# California Department of Education Seal2022 Reference Guide: College/Career Indicator (CCI)

Information on the CCI Data Reported in the 2022 School Dashboard Additional Reports

Prepared by the California Department of Education

Available on the CDE California School Dashboard

and System of Support Web Page at:

[https://www.cde.ca.gov/dashboard](https://www.cde.ca.gov/dashboard%22%20%5Co%20%22CA%20School%20Dashboard%20and%20System%20of%20Support%20web%20page.)

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### About this Reference Guide, Resources, and Contacts

#### About this Reference Guide

This reference guide includes the latest information on the College/Career Indicator (CCI) including details and rules used to produce the 2022 College/Career Measures Only Additional Report, which is available through the California Department of Education (CDE) School Dashboard Additional Reports web page at <https://www.cde.ca.gov/ta/ac/cm/dbadditionalrpts.asp>.

To access the technical information regarding state and local indicators reported on the 2022 California School Dashboard (Dashboard), please refer to the Dashboard technical mini-guides offered within the CDE2022 Dashboard Technical Guide web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardguide22.asp>.

#### Resources

* The **CCI web page** (<https://www.cde.ca.gov/ta/ac/cm/dashboardacad.asp>) 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 2022 Dashboard closer to home.
* The **Dashboard Resources** web page (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp>) contains general and technical information, tools for educators, translations, and downloadable data files.

#### Contacts

Questions about:

* CCI, contact the Analysis, Measurement, and Accountability Reporting Division by email at Dashboard@cde.ca.gov.
* State Indicators (Academic, Chronic Absenteeism, English Learner Progress, Graduation Rate, and Suspension Rate), contact the Analysis, Measurement, and Accountability Reporting Division by email at Dashboard@cde.ca.gov.
* Logging onto the Dashboard, registering as an LEA Dashboard Coordinator, uploading local indicators into the Dashboard, and the Local Control and Accountability Plan (LCAP), contact the Local Agency Support Systems Office (LASSO) by e-mail at lcff@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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### 2022 CCI and 2023 CCI Work Plan

#### 2022 CCI

When the 2022 Dashboard was released in December 2022, the CCI was not reported due to limited results of the 2021 statewide summative assessments for grade eleven students. During the 2020-21 school year, due to the continuation of the COVID-19 pandemic, LEAs were provided with the option of administering local assessments if administering the statewide summative assessment was not the most viable option. However, even though the CCI was not published on the 2022 Dashboard, the CDE has published the **2022 College/Career Measures Only Additional Report** – for informational purposes – that reflects the number and percentage of students who completed each of the CCI measures approved by the State Board of Education (SBE). This reference guide details information about this report.

#### 2023 CCI Work Plan

At the March 2023 SBE meeting, the CDE presented the 2023 Accountability Work Plan which covered proposed 2023 Dashboard changes for specific state and local indicators. This work plan reflected the following for the CCI:

* Review and analyze the data collected on four new career measures:
	+ Internship,
	+ Student-led enterprise,
	+ Simulated Work-Based Learning,
	+ Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualification Test (AFQT)
* Explore updates to current measures approved by the SBE, and
* Continue the development of two additional new career measures.

The work plan also indicated that the reporting of the CCI will be resumed on the 2023 Dashboard with the display of “Status only” as no prior year data are available to calculate Change and performance levels (colors).

To access the 2023 Accountability Work Plan, please refer to the SBE March 2023 Agenda Item 3 at <https://www.cde.ca.gov/be/ag/ag/yr23/documents/mar23item03.docx>.

To access the latest measures that have been approved for inclusion in the CCI by the SBE, please refer to the following two flyers:

* Measures of Career Readiness: <https://www.cde.ca.gov/ta/ac/cm/documents/ccicareer.pdf>
* Measures of College Readiness <https://www.cde.ca.gov/ta/ac/cm/documents/ccicollege.pdf>

### 2022 College/Career Measures Only Additional Report

This section reviews the definition and data source for each CCI measure displayed on the 2022 College/Career Measures Only Additional Report.

#### What’s New Since the 2021 Release?

With the U.S. Department of Education’s denial of the use of modified methods for Dashboard Alternative School Status (DASS) schools, compared to prior years, the students included in the denominator of the College/Career Measures Only Additional Report **for DASS schools** reflects those in the combined four-and five-year graduation rate. In prior years, the denominator for these schools used the DASS one-year graduation rate.

#### Who Receives a CCI Additional Report?

All LEAs, schools, and student groups that have 11 or more students in the combined four-and five-year graduation rate receive a 2022 College/Career Measures Only Additional Report. You can view the number of students included in the combined four- and five-year graduation rate by accessing the data reported under the Dashboard Graduation Rate Indicator on the Dashboard at <https://www.cde.ca.gov/ta/ac/cm/caschdashboard.asp>.

#### Denominator, Numerator, and Number of Years of Data Used

The *denominator* reflected in the 2022 College/Career Measures Only Additional Report stems from the denominator of the combined four-and five-year graduation rate that is reported within the Graduation Rate Indicator on the Dashboard.

The *numerator* consists of **graduates** who completed a specific measure. For example, if a school had 30 graduates, then out of these 30, only those who completed a CTE Pathway would be included in the ‘Completed at Least One CTE Pathway’ table in the College/Career Measures Only Report.

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 their fourth year, then the last four years of data (2018–19, 2019–20, 2020–21, and 2021–22) were used to identify what the graduate completed or accomplished during these years and whether the graduate should be counted in the numerator for any of the measures in the report. If the student graduated in their fifth year, then the last five years of data (2017–18, 2018–19, 2019–20, 2020–21, and 2021–22) were used to identify what the graduate completed or accomplished during these years.

#### Definition and Data Source for Each Measure

Table 1 on the following page identifies the definition and data sources used for each CCI measure. Please note that the California Longitudinal Pupil Achievement Data System (CALPADS) certification window for the 2021–22 school year has closed. Therefore, any data revisions will not be incorporated into this report.

**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. Students who scored 3 or higher on at least two AP exams at any point in time during high school are included in the count and numerator of the rate. | Data files containing student results are received from The College Board.  |
| a-g Completion | Students who complete either University of California (UC) or California State University (CSU) a-g requirements with a grade C or better are included in the count and numerator of the rate. | 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 | A 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. Students who complete the above are included in the count and numerator of the rate.  | In CALPADS, the Student Career Technical Education (SCTE) file (CTE Pathway Completion Academic Year ID field # 11.14) is used to report CTE completers.  |

**Table 1: Definitions and Data Source (Continued)**

| **CCI Measure** | **Definition** | **Data Source** |
| --- | --- | --- |
| a-g and CTE Pathway Completion | Students who met the UC or CSU a-g criteria with a grade of C or better **AND** completed at least one CTE Pathway with a grade of C- or better in the capstone course are included in the count and numerator of the rate. | Refer to the CALPADS data files and fields on the prior page for a-g completion and CTE Pathway completion.  |
| College Credit Courses (formerly known as Dual Enrollment) | Students are included in the count and numerator of the rate 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, **and**
* Complete a minimum number of semesters, quarters, or trimesters of college coursework.

The college-level courses may be in either academic disciplines (e.g., English) or CTE disciplines (e.g., welding). 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.Note that students who complete two or more college credit course(s) are included in the count and numerator of the rate for ***both*** of the following rows in the report: * Number of Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses, and
* Number of Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses
 | Both current and retired course codes are used to determine if graduates completed college credit courses. Please refer to **Appendix A** for further details.  |

**Table 1: Definitions and Data Source (Continued)**

| **CCI Measure** | **Definition** | **Data Source** |
| --- | --- | --- |
| 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 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 technique. Another example, such as Junior Reserve Officers’ Training Corps (JROTC), also fall under the leadership/military science measure.Note that students who complete two or more year of this program are included in the count and numerator of the rate in ***both*** of the following tables in the report:1. Completed at Least One Year of Leadership/Military Science
	* One Year = two semesters, three quarters, three trimesters, or one full year
2. Completed at Least Two Years of Leadership/Military Science
	* Two Years = Four semesters, six quarters, six trimesters, or two full years
 | Both of the following CALPADS State Course Codes are used to determine completion of this measure: * 9373: Leadership/Military Science
* 9374: Junior Reserve Officers Training Corps (JROTC).
 |

**Table 1: Definitions and Data Source (Continued)**

| **CCI Measure** | **Definition** | **Data Source** |
| --- | --- | --- |
| 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. Registered pre-apprenticeship programs do not require students to be paid at set wages.Students who complete a registered pre-apprenticeship are included in the count and numerator of the rate. | 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.  |

**Table 1: Definitions and Data Source (Continued)**

| **CCI Measure** | **Definition** | **Data Source** |
| --- | --- | --- |
| Pre-Apprenticeship (Non-Registered) | **A non-registered pre-apprenticeship** is recognized by business but is not registered at the state. These pre-apprenticeships provide employer-designed coursework and job-learning activities that prepare students for an existing apprenticeship program. An LEA must work with employer partner(s) to become a recognized training provider for non-registered pre-apprenticeship programs.All non-registered pre-apprenticeship programs must connect to apprenticeship programs, implement employer-designated competencies as part of the curriculum, and establish formal agreements with employers, so students are eligible for apprenticeship placement at the completion of the pre-apprenticeship program.Students who complete a non-registered pre-apprenticeship are included in the count and numerator of the rate. | The Work-Based Learning Type Code 30 within the WBLR file in CALPADS is used to count whether a student completed this measure. |
| Smarter Balanced Summative Assessments in ELA and Mathematics  | As noted earlier in this guide, there were limited results of the 2021 statewide summative assessments. Therefore, the grade eleven data for this measure are not reported.  | Not Applicable |

**Table 1: Definitions and Data Source (Continued)**

| **CCI Measure** | **Definition** | **Data Source** |
| --- | --- | --- |
| State and Federal Job Programs | Applicable only to DASS schools, students who complete any of the following programs are included in the count and numerator of the rate: * **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.
* **Regional 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 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
* Code 55: ROC/P
 |

**Table 1: Definitions and Data Source (Continued)**

| **CCI Measure** | **Definition** | **Data Source** |
| --- | --- | --- |
| 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 web page at <https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>.Students who earn a State Seal of Biliteracy are included in the count and numerator of the rate.  | 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 included in the count and numerator of the rate if they complete one of the following: * **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.

Students who complete both programs are included in the count for: (1) classroom based work exploration, (2) work-based experiences, *and* (3) both classroom exploration and work-based experiences.  | 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 Work-Based Experience
 |

#### Student Groups

To access the definitions used to determine the student groups that are reported in the 2022 College/Career Measures Only Additional Report, please refer to the Dashboard mini-guide titled “California’s Accountability System and the Dashboard” which is posted on the CDE 2022 Dashboard Technical Guide web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardguide22.asp>.

### Frequently Asked Questions

This section covers commonly asked questions from LEAs.

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 web page at <https://www.cde.ca.gov/ta/ac/cm/workbasedcci.asp> provides these details.

1. **Is the denominator of the 2022 College/Career Measures Only Additional Report for all schools based on students in the combined four-and five-year graduation rate?**

Yes. 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 is now used as the base of students for the CCI for all schools, including DASS.

1. **Can the same student be counted more than once throughout the report? For example, if a student passes two AP exams and completes a-g requirements, would the student be included in the numerator for AP exams as well as a-g completion?**

Yes. If a student completes more than one measure, then that student will be included more than once throughout the 2022 College/Career Measures Only Report. Therefore, in the example above, the student would be included in the numerator for AP exams and included in the numerator for a-g completion.

### Appendix A

As referenced in Table 1 for College Credit Courses, both current and retired course codes are used to determine if graduates completed college credit courses within the past four or five years of high school. The following table identifies the current and prior course codes that are used:

Course Codes Used for the College Credit Course Measure

| **CCI Measure** | **Field Number****in CALPADS** | **Starting in 2019**–**2020** | **Prior to 2019**–**2020** |
| --- | --- | --- | --- |
| College Credit Courses | 9.07 | CALPADS Field #9.07 (CRS-State Course Code) is used CCI College Credit Courses.Starting in 2019–2020, 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 | CALPADS Field #9.07 (CRS-State Course Code) is used CCI College Credit Courses.Prior to 2019–2020, the following codes were used for **Academic College Credit Courses**: • 2190: Dual Enrollment College Course – English Language Arts • 2290: Dual Enrollment College Course – Foreign Languages • 2490: Dual Enrollment College Course – Mathematics • 2690: Dual Enrollment College Course – Science • 2790: Dual Enrollment College Course – History/Social Science • 2890: Dual Enrollment College Course – Visual or Performing Arts • 6090: Dual Enrollment College Course – Other |

Course Codes Used for the College Credit Course Measure (continued)

| **CCI Measure** | **Field Number****in CALPADS** | **Starting in 2019**–**2020** | **Prior to 2019**–**2020** |
| --- | --- | --- | --- |
| 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 and Credit only” and “24 – Dual Credit” must be selected in conjunction with 7000-8999 codes to be counted.CALPADS Data Field #10.18 (Student Course Final Grade):  A+, A, A-, B+, B, B-, C+, C, C-, P (passing)  | • The 7000-8999 codes were used for **CTE College Credit Courses** Non-Standard Instructional Level Code [Field #9.19] of “16 – College Credit” must be selected in conjunction with the 7000-8999 codes to be counted.CALPADS Data Field #10.18 (Student Course Final Grade):  A+, A, A-, B+, B, B-, C+, C, C-, P (passing)  |