

BLUEPRINT FOR COLLEGE READINESS STATE PROFILE



CALIFORNIA



California has addressed five of the 10 Blueprint policies to improve college readiness in the state. The state has in place three of four high school policies. It has a program to determine college and career readiness for its high school students as part of the core standards. It is one of 24 states that has included college readiness in its accountability system to determine school performance.

California is addressing one of the four college benchmarks and is one of the 18 states to have systemwide policies on remediation programs for high school students entering college that include assessments to determine what courses they need. California is one of five states to have separate remedial policies for two-year and four-year public institutions.

POLICY REVIEW	CALIFORNIA	NATIONAL
1. CCR STANDARDS AP, IB and/or dual credit required	YES No	48 states + D.C. 25 states
2. ASSESSMENTS	YES , SBAC	14 – SBAC 11 – PARCC 18 – ACT 4 – SAT 10 – state developed 14 – end-of-course
3. GRADUATION REQUIREMENTS H.S. course requirements match statewide college admissions	NO statewide course req. for college	18 states match courses Including 6 states that align all courses and 12 states that align all courses but foreign language
4. K-12 ACCOUNTABILITY CCR is indicator in system	YES	24 states use CCR to determine performance
5. ADMISSION STANDARDS Statewide or systemwide	NO	28 – common admission standards 15 – systemwide 13 – statewide
6. REMEDIAL AND PLACEMENT POLICIES Statewide or systemwide remedial policies Statewide or systemwide placement policies	YES Systemwide Systemwide	27 – both remedial and placement policies 39 – remedial policies 27 – placement policies
7. TRANSFER (3 OUT OF 4 POLICIES) Transferable core of lower-division courses Common course numbering Guaranteed transfer of associate degree Credit by assessment	NO Yes Partial Partial No	23 have at least 3 of the following policies: 36 – transferable core 16 – Common course numbering 36 – guaranteed transfer of associate degrees 16 – credit by assessment
8. HIGHER-ED ACCOUNTABILITY (ALL 3) Statewide attainment goals Completion or attainment goals in master plan Performance-funding model and metrics	NO No No No	19 have all 3 of the following policies: 26 states have a statewide attainment goal 36 states have completion or attainment goal in master plan 32 states have performance-funding
9. STATEWIDE CCR DEFINITION	NO	32 states + D.C. have CCR definition
10. P-20 DATA High school feedback report annually	YES Yes	50 states + D.C. have data system 42 states + D.C. have feedback report
TOTAL	5 out of 10	

STRENGTHS

California is a quality state example of putting in place core academic standards in combination with state assessments to determine how prepared high school graduates are for college admission. It has put in place core standards for more rigorous coursework and is part of the Smarter Balanced Assessment Consortium to test students on their mastery of the standards.

Such a combination increases the likelihood that the state's high school graduates are ready to enter college. It also is a tool to combat high remediation rates for incoming high school graduates and to address concerns in the business community that students don't have the skills or knowledge to successfully enter the workforce.

CONSIDERATIONS

California is one of 23 states that does not align high school graduation requirements with statewide or systemwide college admission course requirements. Such an alignment makes it easier for educators to intervene with 11th- and 12th-grade students who are not on track to meet the requirements. Improving alignment also will encourage high school and college educators to work together to increase students' success rates in college. While the A-G program benefits institutions and students, California's lack of a postsecondary coordinating board and its three separate systems — two four-year systems and one community college system — can pose challenges for common, statewide policies.

California should consider adopting a statewide definition of college and career readiness that is recognized by high schools as they graduate students and by colleges as they admit students and place them in remedial or credit-bearing courses. A definition could provide a backbone for the state to align its high school and higher education benchmarks to help secondary — and even elementary — teachers outline the knowledge and skills students will need to demonstrate college and career readiness by high school graduation.

RESOURCES AND STATE EXAMPLES

Washington – Collaboration of high school and college systems

The State Board of Education and the Washington Student Achievement Council met in 2010 to align the high school graduation requirements and the statewide admission requirements. They established the **College Academic Distribution Requirements (CADRs)**.

The CADRs provide high school students with a blueprint of what colleges will, at a minimum, require for students to be admitted to four-year public institutions. Aligning the two sets of requirements helps students develop an academic plan early in their high school careers.

Tennessee – Statewide CCR definition

Tennessee defines college and career readiness as “the knowledge and skills needed for entry-level work and college freshmen coursework (and) success whether pursuing a career or a college education.” The state quantitatively puts this definition to use through cut scores for both the ACT and future assessments as standards for college acceptance and course placement.

Statewide, the Tennessee Board of Regents and University of Tennessee leverage the CCR definition to align the K-12 Common Core State Standards to credit-bearing, entry-level courses in English and math.