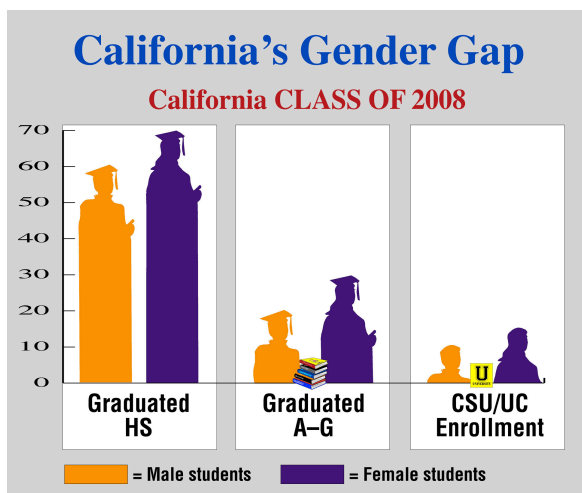




CALIFORNIA'S GENDER GAP

Too many California students never graduate high school, and of those who do, few are eligible to enroll in four-year colleges and universities. The progress of California's high school students is predicted in part by gender and race. Female students move through the educational pipeline at a higher rate than males and white and Asian students have higher levels of educational attainment than Latino, African-American and American Indian students.

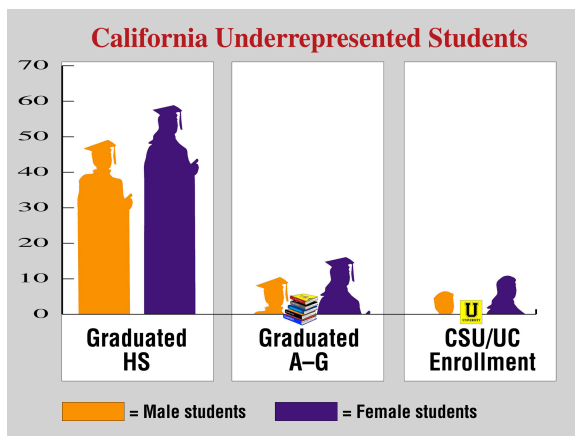
The first chart tracks the progress of California students in the Class of 2008. It highlights the proportion of female and male students from the original class of 9th graders in 2004-5 who a) graduated high school, b) graduated having successfully completed the A-G college prep sequence, and c) enrolled in California State University or University of California campuses in fall of 2008. The "Gender Gap" or ratio of successful female students to successful male students grows across these three categories:



- **13% more** females than males graduated high school.
- **40% more** females than males graduated A-G eligible.
- **45% more** females than males enrolled at a CSU or UC.

CHART SOURCE: UCLA IDEA

The second chart focuses on Latino, African-American and American Indian students in the Class of 2008, groups that are underrepresented in California higher education. The chart shows that the ratio of successful female underrepresented students to successful male underrepresented students grows across pipeline:



- **20% more** underrepresented females than males graduated high school.
- **70% more** underrepresented females than males graduated A-G eligible.
- **83% more** underrepresented females than males enrolled in CSU or UC.

CHART SOURCE: UCLA IDEA



CALIFORNIA'S GENDER GAP *cont.*

This data on California's gender gap raises a number of questions for educators and policy makers. For example, does this gender gap prevail across all California high schools? If not, what are the attributes of schools that are more successful in promoting the academic progress of young men? We also need to know why the gender gap is so much larger for A-G graduates than high school graduates generally. Is this a function of course-taking patterns? If so, why?

Certainly there is much work to be done to improve California's high schools for all of our students— young women as well as young men.