

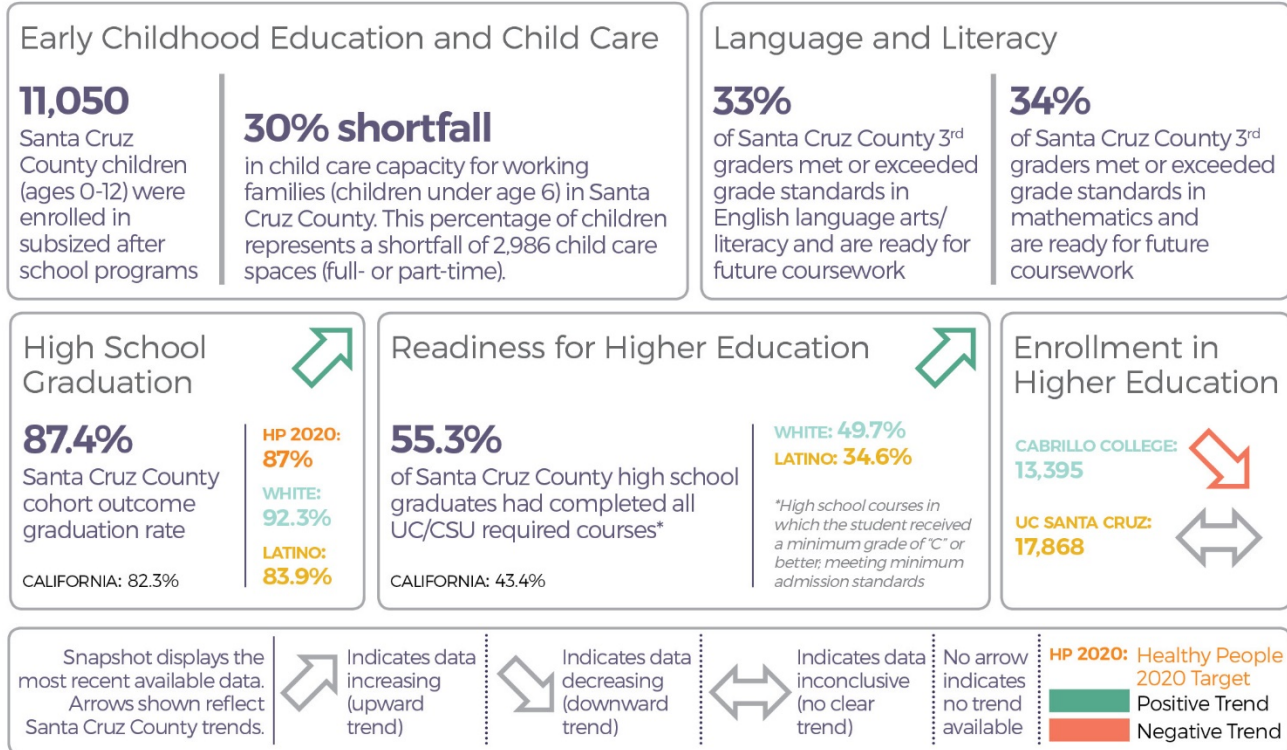
Education

photo credit: matt pfeifer



Education Snapshot	44
Education Community Goals for 2020	44
Child Care / Early Childhood Education	45
Youth Assets	48
Student Enrollment	49
Absenteeism	50
Test Scores	51
California Assessment of Student Performance (CAASPP)	51
SAT and ACT	52
Diverse Learners.....	54
English Language Learners.....	54
Special Education	55
High School Graduation & College Readiness.....	57
Higher Education	59
Cabrillo College.....	59
UC Santa Cruz	62

Education Snapshot



Education Community Goals for 2020

- Goal 1: By the year 2020, all students will be fully connected and engaged with their school community, and will see their school as a welcoming, essential, and safe place.

Community Hero: Kathleen Crocetti

- Goal 2: By the year 2020, all students will have broader access to courses and enrichment activities, including visual and performing arts, career technical education and digital technology.

Community Hero: Deidre Hamilton

- Goal 3: By the year 2020, all students will be provided sufficient behavior, health, and counseling services to succeed in their chosen educational and career pathways.

Community Hero: Live Oak Cradle to Career Parent Leadership

Child Care / Early Childhood Education

Several decades of research clearly demonstrate that high-quality, developmentally appropriate early childhood education (ECE) programs produce short- and long-term positive effects on children's cognitive and social development.¹⁵ Moreover, studies of the costs and long-term benefits of high-quality ECE programs have consistently found substantial savings derived over the course of years and decades from reduced need for remedial and special education, reduced incarceration rates, lower rates of teen pregnancy, and many other factors. Analyses of the costs and benefits of ECE have found impressive returns on investment to the public, ranging from \$2.69 to \$7.16 per dollar invested. Additionally, research has found that high-quality and reliable child care increases worker productivity and improves businesses' bottom line.¹⁶

Number of Spaces in Child Care Centers and Homes – 2014

	0-1 Years	2-5 Years	0-5 Years
Licensed Child Care Centers	309	3,486	3,795
Licensed Family Child Care Homes	861	2,321	3,182
Total	1,170	5,807	6,977

Source: California Child Care Resource & Referral Network, California Child Care Portfolio (2015).

Note: The Portfolio Report provided family child care homes spaces as a total, not by age. The age-specific totals for FCCH listed in the table above are estimated based on the age distribution of FCCH's for the current year.

Note: Based on Section 13 of the LPC template. This table does not include the number of spaces in licensed and unlicensed centers and after-school programs for school-aged children, ages 6-12. There are different sources for these data which cannot be reconciled into an unduplicated total count.

¹⁵ NAEYC. A Call for Excellence in Early Childhood Education. Accessed on July 29, 2016 from <https://www.naeyc.org/policy/excellence>.

¹⁶ University of California, Berkeley, Center for Labor Research and Education. 2011. *Economic Impacts of Early Care and Education in California*.

Children Enrolled in Subsidized Child Care and Development Programs¹ – 2015-16

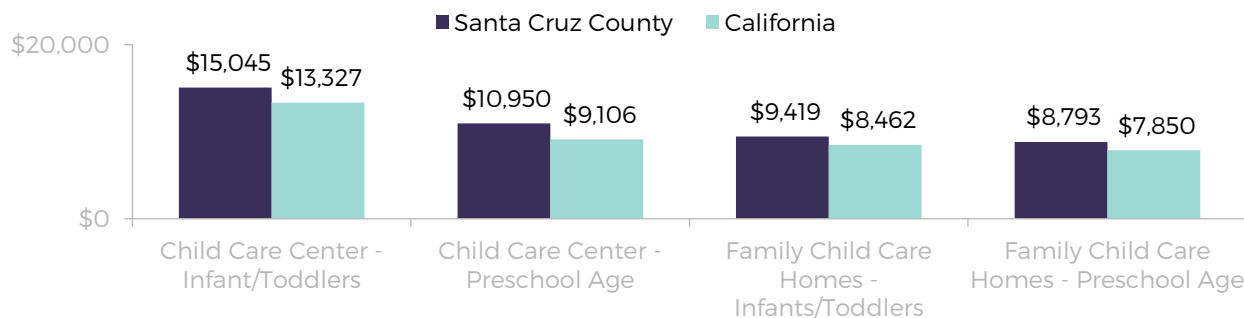
Program Name	Infants, Toddlers (0-2)	Preschool (3-4)	School Age (5-12)	All Children (0-12)
CA State Preschool Program (Title V)	0	779	31 ²	810
CCTR: General Child Care & Development (Title V)	168	45	122	335
Head Start (3-5) & Early Head Start (0-2)	169	378	29 ²	576
Migrant Head Start	395	413	96 ²	904
CMIG (Center based migrant child care)	36	23	14 ²	73
Handicap Program (CHAN)	0	0	0	0
Alternative Payment Program (CAPP)	46	45	137	228
CalWORKs Stage 1	119	97	142	358
CalWORKs Stage 2	39	32	63	134
CalWORKs Stage 3	4	8	68	80
Cabrillo Family Child Care (Family Child Care Homes - Title V)	13	5	0	18
Total Subsidized After School Programs (2015-16)	0	0	7,534	7,534
Total	989	1,825	8,236	11,050

Source: All figures are from the AIR Early Learning Needs Assessment Tool with the following exceptions. Head Start, Family Child Care Homes, and CalWORKs Stage 1 enrollment is from the Santa Cruz Child Care Planning Council 2015 Priorities Report, and after-school program enrollment was collected by Santa Cruz COE, based on correspondence with individual school districts.

¹All totals reflect 2014-15 enrollments, except the after school program totals which reflect 2015-16 enrollments.

²Number reflects age 5 children only.

Average Annual Cost of Child Care – 2015



Source: California Child Care Resource & Referral Network, California Child Care Portfolio (2015); Cost data are from the Child Care Regional Market Rate Survey, 2014. Retrieved from <http://www.kidsdata.org/topic/1849/child-care-cost-agefacility/table#fmt=2358&loc=370&tf=79&ch=984,985,222,223&sortColumnId=0&sortType=asc>.

Child Care Capacity for Working Families under Age 6 – 2014-15

Category	0-1 Years	2-5 Years	Total (0-5 Years)
Children in Working Families	2,910	7,053	9,963
Number of part-time or full-time spaces (capacity)	1,170	5,807 ¹	6,977
Licensed Child Care Centers	309	3,486	3,795
Licensed Family Child Care Homes	861	2,321 ¹	3,182
Shortfall in Capacity	(1,740)	(1,246)	(2,986)
Shortfall as Percentage of Children	60%	18%	30%

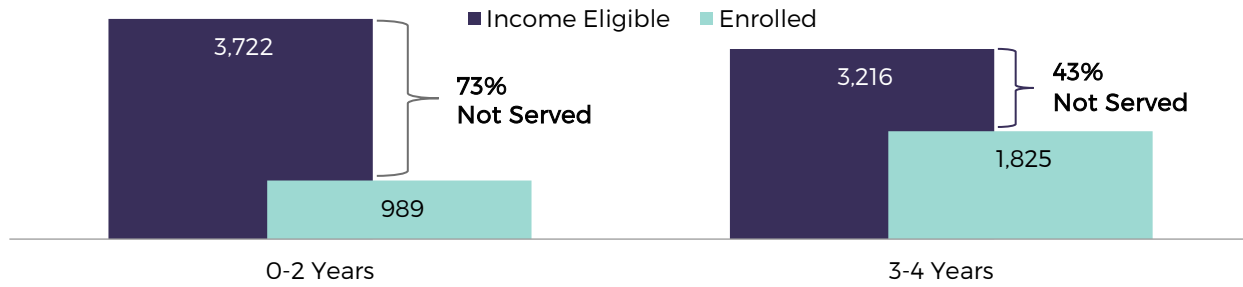
Source: "Children in Working Families" totals are from AIR Early Learning Needs Assessment Tool. Licensed capacity totals are from the 2015 Child Care Portfolio of the California Child Care Resource & Referral Network.

Note: To estimate the overall shortfall in capacity, the number of spaces available are subtracted from the number of children estimated in need.

Note: Shortfall as Percentage of Children = Shortfall / Children in Working Families.

¹The R&R Network publishes only the total FCCH spaces, without specifying by age group. The age-group estimates in the table are based on the proportion of FCCH spaces by age group that existed in 2015, as provided by Santa Cruz COE.

Low-Income Children under Age 5 Enrolled in Subsidized Child Care – 2014-2015

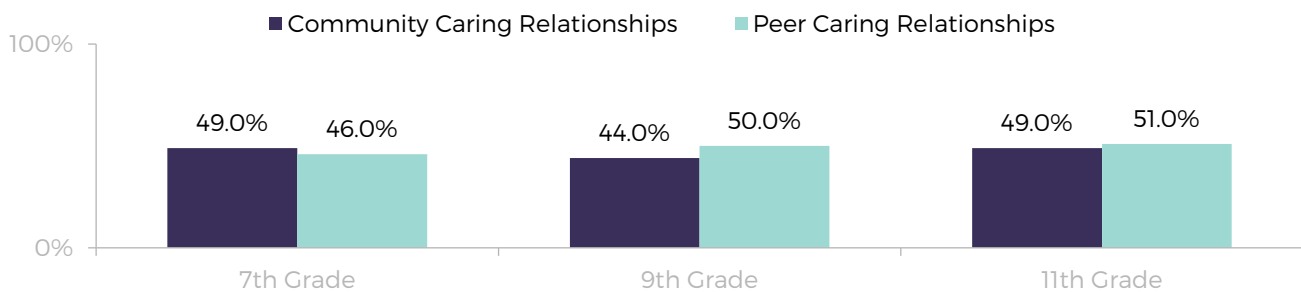


Source: Applied Survey Research. (2016). Santa Cruz County Early Care and Education Needs Assessment. Project AIR Early Learning Needs Assessment Tool, Santa Cruz COE.

Youth Assets

Developmental assets are a set of skills, experiences, relationships, and behaviors that enable young people to develop into successful and contributing adults. Studies of more than 5 million young people across the United States (as well as studies in other countries) show that the more developmental assets young people acquire, the better their chances of succeeding in school and becoming happy, healthy, and contributing members of their communities and society.¹⁷ Importantly, they are less likely to engage in a wide range of high-risk behaviors, such as violence, trouble in school, and drug and alcohol use.¹⁸ Examples of developmental assets include service to others, self-esteem, sense of purpose, and having adult role models.¹⁹

Percentage of Students with a “High” Level by Relationship Type^{1,2} and Grade Level, Santa Cruz County – 2014-15



Source: West Ed for California Department of Education. (2015). *California Healthy Kids Survey, Santa Cruz County*.

¹Community Caring Relationships include the following survey questions: “Outside of my home and school, there is an adult who...really cares about me... notices when I am upset about something... ..whom I trust.

²Peer Caring Relationships include the following survey questions: “I have a friend about my own age who... really cares about me...who talks with me about my problems...who helps me when I’m having a hard time.”

¹⁷ Search Institute. Accessed on August 2, 2016 from <http://www.search-institute.org/research/developmental-assets>.

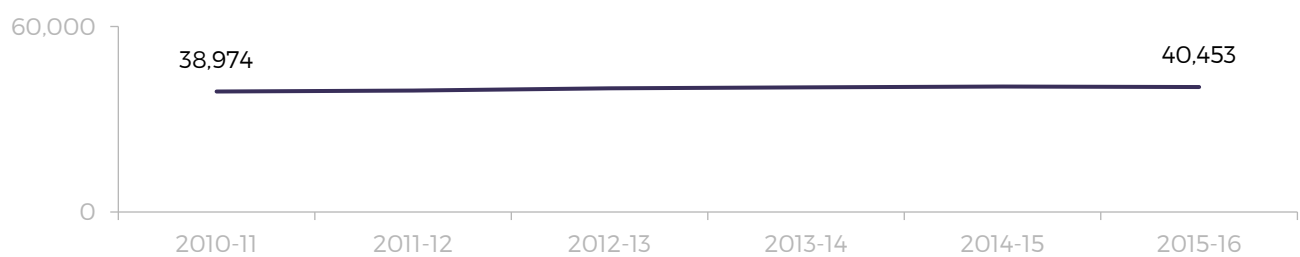
¹⁸ Ibid.

¹⁹ Project Cornerstone. Accessed on August 2, 2016 from <http://www.projectcornerstone.org/html/developmentalassets.html>.

Student Enrollment

Student enrollment provides insight into the shifting demographic composition of a region. Nationally, enrollment in public elementary and secondary schools increased from 48.5 million to 50.0 million between 2003 and 2013, and is projected to continue increasing.²⁰ Additionally, the number of White students enrolled in public elementary and secondary schools is decreasing while, in contrast, the number who are Hispanic is increasing, reflecting demographic shifts in the population,²¹ data suggests that Santa Cruz County is mirroring this national shift.

Student Enrollment, Santa Cruz County



School District	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
County Office of Education	1,389	1,106	1,393	1,349	1,289	1,352
Bonny Doon Union Elementary	114	129	132	127	146	165
Happy Valley Elementary	135	133	127	129	134	132
Live Oak Elementary	2,108	2,061	2,118	2,081	2,108	2,106
Mountain Elementary	120	123	132	131	120	124
Pacific Elementary	110	110	104	106	108	115
Pajaro Valley Unified	19,542	19,914	20,001	20,362	20,438	20,354
San Lorenzo Valley Unified	4,025	4,264	4,444	4,514	4,613	4,644
Santa Cruz City Elementary	2,257	2,336	2,360	2,351	2,361	2,294
Santa Cruz City High	4,718	4,691	4,716	4,666	4,731	4,643
Scotts Valley Unified	2,574	2,506	2,479	2,474	2,482	2,545
Soquel Union Elementary	1,879	1,895	1,954	2,005	2,054	1,979
California	6,217,113	6,214,204	6,214,199	6,236,672	6,235,520	6,226,737

Source: California Department of Education. (2016). 2010-2016 *Educational Demographics Office*.

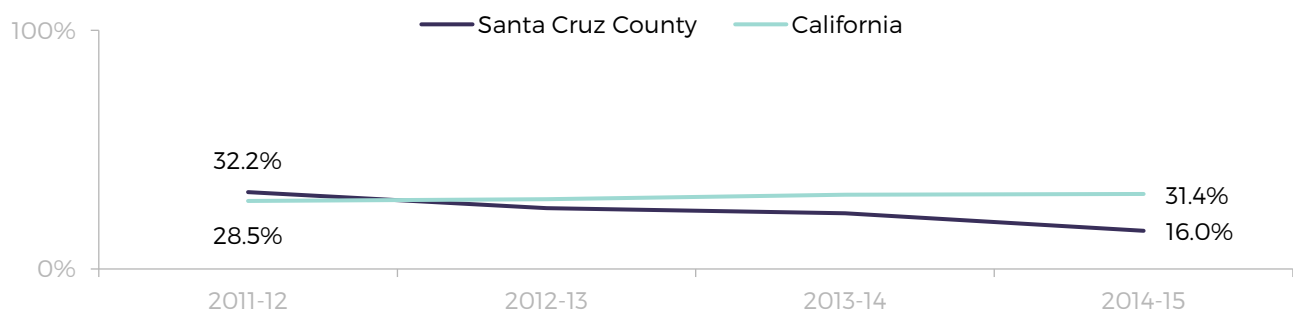
²⁰ National Center for Education Statistics. Accessed on August 2, 2016 from http://nces.ed.gov/programs/coe/indicator_cge.asp.

²¹ Ibid.

Absenteeism

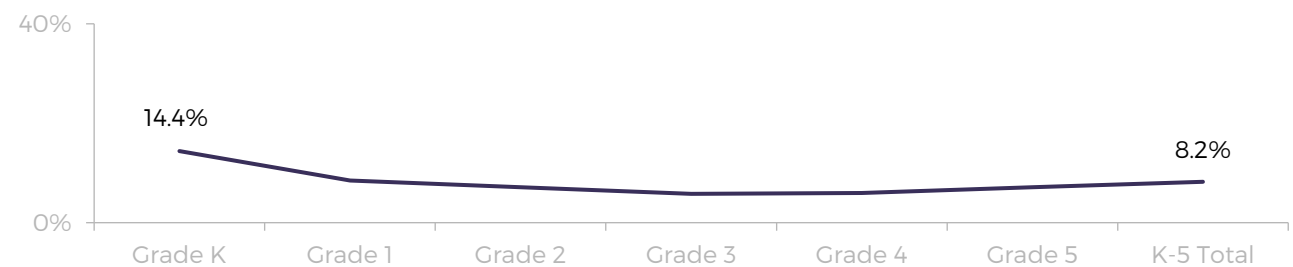
California Legislature defines a truant as a student missing more than 30 minutes of instruction without an excuse three times during the school year. Chronic absenteeism is when a student misses 10 percent of a school year for any reason. Students who are chronically absent are more likely to fall behind in reading and math, and are less likely to graduate from high school.²² Chronic absenteeism increases achievement gaps at the elementary, middle, and high school levels. Because students raised in poverty benefit the most from being in school, one of the most effective strategies for providing pathways out of poverty is to ensure low-income students are in school every day.²³

Truancy Rate



Source: National Association of Home Builders. (2016). 2010-2016 NAHB - Wells Fargo Housing Opportunity Index (HOI), 1st Quarter.

Percentage of Students that are Chronically Absent, Santa Cruz County¹ – 2014



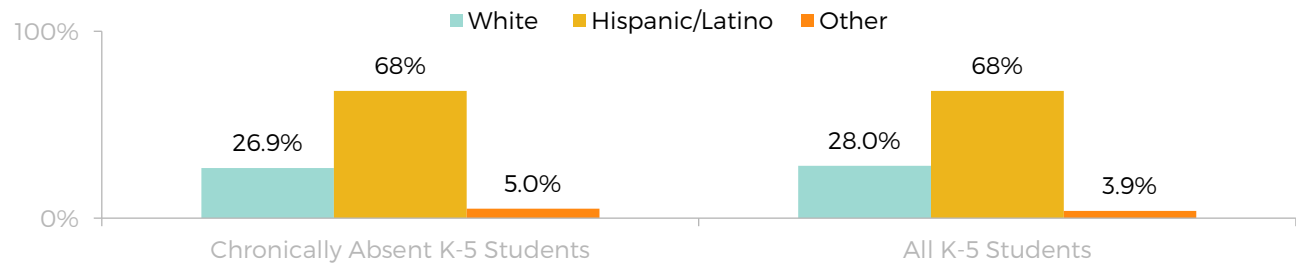
Source: Santa Cruz County, Keeping Kids in School (KKIS) Collaborative. (2014).

¹Santa Cruz County data is represented by the following school districts: Santa Cruz City, Pajaro Valley, Live Oak, and San Lorenzo Valley.

²² Johns Hopkins University, School of Education, Center for Social Organization of Schools. 2012. *The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools*.

²³ Ibid.

Percentage of Students that are Chronically Absent Compared to All Students by Ethnicity, Santa Cruz County¹ – 2014



Source: Santa Cruz County, Keeping Kids in School (KKIS) Collaborative. (2014).

¹Santa Cruz County data is represented by the following school districts: Santa Cruz City, Pajaro Valley, Live Oak, and San Lorenzo Valley.

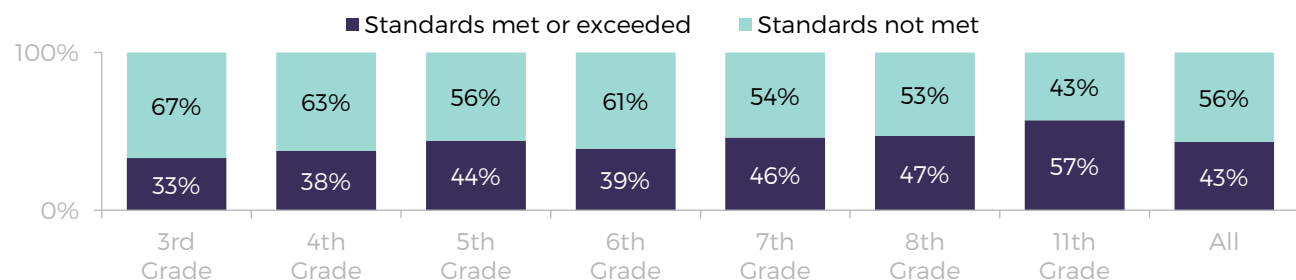
Test Scores

Standardized tests assesses knowledge and skills that students need to be successful in school, such as critical reading, mathematics, science, and writing skills. Assessments promote high-quality teaching and student learning, and set a course to ensure that all California students are well prepared to enter college and careers in today’s competitive global economy.²⁴

In 2014, the California Assessment of Student Performance (CAASPP) was established to replace the Standardized Testing and Reporting (STAR) Program, in order to include assessments for the new Common Core State Standards (CCSS). CAASPP encompasses the Smarter Balance Assessments Consortium (SBAC) system which is based on CCSS for English language arts/literacy, and math.

California Assessment of Student Performance (CAASPP)

English Language Arts/Literacy Achievement Level Distribution, Santa Cruz County – 2014-15

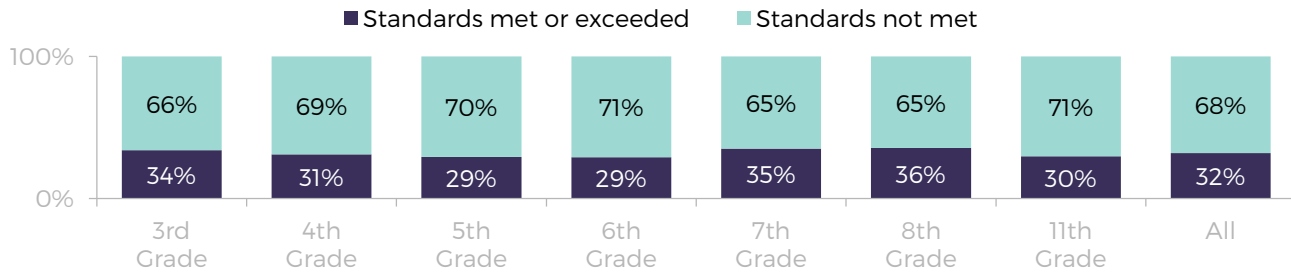


Source: California Assessment of Student Performance and Progress. (2016). 2015 Test Results for English Language Arts/Literacy.

Note: Standards not met includes students who nearly met standards.

²⁴ California Department of Education. Assessment Information. Accessed on August 2, 2016 from <http://www.cde.ca.gov/ta/tg/ai/>.

Mathematics Achievement Level Distribution, Santa Cruz County – 2014-15

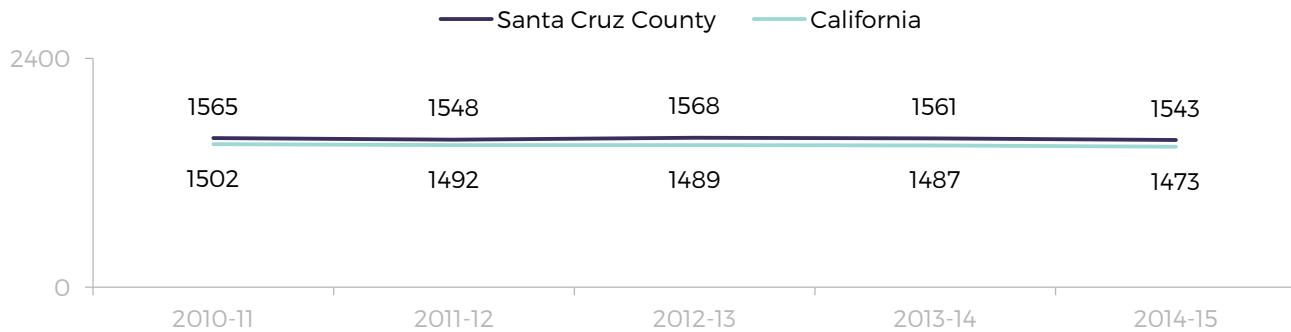


Source: California Assessment of Student Performance and Progress. (2016). 2015 Test Results for Mathematics.

Note: Standards not met includes students who nearly met standards.

SAT and ACT

Average SAT¹ Score

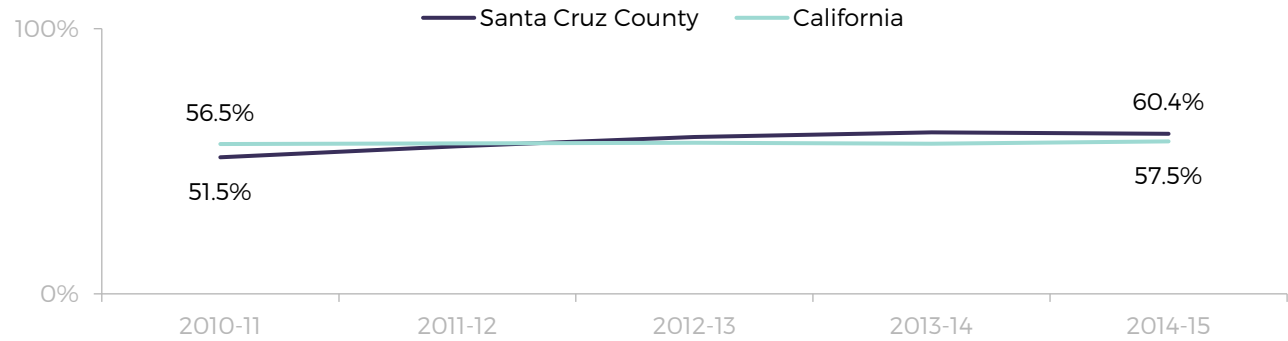


High School	2010-11	2011-12	2012-13	2013-14	2014-15
Aptos High	1598	1574	1584	1599	1582
Harbor High	1686	1618	1607	1538	1513
Pajaro Valley High	1173	1223	1241	1328	1299
San Lorenzo Valley High	1655	1589	1634	1580	1573
Santa Cruz High	1691	1687	1732	1667	1672
Scotts Valley High	1682	1621	1653	1637	1648
Soquel High	1626	1653	1568	1580	1571
Watsonville High	1322	1305	1270	1343	1322
Santa Cruz County	1565	1548	1568	1561	1543
California	1502	1492	1489	1487	1473

Source: California Department of Education. (2016). 2010-2015 SAT Report.

¹The SAT is a national college admissions test. It tests students' knowledge of subjects that are necessary for college success: reading, writing, and mathematics. It is typically taken by high school juniors and seniors. Scores are out of 2400 possible points on a nonlinear curve. Visit the College Board's website for information on how the tests are scored at <https://www.collegeboard.org/>. Each section of the SAT is scored on a scale of 200-800, with two writing subscores for multiple-choice questions and the essay.

Percentage of ACT¹ Scores of 21 or Higher



High School	2010-11	2011-12	2012-13	2013-14	2014-15
Aptos High	76.7%	78.9%	75.3%	77.1%	82.9%
Harbor High	84.8%	73.9%	72.0%	60.6%	55.3%
Pajaro Valley High	12.4%	16.1%	16.0%	22.0%	22.4%
San Lorenzo Valley High	90.0%	91.7%	84.0%	76.9%	92.3%
Santa Cruz High	68.3%	72.2%	87.7%	84.9%	88.9%
Scotts Valley High	82.7%	82.4%	87.3%	79.5%	89.2%
Soquel High	77.6%	84.2%	73.6%	87.3%	84.1%
Watsonville High	22.6%	23.0%	24.7%	36.7%	27.0%
Santa Cruz County	51.5%	55.7%	59.1%	60.9%	60.4%
California	56.5%	56.7%	57.0%	56.6%	57.5%

Source: California Department of Education. (2016). 2010-2015 *SAT Report*.

¹The ACT is a national college admissions test. It tests students' knowledge of subjects that are necessary for college success: reading, English, math, and science. It is typically taken by high school juniors and seniors. Scores range from 1 to 36 possible points.

Percentage of 9th-12th Grade Students Who Took the SAT or ACT by High School – 2014-15

	SAT	ACT
Aptos High	49.7%	22.9%
Harbor High	50.8%	19.4%
Pajaro Valley High	35.3%	26.1%
San Lorenzo Valley High	55.3%	22.9%
Santa Cruz High	60.5%	30.5%
Scotts Valley High	69.5%	42.5%
Soquel High	50.6%	27.5%
Watsonville High	41.9%	35.0%
Santa Cruz County	38.1%	22.9%
California	42.4%	21.0%

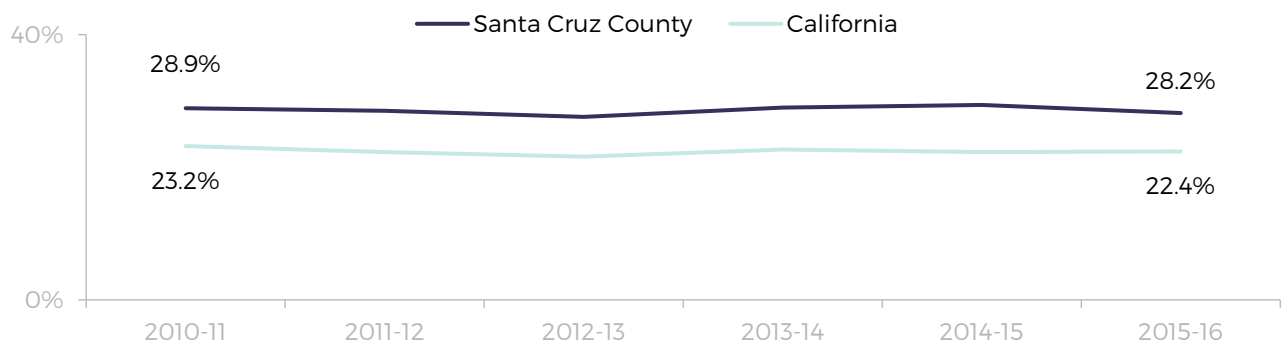
Source: California Department of Education. (2016). 2014-2015 *SAT Report*.

Diverse Learners

America’s schools are responsible for meeting the educational needs of an increasingly diverse student population. Diverse student learners include children working to learn the English language, students with disabilities, Native American students, homeless students, the children of migrant workers, and neglected or delinquent students.²⁵ English Learners (ELs) are the fastest- growing student population within the United States and a large achievement gap exists between ELs and their non-EL classmates.²⁶ Schools are striving to provide a wide range of resources and support to ensure that all students have the opportunity to succeed in college and in a career.

English Language Learners

Percentage of English Learner Students



Source: California Department of Education. (2016). 2010-2016 *Educational Demographics Office*.

²⁵ U.S. Department of Education. 2010. *Diverse Learners*.

²⁶ Ibid.

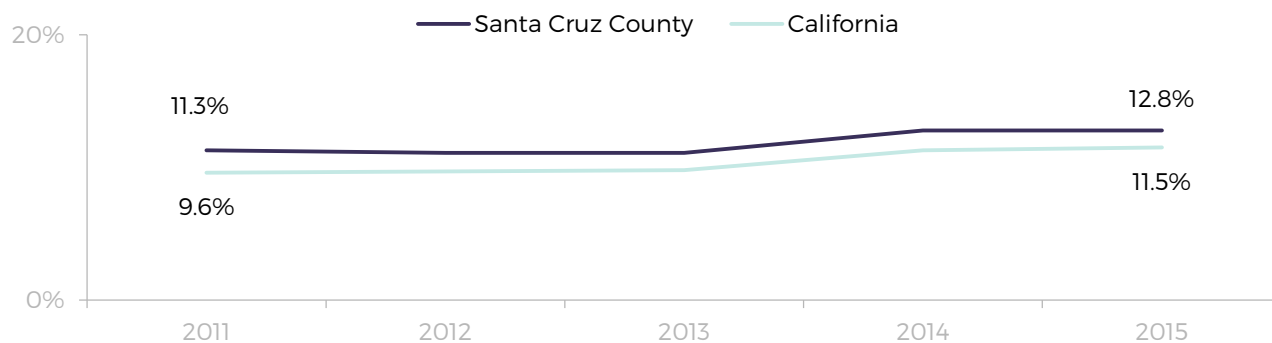
Percentage of English Learner Students by School District

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
County Office of Education	26.1%	15.8%	18.4%	17.4%	13.8%	13.9%
Bonny Doon Union Elementary	0.9%	1.6%	0.8%	0.0%	1.4%	1.2%
Happy Valley Elementary	0.0%	0.8%	1.6%	1.6%	1.5%	3.0%
Live Oak Elementary	31.6%	32.3%	32.6%	32.7%	33.5%	34.5%
Mountain Elementary	2.5%	3.3%	0.8%	0.0%	0.0%	0.8%
Pacific Elementary	10.9%	9.1%	10.6%	12.3%	13.0%	13.0%
Pajaro Valley Unified	45.9%	45.4%	44.0%	46.5%	47.3%	44.7%
San Lorenzo Valley Unified	1.1%	1.3%	1.8%	1.7%	2.0%	2.3%
Santa Cruz City Elementary	27.2%	25.7%	24.4%	25.7%	25.0%	26.0%
Santa Cruz City High	7.9%	7.7%	6.7%	7.2%	7.6%	8.7%
Scotts Valley Unified	1.7%	2.1%	1.7%	2.3%	3.0%	2.0%
Soquel Union Elementary	14.0%	12.1%	13.2%	11.8%	12.4%	10.0%

Source: California Department of Education. (2016). 2010-2016 *Educational Demographics Office*.

Special Education

Special Education Enrollment



Source: California Department of Education. (2016). 2010-2016 *Educational Demographics Office*.

Special Education Enrollment by Disability Type¹

	2011	2012	2013	2014	2015
Autism					
Santa Cruz County	5.8%	5.9%	6.4%	6.8%	7.1%
California	8.8%	9.6%	10.4%	12.0%	12.6%

Special Education Enrollment by Disability Type¹ (Continued)

Deaf					
Santa Cruz County	0.4%	0.4%	0.4%	0.5%	0.6%
California	0.5%	0.5%	0.5%	0.5%	0.5%
Emotional Disturbance					
Santa Cruz County	3.0%	3.2%	2.9%	2.7%	2.7%
California	4.4%	4.3%	4.1%	3.5%	3.4%
Hard of Hearing					
Santa Cruz County	2.1%	2.0%	2.3%	3.0%	2.8%
California	1.2%	1.2%	1.2%	1.5%	1.4%
Intellectual Disability					
Santa Cruz County	4.1%	4.4%	4.3%	3.9%	4.1%
California	6.3%	6.3%	6.3%	6.2%	6.1%
Learning Disability					
Santa Cruz County	49.1%	49.6%	50.0%	43.4%	43.0%
California	46.4%	45.9%	45.5%	40.0%	39.6%
Multiple Disability					
Santa Cruz County	1.1%	1.2%	1.1%	1.1%	0.9%
California	0.7%	0.8%	0.8%	0.9%	0.9%
Orthopedic Impairment					
Santa Cruz County	2.0%	1.9%	1.8%	1.6%	1.6%
California	2.0%	1.9%	1.8%	1.8%	1.7%
Other Health Impairment					
Santa Cruz County	5.9%	6.3%	6.1%	7.4%	8.6%
California	8.9%	9.5%	10.2%	10.0%	10.6%
Speech or Language Impairment					
Santa Cruz County	25.8%	24.2%	23.9%	28.7%	27.7%
California	19.8%	19.0%	18.4%	22.8%	22.3%
Traumatic Brain Injury					
Santa Cruz County	0.2%	NA	NA	0.1%	0.2%
California	0.3%	0.3%	0.3%	0.2%	0.2%
Visual Impairment					
Santa Cruz County	0.6%	0.6%	0.6%	0.6%	0.5%
California	0.6%	0.6%	0.6%	0.6%	0.5%
Santa Cruz County Total Special Education Enrollment	4,408	4,372	4,449	5,165	5,193
California Total Special Education Enrollment	599,770	605,549	613,061	705,279	717,961

Source: California Department of Education. (2016). 2011-2016 Educational Demographics Office.

¹ For more information regarding disability types, visit: <http://www.cde.ca.gov/ta/tg/ca/disablecodes.asp>

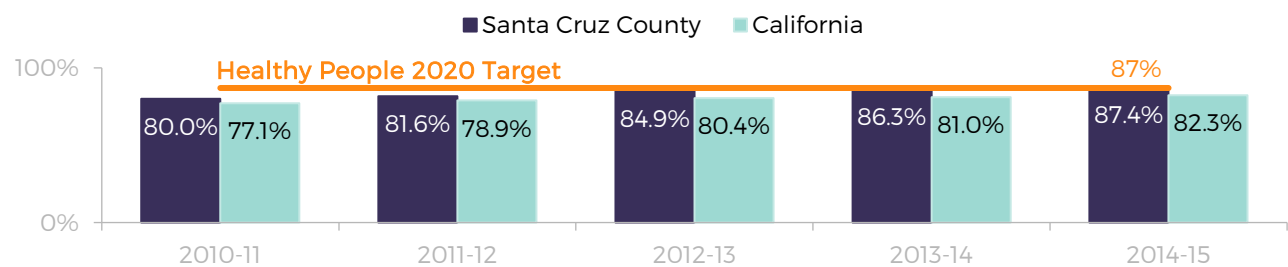
High School Graduation & College Readiness



High school graduation and college readiness are important measures of how well a region prepares its youth for future success. High school graduates earn higher salaries, have better self-esteem, more personal life satisfaction, fewer health problems, and less involvement in criminal activity as compared to high school dropouts.²⁷ High school graduation can be measured by the cohort graduation rate at which students enter 9th grade and graduate within four years (including GED or special education certificate of completion). College readiness can be measured by the proportion of youth that complete high school and meet entrance requirements for the University of California (UC) or California State University (CSU). Examining high school graduation rates and college readiness by socioeconomic variables sheds light on the inequality of educational achievement in a region.



Cohort¹ Outcome Graduation Rates



School District	2010-11	2011-12	2012-13	2013-14	2014-15
District					
Pajaro Valley Unified	81.6%	85.9%	88.6%	89.7%	93.6%
San Lorenzo Valley Unified	90.1%	96.3%	94.4%	96.8%	96.8%
Santa Cruz City High	90.2%	90.5%	89.8%	91.9%	89.7%
Scotts Valley Unified	96.7%	96.7%	97.9%	97.7%	98.8%
Ethnicity					
Hispanic/Latino	73.1%	74.7%	80.4%	82.6%	83.9%
White	86.7%	88.7%	90.6%	90.8%	92.3%

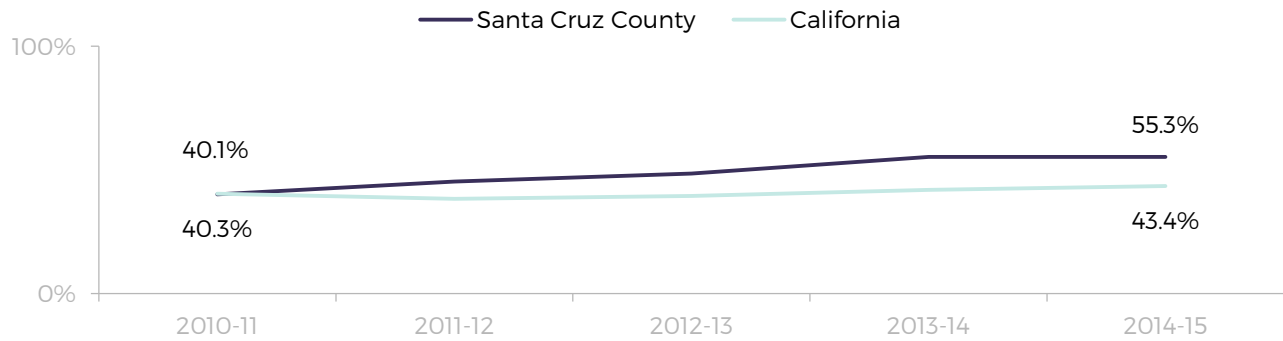
Source: California Department of Education. (2016). 2010-2015 *Educational Demographics Office*.

Note: Increase in the proportion of students who graduate with a regular diploma 4 years after starting 9th grade is both a Social Determinant of Health indicator and Leading Health Indicator per Healthy People 2020. Indicator has a target of 87% of students awarded a high school diploma 4 years after starting 9th grade with a desired increase associated with the indicator.

¹ A cohort is a group of students that could potentially graduate during a four-year time period (grade 9 to grade 12).

²⁷ Math and Reading Help. (n.d.). The importance of a high school diploma. Retrieved May 9th 2013 from http://mathandreadinghelp.org/articles/The_Importance_of_a_High_School_Diploma.html

Percentage of High School Graduates Completing All UC/CSU Required Courses¹



	2010-11	2011-12	2012-13	2013-14	2014-15
District					
Pajaro Valley Unified	43.3%	43.4%	57.7%	67.8%	55.8%
San Lorenzo Valley Unified	40.1%	49.3%	46.3%	70.9%	59.8%
Santa Cruz City High	40.0%	44.2%	44.3%	43.7%	45.0%
Scotts Valley Unified	51.1%	65.5%	62.0%	67.3%	62.1%
Gender					
Female	45.5%	51.7%	55.3%	60.5%	61.6%
Male	34.6%	39.0%	41.4%	49.9%	48.5%
Ethnicity					
Hispanic/Latino	27.8%	32.5%	40.1%	48.9%	34.6%
White	50.6%	57.1%	57.4%	62.4%	49.7%

Source: California Department of Education. (2016). 2010-2015 *Educational Demographics Office*.

¹High school courses in which the student has received a minimum grade of "C" or better that are accepted by the University of California and the California State University system as meeting their minimum admission standards.

Higher Education

Higher education is a critical mechanism for socioeconomic advancement and an important driver of economic mobility within society. Moreover, higher education is important for intergenerational mobility. Without a college degree, children born in the bottom income quintile have a 45 percent chance of remaining there as adults. With a degree, they have less than a 20 percent chance of staying in the bottom quintile of the income distribution and a roughly equal chance of ending up in any of the higher income quintiles.²⁸ Additionally, a well-educated workforce is vital to our nation’s future economic growth. Companies and businesses require a highly skilled workforce to meet the demands of today’s increasingly competitive global economy.

Cabrillo College

Cabrillo College Headcount (Enrollment)

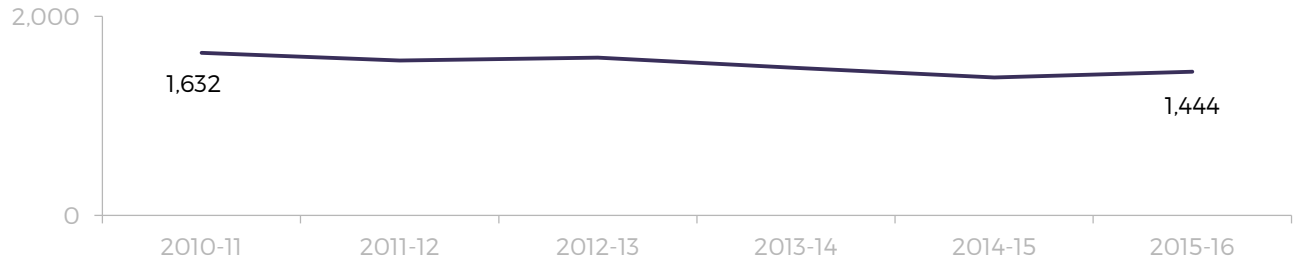


Age Group	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Under 18 Years	4.4%	3.5%	3.6%	3.7%	4.3%	5.6%
Age 18-20 Years	30.3%	31.2%	31.8%	30.7%	29.0%	29.9%
Age 21-24 Years	19.2%	19.9%	22.0%	22.2%	22.0%	21.4%
Age 25-30 Years	14.5%	14.5%	14.5%	14.8%	14.8%	14.6%
Age 31-40 Years	11.5%	11.5%	10.6%	11.1%	11.8%	11.5%
Age 41-50 Years	9.3%	9.1%	7.7%	7.3%	7.3%	6.9%
Age 51-60 Years	7.0%	6.4%	5.9%	6.2%	6.1%	5.5%
Age 61 Years & Older	3.8%	3.9%	3.9%	4.0%	4.6%	4.5%

Source: Cabrillo College. (2016). 2010-2015 *Planning & Research Office*. Personal Correspondence.

²⁸ U.S. Department of the Treasury with the U.S. Department of Education. 2012. *The Economics of Higher Education*.

Cabrillo College Degrees and Certificates Awarded



	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Degree Type						
Associate of Arts	34.2%	40.8%	50.1%	33.8%	36.3%	36.4%
Associate of Science	21.6%	24.4%	25.2%	31.1%	32.9%	32.5%
Certificates of Achievement (18+ Units)	31.9%	19.6%	10.6%	17.7%	13.8%	15.2%
Skills Certificate (<18 Units)	12.4%	15.2%	14.1%	17.5%	16.9%	15.9%
Ethnicity						
African American	1.1%	1.4%	1.0%	1.1%	0.9%	0.6%
Asian	2.8%	2.2%	1.7%	1.0%	3.0%	1.9%
Filipino	1.5%	0.9%	1.1%	1.0%	1.1%	1.1%
Hispanic/Latino	27.9%	31.1%	34.7%	37.4%	37.6%	42.2%
Native American	0.8%	0.8%	0.4%	1.0%	1.2%	0.4%
Pacific Islander	0.9%	0.5%	0.8%	0.3%	0.3%	0.1%
White	56.7%	55.2%	52.8%	50.1%	50.6%	47.7%
Multiple/Other	1.0%	0.8%	2.3%	5.0%	2.4%	4.5%
Unknown	7.5%	7.1%	5.1%	3.2%	2.9%	1.5%

Source: Cabrillo College. (2016). 2010-2015 *Planning & Research Office*. Personal Correspondence.

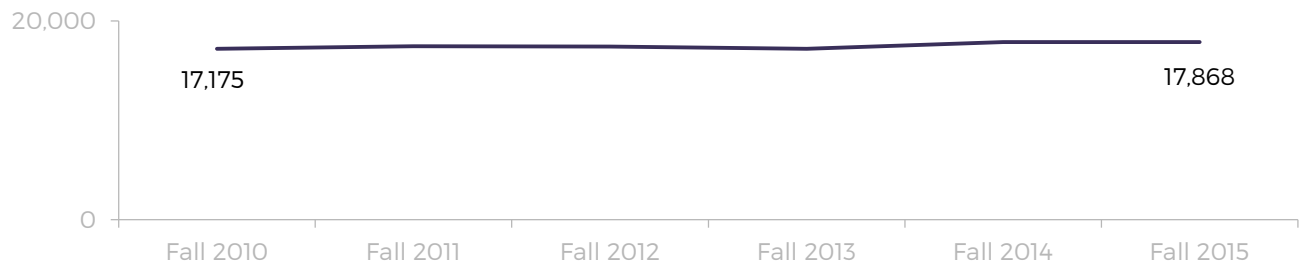
Cabrillo College's Disabled Student Programs and Services (DSPS) Enrollment

Disability Type	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Learning Disabilities (LD)	32.8%	31.7%	29.5%	27.5%	25.6%	24.7%
Psychological Disabilities	15.3%	14.3%	13.9%	14.4%	14.5%	16.0%
Mobility Impaired	10.7%	10.4%	10.2%	8.7%	8.2%	7.7%
Acquired Brain Injuries (ABI)	11.4%	10.9%	10.2%	11.0%	11.7%	10.6%
Developmentally Delayed Learners (DDL)	8.2%	8.2%	8.5%	9.3%	8.8%	8.5%
Deafness or Other Hearing Impairments	2.2%	2.4%	2.1%	2.2%	2.1%	1.7%
Blindness or Other Significant Visual Impairments	1.4%	1.1%	1.2%	1.0%	1.1%	1.1%
Speech & Language Programs	0.6%	0.5%	0.5%	0.5%	0.5%	0.3%
Other Health Impairments	17.6%	20.7%	23.8%	25.5%	27.6%	29.4%
Total Number of Students Enrolled in DSPS	1,832	1,869	1,753	1,567	1,561	1,665

Source: Cabrillo College. (2016). 2010-2015 *Planning & Research Office*. Personal Correspondence.

UC Santa Cruz

UC Santa Cruz Total Enrollment



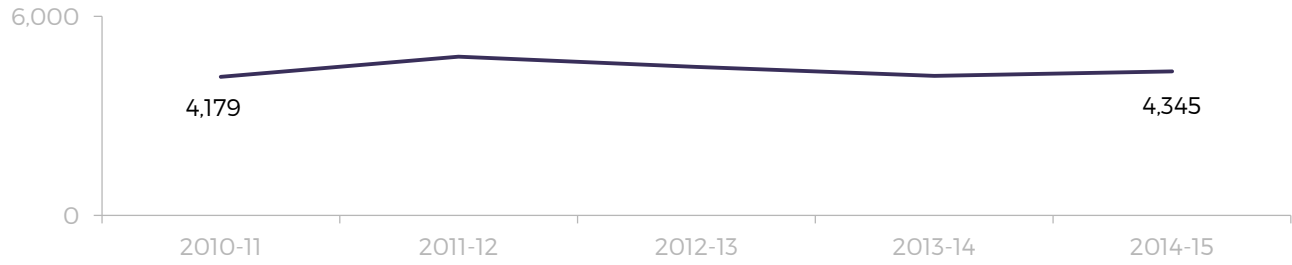
Source: University of California - Santa Cruz. (2016). 2011-2015 *Office of Institutional Research and Policy Studies*.

UC Santa Cruz Undergraduate Enrollment, by Age Group

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Under 18 Years	2.5%	2.8%	2.2%	2.6%	2.6%
Age 18-20 Years	58.4%	61.0%	61.5%	60.8%	60.4%
Age 21-24 Years	34.6%	31.7%	31.8%	32.0%	32.4%
Age 25-28 Years	2.6%	2.7%	2.8%	2.9%	2.9%
Age 29-32 Years	1.0%	0.8%	0.9%	0.8%	0.8%
Age 33 & Older	0.9%	0.9%	0.8%	0.8%	0.8%

Source: University of California - Santa Cruz. (2016). 2011-2015 *Office of Institutional Research and Policy Studies*.

UC Santa Cruz Degrees Awarded



	2010-11	2011-12	2012-13	2013-14	2014-15
Degree Type					
Bachelors Awarded	3,701	4,301	4,038	3,766	3,896
Masters and Certificates Awarded	330	310	280	261	298
Doctorates Awarded	148	172	160	179	151
Ethnicity					
African American	2.0%	1.9%	2.0%	1.9%	1.9%
Asian	19.4%	19.7%	19.5%	19.2%	19.7%
International	1.5%	1.4%	2.3%	3.7%	5.4%
Hispanic/Latino	22.2%	26.2%	28.5%	29.8%	29.3%
Two or More	4.3%	5.7%	6.7%	7.1%	7.1%
White	43.2%	40.5%	38.1%	35.8%	34.3%
Other	7.3%	4.6%	2.9%	2.6%	2.4%

Source: University of California - Santa Cruz. (2016). 2010-2015 *Office of Institutional Research and Policy Studies*.

UC Santa Cruz Disability Resource Center (DRC) Enrollment

Disability Type	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Learning Disabilities (LD)	24.2%	20.6%	18.1%	17.6%	15.6%	11.6%
Attention Deficit Disorder (ADD)/ Attention Deficit Hyperactivity Disorder (ADHD)	23.1%	25.9%	25.4%	22.0%	18.4%	15.6%
Psychological Disability	23.8%	25.8%	27.2%	30.9%	37.2%	43.8%
Acquired Brain Injuries (ABI)	0.6%	1.3%	1.1%	1.8%	1.8%	1.2%
Chronic System Condition	9.6%	10.4%	11.7%	10.8%	13.4%	12.5%
Asperger's Syndrome or Disorder, Autism Spectrum	3.1%	2.7%	3.8%	3.7%	3.8%	3.6%
Mobility or Orthopedic Impairment	11.5%	9.7%	8.7%	7.1%	4.6%	3.5%
Blind or Low Vision	2.3%	1.6%	1.7%	0.8%	0.8%	1.1%
Hearing Impairment, Hard of Hearing, or Deaf	1.6%	1.8%	1.6%	1.8%	1.7%	1.3%
Other Functional Disability	0.1%	0.1%	0.7%	3.4%	2.7%	5.8%
Total Number of Students Enrolled in DRC	685	790	878	967	1,146	1,515

Source: State of California Postsecondary Education Commission. (2016). 2010-2016.

Note: These data do not include students with temporary injuries/conditions that are still served by the DRC. Temporary conditions include broken bones and repetitive stress with a duration expecting to end within 3-6 months.