Support K-12 Computer Science Education in California

Computer science drives job growth and innovation throughout our economy and society. Computing occupations are the number 1 source of all new wages in the U.S. and make up over half of all projected new jobs in STEM fields, making Computer Science one of the most in-demand college degrees. And computing is used all around us and in virtually every field. It’s foundational knowledge that all students need. But computer science is marginalized throughout education. Only 45% of U.S. high schools teach any computer science courses and only 11% of bachelor’s degrees are in Computer Science. We need to improve access for all students, including groups who have traditionally been underrepresented.

Computer science in California

- California currently has **55,780 open computing jobs** (3.2 times the average demand rate in California).
- The average salary for a computing occupation in CA is **$115,754**, which is significantly higher than the average salary in the state ($59,150). The existing open jobs alone represent a **$6,456,733,304 opportunity** in terms of annual salaries.
- California had only **7,311 bachelor’s degrees in Computer Science** in 2018; only 19% were female.
- In California, only **47% of all public high schools teach a foundational computer science course**.
- Only **29,047 exams were taken in AP Computer Science by high school students in California** in 2019 (12,423 took AP CS A and 16,624 took AP CSP).
- Only 31% were female (27% for AP CS A and 34% for AP CSP); only 7,268 exams were taken by Hispanic/Latino/Latina students (1,935 took AP CS A and 5,333 took AP CSP); only 561 exams were taken by Black/African American students (169 took AP CS A and 392 took AP CSP); only 44 exams were taken by Native American/Alaskan students (15 took AP CS A and 29 took AP CSP); only 69 exams were taken by Native Hawaiian/Pacific Islander students (26 took AP CS A and 43 took AP CSP).
- Only **786 schools** in CA (33% of CA schools with AP programs) offered an AP Computer Science course in 2018-2019 (21% offered AP CS A and 24% offered AP CSP), which is 101 more than the previous year.
- Teacher preparation programs in California did not graduate a single new teacher prepared to teach computer science in 2018.
- According to a representative survey from Google/Gallup, school administrators in CA support expanding computer science education opportunities: 70% of principals surveyed think CS is just as or more important than required core classes. And one of their biggest barriers to offering computer science is the lack of funds for hiring and training teachers.
What can you do to support K-12 CS education in California?

- Send a letter:
  - To your school/district asking them to expand computer science offerings at every grade level: www.code.org/promote/letter
  - To your elected officials asking them to support computer science education policy in California: www.votervoice.net/Code/campaigns/58463/respond
- Find out if your school teaches computer science or submit information about your school’s offerings at www.code.org/yourschool.
- Visit www.code.org/educate/3rdparty to find out about courses and curriculum from a variety of providers, including Code.org.

Who can you connect with locally to talk about K-12 CS education policy?

- You can reach Code.org’s policy contact for your state, Alexis Harrigan, at alexis@code.org.
- The Expanding Computing Education Pathways (ECEP) Alliance (www.ecepalliance.org), an NSF funded Broadening Participation in Computing Alliance, seeks to increase the number and diversity of students in computing and computing-intensive degrees by promoting state-level computer science education reform. ECEP supports 22 states and the territory of Puerto Rico to develop effective and replicable interventions to broaden participation in computing and to create state-level infrastructure to foster equitable computing education policies. You can reach your ECEP point of contact Debra Richardson at djr@ics.uci.edu or Julie Flapan at flapan@gseis.ucla.edu and see your state ECEP project at http://access-ca.org/.

Code.org's impact in California

- In California, Code.org’s curriculum is used in
  - 27% of elementary schools
  - 22% of middle schools
  - 15% of high schools
- There are 96,519 teacher accounts and 3,653,907 student accounts on Code.org in California.
- Of students in California using Code.org curriculum last school year,
  - 61% attend high needs schools
  - 7% are in rural schools
  - 42% are female students
  - 59% are students from marginalized racial and ethnic groups underrepresented in computer science (Black/African American, Hispanic/Latino/Latina, Native American/Alaskan, or Native Hawaiian/Pacific Islander)
- Code.org, its regional partner(s) Contra Costa County Office of Education, Fresno County Superintendent of Schools, Los Angeles Unified School District, Riverside County Office of Education, Sacramento County Office of Education, Silicon Valley Education Foundation, University of California San Diego CREATE, and USC Viterbi School of Engineering, and 59 facilitators have provided professional learning in California for
  - 11,301 teachers in CS Fundamentals (K-5)
  - 759 teachers in Exploring Computer Science or Computer Science Discoveries
  - 530 teachers in Computer Science Principles

“Computer Science is a liberal art: it’s something that everybody should be exposed to and everyone should have a mastery of to some
What can your state do to improve computer science education?

States and local school districts need to adopt a broad policy framework to provide all students with access to computer science. The following nine recommendations are a menu of best practices that states can choose from to support and expand computer science. Not all states will be in a position to adopt all of the policies. Read more about these 9 policy ideas at https://code.org/files/Making_CS_Fundamental.pdf and see our rubric for describing state policies at http://bit.ly/9policiesrubric.

State Plan - The California State Board of Education adopted the Computer Science Strategic Implementation Plan in 2019. The plan includes practices and recommendations for equitable outcomes, such as providing culturally responsive training materials to support educators.

K-12 Standards - California adopted K–12 computer science standards in 2018. The introduction includes “Issues of Equity,” describing equity, access, and representation. Standards within each grade band address concepts of equity, such as bias, accessible technology, and inclusivity. The California NGSS Curriculum Framework also includes major sections on computational thinking and computer science for educators.

Funding - California does not yet provide dedicated funding for rigorous computer science professional development and course support. Although funds may be available via broader programs, the state can strengthen its computer science programs by creating specific opportunities to bring computer science to school districts, such as matching fund programs.

Certification - In California, teachers with existing licensure can obtain a supplementary authorization for PreK–12 through academic coursework.

Pre-Service Programs - California has not yet established programs at institutions of higher education to offer computer science to preservice teachers. The computer science teacher shortage can be addressed by exposing more preservice teachers to computer science during their required coursework or by creating specific pathways for computer science teachers.

Dedicated State Position - California does not yet have dedicated computer science positions in state or local education agencies. Creating a statewide computer science leadership position within the state education agency can help expand state-level implementation of computer science education initiatives. Similar positions at the local level could support districts’ expansion of course offerings and professional development.

Require High Schools to Offer - California does not yet require that all secondary schools offer computer science. The state can support the expansion of computer science courses by adopting policies that require schools to offer a computer science course based on rigorous standards, with appropriate implementation timelines and allowing for remote and/or in-person courses.

Count Towards Graduation - California passed a permissive and encouraging policy to allow computer science to count as a science or mathematics credit for graduation, but it is a district decision.

IHE Admission - Approved computer science courses can count as the recommended third-year science course (area D) or as a mathematics credit (area C) required under the University of California system admissions criteria, which aligns with the high school graduation policy.

Follow us!

Join our efforts to give every student in every school the opportunity to learn computer science. Learn more at code.org, or follow us on Facebook and Twitter.

Launched in 2013, Code.org® is a nonprofit dedicated to expanding access to computer science, and increasing participation by women and underrepresented youth. Our vision is that every student in every school should have the opportunity to learn computer science.
Data is from the Conference Board for job demand, the Bureau of Labor Statistics for state salary and national job projections data, the College Board for AP exam data, the National Center for Education Statistics for university graduate data, the Gallup and Google research study Education Trends in the State of Computer Science in U.S. K-12 Schools for parent demand, the 2018 Computer Science Access Report for schools that offer computer science, and Code.org for its own courses, professional learning programs, and participation data.