 hours** | **AIEC School Year Attendance rate** | **AIEC Summer Attendance Rate** | **School Attendance Rate** |
| --- | --- | --- | --- | --- | --- |
| 2015–16 | $3,497,624 | 1075 | 69% | 71% | 90% |
| 2016–17 | $3,497,624 | 970 | 59% | 61% | 93% |
| 2017–18 | $3,561,637 | 919 | 67% | 68% | 92% |
| 2018–19 | $3,843,939 | 985 | 68% | 70% | 95% |
| 2019–20 | $4,393,000 | \* | \* | \* | \* |

The AIECs offer a variety of services, ranging from tutoring to cultural education to leadership. Each AIEC tailors its services to meet the needs of its local communities. Table 8 lists the categories of services and the number of students who received these services during the regular school year. Individual students may be counted in more than one service category.

**Table 8: Types of School Year Services and Number of Students Receiving Services for All AIECs, in 2015–20[[31]](#footnote-31)**

\* The COVID-19 pandemic and subsequent stay-at-home order, including Governor Newsom’s Executive Order N-26-20, which closed schools in California, the 2019–20 AIEC data collection was suspended.

| **Type of Services** | **2015–16** | **2016–17** | **2017–18** | **2018–19** | **2019–20** |
| --- | --- | --- | --- | --- | --- |
| In-Class | 115 | 166 | 256 | 226 | \* |
| One-on-One and Small Group Tutoring Hours | 967 | 833 | 651 | 750 | \* |
| Large Group Tutoring Hours | 768 | 582 | 536 | 621 | \* |
| Self-Directed Academic Service | 344 | 356 | 361 | 356 | \* |
| Cultural Activities Hours | 797 | 576 | 534 | 752 | \* |
| Youth Leadership Hours | 418 | 396 | 305 | 326 | \* |
| Individual/Group Personal Adjustment/Vocational Academic Hours | 272 | 141 | 247 | 263 | \* |

Table 9 lists the categories of services and the number of students who received these services during the summer program. Individual students may be counted in more than one service category.

**Table 9: Types of Summer Services and Number of Students Receiving Services for All AIECs, in 2015–20[[32]](#footnote-32)**

\* The COVID-19 pandemic and subsequent stay-at-home order, including Governor Newsom’s Executive Order N-26-20, which closed schools in California, the 2019–20 AIEC data collection was suspended

| **Type of Services** | **2015–16** | **2016–17** | **2017–18** | **2018–19** | **2019–20** |
| --- | --- | --- | --- | --- | --- |
| In-Class | 45 | 111 | 92 | 106 | \* |
| One-on-One and Small Group Tutoring Hours | 204 | 202 | 173 | 195 | \* |
| Large Group Tutoring Hours | 386 | 275 | 355 | 352 | \* |
| Self-Directed Academic Service | 76 | 101 | 56 | 65 | \* |
| Cultural Activities Hours | 721 | 614 | 572 | 661 | \* |
| Youth Leadership Hours | 337 | 237 | 210 | 241 | \* |
| Recreational Activity Hours | 478 | 391 | 359 | 387 | \* |
| Individual/Group Personal Adjustment/Vocational Academic Hours | 286 | 117 | 216 | 216 | \* |

According to the End-of-Year Reports for the years 2015–16 to 2019–20, the AIECs provided services that meet all the requirements of this program, which are enumerated in *EC* sections 33380–33385. Table 10 indicates the percentage of the AIECs that offer the listed services.

**Table 10: Survey of Services Provided by AIECs by Percentage[[33]](#footnote-33)**

| **AIEC Program Goals** | **Percent of Centers** |
| --- | --- |
| Improve the academic achievement of American **Indian** pupils with particular emphasis on reading and mathematics. | 100% |
| Improve the self-concept of American **Indian** pupils and adults. | 100% |
| Increase the employment of American **Indian** adults. | 92% |
| Serve as a center for related community activities. | 100% |
| Provide tutorial assistance to pupils in reading and mathematics. | 92% |
| Provide individual and group counseling to pupils and adults related to personal adjustment, academic progress, and vocational planning. | 75% |
| Provide coordinated programs with the public schools. | 85% |
| Provide a neutral location for parent-teacher conferences. | 69% |
| Provide a focus for summer recreational sports and academic experience. | 90% |
| Provide adult classes and activities. | 75% |
| Provide college-related training programs for prospective American **Indian** teachers. | 30% |
| Provide libraries and other related educational materials. | 92% |

## Funding

The AIEC Program is on a five-year cycle and runs a competitive grant every five years. Funding levels have remained relatively stable and have gone up incrementally through cost-of-living adjustment yearly allocations. The current five-year cycle spans 2019–24.

The AIECs currently adhere to an October 1 through September 30 funding year. This allows the AIECs to plan and offer summer enrichment services with guaranteed funding. There is an unmet need for services in many areas of California. Several centers have requested additional funds to open satellite centers. Using this model, the AIECs could expand services at a lower overhead cost.

CDE supports one full-time employee as an American Indian Education Programs Consultant for the administration of this program from CDE’s general fund.

## State-Level Monitoring

AIECs are not school-based programs and are not included in the state’s Compliance Review process. Current state law requires, as a condition of continued funding, that the AIECs collect and report annual site evaluation data that measures the number of students served, the services provided to students, the academic performance of students served, and the extent to which the program goals are being met.[[34]](#footnote-34) CDE staff have implemented a fiscal monitoring plan. The AIECs submit quarterly fiscal reports that include a copy of the general ledger. They are also required to submit an annual audit of revenues and expenditures.

The State Board of Education adopted the Guidelines for the Implementation of the AIEC Program in 2007. These can be found in California Code of Regulations Sections 11996–11996.11 and have served to strengthen the AIEC Program.

## Conclusion

The AIECs met their obligation to act as educational resource centers and to provide quality academic and cultural services to the Native American communities. The primary emphasis on direct services in an effort to improve achievement in reading/language arts and mathematics is successful. The secondary purpose, building student self-concept through cultural activities, is an integral part of helping American Indian students become successful.

The AIEC programs are crucial for American Indian students, families, and communities. Participating students report greater self-image, self-confidence, and academic success. Families report stronger connections to schools and feeling more involved in their children’s education. Part of the strength of the AIEC Program lies in its ability to meet the local needs of the community in which it serves and to develop multi-dimensional approaches to supporting students and families. These approaches successfully integrate the use of tradition and culture into academic activities, which build student self-identity and resiliency.

## Recommendations

1. Offer and support trainings that increase awareness on the issue of American Indian/Alaska Native student achievement by sharing best practices and research on Native students.
2. Encourage the AIECs to increase the voice of American Indian peoples by purposefully increasing their participation in the work of schools to make schools more culturally relevant places for American Indian children.
3. Explore increasing the amount allocated to the AIEC Program. Currently, 23 AIECs are funded with a total of $4,468,000. These AIECs would be able to expand to serve unserved American Indian populations if there was an increase in funding.
4. An increase in funding to fully support an American Indian Education Programs Consultant and Analyst would allow the CDE staff to become more involved in advocating for American Indian education issues statewide.
5. Help the AIECs improve the services, support, and financial support of American Indian students and to create pathways for adult students with some college or no degree to increase degree attainment.
1. “The Effects of Poverty on Education in the United States.” ChildFund 2015. Found at <https://www.childfund.org/Poverty-and-Education-in-the-US/> [↑](#footnote-ref-1)
2. U.S. Census Bureau, American Community Survey <https://www.census.gov/search-results.html?q=median+income+by+ethnicity&page=1&stateGeo=none&searchtype=web&cssp=SERP&_charset_=UTF-8> [↑](#footnote-ref-2)
3. Ibid. [↑](#footnote-ref-3)
4. Ibid. [↑](#footnote-ref-4)
5. U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1990–91 through 2012–13; and State Public Elementary and Secondary Enrollment Projection Model, 1980 through 2024. <http://nces.ed.gov/programs/digest/d14/tables/dt14_203.20.asp> [↑](#footnote-ref-5)
6. DataQuest is a dynamic system that provides reports about California’s schools and school districts. It contains a wide variety of information, including school performance indicators, student and staff demographics, expulsion, suspension, truancy information, and a variety of test results. The data at <http://dq.cde.ca.gov/dataquest/> is presented so that users can easily compare schools, districts, and counties. [↑](#footnote-ref-6)
7. Individuals who responded to the question on race by indicating only one race and not Hispanic or Latino are referred to as the race-alone population or the group who reported only one race category. All respondents who indicated more than one race are collapsed into the Two or More Races category. If they chose Hispanic or Latino of any race they are counted in the Hispanic or Latino of Any Race category. [↑](#footnote-ref-7)
8. DataQuest. Found at <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthYears.aspx?cds=00&agglevel=state&year=2015-16> by number and <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthYears.aspx?cds=00&agglevel=state&year=2015-16> by percentages [↑](#footnote-ref-8)
9. Degree Attainment for Native American Adults <https://edtrust.org/resource/degree-attainment-for-native-american-adults/> [↑](#footnote-ref-9)
10. Degree Attainment for Native American Adults found at <https://edtrust.org/resource/degree-attainment-for-native-american-adults/> [↑](#footnote-ref-10)
11. DataQuest. Found at <http://dq.cde.ca.gov/dataquest/> [↑](#footnote-ref-11)
12. Hernandez, Donald J., “Double Jeopardy: How Third Grade Reading Skills and Poverty Influence High School Graduation”, 2012, The Annie E. Casey Foundation, Baltimore, Maryland, found at <http://www.aecf.org/m/resourcedoc/AECF-DoubleJeopardy-2012-Full.pdf> [↑](#footnote-ref-12)
13. Ibid [↑](#footnote-ref-13)
14. DataQuest. Found at <http://dq.cde.ca.gov/dataquest/> [↑](#footnote-ref-14)
15. California Assessment of Student Performance and Progress (CAASPP). <https://caaspp-elpac.cde.ca.gov/caaspp/ViewReportSB?ps=true&lstTestYear=2016&lstTestType=B&lstGroup=5&lstGrade=13&lstSchoolType=A&lstCounty=00&lstDistrict=00000&lstSchool=0000000&lstSubject=e&lstFocus=a> [↑](#footnote-ref-15)
16. Ibid. [↑](#footnote-ref-16)
17. CAASPP. <https://caaspp-elpac.cde.ca.gov/caaspp/ViewReportSB?ps=true&lstTestYear=2017&lstTestType=B&lstGroup=5&lstGrade=13&lstSchoolType=A&lstCounty=00&lstDistrict=00000&lstSchool=0000000&lstSubject=e&lstFocus=a> [↑](#footnote-ref-17)
18. Ibid. [↑](#footnote-ref-18)
19. CAASPP. <https://caaspp-elpac.cde.ca.gov/caaspp/ViewReportSB?ps=true&lstTestYear=2018&lstTestType=B&lstGroup=5&lstGrade=13&lstSchoolType=A&lstCounty=00&lstDistrict=00000&lstSchool=0000000&lstSubject=e&lstFocus=a> [↑](#footnote-ref-19)
20. Ibid. [↑](#footnote-ref-20)
21. CAASPP. <https://caaspp-elpac.cde.ca.gov/caaspp/ViewReportSB?ps=true&lstTestYear=2019&lstTestType=B&lstGroup=5&lstGrade=13&lstSchoolType=A&lstCounty=00&lstDistrict=00000&lstSchool=0000000&lstSubject=e&lstFocus=a> [↑](#footnote-ref-21)
22. Ibid. [↑](#footnote-ref-22)
23. CAASPP. <https://caaspp-elpac.cde.ca.gov/caaspp/ViewReportSB?ps=true&lstTestYear=2020&lstTestType=B&lstGroup=5&lstGrade=13&lstSchoolType=A&lstCounty=00&lstDistrict=00000&lstSchool=0000000&lstSubject=e&lstFocus=a> [↑](#footnote-ref-23)
24. Ibid. [↑](#footnote-ref-24)
25. National Center for Education Statistics Public High School Graduation Rates web page at <https://nces.ed.gov/programs/coe/indicator/coi> [↑](#footnote-ref-25)
26. Ibid. [↑](#footnote-ref-26)
27. Ibid. [↑](#footnote-ref-27)
28. DataQuest, at <https://dq.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?cds=00&agglevel=state&year=2019-20> [↑](#footnote-ref-28)
29. Ibid. [↑](#footnote-ref-29)
30. Self-reported by the American Indian Education Center’s End of Year Reports for the years 2015-16, 2016-17, 2017-18, 2018-19, and 2019-20 submitted to the CDE. Not available online. [↑](#footnote-ref-30)
31. Ibid. [↑](#footnote-ref-31)
32. Ibid. [↑](#footnote-ref-32)
33. Ibid. [↑](#footnote-ref-33)
34. Due to the COVID-19 pandemic and subsequent stay-at-home orders, including Governor Newsom’s Executive Order N-26-20, which closed schools in California, the 2019–20 AIEC data collection was suspended. [↑](#footnote-ref-34)