



Getting Ready for California's College and Career Readiness Indicator

A Report from Council for a Strong America

Acknowledgements

Council for a Strong America is a national, non-partisan nonprofit that unites five organizations comprised of law enforcement leaders, retired admirals and generals, business executives, pastors, and prominent coaches and athletes who promote solutions that ensure our next generation of Americans will be citizen-ready, including in California:



Fight Crime: Invest in Kids

Thousands of police chiefs, sheriffs, district attorneys and violence survivors protecting public safety by promoting solutions that steer kids away from crime



ReadyNation

Business executives building a skilled workforce by promoting solutions that prepare children to succeed in education, work, and life



Mission: Readiness

Retired admirals and generals strengthening national security by ensuring kids stay in school, stay fit, and stay out of trouble

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Executive Summary

California's law enforcement leaders, business leaders and retired military leaders, know that preparing students to be college and career ready is essential to public safety, a strong workforce and economy, and national security. Students who do not graduate from high school, or graduate unprepared for college or career, are more likely to engage in criminal activity and are often ineligible for military service.

California took a significant step to advance college and career readiness when, in September 2016, the State Board of Education approved a multiple-measure College and Career Indicator (CCI) as one of a handful of state indicators that will drive our state's new K-12 accountability system. This makes clear that schools should concentrate on graduating more students who are college and career ready, rather than simply graduating more students, regardless of their skill levels.

This report analyzes how the state's 25 largest school districts—representing 30% of public school students statewide—addressed college and career readiness in their 2016-17 Local Control and Accountability Plans (LCAPs), before the CCI was adopted. The report then identifies what improvements are needed to address the CCI and support college and career readiness in upcoming and future LCAPs.

While districts already are promoting college and career readiness in many ways through their LCAPs, significant challenges include:

- More than one-third of districts fail to include in their LCAPs appropriate goals for the required college and career readiness metrics identified in the Local Control Funding Formula (LCFF) statute;
- Only 20% of districts provide goals specifically for the percentage of students who complete Career and Technical Education pathways, which is one of the metrics identified in the LCFF statute and the CCI, although not required to be addressed in LCAPs;
- Nearly half of districts fail to provide any subgroup-specific goals for college and career readiness metrics identified in the LCFF statute, although establishing such goals could help address under-performing populations of students and reduce or eliminate achievement gaps;
- Only a handful of districts include goals for additional CCI metrics—completing dual enrollment courses and passing International Baccalaureate exams—that are not included in the LCFF statute; and
- There is a lack of consistency in definitions of CCI metrics and how they are calculated, making it difficult to make comparisons across districts to identify best practices.

California's law enforcement, business, and retired military leaders call on school districts to strengthen their LCAPs to promote college and career readiness and address the CCI, and call on the State to encourage such action. Enhancing college and career readiness for all students will make our nation, state and local communities safer, stronger, and more prosperous.

Introduction

For California's law enforcement leaders, business leaders and retired military leaders who are part of Council for a Strong America, preparing students to be college and career ready is essential to public safety, a strong workforce and economy, and national security. Students who are prepared for college and career are less likely to turn to crime and more likely to become productive citizens.

In California, Council for a Strong America includes:

Fight Crime: Invest in Kids. Nearly 400 police chiefs, sheriffs, district attorneys, and crime survivors in California, and over 5,000 law enforcement leaders across the country, working to protect public safety by promoting solutions that steer kids away from crime and towards success in school and life.

ReadyNation. More than 150 business executives in California, and over 1,700 nationwide, with the goal of building a stronger workforce and economy by promoting solutions that prepare children to succeed in education, work and life.

Mission: Readiness. Over 650 retired admirals, generals, and other top military leaders in California and across the nation, committed to strengthening national security by ensuring that kids have the skills and basics qualifications to join the military or other career they choose.

Together, these community leaders recognize that graduating high school students who are college and career ready—with deeper learning skills such as critical thinking, collaboration, communication, and problem-solving necessary to succeed in college and career—will make our nation, state and local communities safer, stronger, and more prosperous.

Adoption of College and Career Indicator

California took a significant step towards ensuring that college and career readiness is the primary goal of our public education system, when the State Board of Education approved a College and Career Indicator (CCI) in September 2016 as one of a handful of state indicators that will drive our state's new K-12 accountability system. This emphasis makes clear that schools should concentrate on graduating more students who are college and career ready, rather than simply graduating more students, regardless of their skill levels.

The CCI is one of several state indicators—including graduation rates, 3rd-8th grade test scores, suspensions, chronic absence, and English language acquisition—that will be used to identify which schools and school districts are in need of support and intervention.

Within this multiple measure accountability system, the College and Career Indicator itself will establish scores based on how individual students perform on a combination of six distinct metrics:

Completion of:

1. A-G courses (making student eligible to apply for University of California and California State University schools);
2. Career and Technical Education course sequences (also known as CTE pathways);
3. Dual enrollment courses (receive college credit for college courses while in high school); and

Scores on:

4. 11th grade standardized Common Core-aligned English and Math tests (also known as the Early Assessment Program);
5. Advanced Placement (AP) exams; and
6. International Baccalaureate (IB) exams.¹

The CCI is not expected to be formally integrated into the accountability system as a state indicator until the second Local Control Funding Formula (LCFF) “evaluation rubrics” are released in Fall 2017. The evaluation rubrics will include a dashboard showing color-coded assessments for each of the state indicators for each school district and school.²

Analysis of District Plans on College and Career Readiness

This report analyzes how the state’s 25 largest school districts—representing 30% of public school students statewide³—addressed college and career readiness in their 2016-17 Local Control and Accountability Plans (LCAPs), before the CCI was adopted.⁴ The report then recommends needed improvements to address the CCI and support college and career readiness in upcoming and future LCAPs.

Importantly, even before adoption of the CCI, school districts were required in their LCAPs to establish goals, through identification of expected annual measurable outcomes, for at least three of four specific college and career readiness-related metrics identified in the LCFF statute,⁵ based on “the percentage of pupils who”:

- Demonstrate college preparedness on **11th grade English and Math test scores** (also known as the Early Assessment Program);
- Pass **AP exams**; and

- Successfully complete **A-G courses** and/or **Career Technical Education (CTE) course sequences**, which are often referred to as CTE pathways.

The LCFF statute does not address the two additional metrics added to the CCI—student passage of International Baccalaureate (IB) exams and completion of dual enrollment courses. When adopting the CCI, the State Board of Education did not alter LCAP requirements to ensure that these metrics are addressed in LCAPs.

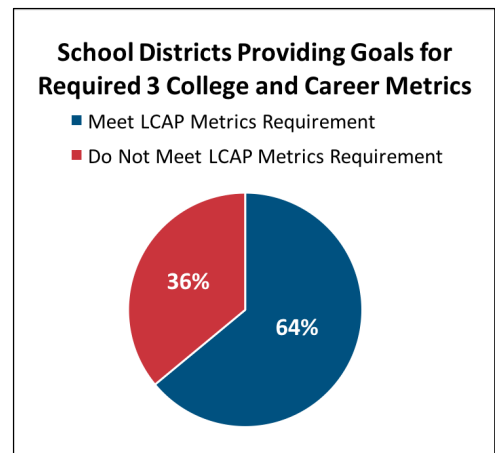
Findings

Metrics from LCFF Statute Included in LCAPs

Among the 25 largest school districts:

Required 3 Metrics: 64% (16 of 25) of districts meet the requirement of including in their LCAPs goals for three of the college and career readiness metrics identified in the LCFF statute.

- Five districts fall short by not including appropriate goals for AP passage rates, three by not including appropriate A-G completion goals, and one for having incomplete 11th grade test goals.



Four Metrics in LCFF Statute: Only 20% (5 of 25) go further and include goals for all four college and career readiness metrics identified in the LCFF statute, including both A-G course and CTE pathway completion, although only one of those, or a combination of the two, is required.

- Most often districts fall short by failing to include CTE pathway completion goals.

Regarding individual metrics:

11th Grade Math and English Tests: 96% (24 of 25) provide goals regarding the percentage of students demonstrating college preparedness in both Math and English, as is required. The remaining district only has goals for English tests, not Math too.

Districts, however, offer different views of what constitutes college preparedness: for example, testing as “college ready” alone or as either college ready or “conditionally ready.”⁶ The distinction is significant: California State University schools, for example,

exempt students who are “college ready” from remedial education, while students who are “conditionally ready” are only exempt if they receive a passing grade in an approved 12th grade course for that subject area or pass certain placement exams.

- 48% (12 of 25) of district LCAPs provide goals for students testing college ready only.
- 8% (2 of 25) provide separate goals for college ready and for conditionally ready scores.
- 40% (10 of 25) set goals for students who are either college ready or conditionally ready, collapsing those two into just one data point. This masks how many students test as college ready.
- One district sets goals that cannot clearly be identified in any of the above ways.
- Districts are not always clear what approach they are using. Sometimes, it is necessary to compare California Department of Education DataQuest data online to data in LCAPs to determine whether a district reported college ready or a combination of college ready and conditionally ready scores.

AP Exams: 80% (20 of 25) provide goals for the required “percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.”

- The 80% who are providing appropriate goals includes two districts that do not provide specific goals for just AP tests, but combine two metrics (i.e., passing AP or IB tests) into one goal.
- Of the five remaining districts, two provide goals regarding the number of AP tests passed and two regarding the percentage of AP tests passed, rather than percentage of students passing—which can give undue weight to students who pass multiple APs. One district provides goals on passing AP courses, rather than tests.

A-G Courses: 84% (21 of 25) provide goals specifically for the percentage of students who complete A-G course requirements.

- Among the four remaining districts, one provides goals on the number, not the percentage, of students, who complete A-G courses; two provide goals on the rates of students “on track to A-G completion” rather than of students actually completing A-G course requirements; and one provides the rate of students completing either A-G or CTE pathways, without breaking out a specific goal for A-G.

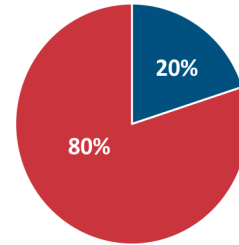
CTE Pathways: Only 20% (5 of 25) provide goals specifically for the percentage of students who complete CTE pathways.

- 28% (7 of 25) include other goals related to CTE pathways, including:

- Four provide goals to increase enrollment in, but not completion of, pathways;
 - Two provide goals to increase the number of pathways available to students (including one that also has enrollment goals);
 - One has a goal to identify significant pathways; and
 - One has a goal for the rate of students completing either A-G or CTE pathways, without breaking out a specific goal for pathways.
- 16% (4 of 25) include goals related to CTE courses rather than pathways, with three setting goals for CTE course completion and one for CTE course enrollment, not completion.
 - 36% (9 of 25) provide no CTE related goals at all, although all but one of these districts includes CTE-related actions in their LCAPs.

School Districts Failing to Provide Goals on Completion of CTE Pathways

■ Providing Goals for CTE Pathways
■ Not Providing Goals for CTE Pathways



New Metrics in College and Career Indicators

IB Programs: While a majority (14 of 25) of districts mention IB programs in their LCAPs, only 8% (2 of 25) include a goal for students passing IB exams, which is part of the CCI.

- The two districts provide goals for IB or AP passage rates, so do not provide specific goals for just IB passage rates.
- Twelve districts include some reference to IB programs in their LCAPs, but not goals for student passage rates on IB exams.
 - Four include goals for either an IB diploma, IB enrollment and/or IB courses offered and completed.
 - One includes goals on the percentage of IB exams passed, rather than students passing.
 - Four reference IB programs in LCAP planned actions only.
 - One includes IB data only.
 - Two reference IB in the annual update section, but not in the LCAP 3-year plan.

Dual Enrollment: While 44% (11 of 25) mention dual enrollment courses in their LCAPs, only 1 of 25 (4%) includes goals for dual enrollment courses completed, while another includes a goal for broader course options including dual enrollment, among others.

- Nine LCAPs include references to dual enrollment in the actions or updates section, but do not have dual enrollment goals.

Other College and Career Metrics

Most districts—64% (16 of 25)—also incorporate goals for additional metrics related to college and career readiness, beyond those referenced in the LCFF statute and the CCI. The State Board of Education may want to consider some of these as additional indicators to incorporate into the CCI.

For example:

- 20% (5 of 25) include college and career readiness goals for elementary and/or middle school students, including IB or Honors enrollment in middle schools, number of elementary schools holding at least one career readiness activity, and high school readiness.
- 20% (5 of 25) include goals on the SAT, PSAT and/or ACT.
- 16% (4 of 25) include goals related to admittance, enrollment, completion and/or funding of specific programs, such as the Advancement Via Individual Determination (AVID) program, a college readiness program implemented across the nation involving strong supports and access to rigorous curriculum.
- 12% (3 of 25) include goals related to post-secondary education, including two districts on both post-secondary enrollment in the first year after high school and persistence (enrolling in second year), and one just on post-secondary enrollment.
- 12% (3 of 25) include goals on grades, including two districts on students with Ds and Fs and one on As, Bs and Cs.
- 12% (3 of 25) include goals for students on track to complete A-G requirements.
- 8% (2 of 25) include goals for students earning the State Seal of Biliteracy, which may soon be added to the CCI.
- 8% (2 of 25) include goals for students completing the Free Application for Federal Student Aid (FAFSA) for financial assistance for college.

Calculating Percentages Based on All Students vs. Subsets of Graduates, Test- or Course-Takers

Several districts include college and career readiness goals that are problematic because they do not focus, consistent with the CCI, on the percentage of all students (overall or within a subgroup) who complete courses or receive certain test scores. For example, six districts include A-G completion rates just for graduates, while four districts include AP passage rates for a limited subset of students, either AP test-takers, AP course-takers, or graduates.

The CCI will be calculated based on all students in a 4-year graduation cohort who potentially could have graduated, not just those students who do graduate, enroll in certain courses, or take certain tests.⁷ The LCFF statute is ambiguous: it requires goals for the percentage “of pupils” for various metrics, including AP passage and A-G course completion, without being clear whether that refers to all students or subsets of students.

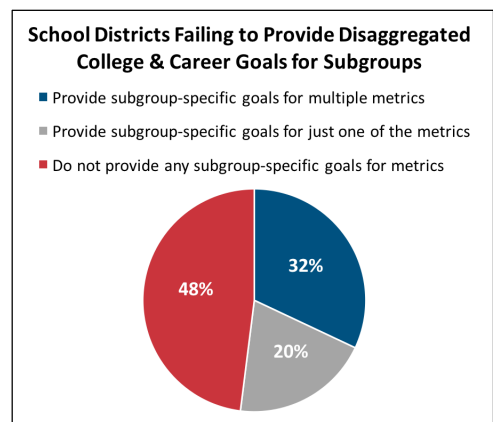
It can be misleading to set goals related to a limited number of students. For example, imagine a school that graduates 40% of 100 students in a 4-year cohort, where all the graduates complete A-G course requirements. Calculating A-G completion rates based on all students, the rate would be 40%. But calculating based on all graduates, the A-G completion rate would be 100%, implying that A-G course completion is very high, when in reality it is not. Still, there may be value to including goals based on a subset of students, in addition to all students. For example, where data shows that a low percentage of AP test-takers are passing, a district should be motivated to take steps to increase those passage rates.

Disaggregated Goals for Subgroups

While distinct, disaggregated goals for subgroups—such as low-income, English learners and racial/ethnic groups—are not required under LCFF, they can be helpful to focus on under-performing populations of students and reduce or eliminate achievement gaps. In fact, under LCFF districts qualify for technical assistance based on subgroup, rather than overall, performance, and the draft dashboard for the LCFF evaluation rubrics highlights low performance by subgroups.

Still:

- Only 32% (8 of 25) of districts provide subgroup-specific goals for multiple college and career readiness metrics in the LCFF statute;
- 20% (5 of 25) provide subgroup-specific goals for just one of these metrics, while providing general goals for the others included in their LCAPs; and
- 48% (12 of 25) do not provide any subgroup-specific goals for these metrics.



Actions & Expenditures

Under LCFF, district LCAPs must include actions and expenditures, in addition to goals, for each state priority area, including the pupil achievement priority, which covers several

metrics, including the four related to college and career readiness. Districts include a variety of actions to help achieve their college and career readiness goals. For example:

- 84% (21 of 25) include support for CTE pathways and courses;
- 84% (21 of 25) implement the AVID program;
- 72% (18 of 25) include increased enrollment, training and support related to AP, IB and/or A-G courses;
- 60% (15 of 25) include counseling to support college and career readiness;
- 60% (15 of 25) include actions related to elementary and middle school, not just high school, students;
- 36% (9 of 25) include support for dual enrollment;
- 32% (8 of 25) include some collaboration with post-secondary institutions of higher learning;
- 32% (8 of 25) include actions related to parental education;
- 12% (3 of 25) specifically reference actions associated with deeper learning, 21st century, and/or social-emotional skills, including development of soft skills, growth mindset, and persistence/resilience; and
- Other actions in multiple districts include paying SAT, IB, and AP exam fees, credit recovery, mentoring, increased focus on PSATs, programs targeting 9th graders, and college and career fairs.

Expenditures for college and career readiness vary significantly. It can be difficult to estimate these expenditures because some actions, such as counseling, may also relate to other priorities and goals. In addition, LCAPs often do not identify all expenditures. Recognizing these limitations, it appears that:

- 36% (9 of 25) of districts include over \$10 million in annual expenditures to support college and career readiness;
- 16% (4 of 25) include \$5 to \$10 million annually;
- 40% (10 of 25) include \$2 to \$5 million annually; and
- 8% (2 of 25) include under \$1 million annually.

Recommendations

While school districts already are promoting college and career readiness through their LCAPs, there is room for improvement, including to align with the newly-adopted CCI. In particular, districts can and should provide more detailed goals related to college and career readiness, in order to build clear expectations, monitor progress, and identify areas for improvement. Accordingly, districts should include in LCAPs, and the State should encourage inclusion of:

1) Goals specifically for performance measured by the College and Career Indicator.

CCI is not expressly required to be addressed in LCAPs, because, unlike specific metrics, it is not part of the LCFF statute. Still, establishing annual measurable goals for overall CCI performance would help districts offer a comprehensive vision of college and career readiness and how prepared they expect their students to be.

While some districts will need to address the CCI in their LCAPs if the evaluation rubrics identify them as performing poorly on the CCI, they will only need to respond to the query, “What steps is the LEA planning to take to address [the CCI indicator]?” And other districts who are not performing as poorly, even though there may be significant room for improvement on the CCI, would not need to address this question at all. All districts could benefit by setting specific annual goals for CCI performance.⁸

2) Goals for each of the six individual metrics that are part of the College and Career Indicator.

To effectively promote college and career readiness, district LCAPs should individually address most or all of the metrics that comprise the CCI, including by setting and monitoring annual measurable goals. (If a district does not offer IB programs, however, it may not be necessary to address that metric). LCFF only requires districts to address three of the six CCI metrics. But any assessment of CCI outcomes and development of a plan for improvement should rely on an understanding of performance under each metric, in order to help identify where new strategies, resources or expectations may be needed.

3) Distinct goals for each subgroup, not just overall goals for all students.

Establishing distinct college and career readiness goals for subgroups would align the goals with LCFF’s focus on subgroup, rather than overall, performance.

4) Goals that reflect consistent definitions of College and Career Indicator-related metrics and how they should be computed.

To enable comparisons across districts for identification of best practices, ensure alignment with the CCI, and, in some circumstances, to ensure conformity with the LCFF statute:

- Consistent with the LCFF statute, goals for individual CCI metrics must, at a minimum, focus on **completion** of courses (i.e., A-G and CTE pathways) and **passage** of AP and IB tests, rather than simply enrollment in courses—although districts may include goals for enrollment too.

- Consistent with the LCFF statute, goals for individual CCI metrics must, at a minimum, be based on **percentages of students**, not simply raw numbers of students or tests. Raw numbers do not necessarily convey a clear impression about how a school or district is performing; for example, it is more meaningful to report that 50% of students pass AP tests, rather than report that 500 students pass, or 700 tests are passed given that some students are taking multiple tests, without any context to indicate how significant a share of students that is.
- Goals for each metric should be based, at a minimum, on the percentage of all students (overall and for subgroups) in the cohort, not just a subset of students such as graduates or test takers. This would align the specific metrics with how the CCI is measured, making it easier to understand the weight each metric is having on the CCI. In addition, districts could include separate goals related to subsets such as graduates or test takers.
- For 11th grade English and Math test scores, distinct goals should be provided for the rate of students with scores qualifying them as “college ready” and for the rate of students with scores qualifying them as “conditionally ready.”

Collapsing students scoring college ready and conditionally ready into one rate does not effectively convey whether students are prepared for college, given that scoring conditionally ready alone is not enough to avoid remediation. Also, distinct goals would ensure clarity when comparing outcomes across districts, because it is not always clear whether a district is reporting college ready scores alone or a combination of college or conditionally ready scores.⁹

School districts should consider these recommendations and begin to take the CCI into account in the 3-year LCAPs starting in 2017-18 that they are now beginning to prepare. They also should annually revisit how their LCAPs address the CCI, especially as the State Board of Education adopts and revises CCI performance standards, new evaluation rubrics are released assessing CCI performance, and the State revises the CCI to add new metrics or make other changes.

Conclusion

Law enforcement leaders, business leaders, and retired military leaders applaud the inclusion of a College and Career Indicator in the state K-12 accountability system, and encourage school districts and the State to strengthen their LCAPs to more effectively support college and career readiness. The future of our state and our nation relies on educating students well, so they can avoid a life of crime, form a strong workforce and be eligible to serve in our military, if they choose to do so.

Appendix A – College and Career Indicator Model

College/Career Indicator Model

All students in the four-year graduation cohort minus students who take the California Alternate Assessment.

WELL PREPARED – To Be Determined	
The College/Career Indicator (CCI) measures for “Well Prepared” will be determined following further review of potential state and local CCI measures as statewide data becomes available. ¹ California Department of Education staff, with input from education researchers, practitioners, and stakeholders, will evaluate the CCI model through the first phase of the Local Control Funding Formula evaluation rubrics and will propose a revised CCI model for implementation in 2017–18.	
PREPARED	
Does the graduate meet at least 1 measure below?	
<p>A. Career Technical Education (CTE) Pathway Completion plus one of the following criteria:</p> <ul style="list-style-type: none"> - Smarter Balanced Summative Assessments: At least a Level 3 “Standard Met” on English language arts/literacy (ELA) or Mathematics and at least a Level 2 “Standard Nearly Met” in the other subject area - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects) <p>B. At least a Level 3 “Standard Met” on both ELA and Mathematics on Smarter Balanced Summative Assessments</p> <p>C. Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)</p> <p>D. Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams</p> <p>E. Completion of courses that meet the University of California (UC) a-g criteria plus one of the following criteria:</p> <ul style="list-style-type: none"> - CTE Pathway completion - Smarter Balanced Summative Assessments: At least a Level 3 “Standard Met” on ELA or Mathematics and at least a Level 2 “Standard Nearly Met” in the other subject area - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects) - Passing score on one AP Exam OR on one IB Exam 	
APPROACHING PREPARED	
Does the graduate meet at least 1 measure below?	
<p>A. CTE Pathway completion</p> <p>B. Scored at least Level 2 “Standard Nearly Met” on one or both ELA and Mathematics Smarter Balanced Summative Assessments</p> <p>C. Completion of one semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)</p> <p>D. Completion of courses that meet the UC a-g criteria</p>	
NOT PREPARED	
Student did not meet any measures above, so considered NOT PREPARED	

Source: Torlakson, T. (2016, August 19). Memorandum on Developing a New Accountability System: An Overview of the College/Career Indicator Structure and Proposed Measures. Retrieved from <http://www.cde.ca.gov/be/pn/im/infomemoaug2016.asp>.

Appendix B – LCAP Goals for College & Career Indicator Metrics in California’s 25 Largest School Districts – *Analysis of 2016-17 Local Control and Accountability Plans*

District	County	Goals for College Preparedness on 11 th Grade English & Math (EAP) Tests (% of Students) / Measure for College Preparedness		AP Passage Goals (% of Students)	A-G Completion Goals (% of Students)	CTE Pathway / Course Sequence Completion Goals (% of Students)	Goals for Other CCI Metrics (Students Passing IB / Completing Dual Enrollment)	Disaggregated Goals
Capistrano USD	Orange	Yes	Ready for College	Yes	No ⁵	No ⁷		No
Clovis USD	Fresno	Yes	Ready for College	Yes	Yes	Yes		Yes
Corona-Norco USD	Riverside	Yes	Either Ready or Conditionally Ready	Yes	Yes	No ⁸		Yes
Elk Grove USD	Sacramento	Yes	Either Ready or Conditionally Ready	Yes	Yes	No ⁹		No
Fontana USD	San Bernardino	Yes	Ready for College	Yes	Yes	No ¹⁰	¹³	No
Fremont USD	Alameda	Yes	Ready for College	Yes	Yes	No		Yes ¹⁹
Fresno USD	Fresno	Yes	Ready for College	Yes	No ⁶	No ⁸	¹⁴	No ²⁰
Garden Grove USD	Orange	Yes	Distinct Goals for Both Ready and Conditionally Ready	Yes	Yes	No		No

District	County	Goals for College Preparedness on 11 th Grade English & Math (EAP) Tests (% of Students) / Measure for College Preparedness		AP Passage Goals (% of Students)	A-G Completion Goals (% of Students)	CTE Pathway / Course Sequence Completion Goals (% of Students)	Goals for Other CCI Metrics (Students Passing IB / Completing Dual Enrollment)	Disaggregated Goals
Irvine USD	Orange	Yes	Ready for College	Yes	Yes	Yes		Yes ¹⁹
Kern Union HSD	Kern	Yes	Either Ready or Conditionally Ready	No ¹	Yes	No ¹¹	15	Yes ²¹
Long Beach USD	Los Angeles	Yes	Ready for College	No ²	Yes	No		No
Los Angeles USD	Los Angeles	Yes	Ready for College	Yes	No ⁶	No		Yes
Moreno Valley USD	Riverside	Yes	Ready for College	Yes	Yes	No		Yes ²¹
Oakland USD	Alameda	Yes	Ready for College	Yes	Yes	No ⁸		Yes
Poway USD	San Diego	Yes	Either Ready or Conditionally Ready	Yes	Yes	No ⁹		Yes
Riverside USD	Riverside	Yes	Ready for College	No ²	Yes	Yes	16	Yes
Sacramento City USD	Sacramento	Yes	Ready for College	Yes	Yes	No ⁸	17	Yes
San Bernardino City USD	San Bernardino	Yes	Unclear	Yes	Yes	No		Yes ²¹

District	County	Goals for College Preparedness on 11 th Grade English & Math (EAP) Tests (% of Students) / Measure for College Preparedness		AP Passage Goals (% of Students)	A-G Completion Goals (% of Students)	CTE Pathway / Course Sequence Completion Goals (% of Students)	Goals for Other CCI Metrics (Students Passing IB / Completing Dual Enrollment)	Disaggregated Goals
San Diego USD	San Diego	Yes	Either Ready or Conditionally Ready	No ³	Yes	Yes	Dual Enrollment ¹⁸	No
San Francisco USD	San Francisco	No (Only English)	Either Ready or Conditionally Ready	Yes	Yes	No		No
San Jose USD	Santa Clara	Yes	Distinct Goals for Both Ready and Conditionally Ready	Yes ⁴	Yes	No	IB ⁴	Yes
San Juan USD	Sacramento	Yes	Either Ready or Conditionally Ready	Yes ⁴	Yes	Yes	IB ⁴	No ²²
Santa Ana USD	Orange	Yes	Either Ready or Conditionally Ready	Yes	Yes	No		No
Stockton USD	San Joaquin	Yes	Either Ready or Conditionally Ready	Yes	Either A-G or CTE Pathway Completion	Either A-G or CTE Pathway Completion		No
Sweetwater Union HSD	San Diego	Yes	Either Ready or Conditionally Ready	No ¹	Yes	No ¹²		No

Notes

1. Includes goal for number of AP exams passed, rather than percentage of students passing.
2. Includes goal for percentage of AP exams passed, rather than percentage of students passing.
3. Goal appears to include passage rate for AP courses—rather than AP test passage—together with IB, honors and community college courses.
4. Goal is for either AP or IB passage.
5. Includes goal to increase number—not percentage—of students completing A-G.

6. Includes goal for students “on track” for completing A-G.
7. Includes goal to expand pathways.
8. Includes goal for enrollment in—not completion of—pathways. Corona-Norco also includes a general goal to increase the number of students completing pathways, without annual expected outcomes for that metric.
9. Includes goal for CTE course—not CTE pathway—completion.
10. Includes goal to identify signature pathways at each high school site.
11. Includes goals for CTE course, cornerstone course, and 2nd concentrator course completion, rather than CTE pathway completion.
12. Includes goal for CTE course enrollment, rather than CTE pathway completion.
13. Includes goal for IB enrollment, rather than students passing IB exams.
14. Includes goals for AP or IB enrollment and course offerings, rather than students passing IB exams.
15. Includes goal to increase course options for students that include intervention classes in literacy and math, STEM, Visual and Performing Arts, CTE, AVID, and dual enrollment.
16. Includes goal for percentage of IB exams passed, rather than students passing IB exams.
17. Includes goal for students receiving IB diploma, rather than students passing IB exams.
18. Consider as dual enrollment although goal only references community college courses (among other examples of advanced coursework including AP, IB or Honors courses), while district dual enrollment program described elsewhere in LCAP is broader. Reference to IB appears to be for enrollment and passage of coursework, rather than passage of IB exams.
19. Includes disaggregated goals only for Advancement Placement passage rates.
20. Includes disaggregated goals on AP enrollment and courses, but not passage rates.
21. Includes disaggregated goals only for A-G completion rates.
22. Includes disaggregated goals for AP and IB enrollment, rather than exam passage rates. Annual update section includes data and analysis regarding subgroups on several metrics in LCFF statute, but goals are for overall rates.

Endnotes

¹ See Appendix A for most recent version of College and Career Indicator, although it appears to still be subject to refinement.

² The first evaluation rubrics, expected to be released in March 2017, will not address CCI in the top-level dashboard for districts and schools or with color-coded assessments of CCI performance and improvement. It is not clear whether CCI data on the percentage of students considered prepared will be available elsewhere in the first rubrics released. This is due to the fact the CCI performance standards are still being refined, particularly to incorporate results from 11th grade test scores using the new Smarter Balanced exams.

³ California Department of Education. (n.d.). Largest and Smallest Public School Districts – CalEdFacts (2015-16 school year). Retrieved from <http://www.cde.ca.gov/ds/sd/cb/ceflargesmalldist.asp>.

⁴ See Appendix B for list of 25 largest school districts and breakdown regarding key college and career readiness goals for each district.

⁵ These are included among several metrics listed under the pupil achievement state priority in the LCFF statute. Cal. Ed. Code 52060(d)(4). The current LCAP template, in instructions under “Expected Annual Measurable Outcomes,” requires such outcomes for all metrics identified in the LCFF statute for each of the applicable state priorities: “at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA.” The prior LCAP template provided: “For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities.... [T]he goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d)”.

⁶ College ready is also known as “Level 4” or “standard exceeded.” Conditionally ready is also “Level 3” or “standard met.”

⁷ The denominator for the CCI is the “Current Year Graduation Cohort.” California Department of Education. (June 2016). The College and Career Indicator. P. 10. Retrieved from <http://www.cde.ca.gov/be/cc/cp/documents/cpagjun16item02slides2revised.pdf>.

A graduating cohort is the group of students that could potentially graduate during a four-year time period (grade 9 through grade 12), calculated by the number of first-time grade 9 students in year 1 (starting cohort) plus students who transfer in, minus students who transfer out, emigrate, or die during school years 1, 2, 3, and 4. California Department of Education. (2016). Four-Year Adjusted Cohort Outcome Data Processing. Retrieved from http://dq.cde.ca.gov/dataquest/cohortrates/CohortOutcomeDefinitions2016_8_22.pdf.

⁸ It may be challenging to provide specific goals on the CCI before performance standards are set and any further refinements are made, so districts may choose to wait until after the Fall 2017 evaluation rubrics are released before proposing specific CCI goals in LCAPs.

⁹ Establishing distinct goals for college ready scores will also be important when the State Board of Education adds a “well prepared” category to the CCI. It is likely that testing as college ready, rather than conditionally ready, will help a student be deemed well prepared.



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