



## AB 3188– LCAP Pupil Achievement

### IN BRIEF

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AB 3188 encourages school districts to prepare students for both college and careers by, where possible, requiring the reporting of students who have successfully completed both courses that satisfy requirements for entry into the University of California (UC) or California State University (CSU) and courses in career technical education (CTE) programs.

### BACKGROUND

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California has led the nation in high school pathways that combine preparation for both college and careers, as opposed to one or the other. Studies show that combining CTE with academic coursework, work-based learning, and student supports produces substantial benefit for students. In a 2010 study, students enrolled in California career academies reported higher rates of a-g course completion (57 percent) than graduates statewide (36 percent). These students were also found to be more likely to complete their bachelor’s degree.

Additionally, many students in college will need to work while enrolled in postsecondary studies in order to afford the cost of their education. Training in career technical programs while in high school can help these students develop skills that will enable them to receive higher wages while working towards their postsecondary degree, lowering the amount of debt they incur and the number of hours they need to work.

Existing law requires districts to develop a Local Control Accountability Plan (LCAP) that addresses eight state priorities. One priority is “pupil achievement” which is measured by several indicators, one of which is the number of students who complete the a-g course sequence OR a sequence of CTE courses. This separation of the two programs serves to differentiate students into those preparing for postsecondary education and those entering careers upon high school graduation, despite evidence that access to both types of courses is ideal for students.

### SOLUTION

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AB 3188 encourages schools to prepare students for both college and careers by amending the LCAP pupil achievement measure to require reporting of:

- 1) The percentage of pupils who successfully completed courses that satisfy the requirements for UC or CSU entry,
- 2) The percentage of pupils who have successfully completed CTE sequences or programs and
- 3) To the extent possible, the percentage of students who have completed both.

By encouraging the reporting of students who have successfully completed both courses for college entry and CTE programs, AB 3188 aligns reporting with a stated goal of the California public education system. Combining college preparedness and career readiness is a demonstrably effective approach that many districts and schools are implementing to decrease dropout rates, increase graduation rates and a-g credit attainment, thereby equipping young people both to earn higher wages and salaries after graduating from high school and also to choose from a full range of college options.

### SUPPORT

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California Chamber of Commerce  
California State Parent Teachers Association  
Center for Powerful Public Schools  
Fight Crime: Invest in Kids  
Linked Learning Alliance  
Mt. Diablo Unified School District  
William S. Hart Union High School District

### FOR MORE INFORMATION

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