



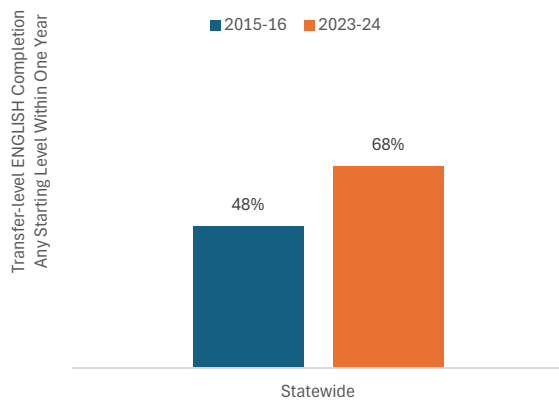
The Impact of AB 705/AB 1705 for California Community Colleges Statewide

AB 705 (2017) produced unprecedented student gains in timely completion of transfer-level English and math in California’s community colleges across all student demographics examined.

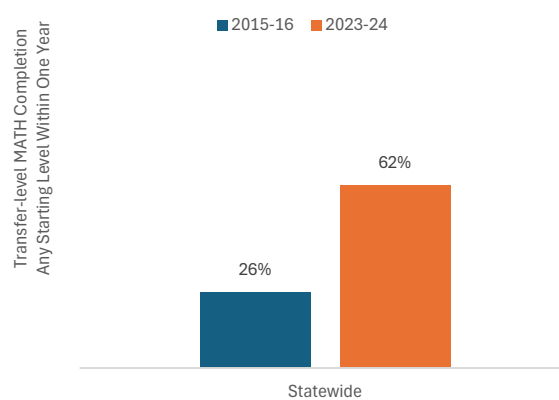
AB 1705 (2022) addressed issues that were impeding equitable implementation. Under the law:

- Students begin in English and math courses that count toward their degree or transfer program, with some well-defined exceptions.
- Preparatory coursework is an option if colleges demonstrate that this delay improves the students’ chances of completing their English or math requirements.
- Students needing extra academic support receive it concurrent with their enrollment in transfer-level coursework. These corequisite models are more effective than prerequisite remediation. ([PPIC 2021](#), [PPIC 2022](#)).

English Completion Pre- and Post-AB 705 Statewide



Math Completion Pre- and Post-AB 705 Statewide



Statewide Transfer-level English & Math Completion Gains for Special Populations 2015-2016 vs. 2023-2024

Subject	African American	Hispanic	Disabled	EOPS	Over 35 years	Low High School GPA	Military	Foster youth
English	✓	✓	✓	✓	✓	✓	✓	✓
Math	✓	✓	✓	✓	✓	✓	✓	✓

Source: [CCCCO Completion Dashboard](#); EOPS = [Educational Opportunity Programs and Service](#)

AB 1705 Funding to Colleges

Statewide community colleges received: \$64,000,000.02.

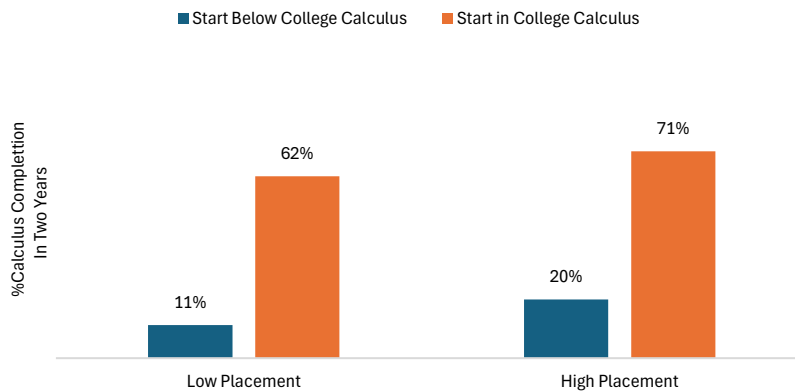
(Source: [CCCCO ES 23-08](#), May 2023)

AB 1705 Implementation Update

- Remedial education: Ineffective remedial education discontinued, with permitted exceptions: All colleges ✓
- Non-STEM programs: equitable access to English and math that counts for the degree: All colleges by Fall 2024 ✓
- STEM programs: work is underway to address inequitable access to calculus and ensure that pathways to calculus effectively support STEM programs.

More on STEM progress: Statewide and local research shows that calculus pathways are ineffective in improving calculus completion and contribute to inequitable STEM progress ([MMAP 2024](#), [ESLEI 24-15](#)). As a result, the Chancellor’s Office has instructed colleges to broaden access to calculus and to provide corequisite support by Fall 2025. Colleges also have the option to develop an innovative preparatory course to replace prerequisite courses that do not meet AB 1705 standards. Colleges and the CCCCO will examine data on new pathways in July of 2027.

STEM Calculus Completion in Two Years of First Math Enrollment Statewide



Cohort: First college math enrollment in 2019-2020, 2020-2021, and Fall 2021 in a STEM Calculus pathway
High Placement = HSGPA greater than 2.6 AND passed HS Precalculus or Trigonometry; Low Placement = All Others
Placement criteria are locally determined and may vary across colleges.

Source: CCCCO analyses for local AB1705 STEM college reports, February 2024. Available upon request.