



# LETICIA CASTILLO

## 58TH ASSEMBLY DISTRICT

### **AB 862: California School Dashboard: local control and accountability plans: college and career pathway data.**

#### **IN BRIEF:**

AB 862 requires high schools to consider the percentage of students who intend to enter or be employed through a registered apprenticeship program, skilled trade, or industry-aligned career pathway when measuring pupil achievement.

#### **EXISTING LAW:**

Existing law requires the State Department of Education to maintain the California School Dashboard, a web-based system that reports school performance data, including the College/Career Indicator (CCI), which tracks the percentage of high school graduates prepared for college or a career. School districts, county boards of education, and charter schools must adopt and annually update a Local Control and Accountability Plan (LCAP) outlining goals for student achievement, including college and career readiness. LCAP data must align with state priorities, such as completion rates for courses meeting University of California, California State University, and career technical education requirements. Charter schools must also adopt an LCAP through a public hearing and report progress in a format consistent with the California School Dashboard.

#### **THE ISSUE:**

Every young adult faces the same decision: is college the right choice for me? While higher education is properly suited for some high school graduates, others maintain capabilities that complement careers in technical, skilled trades such as pipefitting, construction, ironworking, or even cosmetology – all of which can be scaled to be quite profitable professions. However, despite the demand for skilled labor, societal expectations and educational policies have historically prioritized four-year college degrees as the default path to success.

This bias has led to a lack of visibility and support for alternative career pathways, leaving many students unaware of or unprepared for lucrative opportunities in trades and apprenticeships. Schools often emphasize standardized test performance and college acceptance rates over vocational training and hands-on skill development, limiting students' exposure to diverse career options. Additionally, outdated perceptions of trade careers as less prestigious or financially rewarding contribute to a stigma that discourages students from pursuing them, despite the reality that many skilled trades offer competitive salaries, job stability, and upward mobility.

Furthermore, the disconnect between secondary education and workforce needs exacerbates labor shortages in critical industries. As more students are funneled toward college,

industries reliant on skilled labor face recruitment challenges, while many graduates struggle with student debt and underemployment in fields unrelated to their degrees. Addressing these systemic issues requires a shift in how educational success is defined, ensuring that all career paths—whether through college, apprenticeships, or vocational training—are equally valued and supported.

**THE SOLUTION:**

AB 862 introduces solutions to enhance school accountability by requiring local control and accountability plans (LCAPs) to include data on students' post-high school intentions, such as college enrollment and career pathway participation. By mandating the inclusion of these indicators in the California School Dashboard, the amendments aim to provide a more comprehensive view of student outcomes, ensuring equal emphasis on both higher education and vocational training. This increased transparency supports data-driven decision-making and resource allocation to better prepare students for diverse career paths.

**CONTACT:**

Harrison Zea

Email: [Harrison.Zea@asm.ca.gov](mailto:Harrison.Zea@asm.ca.gov)

Phone: (916) 319-2058