# 2024 Dashboard Technical Guide: College/Career Indicator (CCI)

A Grades Nine through Twelve Indicator

 

Prepared by the California Department of Education

Available on the CDE [California School Dashboard](https://www.cde.ca.gov/dashboard)

[and System of Support](https://www.cde.ca.gov/dashboard) Web Page

**November 2024**

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### About this Mini-Guide, Resources, and Contacts

#### About this “Mini-Guide”

The California School Dashboard (Dashboard) Technical Guide provides technical information on California’s accountability system, specifically the state and local indicators reported on the Dashboard. The guide is divided into multiple sections, or mini-guides, to allow viewers to download only the topics of interest. The focus of this mini-guide is on the College/Career Indicator (CCI). However, to ensure that you do not **miss important information and business rules** pertaining to the entire Dashboard, we encourage you to review as many of these mini-guides as possible:

* Access the full guide through the California Department of Education (CDE)[2024 Dashboard Technical Guide](https://www.cde.ca.gov/ta/ac/cm/dashboardguide24.asp) web page.

#### Resources

* The [CCI](https://www.cde.ca.gov/ta/ac/cm/dashboardccr.asp) web page offers information about this indicator, such as the measures and preparedness criteria that have been approved by the State Board of Education.
* The [Dashboard Communications Toolkit](https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp) was developed to support local educational agencies (LEAs), parents and communities bring the 2024 Dashboard closer to home.
* The [Dashboard Resources](https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp) web page contains general and technical information, tools for educators, translations, and downloadable data files.

#### Contacts

Questions about:

* State Indicators (Academic, Chronic Absenteeism, CCI, English Learner Progress, Graduation Rate, Suspension Rate and Science), contact the Analysis, Measurement, and Accountability Reporting Division by email at Dashboard@cde.ca.gov.
* Local indicators, logging onto the Dashboard, submitting local indicators into the Dashboard, and the Local Control and Accountability Plan (LCAP), contact the Local Agency Support Systems Office (LASSO) by email at LCFF@cde.ca.gov.
* Smarter Balanced Summative Assessment and the California Alternate Assessments, contact the California Assessment of Student Performance and Progress (CAASPP) Office by email at caaspp@cde.ca.gov.
* California’s System of Support (Differentiated Assistance and Comprehensive School Support), contact the System of Support Office (SSO) by email at CASystemofSupport@cde.ca.gov.
* California Longitudinal Pupil Achievement Data System (CALPADS), contact the CALPADS-CSIS Service Desk at calpads-support@cde.ca.gov.

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### 2024 Dashboard

The 2024 Dashboard reflects a return of California’s accountability reports of Status (current year data), Change (the different from prior year data), and Performance Levels (or colors) for the College/Career Indicator. The Dashboard will display color gauges illustrated in Figure 1 below.

**Figure 1:** **Five Performance Levels (or Colors) Represented by Gauges** (Refer to [Appendix B](#_Appendix_B:_Descriptive_1) for the descriptive text.)



### Introduction

#### College/Career Indicator ImageWhat is this Indicator?

The College/Career Indicator or the CCI is one of several state indicators that the CDE reports on the [Dashboard](http://www.caschooldashboard.org/). It shows how well local educational agencies (LEAs) and schools are preparing high school students for success after graduation, whether in post-secondary education or in a career, based on a set of college and career measures that have been approved by the State Board of Education (SBE).

In May 2019, the SBE held a special study session on the CCI during which the SBE indicated that it is the responsibilities of LEAs and schools to provide all students with a broad course of study that prepares them to leave high school with the ability to choose to pursue college and career. Students decide at the end of high school which path to pursue but are fully prepared for either path. Because a high school diploma should represent the completion of a broad and rigorous course of study, the CCI was designed to encourage high schools to provide all students with a rigorous broad course of study that will lead to likely success after high school. It recognizes that students pursue various options, whether completing: (a) a Career Technical Education (CTE) Pathway, (b) course requirements for meeting University of California (UC) or California State University (CSU) requirements (i.e., a-g), or (c) a course of study specifically designed to meet the student’s individual interests.

##### College/Career Indicator Measures

Only measures collected statewide at an individual student level and approved by the SBE are included in the CCI. They are:

* Advanced Placement Exams
* Met UC/CSU Requirements (i.e., a-g)
* Career Technical Education Pathway Completion
* College Credit Course (formerly called Dual Enrollment)
* International Baccalaureate Exams
* Leadership/Military Science
* Registered Pre-Apprenticeships
* Smarter Balanced Summative Assessments in English Language Arts/Literacy and mathematics (Grade 11)
* State and Federal Job Programs
* State Seal of Biliteracy
* Transition Classroom and Work-Based Learning Experiences

##### Addition and Removal of Measures

The CDE continues to commit to the continuous improvement of the Dashboard, especially when adapting to the evolving nature of college and career preparation in California’s schools. As part of this commitment, the CCI has been developed to allow for the addition of new measures and the removal of measures as they become obsolete. The addition and removal process consists of a thorough review and analysis of data with interest groups followed by final decisions by the SBE.

#### Who is Held Accountable for this Indicator?

***All*** LEAs and schools with students enrolled in ***grade twelve*** that also have **30 or more students in the denominator of the CCI** are held accountable for this indicator. **“**Accountable” means that the data are used to determine LEAs and schools eligible for support (i.e., Differentiated Assistance at the LEA level and Targeted Support and Improvement [TSI] at the school level).

##### When there are Fewer than 30 Students

While the Dashboard does report data (i.e., Status) for **11 to 29 students**, it is not used to determine eligibility for Differentiated Assistance and TSI and is reported for informational purposes only. Because these data are published for informational purposes, Performance Levels (or colors) are not displayed on the Dashboard.

Status and Change and Performance Levels are not displayed on the Dashboard for **less than 11 students** to protect these students’ privacy and therefore LEAs, schools, and student groups with less than 11 students are not held accountable.

#### What is the Data Source?

The CCI includes various college and career measures to determine whether schools/LEAs are preparing students for success after high school. Table 1 in the next section identifies the definitions and data sources for each CCI measure.

### College/Career Indicator Rules

#### What’s New Since the 2023 Dashboard?

##### Return of Performance Colors for the CCI

The 2024 Dashboard includes a return to the calculation and reporting of Change (the difference from prior year data) and Performance Levels (colors) for the CCI. Therefore, performance will be determined using the five-by-five colored tables. For more information on how performance colors are determined, please view the Introductory mini-guide, *California’s Accountability System and the Dashboard*, posted on the CDE [2024 Dashboard Technical Guide](https://www.cde.ca.gov/ta/ac/cm/dashboardguide24.asp) web page.

##### Application of Three-by-Five- Colored Tables for Fewer than 150 Students

In 2024, the Dashboard will restart the application of a separate methodology for LEAs, schools, and student groups that have fewer than 150 students as small counts have more Red (or Blue) Performance Levels compared to LEAs and schools with large student populations. This separate methodology—known as the “Three-by-Five”—removes both the “Increased Significantly” and “Declined Significantly” **Change levels** thereby limiting the large swings in the **Change data** that can be triggered by just a few students.

For the CCI, the Three-by-Five is automatically applied when there are fewer than 150 students (in the current year) in the denominator at the LEA, school, and/or student group levels.

##### Removal of Non-Registered Pre-Apprenticeship

At the September 2023 SBE meeting, as part of the 2023 CCI Workplan, the SBE approved the removal of the Non-Registered Pre-Apprenticeship measure from the CCI beginning with the **2023–24 school year. Information on this action, along with all actions taken by the SBE at the September 2023 meeting, was emailed to Dashboard Coordinators in October 2023. For more information of the September 2023 SBE meeting, refer to the SBE** [September 2023 Agenda Item 8](https://www.cde.ca.gov/be/ag/ag/yr23/documents/sep23item08.docx)**.**

#### Which Students are Included?

##### Denominator

The CCI denominator stems from the students in the denominator of the combined four-and five-year graduation rate that is used to calculate the Graduation Rate Indicator. All students from the four-year cohort are in the denominator, along with any prepared students who graduated in the five-year cohort. For more details about the Graduation Rate Indicator, refer to the Graduation Rate mini-guide on the CDE 2024 [Dashboard Technical Guide](https://www.cde.ca.gov/ta/ac/cm/dashboardguide24.asp) web page.

##### Numerator

The CCI places students across three levels approved by the SBE:

* Prepared
* Approaching Prepared
* Not Prepared

***Only students that meet the Prepared criteria are placed in the numerator.*** Students are assigned to one of these three levels based on the highest benchmark measure/s that they meet. The Prepared and Approaching Prepared criteria that have been approved by the SBE are identified in these flyers:

* [Measures of College Readiness](https://www.cde.ca.gov/ta/ac/cm/documents/ccicollege.pdf)
* [Measures of Career Readiness](https://www.cde.ca.gov/ta/ac/cm/documents/ccicareer.pdf)

Students are automatically placed in the Not Prepared level if they do not graduate. This is true even if they met the Prepared or Approaching Prepared criteria.

#### Years of Data Used

To be placed in Prepared or Approaching Prepared, a total of *four or five years of data* areused to determine what each **graduate** accomplished during their time in high school. For example, if a student graduated in four years, then the last four years of data (e.g., 2020–21, 2021–22, 2022–23, and 2023–24) are used to identify what the graduate completed or accomplished during these years. If the student graduated in their fifth year, then the last five years of data (e.g., 2019–20, 2020–21, 2021–22, 2022–23, and 2023–24) are used.

* *Exception:* For the Smarter Balanced Summative Assessments, the last three years (e.g., 2022, 2023, and 2024) of testing results are used.

#### When Students Transfer

When students transfer, the students’ accomplishments at all schools where the student was enrolled at is used. Therefore, schools may receive credit for accomplishments that a student completed at another school. The school where the student graduates from is the school that receives the credit. For example, Malik, a graduate within the Class of 2024:

* Completed a CTE pathway at School 1,
* Scored Standard Met in both ELA and mathematics at School 2.

Because Malik graduated from School 2, this second school receives the credit for his completion on the CTE Pathway at School 1. His placement in one of the CCI levels is based on everything he accomplished during his four years in high school (i.e., CTE Pathway and ELA/mathematics results).

#### Definition and Data Source for Each CCI Measure

Table 1 on the following page identifies the definition and data sources used for each CCI measure.

**Table 1: Definitions and Data Source**

| **CCI Measure** | **Definition** | **Data Source** |
| --- | --- | --- |
| Advanced Placement (AP) Exams | The College Board offers AP exams in 38 subjects. Exams are scored on a scale of one to five, where a score of three or higher is considered passing by The College Board. Students do not have to be enrolled in an AP course to take an AP exam. All AP exams are used for the CCI; no exams are excluded. The exception to this is when students re-take an exam. In these instances, the exam with the highest score is used.  | Data files containing student results are received from The College Board. |
| Met University of California (UC) and California State University (CSU) Requirements (i.e., a-g)  | Students who met either UC or CSU requirements are identified as completing a-g. | In CALPADS, when a student graduates, LEAs mark a ‘Y’ or ‘N’ in the “Student Met All UC CSU Requirements Indicator” (field #1.29 in the Student Enrollment [SENR] file) to indicate whether the student completed a-g requirements. |
| Career Technical Education (CTE) Pathway Completion | CTE pathway completion consists of:1. Finishing a sequence of courses totaling at least 300 hours, **and**
2. Completing a capstone course, with a grade of C minus or better

The number of courses in a sequence varies from LEA to LEA. One LEA may require a sequence of two courses totaling 300 hours while another may require a sequence of four courses totaling 300 or more hours.  | In CALPADS, the Student Career Technical Education (SCTE) file (CTE Pathway Completion Academic Year ID field # 11.14) is used to report CTE completers.  |
| College Credit Courses (formerly known as Dual Enrollment) | Students are considered as having completed a college credit course if they: * Pass a college-level course with a grade of C minus or better (or Pass),
* Earn college credits upon completion of the course by the time the students graduate, **and**
* Complete a minimum number of semesters, quarters, or trimesters of college coursework.

College-level courses are those provided by the LEA/school for student enrollment and properly submitted to all course data collections in CALPADS. **This does not include situations where a student independently enrolls in a college course without any connection or oversight from the school/LEA.** These courses may be in either academic or CTE disciplines. Physical education courses are not counted. The courses do not have to be taken in sequential order. For example, three classes taken during one fall quarter will be counted as completing three quarters of college coursework. One class taken during the fall semester and one class taken during the spring semester will be counted as completing two semesters of college coursework. Year-long and summer courses are also included in this measure. One full year term is equivalent to one semester. One summer term is equivalent to one quarter. | Course codes are used to determine if graduates completed college credit courses. Please refer to [**Appendix A**](#_Appendix_A) for further details.  |
| International Baccalaureate (IB) Exams | Students participate in the IB starting in grade eleven. The IB offers six subject area exams which are graded on a scale of one to seven. A score of four is considered passing by the IB. All IB exams are used for the CCI; no exams are excluded. Any student who passes at least two IB exams during grade eleven or twelve is included in the numerator of the rate. The exception to this is when students re-take an exam. In these instances, the exam with the highest score is used. | Data files containing student results are received from the IB.  |
| Leadership/ Military Science | In leadership/military science, students participate in a physical conditioning program aimed at promoting military values and military precision in group activities, such as rifle corps or marching squad. **For secondary students**, this course **also brings** together information from other subject areas and relates these skills and knowledge to a military setting. Examples include engine mechanics, electricity or electronics, and aviation techniques. Another example, such as Junior Reserve Officers’ Training Corps (JROTC), also fall under the leadership/military science measure. | Both of the following CALPADS State Course Codes are used to determine completion of this measure: * 9373: Leadership/Military Science
* 9374: JROTC.
 |
| Pre-Apprenticeship (**Registered**) | **A registered pre-apprenticeship** is connected to a registered apprenticeship with a formal agreement with an employer and/or sponsor-designated apprentice program. The registered pre-apprenticeship program must be connected to an established apprenticeship program, registered with the California Division of Apprenticeship Standards, and recognized by business and/or industry.Essential components of registered pre-apprenticeship include coursework directly related to a trade/occupation, relevant job-learning activities, and a certificate of completion. Registered pre-apprenticeships provide students with entry-level skills necessary to enter a registered apprenticeship program and must directly link to a California registered apprenticeship program. An LEA must work with a program sponsor to become a recognized training provider for registered pre-apprenticeship programs. Once approved by a program sponsor, the LEA must implement employer-designated competencies as outlined by the program sponsor as part of the curriculum.  | The Work-Based Learning Type Code 25 within the Work-Based Learning (WBLR) file in CALPADS is used to count whether a student completed this measure.  |
| **Grade 11**Smarter Balanced Summative Assessments in ELA and Mathematics  | In **grade eleven**, students participate in the Smarter Balanced Summative Assessments. The results indicate whether students are ready for college-level work in ELA and mathematics. The following four achievement levels in the Smarter Balanced Summative Assessments are used to determine which students are included in “Approaching Prepared” or “Prepared” levels of the CCI: * Standard Exceeded
* Standard Met
* Standard Nearly Met
* Standard Not Met

The prior three years (i.e., 2022, 2023, and 2024) of Smarter Balanced Summative Assessments data are used for all students included in the CCI. The best score across all three years is used for each student.  | The assessment data are received from the testing vendor. |
| State and Federal Job Programs | This measure is only applicable to DASS schools and include the following programs: * **Job Corps:** a federal program administered by the U.S. Department of Education (29 USC Sections 3191-3212), which offers General Educational Development test (GED) and supports, and vocational training to youth ages16 to 24 years old. Note that the completion of only the career training portion is required since the transition training often occurs after graduation.
* **Workforce Innovation and Opportunity Act (WIOA):** administered by the U.S. Department of Labor (19 USC Ch. 32 (128 Stat. 1425)), which works to overcome barriers between in-school or out-of-school youth and employment by placing them in (minimum wage) jobs.
* **YouthBuild:** a federal program administered by the U.S. Department of Labor (29 USC Section 3226), which trains youth, ages 16 to 24-year-old, who have dropped out of high school, in construction by building homes for low-income members of their communities.
* **California Conservation Corps:** a state program administered by the California Resources Agency (CA Public Resources Code Sections 14000-14424), which engages students, ages 18 to 25 years old, to perform physical labor for environmental conservation and provides life skills training.
 | The following Work-Based Learning Type Codes within the WBLR file in CALPADS are used to count whether a student completed any of these measures: * Code 35: Job Corps
* Code 40: WIOA
* Code 45: YouthBuild
* Code 50: California Conservation Corps
 |
| State and Federal Job Programs | This measure is only applicable to DASS schools and include the following programs:* **Occupational Centers/Program (ROC/P):** a state program administered by a ROC/P (CA Education Code Section 52301), which provides career/technical education and services to California high school students.
 | The following Work-Based Learning Type Code within the WBLR file in CALPADS is used to count whether a student completed the measures:* Code 55: ROC/P\* (\* this code was only active for the 2020-21 school year)

Additionally, for the 2024 Dashboard, students will meet this criteria with the completion of a CTE pathway, where the student completed at least two CTE courses (with a C- or better) that were delivered through an ROCP. The CTE Course Section Provider Code field will be used to identify the CTE courses. |
| State Seal of Biliteracy | The State Seal of Biliteracy recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. The latest information regarding this seal is available on the CDE [State Seal of Biliteracy](https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp) web page. | In CALPADS, when a student graduates, LEAs mark a ‘Y’ or ‘N’ in the “Student Seal of Biliteracy Indicator” (field #1.33 in the Student Enrollment [SENR] file) to indicate whether the student earned the State Seal of Biliteracy. |
| Transition Classroom-Based Work Exploration and Transition Work-Based Experience | Students with an Individualized Education Program (IEP) and earn a Special Education Certificate of Completion are considered for this measure. * **Transition Classroom-Based Work Exploration:** Completing this measure means successfully completing the equivalent of four courses of college and career exploration/preparation designed to prepare a student with an IEP for employment and independent living since entering grade nine. This classroom-based work exploration must offer students work-based learning experiences that develop knowledge and job skills, in compliance with the Fair Labor Standards Act (FLSA) requirements.
* **Transition Work-Based Experience:** Completing this measure means successfully completing a minimum of 100 hours of work-based learning since entering ninth grade of a program for students with disabilities on an IEP. The program must offer students work-based learning experiences that develop knowledge and job skills, in compliance with FLSA requirements.

More information about these measures is available on the CDE [Work-Based Learning Measures for the CCI](https://www.cde.ca.gov/ta/ac/cm/workbasedcci.asp) web page.  | The following Work-Based Learning Type Codes within the WBLR file in CALPADS are used to count whether a student completed any of these measures: * Code 60: Transition Work-Based Experience
* Code 65: Transition Classroom-Based Work Exploration
 |

#### Calculation Formula for Status

Total number of students in the **Class of 2024** who graduated in four years and met the “Prepared” criteria +total number of students in the **Class of 2023** who graduated in five years and met the “Prepared” criteria

**divided by**

Total number of students who entered grade nine for the first time in 2020–21 for the **Class of 2024** +total number of students in the **Class of 2023** who graduated in five years and met the “Prepared” criteria

#### CCI Prepared Criteria

As noted earlier, only students who meet the Prepared criteria are placed in the numerator of the CCI. Graduates must meet at least one of the criteria identified in Table 2 below to be placed in the Prepared level:

**Table 2: Prepared Criteria for Current CCI Measures**

| **College Measures** | **Career Measures** |
| --- | --- |
| **Smarter Balanced Summative Assessments** * Score Level 3 or higher on both ELA and Mathematics
 | **Leadership/Military Science** Complete two years of Leadership/ Military Science AND:* Score Level 3 or higher in one subject area (ELA or math) and Level 2 or higher in the other
 |
| **Advanced Placement (AP) Exams** * Score 3 or higher on two AP exams
 | **CTE Pathway** Complete with a grade of C- or better in capstone course AND: * Score Level 3 or higher in one Smarter Balanced Summative Assessments subject area (ELA or math) and Level 2 or higher in the other, OR
* Complete one semester/two quarters/two-trimesters of College Credit Courses with a grade of C- or better in academic/CTE subjects where college credits are awarded for each course
 |
| **International Baccalaureate (IB) Exams** * Score 4 or higher on two IB exams
 | **Registered Pre-Apprenticeship*** Complete registered pre-apprenticeship
 |
| **College Credit Courses** Complete two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credits are awarded |  |
| **State Seal of Biliteracy (SSB)** Receive the SSB and Score Level 3 or higher in ELA on Smarter Balanced Summative Assessments | **State and Federal Job Programs**Complete one of the programs AND:* Complete one semester/two quarters/two trimesters of a CTE course with a C- or better
 |
| **University of California (UC) and California State University (CSU) Requirements** Meet all a-g requirements for admission to a UC or CSU school AND meet one of the additional criteria below: * Smarter Balanced Summative Assessments: Score Level 3 or higher in one subject area (ELA or mathematics) and Level 2 in the other area,
* Complete one semester/two quarters/two-trimesters of College Credit Courses with a grade of C- or better in academic/CTE subjects where college credits are awarded for each course,
* Score 3 on one AP exam or score 4 on one IB exam, OR
* Complete a CTE Pathway
 | [Not applicable to the 2023/2024 Dashboard]**Transition Classroom and Work-Based Learning Experiences** (available only to students with Individualized Education Programs [IEPs] who earn a Special Education Certificate of Completion) * Complete at least 100 hours of work experience AND
* Equivalent of four semester courses of college and career exploration/preparation designed to prepare a student with an IEP for employment and independent living
 |

The following flyers contains the criteria for both Prepared and Approaching Prepared:

* [Measures of College Readiness](https://www.cde.ca.gov/ta/ac/cm/documents/ccicollege.pdf)
* [Measures of Career Readiness](https://www.cde.ca.gov/ta/ac/cm/documents/ccicareer.pdf)

#### Calculation Formula for Change

Once the Status for each LEA, schools, and student group is calculated, Change can be calculated. The following is the calculation formula for Change:

2024 Status (2023–24 CCI)

minus

2023 Status (2022–23 CCI)

#### Status and Change Cut Scores, Five-by-Five Colored Tables, and Three-by-Five Colored Table

To access the Status cut scores, Change cut scores, and five-by-five colored tables that are used for all Dashboard state indicators, please refer to the CDE [Five-by-Five Colored Tables](https://www.cde.ca.gov/ta/ac/cm/fivebyfivecolortables23.asp) web page.

To access the three-by-five colored table information for the CCI, refer to the section titled “Application of Three-by-Five- Colored Tables for Fewer than 150 Students” in this mini-guide as well as the Introductory mini-guide *California’s Accountability System and the Dashboard*, which is available on the CDE [2024 Dashboard Technical Guide](https://www.cde.ca.gov/ta/ac/cm/dashboardguide24.asp) web page.

#### School Dashboard Additional Reports

Designed for educators, the [School Dashboard Additional Reports](https://www6.cde.ca.gov/californiamodel/) offer information and data beyond what are reported on the Dashboard, including summarized views across all state indicators. Three reports specific to the CCI are the:

* **2024 Five-by-Five Placement Report** which helps LEAs and schools quickly identify which Performance color all student groups achieved on the state indicator. It also does the same for all schools within an LEA.
* **College/Career Levels and Measures Report** which includes pie charts and heat maps that graphically represent the number and percent of students in the Prepared and Approaching Prepared levels.
* **Met UC/CSU Requirements and CTE Pathway Report** which includes the following:
	1. Number and percent of students who met the UC/CSU requirements (i.e., a-g),
	2. Number and percent of students who completed at least one CTE Pathway with a grade of C- or better in the capstone course, and
	3. Number and percent of students who completed both 1 and 2.

Because this report is a “completion report”, it does **not** include the application of whether the student met the Prepared or Approaching Prepared criteria. This report also displays UC/CSU Requirements completion and CTE Pathway completion for graduates as well as non-graduates. Therefore, the denominator and numerator in this report may not match the denominator and numerator provided in the Dashboard, the Status Placement Report, and the College/Career Levels and Measures Report. (Please note that there is no accompanying downloadable data file for this report)

#### Student Groups

To access student group definitions and the data used to determine the student groups for this indicator, please view the Introductory mini-guide, *California’s Accountability System and the Dashboard*, posted on the CDE [2024 Dashboard Technical Guide](https://www.cde.ca.gov/ta/ac/cm/dashboardguide24.asp) web page.

**Long-Term English Learners – New Student Group**

Beginning on the 2024 California School Dashboard (Dashboard), long-term English learners (LTELs) will be added as a student group across all state indicators, including the College/Career Indicator. EL students who **have not been reclassified as fluent-English proficient within seven years** will be included in the LTEL student group. For the College/Career indicator specifically, English Learner (EL) students who have been an EL for 7 plus years at any time during the four or five years of high school will be counted as in the LTEL student group.

### School Examples

#### Example 1: Gemstone High

(A comprehensive high school serving students in grades 9–12)

###### Step 1: Determine the Denominator

The denominator of the combined four-and five-year graduation rate (from the Graduation Rate Indicator) is used for the denominator of the CCI but keep in mind that only the Prepared fifth-year graduates are included in the denominator. In this case, the denominator is:

303 students in the Class of 2024 four-year cohort + 1 fifth-year Prepared graduate from the Class of 2023 = **304 students**

###### Step 2: Determine How the School Supported Their Graduates During the Last Four or Five Years in High School

Take all **graduates** in Step 1 and examine what courses, exams, or seal they completed or earned during the last four or five years of high school:

* For students in the Class of 2024 who graduated in four years, the following four academic years are used: 2020–21, 2021–22, 2022–23, and 2023–24.
* For students in the Class of 2023 who graduated in five years, the following five academic years are used: 2019–20, 2020–21, 2021–22, 2022–23, and 2023-24.

**Example Student 1**: Mateo, a fourth-year graduate in the Class of 2024, was supported by his school in the last four years to complete the following:

* Met **UC/CSU requirements,**
* Completed **one CTE Pathway,**
* Scored **Standard Met** in **ELA,** and
* Scored **Standard Nearly Met** in **mathematics.**

Mateo meets both the Prepared and Approaching Prepared CCI criteria. Mateo:

* **Meets Prepared** by:
* Meeting UC/CSU requirements, **and**
* Completing one CTE pathway (with a C minus or better on the capstone course)
* **Meets Approaching Prepared** by scoring Standard Met in ELA and Standard Nearly Met in mathematics.

Because the CCI places a student in a level based on their highest achievement,

Mateo is placed in the Prepared CCI level.

**Example Student 2**: Annie, a fourth-year graduate in the Class of 2024, in the last four years:

* Earned a **State Seal of Biliteracy** and scored Standard Met in ELA,
* Completed one semester of **college coursework** in History with a grade of A- and received college credits,
* Scored **Standard Met** in **ELA,** and
* Scored **Standard Met** in **mathematics.**

Annie meets both the Prepared and Approaching Prepared CCI criteria. Annie:

* **Meets Prepared** in two ways:
1. Earned a State Seal of Biliteracy and scored Standard Met in ELA
2. Scored Standard Met in both ELA and mathematics.
* **Meets Approaching Prepared** by completing one semester of History in which Annie passed the course with a grade of A- and received college credits for the course.

Because the CCI places a student in a level based on their highest achievement, Annie is placed in the Prepared CCI level.

**Example Student 3**: Maia, a fifth-year graduate in the Class of 2023, in the last five years:

* Completed three years of **leadership/military science,**
* Completed one semester of **college coursework** in Music with a grade of B+ and received college credits,
* Scored **Standard Nearly Met** in **ELA,** and
* Scored **Standard Met** in **mathematics**.

Maia meets the criteria for both the Prepared and Approaching Prepared CCI criteria. Maia:

* **Meets Prepared** in one way:
1. Completed at least two years of Leadership/Military Science and scored Standard Nearly Met in ELA and Standard Met in mathematics.
* **Meets Approaching Prepared** in three ways:
1. Completed one semester of Music where she passed the course with grade of B+ and received college credits.
2. Scored Standard Nearly Met in ELA and Standard Met in mathematics.
3. Completed at least two years of Leadership/Military Science.

Because the CCI places a student in a level based on their highest achievement, Maia is placed in the “Prepared” CCI level.

**Example Student 4**: Thom transferred between two comprehensive high schools. As a Class of 2023 fourth-year graduate at Gemstone High, Thom:

* Completed **one CTE Pathway in Media Arts** at Onyx High
* Completed the CTE Pathway Media Arts capstone course as a one semester **college coursework** in Advanced Media Arts with a grade of C+ while enrolled at Onyx High
* Completed one semester of **college coursework** in Graphic Design at the local community college voluntarily on his own and received a grade of C in the course and was awarded college credits. The school counselor at Gemstone High (where Thom was enrolled at) found out about Thom’s completion of this course.
	+ Note that this *would not count towards the CCI* because this course was taken independently by Thom without oversight or association with the school’s course enrollment.
* Scored **Standard Nearly Met** in **ELA** while enrolled at Gemstone High
* Scored **Standard Nearly Met** in **mathematics** while enrolled at Gemstone High

Thom’s last school of enrollment in CALPADS was Gemstone High where he graduated and therefore, he is included in Gemstone’s CCI. All accomplishments made by Thom **during the last four years** (at all schools he was enrolled at) will be used to place him in one of the three CCI levels at Gemstone.

After reviewing all of his accomplishments during the last four years, Thom meets the criteria for Approaching Prepared. Thom:

* **Meets Approaching Prepared** in two ways:
1. Completed one CTE Pathway
2. Scored Standard Nearly Met in both ELA and mathematics.

Although Thom:

* Completed the CTE Pathway capstone course as a college credit course, this does not count as meeting a separate College Credit measure. ***Any*** CTE Pathway course that is also a college credit course will not count towards the prepared criteria.
* Completed one semester of college coursework in Graphic Design at the local community college, because this course was taken independently by Thom without oversight or association with the school’s course enrollment, the school cannot receive credit for this college course.

Because the CCI places a student in a level based on their highest achievement, Thom is placed in the “**Approaching** **Prepared**” level at Gemstone High. (All of Thom’s accomplishments overseen at all schools are taken into account.)

###### Step 3: Calculate Status

Take all graduates who were placed in the *Prepared* level to calculate Status.

* Of the 285 fourth-year graduates from the Class of 2024, 193 met the Prepared level.
* Of the one fifth-year graduate from the Class of 2023, the student met the Prepared level. (Reminder that only fifth-year graduates determined as “Prepared” are included in the calculation.)

193 students from Class of 2024 who met Prepared + 1 fifth-year student in the Class of 2023 who met Prepared

***divided by***

303 students in the Class of 2024 four-year cohort + 1 fifth-year student in the Class of 2023 who met Prepared

= 0.6381 or 63.8%

**Gemstone High prepared 63.8% of their students.**

Step 4: Calculate Change

In order to calculate Change, the prior year Status must be used. The prior year’s Status for Gemstone High School was 70.2 percent prepared. Because Change is calculated *prior to rounding*, the calculation is:

* Current Year Status: 63.8 percent
* Prior Year Status: 70.2 percent
* Change Calculation: (Difference Between Current Year Status to Prior Year Status) 0.6383 *minus* 0.7021 = 0.0638 which is 6.38% which is rounded to 6.4%

Gemstone High School’s CCI prepared rate decreased by 6.4 percentage points.

###### Step 5: Determine the Performance Level (Color)

Based on Gemstone High School’s Status and Change results, the school’s current CCI prepared rate is 63.8 percent which is High. However, it’s CCI prepared rate decreased by 6.4 percentage points which is Declined from the prior year. The school will receive a Yellow Performance Level as illustrated in the five-by-five colored table on the following page.

Note that “p.pts” refers to "Percentage Point Change" to signify that Change reflects the numerical difference between two percentages.

**Table 3: Five-by-Five Colored Table Results for Example 1 (Gemstone High School)**

| Performance Level | Declined Significantly from Prior Year (by 9.1 p.pts or more) | Declined from Prior Year (by 2.0 p.pts to 9.0 p.pts ) | Maintained from Prior Year (declined or increased by 1.9 p.pts or less) | Increased from Prior Year (by 2.0 p.pts to 8.9 p.pts ) | Increased Significantly from Prior Year (by 9.0 p.pts or more) |
| --- | --- | --- | --- | --- | --- |
| Very High 70.0% or greater in Current Year | Yellow | Green | Blue | Blue | Blue |
| High 55.0% to 69.9% in Current Year | Orange | Yellow | Green | Green | Blue  |
| Medium 35.0% to less than 54.9% in Current Year | Orange | Orange | Yellow | Green | Green |
| Low 10.0% to 34.9% in Current Year | Red | Orange | Orange | Yellow | Yellow |
| Very Low 9.9% or lower in Current Year | Red | Red | Red | Orange | Yellow |

#### Example 2: Moonstone DASS High

(An alternative high school serving students in grades 9–12)

###### Step 1: Determine the Denominator

The denominator of the combined four-and five year graduation rate (from the Graduation Rate Indicator) is used for the denominator of the CCI but keep in mind that only the Prepared fifth-year graduates are included in the denominator. In this case, the denominator is:

40 students in the Class of 2024 four-year cohort + 5 fifth-year Prepared graduates from the Class of 2023 = **45 students**

###### Step 2: Determine What Each Graduate Accomplished During the Last Four or Five Years in High School

Take all **graduates** in Step 1 and examine what courses, exams, or seal they completed or earned during the last four or five years of high school:

* For students in the Class of 2024 who graduated in four years, the following four academic years are used: 2020–21, 2021–22, 2022–23, and 2023–24.
* For students in the Class of 2023 who graduated in five years, the following four academic years are used: 2019–20, 2020–21, 2021–22, and 2022–23.

**Example Student 1**: Jimmy transferred multiple times between non-DASS and DASS schools during the last four years in high school:

* Completed a CTE pathway at Constellation High School, a non-DASS school, with a grade of B in the capstone course
* Scored Standard Nearly Met in ELA at Pegasus High School, a non-DASS school
* Scored Standard Nearly Met in mathematics at Moonstone DASS School. Jimmy graduated from this school.

Because Jimmy’s last school of enrollment in CALPADS is Moonstone DASS School, he is included in Moonstone’s CCI (in both the numerator and denominator). In addition, because he graduated from this school, **all** of his **accomplishments** **during the last four years** (at all schools he was enrolled in) will be used to place him in one of the CCI levels.

After reviewing all of his accomplishments during the last four years, Jimmy meets the criteria for Approaching Prepared in the following way:

1. Completed one CTE pathway with a grade of B in the capstone course.

Because the CCI places a student in a level based on their highest achievement, Jimmy is included in the “**Approaching Prepared**” level at Moonstone DASS School. (Note that even though Jimmy completed the CTE pathway at Constellation High School, he is included in Moonstone’s CCI because he graduated at that school and Jimmy’s accomplishments at all schools are taken into account.)

**Example Student 2**: Nick transferred multiple times between non-DASS and DASS schools during the last five years before he graduated. He:

* Completed one year of leadership/military science while attending Andromeda High School (non-DASS).
* Scored a Level 2 (Standard Nearly Met) on both the ELA and mathematics Smarter Balanced Summative Assessments while enrolled at Cassiopeia DASS School.
* Completed one semester of college coursework in accounting at the local community college voluntarily on his own and received a grade of B minus in the course and was awarded college credits. The school counselor at Moonstone DASS School where Nick was enrolled at was informed by Nick about his independent coursework.
	+ Note that this *would not count towards the CCI* because this course was taken independently by Nick without oversight or association with the school’s course enrollment.
* Completed one semester of college coursework in Refrigeration at the local community college while attending Moonstone DASS School. He received a C plus in the course and was awarded college credits.

Nick’s last school of enrollment in CALPADS is Moonstone DASS School where he also graduated from this school. This means that he is included in Moonstone’s CCI. All accomplishments made by Nick **during the last five years** (at all schools he was enrolled at) will be used to place him in one of the three CCI levels at Moonstone.

After reviewing all of his accomplishments during the prior five years, Nick meets the criteria for Approaching Prepared. Nick:

* **Meets Approaching Prepared** in the following two ways:
1. Scored Standard Nearly Met in both ELA and mathematics
2. Completed one semester of college coursework in Refrigeration

Note that although Nick completed one semester of college coursework in accounting at the local community college, because this course was taken independently by Nick without oversight or association with the school’s course enrollment, the school cannot receive credit for this college course.

Because the CCI places a student in a level based on their highest achievement, Nick is placed in the “**Approaching** **Prepared**” level at Moonstone DASS School. (All of Nick’s accomplishments overseen at all schools are taken into account.)

**Example Student 3**: Chen transferred multiple times between non-DASS and DASS schools. During the last five years in high school before he graduated, Chen:

* Scored Standard Not Met on both the ELA and mathematics Smarter Balanced Summative Assessments while enrolled at Borealis Non-DASS School.
* Completed one semester of college coursework in Beginning Writing/Grammar at the local community college while attending Big Dipper DASS School. He received a C minus in the course and was awarded college credits.
* Completed one semester of college coursework in Web Development at the local community college while attending Moonstone DASS School. He received a C plus in the course and was awarded college credits.

Chen’s last school of enrollment in CALPADS was Moonstone DASS School. He also graduated at Moonstone and therefore, he is included in Moonstone’s CCI.

All accomplishments made by Chen during the last five years (at all schools he was enrolled in) are used to place him in one of the CCI levels. Chen:

* **Meets Prepared** in the following way:
1. Completed two semesters of college coursework with a grade C minus or better and receiving at least college credits for each course.

Because the CCI places a student in a level based on their highest achievement, Chen will be included in the “**Prepared**” level at Moonstone DASS School. (Note that Chen’s accomplishments at all schools are taken into account.)

###### Step 3: Calculate Status

Take all graduates who were placed in the *Prepared* level to calculate Status.

* Of the 40 fourth-year students in the Class of 2024, 15 met the Prepared level.
* Of the 5 fifth-year graduates from the Class of 2023, three met the Prepared level. (Reminder that only fifth-year graduates determined as Prepared are included in the calculation.)

15 graduates from Class of 2024 who met Prepared + 3 fifth-year graduates in the Class of 2023 who met Prepared

**divided by**

40 fourth-year students in the Class of 2024 + 3 fifth-year graduates in the Class of 2023 who met Prepared

= 0.4186 or 41.9%

**Moonstone DASS High prepared 41.9% of their students.**

###### Step 4: Calculate Change

In order to calculate Change, the prior year Status must be used. The prior year’s Status for Moonstone DASS High was 39.1 percent. Because Change is calculated *prior to rounding*, the calculation is:

* Current Year Status: 41.9 percent
* Prior Year Status: 39.1 percent
* Change Calculation: (Difference Between Current Year Status to Prior Year Status) 0.4188 *minus* 0.3911 = 0.0277 which is 2.77% which is rounded to 2.8%

Moonstone DASS High’s CCI prepared rate increased by 2.8 percentage points.

###### Step 5: Determine the Performance Level (Color)

Based on Moonstone DASS High’s Status and Change results, the school’s current CCI prepared rate is 41.9 percent which is Medium Status. However, it’s CCI prepared rate increased by 2.8 percentage points which is Increased from the prior year. The school will receive a Green Performance Level as illustrated in the five-by-five colored table on the following page.

Note that “p.pts” refers to "Percentage Point Change" to signify that Change reflects the numerical difference between two percentages. **Table 4: Five-by-Five Colored Table Results for Example 2 (Moonstone DASS High)**

| Performance Level | Declined Significantly from Prior Year (by 9.1 p.pts or more) | Declined from Prior Year (by 2.0 p.pts to 9.0 p.pts) | Maintained from Prior Year (declined or increased by 1.9 p.pts or less) | Increased from Prior Year (by 2.0 p.pts to 8.9 p.pts) | Increased Significantly from Prior Year (by 9.0 p.pts or more) |
| --- | --- | --- | --- | --- | --- |
| Very High 70.0% or greater in Current Year | Yellow | Green | Blue | Blue | Blue |
| High 55.0% to 69.9% in Current Year | Orange | Yellow | Green | Green | Blue  |
| Medium 35.0% to less than 54.9% in Current Year | Orange | Orange | Yellow | Green | Green |
| Low 10.0% to 34.9% in Current Year | Red | Orange | Orange | Yellow | Yellow |
| Very Low 9.9% or lower in Current Year | Red | Red | Red | Orange | Yellow |

### Frequently Asked Questions

This section covers commonly asked questions from LEAs. Any updates or new questions and answers can be found on the CDE [CCI FAQs](https://www.cde.ca.gov/ta/ac/cm/dbccifaq.asp) web page.

1. **I would like more information on the work-based learning measures that have been approved for use in the CCI as well as those that potentially may be included. Is there a web page that contains this information?**

Yes. The CDE [Work-Based Learning Measures for the CCI](https://www.cde.ca.gov/ta/ac/cm/workbasedcci.asp) web page provides these details.

1. **Will new work-based learning measures (e.g., internships) be included in the CCI in the future?**

Since 2020–21, the CDE has been collecting data on internships, student-led enterprise, simulated work-based learning, and the Armed Services Vocational Aptitude Battery (ASVAB). As part of the 2023 Accountability Workplan, the data collected thus far for these four measures were shared with the SBE at its September 2023 meeting. At that meeting, the SBE did not take action to include these measures in the CCI for the 2023 Dashboard. Therefore, the CDE will continue to collect data on these measures for the2023–24 school year. For details on the information presented to the SBE, refer to the SBE [September 2023 Agenda Item 8](https://www.cde.ca.gov/be/ag/ag/yr23/documents/sep23item08.docx).

1. [**I understand that the U.S. Department of Education denied the use of the Dashboard Alternative School Status (DASS) one-year graduation rate for DASS schools. Which students are included in the denominator of the CCI for DASS schools?**](https://www.cde.ca.gov/ta/ac/cm/dbccifaq.asp#i-understand-that-the-us-department-of-education-denied-the-use-of-the-dashboard-alternative-school-status-dass-one-year-graduation-rate-for-dass-schools-which-students-are-included-in-the-denominator-of-the-cci-for-dass-schools)

Due to the U.S. Department of Education’s denial of California’s waiver to continue using modified methods for accountability, the combined four-and five-year graduation rate that is calculated for the Graduation Rate Indicator is used as the denominator for the CCI for all schools.

1. **If a student takes a college course independently without oversight by the school or LEA, can the school/LEA receive credit for this course?**

No. The purpose of the CCI is to determine how LEAs and schools are preparing students in a broad course of study to pursue postsecondary options once they graduate high school. The college courses should be those where the LEA/school has courses open for students to enroll in. Therefore, courses and endeavors that students carry out on their own cannot be counted in the CCI and this data should not be collected in CALPADS (such as CALPADS field “Course Section Instructional Level Code 23-College Credit only”).

1. **Is articulation data used for the college credit measure?**

No. While LEAs can submit in CALPADS whether a course is articulated through the CTE Postsecondary Articulated Course Indicator, for purposes of the CCI, this data field is not used. This is because articulation agreements between high schools and colleges across the state differ. For example, some agreements allow students to receive college credit while in high school while other agreements do not give any credit to the student until they enroll at the college where the agreement is tied to.

Therefore, for the College Credit measure in the CCI, articulated college courses will count as long as students earn college credit by the time they graduate high school and if the course was completed with a C– or better. The same is also true for non-articulated college courses.

LEAs should ensure that the application of Codes 23 and 24 in Field 9.19 –*Course Instructional Level Code* are appropriately completed in CALPADS so that the CDE can use it as applicable for this measure. In addition, keep in mind that aCTE Pathway course that is also a college credit course will not count towards the “CTE Pathway plus” prepared criteria (e.g., completion of a CTE Pathway plus completion of a college credit course(s). The college credit course must be outside of the CTE Pathway.

1. [**For the College Credit measure, do students need to receive college credit to be counted?**](https://www.cde.ca.gov/ta/ac/cm/dbccifaq.asp#for-the-college-credit-measure-do-students-need-to-receive-college-credit-to-be-counted)

Yes. In prior years, this measure was named Dual Enrollment. The name was updated to reflect that students must receive college credit, pass the course with a grade of C minus or better (or Pass), and complete a minimum number of semesters, quarters, or trimesters of college coursework to be counted in the CCI.

1. **For the past couple of years, because preparedness determinations could not be made for the CCI, a completion report based on CCI measures was published as part of the School Dashboard Additional Reports. We used the a-g and CTE Pathway data from this report to complete our local control and accountability plans (LCAPs). Will the CDE continue publishing this report now that the CCI is returning on the Dashboard?**

Yes. To support LEAs with their work on their LCAPs, the CDE is developing a new report that continues to identify the:

* 1. Number and percent of students who met the UC/CSU requirements (i.e., a-g),
	2. Number and percent of students who completed at least one CTE Pathway with a grade of C- or better in the capstone course, and
	3. Number and percent of students who completed both 1 and 2.

Note that because this report is a “completion report”, it does **not** include the application of whether the student met the Prepared or Approaching Prepared criteria. This report also displays UC/CSU Requirements completion and CTE Pathway completion for graduates as well as non-graduates. Therefore, the denominator and numerator may not match the denominator and numerator provided in the Dashboard, the Status Placement Report, and the 2023 College/Career Measures Report.

1. [**How is a student counted as prepared or approaching prepared within the CCI?**](https://www.cde.ca.gov/ta/ac/cm/dbccifaq.asp#how-is-a-student-counted-as-prepared-or-approaching-prepared-within-the-cci)

The following two flyers identifies the Prepared and Approaching Prepared criteria that have been approved by the State Board of Education:

* [Career Readiness Flyer](https://www.cde.ca.gov/ta/ac/cm/documents/ccicareer.pdf)
* [College Readiness Flyer](https://www.cde.ca.gov/ta/ac/cm/documents/ccicollege.pdf)
1. [**We had 15 students who completed college courses with a C- or better and the students receive college credit for the courses. However, our CCI and the College/Career Levels and Measures Additional Report do not show us receiving any credit for these students. Why is this?**](https://www.cde.ca.gov/ta/ac/cm/dbccifaq.asp#we-had-15-students-who-completed-college-courses-with-a-c-or-better-and-the-students-receive-college-credit-for-the-courses-however-our-cci-and-the-collegecareer-measures-additional-report-do-not-show-us-receiving-any-credit-for-these-students-why-is-this)

LEAs are encouraged to review their CALPADS data and CALPADS End-of-Year Reports to ensure that their data are submitted accurately so that they can receive credit for their students’ accomplishments. For example, at times, the CDE has found that college course data are either not submitted at all or submitted under non-college credit state course codes (rather than college credit course codes). The CDE has also found the final course grade submitted as a numerical value rather than a letter grade. Accordingly, schools and districts with inaccurate data will not receive credit for their college credit measure.

1. [**Is there any way I can confirm the data I submit in CALPADS prior to it being used to calculate the CCI?**](https://www.cde.ca.gov/ta/ac/cm/dbccifaq.asp#is-there-any-way-i-can-confirm-the-data-i-submit-in-california-longitudinal-pupil-achievement-data-system-calpads-prior-to-it-being-used-to-calculate-the-cci)

Yes. The Connecting CALPADS to the Dashboard Handbook identifies specific CALPADS reports you can review to confirm if your data is accurate prior to the close of the CALPADS certification window. Annually updated, the 2023 handbook can be accessed on the CDE [Dashboard Resources](https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp) web page - select the Technical Information tab.

1. [**Can I make corrections to my CCI data after it is released on the Dashboard?**](https://www.cde.ca.gov/ta/ac/cm/dbccifaq.asp#can-i-make-corrections-to-my-cci-data-after-it-is-released-on-the-dashboard)

No. The CDE extracts the data out of the CALPADS immediately after the close of the CALPADS End-of-Year (EOY) amendment window. Therefore, any data revisions that are made in CALPADS after the close of the window will not be incorporated into the Dashboard (or DataQuest).

### Next Steps for the CCI

##### Potential New Measures

As part of the 2024 Accountability Workplan, the SBE continues to evaluate new career measures that potential new career measures (i.e., internships, student-led enterprise, simulated work-based learning, and the Armed Services Vocational Aptitude Battery [ASVAB]). The data will be evaluated as part of the 2025 Accountability Workplan.

### Local Data Sources

Another critical resource for LEAs is their own local data as it reflects an up-to-date picture of current students. Some local sources that can be considered for use are:

* On-track reports (graduation, met UC/CSU requirements, etc.) for current grade twelve students and students in grades nine through eleven.
* Student course enrollment for current students.
* Disaggregated list of AP exam results and IB exams results obtained from The College Board.
* Disaggregated list of grade eleven Smarter Balanced results obtained from your local CAASPP Test Operations Management System (TOMS) file.

### Appendix A

As referenced in Table 1 for College Credit Courses, course codes are used to determine if graduates completed college credit courses within the past four or five years of high school. Table A below identifies the course codes that are used:

Table A: Course Codes Used for the College Credit Course Measure

| **CCI Measure** | **Field Number****in CALPADS** | **Course Codes** |
| --- | --- | --- |
| College Credit Courses | 9.07 (CRS-State Course Code) | The following codes are used for **Academic College Credit Courses**: • 9020: College Credit Course – Visual Arts • 9082: College Credit Course – Dance • 9096: College Credit Course – Theatre• 9120: College Credit Course – English • 9154: College Credit Course – World Language • 9200: College Credit Course – History/Social Science • 9227: College Credit Course – Other • 9273: College Credit Course – Mathematics• 9303: College Credit Course – Music• 9358: College Credit Course – Science |
| College Credit Courses | 9.19 | The 7000-8999 codes are used for **CTE College Credit Courses** Course Section Instructional Level Code [Field #9.19] of “23-College Credit only” or “24 – Dual Credit” must be selected in conjunction with 7000-8999 codes to be counted.Note that the “Code 23-College Credit only” should only be used when the LEA/school has courses open for students to enroll in. This ***is not* when a student takes a college course independently on their own** **that has no association with the school/LEA**. |
| College Credit Courses | 10.18 | The following grades are used from the Student Course Final Grade field: A+, A, A-, B+, B, B-, C+, C, C-, P (passing) |

Table B below identifies the marking periods used to determine the term types:

**Table B: Marking Periods Used for the College Credit Courses Measure at High School**

| **Marking Period** | **Term Type** |
| --- | --- |
| Q1 | First Quarter |
| Q2 | Second Quarter |
| Q3 | Third Quarter |
| Q4 | Fourth Quarter |
| S1 | First Semester |
| S2 | Second Semester |
| T1 | First Trimester |
| T2 | Second Trimester |
| T3 | Third Trimester |
| SS | Summer |
| FY | Full Year |

Note: 1. One full summer session is equivalent to one quarter.

2. One full-year term is equivalent to one semester term

3. The following combination of term types equals *one year* of course work for college credit:

* 3 quarter term courses
* 3 trimester term courses
* 2 semester term courses

**Academic Terms Types Currently Used for the Leadership/Military Science Measure**

The CCI criteria for leadership/military science is determined by counting the term types. At least two years of leadership/military science is required for a student to be placed in the approaching prepared CCI level. (To be placed in prepared, a student must meet additional criteria).

The following term type combinations equal *two years* of course work for leadership/military science:

* 2 full-year term courses
* 6 quarter term courses
* 6 trimester term courses
* 4 semester term courses

### Appendix B: Descriptive Text for Images in Guide

**[Figure 1](#AppendixB" \o "Anchor to Figure 1): Five Performance Levels (or Colors) Represented by Gauges**

The 2024 Dashboard returns with the use of five-segmented gauges with an arrow that points to one of the following colors: red, orange, yellow, green, and blue. Five color gauges lined up in a row with Performance Level descriptors underneath each gauge. Each gauge has five colored segments ranging from left to right: red, orange, yellow, green, and blue. An arrow points to one of these five colors to identify the Performance Level determined for the LEA, schools, or student group. Within this image, the left gauge has an arrow pointing to the red segment with the word “Red” underneath the gauge. The next gauge has an arrow pointing to the orange segment with the word “Orange” underneath the gauge. The middle gauge has an arrow pointing to the yellow segment with the word “Yellow” underneath the gauge. The next gauge has an arrow pointing to the green segment with the word “Green” underneath the gauge. Finally, the last gauge to the right has an arrow pointing to the blue segment with the word “Blue” underneath the gauge. Underneath the red gauge are the words “Lowest Performance.” Underneath the blue gauge are the words “Highest Performance”. In between Lowest Performance and Highest Performance is a double-sided black arrow.