TO: Chief Instructional Officers  
Chief Student Services Officers  
Academic Senate President  

FROM: Alice Perez,  
Vice Chancellor, Educational Services & Support

RE: Assembly Bill (AB) 705 Default Placement Rules: Guidance for High School Students Enrolled in Community College Courses

The purpose of this memorandum is to provide guidance regarding Assembly Bill (AB) 705 default placement rules for high school students enrolled in community college courses.

LEGAL DEFINITION AND TERMS OF SPECIAL ADMIT STUDENTS

Special Admit students are advanced students that are enrolling in college level courses because they have completed all levels available through their high school in mathematics and English.

These students are not permitted to take basic skills courses in mathematics and English and can be placed based on an evaluation of their high school transcript by a counselor at the college. In most cases, these students are accessing courses like composition, calculus, or higher and are attending classes on the college campus.

CCCO GUIDANCE

The MMAP Research Team observed that the performance of high school students in transfer-level courses was very similar to that of post-secondary students when disaggregated by the high school GPA bands in the default placement rules. They were best able to observe the performance of students in the top band of high school performance, as the sample sizes were most robust for students in that performance tier. The number of students in the study who took transfer-level math or English in 11th grade and who were categorized by their 10th grade cumulative GPA and coursework were as follows: English (n=548); Statistics (n=117); and BSTEM (n=569). For students who took transfer-level math or English in 10th grade and were categorized by their 9th grade GPA and coursework the sample sizes were as follows: English (n=108); Statistics (n=15); and BSTEM (n=107).

These sample sizes, with the exception of 9th grade students taking statistics, are generally large enough to allow for reasonable inferences to be drawn. In this case, high school students who...
took transfer-level coursework in 10th or 11th grade and who were in the top band of high school performance per their 9th or 10th grade GPA and coursework had equivalent or higher levels of course success than those observed for post-secondary students in the highest band of the default rules. While the 10th grade Statistics sample size is small, the performance of students in that group falls in line with the performance of the students in the other five high performance groups increasing confidence that the observed success rates for that group are similarly reasonable and reliable.

These findings suggest that if colleges choose to extend the use of the default placement rules to students who are currently in the 10th and 11th grade, their performance and success rates should be at or above expected levels, particularly for students in the highest performance band.

The college could choose to use students’ high school GPA if they are being placed into the first transfer level course, though they would apply their adopted placement policies for students seeking entrance to courses higher than that (e.g., Calculus I, Calculus II, Critical Thinking).

**LEGAL DEFINITION AND TERMS OF COLLEGE AND CAREER ACCESS PATHWAYS PROGRAM (CCAP) OR DUAL ENROLLMENT**

The College and Career Access Pathway (CCAP) program was created out of Assembly Bill 288. This model is a formal agreement between a high school district and community college district, where students, grades 9-12, take college courses at their high school during normal school hours. AB 288, unlike the regular dual enrollment model, allows the course to be closed to all other college students.

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The CCAP partnership agreement shall certify that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering school district, and shall involve a collaborative effort between high school and community college faculty to deliver an innovative remediation course as an intervention in the student’s junior or senior year to ensure the student is prepared for college-level work upon graduation.

If the student is in the 10th or 11th grade and below grade level as evaluated by the high school, then they would be permitted to enroll in a basic skills course if it is offered by their local community college. This placement is not being done by the college, but by the high school because they have been determined that the student is not on track to be college ready at
graduation. Colleges might choose to not offer these courses any more, but if they do, they could be provided as a service to the high school to help support high school students to ensure they are ready for college at graduation. These students could also be advanced students, just like the special admit students above, and their placement would be determined based upon the coursework they have completed in high school, and the default placement rules would apply.

**LEGAL DEFINITION AND TERMS OF MIDDLE COLLEGE STUDENTS**

Middle College High School (MCHS) is a high school, grade 9-12, located on and integrated into the community college environment; the MCHS merges high school and community college curricula and experience in a fashion that significantly enhances academic success. The program enables high-potential, "at-risk" students to obtain a quality high school education while concurrently receiving direct and invaluable access to college courses and services.

**CCCCO GUIDANCE**

Since the default placement rules were developed based on 11th grade GPA, students that have completed the 11th grade would fall under the default placement rules or the colleges adopted placement model for transfer level courses. Based on the results of the MMAP study, the default placement rules may be applied to students seeking enrollment in transfer-level courses, students who have completed 9th and 10th grade can be placed using the default placement rules and their cumulative GPA for the high school grade they have completed.

cc: Marty Alvarado, Executive Vice Chancellor, Educational Services & Support