



CALIFORNIA

State Profile

Academic Pathways	Present in the State		Special Efforts to Reach Underserved Students		State Support	
<u>Advanced Placement (AP)</u>	Yes	AP programs provide incentives for public comprehensive high schools to provide access to rigorous, college-level courses for interested and prepared students.	Yes	Low-income students	Yes	<ul style="list-style-type: none"> Relies on federal funding; Advance Placement Incentive Program Cal Ed. Code § 52240-52247 (2001)
<u>Advancement Via Individual Determination (AVID)</u>	Yes	A college preparatory program to enable disadvantaged high school students to succeed in rigorous curricula, enter mainstream activities in school, and increase their opportunities to enroll in four-year colleges	Yes	<ul style="list-style-type: none"> Low-achieving students Low-income students 	Yes	State funding; The California Department of Education (CDE) has administrative oversight of grants with regional centers and a contract with the AVID Center.
Bridge Programs	Yes	Very common statewide	Yes	No details known or available	Yes	State laws in place to ensure that community colleges and high schools are not being paid for the same student hours.
Career Academies	Yes	Many throughout the state, with some linking the curriculum to community colleges	Yes	Students with irregular attendance, past record of underachievement, low motivation or disinterest in the regular academic program, and economically disadvantaged	Yes	Programs that follow state regulations for academies receive funding. However, many programs do not follow the regulations and receive no state funds.
<u>Charter Schools</u>	Yes	471 charter schools are operating in 2003-2004, serving approximately 170,000 students.	Yes	Low-achieving students	Yes	Guided by California education code.
<u>Distance Learning/ Virtual School</u>	Yes	Virtual high schools are sponsored by University of California College Prep Online (UCCP), providing online courses for purchase and free SAT/ACT test preparation; currently 5 schools are part of a pilot study.	Yes	<ul style="list-style-type: none"> Home schooled students Rural students Students with disability Urban students 	Yes	State legislation: Cal Ed. Code § 66940 (2001) California Distance Learning Policy

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Dual Credit/ Dual Enrollment	Yes	High school students who are concurrently enrolled in high school and a postsecondary institution and called concurrent enrollment. Most California high schools offer dual credit through AP courses and articulation agreements.	Yes	Students with disabilities; school districts receive full funding based on ADA if a student is concurrently enrolled in high school.	Yes	<ul style="list-style-type: none"> • Cal Ed. Code § 48800-48802 (2001) Advanced Education; concurrent enrollment of pupils in high school and community college • No statewide requirement to notify all high school students about the programs; school districts approve student participation in the program
<u>Early or Middle College High Schools</u>	Yes	Currently 25 programs	Yes	<ul style="list-style-type: none"> • Low-achieving students • Racial and ethnic minorities especially African American and Latino(a) students 	Yes	<ul style="list-style-type: none"> • Bill and Melinda Gates Foundation funding for the Early College High School • Middle College High School is funded by the local CC and K-12 districts
<u>GED in College Settings</u>	Yes	Through adult education	Yes	No details known or available	Yes	Follows the GED rules
<u>International Baccalaureate (IB)</u>	Yes	74 high schools participating	No		Yes	Professional development grants since 1998
<u>Specialized Secondary Programs</u>	Yes	State gives funding to schools to boost academic achievement. 90% of schools that receive the money continue the SSP program. Examples include: high school engineering and arts programs.	No	Talented students in high technology fields and the performing arts	Yes	<ul style="list-style-type: none"> • State funding for 5 years, then schools are required to continue on their own • Assembly Bill 1925 (Chapter 563, statutes of 1992) requires each SSP conduct an annual evaluation.
<u>Tech Prep</u>	Yes	Multi-year sequence of courses that integrates core academic and technical knowledge to provide students with a pathway to postsecondary education and careers; 80 local consortia including 108 participating community colleges	Yes	<ul style="list-style-type: none"> • Low-achieving students • Low-income students 	Yes	Federal <u>Perkins funding</u>

Summary of academic pathways:

California has many academic pathways, with some under the oversight of the state. In most cases, local districts are given control of operating the programs, particularly for concurrent enrollment. Advancement Via Individual Determination (AVID) programs and Specialized Secondary Programs (SSP) have grown steadily over the past years. In recent years, creation of early college high schools with support of the Gates Foundation has increased partnerships between California community colleges and local school districts.

Interesting or unique models identified by state officials:

- Beginning in 2003, the Foundation for California Community Colleges' (FCCC) began supporting the Early College High School initiative to improve high school and college graduation rates, especially for students who historically have had lower than average high school and college graduation rates. FCCC's Early College High School initiative supports community college partnerships with school districts and/or county offices of education, along with business and community partners, to prepare proposals and develop the schools. Fifteen grade 9-12 early college high schools have been established on or near California community college campuses.
- SSPs provide students with advanced learning opportunities in a variety of subjects and emphasize retention of core course work within the approved curriculum. The specialized areas include English-language arts, mathematics, science, history and social science, foreign language, visual performing arts, and technical education.

Observations by state officials about special efforts to reach underserved students:

Except for IB and distance learning, most academic pathways make special attempts to reach traditionally underserved student populations, though specific student populations are often not identified. One exception is the early college high school program that attempts to reach out to students who have had lower than average high school and college graduation rates historically.

Observations by state officials about state support for pathways:

Most pathways are supported and guided by either state legislation or funding.

Lessons learned by state officials:

- Data collection and program evaluation should be in place from the very beginning of program implementation.
- Professional development is required for the improvement of practices.
- Reforms must make sense for the whole community in that all members of the community need to see the reasons for change and the value of the change for their children.
- The commitment to change the structure of school systems should be district wide, from the school board to the district to the community.

Programs recommended by state officials:

No recommendations were made by state officials.



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State official's contact information:

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