

Date of Hearing: April 11, 2018

ASSEMBLY COMMITTEE ON EDUCATION  
Patrick O'Donnell, Chair  
AB 3188 (Thurmond) – As Amended March 20, 2018

**SUBJECT:** School accountability: local control and accountability plans: state priorities: pupil achievement

**SUMMARY:** Defines the Local Control and Accountability Plan (LCAP) "pupil achievement" priority to include, to the extent possible, the percentage of pupils who have successfully completed entrance requirements for the University of California (UC) and the California State University (CSU) **and** a career technical education sequence or program of study.

**EXISTING LAW:** Defines the LCAP "pupil achievement" priority to include the percentage of pupils who have successfully completed entrance requirements for the UC and CSU **or** a career technical education sequence or program of study.

**FISCAL EFFECT:** Legislative Counsel has keyed this bill a state-mandated local program

**COMMENTS:** School districts are required to adopt and annually update LCAPs, which must address the following eight state priorities:

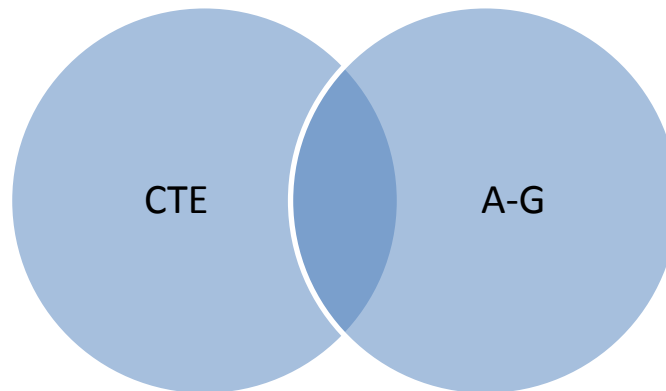
- The degree to which teachers are appropriately assigned;
- Implementation of state academic content and performance standards;
- Parental Involvement;
- Pupil achievement;
- Pupil engagement;
- School climate;
- The extent to which pupils have access to and are enrolled in a broad course of study; and
- Pupil outcomes.

For purposes of the LCAP, "pupil achievement" is measured by the following, as applicable:

- Statewide assessments;
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University (a-g requirements), or career technical education (CTE) sequences or programs of study that align with state board-approved career technical education standards and frameworks;

- The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board;
- The English learner reclassification rate;
- The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program or any subsequent assessment of college preparedness.

As the figure below shows, this bill adds, to the extent possible, the percentage of pupils who have completed both, the a-g courses and a CTE course of study to the measures of pupil achievement. This is illustrated by the darker shaded intersection of the diagram below. The percentage of pupils that completed either the a-g courses or a CTE program would still be included as well.



***Reason for the bill.*** According to the author's office, this change would encourage districts to prepare pupils for college and careers, instead of just one or the other.

**REGISTERED SUPPORT / OPPOSITION:**

**Support**

California Chamber of Commerce

**Opposition**

None received

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