



JURUPA UNIFIED SCHOOL DISTRICT

COMPUTER SCIENCE CASE STUDY

JANUARY 2026



Overview

Jurupa Unified School District (USD) is in the early stages of expanding computer science opportunities, offering an Advanced Placement (AP) Computer Science course, Chromebook repair education, and courses with introductory coding while weaving computer science concepts into other areas like engineering and digital technology. The district has embraced computer science more fully at the elementary level, where leaders believe that hands-on learning naturally aligns with the subject, but secondary offerings remain limited and vary by site. Access depends heavily on teacher initiative and site-specific programs, with only a fraction of potential students currently served. Support from district leadership, the IT department, and professional development funded through the Educator Workforce Investment Grant in Computer Science (EWIG: CS) has encouraged educators to bring more computer science into their classrooms. Leaders see computer science as part of a broader mission to promote future readiness. As one district leader noted, “We try to make sure that all of our students have access to courses of rigor that are going to prepare them for either college or career.” Jurupa is focused on growing teacher capacity, leveraging technology investments, and sustaining programs that reach more students over time.

“
We try to make sure that all of our students have access to courses of rigor that are going to prepare them for either college or career.
”



Jurupa Unified School District

Jurupa USD serves approximately 18,000 K–12 students in Riverside County, California, across a mix of rural and suburban communities in the Inland Empire. A Title I district with a predominantly Hispanic student population, many English learners, and significant socioeconomic diversity, Jurupa USD operates with the motto “Learning Without Limits.” All students in Grades 2–12 receive Chromebooks for use at home and in school. Middle and high school students can join programs like Dell Student TechCrew, an elective that provides students with professional skills and industry certification in IT repair. Although Jurupa USD has strong pockets of computer science activity—such as site-specific courses in robotics, esports, and animation—general access remains uneven and physical computing opportunities are limited. District leaders, school administrators, and teachers are collaborating to

expand offerings, build on early elementary successes, and make computer science a consistent, sustainable part of the student experience.



Computer Science Course Offerings

The number of standalone computer science courses in Jurupa has fluctuated, with spikes in 2018–19 and 2021–22 followed by declines in adjacent years. The first spike stemmed from the establishment of the Dell Student TechCrew program in middle schools, while the second coincided with its expansion to all high schools. Course availability depends on staffing, and numbers rise and fall with the presence or loss of key teachers and advocates. The district’s high schools offer Introduction to Computer Science and AP Computer Science A.

Exhibit 1. Computer Science Course Enrollment in Jurupa USD

Year	Computer science students	Computer science courses
2018–19	471	18
2019–20	138	5
2020–21	189	6
2021–22	401	12
2022–23	159	7
2023–24	192	8

At the middle school level, elective courses supporting Dell Student TechCrew, robotics, animation, and esports expose students to computer science concepts, though offerings are shaped by site-specific priorities, teacher availability, and funding. Elementary schools sometimes feature Hour of Code and other coding activities, but integration into the existing curriculum is inconsistent and often dependent on individual teacher initiative.



Computer Science Course Enrollment

Mirroring the district’s course availability, Jurupa’s computer science enrollment experience peaks in 2018–2019 and 2021–2022 were followed by sharp declines. District leaders attribute these changes are related to staffing and to broader shifts in overall district enrollment. Access to courses varies widely by school and depends heavily on counselor assignments, student interest, and whether teachers with interest and knowledge in computer science are available to teach electives. Ninth graders are often overrepresented, partly because of entry-level pathways and counselor placement, while 10th and 11th graders appear less frequently in computer science classrooms. Although the course counts presented here do not include esports and digital technology courses, district leaders believe that student exposure to computer science concepts in these classes reveals a growing interest in the subject.

Enrollment by Grade Level

By grade level, participation reflects factors related to scheduling and course promotion in the district. At the middle school level, access happens primarily through Dell Student TechCrew, which draws high enrollment but is available only through a limited number of elective slots. At the high school level, counselors play a key role promoting computer science to incoming freshmen. One administrator explained, “You see such a high participation rate in 9th graders [. . .] because the counselors are enrolling the students.” Teachers cited limited schedule flexibility and the prioritization of core courses as the main factors impacting enrollment among sophomores and juniors, who are often focused on meeting graduation requirements ahead of senior year.

Exhibit 2. Jurupa USD Computer Science Course Enrollment by Grade Level

Grade	Overall enrollment 2023–24	Computer science enrollment					
		2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
7	18%	37%	0%	29%	45%	35%	41%
8	18%	37%	0%	26%	32%	7%	10%
9	13%	8%	41%	24%	11%	27%	19%
10	13%	3%	7%	4%	2%	2%	2%
11	17%	5%	25%	8%	7%	7%	10%
12	20%	10%	27%	8%	3%	22%	18%

Source: CALPADS.
Exhibit Reads: In 2023–24, 13% of students in Jurupa between Grades 7 and 12 were in Grade 10. In 2023–24, 2% of students enrolled in a computer science course in Jurupa were in Grade 10.

Enrollment by Race/Ethnicity

Representation by race and ethnicity in computer science courses largely mirrors the district’s overall population. The majority of students in classes are Hispanic and the participation of White, Black, and Asian students shows slight variation from year to year.

Exhibit 3. Jurupa USD Computer Science Course Enrollment by Race/Ethnicity

Race/ethnicity	Overall enrollment 2023–24	Computer science enrollment					
		2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
Asian	1%	3%	4%	1%	1%	1%	1%
Black/African American	2%	1%	1%	1%	1%	0%	4%
Hispanic	88%	86%	80%	91%	89%	89%	83%
White	6%	9%	12%	7%	6%	9%	8%

Source: CALPADS
Notes. Demographic groups ‘Missing,’ ‘American Indian/Alaska Native,’ ‘Native Hawaiian/Other Pacific Islander,’ ‘Filipino,’ ‘Multiple Races’ are not included in the exhibit because the percentage of students in these groups is lower than 1%. The sum of the percentages may not equal 100%.

Exhibit Reads: In 2023–24, 88% of students in Jurupa were Hispanic. In 2023–24, 83% of students enrolled in a computer science course in Jurupa were Hispanic.

Enrollment by Gender

Male students are consistently overrepresented in computer science courses compared to their share of the overall student population, while female students remain underrepresented. District leaders are aware of this imbalance and described a desire to encourage girls, alongside other underrepresented groups, to enroll in computer science.

Exhibit 4. Jurupa USD Computer Science Course Enrollment by Gender

Gender	Overall enrollment 2023–24	Computer science enrollment					
		2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
Female	49%	24%	26%	27%	31%	32%	25%
Male	51%	76%	74%	73%	69%	68%	75%

Source: CALPADS

Exhibit Reads: In 2023–24, 49% of students in Jurupa were female. In 2023–24, 25% of students enrolled in a computer science course in Jurupa were female.



The Educator Workforce Investment Grant’s Role in Supporting Computer Science Efforts

Jurupa Unified has relied on opportunities created through EWIG: CS to strengthen teacher capacity in computer science—particularly for educators new to the subject or coming from non-traditional computer science backgrounds. Summer of CS registration records indicate that 19 Jurupa educators participated in an EWIG: CS-sponsored learning opportunity during the 2023–24 school year and 13 participated during the 2024–25 school year. EWIG: CS-funded programs like Summer of CS have introduced teachers across grade levels and subject areas to core computer science concepts and classroom strategies. These opportunities provide training that is otherwise difficult to fund, especially amid staffing reductions in the Education-Information Technology department. For some teachers, EWIG-sponsored professional development has equipped educators with knowledge and skills that enable them to offer new courses or integrate computer science into existing subject areas. Aside from skill-building, the trainings create a space for collaboration among Jurupa’s often isolated computer science teachers—allowing them to share resources and feel part of a larger professional community. As one teacher described, “Oftentimes with computer science, you’re a department of one . . . this [Summer of CS professional development] is like a massive department meeting.”

Oftentimes with computer science, you’re a department of one . . . [Summer of CS] is like a massive department meeting.



The Path Ahead

Jurupa USD is looking to expand computer science access across all grade levels, emphasizing embedding computer science concepts into existing curricula while increasing standalone course offerings. Leadership knows that outreach and marketing will be key to increasing student awareness and interest, especially for students who may not currently see themselves in computer science. After reviewing participation data, leaders have begun to consider targeted recruitment strategies for underrepresented populations, including female students, while also working to build capacity among current teachers. As one administrator explained, “This is something that we need to continue to get better at—offering it more, and more integrated.” Efforts will focus on leveraging strong existing programs, like the Dell Student Tech Crew, and exploring industry partnerships and learning opportunities that prepare educators to teach computer science in engaging, culturally relevant way.

The American Institutes for Research (AIR) has produced this case study as part of its evaluation of California’s Educator Workforce Investment Grant in Computer Science (EWIG: CS). It is one of six case studies designed to illustrate the contextual details, strategies, successes, and challenges that shape efforts to expand computer science education in the state. For more information on the AIR evaluation, including additional findings about the EWIG: CS grant, please visit <https://www.air.org/project/evaluation-educator-workforce-investment-grant-computer-science>



AIR® Headquarters

1400 Crystal Drive, 10th Floor | Arlington, VA 22202-3289 | +1.202.403.5000 | [AIR.ORG](https://www.air.org)